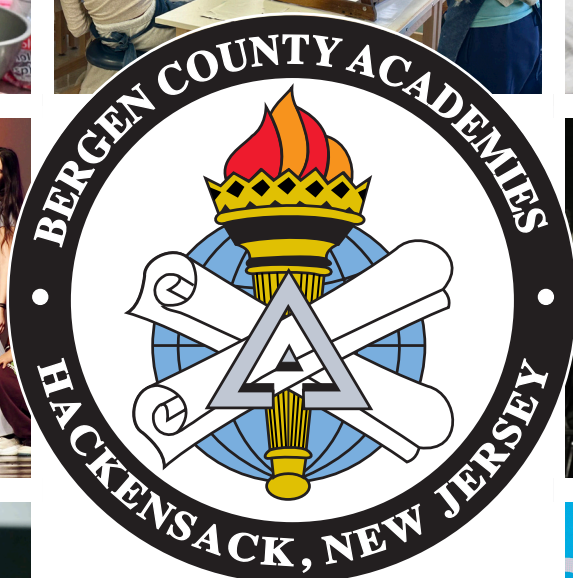


# BERGEN COUNTY ACADEMIES

## 2025-2026 INFORMATION AT A GLANCE



We Are  
**BCA**

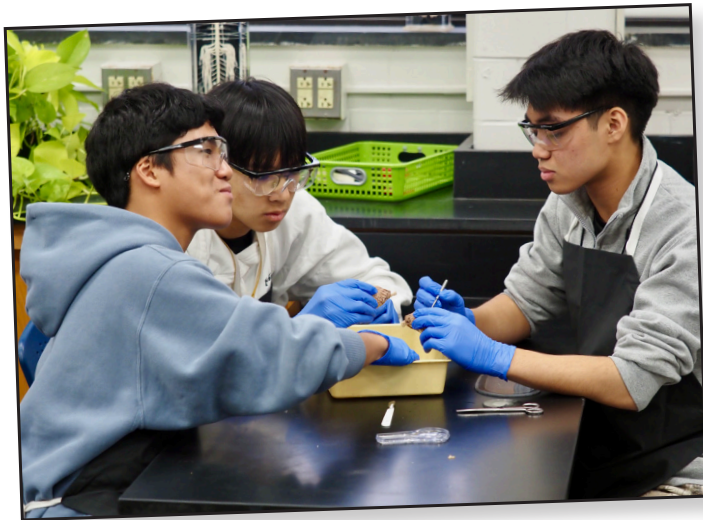


BERGEN COUNTY TECHNICAL HIGH SCHOOL DISTRICT

Dr. John Grieco Campus • 200 Hackensack Avenue, Hackensack, New Jersey 07601

201-343-6000 • [www.bergen.org](http://www.bergen.org)





The Bergen County Technical School District does not discriminate on the basis of race, age, creed, religion, ancestry, national origin, socioeconomic status, affectational or sexual orientation, gender, disability, or marital status.



# AN ACADEMIES EDUCATION

The Bergen County Academies offers students a unique high school experience that combines comprehensive academics with technical and professional courses. We encourage our students to choose an academy concentration based upon their interests rather than a future career choice.

Pursue your passion for science, art, computers, music, theatre, cooking, design, or finance—our programs will allow you to explore your interest while preparing you to meet the academic challenge of college. You may complement your studies with electives and clubs that cross academy boundaries; you are not limited to study in just one field. Students receive a fine academic background that prepares them well for postsecondary study in any field they choose.

## THE ACADEMIES:

### AAST

Academy for the Advancement of Science and Technology

### ABF

Academy for Business and Finance

### ACAHA

Academy for Culinary Arts and Hospitality Administration

### AEDT

Academy for Engineering Design Technology

### AMST

Academy for Medical Science Technology

### ATCS

Academy for Technology and Computer Science

### AVPA

Academy for Visual and Performing Arts

For information on our curriculum and laboratory facilities, please visit our website: <http://bcts.bergen.org>.

### Dr. John Grieco

Beginning in 1984, Dr. Grieco was Chief School Administrator for BCA's conceptual predecessor, Bergen County Technical Schools. Through his educational programs Dr. Grieco sought to expose his students – young, old, gifted, underprivileged, disabled, driven, lost – to the various complexities and attending simplicities he knew make up life. He did it fruitfully and with little credit, but for the reward of having beautifully shaped minds.



Artist Nina Yoshida with her drawing of Dr. Grieco



*"Make it a great day" reminds us that no matter what's ahead of us, academic or not, we get to decide how we show up. It's not "have" a great day-it's make it one. We are not just bystanders in our lives – we are active participants."*

**Esha Oza, Class of 2025**

# PROGRAM DESCRIPTIONS

This guide is designed to provide students and parents/guardians an understanding of our programs. Bergen County Academies takes pride in the high standards achieved year after year. Information in this booklet may be subject to change as our programs evolve to match skills dictated by new technologies.

For complete program descriptions, please visit our web site: <http://bcts.bergen.org>

## AAST ACADEMY FOR THE ADVANCEMENT OF SCIENCE AND TECHNOLOGY



*“We can’t keep relying on the energy sources of the past. We need solutions that work with the Earth, not against it.”*

*“I want to be part of the generation that makes clean energy accessible to everyone, not just a luxury for the wealthy.”*

Students applying to the Academy for Science and Technology should have a passion for science and a curiosity to explore modern scientific questions through a comprehensive, hands-on curriculum. Students take multiple years of instruction in the core sciences of biology, chemistry and physics while addressing 21st century science and technology themes in sustainability, material science, and energy. In addition to the traditional honors-level coursework in the STEM-related areas of math and computer science, a wide range of core and elective offerings in the humanities and the arts can be an important part of any AAST student’s experience. Graduates from AAST are prepared for further studies across the entire curriculum and especially within the natural sciences, energy engineering, and sustainability. The following are some of the highlights of the AAST curriculum:

- 9th grade students begin their multi-year study of the natural sciences by taking Biology, Chemistry, and having a dedicated science lab period
- 10th grade students take AP Chemistry, begin studies in Physics, and continue with a dedicated lab period
- 11th grade students take Sustainable Chemical Processes, a course in Advanced Physics, and often enroll in their choice of an AP elective
- 12th grade students continue their exploration of sustainable chemical processes in Inorganic Chemistry and Resource Applications and Alternative Energies. Throughout the curriculum, students are encouraged to find original answers to modern research challenges using the state-of-the-art facilities available on campus.

Many of the AAST faculty hold doctorates in their areas of expertise. Additionally, through our senior experience program and academic collaborations, students have unique opportunities to interact with outside experts from institutions including Columbia, Princeton, Stevens, and the American Museum of Natural History among many others. Whether they continue in a STEM-related field or choose another area, AAST graduates possess the knowledge, skills, and experience to succeed in their post-secondary studies and beyond.





# ABF

## ACADEMY FOR BUSINESS AND FINANCE (INTERNATIONAL BACCALAUREATE)



This Academy provides a focus on business and finance within an integrated and comprehensive academic program. Students typically have a strong aptitude for mathematics, possess advanced writing and communication skills, and are interested in business, finance, marketing, and economics. Business principles are taught in multiple, high-level core courses which incorporate disciplines such as: corporate finance, financial markets, money and banking, economics, marketing, management information systems and entrepreneurship. Students often become involved in a variety



of national and international business and economic competitions such as the High-School Federal Reserve Challenge, the Euro Challenge and the Fairleigh Dickinson University Business Idea program. They also participate in nationally-recognized business organizations such as DECA (an association of marketing students).

ABF has incorporated an emphasis on a global perspective. The driving force behind this global component is the integration of the International Baccalaureate curriculum within an already rigorous course of study. The IB Diploma Program, in which most ABF 11th and 12th graders enroll, is an internationally recognized degree program administered by the International Baccalaureate Organization in Geneva, Switzerland. To earn

the IB diploma, students must complete a two year sequence of courses in humanities, math, and science. In addition, ABF students are required to complete a senior thesis and a unique class on interdisciplinary analysis, as well as requirements in the arts, community service, and athletics.

A unique feature of our Academy is the Financial Markets Lab. Our lab is equipped with Bloomberg technology, a resource utilized by finance professionals worldwide; it enables our students to conduct economic and financial research and analysis using real-time economic and market data and sophisticated analytic tools. Our proximity to New York City offers our students opportunities to visit and establish internships with some of the world's leading financial institutions. Furthermore, our global studies program offers students the opportunity to gain exposure to the international business community.





## ACAHA ACADEMY FOR CULINARY ARTS AND HOSPITALITY ADMINISTRATION



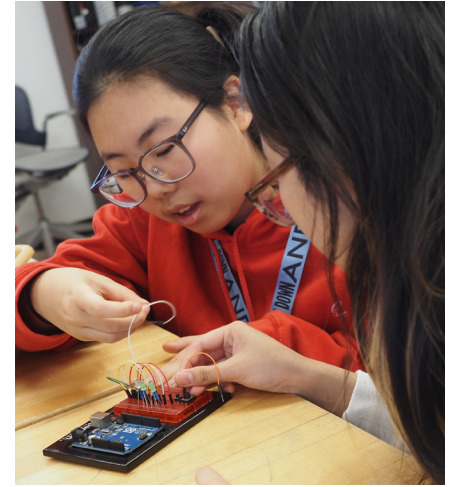
This Academy provides an insight into the Hospitality Industry in addition to an in-depth study of all facets of hospitality management, entrepreneurship, and advanced culinary / pastry arts. This academy is ideal for those who are passionate about hospitality; one of the largest global industries and employers. ACAHA students often become involved with a variety of leadership, community service, state and national competitions such as the ProStart Hospitality Management state and national competition and the state and national SkillsUSA Leadership Conferences.

Students train in a sophisticated culinary facility that rivals many professional restaurants. The curriculum includes Foundations of Hospitality and Restaurant Management along with International Baccalaureate business management courses. International Baccalaureate Diploma is optional for ACAHA students. Electives in AP Micro and Macro Economics are recommended. The ACAHA course of study leads to certification from the National Restaurant Association Education Foundation, which can lead to hospitality scholarship opportunities. The students will be enrolled in an online class and receive a ServSafe Managers certification. Articulation agreements with universities enable students to receive college credit or advanced standing. One of the highlights of the ACAHA experience is taking part in the coveted annual BCA Chocolate Competition. Their artistic creations are often compared to cake projects on the Food Network!

For students interested in a career in hospitality management or the culinary arts, ACAHA offers the best possible preparation for college hospitality programs such as Cornell University's School of Hotel Administration, Boston University, NYU, Penn State University and the Ecole hoteliere de Lausanne (EHL) in Switzerland, to name a few. While at the Academies, ACAHA seniors take part in BCA's Senior Experience program and have interned at the Black Barn Restaurant, the Loews Regency Hotel, the New York Hilton Hotel, Altro Paradiso, the Pearl River Hilton, and the Glenpointe Marriott.

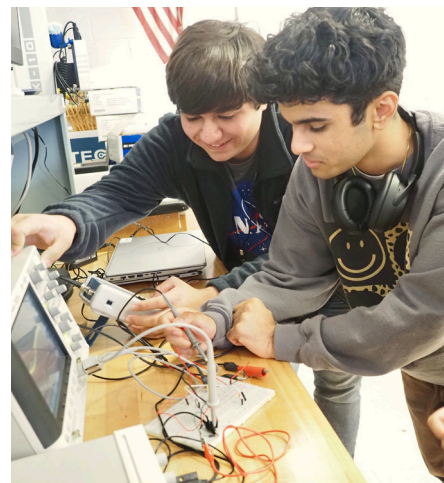
## AEDT ACADEMY FOR ENGINEERING AND DESIGN TECHNOLOGY

The Academy of Engineering and Design Technology (AEDT) was developed as an extension of the Academy for the Advancement of Science and Technology (AASST) with specific concentration on the engineering sciences, including design technology, computer science, manufacturing and electronics. Students have a concentration in engineering and design courses and a focus on skills that are generally useful in any engineering curriculum.



Students are drawn to AEDT because they want the opportunity to create and build in innovative classrooms and laboratories. Projects include product development, civil or architectural designs, robotic competitions, and more. Students must have a strong desire to solve problems using math, science and technology. They should like to work with their hands, and apply their creativity to engineering. Organizational skills, such as maintaining computer files, keeping project journals and building portfolios are needed.

AEDT focuses on general engineering disciplines and prepares students for entrance into college engineering programs. Those that choose to go into this academy will have a solid background and are likely to successfully master college engineering courses. Students are also prepared to pursue careers in the technical aspects of business or law. Articulation agreements with universities enable students to



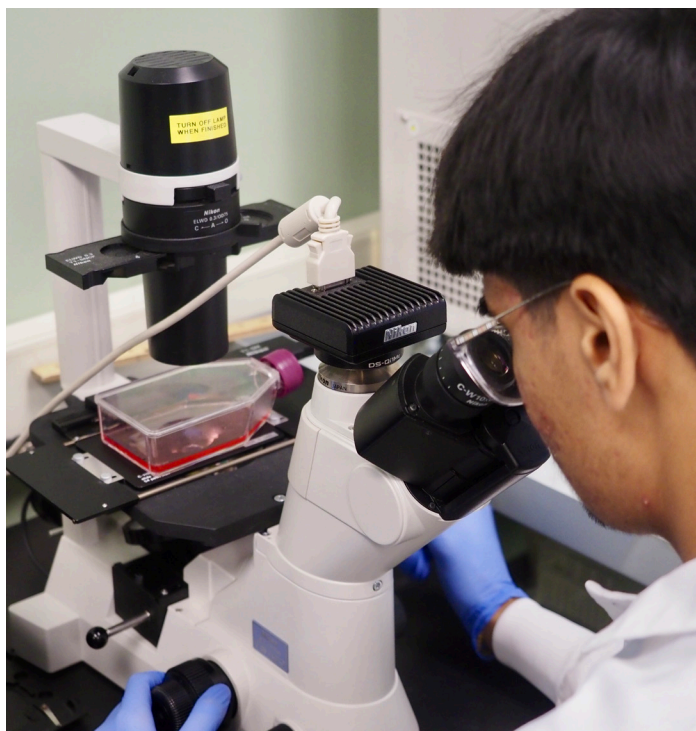
receive college credit for some of the core courses taken in this program.



# AMST

## ACADEMY FOR MEDICAL SCIENCE TECHNOLOGY

The program of study for the Academy for Medical Science Technology is designed for students interested in the medical field and/or the research sciences. The curriculum is infused with courses that reflect a medical science related focus including anatomy, pharmacology, bioethics, developmental biology, and research science, as well as projects that develop teamwork, communication and presentation skills.



- In ninth grade, students have two full year STEM courses, Honors Biology and Experimental Biology which rotates students through the three cell biology laboratories. Experimental Biology includes elements of bioinformatics, experimental design, basic laboratory skills, cell and molecular research techniques, statistics, data analysis and presentation.
- In tenth grade, students take a full year of Anatomy and Physiology in addition to a full year course in Chemistry. A hands-on, lab-based course, Anatomy and Physiology provides a firm foundation in histology, physiology, and homeostasis in each of the human body systems.
- In eleventh grade, students will take Advanced Placement level Biology, in addition to a full year course in Physics. They also have the option of pursuing other Advanced Placement course offerings.
- In grade twelve, students will rotate through an Advanced Biomedical Seminar which includes a trimester each in topics

such as Biotechnology, Developmental Biology, Pharmacology and Bioethics.

Many AMST students participate in the “in-house” research program in the Academy’s state of the art labs, as early as freshman year. Research focus options include cell and molecular biology, nanotechnology, agriscience, optics, mechatronics, psychology, mathematics, and a variety of engineering disciplines. In the cell and molecular biology labs, students use in vitro cell culture and carry out such assays as microarray and transfection and utilize TEM and SEM to investigate the scientific question they are addressing. Our students have won significant national and international awards at competitions including the Regeneron Science Talent Search, the Regeneron International Science and Engineering Fair, and BioGENEius. These high school innovators have been awarded Davidson Fellowships and have presented their research at meetings of professional organizations such as the American Association for Cancer Research (AACR). Many students have published their findings in peer reviewed, professional journals.

AMST students can participate in HOSA, the international leadership organization for future healthcare professionals, which is recognized by the US Department of Education. The mission of the chapter is to promote the health care professions and community service. Members have successfully competed at the international level in areas such as Biomedical Debate, Creative Problem Solving, Pharmacology, Biomedical Lab Science, Nutrition, Sports Medicine, Mathematics, Dental Science and many more.





# ATCS

## ACADEMY FOR TECHNOLOGY AND COMPUTER SCIENCE

This program is ideal for students who have an interest in computers and programming. The Academy for Technology and Computer Science offers a curriculum that provides students with a strong foundation in the core concepts of computer science, experience in a broad variety of programming skills and paradigms, and a focus on the application of programming to practical challenges.

ATCS students develop a strong foundational understanding of programming, computer architecture, software engineering practices, data structures and algorithms, web development, theory of computation, and program analysis. Throughout their careers at BCA, students extend their skills in computing through projects and electives of their choice, including such offerings as processor design, computer security, game development, and artificial intelligence.

The specific programming languages and development tools in the curriculum change frequently, though they are not the heart of what our students learn. Our real focus is on important, fundamental ideas in the field of computer science, not just the latest trends in technology. Even though the tools we use are always changing, students can have confidence that the important ideas they learn in ATCS will never become outdated or obsolete.



- **9th graders** take AP Computer Science A. The year begins with a gentle introduction to a CS-approach to problem solving. By trimester two, the pace will increase, with a focus on learning all of the AP CS A topics, including arrays, 2d arrays, iteration, methods, objects, inheritance, and a bit of recursion.

- **10th graders** take Applied Computer Science. The course has two primary components. One part includes some common data structures and standard algorithms associated with those structures; including stacks, queues, linked lists, trees, heaps, and maps. The other part introduces students to relational database design and queries. Students build web applications connected to these databases.

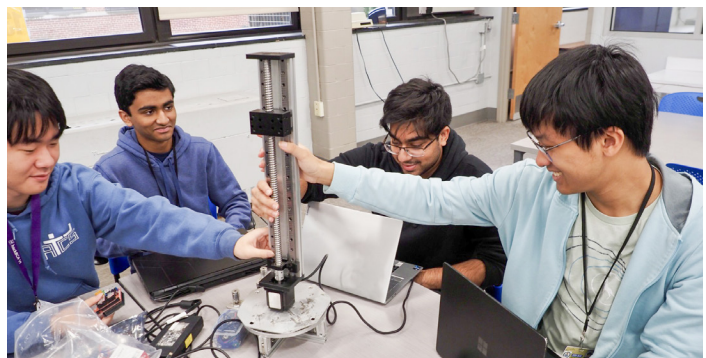


- **11th graders** take Advanced Topics in Computer Science, a focus on the mathematics and theoretical underpinnings of computer science. During this year, students primarily work in functional languages. Students also examine in depth how we can prove assertions about code while also exploring the fundamental capabilities (and limitations!) of computers.

- **12th graders** pull together everything that they've learned by building a real-world product known as a Capstone. In the process, they research new technologies, learn industry-level methodologies for client and team collaboration, and finally present their complete product to industry professionals.

Because of their strong backgrounds in computer science, ATCS students have competed successfully in prominent competitions such as USA Computing Olympiad, American Computer Science League, Congressional App Challenge, Canadian Computing Competition, and picoCTF.

ATCS students are well prepared for any college computing major such as Computer Science, Computer Engineering, Electrical Engineering, Software Engineering, or Information Systems. Additionally, computers have worked their way into every facet of modern life. Even those students who decide not to pursue computer-related careers after high school still find that the technical skills they have acquired through the academy's curriculum prove immensely useful in any number of other fields.





# AVPA

## ACADEMY FOR VISUAL AND PERFORMING ARTS

AVPA offers three areas of concentration: Music, Theatre Arts, and Visual Arts.

**What is the AVPA-Music Program?** Students in this program study an academic, honors-level college preparatory curriculum with a focus in music. Students have core academic courses (usually at the honors level) as well as core music courses! The program is for students who possess a combination of musical talent, passion, and activism, and immerse themselves in music activities. In addition to the regular BCA admission process, candidates must also undergo a music audition. More information is available online: [www.bergen.org/music](http://www.bergen.org/music).

- **9th graders** begin the program by enhancing their keyboard/piano skills in Digital Keyboarding. They also take Musicianship, a methods course where they learn to play woodwind, brass, string, and percussion instruments. The course ends with a special project in music technology.
- **In 10th grade**, students take a rigorous AP Music Theory course and may earn college credit. They study college-level music theory, which includes harmonic analysis, counterpoint, voice leading and ear training. An exhibition of students' digital compositions is also part of the curriculum.
- **In 11th grade**, students go beyond the AP theory curriculum in Advanced Problems in Music Theory & Technology. Here, students delve into augmented sixth and Neapolitan chords, fugal composition techniques, and analysis of twentieth-century music. They also take Conducting where they acquire techniques needed to lead and direct ensembles. The AVPA-M program ensures a rounded arts education with part 1 of Music & Society: a course that teaches the evolution of musical style with corresponding art and socio-political trends. The year ends with Digital Recording Lab where students learn how to make professional-quality recordings of themselves and their peers while exploring music production.
- **In 12th grade**, Seniors learn current technological and composition techniques in Electronic Music Synthesis where they work with state-of-the-art software, such as *Finale*. The course culminates with each student completing a formal composition. They also complete part 2 of Music & Society. The 12th grade capstone course is Senior Music Seminar, where they each build a guitar, and take it home at the end of the course! As part of the course, seniors also produce and present their **AVPA-Music Senior Recital**- a state-mandated graduation requirement assessed by professionals in the music field.

Each AVPA-M student is required to participate in performing music electives each year (band, orchestra, choir, ensemble).

You can learn more about the AVPA-Music program by attending one of our concerts or admissions open house in the fall. Please note that the AVPA-M program is not a conservatory or a full-time performing arts program. We offer a college preparatory, academic honors program, with a focus in music.

The music program at BCA includes over 15 electives with a variety of programs and partnerships: Chamber Music Society of Lincoln Center, performances for the greater Bergen County community, Songwriting contest, Ensemble Prestige, Tri-M Music Honor Society, honors ensembles (county, state, national).

**What kind of student do you accept into the AVPA-Music Program?** Academically talented students prepared for a challenging, college preparatory honors-level, academic curriculum. Students who have an outstanding ability in music- students we accept are some of the strongest musicians in their communities and participate in honors level ensemble and/or pre-college programs.

- Individuals who have demonstrated academic achievement
- Talented musicians who have achieved musical excellence (competition finalists, pre-college, awards, etc.)
- Students planning to study music in college.
- "Music is my life"
- Students with years of private music study continuing throughout high school.

**What kind of student do you produce?** College bound students prepared to succeed in college music programs. BCA graduates have gone on to study music at Berklee College of Music, Curtis Institute of Music, Eastman School of Music, Juilliard, Peabody Conservatory and Westminster Choir College. Many of our alumni are now touring musicians, music teachers, music business professionals, or avocational musicians working in other fields.





# AVPA

## ACADEMY FOR VISUAL AND PERFORMING ARTS

*AVPA offers three areas of concentration: Music, Theatre Arts, and Visual Arts.*

**What is the AVPA-Theatre Program?** The AVPA Theatre Arts concentration is a training program for students interested in pursuing a college major in theatre or film leading to a career in some aspect of the entertainment industry.

Core courses include sequences in acting, dance, voice and speech, musical theatre, theatre history, theatrical design, dramatic writing, and directing. In addition to studying with faculty members (all of whom have professional training and experience) AVPA theatre students work with outside industry professionals in every aspect of classwork and production. In addition to their coursework, students are required to participate, as performers and technicians, in at least two after school major theatrical productions over their time at BCA.

Our goal is to nurture creativity and imagination, develop skills and discipline, and emphasize process. Rather than provide students with a single technique we introduce young artists to a variety of methods (Viewpoints, Stanislavsky technique, monologue, and classical work), encouraging them to learn to work in ways most productive for their individual growth.

- **In 9th grade**, students take Acting I and Voice and Speech I, focusing on self in order to release and open emotional, vocal, and physical ranges. Dance I focuses on ballet and tap and a special project on musical theatre performance introduces students to working as an ensemble as they approach material written for the musical theatre.
- **In 10th grade**, students in Acting II/Playwriting focuses on scene study from modern American realism and students utilize their understanding of structure learned in Theatre History I (late 19th Century writers through contemporary theatre) to write their own plays. Dance II furthers students' skills in ballet and introduces Musical Theatre dance.
- **In 11th grade**, students are challenged in Acting III with more advanced work by approaching monologue and solo work in addition to classical texts which are studied in Theatre History II, including investigations into the work of Shakespeare and the Greeks. Dance III allows students to continue progress at their own individual abilities in ballet and Musical Theatre dance. Juniors additionally have their Junior Seminar/Business of Theatre project which focuses on preparing for their college search as well as the variety of arts-related careers they may want to pursue.
- **In 12th grade**, students work in Acting IV, an advanced scene study class, on the exploration of the text and utilization of technique to determine actor choices for the particular stylistic demands of a text and its period. Directing allows for a culmination of all the skills learned as students direct a fully staged and produced one-act play. Dance IV introduces modern dance to the skills already acquired from previous years and culminates in a group choreography presentation.

Every student is strongly encouraged to participate in theatre electives and projects each year (stage combat, stage makeup, costume design, stagecraft, stage management, screenwriting, and ballroom dance to name a few).

**What kind of student do you accept into the AVPA-Theatre Program?** The ideal candidate for AVPA/T will possess a combination of the following:

- Strong interest in pursuing an innovative academic experience alongside a deep interest in one or more of the theatre arts (acting, dance, musical theatre, playwriting, film, design, technical theatre)
- Self-discipline to maintain theatre studies and attend rehearsals after school while also keeping up with challenging academic coursework
- Eagerness to grow as a performing artist and willingness to accept constructive criticism with grace and enthusiasm
- Delight in the spirit of play and a strong passion for working with others to create a theatre family and ensemble rather than simply being the star in the spotlight

**What kind of student do you produce?** Theatre concentration students will be prepared to audition for college and conservatory Theatre Arts programs (BA and BFA). More importantly, AVPA theatre students, because of their course of study, will be ready for almost any college major or career path encountered in the 21st Century. AVPA theatre alumni work in the entertainment field, on Broadway and in TV, film, and other media, as well as other fields such as medicine, science, law, business and politics. Moreover, they have enhanced and developed imaginative capacity, flexible ways of thinking, self-discipline, sophisticated presentation techniques, and superior collaboration skills.





# AVPA

## ACADEMY FOR VISUAL AND PERFORMING ARTS

AVPA offers three areas of concentration: Music, Theatre Arts, and Visual Arts.



### What is the AVPA-Visual Program?

The AVPA Visual Arts concentration contains a mix of traditional and digital design and production, with a strong emphasis on digital. The program is designed for students interested in pursuing a college major in any one of a broad range of arts including graphic and web design, illustration,

photography, film/ animation/video, game design, package design, traditional/ fine arts, art history, and so much more. All of the courses help students develop creativity and critical thinking skills, tools to help them succeed in any major or career, including related fields like architecture, engineering, and computer science. Twice a year, students prepare an exhibition at the school to showcase their works, and over the course of each year, student works are entered in competitions with very good results.

- **9th graders** begin the program by developing and enhancing compositional design skills using both traditional and digital tools. Students become acclimated to the Adobe software suite using PhotoShop, InDesign, and Illustrator. They work on bringing their drawing skills to a more mature level. The students also learn traditional and digital printing processes.

- **In 10th grade**, students study color theory and its application in real-world scenarios. They use digital cameras to learn how professional photographers deal with issues on the job. Students are introduced to the video production process and through this work, produce documentaries for an international competition. They also learn about virtual reality and use a 3D sculpting application to produce a completed model that they then 3D print. Students study HTML and CSS to develop their own websites. Students use their design skills to produce individual entries for a national design competition. They are also introduced to laser engraving and cutting.

- **In 11th grade**, students continue to develop their video production skills through the production of movie trailers that are based on the movie posters they created during sophomore year. They also continue their work with virtual reality, 3D modeling, Arduino, and web development technologies using UX/UI concepts, CSS, and scripting. Students will be introduced to the business aspect of art and will research the requirements and costs of creating and selling works. They will use their design skills to produce individual entries for a national design competition. Students will also work with hand tools, power tools, wire, mesh, and discarded electronics to produce sculptures.

- **In 12th grade**, students work on capstone projects that incorporate skills acquired over the previous three years, focusing on portfolio development and studio projects using traditional media as well as the Adobe Suite and other software. Course content includes portfolio assessment, interview techniques, and presentation skills. Students will also produce poster submissions for the annual SIGGRAPH Poster Competition.

Starting in the 10th grade, students may take AP Art course electives and may earn college credit. Every AVPA-V student is strongly encouraged to participate in visual electives each year (interactive design, screen process, digital photography to name a few). For a more complete description of all of the courses, please visit <https://bcts.bergen.org/index.php/avpavisualcoursework>.

We offer a college preparatory, academic honors program, with a focus in visual arts. Please note that the AVPA-V program is not an atelier or a full-time visual arts program.

### What kind of student do you accept into the AVPA-Visual Program?

Academically talented students prepared for a college preparatory honors-level, academic curriculum. Accepted students are sometimes the strongest artists in their communities and participate in gallery/show events and/ or pre-college programs. Student we accept do not necessarily have the background but have the desire and motivation. We also look for:

- Individuals who have demonstrated academic achievement
- Students planning to study visual/industrial/design arts in college.
- “Visual is my life”
- Often times, students with years of private study continuing throughout high school.

### What kind of student do you produce?

College bound students prepared to succeed in college visual/industrial design, gaming, computer science, and engineering programs. Graduates have gone on to study music at The Cooper Union, The School of Visual Arts (SVA), Pratt Institute, Rhode Island School of Design, and Savannah College of Art and Design, to name a few. Many of our alumni are now successful 2D and 3D digital and traditional artists, designers, publishers, game developers, or a vocational artists working in other fields.





# A DAY IN THE LIFE OF AN ACADEMY STUDENT

A typical school day starts at 8:00 a.m. One big difference between the Academies and other schools is the length of the school day. School ends at 4:10 p.m., but if you choose to participate in a sport, the day may end even later.

BCA classes are divided into periods, that are approximately 50 minutes long. Each day's schedule is different: Monday schedules are similar to Thursdays and Tuesdays are similar to Fridays. Wednesdays are unique. Sophomore and Junior students take 2-period classes called Projects, while Seniors have all-day internships. Each student has a certain amount of study halls where they may do their homework.

During Guidance Seminar, students meet with their counselors in groups to discuss topics of interest including school culture, personal growth and development. Please see the School and College Counseling section of this booklet for more information.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Physics	Physics	Physics	Physics	Study Hall
2	Spanish II	Spanish II	Guidance Seminar	Spanish II	Spanish II
3	Amer. Lit I	Amer. Lit I	Study Hall	Amer. Lit I	Amer. Lit I
4	Lunch	Lunch	Lunch	Lunch	Lunch
5	World History I	World History I	World History I	World History I	World History I
6	Math Analysis I	Math Analysis I	Math Analysis I	Math Analysis I	Math Analysis I
7	Marketing Management	Marketing Management	Study Hall	Marketing Management	Marketing Management
8	PE	Art Fundamentals	PE	PE	Art Fundamentals
9	Elective or Sports	Elective or Sports	Clubs or Sports	Elective or Sports	Elective or Sports

*A typical schedule of a ninth grader*

The last hour of the day is dedicated to electives, or on Wednesdays, clubs. Students may participate in a sport instead of taking an elective.

## A SAMPLING OF ACADEMY ELECTIVES AND PROJECTS

*For a complete listing of current electives, please visit our web site: <http://bcts.bergen.org>*

Adv Leadership & Development	Cracking Coding Interviews	Introduction to Italian Language and Culture	Project Choir
Advanced Math Topics	Creative Art Workshop	Intro to Latin Music	Prop Making Maker Space
Agri Sustainability - Hydroponics	Creative Writing	Intro to Makerspace	Research in Cell Biology
Alternative Energy	Culinary Design: Baking Fundamentals	Intro to PhotoShop	Restaurant Business Blueprint
Appl Math to Physics	Cybersecurity	Intro to Python	Rocketry
Art of Public Speaking	Data Visualization	Intro to Stem Research	Social Dance
Assembly Language Basics	Design for Theatre	Journalism	Social Psychology and Group Dynamics
BioEngineering	Design for 3D Printing	Lets Build a Web Page	Social Science Research
Bloomberg Markets Trading	Digital Photography	LitMag	Sports Medicine
Botany	Eng Control Sys for Sm Scale Agri	Machine Learning	Stage Management
Cell Biology Project Dev	Entrepreneurial Sci	Make a Game	Strategies in Mathematics: AB Calc Extension
Ceramics	Entrepreneurship_BCA Mart	Marketing	Structured Query Langage
Chemistry Olympiad	Experimental Psych	Markets-Trading	Superhero Science
Civ Eng and Architecture	Foundations of Comp Sci	Math Prob Sem	Sustainable Development Action
Cloud Certifications 1	Foundations of Nano	Model UN	The Art and Design of Chocolate
Community Mural Painting	Game Theory	Mouse Trap Car	Theatre Production
Comparative Vertebrate Anatomy in VR	Global Poverty: Explanatory Theories and Solutions	MRL oPEN: Electronic & Mechanical Design Techniques Applied in a Research Lab	Theatre Production
Computer Science Competitions	History of Rock Music	Musical Theater Workshop	3D Printing for Artificial Reef Design
Concert Band	Imaging Techniques	Mythology	Video Production
Concert Choir	Interactive Design	Neural Networks	Wind Chimes
Content Creation & Brand Design	Intro to ASL A	Orchestra	Worldbuilding for Fantasy
Costume Design	Intro to Dystopian Literature	Physics Con-Tests	Yearbook
	Intro to Film Studies		Yoga

## CLUBS AND ACTIVITIES

Extracurricular activities at BCA are just as numerous, diverse, and exciting as our courses. Visit our website to see a complete listing of the clubs and activities offered to our students.

A sampling of extracurriculars includes...

**Wind Chimes Project:** Students employed scale ratios (math and physics) to measure and tune their chimes to a precise pitch, creating a custom tuned scale. In the visual arts area of design and proportion, they came up with their own wooden support, striker, and wind sail; usually from planks of wood, which are cut, fine shaped and sealed with marine grade varnish. Sometimes, students used shells or sea glass. In those cases, we used diamond coated micro drill bits (1-2 mm) to prepare the material for stringing. This is a fun project where everyone gets to experience a practical hands-on project and take something home that they will enjoy for years to come!

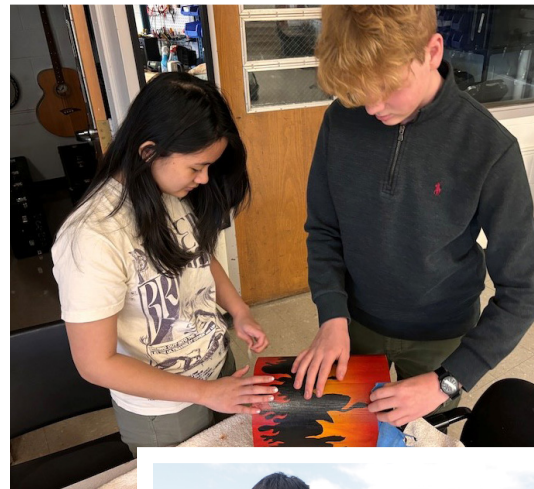
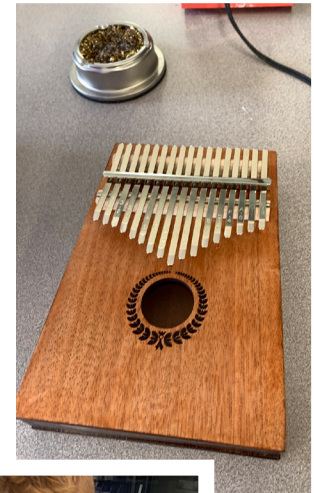
**Musician's Workshop:** Students in Musician's Workshop build authentic musical instruments or electro-music devices. Steps include everything from cutting wood to soldering electronics. Projects may include building a guitar or ukulele, or learning to solder electronic devices such as a digital drum machine, mini amplifier or Theremin.

**LITMAG:** The goal is to collect BCA student submissions of art, poetry, writing, photography as well as other forms of media and edit, design, and publish them into literary and art magazines to showcase the talents of the BCA community to the world. Additionally, the club seeks to teach its members valuable skills in editing, design, publishing, communication, and leadership.

**3D Printing Club/ Makerspace:** This club is meant to provide students with the opportunity to learn about 3D Printing and have time to work on their own personal projects or get involved in school-wide projects. Students in this club will become experienced with CAD and the entire 3D printing process.

**Criminology:** We explore different aspects of crime including the causes and effects, prevention, and investigation. Our goal is to learn about criminology and crime investigation through hands-on experience and collaboration.

**Logical Puzzle Solving:** From having a "Eureka!" moment of finding the right number that fits in a Sudoku box, to solving puzzles using existing algorithms, the logic puzzle club's goal and main purpose is to share this joy of solving logic puzzles with the BCA community; in order to do so, the club will expose and let members play and discuss strategies for various logic problems such as Google's minesweeper game, Sudoku, Kakuro, KenKen, and more.





# GLOBAL STUDIES AT BCA

The Bergen County Academies Global Studies program seeks to prepare students for success in a global economy and workforce; to provide students with an opportunity to interact with their peers in a global environment; to engender increased respect for values and traditions other than one's own; and to give students real-world exposure to, and experience with, students from another part of the world. The following is a sampling of trips in 2025.



**London,** AVPA/Theatre Juniors and Seniors experienced an intensive immersion into British theatre. Students saw a variety of West End, Off West End, and Fringe shows and visited some of the most famous theatre history sites in the world with a special tour of Shakespeare's Globe Theatre and his birthplace in Stratford-Upon-Avon.

**Denmark:** Visiting Denmark offered a unique educational experience centered on sustainability, providing valuable insights into one of the world's greenest and most eco-conscious societies. Denmark consistently ranks as a leader in sustainable development, with a focus on renewable energy, waste reduction, and sustainable urban planning. BCA students explored Copenhagen's pioneering green architecture, such as energy-efficient buildings and innovative public transportation systems, like its extensive cycling infrastructure and carbon-neutral metro. Additionally, BCA students visited Samso, an island community off Aarhus that is the world's first renewable energy island.

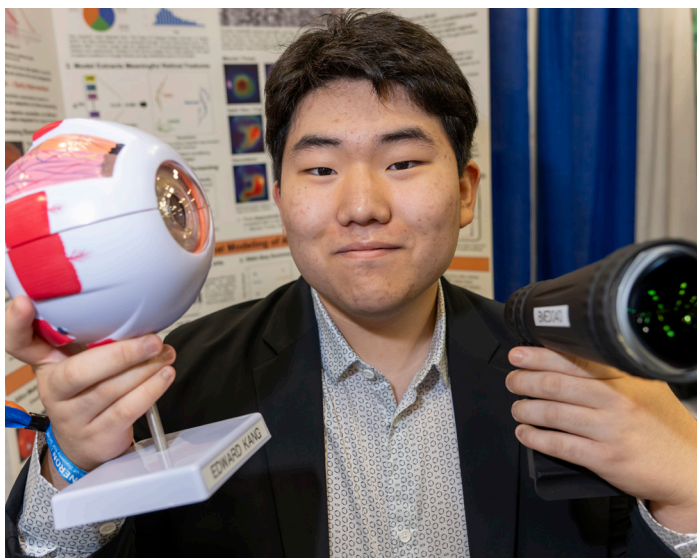
**Switzerland:** Switzerland is considered the birthplace of hospitality education and is home to the world's first hotel management school. Furthermore, of the World's Top 10 Hospitality Schools, 7 are located in the Lake Geneva area of western Switzerland. Students had the chance to visit four of these renowned institutions to learn about the methodology of Swiss hospitality education through tours, workshops, and meals. Students experienced iconic area attractions such as the International Olympic Museum and explored the cities of Geneva, Lausanne and Montreux.

**Japan:** Since 2006, the Bergen County Academies and Kokutaiji Senior High School of Hiroshima, Japan have shared a collaboration of academic excellence centered on scientific research. As we continue the sister school relationship, we were invited to participate in their high school research convention. The purpose of this convention was for students to present their research from multiple disciplines, including specialized science subjects, on stage as well as in poster sessions. Students in turn received feedback from honored experts and guests in addition to their peers.

# RESEARCH

The unique research program at BCA, open to students from all academies, gives our aspiring students the opportunity to develop a research project based on their personal interests. While students at other high schools may have the opportunity to do research internships at cooperating professional labs, only students at our school have access to the latest scientific equipment to pursue their research interests internally, adjusted to their individual schedules.

**Laboratory of Cell Biology:** The students carrying out research in the Laboratory of Cell Biology are engaged in some unique endeavors using the state-of-the-art equipment found on our campus. Students in the Cell Biology Lab originate and investigate their own scientific questions that often focus on elucidating the biochemical and molecular underpinnings of various disease states using in vitro methods. In addition, students may also pose environmental questions, as well as questions related to developmental biology. Students have received high recognition from nearly every prestigious high school competition and have published their findings in peer reviewed journals. The Cell Bio Lab is also home to the BCA chapter of the Future Health Professionals. In addition, because of their passion for STEM and their desire to give back, these students facilitate the Bergen SciChallenge Middle School Science Fair affiliated with the Thermo Fisher Scientific Junior Innovators Challenge and the Society for Science and the Public.



*"I joined the Cell Biology Lab at BCA with big hopes and little experience at the start of my sophomore year. Since that time, the program has empowered me to transform my little curiosities into tangible, polished research projects to share with the world, and in the process, changed me into a sharper and more confident student scientist and presenter. Owing to the incredible mentors, experimental resources, and opportunities, joining the Cell Biology Lab has certainly been the most fulfilling decision of my educational journey." -Edward Kang, Class of 2026*

**Cancer Biology Research Laboratory:** This laboratory is extremely well equipped. An array of state-of-the-art instrumentation is available to students. Students are encouraged to develop research

projects based on their own interests and to develop the habit of selecting important scientific questions to answer. The main goal of the Cancer Biology Lab is to teach students to think deeply about science and understand how to apply the scientific method in a high-level manner. A critical question we attempt to answer in the Cancer Biology Lab is "What can I do if I develop an idea or make a discovery that has the potential to become a product?" Students in this program have also created a virtual biotech/pharmaceutical company and they get to interact with professional scientists, engineers, and government officials. This has given our students access to instrumentation and collaborations that have resulted in patent applications and the creation of new businesses.

**Agriscience:** This area of research utilizes the newly renovated environmental science center and greenhouse. Students from all Academies conduct research on the multifaceted discipline of agricultural science. Plants, animals, environmental resources, power and transportation, food science, and sustainability are areas for research within this broad discipline. Newly installed Coral Reef tanks allow for the additional area of marine science research.

All agriscience researchers become members of the student organization BCA Future Farmers of America and participate in competitive science fairs and national and international symposia at the culmination of their projects. In the short six years since its inception, BCA FFA students have won awards at both the NJ State and National FFA Agriscience Fair, the YSAP science fair, the Jersey Shore Junior Science Symposium, and our own ISEF-affiliated BCA Research Expo.

**Nano-Structural Imaging Lab:** The mission of NSIL Biological Research is to introduce students to scientific inquiry, through research and instrumentation, and to provide transferable, hands-on experiences with the techniques, practices and perspectives of professional scientists; with an emphasis on microscopy as an analytical technique, especially electron microscopy. Students are eligible to participate in this program after completing one of the pre-requisite courses. Next, the student will develop a novel research project based on their own interests and current scientific literature, in cell biology, molecular biology, structural biology, biomedical research, or related fields. They will then learn the tools and techniques to carry out experiments on a topic of their choosing, acquire and analyze data, and present their results in written and oral form. Students have participated in the BCA Research Expo, Young Science Achievers Program, and Regeneration Science Talent Search, as well as publishing their findings in professional journals. Additionally, these students are well suited for careers in bio-imaging, histology, pathology, and other clinical research options.



# RESEARCH

## cont'd

**Physics Research:** Some of the research projects include:

- Measurement of thermal expansion coefficient using Laser interferometry
- Writing a LabView program to analyze the FFT output of the optogalvanic spectroscopy signal in a CO2 enriched cell
- Simulation of Quantum Tunneling of Water in Beryl Crystal using Octave
- Set-up of the experimental system aimed at observing the doubleslit effect and quantum entanglement with single photons
- Measurement of small-scale vibrations using Michelson interferometry
- Generating the standard operation procedures for Glucose sensing via mid-IR Spectroscopy.



*“The Mechatronics Research Lab at BCA, I worked on developing a biomedical device that delivers controlled compression therapy to treat the symptom of edema in a variety of different diseases. Even being in ACAHA, I’ve had the opportunity to pursue advanced engineering research, combining mechanics, electronics, and programming. My project focused on creating a potential medical device, deepened my knowledge of biomechanics, embedded systems, and design, and reinforced my passion for using technology to improve lives.”*

*-Maximilian Mkheidze, Class of 2026*

**Chemistry:** Student researchers are encouraged to conduct hands-on lab experiments to synthesize, manipulate, analyze and visualize chemical species at nanoscale with the help of the state-of-the-art equipment for interdisciplinary applications. Chemistry research projects may incorporate the utilization of Atomic force microscopy (AFM), Fluorescent spectroscopy, Fourier transform infrared spectrophotometry, Four-point probe, Optical 3D Profiler, Optical tensiometer, Oxygen and water-free environment Glove Box, Rheometer and/or UV/Vis-NIR spectrophotometry.

Students may submit grant proposals for external funding, i.e. New York Institute of Technology Mini Grant and compete in various science competitions such as Regeneration Science Talent Search, Junior Science and Humanities Symposium, New Jersey Academy of Science Junior Fair and BCA Research Expo.

**Math Research:** In 2024, two BCA students advanced on to the Olympiad round of the Mathematical Association of America’s competition series, the American Invitational Mathematics Examination. One student qualified for the USA Junior Mathematical Olympiad, a competition for those in grades 10 and below meant to help train future Olympiad contenders. A student earned recognition at Harvard MIT Math Tournament tying for 5th place in the Combinatorics round and the 6th place in the overall Individual standings. The Math Team placed in the top 20 of the Team Round and finished in 30th place.



*Students sharing ideas at the BCA Research Expo*

# THE ACADEMY RESEARCH MISSION

<http://research.bergen.org/>

Perspective

Purpose

Resources

Collaboration

Analysis

Presentation

The mission of BCA Research is to expose students to scientific inquiry, research and instrumentation, and to provide transferable, first-hand experiences with the techniques, practices and perspectives of professional scientists. By expanding the capabilities and context of secondary science education, we believe that students will be better equipped for, and more likely to pursue leadership positions in science, scientific research and global-scale problem solving.

The foundations of the research program at BCA are deeply rooted in providing a real-world research environment for students to develop the independence, accountability, vision and drive to become outstanding members and future leaders within the science community. Our research program is based on six foundational principles, which work in concert with one another, to lay the groundwork necessary to nurture and challenge students to strive for excellence.

Perspective

Perspective can be thought of as the jumping off point between traditional classroom teaching and independent research.

Purpose

Students conducting independent research come to understand the purpose of their research. When developing the project and determining necessary experiments, students must understand the purpose of performing each experiment.

Resources

The tools needed to carry out experimentation make up a portion of the students' resources in a research project. Understanding how to use an instrument and obtain data, as well as determining the best tool to use for an experiment are important skills that a student develops in the experimentation stage of a project.

Analysis

Collaboration with other students is a necessary part of the independent research project. Students involved in research will collaborate in a peer to peer format, where students discuss topics, review others work, and provide feedback.

Collaboration

Proper analysis includes dissection and interpretation of the data, plotting data into easy to understand visual charts, determination of statistical significance, and differentiating nuances between correlation and causation.

Presentation

It is necessary for a student to share the findings in the same way that a professional would. Students must compile the findings of the study in the form of a written report, poster, oral presentation, or in some cases, a publication.





# PROJECTS

During their first three years at the Academies, students will spend two hours every Wednesday working on an interdisciplinary project. Students will have the opportunity to

choose a different project each trimester. Students can choose among many available teacher-designed projects. See sampling of projects on page 10.



# SENIOR EXPERIENCE

The Academies focus on developing students' readiness for the workplace. To help students prepare for their professional futures, the Academies requires that each student in the 12th grade complete an internship program called "Senior Experience."

## Overview

Senior Experience is an interactive career-based learning partnership through which students increase, in depth and scope, their knowledge and abilities under the guidance of a mentor(s). The Senior Experience program is a graduation requirement for which students receive nine academic credits in their senior year at BCA for completion of an internship which must be related to the student's Academy focus area.

Seniors spend the full business day every Wednesday at one of over 150+ organizations in Northern NJ or New York City. Partner organizations include everything from hospitals to hotels, universities to theaters, and from startups to Fortune 500 companies. Students may either create their own new internship or search through our database of thousands of previous opportunities. The process begins in Junior year where students are taught resume and cover letter writing as well as interviewing skills in their Junior Seminar class and begin applying for positions in April of their junior year. A full time faculty member coordinates and oversees the internship

program.

Students look forward to Senior Experience as a true capstone of their time at the Academies.



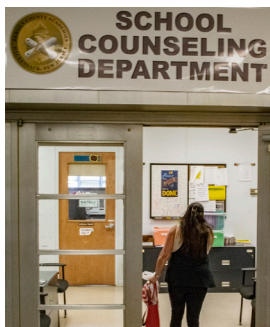
To learn more about Senior Experience, and see a partial list of worksite placements, visit our web site: <http://bcts.bergen.org>.

# ALUMNI NETWORK AND ALUMNI CAREER DAY

The BCA Alumni network is expanding and getting more powerful each year as our distinguished alumni move and advance in their careers. More than ever, they want to give back to the current students at BCA. Alumni host current students for Senior Experience Internships, are members of

our Advisory Boards, and guest speakers in classes. Alumni Career Day is our largest alumni event where over 100 alumni return to campus the day before Thanksgiving to present on their career journeys to underclassmen.

# SCHOOL AND COLLEGE COUNSELING



Bergen County Academies is fortunate to attract students with a multitude of talents and interests. The School Counseling Department provides a safe, supportive and nurturing environment for students to learn and grow in an academically challenging institution. Our mission is to provide academic, social, career and emotional support at each grade

level in order for students to reach and surpass their individual potential. Partnering with teachers, administrators, parents, and community members, we provide the essential support that students require during their adolescent years.

Through a developmental school counseling program, our counselors work with students every step of the way throughout their high school career. The process begins first trimester of freshmen year with the seminar course “Freshmen Exploration for Social, Emotional and Academic Success.” Knowing it can be difficult adjusting to the high school culture, this course enables students to become comfortable with their school counselors as well as peers while also exploring typical adolescent issues. Counselors also meet individually with freshman to assess and provide guidance with their transition. By providing freshmen with the necessary academic, social and emotional skills for personal growth and development, students begin to understand their role in creating a positive school climate and making informed choices.

During sophomore year, students again work hand in hand with their school counselors individually and in “Sophomore Seminar,” a course which addresses important issues related to academic, career and college planning. At this time, counselors administer career inventories and discuss AP/IB course selection, the value of enrolling in meaningful summer programs and activities, standardized testing options, and methods of finding colleges that will be a “good fit.” This seminar is designed to reduce the stress and anxiety students often encounter as they move forward toward their postsecondary goals.

During sophomore and junior years, students have the opportunity to attend optional multi-day overnight college tours. Students visit college campuses where they attend information sessions with admissions staff and tour each school. By eating in college dining halls and attending evening activities, students acquire a first-hand feel for a school’s environment. These tours allow students to sample a wide variety of colleges in the company of their peers while under the supervision of their school counselors.

As students enter junior year, the School Counseling Department recognizes that the college selection process and career readiness become a major focus. Understanding its importance, counselors work with students to ensure a

smooth, confident approach for this sometimes daunting task. Junior Seminar not only provides students with college planning support but with the career tools and training (resume writing, cover letters and interview skills) essential for Senior Internship. Junior College Night is held every year in the winter of junior year for parents and students to understand the entirety of the college process. Immediately after this important night, counselors conduct college planning conferences with students and their families to demystify the college process, suggest appropriate collegiate prospects, and guide students through testing and application procedures. Each year, the School Counseling Department hosts numerous college visits, professional speakers, financial aid nights, and our annual spring college expo, which attracts approximately 100 prestigious college and universities.

As junior year comes to an end, students are invited to attend our annual College Exploration Experience (CEE), a three day, two-night program that serves as an intensive look at the college admission process. Students attend seminars on topics such as How Colleges Select Students, How to Write Your College Essay, and The College Interview. They are given a mentor who meets with them in a small group or individual setting to answer questions, refine their essays, and help create a custom list of colleges to consider. Our mentors are both college admissions officers and experienced independent school counselors. They represent selective colleges and universities as well as some of the most prestigious independent schools in the country. While this program is not required, it is highly recommended by our School Counseling Department and previous attendees.

Fall of senior year is an especially busy time in the school counseling office. Counselors assist students with applications, essay critiques and college lists. Although applying to college can be a stressful time in a student’s and family’s life, counselors provide ongoing support and resources to navigate through these challenging times.

Throughout high school, our students utilize Naviance, an online career and college portal. This excellent tool allows students, parents and counselors to communicate about the college process, research what majors are offered at different colleges and maintain a working list of college prospects. With Naviance, the college process becomes far less daunting and students are able to truly assess which colleges are best for their personal goals and abilities. Parents are able to access Naviance as well, so that they can be fully involved and active in the college process.

Although a student’s needs vary at each grade level, our commitment to each student’s success remains the same. From encouraging students to reach out when they need a helping hand or supporting them through tough times, the School Counseling Department is committed to helping students reach and surpass their academic, social, and emotional potential.



# SPORTS

Students at the Academies play on sports teams with students from Bergen County Technical Schools' Teterboro and Paramus campuses. Bergen Tech Athletics compete in the Big North conference and the NJTAC. Our teams compete at the varsity, junior varsity, and freshman levels.

At Bergen County Technical Schools, athletics are more than just a game, they're an essential part of the high school experience. Through interscholastic sports, our student-athletes build lifelong skills such as perseverance, leadership, teamwork, and communication, all while staying active and healthy.

We believe that participating in athletics promotes a strong sense of self, encourages school spirit, and helps students form lasting connections with their peers and community. Whether on the field, court, mat, or track, our athletes develop pride in themselves and in representing Bergen Tech.

Our goal is to offer meaningful and inclusive athletic experiences to as many students as possible. With high-quality equipment, top-tier coaching, and access to facilities, we are dedicated to supporting our student-athletes every step of the way.

Athletics, and all extracurricular activities, extend the learning day and help shape the culture of our schools. These programs bring students together, create a sense of belonging, and foster a positive school climate across all campuses.

Our teams compete in the Big North Conference and NJTAC and we proudly uphold the standards of sportsmanship and integrity set by the NJSIAA and Big North Conference.

Bergen County Technical Schools is made up of five campuses: Bergen County Academies (BCA), Bergen County Tech High School - Teterboro, Bergen County Tech High School - Paramus, Applied Tech, and Career Innovation High School - Paramus. No matter which campus they attend, all students have the chance to represent the Bergen Tech Knights. This shared identity builds unity and camaraderie across the district and creates a unique sense of pride that goes beyond individual campuses.

As coaches and administrators, we take seriously the trust families place in us. We are committed to ensuring that every student-athlete feels supported, challenged, and inspired, on and off the field.

## ATHLETICS AT A GLANCE

At Bergen County Technical Schools, there's something for everyone. Whether you're a seasoned athlete or trying a sport for the first time, you'll find a wide range of opportunities to get involved, compete, and grow as part of the Bergen Tech Knights.

## SPORTS OFFERED

### FALL

Football—Varsity, Sub-Varsity  
Boys/Girls Soccer—Varsity, Junior Varsity, and Freshman  
Boys/Girls Cross Country  
Girls Tennis—Varsity and Junior Varsity  
Girls Volleyball—Varsity, Junior Varsity, and Freshman  
Football Cheerleading

### WINTER

Boys Basketball—Varsity, Junior Varsity, and Freshman  
Girls Basketball—Varsity and Junior Varsity  
Boys/Girls Bowling  
Boys/Girls Fencing  
Boys/Girls Indoor Track  
Competitive Cheerleading (tryouts held in the summer)

### SPRING

Baseball—Varsity, Junior Varsity, and Freshman  
Softball—Varsity, Junior Varsity, and Freshman  
Boys/Girls Golf  
Boys/Girls Lacrosse—Varsity and Junior Varsity  
Boys Tennis—Varsity and Junior Varsity  
Boys/Girls Track & Field  
Boys Volleyball—  
Varsity and Junior Varsity



## 2024–2025 ATHLETIC ACCOMPLISHMENTS

Girls Golf – Big North West Division Champions

Girls Volleyball – Big North Liberty Division Co-Champions

Girls Bowling – Big North Liberty Division Champions,  
North 1, Group 4 State Sectional Champions  
Girls Individual County Champions

Boys Bowling – Big North Liberty Division Champions,  
BCCA County Champions,  
North 1, Group 4 State Sectional Champions  
Bergen County Team of the Year

Boys Fencing – BPFL Patriot Division Champions,  
NJSIAA District Champions

Girls Tennis – Big North Liberty Division Champions  
North 1, Group 4 State Sectional Champions

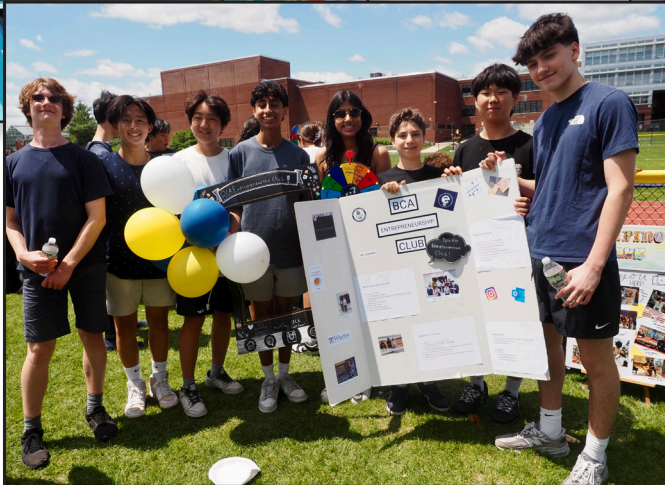
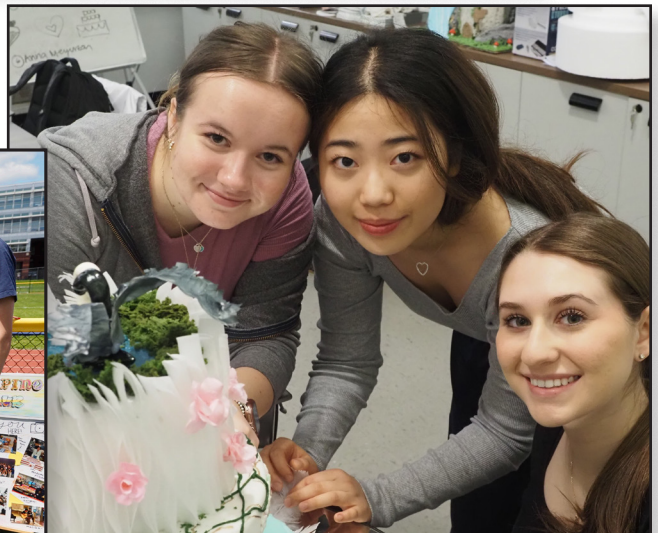
Boys Tennis – Big North Liberty Division Champions

Girls Soccer – Big North Liberty Division Champions

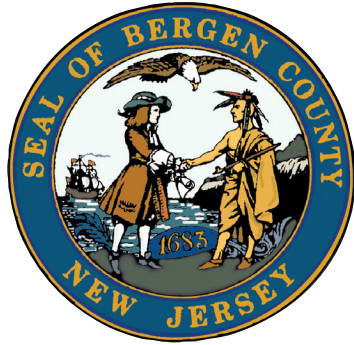
Softball - Big North Liberty Division – Sportsmanship Award

Competition Cheer- NJ State Champions









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MICHELLE PINKE, *Supervisor*

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