

West Milford High School Program of Studies 2023-2024



Success Starts Here

WEST MILFORD TOWNSHIP HIGH SCHOOL OFFICE OF THE PRINCIPAL

In the pages of this course of study booklet, you will find a thorough listing of all the classroom-based educational offerings at West Milford High School. There are over a hundred!!! Additionally, information is provided about programs run by our guidance department to assist you as you plan your high school and college/career experience.

By state law, you must earn a qualifying score on a standardized assessment in both mathematics and English Language Arts. You must also take certain classes, and you have to attain 125 course credits to graduate. That, however, is a minimum, and you don't want to settle for the minimum. If you do the minimum, you will have limited doors open to you after you graduate.

Maximize the time you have in our high school. I strongly encourage you to take as many courses as will fit into your schedule. Try some electives that you never dreamed would interest you. Now is your chance to explore.

You don't need to know exactly what you want to do when you grow up. You will work with your school counselor and your family to chart a path through your four years of high school. Though all of these paths have much in common, yours is unique to you and is designed to put you in a position to succeed once you leave here.

Challenge yourself and seize the opportunity that is before you. Whether you go to college, enlist in the military, enter a trade school or move directly into the workforce, your four years here are meant to prepare you for the rest of your life.

Matthew Strianse
Principal, West Milford High School

District Administration

SUPERINTENDENT	Dr. Alex Anemone
BUSINESS ADMINISTRATOR/BOARD SECRETARY	Barbara Francisco
DIRECTOR OF EDUCATION	Daniel Novak
INTERIM DIRECTOR OF SPECIAL EDUCATION	Dr. Karen D’Avino
SUPERVISOR OF TECHNOLOGY	Robert Winston

Board of Education Members

BOARD PRESIDENT	~	Kate Romeo
VICE PRESIDENT	~	Claire Lockwood
William Cytowicz		Teresa Dwyer
Ray Guarino		Peter Lippe
Debbie O’Brien		Tara Rocano
		Lynda Van Dyk

High School Administration

PRINCIPAL	Matthew Strianse
ASSISTANT PRINCIPAL	Nick Pollaro
ASSISTANT PRINCIPAL	John Shutte
ATHLETIC DIRECTOR	Joseph Trentacosta

District Supervisors

BUSINESS, FAMILY & CONSUMER SCIENCES	Nick Pollaro
GUIDANCE & SCHOOL COUNSELING, WORLD LANGUAGE	Karen Johnson
HISTORY & SOCIAL SCIENCES	John Shutte
HUMANITIES (ELA, Art, Music & TV Science)	Sharon West
INTERIM SUPERVISOR MATH & SCIENCE	Brenda Ludwig
PHYSICAL EDUCATION/HEALTH/DRIVER EDUCATION	Joseph Trentacosta

MISSION STATEMENT

West Milford Township High School, dedicated to serving a geographically large and socioeconomically diverse community, seeks to provide a challenging and comprehensive education in a safe learning environment that enriches the intellectual, cultural, and ethical lives of our students. We strive to produce lifelong learners engaged in their school community, dedicated to realizing the fullness of their potential. The students' educational experiences will nurture their development as individuals who are confident participants in the global 21st century society.

TO THE STUDENT

Please take advantage of the many opportunities available to you in our high school. The more options you explore, the stronger your life skills and resume will be when you move on to post graduation life. Read carefully through this Program of Studies which offers a description of each course we intend to offer next year. Consider your goals and your interests. Talk to your family, your teachers, school administrators and your school counselor. They can help you chart the path that is right for you.

The final schedule of courses that runs each year must always be determined by student interest and teacher availability. There will be times when a course cannot be run due to a low number of seat requests. There may also be times when a desired course fills up or will not fit into your schedule because of the arrangement of required courses. If this happens, your alternate course requests will automatically be scheduled for you. Therefore, when requesting courses, it is important that you choose desired alternates, so that you do not miss out on a seat during the automated scheduling process. In the spring, be sure to attend your Course Request Review meeting with your counselor. This is when modifications and additions can be made to the preliminary requests.

Your School Counselors are here to support you every step of the way. They are experts who hope to partner with each of their students and families to build a four year program that will be discussed and adjusted annually to reflect a student's individual interests, aptitudes and changing goals. Your school counselor is your advocate, who will strive to enable your success. Stop by the Guidance suite or reach via email out at any time.

Most sincerely,
Karen Johnson
Supervisor of Guidance and School Counseling
karen.johnson@wmtps.org
973-697-1701 x 7372 or 7373

[Melissa Csengeto](mailto:melissa.csengeto@wmtps.org)
School Counselor
melissa.csengeto@wmtps.org
973-697-1701 x7377

[Monika Drucker](mailto:monika.drucker@wmtps.org)
School Counselor
monika.drucker@wmtps.org
973-697-1701 x7374

[Donald Heaney](mailto:donald.heaney@wmtps.org)
School Counselor
donald.heaney@wmtps.org
973-697-1701 x7375

[Dana Lambert](mailto:dana.lambert@wmtps.org)
School Counselor
dana.lambert@wmtps.org
973-697-1701 x7376

Student Assistance Counselor

Janice Gerisch, L.P.C, S.A.C, is available to all students who have personal issues, as well as substance use related challenges. Services provided include confidential, individual or group counseling. Parents and students are invited and encouraged to contact Ms. Gerisch directly at 973-697-1701 ext.7378 or email janice.gerisch@wmtps.org.

All inquiries and services are confidential.

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GRADUATION REQUIREMENTS

The Board of Education requires candidates for graduation to successfully complete 125 high school course credits, including the specific course requirements and proficiency levels described below.

Requests for early graduation (less than four years) must be made prior to the completion of the sophomore year. Students must satisfy all local and state requirements for graduation and issuance of a West Milford Township High School diploma.

COURSE REQUIREMENTS ~ A passing grade, as well as satisfactory attendance in class, is required for each of the following:

1. **English:** four years (20 credits)
2. **Mathematics:** three years (15 credits), which must include Algebra I, Geometry and Algebra 2
3. **World History and Cultures:** one year (5 credits)
4. **History of the United States:** two years (10 credits)
5. **Sciences:** three years (15 credits) of lab sciences, which must include Biology, Chemistry and Physics
6. **Physical Education, Health, and Safety:** one year (5 credits) for each year of enrollment (Physical Education is required for each year of enrollment in a NJ high school; i.e. if the student is enrolled for 3 years, the requirement is 3 years; for the student enrolled for 5 years, the requirement is 5 years)
 - Please note:***
 - *If a student is unprepared on five occasions during a marking period, the student will automatically fail for the marking period. If a student fails two of the three marking periods of this requirement, he/she will not earn 3.75 credits allocated for physical education and will require credit recovery.*
 - *If a student fails Health or Driver Education for the marking period, he/she will not earn 1.25 credits allocated for Health/Driver Education and will require credit recovery.*
7. **Visual & Performing Arts:** two semesters (5 credits), selecting from all courses offered by the Visual & Performing Arts Departments
8. **21st Century Life and Careers, or Career-Technical Education:** two semesters (5 credits) selecting from all courses offered by the Business, Family & Consumer Science, or the Technology Education Departments
9. **World Language:** one year (5 credits) Note: American Sign Language will meet this graduation requirement, but it may not meet all colleges' admission requirements.
10. **Personal Finance:** one semester (2.5 credits)

STATE MANDATED ASSESSMENT ~ NJGPA

Students graduating in June of 2023 and beyond will be assessed through the New Jersey Graduation Proficiency Assessment (NJGPA), which will be given to all Grade 11 students. Passing scores in both English Language Arts and Mathematics (Algebra 1 & Geometry skills) are required for graduation. Students who complete but do not pass the NJGPA, may qualify for graduation via alternate Pathways.

Class of 2023 - 2025 :

- **Must complete** and demonstrate proficiency in ELA and Mathematics via the REQUIRED New Jersey Graduation Proficiency Assessment (NJGPA) in grade 11. Alternate pathways for those who take the NJGPA but do not meet proficiency scores are:
 - Achieving certain scores through an alternative assessment (see chart below).
 - The submission by the district of a completed student portfolio through the Department's portfolio appeals process.
 - This is completed via a required semester course.

For more information visit: [STATE TESTING REQUIREMENTS FOR GRADUATION](#)

Alternate Testing Pathways for the Class of 2023 - 2025

ENGLISH LANGUAGE ARTS	MATHEMATICS
NJSLA/PARCC ELA Grade 9 passing score	NJSLA/PARCC Algebra 1 passing score
or	OR
SAT Evidence-Based Reading & Writing Section	NJSLA/PARCC Geometry passing score
OR	OR
ACT Reading	NJSLA/PARCC Algebra 2 passing score
OR	OR
Accuplacer WritePlacer	SAT Mathematics Section
OR	OR
Accuplacer WritePlacer ESL	ACT Mathematics
OR	OR
PSAT 10 Critical Reading	Next Generation Accuplacer QAS
OR	OR
ASVAB-AFQT	PSAT Mathematics
	OR
	ASVAB-AFQT

*Special Education students whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies will continue to follow the graduation requirements set forth in their IEPs.

GENERAL ACADEMIC INFORMATION

COURSE CREDIT AND SEQUENCE

Credits are accrued by successful completion of the requirements for each course, which includes earning a passing grade and meeting attendance requirements. Students will not receive credit for courses they fail (final grade below 60) or if they lose credit for excessive absences or cuts. The failure or loss of credit will appear on the student's transcript.

Students who fail subjects in any one of the first three years will be encouraged to take a credit recovery course over the summer to make up required credits, so as to be able to move on to the next level, and graduate on time. Expenses associated with credit recovery are the responsibility of the family. Students requesting approval for online courses should understand that they will be required to take the online final exam at WMHS in a proctored setting.

ELECTIVE SUBJECTS

Electives add depth and variety to the student program and allow students to explore areas of interest or to try something new. Colleges and industries seek young people with well-rounded backgrounds. To complement their academic work and provide balance and depth to their program, students should include subject areas such as business, art, music, technology, and family and consumer sciences in their schedules.

GRADE POINT AVERAGE AND CLASS RANK

The Grade Point Average (GPA) reflects the academic achievement of a student's WMHS career. It is based on a 4.0 system. The Grade Point Average is determined by multiplying the point number assigned to each final grade and multiplying it by the number of credits for the course. The products of these calculations are added together to yield the number of quality points. The quality points are divided by the total number of credits attempted. The result is the GPA. Class rank and GPA are calculated at the end of each academic year, as well as at the midpoint and at the end of senior year. S/U or P/F grades are not included in the GPA. Be advised that colleges can and, generally do, recalculate applicant GPAs according to their standards and structures. Individual school scholarship consideration is based on those calculations.

When a student completes an accredited credit recovery course to make-up a previously failed course, both the original grade and the credit recovery grade will appear on the transcript, and both grades will be figured into the GPA. Summer/Online school grades for new, original credit courses are not calculated into the GPA, but courses are listed on the academic transcript. Recovery or original credits are considered for the purposes of athletic eligibility.

GRADING SCALE

		AP	Honors	CP/B
97-100	A+	5.3	4.8	4.3
93-96	A	5.0	4.5	4.0
90-92	A-	4.7	4.2	3.7
87-89	B+	4.3	3.8	3.3
83-86	B	4.0	3.5	3.0
80-82	B-	3.7	3.2	2.7
77-79	C+	3.3	2.8	2.3
73-76	C	3.0	2.5	2.0
70-72	C-	2.7	2.2	1.7
67-69	D+	2.3	1.8	1.3
63-66	D	2.0	1.5	1.0
60-62	D-	1.7	1.2	0.7
< 60	F	0.0	0.0	0.0

**Dual Enrollment courses are weighted as AP classes*

It is important to note that rank in class is a system for comparing relative student achievement. It is used by some colleges/universities as one indicator of the student's ability to successfully pursue college level study and is often used to determine scholarship eligibility. Rank is determined by the weighted Grade Point Average (GPA).

HONOR ROLL

Recognition of academic excellence is given to qualified students at the conclusion of each marking period. Eligibility for the honor rolls is determined solely by grades.

**Please note: students who have an incomplete grade (I) in any course at the end of a marking period cannot be included in the Honor Roll lists for that marking period.*

- HONOR ROLL – Eligibility is based upon earning a 79.5 (B-), or higher, marking period grade in all courses. Eligibility requires a minimum load of 30 credits.
- HIGH HONOR ROLL – Eligibility is based upon earning an 89.5 (A-), or higher, marking period grade in all courses. Eligibility requires a minimum load of 30 credits.
- Courses graded on an S/U or P/F scale are NOT considered for Honor Roll eligibility.

SELECTION OF CLASS VALEDICTORIAN

The Valedictorian and Salutatorian are the students who are ranked, according to GPAs, number one and number two in the senior class at the end of the seventh semester in their senior year. This distinction is recognized in particular at graduation when both honorees are speakers for the class at the graduation ceremony.

PLANNING THE FOUR-YEAR PROGRAM

Thought must be given to the future when scheduling options are being considered. Beginning with their 9th grade schedule, students should plan for the possibilities that are available after graduation. The goal is to open as many doors to a variety of paths as one can. Students do not need to know specifically where they want to go to school, or what their career choice might be, but they must keep in mind that they will be a stronger candidate, no matter their path, if they have challenged themselves and explored a range of courses.

Sample Course Sequence

The suggested Course Sequence is merely a guideline for course selection. Differences in ability level, interests, and goals may alter these sequences. Your school counselor will help you explore options.

HIGHLY COMPETITIVE COLLEGES

Freshman	Sophomore	Junior	Senior
English 1H	English 2H	AP Lang/Lit English	AP Comp/Lit English
World History H/AP	US History 1 H	AP US History 2	Academic Elective AP
Geometry H <i>(Requires completion of Algebra Honors prior to HS)</i>	Algebra 2H	PreCalc Trig H and Calculus A Honors	AP Calculus AB or BC AP Statistics AP Computer Science A AP Computer Science Principles
Biology H	Chemistry H	Physics H / AP Level Sciences	Physics H / AP Level Sciences
World Language 2	World Language 3C	World Language 4H	World Language 5 AP
Music/Tech/Arts/Academic	Music/Tech/Arts/Academic H/AP	Music/Tech/Arts/Academic H/AP	Music/Tech/Arts/Academic H/AP
PE/Health	PE/Health	PE/Health	PE/Health

VERY COMPETITIVE COLLEGES

Freshman	Sophomore	Junior	Senior
English 1H or C	English 2H or C	English 3C	English C
World History H/C	US History C	US History 2 C	Academic Elective AP
Algebra 1	Geometry OR Geometry + Algebra 2	Algebra 2 OR Precalculus	Precalculus/Trigonometry OR OR Calculus
Biology C	Chemistry C	Physics	Environmental Science / Science Electives
World Language	World Language	World Language	World Language H/AP
Music/Tech/Arts/ Academic H/AP	Music/Tech/Arts/ Academic H/AP	Music/Tech/Arts/ Academic H/AP	Music/Tech/Arts/ Academic H/AP
PE/Health	PE/Health	PE/Health	PE/Health

COMPETITIVE COLLEGES

Freshman	Sophomore	Junior	Senior
English 1 B/C	English 2 B/C	English 3 B/C	English 4 B/C
World History B/C	US History 1 B/C	US History 2 B/C	Elective
Algebra 1	Geometry	Algebra 2	Elective
Biology B/C	Chemistry B/C	Conceptual Physics / Physics	Elective
World Language 1	World Language 2	World Language or Elec	Elective
Music/Tech/Arts/Academic	Music/Tech/Arts/ Academic	Music/Tech/Arts /Academic	Music/Tech/Arts/ Academic
PE/Health	PE/Health	PE/Health	PE/Health

COMMUNITY COLLEGES, VOCATIONAL & CAREER SCHOOLS

Freshman	Sophomore	Junior	Senior
English 1 B/C	English 2 B/C	English 3 B/C	English 4 B/C
World History B/C	US History 1 B/C	US History 2 B/C	Academic Elective
Algebra 1	Geometry	Algebra 2	Math Elective
Biology	Chemistry	Physics/Conceptual Physics	Music/Tech/Arts/academic
World Language 1	Music/Tech/Arts/academic	Music/Tech/Arts/academic	Music/Tech/Arts/academic
Music/Tech/Arts/academic	Music/Tech/Arts/academic	Music/Tech/Arts/academic	Music/Tech/Arts/academic
Music/Tech/Arts/Academic	Music/Tech/Arts/academic	Music/Tech/Arts/academic	Music/Tech/Arts/academic
PE/Health	PE/Health	PE/Health	PE/Health

**Refer to the HS graduation requirements on page 5 for more details.*

SPECIAL COURSE OFFERINGS

The New Jersey State Board of Education sets requirements for Option II studies (N.J.A.C. 6A:8-5.1(a) 1ii). Option II offers alternative paths to credits that meet or exceed the New Jersey Core Curriculum Content Standards and are based on student interest or career goals. This program allows students to fulfill graduation requirements via more personalized, independent learning opportunities. Whether it is distance learning, college credit work, online learning or independent study, all alternative paths must be pre-approved by the counselor, content area supervisor, the Supervisor of Guidance and the Principal (per NJBOE)

APPROVED DUAL ENROLLMENT PROGRAMS

With a focus on giving our students a competitive edge, we are working to increase our Dual Enrollment options. This program allows students to earn college credits via a high school course completion for a reduced per credit fee. Information in regard to eligibility, requirements and registration is available in the Guidance and School Counseling Office. It will also be shared with students in the various courses in September. Enrollment is optional. These college credits may be transferable to many colleges and universities.

We are currently working on agreements with Passaic County Community College, Ramapo College and William Paterson University, in addition to our existing agreements with Rider University, Seton Hall and Fairleigh Dickinson University.

Dual Enrollment Course	University	Grades Offered	Credits	Total Fee	Minimum Grade
Tomorrow’s Teachers Internship: IND-101 Intro to Education H	Rider University	12	3 college 10 WMHS	\$250.00	B or better
Anatomy and Physiology H	Project Acceleration: Seton Hall	11, 12	Up to 8 college 6 WMHS	\$420.00 per semester	C or better
Western Civilization H	Project Acceleration: Seton Hall	11, 12	3 college 5 WMHS	\$315.00	C or better
NEW * Calculus	Project Acceleration Seton Hall	11,12	Up to 8 college 5 WMHS	\$420.00	C or better
Creative Writing	Fairleigh Dickinson University: Middle College	11, 12	3 college 2.5 WMHS	\$225.00	C or better
Advanced Creative Writing	Fairleigh Dickinson University: Middle College	12	3 college 2.5 WMHS	\$225.00	C or better
Journalism & Modern Media 4	Fairleigh Dickinson University: Middle College	12	3 college 5 WMHS	\$225.00	C or better
NEW * Digital Art	Ramapo College	11, 12	4 college 5 WMHS	\$509.44	C or better
NEW * Women’s Studies	Ramapo College	11, 12	4 college 2.5 WMHS	\$509.44	C or better
Criminal Justice	Pending				

SENIOR INITIATIVE

West Milford High School offers seniors the option of shortened school day to pursue one of the following:

- college courses at local colleges or community colleges; the cost is the reduced but the student's responsibility
- trade or tech courses
- unique internship opportunities

To participate in Senior Initiative, a student must:

- have completed 105 credits prior to senior year.
- have a 2.0 GPA or better.
- have met the state testing requirements for graduation.
- must carry a minimum of 25 credits (i.e., five classes) at the high school during senior year.

Via this program, a student may take one - two courses at a college or trade school program. The courses at the college would not count toward West Milford graduation requirements, nor toward GPA or rank. To enroll, students are required by the community colleges to take the college basic skills test and pass all sections. Cost and transportation are the responsibility of the family.

Unique, unpaid internship opportunities that a senior may have access to will also be considered. A committee would be convened to review proposed internships. The aforementioned criteria (i.e., 105 credits, 2.0 GPA, 5 classes) would still apply, as would other criteria which would be developed by the school committee. Students will not be allowed to drop courses for the purpose of early dismissal alone.

Students who are interested in pursuing a Senior Initiative should speak with their counselor to initiate the approval process before committing to any outside program.

PREPARATION FOR COLLEGE or TRADE SCHOOL ENTRANCE

While the standards for admission to college or a trade school vary widely by institution, the more seriously students take their studies, the more seriously they will be considered by the college of choice. Trade schools will look for successful, concentrated studies in related fields. Colleges will look at grades in the context of the rigor of the courses chosen. Most colleges want to see that students have challenged themselves.

In general, colleges will look at:

1. Academic record (courses, grades, GPA, rank in class)
2. Standardized Test Scores
3. Activities (sports, clubs, volunteer work, employment)
4. Teacher and counselor recommendations
5. Demonstrated leadership
6. Unique characteristics and life experiences of the applicant

The most competitive colleges will be expecting candidates to have at least four years of study in all the academic subjects, including a World Language, much of it at the Honors or AP level if available. Students intending to major in mathematics or science should consider taking additional courses in that subject area.

COLLEGE ADMISSIONS ASSESSMENTS

~ PSAT /NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT):

While it has no direct influence on admissions, the PSAT is a reasonably accurate predictor of, not only SAT scores, but also as a predictor of potential success in AP courses of study. Taking the PSAT opens the door to free, personalized SAT preparation from Khan Academy. Finally, it is helpful in the consideration of potential college applications. West Milford High School will administer the PSAT NMSQT to all Juniors. This assessment does not require registration.

~ SAT or ACT:

These standardized tests are used by some colleges as a factor in determining admissions. (Note: Colleges using test results as part of their admissions process will accept either the SAT or the ACT.) Students are advised to test in the spring of their junior year and again in the fall of their senior year. Students set up online accounts with SAT and ACT and register directly. During the registration process, students select the colleges to which their test scores will be sent. This list of colleges may be updated at any time.

*Information is available in the Guidance Suite, on the West Milford High School guidance department webpages, in the guidance department google classrooms, and Naviance.

**For a list of colleges that do not require these admissions tests for some or all applicants see www.fairtest.org.

SCHEDULING

ACADEMIC PLACEMENTS

When the Portal opens for requesting electives for next year's schedule, parents and students will be able to view the recommended placements for the core courses (English, History, Mathematics & Science). The high school's master schedule of courses is based upon both the placements and student selection of additional courses; the process is 100% student centered.

Selecting an academic program involves many people and requires several months of preparation and consultation.

- Course recommendations and elective requests involve serious deliberation by faculty, student, counselor, and parents/ guardians.
- All students must select a full program, that is, a minimum of 6 classes/30 credits (32.5 is suggested).
- Following submission of requests, counselors will meet with each individual student to discuss placements and desired courses to ensure a student is on track to meet requirements, as well as career and college preparation goals.

All academic classes (English, History, Mathematics & Science) are now open enrollment. This means that completing appeal forms for any change in academic placement will not be necessary. Students may select a different level of study during the Course Request Process.

Please note:

- **Teachers will continue to make thoughtful, data-based placement decisions. These placements should be strongly considered the best option for students.**
- Those initial placements will be posted on the Portal as the teacher's recommendation to the student as the ideal academic placement. At this point, there are 3 potential considerations:
 1. If the student **is comfortable with** that recommended placement, he/she does **not** need to select an alternative course during the selection period; *simply leave the recommendation as it is.*
 2. For English, if a student is comfortable with the course level, **and would like to select a genre-based English course**, he/she may narrow down the original recommendation by selecting one of the available genre-based options during the selection period.

3. If a student **decides to select a different course level placement**, he/she may replace the original recommendation with the new course level desired. Students are advised to be cognizant of pre-requisite courses. If a student selects a course but has not taken the pre-requisite course, they will not be allowed to enroll in the selected course.

- At the end of the Course Request Process, school counselors will review any change in placement (items #2 or #3 above) with students at their Course Request Review Meetings in February/March, ensuring students fully understand the expectations of the various levels of study.
- Changes in requests can still take place during Course Review Meetings. Our school counselors are well-prepared to guide our students as they map out their paths to post graduation pursuits.

AP & HONORS ELIGIBILITY

Grade 8 students scheduling for the high school are placed in Honors courses according to current teacher recommendations. Teachers base their recommendations on observations and data collected throughout the year for each individual student. The following chart provides the guidelines used for making Honors recommendations for students moving from grade 8 to 9.

English	Grade of 80 or higher for Honors-to-Honors level placement; 90 or higher for on-grade to Honors placement Qualifying score in LAL on norm-referenced assessment Writing portfolio assessment Work ethic, organization, study habits, self-motivation, dedication to learning Teacher recommendation and Supervisor approval advised
History and Social Sciences	Grade of 90 or higher for Honors-to-AP placement, 80 or higher for Honors-to-Honors placement; 90 or higher for on-grade to Honors placement Work ethic, organization, study habits, self-motivation, dedication to learning Teacher recommendation and Supervisor approval advised
Mathematics	Qualifying marking period grades at time of recommendation: ≥ 90 on-grade to Honors; ≥ 80 Honors to Honors Exemplary score on norm-referenced assessment Work ethic, organization, study habits, self-motivation, dedication to learning Teacher recommendation and Supervisor approval advised
Science	Grade of 80 or higher for Honors to Honors placement; 90 or higher for on-grade to Honors placement Work ethic, organization, study habits, self-motivation, dedication to learning Teacher recommendation and Supervisor approval advised

Students who successfully complete an honors course at any level may move to the next level with the permission of the previous year’s teacher and approval of the department supervisor. A student achieving a final grade of “C” or lower, wishing to continue in an honors course, may still be permitted to continue in the honors program with teacher recommendation and department supervisor approval.

Advanced Placement and Honors courses are available in the following areas:

Mathematics		Science	History & Social Science
Algebra 1 H		Biology H	World History H
Geometry H		Chemistry H	US History 1 H
Algebra 2H		Physics H	AP US History 2
Precalculus/Trigonometry H		Anatomy & Physiology H ~ Dual Enrollment	AP World History
Calculus A Honors		AP Biology	AP Economics
AP Calculus AB		AP Chemistry	AP Psychology
AP Calculus BC		AP Environmental Science	AP US Government and Politics
AP Statistics		AP Physics C	AP Human Geography
AP Computer Science		Organic Chemistry H	Western Civilization H ~ Dual Enrollment
AP Computer Science Principles			

World Language		Language Arts	Fine Arts
French 4H	Spanish 4H	English 1 H (9th)	AP Studio Art
German 4H	Italian 4H	English 2 H (10th)	AP Studio Art- 3D
AP French		AP English Language & Composition (11th)	AP Art History
AP Spanish		AP English Literature & Composition (12th)	Studio Art 3: Portfolio Development H
AP German			Other
AP Italian			AP Capstone Seminar & Research

ADDING A COURSE

Up until the September 21 deadline, a student may request to enter a course provided they have parent/guardian approval, and the course has an available seat. With late entry, any required, missed work must be made up. No full year classes or fall semester classes can be added past the deadline. Spring semester classes may be added until the spring semester deadline.

ATHLETIC ELIGIBILITY RULES ~ NEW JERSEY INTERSCHOLASTIC ATHLETIC ASSOCIATION

A student must have earned 30 credits minimum at the end of each school year to be eligible for Fall/Winter sports participation the following year. To be eligible for a spring sport a student must have passed 15 credits during the fall semester.

There are additional NJSIAA requirements that may affect a student's eligibility. Check with the Athletic Director with any questions regarding eligibility.

AUDITING A COURSE - The auditing of classes is not permitted

CHANGING AN ELECTIVE

Once completed, altering the determined schedule is not encouraged and may not be possible due to enrollment and scheduling constraints. Therefore, it is essential that students give careful and thoughtful consideration to their choices prior to making online course requests.

- *Schedules will not be changed to accommodate requests for particular PE, lunch, or study hall periods, nor are requests involving teacher preference or classmates granted. Once school has begun, adjusting a schedule to change just one course often requires changes in several other courses. Numerous changes have an adverse effect on the school's overall academic program as well as the student's.*

COURSE WITHDRAWAL

The dropping of a course is a serious matter. The request to drop a course must be made by a parent/guardian via the submission of a 2023-24 Course Change Request form to their counselor by September 21, 2023. Any requests to drop a course after September 16 should be for significant reasons. The counselor will review all requests and consult with all relevant parties involved before a decision is rendered. An additional form is required for seniors, as any change in a senior's program may have a negative effect on his/her college candidacy. Any courses dropped from a schedule after September 29 will be reflected as withdrawals on the student's transcript (WP if passing at the time of withdrawal, WF if failing at the time of withdrawal).

LUNCH

Please note that all students will be scheduled for a lunch period. Having a daily break and an opportunity to eat, socialize or study during the school day is invaluable to a student's well-being. A student may opt out of lunch and schedule a full 8 period day. Please note, however, that LUNCH ON THE GO is no longer an option. Students will not be allowed to eat in classrooms or skip class time to eat in an alternate location.

NCAA

Student athletes considering pursuing college athletics must be cognizant of academic eligibility rules for NCAA Division 1 & Division 2. All student athletes should be enrolled in courses that are college preparatory and meet core course requirements. Additionally, student athletes need to earn the required core GPA of 2.3. Student athletes must create an account with the NCAA Eligibility Center (recommended by sophomore year). Counselors can provide tracking sheets to assist students in following a schedule that meets core course eligibility requirements. For more information visit the NCAA Eligibility Center, <https://web3.ncaa.org/ecwr3/>.

Note: Student athletes considering attending an NAIA college have different requirements. NAIA college info (including list of colleges that are in the NAIA) can be found at <https://www.naia.org/landing/index>.

RIGHTS AND RESPONSIBILITIES OF STUDENTS UNDER TITLE IX

Title IX is a federal law which prohibits schools from discriminating on the basis of sex. It means that your school can not treat young men and women differently just because of their sex.

Your responsibility as a student in the school community is to assist school officials who are committed to providing equal education programs for students. Title IX is broken down into five areas. All of these areas affect you as a student.

1. Title IX protects your right to enroll in any class of your choice. Prerequisites may be established for specific classes as long as they apply to the entire student body. Title IX protects your right to be treated equally in these classes.
2. Title IX provides that all classes must allow boys and girls to be in the same class. There are just a few exceptions to this rule. Girls and boys may be separated when:
 - parts of a class deal with human sexuality
 - students in music classes are grouped by vocal range
 - parts of gym class involve bodily contact
 - parts of gym class are grouped by ability, resulting in only boys or girls being in such groups.
3. Title IX clearly upholds your right to receive advice, counseling, and information that does not reflect different treatment or preference on the basis of one sex or the other sex. Title guarantees that all students receive the same:
 - placement services and placement opportunities
 - counseling services
 - student employment referral services
 - scholarship and financial aid information
 - testing and evaluation services
 - requirements for eligibility, screening and admission to school programs and school activities.

Under the law, you also have a right to request and receive written information that does not reflect different treatment of men and women.

1. Under Title IX, all students are to be treated the same. This means that there can be no different rules, policies, or practices for students on the basis of sex. Title IX does protect the privacy rights of students by providing for separate, comparable locker rooms and toilet facilities. All students should be guaranteed under Title IX that there are the same:
 - rules for behavior
 - rules for discipline
 - rules for dress
 - rules for dismissal and suspension from school
 - use of school facilities
 - chance to join after-school activities
 - chance to participate in special school programs
 - chance to participate in enrichment programs -health and insurance benefits.
2. Title IX requires that both young men and women will have an equal opportunity to participate in school athletic, club or intramural activities. Under Title IX, your school has a choice on how it will run the athletic program and what sports will be offered to students. It can choose to offer all separate teams for boys and girls. It can choose to offer all coed teams. It can choose to offer a combination of teams, with some separate teams and some co-ed teams. Whatever choice a school makes, the interests and abilities of all students must be taken into consideration.
3. Questions or concerns should be addressed to the following offices:
 - i. Affirmative Action Officer- Director of Education 973-697-1700 x 5036.
 - ii. Title IX Officer- Athletic Director 973-697-1700 x 7066.
4. Open Door Policy - All high school students are welcome and encouraged to participate in the numerous vocational programs available to them during their four years of high school education.

AFFIRMATIVE ACTION

The West Milford Township Board of Education is an equal opportunity employer. It does not discriminate due to race, creed, color, religion, national origin, ancestry, age, gender, sexual orientation, marital status, familial status, typical hereditary cellular or blood trait of an individual, disability, or socioeconomic status. No pupil enrolled in West Milford Township Schools shall be excluded from participation in, denied the benefits of, or be subjected to discrimination in any educational program or activity.

Complaints may be filed with the Assistant Principal, Principal, District Affirmative Action Officer, or Superintendent. A prompt and thorough investigation will be conducted. Rights of both the victim and the accused will be protected. The West Milford Township Public Schools actively monitor Section 504 of the Rehabilitation Act of 1973. Anyone who feels that there is any kind of barrier to building and/or program access should contact the district Section 504 Coordinator.

The West Milford Township Public Schools' Affirmative Action/Section 504 Officer is the Director of Education, West Milford Township Board of Education Administration Office, 46 Highlander Drive, West Milford, New Jersey 07480, (973) 697-1700, extension 5036

NONDISCRIMINATION

It is the policy of the West Milford Board of Education not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status in its educational programs or activities and employment policies as required by Title IX of the Education Amendments of 1972 and NJAC 6:4-1.1.

West Milford High School

ELECTIVE COURSES FULFILLING GRADUATION REQUIREMENTS

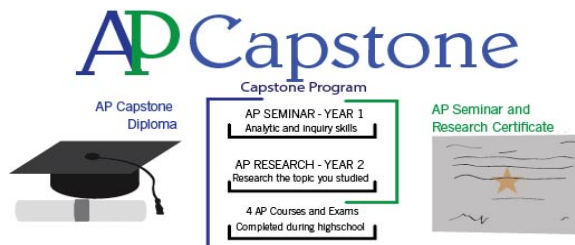
Course Name	Credits	Visual & Performing Arts 5 credits required	Practical Arts / 21 st Century Skills 5 credits required
Accounting for Business	5.0		x
Acting	2.5	x	
Automotive & Transportation Technology	5.0		x
Band: Concert / Honors / Symphonic	5.0	x	
Basic Art	2.5	x	
Child Development	5.0		x
Choir: Concert / Honors	5.0	x	
Culinary Arts	5.0		x
Digital Art 1 & 2	5.0	x	
Entrepreneurship and Small Business Management *	2.5		x
Fashion Merchandising	2.5		x
Food, Nutrition and You	2.5		x
Graphic Arts Communications 1	5.0		x
Guitar/Lunch	2.5	x	
Harmony And Theory *	5.0	x	
Highlands Chorale	5.0	x	
History of Film	2.5	x	PA for current 11 & 12th
Hospitality and Tourism	2.5		x
Interior Design	2.5		x
Intro to Theater Arts	5.0	x	
Marketing 1	2.5		x
Mechanical Drawing/ CAD	5.0		x
Personal Auto Maintenance	2.5		x
Personal Presentation: Communicating with Impact	2.5		x
Photography 1 & 2	2.5	x	
Piano/Lunch	2.5	x	
Principles of Engineering Design	5.0		x
Sports & Entertainment Marketing *	2.5		x
Stagecraft	2.5	x	
Studio Art 1 & 2	5.0	x	
Theater Arts	5.0	x	
TV Communication Arts & Media 1, 2 & 3	5.0	x	
Wind Ensemble	5.0	x	
World Crafts	2.5	x	
Wood 1, 2, 3, 4	5.0		x

* Courses have prerequisites

Be sure to review the information for each department area on the following pages for information about more than **50 additional** academic, elective course offerings.

West Milford High School

COURSE OFFERINGS



ADVANCED PLACEMENT CAPSTONE PROGRAM

**Not running in 2023 - 24*

AP Capstone is an innovative diploma program that provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. AP Capstone is built on the foundation of two courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP SEMINAR (AP101) **Grades 10-12**

5 CREDITS

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. There are no prerequisites for the AP Seminar course. Open to grades 10-12.

AP RESEARCH (AP201) **Grades 11-12**

5 CREDITS

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense. Open to grades 11-12.

Prerequisite: AP Seminar

Students who earn a 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing, will receive the AP Capstone Diploma noted on their transcripts. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, if a student scores a 3 or higher in AP Seminar and AP Research only, they will receive the AP Seminar and Research Certificate.

GENERAL ELECTIVES

** For Course Requests, these electives are housed on the drop-down menu under the “Department”
HS Building.

Course	Grades offered	Credits
Social Emotional Learning: The Good Life	9 10 11	2.5
Freshman Seminar	9	2.5
Aviation: Pilot Pathways	11 12	2.5
EMT: Emergency Medical Technician	11 12	5.0
SAT Seminar	11	2.5

SOCIAL EMOTIONAL LEARNING: The Good Life

2.5 CREDITS

Social Emotional Learning: The Good Life is a college preparatory semester elective for students in grades 9-11. Borrowing strategies from Yale University’s “Psychology and the Good Life” course, we will practice scientifically-validated strategies that increase happiness and build more productive habits. Together, we will examine thinking patterns that foster emotional well-being and learn to refocus negative thoughts using “rewirement techniques” that will help us to retrain our brains. During our classes, we will explore proper goal-setting and time management in order to feel less stressed and optimize our personal wellness. Students will learn the practices of mindfulness and growth mindset in order to enjoy a happier life. This will involve a focus on the social-emotional core skills of: self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. Participants will set goals and they will explore the study of self improvement and self awareness by completing journaling activities, as well as engaging in individual, partner, and whole group activities. Most activities will be completed in class.

FRESHMAN SEMINAR

2.5 CREDITS

This semester course has been collaboratively designed to assist 9th graders in becoming more successful and more focused in their high school experience. Students will learn about academic and co-curricular opportunities as well as support services available to them at WMHS. Exploring the student handbook, meeting with school counselors and examining high school life will enable students to understand options, resources, requirements and expectations. Students will learn about concrete behaviors employed by successful learners, monitor their struggles and successes, and problem-solve their challenges. With an eye on the future, opportunities to explore post-graduation options based on interests will be provided. Freshman Seminar is all about fostering student confidence and success.

NEW * AVIATION: PILOT PATHWAY

2.5 CREDITS

This semester course is ground school aviation. It is meant to provide students with the basic, theoretical information needed to pilot an aircraft successfully and safely. It prepares students to progress to the practical portion of training as a pilot in an airplane. The topics are aerodynamics, systems and instruments, airports and airspace, federal regulations, airplane performance, aeromedical factors, aeronautical decision making, aviation weather, navigation charts, navigation systems, and cross country flight planning. The students will take once a week practice tests for homework, for the goal of this course is to prepare students to pass the FAA Private Pilot Knowledge Test, which can be taken at Aero Safety Training at Lincoln Park Airport, an FAA approved testing site. Upon completion of this course and the passing of the FAA test, the students will have the ability, on their own time and with their own finances, to pursue Private Pilot flying lessons to obtain a Private Pilot license.

NEW * EMT – EMERGENCY MEDICAL TECHNICIAN

5 CREDITS

Pre-Requisites: 16 years of age or older, good academic standing and excellent attendance as well as a commitment to

volunteer on the West Milford First Aid Squad following course completion.

This 220 hour course is designed to prepare the Emergency Medical Technician in accordance with the National Emergency Medical Services Education Standard and the NJ Department of Health regulations. The topics of this emergency medical services course include CPR, medical, legal/ethical aspects, role of the Emergency Medical Technician, patient assessment, care of wounds and fractures, airway maintenance, medical and environmental emergencies, patient transportation, emergency childbirth, and basic extrication. Students will be required to demonstrate competence in practical skills as well as on written examinations. After completion of this course, the student will be eligible to take the National Registry Examination for certification as an Emergency Medical Technician.

Students will be scheduled for an EMT course period at WMHS for group study and online EMT test prep during the 3rd and 4th marking period. The training will take place off-site, a 15 minute drive from West Milford High School, at the Wanaque First Aid Squad Building on Monday and Wednesday evenings from 6:30-10:30 starting on November 6 and ending April 29. In addition, training will take place on four Sundays. Students will also complete ten hours in a hospital emergency room.

NEW * SAT SEMINAR

2.5 CREDITS

This SAT preparation course is designed to provide students with test-taking strategies and skills for successfully navigating comprehensive college readiness tests such as the SAT or college placement exams. It will sharpen student skills in analyzing passages, interpreting charts and graphs, breaking down challenging questions, and employing answer elimination skills. Foundational concepts in both math and English will be reviewed and practice questions will be dissected. Teachers will utilize the individual student PSAT feedback provided by the College Board to provide direct support in areas of demonstrated need. The objective of this course is to help students understand exam content, structure, pacing and scoring methods so they can approach such tests with more confidence and success.

BUSINESS

Course	Grades offered	Credits
Accounting for Business	10 11 12	5.0
Personal Finance	10 11 12	2.5
Hospitality and Tourism	9 10 11 12	2.5
Fashion Merchandising	9 10 11 12	2.5
Marketing 1	9 10 11 12	2.5
Entrepreneurship and Small Business Management	9 10 11 12	2.5
Sports & Entertainment Marketing	9 10 11 12	2.5
Personal Presentation: Communicating with Impact	9 10 11 12	2.5

Note: All classes except Accounting for Business are semester courses earning 2.5 credits.

PERSONAL FINANCE

2.5 CREDITS

This course gives students a current perspective for making wise financial decisions. Topics such as careers, education, taxes, banking, ethics, being a smart consumer, identity theft, the pros and cons of credit cards, insurance (rental, home, auto, health, life), and budgeting. The curriculum articulates with the Rutgers University Cooperative Extension High School Financial Program, “National Endowment for Financial Education” as well as Next Generation Personal Finance Units.

Meets NJ State Graduation Requirement for Financial Literacy.

ACCOUNTING FOR BUSINESS

5 CREDITS

This is an introductory course that should be taken by all students considering future business careers. This course will help to prepare students to keep accurate and up-to-date records for a business, enabling them to understand accounting concepts that relate to keeping accounting records for a personal business, and aid them in determining if the field of accounting is a wise career choice. Students will learn to analyze source documents, categorize types of accounts, record transactions to a general journal, post to ledger accounts, prepare trial balances, worksheets and financial reports.

HOSPITALITY AND TOURISM

2.5 CREDITS

This half year course provides students with an overview of one of the fastest growing and dynamic career paths available today. Many post secondary institutions offer majors in this field. Various components in the hospitality and tourism industry include hotels & lodging, food & beverage, recreation & attractions, and travel & tourism. Students will receive an overview of the industry, customer relations, trends, employability skills, and operations through class discussions and individual as well as group projects.

FASHION MERCHANDISING

2.5 CREDITS

This half year course examines the history, evolution, and the business of fashion from the 19th century to the present. From trend research and clothing design, to merchandising and promotion, this course will give a complete introduction to the exciting world of FASHION. The online simulation (created in partnership with the *Fashion Institute of Design and Merchandising (FIDM) in Los Angeles*) will teach students the very real-world of business decisions that make or break popular fashion trends.

PERSONAL PRESENTATION: Communicating with Impact**2.5 CREDITS**

The primary purpose of this course is to develop effective techniques for appropriate communication strategies. Emphasis will be placed on establishing confidence in individual communication skills through presentations and writing. Students will explore various communication styles to improve their communications skills necessary for today's global society.

MARKETING 1**2.5 CREDITS**

This half year course is designed to serve as an introduction to the basic principles of marketing, practices, and the application of these practices. Some of the topics covered will include: Economics & Marketing, Consumers & Competition, Marketing Mix, Market Research, and Advertising & Promotion. Each student will develop problem-solving skills, understand the importance of making ethical decisions, proper social and business etiquette, analyze possible solutions to specific business problems, and develop an increased understanding of the business world. Creativity and debate are encouraged in class discussions, and individual and group projects are designed to emphasize how marketing works in real world business situations. This course serves as the prerequisite for the Sports & Entertainment Marketing and Entrepreneurship courses.

ENTREPRENEURSHIP & SMALL BUSINESS MANAGEMENT**2.5 CREDITS****Required Prerequisite: Marketing 1**

This half year course introduces students to the rewards and risks of owning or operating a business enterprise. Emphasis is placed on the development of skills needed to plan, organize, manage, and finance a small business. Skills in communication, creativity, research, and problem solving are reinforced as each student participates in group and individual projects. Students will learn about successful entrepreneurs who have helped create the products and services we use everyday. Throughout the course, class discussions will be held on current events happening in the business world.

SPORTS & ENTERTAINMENT MARKETING**2.5 CREDITS****Required Prerequisite: Marketing 1**

Sports and Entertainment Marketing is a unique and innovative course designed for students with an interest in the sports and entertainment industry. Many post secondary institutions offer specialized majors in these fields. This course will offer students the opportunity to study the fundamental and practical applications of marketing in the sports and entertainment industry. Students will participate in an online football stadium simulation which teaches the hard business decisions that go into the sports and entertainment events the students enjoy in real life. Students handle ticket pricing, promotion, stadium operations and staffing, sponsorship, concessions, concert booking promotion and more.

ENGLISH

Course	Grades Offered	Credits
Fundamentals of English 9	9	2.5
English 1-B +	9	5.0
English 1-C: Around the World & Across the Centuries: Fiction Grounded in Fact +	9	5.0
English 1-C: Exploring the Mind: Psychology in Literature +	9	5.0
English 1-C +	9	5.0
English 1-H +	9	5.0
Fundamentals of English 10	10	2.5
English 2-B: American Literature ^	10	5.0
English 2-C American Literature ^	10	5.0
English 2-C: Coming of Age: The Rebel in Literature ^	10	5.0
English 2-C: Man and Nature: An Eternal Struggle ^	10	5.0
English 2-H: American Literature ^	10	5.0
Fundamentals of English 11	11	2.5
English 3-B: British Literature ++	11	5.0
English 3-C: British Literature ++	11	5.0
English 3-C: The Evil Within: A Study of Human Nature ++	11	5.0
English 3-C: Mythical Monsters and Men: Medieval Literature ++	11	5.0
English 3-C: Diverse Perspectives in Literature ++	11 12	5.0
AP English: Language and Composition ++	11	5.0
Fundamentals of English 12	12	2.5
English 4-B World Literature *	12	5.0
English 4-C World Literature *	12	5.0
English 4-C: Literary Science Fiction and Fantasy *	12	5.0
English 4-C: Doppelgangers, Dreams & Madness: The Gothic Landscape *	12	5.0
English 4-C: Diverse Perspectives in Literature *	11 12	5.0
AP English: Literature and Composition *	12	5.0
Journalism and Modern Media 1	9 10 11 12	5.0
Journalism and Modern Media 2	10 11 12	5.0
Journalism and Modern Media 3	11 12	5.0
Journalism and Modern Media 4	12	5.0
Creative Writing	11 12	2.5
Advanced Creative Writing	12	2.5

- + This course fulfills the English 1 requirement
- ^ This course fulfills the English 2 requirement
- ++ This course fulfills the English 3 requirement
- * This course fulfills the English 4 requirement

		<h1>English</h1>									
Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12	
Grade 7 Language and Literature		Typical Honors & AP Sequence									
		Grade 8 Honors Language & Literature		English 1 Honors		English 2 Honors		English 3 AP Language & Composition		English 4 AP Literature & Composition	
				Typical College Prep Sequence							
		Grade 8 Language & Literature		English 1 B or English 1 C: * Around the World and Across the Centuries: Historical Fiction * Exploring the Mind: Psychology in Literature		English 2 B: * American Literature or English 2 C: * American Literature * Coming of Age: The Rebel in Literature * Man and Nature		English 3 B: * British Literature or English 3 C: * British Literature * The Evil Within: A Study of Human Nature * Mythical Monsters & Men: Medieval Literature *Diverse Perspectives in Literature		English 4 B: * World Literature or English 4 C: *World Literature *Literary Science Fiction & Fantasy *Doppelgangers, Dreams & Madness: The Gothic Landscape *Diverse Perspectives in Literature	
		<i>Contact your child's School Counselor with scheduling questions about Foundations of Language Arts (ENCORE)</i>									

[HS Genre-Based English and Elective Course Videos](#)

Grade 9

FUNDAMENTALS OF ENGLISH 9

2.5 CREDITS

Fundamentals of English 9 is a semester-length course that will provide intensive reading comprehension and writing skill-building instruction with special emphasis placed on preparing students for the NJSLA and graduation requirements for English. Further emphasis will be placed on remediation in both reading (interpreting, analyzing, and critiquing text) and writing (content and organization, usage, sentence construction and mechanics). A comprehensive rubric of data including: NJSLA scores, benchmark assessments, 8th grade English Language Arts grades, teacher recommendation, and a writing portfolio will determine a student's placement into Fundamentals 9.

ENGLISH 1-B

5 CREDITS

English 1-B is designed to strengthen the basic skills of grammar, usage, composition, and reading comprehension for those students with these specific skill deficits. English 1 is an introductory course in composition, which stresses the fundamentals of good writing, and a close study of the basic genres of literature: fiction, nonfiction, drama, and poetry. A review of grammar as related to writing techniques, vocabulary development, study skills, library skills, and NJSLA preparation are all included. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts. Initial placement in B level English in grade 9 does not preclude a student's moving up to the C level English after skill development, and it is encouraged. This course fulfills the English 1 requirement.

ENGLISH 1-C

5 CREDITS

English 1 is an introductory course in composition, which stresses the fundamentals of good writing, and a close study of the basic genres of literature: fiction, nonfiction, drama, and poetry. A review of grammar as related to writing techniques, vocabulary development, study skills, and NJSLA preparation are all included. Students build reading and writing skills through teacher-selected independent reading and written homework assignments. Course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts. Requirement: All major papers will be electronically submitted for grading using www.turnitin.com. This course fulfills the English 1 requirement.

ENGLISH 1-C Around the World and Across the Centuries: Fiction Grounded in Fact **5 CREDITS**

In this course, students will connect with people and places around them by reading compelling fiction based on historical events. The reading of each new book, supplemented by light research and nonfiction paired selections, will bring with it a new or deepened understanding of our collective history as Americans and citizens of the world. Stories span events ranging from the American Revolution and maritime New England to WWI and II Europe and beyond. Through these exciting tales, students will gain a wider, enhanced view of topics taught by West Milford HS history teachers. Requirement: All major papers will be electronically submitted for grading using www.turnitin.com. This course fulfills the English 1 requirement. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts. Texts may include but are not limited to *Salt to the Sea*; *Code Talker*; *Seeds of America Trilogy*; *Carry On, Mr. Bowditch*; *Out of the Dust*; *Forgotten Fire*; *To Kill a Mockingbird*, *The Odyssey*, *Sarah's Key*.

ENGLISH 1-C Exploring the Mind: Psychology in Literature

5 CREDITS

This course focuses on authors and works which center on psychological themes. Students will learn introductory psychological concepts and terms and apply those concepts to literary texts through close reading, critical terminology, and intuitive interpretation. Issues of identity, self-discovery, the unconscious mind, challenges of adjustment and the individual's relationship with the world will be explored as they relate to characters and themes in the texts.. Memory, socio-political group psychology, narcissism, illness and recovery, gender and race are key topics. Thematic questions include: How does a character change throughout the text in response to the world around him/her? How do characters work to overcome difficulties in their lives? Requirement: All major papers will be electronically submitted for grading using www.turnitin.com. This course fulfills the English 1 requirement. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts. Texts may include but are not limited to: *Romeo and Juliet*; *A Child Called It*; *A Beautiful Mind*; *The Freedom Writer's Diary*; *Life of Pi*; *Ender's Game*; *To Kill a Mockingbird*; *The Yellow Wallpaper and Other Stories*; *The Hours*; *Looking for Alaska*; "Flowers for Algernon"; *The Odyssey*.

ENGLISH 1-H

5 CREDITS

This course is designed for the student who demonstrates a special interest in literature and writing and has shown the ability to read and respond to challenging texts and write with an advanced level of proficiency. Coursework is rigorous and demands creativity, critical thinking, and attention to detail. Students will read, interpret, evaluate, and criticize literary works written by world and American authors in the genres of poetry, epic poetry, drama, the short story, the novel, and non-fiction. Thesis writing is introduced, with emphasis placed on conventions of academic writing, including MLA format and the effective incorporation of textual support. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts. A comprehensive rubric of data including: 8th grade English Language Arts grades, writing portfolio, and teacher recommendation, will determine a student's placement into English 1-H. Requirement: Major assignments will be electronically submitted for grading using www.turnitin.com. This course fulfills the English 1 requirement.

Grade 10

FUNDAMENTALS OF ENGLISH 10

2.5 CREDITS

Fundamentals of English 10 is a semester-length course that will provide intensive reading comprehension and writing skill-building instruction with special emphasis placed on preparing students for the NJSLA and graduation requirements for English. Further emphasis will be placed on remediation in reading (interpreting, analyzing, and critiquing text) and writing (content and organization, usage, sentence construction and mechanics). A comprehensive rubric of data including: NJSLA scores, benchmark assessments, 9th grade English Language Arts grades, writing portfolio and teacher recommendation, will determine a student's placement into Fundamentals 10.

ENGLISH 2-B AMERICAN LITERATURE

5 CREDITS

English 2-B is designed to strengthen the basic skills of grammar, usage, composition, and reading comprehension for those students with these specific skill deficits. English 2 is designed to develop writing skills by focusing on narration, description, exposition, and critical analysis. Grammar, sentence structure, paragraph development, and technical writing skills are emphasized in relation to the students' own writing. In addition, the course requires students to complete a substantial research paper while learning the techniques of independent research including: development of a topic, creation of a works cited page, media center research, MLA documentation, note taking, drafting, and revision. The course focuses on the study of American literature through the close reading of plays, novels, short stories, poetry, essays and speeches of both traditional and

modern American authors and historians. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts. Placement in B level English in grade 10 does not preclude a student's moving up to the C level English after skill development, and it is encouraged. Requirement: All major papers will be electronically submitted for grading using www.turnitin.com. This course fulfills the English 2 requirement.

ENGLISH 2-C AMERICAN LITERATURE

5 CREDITS

English 2 is designed to develop writing skills by focusing on narration, description, exposition, and critical analysis. Grammar, sentence structure, paragraph development, and mechanical writing skills are emphasized in relation to the students' own writing. In addition, the course requires students to complete a substantial research paper while learning the techniques of independent research including: development of a topic, creation of works cited page, media center research, MLA documentation, note taking, drafting, and revision. The course focuses on the study of American literature through the close reading of plays, novels, short stories, poetry, essays and speeches of both traditional and modern American authors and historians. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts. Requirement: All major papers will be electronically submitted for grading using www.turnitin.com. This course fulfills the English 2 requirement.

ENGLISH 2-C COMING OF AGE: THE REBEL IN LITERATURE

5 CREDITS

In this course, students will study various works of literature in which the protagonist rebels against existing societal norms. Students will analyze the youth, both as an individual and a symbol, following his or her transformation and growth, while exploring our social and cultural investment with the literary rebel. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts. Texts will include but are not limited to: *Catcher in the Rye*, *The Hunger Games*, *Fahrenheit 451*. Requirement: Major assignments will be electronically submitted for grading using www.turnitin.com. This course fulfills the English 2 requirement.

ENGLISH 2-C MAN AND NATURE

5 CREDITS

Writers through the ages have explored this conflict, inherent to man, with the natural world. The age-old idea that humans must coexist with nature, while at times being at odds with it, is the stuff of literary fiction, as well as modern cinematic and reality-based entertainment. Through fiction and nonfiction works, this course explores the inescapable and delicate balance between man and his natural surroundings. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts. Texts will include but are not limited to: *Into Thin Air*, *Into the Wild*, works of Jack London, *The Heart of Darkness*, *A Walk in the Woods*. Also included are units on Romanticism and Transcendentalism. Requirement: Major assignments will be electronically submitted for grading using www.turnitin.com. This course fulfills the English 2 requirement.

ENGLISH 2-H AMERICAN LITERATURE

5 CREDITS

This is an advanced English honors course designed for the student who has demonstrated exceptional ability and high level performance in English studies and has met the selection criteria, which includes teacher recommendation and class achievement. The course presents an intensive examination of a sampling of American literature from the Colonial period to the present time. Taking a historical perspective, it examines literary texts within their philosophical, social and cultural contexts. Student's written work will focus primarily on critical analysis and exposition culminating in a major independent research paper including: development of a topic, creation of a works cited page, media center research, MLA documentation, note taking, drafting, and revision. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts. Requirement: All major papers will be electronically submitted for grading using www.turnitin.com. This course fulfills the English 2 requirement.

Grade 11

FUNDAMENTALS OF ENGLISH 11

2.5 CREDITS

Fundamentals of English 11 is a semester-length course that will provide intensive reading comprehension and writing skill-building instruction with special emphasis placed on preparing students for the NJSLA and graduation requirements for English. Further emphasis will be placed on remediation in reading (interpreting, analyzing, and critiquing text) and writing (content and organization, usage, sentence construction and mechanics). A comprehensive rubric of data including: NJSLA scores, benchmark assessments, 10th grade English Language Arts grades, writing portfolio and teacher recommendation, will determine a student's placement into Fundamentals 11.

ENGLISH 3-B BRITISH LITERATURE

5 CREDITS

English 3-B is designed to strengthen the basic skills of grammar, usage, composition, and reading comprehension for those students with these specific skill deficits. English 3 consists of a rigorous and comprehensive study of British literature, including poetry, drama, short stories, novels, and nonfiction. Noted British writers and historical figures are the focus of the reading assignments. In addition to studying literature, students will continue to improve their writing skills by producing critical essays, argument papers, and an extensive research paper on a literary topic. Additional topics include preparation for the PSAT, SAT (including the writing component); the ACT and a review of reading and writing skills necessary for proficiency on the NJSLA. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts. Placement in B level English in grade 11 does not preclude a student's moving up to the C level English after skill development, and it is encouraged. Requirement: All major papers will be electronically submitted for grading using www.turnitin.com. This course fulfills the English 3 requirement.

ENGLISH 3-C BRITISH LITERATURE

5 CREDITS

English 3C consists of a rigorous and comprehensive study of British literature, including poetry, drama, short stories, novels, and nonfiction. Noted British writers and historical figures are the focus of the reading assignments. In addition to studying literature, students will continue to improve their writing skills by producing critical essays, argument papers, and an extensive research paper on a literary topic. Additional topics include preparation for the PSAT, SAT (including the writing component), the ACT and a review of reading and writing skills necessary for proficiency on the NJSLA. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts. Requirement: All major papers will be electronically submitted for grading using www.turnitin.com. This course fulfills the English 3 requirement.

ENGLISH 3-C DIVERSE PERSPECTIVES IN LITERATURE

5 CREDITS

This course offers students the opportunity to read more widely and delve more deeply into the voices and experiences of diverse authors and characters which will include, but not be limited to, stories which reflect their economic diversity, inclusion, and belonging in connection with race and ethnicity, disabilities, gender, gender identity, sexual orientation and religion. Reading selections will explore these various perspectives with an emphasis on developing empathy and highlighting our shared humanity and commonalities. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts. This course fulfills the English 3 or 4 requirement and can be taken either in 11th or 12th grade.

AP ENGLISH: LANGUAGE AND COMPOSITION

5 CREDITS

This Advanced Placement English honors course is designed to provide those students who have demonstrated superior capabilities in English studies with an extensive examination of the development of British literature from its early beginnings to the present day. The course stresses the connection between the historical events and social climate of each literary period and the literature produced. Students will be expected to analyze, interpret, and critically evaluate literary texts focusing on determination of style, tone, structure, theme, and purpose. Students will be required to complete a major research paper of substantial length focusing on British literature or history. The content and pace are comparable to those of a college-level course. Teacher recommendation and students' class achievement are taken into consideration for admission to the course. Additionally, students will be prepared to take the AP English Language and Composition examination for college credits. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts and the College Board. Requirement: All major papers will be electronically submitted for grading using www.turnitin.com. This course fulfills the English 3 requirement.

Grade 12

FUNDAMENTALS OF ENGLISH 12 (Fall Semester Only)

2.5 CREDITS

Fundamentals of English 12 is a semester-length course that will provide intensive instruction aimed at improving the literacy skills and strategies of seniors who did not achieve proficiency on the Language Arts component of the NJSLA in junior year. Further emphasis will be placed on remediation in both reading (interpreting, analyzing, and critiquing text) and writing (content and organization, usage, sentence construction and mechanics) to develop the proficiencies required on the NJSLA. A comprehensive rubric of data including: NJSLA scores, benchmark assessments, 11th grade English Language Arts grades, writing portfolio and teacher recommendation, will determine a student's placement into Fundamentals 12.

ENGLISH 4-B World Literature

5 CREDITS

This course will reinforce students' critical writing skills, extend vocabulary, and improve reading comprehension for those students with these specific skill deficits. English 4 is designed to improve critical writing skills in order to enable students to write at the complex and sophisticated level demanded by colleges. Further, the course aims to introduce students to world literature through extensive readings from the literature of several different world cultures throughout history, and through immersion in modern literary criticism (its movements and theories). The course also seeks to bridge reading and research through the use of non-fiction. Emphasis is placed on exposure to a variety of rhetorical strategies as they appear in texts and are used in composition. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts. Requirement: All major papers will be electronically submitted for grading using www.turnitin.com. This course fulfills the English 4 requirement.

ENGLISH 4-C World Literature

5 CREDITS

English 4 is designed to improve critical writing skills in order to enable students to write at the complex and sophisticated level demanded by colleges. Further, the course aims to introduce students to world literature through extensive readings from the literature of several different world cultures throughout history, and through immersion in modern literary criticism (its movements and theories). The course also seeks to bridge reading and research through the use of non-fiction. Emphasis is placed on exposure to a variety of rhetorical strategies as they appear in texts and are used in composition. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts. Requirement: All major papers will be electronically submitted for grading using www.turnitin.com. This course fulfills the English 4 requirement.

ENGLISH 4C: LITERARY SCIENCE FICTION AND FANTASY**5 CREDITS**

Students in this course will study novels, short stories, speculative non fiction, and films that express the themes and content of science fiction and fantasy. Through a survey of science fiction and film, students will explore how authors and filmmakers use the themes, imagery, characters and style of science fiction to speculate about humanity's relationship to the universe, technology, and the future in order to comment on trends in contemporary society. Additionally, the course will study major works in fantasy literature from its beginnings in folktales, fairy tales, and myth and trace its development toward modern fantasy novels. Students will develop an understanding of fantasy literature's expression of the timeless archetypes and themes of humanity. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts and fulfill the requirements of English 4. Requirement: All major papers will be electronically submitted for grading using www.turnitin.com.

ENGLISH 4-C: DOPPELGANGERS, DREAMS AND MADNESS: THE GOTHIC LANDSCAPE 5 CREDITS

In this course, students will be immersed in the gothic tradition, reading works of literature residing in gloomy settings both external and internal, with themes such as self entrapment and isolation of the self and a study of the grotesque in connection to nightmare and madness. With motifs such as mirror images as portals to alternate realities and internal conflict and unreliable, often insane, narrators we will explore the classic works of great gothic literature including those of Shelley, Stoker, Poe, Hawthorne, James, Capote and Morrison. We will read selections of poetry, several short stories, and novels. We will begin with close readings of literature to study point of view, voice, diction and imagery to better understand how device renders meaning in literary works. Literary terms will be reviewed so that you will have a precise vocabulary for literary criticism so that the language of criticism is exact and not subjective. Research writing strategies will be reviewed, along with source documentation requirements. Students will study both primary and secondary sources of information and proper source integration. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts. This course fulfills the English 4 requirement. Requirement: All major papers will be electronically submitted for grading using www.turnitin.com.

ENGLISH 4-C DIVERSE PERSPECTIVES IN LITERATURE**5 CREDITS**

This course offers students the opportunity to read more widely and delve more deeply into the voices and experiences of diverse authors and characters which will include, but not be limited to, stories which reflect their economic diversity, inclusion, and belonging in connection with race and ethnicity, disabilities, gender, gender identity, sexual orientation and religion. Reading selections will explore these various perspectives with an emphasis on developing empathy and highlighting our shared humanity and commonalities. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts. This course fulfills the English 3 or 4 requirement and can be taken either in 11th or 12th grade.

AP ENGLISH: LITERATURE AND COMPOSITION**5 CREDITS**

The AP English Language and Composition course is a university/college level course designed to give students opportunities to learn how style, content, purpose, and audience build meaning within a variety of texts. Students will be immersed in text, learning how to critically respond -- through discourse and writing -- to scholarly nonfiction and literary texts to evaluate how authors synthesize rhetorical strategies and techniques. Through the exploration of those rhetorical strategies and techniques, students will develop a more academic and sophisticated sense of style, purpose, and audience in their own writing. Students will write analytical, expository, research based, and argumentative papers centered upon a sophisticated, nuanced central concept developed through the use of logical organization, support from a variety of primary and secondary sources, and construction of academic argument by balancing interpretation against evidence. Students will cultivate an established voice and a vision that renders intellectual risk. Students learn how to access scholarly databases (Jstor) for peer-reviewed articles and learn to discriminate among sources of information toward recognition of source credibility -- particularly relevant in the 21st century and Internet sources. Students will adhere to MLA guidelines and conventions for the citation of primary and secondary sources in their research paper. In addition

to the course's primary focus on world literature, the course also integrates scholarly nonfiction texts and popular journal articles as well as visual resources (paintings, photographs and films). The format, pace, and complexity of the course is university level. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts and the College Board. This course fulfills the English 4 requirement.

Requirement: All major papers will be electronically submitted for grading using www.turnitin.com.

Electives

JOURNALISM AND MODERN MEDIA 1

5 CREDITS

This full-year elective is open to students in grades 10 through 12 and will introduce students to the fundamentals of journalism and media publication including reporting, interviewing, and writing news articles, features, editorials and creative writing content. Students will be engaged in both the study of the field of journalism, the application of journalistic skills, and the production and publication of a printed school newspaper and online student news site, *The Highland Echo*. Further, they will apply these skills to the production of a new high school literary magazine, *Black and Gold: The Highland Review*. In order to produce both, the course will focus on the development of research and interviewing skills, editing, and the synthesis of multiple sources, resulting in polished products written for an authentic audience—our own school and greater community. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts. Students must develop and employ a variety of 21st Century Skills which include critical thinking, problem-solving, communication, collaboration, creativity and innovation in this creative, real-world newsroom environment. Students will guide the entire publication process: planning the editions, interviewing for articles, writing and editing both their own copy and the copy of others, planning photojournalistic contributions and the physical layout of the newspaper and magazine. Real-world experience with infusion of technology will include the use of the same online publishing tools used by professionals: Adobe In-Design and WordPress. After-school and/or evening meetings may be required for publication purposes. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts.

JOURNALISM AND MODERN MEDIA 2

5 CREDITS

Required Prerequisite: Journalism and Modern Media 1

This full-year elective is open to students in grades 11 and 12 who have successfully completed Journalism and Modern Media 1. The course will focus on expanding the news writing and creative writing skills learned in Journalism and Modern Media 1, with a greater emphasis on editing. Students will enhance their study of Journalism and Modern Media by examining and critiquing both print and electronic news media and will continue to develop and employ a variety of 21st Century Skills. As in Journalism and Modern Media 1, students in Journalism and Modern Media 2 will continue to work closely and cooperatively with students in Layout and Design, as well as build upon skills introduced in Journalism and Modern Media 1. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts.

JOURNALISM AND MODERN MEDIA 3

5 CREDITS

Required Prerequisite: Journalism and Modern Media 2

This full-year elective is open to seniors who have successfully completed Journalism and Modern Media 2. The course will focus on the advanced writing skills required for writing and editing news and creative writing pieces of all types. Students in Journalism and Modern Media 3 may have the opportunity to demonstrate their strength as leaders by becoming editors of *The Highland Echo* who are entirely responsible for the planning and production of the newspaper issues and the literary magazine. Journalism and Modern Media 3 students and/or editors are tasked with mentoring newer students in all aspects of the publication process. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts.

JOURNALISM AND MODERN MEDIA 4

5 CREDITS

Required Prerequisite: Journalism and Modern Media 3

This full-year elective is open to seniors who have successfully completed Journalism and Modern Media 3. The course will focus on the advanced writing skills required for writing and editing news and creative writing pieces of all types. Students in Journalism and Modern Media 4 may have the opportunity to demonstrate their strength as leaders by becoming editors of *The Highland Echo* who are entirely responsible for the planning and production of the newspaper issues and the literary magazine. Journalism and Modern Media 4 students and/or editors are tasked with mentoring newer students in all aspects of the publication process. All course requirements and objectives are directly aligned to the 2016 New Jersey Student Learning Standards for English Language Arts.

- **Through this course, students are additionally eligible for 3 college credits/dual enrollment in Fairleigh Dickinson University's Middle College Program (tuition-based).**

CREATIVE WRITING

2.5 CREDITS

This one-semester course offers interested students the opportunity to develop and enhance their writing talents beyond the scope of the regular English developmental writing curriculum. Emphasis will stress the development of a writing style in prose, poetry, and drama. Students will contribute to the school's literary publication, as well as demonstrate sufficient writing proficiency to enter professional contests geared to their grade level and including varying writing categories. Enrichment via the reading of famous authors will supplement and enhance instruction. Open to juniors and seniors.

- **Through this course, students are additionally eligible for 3 college credits/dual enrollment in Fairleigh Dickinson University's Middle College Program (tuition-based).**

ADVANCED CREATIVE WRITING

2.5 CREDITS

Required Prerequisite: Creative Writing

This course is a continuation of Creative Writing, which is a prerequisite. It offers qualified students the opportunity to generate more complex works-in-progress and to tackle new genres such as screenplays, full-length theater pieces, collections of thematically related poetry, and novels. Emphasis will be placed on the complexities and subtleties of the writing process, and works-in-progress will be examined through peer critiquing and workshop evaluations. Along with portfolio assignments, students will be expected to submit works to contests and/or professional publications. Open to seniors only.

- **Through this course, students are additionally eligible for 3 college credits/dual enrollment in Fairleigh Dickinson University's Middle College Program (tuition-based).**

FAMILY & CONSUMER SCIENCES

Course	Grades Offered	Credits
Culinary Arts 1	9 10 11 12	5.0
World Cuisines	10 11 12	5.0
Food, Nutrition and You	10 11 12	2.5
Child Development	11 12	5.0
Interior Design	11 12	2.5
Tomorrow's Teachers: Internship H	12	10.0

Electives

CULINARY ARTS 1

5 CREDITS

Students in this course will learn basic culinary skills through hands-on experience in food preparation. The major goals in Culinary Arts 1 are to expose students to a variety of topics in food preparation, to provide them with nutrition education needed to make wise food choices and to introduce the work standards found in the foodservice industry.

WORLD CUISINES

5 CREDITS

Required Prerequisite: Teacher Recommendation & Culinary Arts

This is an exciting and challenging course that focuses on the cultural aspects of food. Students “travel” the United States and the world studying food customs of immigrant and indigenous populations. Preparations include historic recipes as well as more modern ones. Skills learned in Culinary Arts 1 will be refined and perfected. Special events occur throughout the year.

FOOD, NUTRITION AND YOU

2.5 CREDITS

A healthy lifestyle, incorporating well-balanced eating and physical activity are key factors to an individual's overall sense of wellness. Food, Nutrition and You is designed to inform, challenge, and guide the eating patterns of the student in a healthy format. The course will provide the opportunity to study nutrition, fitness, weight management, eating disorders, the relationship between nutrition and exercise, and how all this can optimize athletic performance. This class includes a balance of class work, demonstrations, and hands-on experiences.

CHILD DEVELOPMENT

5 CREDITS

Children are different from adults. Knowledge of how children grow and develop is essential in order to work with children effectively. The child development course is designed to help young men and women understand how to work with and care for children as they grow. It explains how children change as they grow physically, intellectually, socially, emotionally, and morally; and it also helps apply this knowledge to meet children's needs in the best possible ways. Brain development research has unlocked many mysteries of early brain development. These findings and their application to parenting and child care are integrated throughout the course. Each stage of development is explored from prenatal through school age, with an eye to the special needs and concerns of children with developmental differences. Caring for children through play activities, keeping children healthy and safe, and child care career exploration are all important components of this course.

INTERIOR DESIGN

2.5 CREDITS

Interior Design is a project based course that teaches students to use design elements to make living space reflect lifestyles and personal preferences. Elements to be studied include color and lighting, furniture style and selection, historical relevance of design choice, room arrangement, floor and wall covering, and window treatment. Learned components will be applied to various living areas, such as a college dormitory room, a studio apartment, and a first home.

TOMORROW'S TEACHERS: INTERNSHIP - H

10 CREDITS

Required Prerequisite: Teacher Recommendation and Child Development

Tomorrow's Teachers is a rigorous, honors-weighted elective offered to students in the twelfth grade. The primary objective of this internship is to prepare students for careers in early childhood education, elementary education, and child-related fields. This is accomplished through the establishment of a thorough knowledge of background information, with the satisfactory completion of the prerequisite course Child Development. The on-site preschool will provide the environment for students to apply this knowledge and develop skills in working with, teaching, and caring for preschool and young school-age children. Assessment of individual portfolios, group activities, and writing assignments will determine the level of comprehension and application of curriculum content. By the end of this course, students will discover new aspects about themselves as individuals, learners, school, and community members. Additionally, students will gain an understanding of what is involved in becoming a teacher and determine what role they play in fostering progress in education as a teacher, parent, and/or civic leader. **Dual enrollment credit is available through Rider University (tuition-based).**

HISTORY & SOCIAL SCIENCES

Course	Grades Offered	Credits
World History (B, C, H)	9	5
US History 1 (B, C, H)	10	5
US History 2 (B, C, AP)	11	5
AP Psychology	10 11 12	5
Intro. to Behavioral Sciences	10 11 12	5
AP US Govt. and Politics	9 10 11 12	5
AP World History	9 10 11 12	5
World & National Affairs	10 11 12	5
Criminal Justice & Law	9 10 11 12	2.5
Holocaust/Genocide Studies	10 11 12	2.5
Women Studies: The Fight for Equality *	9 10 11 12	2.5
The Struggle for Acceptance: Learning from the Past, Empowering the Future. *	9 10 11 12	2.5

* Not offered in 2023-24

All Honors and AP courses have summer reading assignments

<h1>History</h1>						
Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
Typical Honors & AP Sequence						
American Government & U.S. History 1	American History U.S. 2 Honors	World History Honors or AP	U.S. History I Honors plus optional elective	U.S. History II AP plus optional elective	Honors or AP Electives available	
	Typical College Prep Sequence					
	American History U.S. 2	World History B or C	U.S. History I B or C plus optional elective	U.S. History II B or C plus optional elective	Electives available	
<p>High School Electives: AP Government & Politics, AP Psychology, Behavioral Sciences, Holocaust & Genocide Studies, Law, Western Civilization (Dual Enrollment), World and National Affairs</p> <p>*Elective courses are open to all students after 9th grade regardless of their academic level. However, we strongly urge students who are thinking about enrolling in an AP level class to consider the demands and rigors of such a course before signing up.</p> <p>Two new electives, open to all grades, were first offered in 2021-22. These courses are Women's Studies: The Fight for Equality and The Struggle for Acceptance: Learning from the Past, Empowering the Future</p>						

Grade 9

WORLD HISTORY

5 CREDITS

This course examines the major political, social, economic, and geographic developments in world history from the 16th to the 21st century. The history of the western world is the primary focus, although selected units of study in Asian and African history are included. Throughout the course, the growing interdependence of the global community is highlighted, and special attention is paid to Holocaust/genocide studies. In addition to the History & Social Sciences content, reading, writing, and critical thinking skills are emphasized. Students are also expected to develop specific History & Social Sciences-related skills (e.g., analyzing primary and secondary sources; interpreting maps, charts, graphs, and cartoons; formulating questions and hypotheses from multiple perspectives, etc.).

~ Four levels of the course are offered:

B-Level:

On this level, special attention is paid to strengthening students' reading, writing, research, and study skills. In addition to regular coursework, students complete a research project to build their research and oral presentation skills. All course requirements and objectives are directly aligned to the New Jersey Student Learning Standards for Social Studies. Students who require a more differentiated approach to instruction may be recommended for B-level.

C-Level:

On this level, students are expected to do much of the reading and writing assignments independently, so their study skills should be strong. In addition to regular coursework, students are introduced to historical research and complete a guided research paper using the Chicago style of citation. All course requirements and objectives are directly aligned to the New Jersey Student Learning Standards for Social Studies. Students who demonstrate proficiency in reading and writing skills may be recommended for C-level.

Honors Level:

On this level, students are expected to not only complete the reading and writing assignments, but seek out, read, and analyze additional materials related to world history on their own. Independent study prior to class is required so that students can actively participate in reasoned class discussions. As in the C level, students complete a thorough research paper using the Chicago style of citation, as well as numerous comprehensive essays throughout the year that further develop their writing and analytical skills. All course requirements and objectives are directly aligned to the New Jersey Student Learning Standards for Social Studies. Students who have a special interest in history and demonstrate advanced proficiency (above-grade) in reading and writing skills may be recommended for Honors level.

Advanced Placement Level:

This course is designed to prepare students for the Advanced Placement Exam in World History. The AP World History course content is structured around the investigation of six historical periods of world history from approximately 8000 B.C.E. to the present both chronologically and thematically. It is geared to students with a strong academic background, an ability to work independently, excellent analytical reading comprehension and advanced-proficient writing skills. All Advanced courses are taught on the collegiate level.

Grade 10

UNITED STATES HISTORY 1

5 CREDITS

This course examines the major political, social, economic, and geographic developments in American history from the roots of the Revolutionary War to the Gilded Age. Topics in New Jersey history, African-American history, Native American history, and women's history are infused into units of study. Throughout the course, the formation and maturity of the national government is highlighted, and special attention is paid to developing students' understanding of democratic citizenship. In addition to the History & Social Sciences content, reading, writing, and critical thinking skills are emphasized. Students are also expected to further develop specific History & Social Sciences-related skills (e.g., analyzing primary and secondary sources; interpreting maps, charts, graphs, and cartoons; formulating questions and hypotheses from multiple perspectives, etc.).

~ Three levels of the course are offered:

B-Level:

On this level, special attention is paid to strengthening students' reading, writing, research, and study skills. In addition to regular coursework, students complete a research project to build their research and oral presentation skills. All course requirements and objectives are directly aligned to the New Jersey Student Learning Standards for Social Studies. Students who require a more differentiated approach to instruction may be recommended for B-level.

C-Level:

On this level, students are expected to do much of the reading and writing assignments independently, so their study skills should be strong. In addition to regular coursework, students are introduced to historical research and complete a guided research paper using the Chicago style of citation. All course requirements and objectives are directly aligned to the New Jersey Student Learning Standards for Social Studies. Students who demonstrate proficiency in reading and writing skills may be recommended for C-level.

Honors ~ Pre-AP Level:

On this level, students are expected to not only complete the reading and writing assignments, but seek out, read, and analyze additional materials related to American history on their own. Independent study prior to class is required so that students can actively participate in reasoned class discussions. As in the C level, students complete a thorough research paper using the Chicago style of citation, as well as numerous comprehensive essays throughout the year that further develop their writing and analytical skills. Therefore, students who have a special interest in history and demonstrate advanced proficiency (above-grade) in reading and writing skills may be recommended for Honors level. Students are expected to continue onto AP US2 the following year.

Grade 11

UNITED STATES HISTORY 2

5 CREDITS

Required Prerequisite: US HISTORY 1

This course examines the major political, social, economic and geographical developments in American history from the age of imperialism to the present era of globalization. Topics in New Jersey history, African-American history, Native American history, and women's history are infused into units of study. Throughout the course, the rise of the United States as a world power is highlighted, and special attention is paid to developing students' understanding of international relations. In addition to the History & Social Sciences content, reading, writing, and critical thinking skills are emphasized. Students are also expected to further develop specific History & Social Sciences-related skills (e.g., analyzing primary and secondary sources; interpreting maps, charts, graphs, and cartoons; formulating questions and hypotheses from multiple perspectives, etc.).

~ Three levels of the course are offered:

B-Level:

On this level, special attention is paid to strengthening students' reading, writing, research, and study skills. In addition to regular coursework, students complete a research project to build their research and oral presentation skills. All course requirements and objectives are directly aligned to the New Jersey Student Learning Standards for Social Studies. Students who require a more differentiated approach to instruction may be recommended for B-level.

C-Level:

On this level, students are expected to do much of the reading and writing assignments independently, so their study skills should be strong. In addition to regular coursework, students are introduced to historical research and complete a guided research paper using the Chicago style of citation. All course requirements and objectives are directly aligned to the New Jersey Student Learning Standards for Social Studies. Students who demonstrate proficiency in reading and writing skills may be recommended for C-level.

Advanced Placement Level:

Prerequisite of US History 1 Honors strongly recommended

This course is designed to prepare students for the Advanced Placement Exam in United States History. It is geared toward students with a strong academic background, an ability to work independently, excellent analytical reading comprehension, and advanced-proficient writing skills. Students are required to independently complete at least one thorough research paper using the Chicago style of citation, as well as comprehensive essays on a regular basis. Therefore, students who have a special interest in history and demonstrate advanced proficiency (above-grade) in reading and writing skills may be recommended for Advanced Placement. Students who are interested in taking this course must have taken US1H. Individual exceptions can be made with teacher recommendation. All AP courses are taught at the collegiate level. In order to be successful in this course, students must have advanced proficient literacy and critical thinking skills. It is the expectation that all students registered for this course will take the AP exam.

Electives

AP WORLD HISTORY

5 CREDITS

Grades 9 - 12

This course is designed to prepare students for the Advanced Placement Exam in World History. The AP World History course content is structured around the investigation of six historical periods of world history from approximately 8000 B.C.E. to the present both chronologically and thematically. It is geared to students with a strong academic background, an ability to work independently, excellent analytical reading comprehension and advanced-proficient writing skills. All Advanced courses are taught on the collegiate level.

AP PSYCHOLOGY

5 CREDITS

Grades 10 - 12

This course is designed to prepare students for the Advanced Placement Exam in Psychology. It is geared toward students with a strong academic background, an ability to work independently, excellent analytical reading comprehension, and advanced proficient writing skills. This course introduces students to the scientific study of human behavior and mental processes. Students will be exposed to the principles and phenomena associated with each of the major subfields within psychology. They will also learn about the methods psychologists use in their science and practice. All Advanced Placement courses are taught at the collegiate level. In order to be successful in this course, students must have advanced proficient literacy and critical thinking skills. It is the expectation that all students registered for this course will take the AP exam.

AP U.S. GOVERNMENT & POLITICS

5 CREDITS

Grades 9 - 12

This course is designed to prepare students for the Advanced Placement Exam in United States Government and Politics. It is geared toward students with a strong academic background, an ability to work independently, excellent analytical reading comprehension and writing proficiency. The course focuses on an analytical perspective and provides students with a comprehensive understanding of government and politics in the United States. Students should be familiar with various institutions, groups, beliefs, and ideas that constitute U.S. politics. The interpretation of U.S. politics using general concepts and analysis of specific examples is emphasized. Students will read a variety of primary and secondary sources, and will write a series of essays, position papers, and research papers. All Advanced Placement courses are taught at the collegiate level. In order to be successful in this course, students must have advanced proficient literacy and critical thinking skills. It is the expectation that all students registered for this course will take the AP exam.

NEW * AP HUMAN GEOGRAPHY

5 CREDITS

Grades 9 - 12

Grade 9 Prerequisite: Teacher recommendation/Supervisor approval

The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. The goal is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. They will develop skills in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts. Students will see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building global citizenship and environmental stewardship.

INTRODUCTION TO THE BEHAVIORAL SCIENCES

5 CREDITS

Grades 10 - 12

This course introduces the basic concepts, generalizations and methodologies of psychology, sociology and anthropology. This is a survey course designed to provide students with an overview of the underlying principles in the vast and diverse fields within the behavioral sciences. This is a college preparatory level course in which the content deals with both theoretical and mature matter. This elective is open to all students in grades 11-12. **Due to the mature content of this course, students in grade 10 may take this course with parental approval and teacher recommendation.**

WORLD AND NATIONAL AFFAIRS

5 CREDITS

Grades 10-12

This course focuses on the contemporary world while examining the historical roots of modern issues and problems. Economic, social, political, military, and diplomatic conditions in both developed and developing countries are studied. The role of the United States in an increasingly interdependent and integrated global community is explored. The approach is selective and thematic, not encyclopedic, and extensively utilizes periodicals. This course is open to all students in grades 10-12

CRIMINAL JUSTICE & LAW IN AMERICAN SOCIETY

2.5 CREDITS

Grades 9-12

This one-semester course is designed to acquaint students with major concepts and issues in civil, criminal and constitutional law. Topics such as judicial review, torts, juvenile rights and constitutional rights will be discussed. Lectures, discussions, role playing and court simulations will be among the instructional techniques employed during the course. Any student may wish to take this course. **Through this course, students are additionally eligible to earn 4 college credits/dual enrollment through Ramapo College (tuition-based).**

**Note ~ This bi-yearly course will be offered in 2023-24, but not in 2024-25.*

HOLOCAUST/GENOCIDE STUDIES

2.5 CREDITS

Grades 10*-12

This course will provide students with an introduction to Holocaust/Genocide studies. In addition to examining the historical foundations of various genocides, students will identify and analyze theories about human nature, understand that genocide is a consequence of prejudice and discrimination, study the moral dilemmas that humans have faced in the past and present, and investigate the attempts at resistance, intervention, and rescue. Acts of genocide around the world will be examined, including Germany, Armenia, Ireland, Ukraine, Cambodia, and America. Incidents of genocide in the present day will also be investigated. Students will be expected to read and analyze primary and secondary documents (including two books written by survivors) and actively participate in class discussions. Writing assignments and projects are also a major portion of the coursework. ***This course is open to students in grades 11 and 12; students in grade 10 may take this course with parental approval and teacher recommendation.**

THE STRUGGLE FOR ACCEPTANCE: LEARNING FROM THE PAST, EMPOWERING THE FUTURE

Grades 9-12 (*Not offered in 2023-24)

2.5 CREDITS

This course will hone in on topics such as race, ethnicity, multiculturalism, and the nature of prejudice, discrimination, stereotyping, bullying, and scapegoating. Additionally, issues of gender, class, disabilities, homophobia, and the minority experience in America will be examined and discussed. The goal will be that of understanding these issues through lenses that look to the past, examine the present, and focus on the future. How have racism, classism, sexism and prejudice created barriers to the realization of a more equal and just

society throughout history? Why? Who has influenced change? How do we move forward? Students will explore and analyze social justice issues, learn how to recognize social injustice, understand the need to protect the dignity and rights of people, and propose positive action for social change. **Note ~ This bi-yearly course will be offered again in 2024-25.*

WOMEN’S STUDIES: The Fight for Equality (*Not offered in 2023-24)

2.5 CREDITS

Grades 9-12

This course explores how women’s roles through status, image, and legal rights evolved due to social and economic change and as a result of the activism of reformers and writers. The main focus of this course will be women and their societal advancement through American History. Exploration and discussion of the status of women in a more global perspective will also be woven into the course content. The course will identify individuals who have contributed to changing women’s station throughout American history as well as how American laws have defined women’s status. This course will provide knowledge about and an appreciation for the role of women and their involvement in areas such as health, public policy, social and cultural change, and political activism throughout history. **Through this course, students are additionally eligible to earn 4 college credits/dual enrollment through Ramapo College (tuition-based).**

**Note ~ This bi-yearly course will be offered again in 2024-25.*

MATHEMATICS

Course	Grades Offered	Credits
Fundamentals of Algebra 1	9	2.5
Algebra 1 (B, C)	9	5.0
Fundamentals of Geometry	10	2.5
Geometry (B, C, H)	9 10	5.0
Algebra 2 (B, C, H)	9 10 11	5.0
Precalculus/Trigonometry (C, H)	10 11 12	5.0
Calculus	11 12	5.0
Calculus A Honors	10 11	2.5
AP Calculus AB	11 12	5.0
AP Calculus BC	12	5.0
Algebra 1 Refresher	9 10	2.5
Statistics 1	10 11 12	2.5
Statistics 2	10 11 12	2.5
AP Statistics	11 12	5.0
Introduction to Statistics/Probability	12	5.0
AP Computer Science Principles	9 10 11 12	5.0
Computer Programming 1	10 11 12	2.5
Intermediate Computer Science JAVA	11 12	5.0
AP Computer Science A	11 12	5.0
Dynamics of College Math - <i>Not offered in 2023-24</i>	12	5.0
Financial Literacy in the Real World	11 12	2.5

Mathematics

Typical course sequence **in order** at any level:
Algebra 1, Geometry, Algebra 2, Precalculus/Trigonometry, Calculus

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

Typical Honors & AP Sequence

PreAlgebra

Algebra 1 H

Geometry
H

Algebra 2
H

PreCalc/
Trig H

Calculus

AP
Calculus
AB or BC

Typical College Prep Sequence

Math 6

PreAlgebra

Algebra 1

Geometry
C, H

Algebra 2
C, H

PreCalc/
Trig C, H

Calculus

Math 6

Math 7

Math 8

Algebra 1
B, C

Geometry
B, C

Algebra 2
B, C

Electives
available

High School Electives: Statistics 1, Statistics 2, AP Statistics, Introduction to Statistics and Probability,
 AP Computer Science Principles, Computer Programming 1, Intermediate Computer Science JAVA,
 AP Computer Science A,
 Dynamics of College Math, Financial Literacy in the Real World

Contact your child's School Counselor with scheduling questions about Foundations of Algebra 1 or Foundations of Geometry (ENCORE)

FUNDAMENTALS of ALGEBRA 1

2.5 CREDITS

Fundamentals of Algebra 1 is a semester-length course that will provide instruction in topics covered in Algebra 1, including equations and expressions, graphing, and modeling in math. Students will develop a deeper understanding of positive and negative numbers and variables. Special emphasis will be placed on preparing students for the NJSLA and graduation requirements for Mathematics. Placement will be determined by proficiency on standardized and district assessments as well as teacher recommendation.

ALGEBRA 1 B

5 CREDITS

Algebra 1 explores the use of variables and numbers to solve problems. Students will create equations that describe relationships between numbers and variables, rewrite these expressions in equivalent forms, and graph functions. A deeper understanding of positive and negative numbers, variables, linear equations, factoring, and quadratic equations will be developed throughout the course. An emphasis is placed on interpreting and analyzing word problems. Students are encouraged to use a **graphing calculator** in this and all mathematics courses. Algebra 1B covers the topics that are taught in Algebra 1C, but with a greater focus on the big ideas and concepts.

ALGEBRA 1 C

5 CREDITS

Algebra 1 explores the use of variables and numbers to solve problems. Students will create equations that describe relationships between numbers and variables, rewrite these expressions in equivalent forms, and graph functions. A deeper understanding of positive and negative numbers, variables, linear equations, factoring, and quadratic equations will be developed throughout the course. An emphasis is placed on interpreting and analyzing word problems. Students are encouraged to use a **graphing calculator** in this and all mathematics courses.

FUNDAMENTALS of GEOMETRY

2.5 CREDITS

Fundamentals of Geometry is a semester-length course that will provide instruction in topics covered in Geometry. An intensive study of symmetry and congruence, along with skills developed in Algebra 1, will be the focus of this course. Special emphasis will be placed on preparing students for the NJSLA and graduation requirements for Mathematics. Placement will be determined by proficiency on standardized and district assessments as well as teacher recommendation.

GEOMETRY B

5 CREDITS

Required Prerequisite: Successful completion of Algebra 1

Geometry is the study of shapes and figures through a mathematical lens. In this course, students will explore the relations and properties of lines, planes, angles, circles, triangles and other polygons. Transformations will provide a foundation for the study of symmetry and congruence. Coordinate geometry, area, and volume will be investigated throughout the year. Students will use skills developed in Algebra 1 to solve problems and prove simple theorems. Students are strongly encouraged to own a personal **graphing calculator**, which will be used in this and other mathematics courses as well as in college mathematics classes. Geometry B covers the topics that are taught in Geometry C, but with a greater focus on the big ideas and concepts.

GEOMETRY C

5 CREDITS

Required Prerequisite: Successful completion of Algebra 1

Geometry is the study of shapes and figures through a mathematical lens. In this course, students will explore the relations and properties of lines, planes, angles, circles, triangles and other polygons. Transformations will provide a foundation for the study of symmetry and congruence. Coordinate geometry, area, and volume will be investigated throughout the year. Students will use skills developed in Algebra 1 to solve problems and prove simple theorems. Students are strongly encouraged to own a personal **graphing calculator**, which will be used in this and other mathematics courses as well as in college mathematics classes.

GEOMETRY HONORS

5 CREDITS

Required Prerequisite: Successful completion of Algebra 1

Advised: Teacher recommendation

Students will explore the relations and properties of lines, angles, polygons, and circles. Emphasis is placed on logical reasoning and deductive proof in developing the properties of these figures. Such topics as loci, constructions, proportion, coordinate geometry, area, and volume are included. Students are strongly encouraged to own a personal **graphing calculator**, which will be used in this and other mathematics courses as well as in college mathematics classes.

ALGEBRA 2 B

5 CREDITS

Required Prerequisite: Successful completion of Algebra 1 - AND - previous or concurrent enrollment in Geometry

Algebra 2 continues the development of algebraic concepts and skills with linear, quadratic, and exponential functions begun in first-year algebra to extend to polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students are strongly encouraged to own a personal **graphing calculator**, which will be used in this and other mathematics courses as well as in college mathematics classes. Algebra 2B covers the topics that are taught in Algebra 2C, but with a greater focus on the big ideas and concepts.

ALGEBRA 2 C

5 CREDITS

Required Prerequisite: Successful completion of Algebra 1 - AND - previous or concurrent enrollment in Geometry

Algebra 2 continues the development of algebraic concepts and skills with linear, quadratic, and exponential functions begun in first-year algebra to extend to polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students are strongly encouraged to own a personal **graphing calculator**, which will be used in this and other mathematics courses as well as in college mathematics classes.

ALGEBRA 2 HONORS

5 CREDITS

Required Prerequisite: Successful completion of Geometry Honors

Advised: Teacher recommendation

This course continues the development of concepts and skills pertaining to algebraic proof, open sentences, polynomials and factoring, rational expressions, and irrational numbers. Quadratic relations, polynomial and exponential functions, logarithms, complex numbers, sequences, and series are also studied. Students are strongly encouraged to own a personal **graphing calculator**, which will be used in this and other mathematics courses as well as in college mathematics classes.

PRECALCULUS/TRIGONOMETRY C

5 CREDITS

Required Prerequisite: Successful completion of Algebra 2

Emphasis is placed upon extending mathematical concepts and improving logical thinking while reinforcing the concepts of geometry and algebra. Relations and functions serve as a unifying concept throughout the course. Topics of trigonometric functions, inverse trigonometric functions, exponential functions, logarithmic functions, the coordinate plane, and analytic geometry will be presented. Related algebraic skills are reviewed and applied throughout the course. The graphing calculator (the TI-83+, TI-84, or TI-84+) will be used extensively throughout the course to solve problems and support algebraic solutions. Students are strongly encouraged to own a personal **graphing calculator**, which will be used in this and other mathematics courses as well as in college mathematics classes.

PRECALCULUS/TRIGONOMETRY HONORS

5 CREDITS

Required Prerequisite: Successful completion of Algebra 2

Advised: Teacher recommendation

Mathematical skills essential for college-level courses are developed in this course; these include analytic geometry, trigonometry, functions, the complex number system, mathematical proof, polar coordinates, and sequences and series. The graphing calculator (the TI-83+, TI-84, or TI-84+) will be used extensively throughout the course to solve problems and support algebraic solutions. Students are strongly encouraged to own a personal **graphing calculator**, which will be used in this and other mathematics courses as well as in college mathematics classes.

CALCULUS

5 CREDITS

Required Prerequisite: Successful completion of Precalculus/Trigonometry

The purpose of this course is to introduce the student to the fundamental concepts of differential and integral calculus. Topics to be studied include limits; differentiation of algebraic and trigonometric functions; rate of change; applications of the derivative; derivatives of transcendental functions; integration of algebraic, logarithmic, exponential, and trigonometric functions; and techniques of integration. Students will use multiple representations (graphical using the TI-83+ or TI-84 graphing calculator, numerical, algebraic, analytical, geometric, and verbal) to explore problem situations. Students are strongly encouraged to own a personal **graphing calculator**, which will be used in this and other mathematics courses as well as in college mathematics classes. **Students may be eligible to receive college credit for this course through Seton Hall University's Project Acceleration program.**

CALCULUS A HONORS

2.5 CREDITS

Required Prerequisite: Successful completion of Precalculus/Trigonometry, or concurrent enrollment in Precalculus/Trigonometry Honors.

Advised: Teacher recommendation

This spring-semester course introduces the concepts of differential and integral calculus and is a prerequisite for AP Calculus BC. Topics to be studied include limits, differentiation and integration of algebraic functions, rate of change, and applications of the derivative and integral. The graphing calculator (the TI-83+, TI-84, or TI-84+) will be used extensively throughout the course to solve problems and support algebraic solutions. Students are strongly encouraged to own a personal **graphing calculator**, which will be used in this and other mathematics courses as well as in college mathematics classes.

AP CALCULUS AB

5 CREDITS

Required Prerequisite: Successful completion of Precalculus/Trigonometry Honors

Advised: Teacher recommendation

This course is highly recommended for college-bound students who intend to major in STEM (science, technology, engineering, mathematics) courses in college and/or for those who will take the Advanced Placement (AP) Mathematics Calculus AB exam.

AP Calculus AB introduces the fundamental concepts of differential and integral calculus. Topics to be studied include limits; differentiation of algebraic and trigonometric functions; rate of change; applications of the derivative; derivatives of transcendental functions; integration of algebraic, logarithmic, exponential, and trigonometric functions; and techniques of integration. Students will use multiple representations – graphical (using the TI-83+, or TI-84 or TI-84+ graphing calculator), numerical, algebraic, analytical, geometric, and verbal – to explore problem situations. Students are strongly encouraged to own a personal **graphing calculator**, which will be used in this and other mathematics courses as well as in college mathematics classes. Students must also be willing to accept the challenge of a rigorous Advanced Placement program and will be encouraged to take the AP exam in May.

AP CALCULUS BC

5 CREDITS

Required Prerequisite: Successful completion of Calculus A Honors or its equivalent at an accredited educational institute and demonstrated proficiency on the West Milford Calculus A Honors exam

Advised: Teacher recommendation

This course is recommended for highly motivated college-bound students who intend to major in STEM (science, technology, engineering, mathematics) courses in college and for those who will take the Advanced Placement (AP) Mathematics Calculus BC exam.

AP Calculus BC prepares students to deal with elementary functions, analytic geometry, and calculus. The major portion of this full academic year course is devoted to topics in differential and integral calculus, including limits; differentiation of algebraic and trigonometric functions; rate of change; applications of the derivative; derivatives of transcendental functions; integration of algebraic, logarithmic, exponential, and trigonometric functions; and techniques of integration, as well as improper integrals, partial fractions, and series. Students will use multiple representations – graphical (using the TI-83+, TI-84, or TI-84+ graphing calculator), numerical, algebraic, analytical, geometric, and verbal – to explore problem situations. Students are strongly encouraged to own a personal **graphing calculator**, which will be used in this and other mathematics courses as well as in college mathematics classes. Students must also be willing to accept the challenge of a rigorous Advanced Placement program and will be encouraged to take the AP exam in May.

Electives

ALGEBRA 1 REFRESHER

2.5 CREDITS

Algebra 1 Refresher is a course designed for students who would like to refresh their algebra skills prior to taking Algebra 2. The course will provide an overview of algebra, including but not limited to equations and variables, and graphing. This class will run in the spring semester. Students taking this class will be co-enrolled in Geometry.

STATISTICS 1

2.5 CREDITS

Required Prerequisite: Successful completion of or concurrent enrollment in Algebra 2

Statistics 1 begins with the fundamental concepts of descriptive statistics, where topics to be studied include: visual representation of data, measures of central tendency, measures of dispersion, probability, and normal distributions. Students will become aware of how decisions are influenced by information from statistics. The graphing calculator (the TI-83+, TI-84, or the TI-84+) will be required to perform calculations necessary for suitable statistical analysis for in-class and homework assignments. Students are strongly encouraged to own a personal **graphing calculator**, which will be used in this course as well as in college mathematics classes.

STATISTICS 2

2.5 CREDITS

Required Prerequisite: Successful completion of Statistics 1

Statistics 2 is a spring semester course that studies inferential statistics, covering confidence intervals, hypothesis testing, inferences about populations, analysis of variance, and correlation and regression. Emphasis will be on drawing reliable, justified conclusions about a population using data obtained from a sample of the population. The graphing calculator (the TI-83+, TI-84, or the TI-84+) will be required to perform calculations necessary for suitable statistical analysis for in-class and homework assignments. Students are strongly encouraged to own a personal **graphing calculator**, which will be used in this and other mathematics courses as well as in college mathematics classes.

AP STATISTICS

5 CREDITS

Required Prerequisite: Successful completion of Algebra 2 Honors or Precalculus

AP Statistics prepares the student for the Advanced Placement Statistics exam given in May. This course will introduce the student to the fundamental concepts of descriptive and inferential statistics so they can become aware of how decisions are influenced by information from statistics. Topics to be studied include design of samples and experiments, collection of data, visual representation of data, measures of central tendency, measures of dispersion, probability, normal and binomial distributions, estimation and hypothesis testing, chi-square and F- distributions, and correlation and regression. Emphasis is placed on drawing good, reliable conclusions from data. Students will learn how to communicate methods, results, and interpretations using the vocabulary of statistics. MINITAB Statistical Software (Minitab) will be utilized in the computer labs and graphing calculators (the TI-83+, TI-84, or TI-84+) will be used to perform calculations necessary for suitable statistical analysis. Students are strongly encouraged to own a personal **graphing calculator**, which will be used in this and other mathematics courses as well as in college mathematics classes. Students must also be willing to accept the challenge of a rigorous Advanced Placement program with the expectation that they will take the AP exam in May.

INTRODUCTION TO STATISTICS AND PROBABILITY

5 CREDITS

This is a full-year introduction to statistics in preparation for college statistics or real life applications. Topics cover the fundamental concepts of probability and descriptive statistics: data analysis, frequency distributions, histograms, visual representation of data, measures of central tendency, measures of dispersion, probability, and normal distributions. In the second half of the year, inferential statistics will cover: confidence intervals, the basics of hypothesis testing, inferences about populations, and correlation and regression. Emphasis will be on drawing reliable and justified conclusions about a population using data obtained from a sample of the population. Students will explore how real world decisions are influenced by statistical information. The graphing calculator (the TI-83+, TI-84, or TI-84+) will be used extensively throughout the course to solve problems and support algebraic solutions.

AP COMPUTER SCIENCE PRINCIPLES

5 CREDITS

Required Prerequisite: Successful completion of Algebra 1

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, cybersecurity concerns, and computing impacts. AP Computer Science Principles gives students the opportunity to use technology to address real-world problems and build relevant solutions. Computational practices include creativity, programming, and the Internet. Collaboration is encouraged to build creative artifacts such as apps, digital music files, and animation. Learning computer science can lead to majors and opportunities in any field, such as computer science programming, interdisciplinary studies, and industry careers like graphic design, medicine, political science, and engineering. Students who pursue this course will be prepared for and encouraged to take the AP Computer Science Principles examination in May.

COMPUTER PROGRAMMING 1

2.5 CREDITS

Required Prerequisite: Completion of or concurrent enrollment in Geometry

Preparing to use the computer as a mathematical tool is the main goal of this one-semester course that introduces techniques in computer science and the applications thereof. Emphasis will be on programming methodology, algorithms, and data structure. Applications of computing provide the context in which the course topics are treated. Topics of study will include pseudo-code, evaluation of algebraic expressions, generation of sequences, the quadratic formula, and solution of systems of linear equations.

INTERMEDIATE COMPUTER SCIENCE JAVA

5 CREDITS

Required Prerequisite: Successful completion of Computer Programming 1 or successful or concurrent enrollment in Algebra 2

Advised: Approval from the computer science instructor

The computer programming lab course is designed to further the study of computer science begun in the introductory computer science classes. Students will write computer code with emphasis on problem-solving skills, effective programming practices, and good style. Areas of focus will include programming algorithms, data structures, and classes. Students will learn user-defined and library functions, define and use arrays and matrices, and manipulate strings. There will be an introduction to GUI-based (graphic user interface) programming and object-oriented programming. Students will learn JAVA as a computer language and be prepared to take the AP Computer Science A or AB examination in May, but are not expected to do so as a requirement.

AP COMPUTER SCIENCE A

5 CREDITS

Required Prerequisite: Successful completion of Intermediate Computer Science JAVA, or prior approval from the computer science instructor

The AP Computer Science course is a continuation of the studies completed in Intermediate Computer Science JAVA, concentrating on the problem-solving skills needed for writing programs or parts of programs that correctly solve problems. A student taking this course should already have a complete understanding of the following programming concepts: computer systems, use of variables, repetition statements, selection statements, methods, and input and output streams. Students should have had an introduction to classes [as related to programming] and one- and two-dimensional arrays. The development of useful programs and program modules will be used to develop and analyze algorithms and to create and use fundamental data structures. Programming methodology will be covered with an emphasis on problem solving, algorithm development, data structures, classes, formal analysis of algorithms, and other advanced topics in computer science. The computer language used in this course will be JAVA. Students who pursue this course will be prepared for and encouraged to take the AP Computer Science A examination in May.

DYNAMICS OF COLLEGE MATH (*Not offered in 2023-24)

5 CREDITS

Required Prerequisite: Successful completion of Geometry and Algebra 2

Emphasis will be placed on skills needed to reason, problem solve, and communicate mathematical thinking in written and oral forms. Topics to be studied include logic, algebra, geometry, probability and statistics, discrete mathematics (including election theory, fair division, graphs and their applications, the counting principle, matrices, and recursion), sequences and series, graphs and functions, mathematics systems, right angle trigonometry, Law of Cosines, Law of Sines. Calculators are used as learning tools throughout the course. Students are encouraged to use a personal calculator, either **scientific** or **graphing**, which may be used in this and other mathematics courses. **Note ~ This bi-yearly course will be offered again in 2024-25.*

FINANCIAL LITERACY IN THE REAL WORLD

2.5 CREDITS

Meets NJ State Graduation Requirement for Financial Literacy

Designed to meet NJ state graduation requirements for personal financial literacy, this spring semester course is intended for those who need to build awareness and skills for real-life situations that impact self, the family, and local and global communities in the 21st Century. Recommended for juniors or seniors, students will focus on financial responsibility and decision making; income and careers; planning and money management; credit and debt; risk management and insurance; planning, saving and investing; becoming a critical consumer; and civic financial responsibility. Enrollment priority will be based on mathematics credit requirements for graduation or fulfillment of the NJ state graduation requirement for personal financial literacy.

PHYSICAL EDUCATION, COMPREHENSIVE HEALTH, DRIVER EDUCATION

PHYSICAL EDUCATION REQUIREMENT

The Physical Education program consists of three marking periods which include six (4 1/2 week) physical activity units. Each physical activity consists of two phases. Theory- This phase teaches the students the basic rules, regulations, strategies, and skills of the activity. This is accomplished through the use of various media, methods of instruction, full value education, and 21st century skill development. Each student will be able to demonstrate through written tests and/or reports an understanding of the activities. Activity Phase- This second phase concerns itself with the implementation of the skills involved in each activity. Through the use of drills, involvement in the activity and the assessment process, the student will be able to demonstrate a level of growth, understanding, and appreciation of the offering. This phase of the physical education program will have students meeting five times a week in the gymnasium or appropriate area for three of the four marking periods. Elective Program- Most students are provided with the opportunity to select activities which will be interesting to them. These activities will be physically, socially, and emotionally fulfilling and allow for growth and development of life goals. Students will be able to choose these activities throughout the school year prior to the start of each marking period. Additionally, all of our activities and programs incorporate full value education and language to emphasize the significance of teamwork and character education.

*****Please note:***

If a student is unprepared on five occasions during a marking period, the student will automatically fail for the marking period. If a student fails two of the three marking periods of this requirement, he/she will not earn 3.75 credits allocated for physical education and will require credit recovery.

UNIFIED PE OPTION

A new option for our activities is that of participating in Unified Physical Education. A description of this course follows below. During the scheduling process, students will have the opportunity to select Unified PE, so that they can be pre-scheduled into the period when Unified PE will be offered in 2023-24. Interested students should look for and select this option under the Department of Physical Education and add it to their requests.

The West Milford High School Unified Physical Education course is complementary to our current Physical Education curriculum which meets the New Jersey Student Learning Standards for Comprehensive Health and Physical Education. The unified aspect of this course provides our students with a unique and valuable opportunity that supports the development of leadership skills, empowerment and many other characteristics through an inclusive learning environment. Our Unified Physical Education program will provide our students with and without disabilities the opportunity to come learn together through our curriculum based activities. The students within the unified class will work collaboratively to develop not only physical skills, but also social/emotional skills and strong character. All of the activities, in which our unified class participates, are directly aligned with our current Physical Education Curriculum. All students who participate in unified physical education will participate in three marking periods of unified physical education class and one marking period of Health. Health classes are determined based on the grade level of each student. Grade 9- Human Relations I, Grade 10- Driver's Education, Grade 11- Human Relations II, and Grade 12- Senior Health.

HEALTH AND DRIVER EDUCATION REQUIREMENT

Freshman, Junior and Senior students will take one marking period of health in conjunction with his/her physical education class. The health programs differ on each level. During the sophomore year each student takes one marking period of driver education in conjunction with his/her physical education class. Additionally, our Driver Education and all of our Health Education offerings incorporate full value education and language to emphasize the significance of teamwork and character education.

*** Please note:*

If a student fails Health or Driver Education for the marking period, he/she will not earn 1.25 credits allocated for Health/Driver Education and will require credit recovery.

HUMAN RELATIONS 1

Grade 9

This course deals with human relations and sexuality. It provides factual information about the mental, physical, emotional, and social health knowledge base that adolescents need to incorporate into their lives to make responsible decisions. The course will encourage the development of a personal value system based on regard for others and the importance of a positive self-image to build successful social interactions.

DRIVER EDUCATION

Grade 10

Driver Education theory consists of a classroom unit of thirty (30) hours, which is a comprehensive study of the mental skills involved with driving. Great emphasis is placed on the impact of alcohol and other drugs with driving. In addition, the meaning and understanding of the graduated drivers' license, signs, signals, roadway markings, and traffic control devices is explored. The program includes the use of two text sources, audio-visual aids, demonstrations, guest speakers, and a DWI presentation provided by the local police department. Students also prepare to take the Division of Motor Vehicles State Permit Test Exam which is administered to all students enrolled in the course. This course is offered to 10th graders.

HUMAN RELATIONS 2

Grade 11

This 11th grade course will explore multiple areas of personal health and safety. It will provide factual information on Stress Management, Environmental Health, Emergency Responses and Illicit Drugs. This course will provide information to allow students to make responsible decisions and promote informed and ethical judgments. The course will encourage the development of a personal value system based on regard for others.

SENIOR HEALTH

Grade 12

This course is designed to provide factual information to students on such topics as: mental health, wellness, consumer health, relationships, and marriage preparation, pregnancy, birth and parenting. The course will help the student develop a better understanding of: him or herself, interactions with fellow human beings, the benefits of regular exercise on one's mental and physical wellness and various alcohol health related issues in our contemporary world.

SCIENCE

Course	Grades Offered	Credits
Biology B	9	5.0
Biology C	9	6.0
Biology Honors	9	6.0
Chemistry B	10	5.0
Chemistry C	10	6.0
Chemistry Honors	10	6.0
Conceptual Physics	11 12	5.0
Physics	11 12	6.0
Physics Honors	11 12	6.0
Environmental Science * not offered in 2023-24	11 12	5.0
Anatomy and Physiology Honors	11 12	6.0
AP Physics 1	12	6.0
AP Biology	11 12	6.0
AP Chemistry	11 12	6.0
Astronomy * not offered in 2023-24	11 12	2.5
Bioethical Issues	11 12	2.5
Electricity and Electronics	11 12	2.5
Forensics	11 12	2.5
Microbiology and Immunology	11 12	2.5
Oceanography	11 12	2.5
Robotics I	9 10 11 12	2.5
Robotics II	9 10 11 12	2.5
Robotics III	10 11 12	5.0
AP Environmental Science	<i>Not offered in 2023-2024; Offered in 2024-25</i>	
AP Physics C	<i>Not offered in 2023-2024; Offered in 2024-25</i>	
Organic Chemistry Honors	<i>Not offered in 2023-2024; Offered in 2024-25</i>	

**** Please note the high school graduation requirement for science requires students take 3 lab sciences. Beginning with the class of 2023, all students must take biology, followed by chemistry and then physics to fulfill that requirement.**

Science							
Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
Grade 6 Science	Grade 7 Science	Typical Honors & AP Sequence					
		Grade 8 Science Honors	Biology Honors	Chemistry Honors	Physics Honors	Honors or AP Electives available	
			Typical College Prep Sequence				
		Grade 8 Science	Biology B or C	Chemistry B or C	Conceptual Physics or Physics	Electives available	
			plus optional elective		plus optional elective		
High School Electives: AP Biology, AP Chemistry, AP Environmental Science, AP Physics-C AP Physics-1, Anatomy & Physiology Honors, Organic Chemistry Honors Astronomy, Bioethical Issues, Electricity & Electronics, Forensics, Microbiology & Immunology, Oceanography Robotics I, Robotics II, Robotics III							

Grade 9

BIOLOGY B

5 CREDITS

This course is a 5 credit lab science course. Students will explore the general principles of biology including inheritance and variation of traits, matter and energy in organisms, natural selection and evolution, and interdependent relationships in populations and ecosystems. Students will use models, microscopes, live and preserved specimens, and the surrounding school area as a part of their laboratory work. Biology B covers the topics that are taught in Biology C, but with a greater focus on the big ideas and concepts.

BIOLOGY C**6 CREDITS**

This course is a college prep 6 credit course. Students will explore the general principles of biology including inheritance and variation of traits, matter and energy in organisms, natural selection and evolution, and interdependent relationships in populations and ecosystems. Students will use models, microscopes, live and preserved specimens, and the surrounding school area as a part of their laboratory work. Laboratory experiments emphasizing deductive reasoning are an integral part of this course.

BIOLOGY HONORS**6 CREDITS**

Required Prerequisite: Grade of 80 or higher for Honors-to-Honors placement; 90 or higher for on-grade to Honors placement

Advised: Teacher recommendation and supervisor approval

Biology Honors is an accelerated 6 credit lab science course that places strong emphasis on deductive and inductive reasoning. Students will explore the general principles of biology including inheritance and variation of traits, matter and energy in organisms, natural selection and evolution, and interdependent relationships in populations and ecosystems. Students will use models, microscopes, live and preserved specimens, and the surrounding school area as a part of their laboratory work.

Grade 10

CHEMISTRY B**5 CREDITS**

Required Prerequisite: Successful completion or concurrent enrollment in Algebra I or Fundamentals of Algebra

Chemistry B is a 5 credit lab science class. Students will study matter and the laws and theories that govern the behavior of matter. The focus is on hands-on, inquiry-based teaching. Lab experiments allow students to relate theory to actual experimental results. Chemistry B covers the topics that are taught in Chemistry C, but with a greater focus on the big ideas and concepts.

CHEMISTRY C**6 CREDITS**

Required Prerequisite: Successful completion of Algebra I

Chemistry-C is a college prep 6 credit lab science class. Students will study matter and the laws and theories that govern the behavior of matter. A problem-solving and multi-media approach is used throughout the course to enhance understanding and develop creative as well as critical thinking. Lab experiments allow students to relate theory to actual experimental results. It is in the laboratory where the student can develop an appreciation for the scientific method of inquiry. Emphasis is placed on good and safe laboratory techniques.

CHEMISTRY HONORS**6 CREDITS**

Recommended Prerequisite: Successful completion of Algebra I with a grade of 80 or higher

Advised: Teacher recommendation and supervisor approval

Chemistry Honors is an accelerated 6 credit lab science course. Chemistry Honors is designed to acquaint students with an in-depth introductory exposure to the laws and theories governing the behavior of matter. Emphasis will be placed on the integration of writing and mathematical skills, methods of experimentation and analysis, the scientific method, and the development of excellent laboratory techniques and reporting procedures. General areas of discussion include: matter and energy; structure of atoms; laws of periodicity; chemical bonding; gas laws; solutions and ionization; acids, bases, and salts; reaction kinetics; and equilibrium and redox reactions.

Grade 11

CONCEPTUAL PHYSICS

5 CREDITS

Conceptual physics is a 5 credit lab science course designed to introduce students to physics with a qualitative approach to problem-solving. General areas of study will include mechanics, motion, heat, light, sound, magnetism and electricity. Students will be challenged to apply their knowledge of the laws of physics to solve everyday problems. They will then use their presentation skills to demonstrate their understanding.

PHYSICS

6 CREDITS

Required Prerequisite: Successful completion of or concurrent enrollment in Algebra 2

Physics is a college prep 6 credit lab science course designed to introduce students to the basic principles of physics and develop an understanding of the role physics plays in daily living. Using the scientific methods, students will pose questions, conduct experiments, gather data, and use critical thinking skills to reach conclusions. Students will apply math skills and concepts to generate answers consistent with methods used in the scientific community. They will then use their writing skills to present these conclusions in a technical format.

PHYSICS HONORS

6 CREDITS

Required Prerequisite: Successful completion of Algebra 2 and concurrent enrollment in PreCalc/Trig

Advised: Teacher recommendation and supervisor approval

Physics Honors is an accelerated 6 credit lab science course designed to introduce students to the basic principles of physics and develop an understanding of the role physics plays in daily living. Using the scientific methods, students will pose questions, conduct experiments, gather data, and use critical thinking skills to reach conclusions. Students will apply math skills and concepts to generate answers consistent with methods used in the scientific community. They will then use their writing skills to present these conclusions in a technical format.

Electives

AP ENVIRONMENTAL SCIENCE (*Not offered in 2023-24)

6 CREDITS

Grades 11 & 12

Required Prerequisites: (1) Successful completion of Biology, and (2) Successful completion of Chemistry or concurrent enrollment in Chemistry

Advised: Teacher recommendation and supervisor approval

Advanced Placement Environmental Science is a course which provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Students will design and conduct experiments in the lab and in the field, and will be assessed on content as well as science practices in written laboratory reports and tests.

AP PHYSICS 1

6 CREDITS

Grades 11 & 12

Required Prerequisites: (1) Successful completion of Physics Honors or Physics, and (2) Successful completion of or concurrent enrollment in Algebra 2

Advised: Teacher recommendation and supervisor approval

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore concepts such as kinematics, dynamics, energy, momentum, circular motion and gravitation, torque and rotational motion, and mechanical waves and sound. Students will design and conduct experiments while investigating physics concepts, and will be assessed on content as well as science practices in written laboratory reports and tests.

ANATOMY AND PHYSIOLOGY HONORS

6 CREDITS

Grades 11 & 12

Required Prerequisites: (1) Successful completion of Biology with a recommended grade of 85 or higher, and (2) Successful completion of Chemistry

Advised: Teacher recommendation and supervisor approval

Anatomy and Physiology Honors emphasizes human anatomy and physiology and is designed for the students who have taken Biology and Chemistry and are interested in furthering their knowledge of the human body. This course is an examination of each of the major metabolic systems: circulation, digestion, respiration, communication, and movement. This course stresses deductive reasoning and a practical application of basic principles of biology and chemistry to an understanding of the human body. This course also places great emphasis on the laboratory skills of dissection of various vertebrates (frog, rat, fetal pig, and cat). **Students may be eligible to receive college credit for this course through Seton Hall University's Project Acceleration program.**

AP BIOLOGY

6 CREDITS

Grades 11 & 12

Required Prerequisites: (1) Successful completion of Biology with a recommended grade of 85 or higher, and (2) Successful completion of Chemistry

Advised: Teacher recommendation and supervisor approval

Advanced Placement Biology is a course which conducts an in-depth study of the core scientific principles in biology. The four "Big Ideas" addressed in the course, as set forth by the College Board, are evolution, cellular processes/energy and communication, genetics and information transfer, and interactions of biological systems. Focus throughout the course is on inquiry and the science practices that reflect the work of scientists. Students will design and conduct experiments as they investigate the Big Ideas, and will be assessed on content as well as science practices in written laboratory reports and tests. **Note ~ This bi-yearly course will NOT be offered in 2024-25.*

AP CHEMISTRY

6 CREDITS

Grades 11 & 12

Required Prerequisites: (1) Successful completion of Biology, and (2) Successful completion of Chemistry with a recommended grade of 85 in Chemistry Honors or 90 in Chemistry C

Advised: Teacher recommendation and supervisor approval

The Course is designed to meet the knowledge, understandings and science practices as outlined by the College Board. Classroom strategies are designed to engage students in rigorous instruction to guide them to "uncover" chemistry principles in a lab based setting. Students will generate scientific data through student designed labs, interaction and manipulation of authentic data, use of interactive internet databases, computer models and simulations. Students will continually use a recursive thinking process to find and use evidence to support their scientific hypotheses, as they engage in the field of chemistry. **Note ~ This bi-yearly course will NOT be offered in 2024-25.*

AP PHYSICS-C (*Not offered in 2023-24) **6 CREDITS**
Grades 11 & 12
Required Prerequisites: (1) Successful completion of Physics Honors or Physics, and (2) Successful completion of Calc A and concurrent enrollment in AP Calc BC
Advised: Teacher recommendation and supervisor approval
This calculus-based AP Physics course is aligned to a first year college or university physics curriculum. Students taking this course should also be taking calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The subject matter includes a strong emphasis on mechanics, as well as electricity and magnetism.

ASTRONOMY (*Not offered in 2023-24) **2.5 CREDITS**
Grades 11 & 12
This is a semester course which provides students an opportunity to further their knowledge in astronomy and related space sciences. Basic principles of physics, chemistry, and math are reviewed and correlated with the most recent scientific discoveries. The planetarium will be utilized to demonstrate constellations and planets. An evening class may be provided for actual observations in order to reinforce knowledge gained. Laboratory work, current astronomy articles, and individual projects supplement classroom work.

BIOETHICAL ISSUES **2.5 CREDITS**
Grades 11 & 12
Advances in science and technology expand knowledge and present us with new freedoms. With these freedoms comes the need for responsible and thoughtful decision-making when faced with a problem. Bioethical Issues is a course which addresses this need. Students will be exposed to current advancements in the life sciences and the dilemmas that occur as the result of new technologies. Students will research and compile information on issues, debate these issues, and come to conclusions based on their studies.

ELECTRICITY AND ELECTRONICS **2.5 CREDITS**
Grades 11 & 12
Electricity and Electronics is a semester course designed to acquaint students with electricity and the development toward electronics. To this end, the student will investigate the components and functioning of electrical and electronic circuits, and the career opportunities found in the various areas in which electricity and electronics are used. The student will participate in class discussion, observe demonstrations, perform laboratory exercises, and view visual aids.

ENVIRONMENTAL SCIENCE (Not running in 2023-24) **5 CREDITS**
Grades 11 & 12
Environmental Science is a 5 credit lab science that provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Students will study and discuss their local environment and global ecosystems. Classroom techniques will include research, experimentation, and group discussion.

FORENSICS

2.5 CREDITS

Grades 11 & 12

Required Prerequisite: Biology and Chemistry, or concurrent enrollment in Chemistry.

Forensics is the science of crime scene investigation. Students will be introduced to the theory and application of laboratory and field techniques that actual crime scene investigators employ to figure out the guilty from the innocent. This course is a hands-on, inquiry-based course for juniors and seniors.

MICROBIOLOGY AND IMMUNOLOGY

2.5 CREDITS

Grades 11 & 12

Microbiology & Immunology is a hands-on, inquiry-based course, for juniors and seniors, which views microbes in our environment and our daily lives. The course focuses on our interaction with microbes in both detrimental and beneficial relationships. The classification of microbes based on unique characteristics will be emphasized when determining the niche the microbe occupies in any ecosystem. The response of the immune system will be explored in relation to human disease, with emphasis placed on the epidemics which have occurred through time, and impact of the same.

OCEANOGRAPHY

2.5 CREDITS

Grades 11 & 12

Oceanography, a semester course, is a study of the oceans from four different scientific perspectives: geological, physical, chemical, and biological. Topics to be investigated include: (1) the source of mineral deposits, (2) structure of the ocean floor, (3) the origin, type, and motion of sea waves, (4) the composition of seawater, and (5) various categories of marine life. Additionally, laboratory experiments, observations, audio-visual materials, recent scientific articles, and a class field trip will bring variety to the course.

ORGANIC CHEMISTRY HONORS (*Not offered in 2023-24)

5 CREDITS

Grades 11 & 12

**Required Prerequisites: (1) Successful completion of Biology, and (2) Successful completion of Chemistry
Advised: Teacher recommendation and supervisor approval**

This is an advanced chemistry course in two parts. The first part is devoted to the study of organic chemistry. The structure, nomenclature, and chemical behavior of organic compounds encompassing alkanes, alkenes, alkynes, and alkyl halides, alcohols, ethers, aldehydes, ketones, acids, esters, amines and amides will be discussed. The second part is devoted to the study of analytic techniques, both qualitative and quantitative. The lab component of the program is designed to develop laboratory techniques and broaden basic foundations attained in the first year chemistry course. This course is intended for the scientifically inclined student who desires a more advanced chemistry experience. Successful students have a strong foundation in Geometry.

ROBOTICS I

2.5 CREDITS

Grades 9-12

This elective is designed to familiarize students with robotics using a drag-and-drop platform for programming robot movement. Students will learn how to design, construct, and program miniature robots to accomplish everyday tasks using sensors and program commands. They will be responsible for documenting their work using an Engineering Notebook. Students will also discuss and address ethical issues pertaining to the field of Robotics.

ROBOTICS II

2.5 CREDITS

Grades 9-12 Required Prerequisite: Successful completion of Robotics I

Robotics II will continue the exploration of robotics and coding programs that began in Robotics I. Students will design, construct, and program a robot using the coding platform Robot C. The design challenges will rely on programming to solve real-world problems.

ROBOTICS III

5 CREDITS

Grades 10-12

Required Prerequisites: Successful completion of Robotics I and II

Advised: Teacher recommendation and supervisor approval

Robotics III will focus on increasingly complex coding as students continue to complete challenges. Parameters for design and programming will be derived from competition challenges in both Vex and Tetrrix platforms. Emphasis will continue to be placed on the design process and use of engineering notebooks to record possible solutions as well as modifications made before and during competitions.

SPECIAL EDUCATION ELECTIVES

Special education electives are discussed and determined through the IEP process for students who are classified. Each special education elective is designed to help support the transition planning needs of our students who are classified. Listed below are courses that are considered special education electives.

- Transition to Independence I
- Transition to Independence II
- Career and Community Awareness
- Transition to Post-Secondary Education
- Transition to Employment

TECHNOLOGY EDUCATION

Course	Grades Offered	Credits
Principles of Engineering Design	9 10 11 12	5.0
Mechanical Drawing/ CAD	9 10 11 12	5.0
CAD 2	10 11 12	5.0
Architectural Design and Drawing	11 12	5.0
Graphic Arts Communications 1	9 10 11 12	5.0
Graphic Arts Communications 2	10 11 12	5.0
Graphic Arts Communications 3	11 12	5.0
Wood Processing 1	9 10 11 12	5.0
Wood Processing 2/Manufacturing	10 11 12	5.0
Wood Processing 3/ Design & Fabrication	11 12	10.0
Wood Processing 4/Special Projects	12	5.0
Automotive & Transportation Technology	10 11 12	5.0
Auto Occupations / Lab	11 12	7.0
Auto 3: Special Projects / Lab	12	7.0
Animation	9 10 11 12	2.5
Video Game Design	9 10 11 12	2.5
Personal Auto Maintenance (<i>not offered in 2023-24</i>)	11 12	2.5

PRINCIPLES OF ENGINEERING DESIGN

5 CREDITS

Grades 9-12

The focus of Principles of Engineering Design is to expose students to the design process used in engineering and other technical fields. Students will develop skills in research and analysis, teamwork, and problem-solving through problem-based learning. Upon completing this course, students will have the knowledge and skills necessary to design, document, build, test and present solutions to technological problems.

MECHANICAL DRAWING/ CAD

5 CREDITS

Grades 9-12

The course covers the use of drawing instruments including the drafting machine and parallel straight edge, geometrics, orthographic projection, cross sections, intersections and sketching. This course also teaches the basics of computer aided drafting, using the AutoCAD software package, as applied to engineering-type drawings.

CAD 2

5 CREDITS

Grades 10-12

Required Prerequisite: Successful completion of Mechanical Drawing/CAD

This course is an extension of Intro to CAD. New commands and advanced AutoCAD techniques are emphasized. Using imagination and AutoCAD solid modeling skills, students will create a design similar to virtual reality productions. Projects will include techniques in mechanical design, architecture, aerospace engineering, and new product development. Movie, website, and marketing applications will also be illustrated. Students will be

able to produce professional quality design and imaging projects (CGI) upon course completion. This is an ideal course for any student interested in a career in architecture, engineering, custom website development, computer animation, and the video gaming industry.

ARCHITECTURAL DESIGN AND DRAWING

5 CREDITS

Grades 11 & 12

Required Prerequisite: Mech. Draw/CAD & CAD 2

This course will incorporate different aspects of architectural design: historical, current, and future. It will cover a basic study of residential structures and actual construction techniques. Students will acquire an understanding of drafting and CAD principles related to architecture. Social, ecological, and environmental issues, technological engineering advances, especially in the areas of energy and conservation, to advanced design practice and research will be discussed. Students will participate in related design studies, including an original house plan, solid modeling, computer-generated imaging (CGI), renderings, and a virtual reality tour presentation of their projects. Portfolios, both hardcopy and digital, will be developed by students. *Senior students may take Architectural Design and Drawing and CAD 2 simultaneously with instructor's permission.

GRAPHIC ARTS COMMUNICATIONS 1

5 CREDITS

Grades 9-12

This course is designed to give students an understanding and practical application of Adobe Photoshop, Adobe InDesign, screen printing, basic darkroom practices and procedures and the offset printing press. Using Adobe Creative Suite, one of the most powerful design programs used by professional graphic designers, students will create professional quality designed and printed products. Skills learned include inserting photos, graphics, and line drawings into text copy. Students will produce and be assessed on many projects that may include creating original layouts for a newsletter or catalog, creating and designing logos and brochures, as well as designing and crafting effective promotional pieces, publications and digital art and multiple color screen prints. Students will receive instruction in digital image editing, digital image manipulation and image preparation. In addition, students will gain foundational knowledge of the processes behind commercial printing operations and scanning techniques. The practical applications of silk screen printing will be explored, giving students the opportunity to screen print on various media types including t-shirts, art board and wood.

GRAPHIC ARTS COMMUNICATIONS 2

5 CREDITS

Grades 10-12

Required Prerequisite: Successful completion of Graphic Arts 1

Graphic Arts Communications 2 gives students an opportunity to further the training and competency-based skill development of Graphic Arts Communications 1. Additional areas of study include an introduction to process printing and workplace readiness. In addition to their hands-on projects, students will help complete printing jobs for the school district that are comparable to real workplace situations. The prerequisite is the successful completion of Graphic Arts Communications 1.

GRAPHIC ARTS COMMUNICATIONS 3

5 CREDITS

Grades 11 & 12

Required Prerequisites: (1) Successful completion of Graphic Arts 1 & 2; (2) Teacher recommendation, and (3) Approval of department supervisor.

Graphic Arts Communications 3 is designed to enable students to master competency-based skills for entry level jobs. All areas of the trade studied are listed under the course descriptions for Graphic Arts Communications 1 and 2. Students will be required to complete high level graphic arts/printing production work and develop an understanding of workplace readiness standards. Students admitted to this course must have successfully completed Graphic Arts Communications 2 and also receive the recommendation of the teacher

ANIMATION

2.5 CREDITS

Grades 9-12

Required Prerequisites: (1) Successful completion of Graphics I; (2) Teacher recommendation, and (3) Approval of department supervisor.

This course will allow students to enter the creative world of animation. A brief look at the history of animation, including stop-motion and claymation, will set the stage for projects using digital platforms. Students will learn the basics of Adobe Photoshop, the software used by the industry, and then transition to After-Effects to produce animations, text animations, and several other projects that may be used for portfolio submissions. Emphasis will be on the processes involved in creation of animation stressing teamwork, storyboarding, character creation, stage design and sound design. The class will consist of demonstrations, hands-on experimentation, and critiques.

VIDEO GAME DESIGN

2.5 CREDITS

Grades 9-12

Required Prerequisites: (1) Successful completion of Animation; (2) Teacher recommendation, and (3) Approval of department supervisor.

This course is for anyone who loves gaming and wants to design and build original games. Students will look at the components of a game, including storytelling, characters, and objects in the story. Popular game-development software as well as animation software will be used to create engaging, interactive games in a variety of styles. Students will learn the importance of the different roles in a design team as they complete projects throughout the semester.

WOOD PROCESSING 1

5 CREDITS

Grades 9-12

The operation and maintenance of woodworking tools and equipment are explained. Lessons and demonstrations are given, necessary to the completion of required and individually chosen projects that are approved by the instructor. Skills are further demonstrated in planning, design, selection of materials, and the proper application of finishing materials. Necessary skills in obtaining and organizing information, reading and thinking critically, solving problems, making decisions, and communicating effectively orally, in writing and in production processes will be acquired.

WOOD PROCESSING 2/MANUFACTURING

5 CREDITS

Grades 10-12

Required Prerequisites: (1) Successful completion of Wood Processing 1; and (2) Teacher recommendation

This course gives students the opportunity to further the training and competency-based skill development acquired in Wood Processing 1. More advanced problems in woodworking are studied. Lessons and demonstrations on woodworking operations are used to develop trade techniques. Mass production projects, as well as individually chosen projects, are used to further develop skills in the use of hand tools, power equipment, and finishing techniques. The course focuses not only on skills but design and problem solving as well, making it an integral part of the technological literacy core curriculum standards.

WOOD PROCESSING 3/DESIGN & FABRICATION

10 CREDITS

Grades 11 & 12

Required Prerequisites: (1) Successful completion of Wood Processing 1 and 2; (2) Teacher recommendation, and (3) Approval of department supervisor.

This course is a continuation of previous Wood Processing courses, with a focus on individual design. Students will develop a skill set in design programs and will create plans that will be the basis for their projects. In addition to the tools used in Wood Processing 1 and 2, students will use technologies including CNC machines and laser cutters. Students must be interviewed by the instructor prior to selecting this course.

WOOD PROCESSING 4/SPECIAL PROJECTS

5 CREDITS

Grade 12

Required Prerequisites: (1) Successful completion (85 or higher) of Wood Processing 1, Wood Processing 2, and Wood Processing 3; (2) Teacher recommendation; and (3) Approval of department supervisor.

The course provides the student with an opportunity to design and create their own projects, further developing their skills in the use of power equipment and finishing techniques. The students that take this course should be self-motivated and interested in pursuing a career in a wood trade. Students must schedule an interview with the instructor prior to selecting this course.

AUTOMOTIVES & TRANSPORTATION TECH

5 CREDITS

Grades 10-12

Automotive and Transportation Technology is an introductory course to the field of automotive repair and maintenance. The students will learn proper and safe procedures on how to perform basic repair and maintenance on automobiles, as well as light trucks. Formal lessons as well as hands-on experience will develop proper tool and equipment operating skills. Students will also develop a working knowledge of basic internal combustion engines, including 4-stroke and 2-stroke as well as diesel engines.

AUTO OCCUPATIONS LAB

7 CREDITS

Grades 11 & 12

Required Prerequisite: (1) Successful completion of Automotives & Transportation Tech; (2) Teacher recommendation, and (3) Approval of department supervisor.

Auto Occupations is an advanced course in automotive theory, repair, and maintenance. Students will develop a more in-depth knowledge of fuel injection, ignition and on-board diagnostic systems. Through formal lessons and hands-on activities, students will learn more advanced methods of diagnostics and repair of cars and light trucks.

This course will include a lab period 2 days/week that will be taken out of lunch periods.

AUTOMOTIVES 3: SPECIAL PROJECTS / LAB

7 CREDITS

Grade 12

Required Prerequisite: (1) Successful completion of Automotives & Transportation Tech and Auto Occupations; (2) Teacher recommendation, and (3) Approval of department supervisor.

This course is designed for students that are interested in pursuing a career in the automotive industry. Students will continue to learn advanced methods of diagnostics and repair of cars and light trucks. Focus will be on complicated tasks that require deeper knowledge and extended time to address. Students will work with the instructor to diagnose, repair, and write-up jobs as they would in a shop environment.

This course will include a lab period 2 days/week that will be taken out of lunch periods

PERSONAL AUTO MAINTENANCE (*Not offered in 2023-24)

2.5 CREDITS

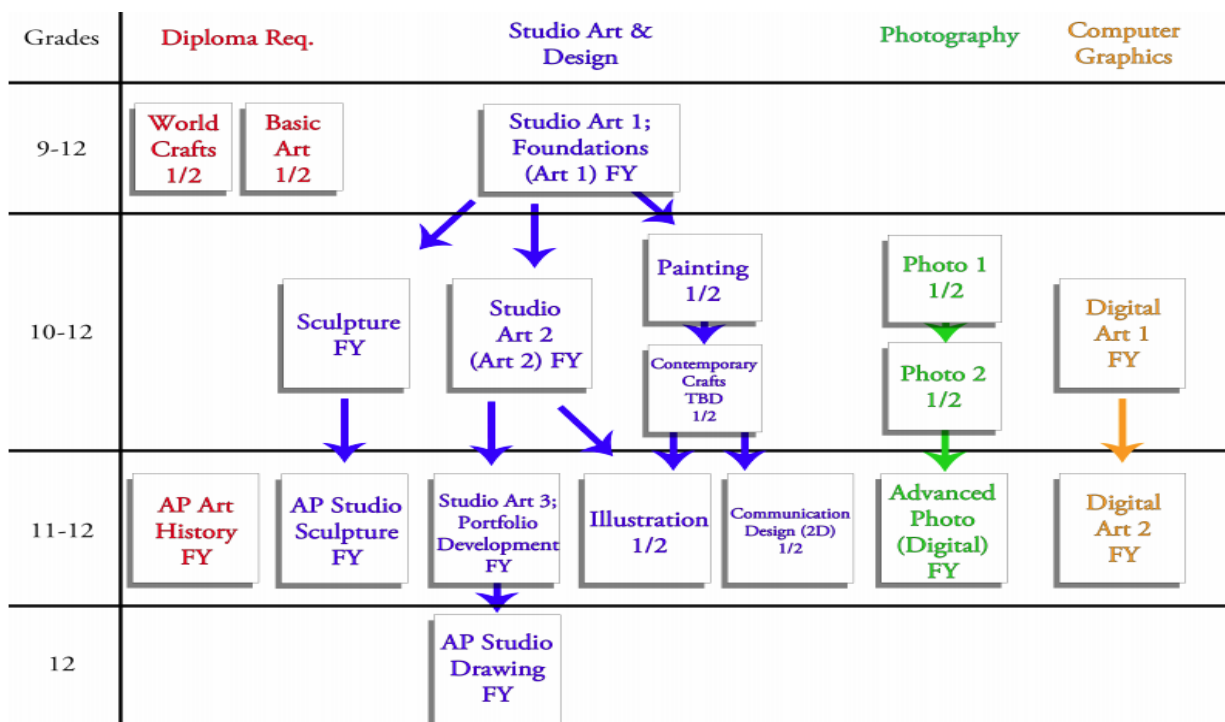
Grades 11 & 12

This semester course is designed for the student interested in taking care of their own car. Topics covered will include changing tires, oil, and air filters, replacing wiper blades and light bulbs, and monitoring/adjusting air pressure in tires. Interested students can pursue more complicated maintenance as the semester progresses.

VISUAL ARTS

Course	Grades Offered	Credits
Studio Art 1: Foundations	9 10 11 12	5.0
Basic Art	9 10 11 12	2.5
World Crafts	9 10 11 12	2.5
Studio Art 2	10 11 12	5.0
Studio Art 3: Portfolio Development Honors	11 12	5.0
Sculpture	10 11 12	5.0
Painting	10 11 12	2.5
Illustration <i>(not offered in 2023-24)</i>	10 11 12	2.5
2-D Design <i>(not offered in 2023-24)</i>	10 11 12	2.5
3-D Art Crafts	10 11 12	2.5
Digital Art 1	11 12	5.0
Digital Art 2	12	5.0
Photography 1	10 11 12	2.5
Photography 2	10 11 12	2.5
Advanced Photography	11 12	5.0
AP Art History	10 11 12	5.0
AP Studio Art	12	5.0
AP Studio Art 3-D Design	11 12	5.0
History of Film	9 10 11 12	2.5
TV Communication Arts & Media 1	9 10 11 12	5.0
TV Communication Arts & Media 2	10 11 12	5.0
TV Communication Arts & Media 3	11 12	5.0

Suggested Flow Chart for Art



STUDIO ART 1: FOUNDATIONS

5 CREDITS

This course is designed for the first year art student, regardless of age, grade or skill level. It is a class for non-art majors as well as art majors and serves as the prerequisite course for enrollment into Art 2, Sculpture, Computer Design, Two - Dimensional Design, AP Studio, and Advanced Art. Students will gain knowledge of the basic Elements of Art: line, shape, form, texture, color, value, & space. Students will gain experience in the fine arts by the use of new materials and the experimental process. A variety of assignments will allow students to expand their observational skills, understanding and communication about art. Units of study may include drawing, coloring, blending, painting, compositional studies, printmaking, & sculpture.

BASIC ART

2.5 CREDITS

This semester course fulfills half of the Visual and Performing Art requirement for graduation. It does not, however, fulfill the prerequisite for upper level studio courses, i.e., Art 2, Sculpture, etc. This course will offer a hands-on art making experience where students will gain knowledge of world artists and art styles. While exploring the components of art, students will use various art media and techniques. The course is open to all grade levels. No background in art is required.

WORLD CRAFTS

2.5 CREDITS

This semester course fulfills half of the Visual and Performing Art requirement for graduation. It does not, however, fulfill the prerequisite for upper level studio courses, i.e., Art 2, Sculpture, etc. By investigating crafts from around the world, students will create projects based on traditional techniques with various materials. In addition, students will explore the influence of the arts in relation to world cultures. This course is open to all grade levels. No background in art is required.

STUDIO ART 2

5 CREDITS

Required Prerequisite: Studio Art 1

Students are given the opportunity to expand on their acquired foundational skills from the Art 1 studio and increase their appreciation of beauty through compositional design. Students will further their knowledge by the addition of the Principles of Design: balance, repetition, pattern, rhythm, movement, proportion, unity, contrast, and emphasis. Students will continue to explore the powers of their imagination through the use of artistic materials and the experimentation process. Special emphasis is placed upon the mechanics of composition, drawing skills, portfolio development, art history, and folk art. All this is done to expose the students to a deeper aspect of art, technique, history, and multicultural awareness. Sketchbook drawings are recommended during the marking periods to strengthen observational skills and drawing techniques.

Studio Art 3: Portfolio Development Honors

5 CREDITS

Required Prerequisite: Studio Art 1 & 2

This full year class is the culminating course offering in the visual arts department. Students will be exposed to collegiate level assignments and some Advanced Placement program information. Exploration of new forms and ideas will be presented in each assignment. The importance of conceiving a solid concept with the Elements and Principles of Design inherent within a good composition will be stressed with every project. Students will be exposed to both contemporary and classical artists in the quest to be a well-rounded young artist. Students must demonstrate a vigorous commitment to their work both inside the studio and at home. Students will be given weekly sketchbook drawing and reading assignments, as homework, which will require time out of class to complete. With teacher assistance, students will continue to develop their portfolio "body of work" (consisting of original pieces) and, when needed, an artist's statement for final submission for undergraduate study.

SCULPTURE

5 CREDITS

Required Prerequisite: Studio Art 1

The course is designed for student exposure to various materials. They will learn about drawing techniques, construction of form, and terms used for three-dimensional sculpture. Through a variety of mediums, such as plaster, paper mache, wood, wire, cardboard, and with an emphasis on clay, students will discover and understand the diverse structural qualities that each material possesses. Sketchbook assignments are given to strengthen observational skills for translation into the three-dimensional realm. This class will enhance the student's opportunity for portfolio development.

PAINTING

2.5 CREDITS

Required Prerequisite: Studio Art 1

Painting is a semester elective course that encourages students to explore a collection of painting techniques and styles using various methods that deal with the fundamentals of painting. Emphasis will be placed on color theory and exploration of composition. Students may work with a variety of different painting media (tempera, watercolor, and acrylic) while learning and experimenting with a wide array of techniques. A range of subject matter may be explored: still life, landscape, figures, portraiture, non-objective and imaginative images.

**Note ~ This bi-yearly course will NOT be offered in 2024-25.*

ILLUSTRATION (*Not offered in 2023-24)

2.5 CREDITS

Required Prerequisite: Studio Art 1

Illustration is a semester elective course where students will continue their personal drawing style and learn techniques to communicate and link the images to a specific message. To "Illustrate" is to visually communicate an idea, a vibe, a story, or emotion which has strong ties to the written or unwritten text. This course explores the role of illustrator as artist/designer, with a focus on the fundamentals of designing with imagery. The relationship between verbal and visual communication, as well as the complementary partnership between innovative storytelling and compositional decision making is stressed. The course emphasizes using a visual figurative language as the voice for communicating meaningful messages, rich stories, and compelling viewer experiences. **Note ~ This bi-yearly course will be offered in 2024-25.*

2-D (Communication) DESIGN (*Not offered in 2023-24)

2.5 CREDITS

Required Prerequisite: Studio Art 1

2-D Design is a semester elective course where students will be introduced to the art of constructing image and type based visual creations. The artistic language known as the "Principles of Design" will be at the core of all assignments, while incorporating the contemporary directions and movements in Design today. Students will be focusing on the integration of content within 2 major subdivisions: Graphic Design/Advertising & Fundamentals of 2-D Design as the primary forces for the visual expression of ideas and effective communication. Conceiving and executing ideas are explored, refined, filtered and strengthened through a step by step process. The course emphasizes using imagery and typography as a means for communicating meaningful messages, organizing information, creating compelling viewer experiences and solid compositional layout. This class is a hands-on with no computer skills needed. **Note ~ This bi-yearly course will be offered in 2024-25.*

3-D Art

2.5 CREDITS

Required Prerequisite: Studio Art 1

3-D Art is a semester elective course that will introduce students to various forms of craft and techniques, as well as historical and cultural uses for art making. Students will have an opportunity to take part in various hands-on projects that develop their skill with several media with the intent of using these works as functional objects and as fine art pieces. Topics covered may include basketry, printmaking, weaving, paper making, found object art (altered objects), ceramics, decoupage, foil repousse and basic jewelry making techniques. **Note ~ This bi-yearly course will NOT be offered in 2024-25.*

DIGITAL ART 1

5 CREDITS

Digital Art 1 is a course in which drawing and basic art skills are translated to the computer. This full-year course is designed for both art majors and non-art majors. The curriculum is designed to give students a strong grasp of Adobe Illustrator and Photoshop in relation to art-making. Sketchbook drawing activities are worked on during class to strengthen observational and design skills. Students will learn about the Elements and Principles of art through various design projects which will encourage creative thought and design. **Through this course, students are additionally eligible to earn 4 college credits/dual enrollment through Ramapo College (tuition-based).**

DIGITAL ART 2

5 CREDITS

Required Prerequisite: Digital Art 1

Skills developed in Digital Art 1 will be expanded upon to allow students to develop and hone artistic techniques in a digital environment. This full-year course is designed for both art majors and non-art majors. The curriculum will further explore the Adobe Creative Suite to include motion graphics and design layout to plan, analyze and create visual solutions to communications problems. Advanced techniques in Illustrator will be covered. The course will also introduce students to web page construction and design as an Art form, covering HTML and CSS along with other web design and graphics programs such as Adobe Dreamweaver and Photoshop.

PHOTOGRAPHY 1

2.5 CREDITS

This course in photography is an introduction to analog and digital photography, beginning with 35mm camera basics, film processing, and printing. Students will explore many aspects of photography ranging from technical to aesthetic. Early projects are geared around the historical applications of light-sensitivity beginning with the earliest experimentations of light sensitivity in the 1830's and followed with an introduction to analog and digital photography, beginning with 35mm camera basics, film processing and printing using the school's facilities. Coursework is geared around specific genres, themes, styles, and applications of photography as a contemporary art form with an emphasis on aesthetics.

PHOTOGRAPHY 2

2.5 CREDITS

Required Prerequisite: Successful completion of Photography with a grade of "C" or better

Students in this course will explore more advanced technical and aesthetic applications of prior knowledge from Photography. Projects are geared around creating multiple images around a specific theme, investigating special film and processing techniques, reinforcing historical and social applications of photography, the understanding of light, and the study of contemporary photographic work. In addition, more contemporary techniques ranging from digital image capture to image manipulation will be learned as well as studio lighting and the use of electronic flash.

ADVANCED PHOTOGRAPHY

5 CREDITS

Required Prerequisite: Successful completion of Photography 1 & 2 with a grade of “C” or better

Advanced Photography is designed to connect the traditional photographic student with further advancement in darkroom and digital photographic expression using a range of contemporary techniques and culminating in a professional caliber portfolio. Proper SLR and DSLR camera handling skills, film processing, and photo editing and photographic composition are reviewed. Students are encouraged to explore Photoshop and PowerPoint, and use these programs in the presentation of their work. There will be a mix of field assignments, writings, class discussions and lectures. An emphasis will be placed on how these apply in *conventional media such as*, newspaper, magazine, and electronic formats. Students will study and analyze the work of well-known historical and contemporary commercial and fine art photographers and discuss how their own work can be influenced. A major goal will be to work on school publications, professional publications, and creating a portfolio. Lectures/demonstrations will include assembling a portfolio of photographs, submitting work for review, and preparing photographs for an exhibition.

AP ART HISTORY

5 CREDITS

This course offers the serious student the opportunity to explore, in depth, the history of art from ancient times to the present. Various artistic media are studied in the following proportions: 40% painting and drawing, 25% architecture, 25% sculpture, and 10% other media. These works must be understood in the context and culture that produced them. A deeper appreciation of seeing art in context thus involves understanding of patronage, gender, socio-political situations, religious values and the intended purposes and functions of art in relation to history and culture. Of particular importance is the cross-cultural comparison of art and making global and thematic connections throughout the course.

AP STUDIO ART

5 CREDITS

Required Prerequisite: Studio Art 1, Studio Art 2, Studio Art 3; Teacher recommendation advised

Advanced Placement Art Studio provides highly motivated senior art students with a rigorous coursework designed to simulate the requisite demands of an introductory collegiate level studio course. Student progress and proficiency will be measured by their creation, completion, and submission of an Advanced Placement portfolio in May. Students will address all three sections of the portfolio: Breadth, Concentration, and Quality. Students who have expressed an interest in completing the AP Portfolio Exam **MUST** complete summer assignments given between Junior & Senior year. These assignments will allow the students the chance to establish their artistic goals and set the pace for the upcoming year's challenges. Students will be given weekly sketchbook drawing and reading assignments, as homework, which will require time out of class to complete. It is imperative for students to possess the ability to work independently in terms of their ability to conduct research and take initiative during the production phase of the year. Students will explore a variety of concepts and approaches to demonstrate their abilities and to develop versatility with techniques, problem solving and ideation. By the completion of the course work and the year, students will be expected to have developed mastery in concept, composition, execution of ideas, and the use of the elements of art to organize the principles of design within their work. It is imperative that students participate in class critiques, self evaluations, and class presentations for their work to reflect growth and change.

AP STUDIO Art - 3D Design

5 CREDITS

Required Prerequisite: Art 1, Sculpture and Any 3rd WMHS Art Course from sequence

This is an Advanced Placement three-dimensional design program for the highly motivated student. A college level 3D program that includes the use of a wide variety of materials and techniques and styles, critiques, quality production and presentation, plus 3D art history and multicultural studies. Summer project required. As an Advanced Placement course endorsed by The College Board, students are strongly encouraged to take the AP Examination at the conclusion of the course; this will provide students the opportunity to earn advanced placement in college and / or advanced college credit.

HISTORY OF FILM**2.5 CREDITS**

This semester course will explore an overview of cinematic history from 1895 to present day filmmaking, and explores the basic tools for analyzing film. Throughout the course, students will learn how to develop an appreciation of film as an art form based on the various cinematic traditions contained within narrative, documentary, and experimental forms, and acquire a critical, technical, and aesthetic vocabulary relating to particular cinematic practices. Students will examine how meaning in films is conditioned by the uses of camera techniques, editing, lighting, sound and acting. It will focus on the impact of technological developments on film production, and evaluate the importance of genre and the legacy of individual “auteurs” throughout the history of cinema.

TV COMMUNICATION ARTS & MEDIA 1**5 CREDITS**

This course will introduce students to communication as a process. They will study forms of verbal and nonverbal communication; the various professional media, both print and broadcast; and the operation of the medium of television. The course will include critical reading, public speaking, listening, and viewing skills. It will also include an examination of the methods of news production, interviews, advertising, entertainment, and documentary shows. Students will learn about the broadcasting industry and will examine its organizations and the key issues in its control and use. While basic operation of equipment will be a part of this course, students will not be fully involved in production at this level. Teacher recommendation is required. TV Communication Arts and Media courses meet the Graduation Requirement in Visual Arts requirement.

TV COMMUNICATION ARTS & MEDIA 2**5 CREDITS****Required Prerequisite: CA & Media 1 and teacher recommendation**

This course is designed to expand upon the fundamentals established in the first level course, which is a prerequisite. It is more production-oriented and requires a wide variety of “hands-on” learning experiences. More than 50 percent of the class time will involve students in the actual production of telecommunications programs. This will include a weekly news and magazine format show for both school and community which is broadcast via the local cable network to the entire community. The students handle all aspects of the production, which runs from fifteen to thirty minutes each week. In addition, they learn to operate more sophisticated equipment and explore the industry in more detail, including equipment maintenance and repair, use of the cable company’s studio, and creation of more complex programming. Teacher recommendation is required.

TV COMMUNICATION ARTS & MEDIA 3**5 CREDITS****Required Prerequisite: CA & Media 2 and teacher recommendation**

This course is a continuation of Communication Arts & Media 2 which is a prerequisite. It is a “hands-on,” production-oriented course designed to advance students’ skills and understanding beyond basic news production. Students will learn cinematic techniques, advanced editing procedures, and complex computer editing, graphics, and special effects. Students will produce videos such as our recognition assemblies, oral histories, documentaries, or dramatic shorts, as well as other projects of their own design and creation. Students will interview professionals in media and telecommunications to explore career opportunities. In addition, students will investigate teleconferencing and other telecommunication systems.

PERFORMING ARTS

Course	Grades Offered	Credits
Symphonic Band	10 11 12	5
Concert Band	9	5
Wind Ensemble	10 11 12	5
Honors Band	9 10 11 12	5
Concert Choir	10 11 12	5
Highlands Chorale	9 10 11 12	5
Honors Choir	9 10 11 12	5
Harmony And Theory	10 11 12	5
Guitar/Lunch	9 10 11 12	2.5
Piano/Lunch	9 10 11 12	2.5
Introduction to Theater Arts	9 10 11 12	5
Theater Arts	10 11 12	5
Intro to Theater Arts: Acting	9 10 11 12	2.5
StageCraft	9 10 11 12	2.5

SYMPHONIC BAND
Grades 10-12

5 CREDITS

CONCERT BAND
Grade 9

5 CREDITS

WIND ENSEMBLE
Grades 10 – 12

5 CREDITS

Required Prerequisite: Participation in the Macopin School Eighth Grade Band Program and approval of the instructor

Band is a course that requires previous musical experience on a wind or percussion instrument. A dedication and commitment to excellence, an exemplary work ethic, and practice are necessary to participate in this organization. There are currently three levels of Band: Wind Ensemble, Symphonic Band, and Concert Band. The band exists as a marching band during the fall, and as a concert band the remainder of the year. Band members perform at concerts throughout the year. Attendance at extra rehearsals and concerts is mandatory. As it is a combined curriculum, it is mandatory that all band members participate in both concert band and marching band. The only exemptions to this are in the cases of students who participate in a fall sport at West Milford High School, and these exemptions are made by the director on a case by case basis. The Concert Band performs at concerts and festivals, and the Marching Band performs at football games, festivals, competitions, and parades. The fall season includes significant rehearsal time after school. A week-long Marching Band Camp is held during the later part of August.

HONORS BAND

5 CREDITS

Required Prerequisite: Permission of the Instructor

Grades

9,10,11,12

Honors Level Course for Band members: requirement includes audition for higher level performing group outside of school, written assignments and reports, admission by permission of the instructor, open to all grade levels.

APPLIED INSTRUMENTAL MUSIC

5 CREDITS

Required Prerequisite: Permission of the Instructor

This course is offered for freshman students interested in instrumental music development but who are unable to participate in the marching band program. Approval of the instructor is required. Applied Instrumental Music students perform with the Concert Band at concerts throughout the year.

CONCERT CHOIR

5 CREDITS

Admission by Audition only

Concert Choir is a select ensemble open to students who successfully pass an audition designed and administered by the instructor. Concert Choir members perform advanced level repertoire which are geared toward the more experienced singer. Concert choir performs at concerts throughout the year. Attendance at concerts is mandatory. Students in Concert Choir are eligible to audition for Jazz Choir, Chamber Choir, and Master Singers, all of which meet one night per week.

HIGHLANDS CHORALE

5 CREDITS

Students interested in participating in the High School Choral program can choose from the Highlands Chorale, a mixed voice (SATB) chorale, or Men's or Women's choir. Highlands Chorale will offer singers an opportunity to develop their musical and choral skills in preparation for higher level vocal ensembles. Students can remain in Highlands Chorale throughout their high school years or audition for the Concert Choir. Highlands Chorale performs at concerts throughout the year. Attendance at concerts is **mandatory**.

HONORS CHOIR

5 CREDITS

Required Prerequisite: Permission of the Instructor

Honors Level Course for Choir Members: requirement includes audition for higher level performing group outside of school, written assignments and reports, admission by permission of the instructor, open to all grade levels.

HARMONY AND THEORY

5 CREDITS

Required Prerequisite: Permission of the Instructor

Approval by the instructor/ department supervisor is required.

This course is recommended for those students who have achieved success in the performance of music, either vocal or instrumental, and who plan to study music after high school. Students will study the basic elements that comprise the harmonic construction of the music they play and sing. Students will be expected to acquire basic piano skills and will have hands-on experience with synthesizer keyboards. Students will learn how to electronically sequence multi-track compositions as well as arrange 4-part harmony.

PIANO/LUNCH

2.5 CREDITS

Piano, a full-year, half-period course, will be open to all students, with or without previous music training, in Grades 9-12. It is designed for the student who would like to learn how to play a guitar or continue instruction (even instruction that was originally from outside sources). Keyboards will be provided. Each student will be provided an individualized program, as well as a repertoire of music that will develop his/her skills. Music from many historical periods will be studied, including current pop/rock music. Music technology and/or computer programs will be used, as appropriate, for enrichment and basic skills practice. Meets daily 1/2 lunch, 1/2 class time. Class limit 15.

GUITAR/LUNCH

2.5 CREDITS

Guitar, a full-year, half-period course, will be open to all students, with or without previous music training, in Grades 9-12. It is designed for the student who would like to learn how to play a guitar or continue instruction (even instruction that was originally from outside sources). Guitars will be provided. Each student will be provided an individualized program, as well as a repertoire of music that will develop his/her skills. Music from many historical periods will be studied, including current pop/rock music. Music from many historical periods will be studied, including current pop/rock music. Music technology and/or computer programs will be used, as appropriate, for enrichment and basic skills practice. Meets daily 1/2 lunch, 1/2 class. Class limit 15.

INTRODUCTION TO THEATER ARTS

5 CREDITS

Theater Arts is offered to students who want to study theatrical skills through work in acting, directing, and theater heritage. Basic principles of production are studied and applied through performances in various theatrical applications. Production work is required. Sound and light design, costume design and other production elements will be explored. Enrollment in the course constitutes agreement to fulfill all curricular, co-curricular, and extra-curricular requirements

THEATER ARTS

5 CREDITS

Required Prerequisite: Introduction to Theater Arts

This course will give the student the opportunity to take the next step into the study of theater as they would choose between concurrent tracks of Acting/Directing and Stagecraft. Advanced principles of production will continue to be studied and applied through performances in various theatrical applications. Production work is required. Enrollment in the course constitutes agreement to fulfill all curricular, co-curricular, and extracurricular requirements.

INTRO TO THEATER ARTS: ACTING

2.5 CREDITS

Acting is a semester course offered to students who want to study theatrical skills through work in acting and theater heritage. Basic principles of production are studied and applied through performances in various theatrical applications. Production work is required. Enrollment in the course constitutes agreement to fulfill all curricular, co-curricular, and extra-curricular requirements. This course is half of the full *Introduction to Theater* Course.

StageCraft

2.5 CREDITS

StageCraft is a semester course offered to students who want to study technical theatrical skills through work in StageCraft. Basic principles of production are studied and applied through production work in sound and light design, costume design, and other production elements. Enrollment in the course constitutes agreement to fulfill all curricular, co-curricular, and extra-curricular requirements. This course is half of the full *Introduction to Theater* Course.

WORLD LANGUAGES

Course	Grades Offered	Credits
American Sign Language For College Credit	Not offered in 2023-24	5.0
French 1 <i>(not offered in 2023-24)</i>	9 10 11 12	5.0
French 2	9 10 11 12	5.0
French 3	10 11 12	5.0
French 3C	10 11 12	5.0
French 4H	11 12	5.0
AP French	12	5.0
German 1	9 10 11 12	5.0
German 2	9 10 11 12	5.0
German 3	10 11 12	5.0
German 3C	10 11 12	5.0
German 4H	11 12	5.0
AP German	12	5.0
Italian 1	9 10 11 12	5.0
Italian 2	9 10 11 12	5.0
Italian 3	10 11 12	5.0
Italian 3C	10 11 12	5.0
Italian 4H	11 12	5.0
AP Italian	12	5.0
Introduction to Conversational Spanish	placement	5.0
Spanish 1	9 10 11 12	5.0
Spanish 2	9 10 11 12	5.0
Spanish 3	10 11 12	5.0
Spanish 3C	10 11 12	5.0
Spanish 4H	11 12	5.0
AP Spanish	12	5.0

A five-credit World Language course is a requirement for high school graduation. Course levels 2, 3, 4 and AP for level 5 are available to students who have successfully completed the previous language level. Once in the high school program, it is recommended that a student have a “C” or above to advance to the next level. Colleges, which require world language for admissions, expect 2 years of the same language at the high school level.

Grade	2 Year College/Vocational/Career	Competitive College	High Competitive Colleges
9	Intro. To Conversational WL OR Spanish, French, German or Italian 1	Spanish, French, German, Italian - Level 1 or 2	Spanish, French, German, Italian - Level 2
10	Spanish, French, German or Italian 1 or 2	Spanish, French, German, Italian - Level 2 or 3	Spanish, French, German, Italian - Level 3
11	Spanish, French, German or Italian 2 or 3	Spanish, French, German, Italian - Level 3 or 4	Spanish, French, German, Italian - Level 4H
12	Spanish, French German or Italian 3	Spanish 4H, French 4H, German 4H, Italian 4H	Spanish, French, German, Italian - Level AP

FRENCH 1

5 CREDITS

This course emphasizes presentational, interpretive, and interpersonal communication at the novice mid/high proficiency level. Students use French to discuss daily life themes such as family, school, and community. The students are expected to use present and future tenses by the end of the year. The students begin to learn the customs, culture and geography of the French-speaking countries.

FRENCH 2

5 CREDITS

Required Prerequisite: High School French 1 or 8th grade French with teacher recommendation

This course stresses increased conversation and writing at the novice high proficiency level. Students communicate using the present, past and future tenses. With increased knowledge in grammar and syntax, the students communicate on topics such as home, occupations, health, clothes shopping, dining and traveling. French customs and culture are studied in greater depth.

FRENCH 3

5 CREDITS

Required Prerequisite: C or higher in French 2

Students of the French 3 course will be prepared to move from novice-high to intermediate low proficiency upon the completion of the course. In addition to a review of vocabulary, grammar, and syntax covered in levels 1 and 2, the students learn most of the remaining French tenses. There is an emphasis on higher level grammar skills, listening skills, and extended discourse. In addition to responsive writing, students will engage in free writing of paragraphs and essays. Through longer reading passages in the target language, the students explore literature, history, art, and civilization of the French people.

FRENCH 4H

5 CREDITS

Required Prerequisite: B or better in French 3 or teacher recommendation

This course continues to develop a high degree of competence in reading, writing, speaking, and listening in the French Language. Students read selected texts from various periods in French literature. Discussions are conducted in French. Reading and writing activities are assigned. French communication at the intermediate low proficiency level is a major focus of the course.

AP FRENCH

5 CREDITS

Required Prerequisite: B or better in French 4H or teacher recommendation

In this AP course, the curriculum complies with the standards set by the Educational Testing Service (ETS) for the AP French language exam. Therefore, emphasis is on the structural elements of the language as illustrated in the context of French literature and culture. This language course stresses oral skills, composition, and grammar. Must be willing to accept the challenge of a rigorous Advanced Placement program, and understand the expectation that the student will take the Advanced Placement examination in May.

GERMAN 1

5 CREDITS

This course emphasizes presentational, interpretive and interpersonal communication at the novice mid/high proficiency level. Repetition, dialogues, grammar drills, games, written and oral projects, and readings aid the students' learning of the language. Students use German to discuss daily life themes such as family, school and community. Along with the language, the students become familiar with German customs, culture and geography of the German-speaking countries.

GERMAN 2

5 CREDITS

Required Prerequisite: High School German 1 or 8th grade German with teacher recommendation

This course stresses increased conversation and writing at the novice high proficiency level. Students communicate using the present, past and future tenses. With increased knowledge in vocabulary, grammar and syntax, students communicate on topics such as health, dining, shopping, traveling, home, and occupations. German culture and customs are studied in greater depth.

GERMAN 3

5 CREDITS

Required Prerequisite: C or higher in German 2

Students of German 3 will be prepared to move from novice-high to intermediate low proficiency upon the completion of the course. There is an emphasis on higher level grammar skills, listening skills, and extended discourse. In addition to responsive writing, students will engage in free writing of paragraphs and essays. Students combine communicative functions, grammar, and vocabulary to speak and write about contemporary issues that interest young people. After listening to dialogues and reading narratives, German 3 students discuss their opinions about such topics as fashion, fitness, prejudices, rights and responsibilities of teenagers, effects of the media, the environment and the future. In addition, students are exposed to classical German poetry. They discuss current events and the impact of a unified Germany on its people and the world.

GERMAN 4H

5 CREDITS

Required Prerequisite: B or better in German 3C or teacher recommendation

This course continues to develop a high degree of competence in reading, writing, speaking, and listening in the German language at the intermediate low proficiency level. Students read poems, short stories and excerpts of German literature and engage in a series of detailed research projects. German history and its effects on German literature and culture are discussed. All German verb tenses and the finer points of German grammar are learned.

AP GERMAN

5 CREDITS

Required Prerequisite: B or better in German 4H or teacher recommendation

In this AP course, the curriculum complies with the standards set by the Educational Testing Service (ETS) for the AP German language exam. Therefore, emphasis is on the structural elements of the language as illustrated in the context of German literature and culture. This language course stresses oral skills, composition, and grammar. Must be willing to accept the challenge of a rigorous Advanced Placement program, and understand the expectation that the student will take the Advanced Placement examination in May.

ITALIAN 1

5 CREDITS

This course emphasizes presentational, interpretive, and interpersonal communication at the novice mid/high proficiency level. Repetition, dialogues, grammar drills, games, written and oral projects, and readings aid the students' acquisition of the Italian language. Students use Italian to discuss daily life themes such as family, school and community. Students become familiar with the culture, customs and geography of Italy.

ITALIAN 2

5 CREDITS

Required Prerequisite: High School Italian 1 or 8th Grade Italian with teacher recommendation

This course stresses increased conversation and writing at the novice high proficiency level. Students communicate using the present, future and past tenses. With increased knowledge in vocabulary, grammar and syntax, students communicate on topics such as health, clothes shopping, traveling, dating, jobs and homes. Italian culture, customs and geography are studied in greater depth.

ITALIAN 3

5 CREDITS

Required Prerequisite: C or higher in Italian 2

Students of Italian 3 will be prepared to move from novice-high to intermediate low proficiency upon the completion of the course. There is an emphasis on higher level grammar skills, listening skills, and extended discourse. In addition to responsive writing, students will engage in free writing of paragraphs and essays. Students combine communicative functions, grammar and vocabulary to speak and write about contemporary issues that interest young people. After listening to dialogues and reading narratives, Italian 3 students discuss their opinions about such topics as the environment, art, music, entertainment, food shopping, transportation and personality traits. Current events and how they relate to Italy are discussed.

ITALIAN 4H

5 CREDITS

Required Prerequisite: B or better in Italian 3C or teacher recommendation

Students will develop strong communication skills by immersing themselves in the Italian language through literature, current events, writing assignments, technology projects and discussions. Students will review grammar previously learned and apply newly learned advanced Italian grammar. Students will be working at an intermediate low proficiency level.

AP ITALIAN

5 CREDITS

Required Prerequisite: B or better in Italian 4H or teacher recommendation

In this AP course, the curriculum complies with the standards set by the Educational Testing Service (ETS) for the AP Italian language exam. Therefore, emphasis is on the structural elements of the language as illustrated in the context of Italian literature and culture. This language course stresses oral skills, composition, and grammar. Must be willing to accept the challenge of a rigorous Advanced Placement program, and understand the expectation that they will take the Advanced Placement examination in May.

INTRODUCTION TO CONVERSATIONAL WORLD LANGUAGE

5 CREDITS

Most often, this course will be held in Spanish, but it might also be provided in Italian to accommodate staffing. Students who are placed in this course will be alerted at their course request meeting with their counselor which language will be taught.

This course is designed for students who are interested in learning the fundamentals of Spanish/Italian for use in later college prep/world language classes level courses; as a prerequisite for junior college; as an added skill for a business resume. Less time will be spent on grammar, and more time will be spent on vocabulary and listening and speaking skills. The main focus will be the development of conversational skills. This course fulfills the high school graduation requirement. This course is primarily for students who have little or no prior world language exposure and **is placement based**.

SPANISH 1

5 CREDITS

This course emphasizes presentational, interpretive and interpersonal communication at the novice mid/high proficiency level. Repetition, dialogues, grammar drills, games, written and oral projects, and readings aid the students' learning of the Spanish language. Students use Spanish to discuss daily life themes such as family, school and community. Students become familiar with the culture, customs and geography of the Spanish-speaking countries.

SPANISH 2

5 CREDITS

Required Prerequisite: High School Spanish 1 or 8th grade Spanish with teacher recommendation

This course stresses increased conversation and writing at the novice high proficiency level. Students communicate using the present, past and future tenses. With increased knowledge in vocabulary, grammar and syntax, students communicate on topics such as health, clothes shopping, leisure time activities, traveling and foods. Culture, customs and geography of the Spanish-speaking countries are studied in greater depth.

SPANISH 3

5 CREDITS

The emphasis of this course continues to be on communication at the novice high proficiency level. Students combine communicative functions, grammar and vocabulary to speak and write about contemporary issues that interest teens. After listening to dialogues and reading narratives, Spanish 3 students discuss their opinions about such topics as the environment, music, art, family and friend relationships, and professions. Current events and how they relate to the Spanish speaking world are discussed.

SPANISH 3C

5 CREDITS

Required Prerequisite: B or better in Spanish 2 or teacher recommendation, desire to enroll in Spanish 4 Honors the following year

Students of Spanish 3C will be prepared to move from the novice-high to intermediate low proficiency upon the completion of the course. The Spanish 3C course will cover the same topics as the aforementioned Spanish 3 course. However, Spanish 3C will have a stronger emphasis on grammar skills, and students will be required to produce on a more rigorous level. Spanish 3C students will engage in more extended discourse for speaking activities; read longer passages in the target language; and do more free-writing than the students of Spanish 3.

SPANISH 4H**5 CREDITS****Required Prerequisite: B or better in Spanish 3C or teacher recommendation**

This course is designed to be an exploration of the history, geography, culture and literature of Spain and Latin America in alternating years. The history and origins of the Spanish language are researched and elements which contributed to its present form are studied. Students do extensive reading, writing and speaking in the target language at the intermediate low proficiency level. Emphasis is upon thinking and expressing opinions in the language, as well as upon individual research reports.

AP SPANISH**5 CREDITS****Required Prerequisite: B or better in Spanish 4H or teacher recommendation**

In this AP course, the curriculum complies with the standards set by the Educational Testing Service (ETS) for the AP Spanish language exam. Therefore, emphasis is on the structural elements of the language as illustrated in the context of Spanish literature and culture. This language course stresses oral skills, composition, and grammar. Must be willing to accept the challenge of a rigorous Advanced Placement program, and understand the expectation that the student will take the Advanced Placement examination in May.