



# MTHS

Program of Studies !!!

FORENSICS

GET INVOLVED !!!



P.A.L.S.

FORMS



2017-2018



Bessma Abuolien Class of 2020

Calculators

Chemistry



English



World Language

## **FOREWORD**

This Program of Studies is designed to provide information about requirements for graduation from Montville Township High School and to list our courses with brief explanations. The courses of study are constantly being reviewed and adjusted so we can properly prepare our students for their post high school goals. In addition, a comprehensive attendance policy is included as part of the graduation requirements.

Your interest and motivation in the educational program you select will determine your future post high school opportunities. We join you and your parents/guardians in supporting you to make the most of your high school experience.

We encourage you and your parents/guardians to thoroughly review the Program of Studies so you can make well informed choices in selecting your courses. Your school counselor, case manager, and teachers are available to provide you with any assistance you need to make decisions for your future.

Best wishes for a successful year!

Board of Education Approval: 12/20/2016

Cover by: Bessma Abuoliam, Class of 2020

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## BOARD OF EDUCATION

President – Dr. Matthew Kayne  
Vice President – Mrs. Carmela Novi  
Dr. Karen Cortellino  
Mr. Charles Grau  
Mr. Michael Johnson  
Mr. David Modrak  
Mr. John Morella  
Mr. Michael O'Brien  
Mr. Michael Palma

## CENTRAL OFFICE ADMINISTRATION

Dr. René Rovtar – Superintendent of Schools  
Mr. James Tevis – Business Administrator  
Dr. Casey Shorter – Assistant Superintendent of Schools  
Ms. Andrea Woodring – Assistant Superintendent of Curriculum and Instruction  
Ms. Jennifer DeSaye – Director of Special Services  
Ms. Leslee J. Scheckman – Director of School Counseling K-12

## HIGH SCHOOL ADMINISTRATION

Mr. Douglas Sanford – Principal  
Mr. Kenneth Nadzak – Vice Principal - Grades 10, 12  
Mr. Michael Shera – Vice Principal - Grades 9, 11

## DEPARTMENT SUPERVISORS

Supervisors are available to answer your questions regarding course placement, curriculum, department policies, etc.

Department	Supervisor	Extension
Arts (Visual, Practical, and Performing Arts)	Mr. Edward Fleischman	2640
Health, Physical Education, School Nurses, Athletics	Mr. William Koch	2631
Humanities (English and Social Studies)	Mr. David Tubbs	2637
Mathematics, Science, Business	Dr. Sandra Schwartz	2638
Special Services	Mrs. Patricia Stryker	2225
World Language & ESL	Mrs. Lisa Howard	2639

## DEPARTMENT OF SCHOOL COUNSELING

The Department of School Counseling can be reached directly at (973) 331-7100, ext. 2646 or 2647  
Individual counselor extensions are listed below:

Mrs. Christy DeFiori	2657
Mrs. Kimberly Garcia-Cunha	2651
Mrs. Rebecca Glennon	2655
Mrs. Leslie Levy	2656
Ms. Naomi McCloskey	2653
Ms. Paula Musciotto	2652
Mr. Jonathan Sibilia	2654

**Montville Township High School**  
100 Horseneck Road  
Montville, NJ 07045  
(973) 331-7100  
[www.montville.net](http://www.montville.net)  
CEEB Code: 310826

# GENERAL INFORMATION

## PHILOSOPHY OF EDUCATION

Since a democratic society is founded on the worth of each individual and the value of his/her unique contribution to that society, the Board of Education is fully committed to providing a system of education which will prepare each child for meaningful and constructive participation in society by valuing his/her individuality, recognizing his/her needs, equipping him/her with useful skills and wholesome attitudes and instilling in him/her an appreciation of his/her contribution to society.

To achieve these ends, the Board shall strive for a balance between the imperatives of individual freedom and the requirements of a commitment to society, between the need of the student to function competently according to his/her own ability and his/her need for self-fulfillment and growth toward his/her own ideal within the parameters of this society.

Therefore, being fully cognizant of the nature of the individual development within the educational structure, the Board of Education recognizes the need for a learning environment which nurtures intellectual growth, self-realization, human interaction, citizenship, and economic independence.

## AFFIRMATIVE ACTION POLICY

It is the policy of the Montville Township School District 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 state law. Inquiries regarding compliance may be directed to the Assistant Superintendent at (973) 331-7100 Ext. 2223.

## MISSION STATEMENT

The educational community at Montville Township High School promotes creative scheduling that allows for the integration of academic and elective programs that encompass a variety of learning styles, promote problem solving, decision making, and critical thinking skills and brings the outside world to students through changing technologies.

## THE DEPARTMENT OF SCHOOL COUNSELING

The high school experience spans the period from adolescence into legal adulthood. The Department of School Counseling of Montville Township High School seeks to guide all students through a challenging and fulfilling educational experience. Utilizing various methods of appraising the abilities, interests, and needs of the students, the counselors guide students to an awareness of their capabilities and help them develop techniques for problem solving, planning, decision making, and researching colleges and careers.

All students are scheduled to meet with their counselors throughout the year, either in groups or individually. Students and parents/guardians may, at any time, request an appointment with their counselor; and they are urged to do so whenever the need arises. In addition, the counselors conduct several orientation programs relative to post high school planning, college planning, course selection, testing, etc., throughout the year.

The Department of School Counseling offers students and parents/guardians a vast array of resources and evening programs on topics ranging from financial aid and college and career planning to family counseling, and scholarships. Naviance has a link to locate various local, state, and national scholarships. The Department of School Counseling web site at [www.montville.net](http://www.montville.net) is an excellent starting point for accessing information about the department, Naviance and links to numerous sites related to careers, colleges and financial aid.

## INTRODUCTION TO THE PROGRAM OF STUDIES

Montville Township High School strives to meet the general, as well as the individual needs of the students in the community which it serves. Preparation is offered for those who expect to continue their education beyond high school, as well as for those who plan to seek employment immediately after graduation.

High school students are faced with many choices and difficult decisions. These decisions will influence the student's future education, career choice, and personal happiness. As you look through the pages that follow, you will find that the information presented will serve as the basis for helping you find valuable information to help you plan for your four years at Montville Township High School. It will also assist you in making realistic course selections. Remember, these selections should only be made after carefully reviewing past achievement, ability, interest, and motivation. School counselors, case managers, and teachers are prepared to assist you in the decision making process; however, their task is to help present choices, not to make the decisions for you.

Another important decision for you to make is that of developing the attitudes, skills, and work ethic which will contribute to future success. Keep in mind that your record of accomplishment, as established over a period of four years in high school, will serve as a predictor of future success to admissions personnel, the military, and/or prospective employers. Therefore, succeeding in a realistic and challenging program of studies is of utmost importance.

All courses require active student involvement. Students should expect homework, quizzes, tests, projects, exams, and related requirements in all subject areas. Therefore, it is essential that student commitment be an integral part of the course selection process.

# GRADUATION REQUIREMENTS

The Montville Township School District Board of Education will recognize the successful completion of the secondary school instructional program by awarding a State endorsed diploma, certifying that the student has met all State and local requirements for high school graduation. The Board of Education will annually certify to the County Superintendent that each pupil who has been awarded a diploma has met the requirements for graduation.

The Board of Education has established high school graduation requirements, which are consistent with State and district goals, objectives, and proficiency standards. More specifically, in order to graduate from Montville Township High School and receive a State-endorsed Board of Education diploma, a pupil must:

- A. Successfully earn a minimum of 140 credits
- B. Successfully complete a program of studies in grades nine through twelve, which shall include, but not be limited to:

Subject	Class of 2016 and beyond
<b>English</b>	20 credits 5 credits for each year of enrollment English 9, 10, 11, 12
<b>Mathematics</b>	A minimum of 15 credits, including: -5 credits of Algebra I -5 credits of Geometry -5 credits of Algebra II or content that builds on Algebra I and Geometry
<b>Social Studies</b>	A minimum of 15 credits, including: -5 credits of World History/Culture -10 credits of U.S. History
<b>Science</b>	A minimum of 15 credits, including: -5 credits of Biology or Life Science -5 credits of Chemistry, Environmental Science or Physics -5 credits of additional lab science
<b>World Language</b>	A minimum of 10 credits: (within the same language)
<b>Visual or Performing Arts</b>	A minimum of 5 credits
<b>Financial Literacy</b>	2.5 credits
<b>21<sup>st</sup> Century Life &amp; Careers or Career/Tech Ed</b>	A minimum of 5 credits
<b>Additional Electives</b>	30 + credits
<b>Health &amp; Safety Physical Education</b>	1.25 credits each year of enrollment 3.75 credits each year of enrollment  Total of 5 credits per year of enrollment

*Current graduation requirements may be subject to change.*

**Courses taken to fulfill graduation requirements must be taken at Montville Township High School (exception: Financial Literacy can be taken on-line with approval).**

## STANDARDIZED TESTING GRADUATION REQUIREMENTS

In addition to the minimum MTHS graduation requirements, students in the Class of 2018, and 2019, must demonstrate proficiency in English Language Arts and Mathematics as per State and District policy. This can be accomplished in the following ways:

<u>English Language Arts</u>	<u>Mathematics</u>
PARCC ELA Grade 9 > = 750 (Level 4) <i>or</i>	PARCC Algebra I > = 750 (Level 4) <i>or</i>
PARCC ELA Grade 10 > = 750 (Level 4) <i>or</i>	PARCC Geometry > = 725 (Level 3) <i>or</i>
PARCC ELA Grade 11 > = 725 (Level 3) <i>or</i>	PARCC Algebra II > = 725 (Level 3) <i>or</i>
SAT Critical Reading*(taken before 3/1/16) > = 400 <i>or</i>	SAT Math (taken before 3/1/16) > = 400 <i>or</i>
SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) >450 <i>or</i>	SAT Math Test (taken 3/1/16 or later) > 440 <i>or</i>
SAT Reading Test (taken 3/1/16 or later) > 22 <i>or</i>	SAT Math Test (taken 3/1/16 or later) > 22 <i>or</i>
ACT Reading or ACT PLAN Reading* > = 16 <i>or</i>	ACT Math or ACT Plan Math * > 16 <i>or</i>
Accuplacer Write Placer > = 6 <i>or</i>	Accuplacer Elementary Algebra > = 76 <i>or</i>
Accuplacer Write Placer > = 4 <i>or</i>	PSAT 10 Math or PSAT/NMSQT Math (taken before 10/1/15) > 40 <i>or</i>
PSAT 10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) >40 <i>or</i>	PSAT 10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) > 22 <i>or</i>
PSAT 10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) > 22 <i>or</i>	ACT Aspire Math * > = 422 <i>or</i>
ACT Aspire Reading * > = 422 <i>or</i>	ASVAB-AFQT Composite > = 31 <i>or</i>
ASVAB-AFAQT Composite > = 31 <i>or</i>	Meet the Criteria of the NJDOE Portfolio Appeal
Meet the Criteria of the NJDOE Portfolio Appeal	

\*Indicates test is no longer administered but can be used for the graduating year.  
 Note: The symbol > means a score greater than or equal to

On August 3, 2016, the State Board of Education approved updated state regulations for the high school graduation assessments requirements in both English language arts (ELA) and mathematics for the Classes of 2016 through 2021, and beyond.

**Class of 2018 and 2019:** please see chart above for the options in which a student in the Class of 2018 or 2019 can meet graduation assessment requirements.

**Class of 2020:** can demonstrate graduation assessment proficiency through the same alternative means as those in the Classes of 2016 through 2019, provided that students in the Class of 2020 take all PARCC assessments associated with the high-school level courses for which they are eligible\* as of the effective date of when the amendments were adopted by the State Board of Education.

**Class of 2021 and thereafter:** students who have not demonstrated proficiency on the ELA 10 and Algebra 1 assessments, and have taken all PARCC assessments associated with the high-school level courses for which they were eligible\* can demonstrate graduation assessment proficiency by meeting the criteria of the portfolio appeals process.

\*\*"Eligible" is defined as a student who is enrolled in a high-school level course for which there is a PARCC test.

\*English Language Arts (ELA): ELA 9, ELA 10, and ELA 11

\*Mathematics: Algebra I, Geometry, Algebra II

The PARCC (Partnership for Assessment of Readiness for College and Careers) assessments are designed to be taken as students are taught the content of the course

### STATE TESTING

**New Jersey Biology Competency Test (NJBCT):** All students enrolled in Biology are required to take the New Jersey Biology Competency Test during the school year they are taking the course.

*As the district is updated by the State Department of Education regarding changes to testing and graduation requirements for students in the Class of 2018 and beyond, students and parents/guardians will be notified.*

**VISUAL & PERFORMING ARTS  
21<sup>ST</sup> CENTURY LIFE & CAREERS  
PERSONAL & FINANCIAL LITERACY GRADUATION REQUIREMENTS**

Students must earn five credits in each of the two columns PLUS 2.5 credits of Financial Literacy to meet graduation requirements.

<b>21<sup>st</sup> Century Life and Careers/Career-Technical Education</b>	<b>Visual and Performing Arts/ Personal Financial Literacy</b>	
<b>BUSINESS (TCLC)</b>	<b>VISUAL ARTS (VPA)</b>	
Accounting I, I H, II, II H	5.0	Visual Arts I, II, III, IV 5.0
Business Law	2.5	AP Art 5.0
Computer Applications	2.5	AP Art History 5.0
AP Computer Science A (Java)	5.0	Crafts I, II 2.5
AP Computer Science Principles	5.0	Ceramics I, II, III 2.5
Entrepreneurship	2.5	Photography 2.5
Fashion Marketing	2.5	Advanced Photography 2.5
International Business	2.5	Photo Studio 5.0
Leadership Dynamics	2.5	
Marketing I,II	5.0	
Sports and Entertainment Management	2.5	
Computer Science	2.5	
Java Honors	2.5	
Advanced Java Honors	2.5	
Web Design	2.5	
<b>PRACTICAL ARTS: FAMILY AND CONSUMER SCIENCE (TCLC)</b>	<b>PERFORMING ARTS (VPA)</b>	
Culinary Arts I	2.5	Broadway Workshop 2.5
Foods Around the World	2.5	Concert Choir 5.0
Culinary Arts II	2.5	Music Theory 5.0
Child Development I, II, III	2.5	Advanced Music Theory 5.0
Tomorrow's Teachers	5.0	Orchestra 5.0
Interior Design I, II	2.5	Symphonic Band 5.0
<b>PRACTICAL ARTS: TECHNOLOGY &amp; OCCUPATIONAL EDUCATION (TCLC)</b>	<b>PERSONAL FINANCIAL LITERACY (PFL)</b>	
Architectural Drawing I, II	5.0	Financial Literacy 2.5
Drafting I, II, III	5.0	
Networking Essentials	5.0	
Introduction to Technology	2.5	
Technology II	2.5	
Strategic Design	2.5	
Video & Broadcast Production I, II	2.5	
Video Yearbook	5.0	
<b>PRACTICAL ARTS: CARPENTRY/WOODWORKING (TCLC)</b>		
Carpentry/Woods I, II, III	5.0	

**NOTE: Courses on this list taken to fulfill graduation requirements cannot be taken Pass/Fail.**

**Courses taken to fulfill graduation requirements must be taken at Montville Township High School  
(exception: Financial Literacy can be taken on-line with approval)**



## COURSE REQUIREMENTS

Credit will be assigned on the same basis to all high school courses. The Board of Education may assign additional credit to curricular activities approved by this Board. Courses taken to fulfill graduation requirements must be taken at Montville Township High School (exception: Financial Literacy can be taken on-line with approval). No single course may satisfy more than one graduation requirement. Courses taken to fulfill graduation requirements cannot be taken Pass/Fail unless there is an extenuating situation and supervisor approval.

Each course of study required for graduation shall include a statement of the required proficiencies to be mastered by the pupils enrolled in the course. Credit for each required course will be awarded on the successful completion of the program assigned and satisfaction of the proficiencies identified. Attendance requirements must be fulfilled for students to earn credit. Students shall be given every reasonable opportunity to remediate and satisfy failed proficiencies or loss of credit. Successful completion of basic skills courses in English or Mathematics will count toward the total number of credits required for graduation but will not satisfy the curriculum requirement for English or Mathematics.

## PUPILS OF LIMITED ENGLISH SPEAKING ABILITY (ESL)

Limited English proficient students must satisfy all established credit, curriculum, course, and attendance requirements to be eligible for the state endorsed diploma. Students in the class must also take all mandated state testing.

## ATTENDANCE REQUIREMENTS

The Montville Township School District recognizes that regular attendance in class, participation in class activities, and interaction between students and teacher, are essential and integral parts of the learning process. Classroom participation is vital to the instructional process and is considered in the evaluation of performance and in the grading of students. Please refer to the Student Handbook for a detailed explanation of the Montville Township High School attendance policies and procedures, and their relationship to the graduation requirements. Students must meet attendance requirements to earn credits in classes. Failure to do so will result in a loss of credit which can jeopardize the student's ability to graduate with his/her class.

## EARLY GRADUATION

Completion of the minimum credit requirements for graduation in less than four years may be possible if planned early in one's high school experience. Completion of the graduation requirements in fewer than the usual number of years is a serious decision and should be made only after careful consideration of the student's immediate and long range goals. With permission, students at Montville Township High School are afforded the opportunity to complete school in less than a four year sequence. Requests for early graduation will be subject to evaluation by a committee consisting of the pupil's school counselor, Director of School Counseling, and the principal. Students interested in this type of program should consult their school counselor to weigh the advantages and possible disadvantages. The **deadline** for submitting the appropriate forms for graduation in less than four years is **June 1st of sophomore year**. Courses required to meet the State Department of Education requirements must be completed at Montville Township High School.

## CLASS ELIGIBILITY

In order to be promoted to a senior homeroom, students must be scheduled for sufficient credits to allow for graduation with the senior class. Students who fail or lose credit in courses that are required for graduation, in any of the first three years are expected to attend summer school or take an on-line course from an approved program, at the cost of the family, to make up deficient credits or repeat the course during or prior to senior year. Seniors who do not have sufficient credits to graduate will need to work with their counselor to determine what other programs they may consider, at the cost of the family, to take courses to make up the missing credits. It is the student's responsibility to review his/her grades and credits yearly to insure he/she is meeting graduation requirements. Juniors and seniors will receive a status report of all credits/college units. It is the responsibility of each student to take sufficient courses and units for graduation and/or college acceptance. If any deficiencies are noted, students must see their counselor immediately.

## COURSE SELECTION / SCHEDULING

All students select their courses for the following year's program during the second semester of the prior year. During the course selection conference, the counselor will review teacher recommendations with the student. Parents/Guardians and students will also have access to recommendations through parent access. All students must maintain a minimum class load of 7 courses per semester.

NOTE: While every effort is made to schedule all subjects selected by students, limitations of staff, student interest, building space, time, and budgetary considerations occasionally make either the cancellation of undersubscribed courses or the substitution of alternate course choices necessary.

## REQUEST FOR ENTRY INTO ADDITIONAL COURSES / MINIMUM COURSE LOAD

Because of the difficulty of making up work which has been covered in a class, a student may not enter a course after the 10th school day that the course is in session. In very unusual circumstances, where graduation requirements must be met or a definite hardship would be experienced by the student, the student may request to enter a class by preparing a written petition outlining all the arguments for a waiver of policy. The petition will be reviewed by a committee consisting of the department supervisor, teacher, counselor, Director of School Counseling, and the principal. If a waiver is granted, it will be the student's responsibility to independently complete all back assignments within two weeks of entry or a date stipulated in a contract developed between the student and teacher. In the event of a late entry, the student enters with an Incomplete (I) for the work covered and is responsible for make up as stated. Students are required to maintain a minimum of seven courses per semester.

## SCHEDULE CHANGE OF POLICY AND PROCEDURES

Once schedules are available to students through Parent Access, they are considered final. Under certain circumstances, some issues may need to be corrected. Counselors will have limited hours in the summer and may be available to make these corrections. Otherwise corrections will be made during the first two weeks that school is in session. The circumstances include:

1. an error has been made in scheduling or not scheduling a student for a particular course.
2. a rising senior student failed or lost credit in a course required for graduation and did not make it up in summer school or through an approved on-line course at the family's expense. The student needs to be rescheduled for that course in order to have the opportunity to graduate with his/her class.
3. an underclassman failure of a required course or loss of credit needed for graduation must be made up in summer school or through an approved on-line course at the family's expense. If it is not, the student will be scheduled for the required course.
4. an error has been made in the level of a scheduled course.
5. a level change is recommended due to a change in student performance in a prior course. This will be done if there is seating availability in the new course.
6. a supervisor has approved a student's appeal for a level change. This will be done if there is seating availability in the new class.
7. there is a change made to academic courses based on a need determined through an IEP review.

Every effort will be made to accommodate a student's request for electives; however due to scheduling limitations this is not always possible. It is important for the student to be prepared to provide a list of preferences for electives when meeting with his/her counselor. Any inquiries regarding scheduling should be directed to the student's counselor.

**Due to the large number of students and limitations on staffing flexibility, parent/guardian or student requests for the scheduling of a student with a particular teacher will not be entertained.**

## LEVEL CHANGES/WITHDRAWALS

Students who are clearly misplaced in a class, as determined by the teacher, counselor and/or case manager, and department supervisor may be transferred to a more appropriate class at the **conclusion of the third week of school**.

Students wishing to move to a lower level course must have demonstrated a significant effort to succeed through completion of homework assignments, class participation, and contact with the teacher for extra help. **Students can request level changes up to the conclusion of the first marking period.** Any course change requests must be supported by the teacher, department supervisor, counselor, Director of School Counseling, and case manager when applicable. The grades will be transferred to and weighted at the new level. Seniors who have already submitted transcripts to colleges must notify them of any changes to their courses.

A student who withdraws from a course prior to its completion will not receive any partial credit and will not be eligible to make it up in summer school or through an on-line course. A student who withdraws from a class will not be permitted to take another course in that semester. Students will only be permitted to withdraw from a class up until the last day of the first quarter without the course remaining on the transcript. Any request to withdraw from a course after first marking period ends must be approved by the department supervisor. If approved, a student who withdraws from a class after that date will receive a **WF** or a **WP** on his/her report card and transcript. The course will not be removed from the student's transcript.

Such a withdrawal will be made provided that:

- the student's course load will not fall below the required minimum credits which equates to 35 credits
- the student must have 7 courses per semester
- no course will be added at that time

Students participating in athletics and extracurricular high school activities must maintain the required number of credits to participate. (see student handbook)

# GRADING

## CALCULATING GRADE POINT AVERAGE (GPA)

In calculating GPA, the converted quality points are multiplied by the number of credits assigned to the course. The resultant course quality points are totaled and divided by the total credits attempted by the student. Thus, the following formula is used:

1. Grade, converted to Quality Points
2. Course Credits x Quality Points of assigned no grade = Course Quality Points
3. Divide total attempted Credits by total Quality Points

$$\frac{\text{Total Course Quality Points}}{\text{Total Credits Attempted}} = \text{GPA}$$

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

\* This weighted category also includes Research in Molecular Biology and the 2<sup>nd</sup> and 3<sup>rd</sup> years of The Science Research Program

### Additional Grading Options:

Pass	P	Exempt	X
Fail	F	Audit	AUD
Withdraw Pass	WP	Medically Excused	ME
Withdraw Fail	WF	Loss of Credit	LOC
Incomplete	I		

In the event of a medical excuse or extensive absence, it is the student's responsibility to meet with the teacher to arrange for make-up work. Prior to an expected medical absence of more than two weeks, with proper documentation, home instruction will be provided.

The following courses are *not* included in the calculation of the GPA: Physical Education, Health, courses taken as Pass/Fail, courses not taken at Montville Township High School for enrichment or course acceleration, or any other experience that falls under Option II, and summer school and approved on-line courses taken for credit recovery. Courses will be counted that are transferred from and were taken at another public or private high school when a student moves to the district. Courses that are transferred will be calculated based on the Montville Township High School quality points above. The letter grades from the sending district will transfer to the Montville Township High School transcript. Credit equivalents will be determined by the student's counselor and the Director of School Counseling.

## WEIGHTING

### Example of GPA Calculation:

Course	Grade	Weighting/Grade Value	Credits	Quality Points
English 3H	A	4.5	5	22.5
Physics	B+	3.3	6	19.8
US History AP	A	5.0	5	25.0
Ceramics	B	3.0	2.5	7.5
Carpentry/Wood I	B	3.0	5	15.0
Gourmet Foods	A	4.0	2.5	10.0
French 4	A-	3.7	5	18.5
Pre-Calculus	B	3.0	5	15.0
		<b>Totals</b>	<b>36</b>	<b>133.3</b>
				<b>GPA = 3.702</b>

## CLASS RANK

Montville Township High School does not rank its student population.

## PASS/FAIL OPTION

To offer the students the opportunity to take elective courses for enrichment purposes, students may elect to take up to 5 credits per year on a Pass/Fail basis. To exercise this option, students must fill out the Pass/Fail form available on the Department of School Counseling web site and in the office. Students may select from the list of approved courses within the first ten (10) school days of the semester. A student may not elect to return to graded status after that date. (This includes Independent Study.)

A passing grade in such course denotes satisfactory achievement (A, B, or C). If a grade falls below this level (D or F) for any marking period, including the mid-term or final exam, it will result in an automatic return to a letter grade and loss of Pass/Fail status for the entire length of the course. Pass/Fail courses are not calculated into the GPA. **Courses taken to fulfill graduation requirements cannot be taken Pass/Fail.**

## CREDIT RECOVERY

Students who fail or lose credit in a course that is required for graduation and /or to meet the 140 credit requirement must remain in the course for its duration. Students are eligible to either repeat the course the following year or take the course for credit recovery through a summer school or on-line program, at the family's expense. Students must meet with their counselor for prior approval before registering for the required course.

## MAKING UP FAILED OR LOSS OF CREDIT COURSES

When a student fails or loses credit in a course prior to the end of the course, he/she must remain in the course for the duration.

If the student needs the course and/or credit to meet graduation requirements, he/she is eligible to make it up by:

1. repeating the course at Montville Township High School, the following school year.
2. taking an approved summer school or on-line course during the summer, at the family's expense.\*

\*The student must complete a Request for Credit Loss and/or a Course Failure form with their counselor to request approval for the course they are taking and the program they wish to use, before registering. The student will take the course for "credit recovery," not for "original credit."

How a transcript will be affected based on the above options.

1. For students who repeat the course at Montville Township High School, the transcript will appear as follows:
  - a. Due to Failure:
    - i. Both the failed course and the make-up course will appear on the transcript.
    - ii. Both the failing grade without credit and passing grade with credit will be calculated into the GPA.
  - b. Due to Loss of Credit:
    - i. The course that the student lost credit in will remain on the transcript with the grade and "(Loss of Credit)" following the course name.
    - ii. The make-up course taken the following year will appear on the transcript with the grade and credits earned.
    - iii. Both the course the student lost credit in and the make-up course will be calculated into the GPA. The loss of credit course will have a negative effect on the calculation as only the attempted credits will be calculated into the GPA and not the passing grade.
2. For students who take an approved summer school or on-line course, at the family's expense, the transcript will appear as follows:
  - a. Due to Failure:
    - i. Both the failed course and the make-up course (with the name of the credit recovery program) will appear on the transcript.
    - ii. Both the failing grade without credit and passing grade with credit will be calculated into the GPA.
  - b. Due to Loss of Credit:
    - i. Initially, the course that the student lost credit in will remain on the transcript with the grade and "(Loss of Credit)" following the course name.
    - ii. Once a final passing grade is reported by the summer school or on-line program:
      1. The make-up course with the grade, name of the credit recovery program, and "(Credit Recovery)" will appear on the transcript. The course will not show credit and the grade will not be calculated into the GPA.
      2. The original course will then appear with "(Credit Restored)" after the title and the credit will be restored.
      3. The original grade and credit will be calculated into the GPA.

# ELIGIBILITY FOR COLLEGE ATHLETICS

## NCAA INFORMATION (National College Athletic Association)

There are stringent eligibility requirements for any student who plans to compete on a college level in any Division I or Division II athletic program. College bound athletes need to be sure they have the kind and number of courses required to meet NCAA eligibility requirements. Students should check with their counselors for NCAA information and go to [www.eligibilitycenter.org](http://www.eligibilitycenter.org) to see the specific guidelines. Courses in the Program of Studies that are coded with NCAA have met the requirements for Core Courses as set by NCAA and submitted by MTHS. In addition, the NCAA uses a sliding scale in regard to GPA and SAT/ACT scores. Approved MTHS courses are also included on the NCAA web site. All potential college athletes are urged to complete the NCAA Clearinghouse application at the beginning of their junior year.

## NATIONAL HONOR SOCIETY MEMBERSHIP CRITERIA

Membership in the National Honor Society is recognized nationally as one of the highest honors that can be bestowed upon a high school student. It is both an honor and a responsibility. Students elected to membership are expected to demonstrate the qualities of scholarship, service, leadership, and character. To be eligible for membership consideration, juniors and seniors must meet all of the established requirements.

Eligibility is open to those students in the eleventh and twelfth grades who meet the academic requirements (3.75 GPA, on a weighted scale), personal attributes of service to the school and community; leadership in the classroom, athletics, extracurricular activities, and/or within the work place; character in all aspects of daily life. Students, who have been reviewed and elected by the faculty selection committee following the application process, will be inducted at a ceremony in the spring and fall.

More specific information regarding the application and selection process can be found on the National Honor Society page on the Montville Township High School website, located in the Extracurricular Activities section.

## PROGRAM INFORMATION

### COLLEGE PREPARATORY PROGRAMS

Students who plan to go to college should be ready to complete the academic subjects that are required for college entrance. Entrance requirements vary from college to college. These requirements are still usually referred to in terms of "Carnegie Units" or College Units. One College Unit is granted for each year of a college accepted course which has been successfully completed in high school. Four year colleges usually require a minimum of sixteen College Units for admission: These units are required by most colleges in the following subject areas:

<u>Content Areas</u>	<u>Minimum</u>
English	4 years
World Language	2 years
Mathematics	3 years
Science	3 years
Social Studies	3 years
Electives	3 years

Plus additional units in English, Mathematics, Science, Social Studies or World Language

These are broad requirements. Specific colleges and majors will call for heavier admission requirements. It is essential that the student refers to college web sites to determine exact admission requirements. It is highly recommended that students take courses in all five core content areas in their senior year. School counselors and case managers are available to guide students through this process.

## ELECTIVES

Since electives help to enrich and develop one's background, students are urged to take a well-rounded program. Colleges and industry prefer students who have been exposed to a variety of courses in the Business, Visual, and Performing Arts, Family & Consumer Science, and Industrial Technology.

## CAREER PROGRAMS

In an effort to better prepare students for today's technological society, Montville Township High School has taken the initiative to develop a vast array of courses in the Business and Industrial Technology Departments. Please review these sections of the Program of Studies for a complete description of the courses offered. A description of Morris County School of Technology may be found in this booklet on page 38.

## PROGRAM OFFERINGS

Montville Township High School offers a variety of program options. All of our courses offer the core academic curriculum for all levels. Our program of study is intended to support those students who have an interest in attending college or pursuing other post-secondary goals. Our courses are offered in various forms to meet the needs and interests of our entire student body. The varied offerings include, but are not limited to, the descriptions provided below:

## Enriched

Enriched courses have high academic demands and requirements. Courses designated as Enriched are intended to provide a course of study and standards for achievement that would provide the college bound student with extensive preparation and background in a given area of study. Enriched courses require students to refine their study skills, research techniques, and develop their abilities for independent and creative solutions to complex problems or assignments.

## Honors

These courses offer enrichment both in scope and exploration of material presented. Honors courses require a high level of academic maturity, interest, ability, intellectual curiosity, and the ability to study and work independently. The pace is rigorous and enrollment is selective.

## Advanced Placement (AP)

Advanced Placement courses are some of the most academically demanding courses offered to students. Successful completion of the course may lead to college credit. Enrollment is highly selective. Students are strongly encouraged to take the AP exams in May. Students are responsible for the examination fees for the AP Exam(s). If there is a financial hardship, please advise your school counselor.

AP courses typically offered by Montville Township High School include:

AP English Language & Composition	AP Psychology	AP Environmental	AP Spanish Language & Culture
AP English Literature & Composition	AP Economics	AP Biology	AP French Language & Culture
AP European History	AP Calculus AB	AP Chemistry	AP Italian Language & Culture
AP United States History	AP Calculus BC	AP Physics C: Mechanics	AP Chinese Language & Culture
AP American Government & Politics	AP Statistics	AP Physics C: Elec. & Mag.	AP Art
AP Human Geography	AP Computer Science A (Java)	AP Comp. Science Principles	AP Art History

## FRESHMAN CRITERIA FOR ADMISSION TO HONORS COURSES

1. **General Criteria:** Admission to honors courses is restricted to those students who have been recommended by the teacher and department supervisor. The general criteria for recommendation to the honors programs are: classroom performance (high academic average); performance on standardized and teacher prepared tests; motivation and interest. This criteria was designed to ensure students are placed at a level where they are challenged, their ability level enables them to be a positive force in the class, and their potential for academic success is high.
2. **Specific Requirement:** In addition to the general criteria, various departmental requirements are more specific in nature:
  - a. **English and World History** – Articulation meetings are held by the English and Social Studies departments with the administrators and 8th grade English and Social Studies teachers at Lazar Middle School to set forth requirements for admission to English 9 Honors and World History Honors. Recommendations are made to the Department of School Counseling by the English and Social Studies teachers at Lazar Middle School based on student performance, motivation, writing ability, critical reading, and interest in subject in addition to the criteria listed below:
    1. **English 9 Honors**
      - honors criteria on departmental rubric
      - for transfer students, a writing sample and/or interviewTo enter the Honors program from the non-honors program, a student must achieve an "A" final average in the prerequisite course(s) and a teacher recommendation. The department supervisor must also approve all recommendations.
    2. **World History Honors**
      - honors criteria on departmental rubric
      - for transfer students, a writing sample and/or interviewTo enter the Honors program from the non-honors program, a student must achieve an "A" final average in the prerequisite course(s) and a teacher recommendation. The department supervisor must also approve all recommendations.
  - b. **Mathematics** – Through articulation meetings between the math supervisor and members of the Lazar Middle School Mathematics Department, the level will be determined. The following honors course's available to Grade 9 students: Geometry Honors (in accordance with the 9<sup>th</sup> grade mathematics entrance rubric pending supervisor's approval, students may be eligible for Algebra II Honors). Continued enrollment in Honors courses is based on "B" or better student performance in the prerequisite Honors course. (For example, if a student wishes to take Pre-Calculus Honors he or she must achieve a "B" or better final average in Algebra II Honors.)  
To enter the Honors program from the non-honors program, a student must achieve an "A" final average in the prerequisite course(s) and a teacher recommendation. The department supervisor must also approve all recommendations.
  - c. **Science**
    1. Students will have the option to take either Earth Science or Biology as freshmen. Through articulation meetings between the science supervisor and members of the Lazar Middle School Science Department, the level will be determined.
    2. Entry into subsequent Honors level courses is based on the student earning a minimum grade of "B" in the preceding Honors level course.
    3. Entry into an Honors level class from a non-honors level class is based on a recommendation from the teacher of the non-honors level science class and the student's grades. A student must achieve an "A" final average in the prerequisite course(s). The department supervisor must also approve all recommendations.
    4. Many science classes have a math pre- or co-requisite.

**d. World Language –**

1. There is no Honors option for Level 1 World Language classes
2. Entry into Honors courses in Levels 2-4 is based on a teacher recommendation. Honors recommendations are based on departmental criteria.

## **COURSE SELECTION**

All students will select courses for the next school year during the February through March time frame. Prior to course selection meetings, each student should review the Program of Studies on line with their parent/guardian and attend a grade level School Counseling orientation. Counselors will provide relevant information at each grade level orientation. Eighth grade students will receive a similar orientation by the high school counselors at Lazar Middle School in February. In addition, an evening orientation is conducted for eighth grade students and their parents/guardians at the high school. Private school students and their parents/guardians are welcome to attend all programs.

Every student is given an appointment for an individual scheduling meeting. High school students will receive a pass to meet with their counselor. Appointments for eighth grade students and their parents/guardians will be mailed home to parents. Before the meeting, students are expected to: review this book, and familiarize themselves with course options for their grade levels so they are prepared for their course selection meetings. A four year planning worksheet and elective worksheets are included at the end of this book.

## **ALTERNATE CHOICES**

Students are required to provide alternate choices, when selecting electives in the event of a possible scheduling conflict. In all cases, every attempt to provide the student's first choice will be made.

## **MINIMUM COURSE LOAD**

All students, regardless of program, must carry at least 35 credits each year (with a minimum of 7 courses per semester).

## **MINIMUM CLASS SIZE**

A minimum of fifteen students must register for a class for it to be included in the master schedule. Low enrollment totals may lead to the cancellation of a course.

## **DROPPING AND CHANGING COURSES**

Course selection must be well planned at the initial stages. This involves careful consideration by the student, parent/guardian, counselor, case manager when applicable and teacher. The student's abilities, work habits, and goals are all taken into consideration.

Therefore, changing or dropping courses is a very serious matter. Changes after original choices are made and approved will be considered on an individual basis, with a conference among the parties concerned. A change of course may be made only after receiving the approval of the department supervisor and the Director of School Counseling. Any requests for changes must be made before the end of the prior school year.

The only valid reasons for schedule changes include correction of computer error, addition of a required course, addition of credits required by seniors for graduation, and adjustment for summer school completion. Students will accept responsibility for course selection by maintaining schedules without requests for changes except as noted above. Therefore, select courses carefully!

## **REQUESTS FOR TEACHER CHANGES**

**School counselors and case managers are not authorized to make teacher changes.** Students and parents/guardians must first meet with the teacher to attempt to resolve difficulties. If a serious problem continues after the conference, the student and parent/guardian may refer the matter to the department supervisor by submitting, in writing, a fully documented explanation of the problem and the relief being sought.

## **SUMMER PROGRAMS**

Any student who wishes to take a summer course for advancement must fill out a request form provided by the counselor and submit it to the appropriate department supervisor for approval **PRIOR to enrolling** in the course. The supervisor will determine what requests will be honored. If a student registers and pays for courses without the supervisor's approval, they will not be honored. The student can send a transcript from the summer school or on-line program to any colleges he/she is applying to. These courses will not be included on the Montville Township High School transcript.

## **HIGH SCHOOL COURSES TAKEN IN GRADE 8**

Algebra I Honors, Geometry Honors, and World Language courses taken in Grade 8 are **not** listed on the student's high school transcript. High school level courses taken prior to grade 9 may be used to meet prerequisites or advancement in a particular subject area. However, because graduation credit requirements may only be met by courses taken in grades 9-12, high school level courses taken prior to grade 9 are not included in GPA or credits earned, nor are these listed on the high school transcript. Grade 9 begins upon graduation from Grade 8.

## **CHOOSING YOUR COURSES**

Course selection begins in February each year. Each student will be assigned an appointment for a course selection conference with his/her school counselor. In selecting particular courses one should consider the following criteria:

- Does the course meet high school graduation requirements?
- Does the course provide an outlet for your interests in specific subject areas?
- Does the course reflect a significant proficiency level?
- Does the course provide a background for your post high school plans that impact on career options?

- Does the course meet college entrance requirements?
- Does the course meet NCAA requirements for athletes looking at Division 1 and Division 2 colleges?

Students and parents/guardians should also keep the following points in mind when planning the academic program for the upcoming year:

- Make course selection decisions based on teacher recommendations, passion for the course of study, and current and past academic performance.
- Discuss specific subject area choices with counselors, case managers, teachers, and/or department supervisors who can share valuable insight into the nature of specific courses.
- Choose courses, not teachers – it is not advisable to choose or refuse to take a course based on your perception of a particular instructor. Each choice should be based on the merits of the course content and its value to the student's specific needs.
- Make sound initial choices. Low enrollment totals may lead to the cancellation of a course.
- All students will be scheduled for a minimum of 35 credits per year.
- Remember that students may only adjust their course selections during the designated time frame which begins in February and concludes the end of March.
- As noted above, the important process of selecting an academic program is one which involves many people and requires several months of preparation and consultation. Student course selections should be made only after serious deliberation among student, parents/guardians, teachers, the school counselor, and when applicable, the case manager. The selected program should be designed to meet the student's personal and educational goals.



# COURSE OFFERINGS FOR 2017-2018

## PHYSICAL EDUCATION

- 19-29 PE/Health 9 (Freshman Seminar)
- 10-20 PE/Health 10 (Drivers Education)
- 11-21 PE/Health 11
- 12-22 PE/Health 12
- 40 Athletic Training

## ENGLISH

- 171 English 9
- 3000 English 9
- 1112 English 9
- 3451 English 9 Enriched
- 112 English 9 Enriched
- 111 English 9 Honors
- 172 English 10
- 3100 English 10
- 1122 English 10
- 3452 English 10 Enriched
- 122 English 10 Enriched
- 121 English 10 Honors
- 173 English 11
- 3200 English 11
- 1132 English 11
- 3500 English 11 Enriched
- 132 English 11 Enriched
- 131 English 11 Honors
- 151 AP English Language & Composition
- 174 English 12
- 3300 English 12
- 1142 English 12
- 3600 English 12 Enriched
- 142 English 12 Enriched
- 141 English 12 Honors
- 152 AP English Literature & Composition
- 137 Creative Writing I (Sem)
- 138 Creative Writing II Honors (Sem)
- 134 Forensics I (Sem)
- 135 Forensics II (Sem)
- 136 Journalism
- 155 Film Study (Sem)
- 157 Mythology & Allusion Honors (not offered in 2017-2018)
- 110 PARCC English

## SOCIAL STUDIES

- 5052 World History/Cultures Enriched
- 5051 World History/Cultures Enriched
- 212 World History/Cultures Enriched
- 211 World History/Cultures Honors
- 5101 U.S. History I Enriched
- 5200 U.S. History I Enriched
- 222 U.S. History I Enriched
- 221 U.S. History I Honors
- 5350 U.S. History II Enriched
- 5300 U.S. History II Enriched
- 252 U.S. History II Enriched
- 251 U.S. History II Honors
- 255 AP U.S. History
- 232 Economics (Sem)
- 246 Economics Honors (Sem)
- 234 Psychology (Sem)
- 241 Advanced Psychology (Sem)
- 235 AP Psychology
- 257 AP Economics
- 249 AP European History
- 247 Holocaust & Genocide Studies
- 248 Holocaust & Genocide Stud. Honors
- 231 Sociology (Sem)

- 264 AP American Government and Politics
- 275 AP Human Geography

## MATHEMATICS

- 371 Pre-Algebra (IEP recommendation)
- 372 Algebra I
- 4100 Algebra I
- 4300 Algebra I
- 313 Algebra I
- 4101 Algebra I Enriched
- 312 Algebra I Enriched
- 374 Algebra II
- 4550 Algebra II
- 4500 Algebra II
- 344 Algebra II
- 4551 Algebra II Enriched
- 332 Algebra II Enriched
- 331 Algebra II Honors
- 373 Geometry
- 4700 Geometry
- 4600 Geometry
- 323 Geometry
- 4102 Geometry Enriched
- 322 Geometry Enriched
- 321 Geometry Honors
- 345 Trigonometry & Discrete Math
- 343 Pre-Calculus
- 361 Pre-Calculus Enriched
- 341 Pre-Calculus Honors
- 364 Calculus Enriched
- 355 AP Calculus (AB)
- 356 AP Calculus (BC)
- 363 AP Statistics
- 346 Probability and Statistics
- 318 Math Lab
- 319 Math Lab (IEP recommendation)
- 310 PARCC Mathematics

## SCIENCE

- 6002 Earth Science Enriched
- 412 Earth Science Enriched
- 411 Earth Science Honors
- 6100 Biology
- 423 Biology
- 422 Biology Enriched
- 421 Biology Honors
- 451 AP Biology
- 443 Anatomy and Physiology
- 446 Principles in Anatomy
- 4331 Principles in Anatomy
- 445 Research in Molecular Biology
- 6300 Chemistry
- 6400 Chemistry
- 434 Chemistry
- 6401 Chemistry Enriched
- 432 Chemistry Enriched
- 431 Chemistry Honors
- 444 AP Chemistry
- 442 Physics Enriched
- 441 Physics Honors
- 452 AP Physics C: Mechanics
- 449 AP Physics C: Elec. & Magnetism
- 453 AP Environmental Science
- 4330 Environmental Science
- 433 Environmental Science
- 454 Robotics Engineering (Sem)
- 455 Forensic Science (Sem)
- 458 Science Research Program I

- 459 Science Research Program II
- 460 Science Research Program III

## WORLD LANGUAGES/ESL

- 7000 Spanish I
- 512 Spanish I
- 509 Spanish Cultures & Communication (IEP recommendation)
- 7100 Spanish II
- 522 Spanish II
- 524 Spanish II Honors
- 7200 Spanish III
- 535 Spanish III
- 532 Spanish III Honors
- 542 Spanish IV Honors
- 571 Advanced Spanish Culture A
- 572 Advanced Spanish Culture B (not offered 2017-2018)
- 552 AP Spanish Language & Culture
- 511 Italian I
- 521 Italian II
- 526 Italian II Honors
- 537 Italian III
- 531 Italian III Honors
- 541 Italian IV Honors
- 573 Advanced Italian Culture A
- 574 Advanced Italian Culture B (not offered 2017-2018)
- 528 AP Italian Language & Culture
- 514 Mandarin Chinese I
- 515 Mandarin Chinese II
- 517 Mandarin Chinese II Honors
- 516 Mandarin Chinese III
- 551 Mandarin Chinese III Honors
- 544 Mandarin Chinese IV Honors
- 549 Mandarin Chinese V Honors
- 548 AP Chinese Language & Culture
- 513 French I
- 523 French II
- 525 French II Honors
- 536 French III
- 533 French III Honors
- 543 French IV Honors
- 575 Advanced French Culture A
- 576 Advanced French Culture B (not offered 2017-2018)
- 553 AP French Language & Culture
- 116 ESL I
- 117 ESL II
- 118 ESL III
- 119 ESL IV
- 125 ESL High Intensity

## BUSINESS/TECHNOLOGY (TCLC)

- 560 Financial Literacy (Sem)
- 320 Financial Literacy (Sem) (IEP recommendation)
- 645 Accounting I
- 646 Accounting I Honors
- 647 Accounting II
- 648 Accounting II Honors
- 617 Business Law (Sem)
- 624 Entrepreneurship (Sem)
- 622 Web Design (Sem)
- 618 International Business (Sem)
- 649 Leadership Dynamics (Sem) (not offered 2017-2018)
- 616 Marketing I
- 636 Marketing II

- 612 Computer Applications
- 351 Computer Science (Sem)
- 352 AP Computer Science A (Java)
- 354 AP Computer Science Principles
- 357 Java Honors (Sem)
- 358 Advanced Java Honors (Sem)
- 655 Fashion Marketing (Sem)
- 625 Sports & Entertainment Mgmt. (Sem)

## VISUAL / PERFORMING ARTS VPA

### Art

- 811 Visual Arts I
- 821 Visual Arts II
- 831 Visual Arts III
- 841 Visual Arts IV
- 842 AP Art
- 812 Ceramics I (Sem)
- 822 Ceramics II (Sem)
- 823 Ceramics III (Sem)
- 623 Crafts I (Sem)
- 626 Crafts II (Sem)
- 824 Photography (Sem)
- 828 Advanced Photography (Sem)
- 825 Photo Studio
- 847 AP Art History

### Music

- 911 Symphonic Band
- 912 Concert Choir
- 913 Music Theory
- 923 Advanced Music Theory
- 914 Orchestra
- 140 Broadway Workshop (Sem)

## PRACTICAL ARTS TCLC

### Family & Consumer Sciences

- 712 Culinary Arts I (Sem)
- 721 Foods Around the World (Sem)
- 722 Culinary Arts II (Sem)
- 713 Child Development I (Sem)
- 714 Child Development II (Sem)
- 716 Child Development III (Sem)
- 718 Interior Design I (Sem)
- 726 Interior Design II (Sem)
- 710 Tomorrow's Teachers

## Technology & Occupational Education

- 727 Intro to Technology (Sem)
- 728 Technology II (Sem)
- 715 Drafting I
- 725 Drafting II
- 735 Drafting III
- 765 Architectural Drawing I
- 766 Architectural Drawing II
- 719 Carpentry/Woods I
- 729 Carpentry/Woods II
- 739 Carpentry/Woods III
- 153 Video & Broadcast Production I (Sem)
- 154 Video & Broadcast Prod. II (Sem)
- 885 Video Yearbook (Full Year)
- 787 Networking Essentials
- 789 Strategic Design (Sem)

## SPECIAL EDUCATION PROGRAMS

See pages 31-32

# COURSE OFFERINGS AND DESCRIPTIONS

The following pages give brief descriptions of all courses offered at Montville Township High School. The courses that are indicated as 5 credits are a full year in length. Those that are 2.5 credits are one semester (2 marking periods) in length. Full length laboratory science classes are 6 credits and half year laboratory science classes are 3 credits. In addition, any course requiring a prerequisite also requires a teacher recommendation.

## BUSINESS/TECHNOLOGY DEPARTMENT

Business technology programs provide rich opportunities for real world learning experiences for all students. These opportunities reinforce high academic standards while providing authentic contexts where students are able to apply what they have learned. School based experiences include national student organizations, field trips, guest speakers, and in school enterprises. As technological advancements continue to revolutionize education and the work place, the business program will continue to reflect the impact of information/communication technology in the world of work and society in general. A global approach is taken as students are prepared to be ethical members of the career world as well as wise consumers.

### ACCOUNTING I (645)

**TCLC** **5 Credits**  
**Prerequisite:** None **Grades 9-12**  
This is an introductory course that will provide students with an understanding of the basic accounting principles to be used in profit motivated businesses. Students will understand the components necessary in the preparation of financial statements, how the data is collected and organized, and how to interpret that data.

### ACCOUNTING I HONORS (646)

**TCLC** **5 Credits**  
**Prerequisite:** Algebra I and/or Geometry **Grades 9-12**  
This is an advanced accounting course that is taught at an accelerated pace. The course covers fundamental accounting procedures with an emphasis on logical reasoning to a sequential accumulation of principles which become increasingly intricate. Deductive reasoning and analytical ability are vital in the understanding of the material covered. Making sound business decisions based on financial statements is an important aspect of the course. **This is an approved Middle college course through Fairleigh Dickinson University.**

### ACCOUNTING II (647)

**TCLC** **5 Credits**  
**Prerequisite:** Accounting I **Grades 10-12**  
This course builds upon the principles of Accounting I. It is assumed that the student has grasped the basic accounting concepts and procedures in the first year course and is now ready to apply this knowledge to the more complex problems of the business world. The rise of automation has led to the increased use of the computer. The student is helped to understand where and how the new specialized equipment assists the accountant in discharging the responsibilities of the job.

### ACCOUNTING II HONORS (648)

**TCLC** **5 Credits**  
**Prerequisite:** Accounting I Honors **Grades 10-12**  
This course is designed to continue the accounting concepts developed in the Accounting I Honors course. This course places an emphasis upon the use of accounting information in the decision making process. The focus is on advanced accounting procedures and more upon the interpretation and use of the information produced. **This is an Approved Middle College course through Fairleigh Dickinson University.**

### BUSINESS LAW (617)

**TCLC** **2.5 Credits**  
**Prerequisite:** None **Grades 9-12**  
The purpose of this course is to make students aware of both their legal rights and responsibilities. The course focuses on both the substance and the process of our legal system and reflects many social and ethical issues. It also has great practical value, providing background for professional explorations and illuminating the problems of private life.

### COMPUTER APPLICATIONS (612)

**TCLC** **2.5 Credits**  
**Prerequisite:** None **Grades 9-12**  
This course will begin with a basic introduction to computer literacy and will introduce students to the various parts of the Windows software with a specific concentration in the Microsoft Office Suite. Areas that are explored consist of word processing using Word, spreadsheets using Excel and presentations using Power Point. Along with the above software, students will utilize the Internet for research graphics and sound and emerging Web 2.0 technologies such as Google docs, spreadsheets, and slide shows.

### ENTREPRENEURSHIP (624)

**TCLC** **2.5 Credits**  
**Prerequisite:** Marketing or International Business **Grades 10-12**  
This class will provide students with the information and skills that will lead to success in starting businesses. Students will also gain an appreciation for the realities of the business world and an understanding of their role as consumers. E-commerce will be covered as an important element in today's businesses. Students will apply what is learned in the class to a computer simulation and a business plan will be created as a capstone to the class.

**FASHION MARKETING (655)****TCLC****2.5 Credits****Prerequisite: Marketing 1****Grades 10-12**

Fashion Marketing is a course designed to enhance students' knowledge of the global fashion industry. This course is designed to allow students to apply their knowledge of marketing through unit offerings in promotion, textiles, merchandising, technology, creating a business plan, and career opportunities. A wide range of active, real world learning projects are included throughout the curriculum to strengthen the student's understanding of fashion design and fashion marketing.

**FINANCIAL LITERACY (320), (560)****TCLC****2.5 Credits****Prerequisite: None****Grades 9-12**

The goal of this course is to have students "develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy" (*NJ World Class Standards*). This course will build upon skills developed at the elementary and middle school levels. Content areas include: income and careers; money management; credit and debt management; planning, saving and investing; becoming a critical consumer, and civic financial responsibility. **This course is a graduation requirement. (PFL)**

**INTERNATIONAL BUSINESS (618)****TCLC****2.5 Credits****Prerequisite: None****Grades 9-12**

This course will stress the importance of becoming globally active in business. The course appeals to the student's problem solving capacity by providing some complex organizational cases which the student will be asked to solve. The logical sequence used when attempting to solve these cases will be emphasized and will aid in the development of the student's thought processes. The managerial concepts the students will be taught will provide them with an excellent business management background. The student will attain a better understanding of goal setting, communication, decision making, and motivating others.

**LEADERSHIP DYNAMICS (649) (not offered for the 2017-2018 school year)****TCLC****2.5 Credits****Prerequisite: None****Grades 9-12**

This course offers students an opportunity to learn valuable leadership skills that are necessary to effectively operate class/club organizations at the high school. Skills developed and explored in this course, through theory and practice, are not only essential in these organizations, but will undoubtedly be useful in settings beyond high school. It is strongly recommended that students considering an officer role in an extracurricular activity register for this course.

**MARKETING I (616)****TCLC****5 Credits****Prerequisite: None****Grades 9-12**

This class is designed to apply marketing concepts to trends in the real world. The class teaches students marketing foundations and functions, and prepares them for participation in DECA (Distributive Education Clubs of America, the National Organization for Students of Marketing). Students can use the information learned in this class to become a more informed, proactive consumer, as well as to set the stage for further study, and a career in marketing. **This is an Approved Middle College course through Fairleigh Dickinson University.**

**MARKETING II (636)****TCLC****5 Credits****Prerequisite: Marketing I****Grades 10-12**

Marketing II is a full year marketing research course for students who desire a challenging follow up to Marketing I. This course is project based and encourages students to extend their understanding of marketing research, promotion and entrepreneurship through real world scenarios and case studies.

**This is an Approved Middle College course through Fairleigh Dickinson University.**

**SPORTS & ENTERTAINMENT MANAGEMENT (625)****TCLC****2.5 Credits****Prerequisite: Marketing I****Grades 10-12**

This course is designed for students who are interested in the sports and entertainment field and spend their free time immersed in current events. The course takes that interest and shows students how to apply many necessary business skills/knowledge to it. With the students' background of Marketing I (as a prerequisite) students will be presented with information in a field that is growing in demand. The main emphasis of the course is the presentation of the business-related opportunities in the sports and entertainment fields.

**COMPUTER SCIENCE (351)****TCLC****2.5 Credits****Prerequisite: None****Grades 9-12****NCAA**

This is an elective course designed for students interested in computer science.. Students will learn the computer science basics and programming concepts by building applications. In this introductory course, students will focus on programming that is taught in several computer languages and create well structured, user friendly interactive programs.

**AP COMPUTER SCIENCE A (JAVA) (352)****Prerequisite: Java Honors****5 Credits****Grades 10-12****NCAA**

This course is intended to serve both as an introductory course for students interested in majoring in computer science and as a course for people who will major in other disciplines that require significant involvement with technology. The course is taught at a college level using a college text. The course prepares students to potentially receive college credit through the Advanced Placement testing program or through placement examinations administered by various colleges.

**AP COMPUTER SCIENCE PRINCIPLES (354)**

**TCLC** **5 Credits**  
**Prerequisite:** Java Honors **Grade 10-12**  
 The course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the internet, cybersecurity, and how computing impacts our world. Students will develop the computational thinking skills needed to fully exploit the power of digital technology and help build a strong foundation in core programming and problem-solving. This course prepares the student to take the AP Computer Science Principles exam.

**JAVA HONORS (357)**

**TCLC** **2.5 Credits**  
**Prerequisite:** Computer Science **Grades 9-12**  
 This is an elective course designed for students interested in computer programming. Students will learn the basic elements of programming. The curriculum includes the methodology for designing a variety of computer programs written in the Java programming language. The course is designed to help students learn to think computationally and write programs to tackle useful problems.

**ADVANCED JAVA HONORS (358)**

**TCLC** **2.5 Credits**  
**Prerequisite:** Java Honors **Grades 10-12**  
 This elective course is designed as an extension of Java Honors for students interested in programming. This Java course further expands on the fundamental Java programming elements using problem solving methodology and the object-oriented framework. Most of the students who take this course are planning to continue their study of computers in college. Many of the programming projects have real life applications.

**WEB DESIGN (622)**

**TCLC** **2.5 Credits**  
**Prerequisite:** None **Grades 9-12**  
 We build web sites! The ability to design web pages is becoming a standard for computer literacy. This course features in depth coverage of HTML, the computer language that makes web pages. It also provides students with a working knowledge of some of the most popular professional tools for web design such as *Photoshop* and *Dream Weaver*. As a capstone to the class, students will design and implement an entire website on a topic of their choice.

**ENGLISH DEPARTMENT**

All English courses taught at Montville Township High School are designed for students to meet the curricular objectives established by the Montville Township School District Board of Education and to master the English Language Arts (ELA) Common Core State Standards (CCSS).

As a natural outgrowth of meeting the charge to define college and career readiness, the ELA Standards also lay out a vision of what it means to be a literate person in the twenty-first century. The skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens world views. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. (*Common Core State Standards Initiative*, 2012).

Students are expected to meet the challenges of a rigorous, college preparatory academic program. Students choosing an Honors (H) course are expected to meet the challenges of a rigorous, college preparatory academic program with greater emphasis on independent learning. Honors courses expect students to demonstrate more responsibility for their own progress. Mobility among levels is limited to one level change per school year.

**English 9 (171), (3000), (1112)****English 9 Enriched (3451), (112)****English 9 Honors (111)**

**NCAA** **5 Credits**  
**Prerequisite:** None **Grade 9**  
 English 9 is designed for entering freshman students. The theme of English 9 understands the way internal and external factors affect one's perspective on society and influence our lives. Students' understanding of personal challenges is enhanced through the exploration of the resolution of conflict in literary works, while learning writing, speaking, listening, and research skills outlined in the CCSS. The goal of English 9 is for students to become familiar with the structure and richness of literary genres of the short story, the novel, the play, nonfiction, and poetry.

**ENGLISH 10 (172), (3100), (1122)****English 10 Enriched (3452), (122)****English 10 Honors (121)**

**NCAA** **5 Credits**  
**Prerequisite:** English 9 **Grade 10**  
 The English 10 course is designed for sophomore students and consists primarily of the study of American literature and its corresponding historical time periods with a focus on non-fiction works and supplements. This course includes a selection of authors who have used their writing to comment on American culture. A variety of skills will be emphasized supporting the CCSS including: essay construction, literary analysis, research writing, reflective writing, persuasive writing, refining syntax/diction, and public speaking.

**ENGLISH 11 (173), (3200), (1132)**  
**English 11 Enriched (3500), (132)**  
**English 11 Honors (131)**

**NCAA** **5 Credits**  
**Grade 11**

**Prerequisite:** English 10

The English 11 course is designed for junior students. The focus of the course is American literature. The goal of English 11 is for students to demonstrate an understanding of historical events and cultural attitudes influencing American Literature while developing skills outlined in the CCSS. Students will read a wide range of texts through the literary genres of the short story, the novel, the play, nonfiction and poetry. One Shakespearean play will be explored in tandem with American themes. The course has a heavy emphasis on student research, student demonstration of understanding, and higher level student analysis

**AP English Language and Composition (151)**

**NCAA** **5 Credits**  
**Grade 11**

**Prerequisite:** English 10 Honors

AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Skills outlined in the CCSS will also be emphasized. This course prepares the student to take the AP English Language and Composition exam.

**ENGLISH 12 (174), (3300), (1142)**

**English 12 Enriched (3600), (142)**

**English 12 Honors (141)**

**NCAA** **5 Credits**  
**Grade 12**

**Prerequisite:** English 11

English 12 is a course in British Literature that encompasses literary works from the Anglo-Saxon Period through the 21<sup>st</sup> Century. The goal is to expose students to a variety of works and to situate them within their social, historical, and cultural context to foster deep understanding and interplay with the texts. Development of the skills outlined in the CCSS is emphasized. Using the literature as both model and inspiration, students will explore relevant themes and concepts through class discussion, written analysis, and research-based learning. Student demonstration of understanding is emphasized and used to further develop student leadership.

**AP ENGLISH LITERATURE AND COMPOSITION (152)**

**NCAA** **5 Credits**  
**Grade 12**

**Prerequisite:** AP English Language and Composition or English 11 Honors

AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature while also mastering the CCSS. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. The course prepares the student to take the AP English Literature and Composition exam.

**CREATIVE WRITING I (137)**

**NCAA** **2.5 Credits**  
**Grades 9-12**

**Prerequisite:** None

Creative Writing I is designed for ninth through twelfth grade students of all ability levels. This half year course consists of three units: fiction, poetry, and drama. Students will read, discuss, and evaluate models of each genre as they write and revise their own work in a workshop atmosphere. Student writing will include writing prompt responses, fairy tales, short stories, a poetry anthology, and a one act play while further developing skills outlined in the CCSS.

**CREATIVE WRITING II HONORS (138)**

**NCAA** **2.5 Credits**  
**Grades 9-12**

**Prerequisite:** Creative Writing I

Creative Writing II Honors is a curriculum designed for ninth through twelfth grade students who have shown proficiency in Creative Writing I. This half year course consists of four units: memoir, flash fiction, poetry, and screenwriting. Students will read, discuss, and evaluate models of each genre as they write and revise their own work in a workshop atmosphere and further develop the skills outlined in the CCSS. Student writing will include personal essays, flash fiction, a poetry anthology, and a television script.

**FILM STUDY (155)**

**Prerequisite:** None **2.5 Credits**  
**Grades 9-12**

**NCAA**  
Students taking Film Study approach the study of films theoretically, historically, and critically. The course is primarily concerned with exploring the narrative, artistic, cultural, economic, and political implications of the cinema. The goal of this course is for students to be able to speak about films intelligently and to be able to write critiques about movies in one of several contexts.

**FORENSICS I (134)**

**NCAA** **2.5 Credits**  
**Grades 9-12**

**Prerequisite:** None

The purpose of this course is to introduce students to the fundamentals of public speaking through the development of content and the subsequent practice of delivery in a variety of oral presentations.

**FORENSICS II (135)**

**Prerequisite:** Forensics I or a member of the Forensics Team **2.5 Credits**  
**Grades 9-12**

The purpose of this course is to expand on the course materials and content of Forensics I, focusing in particular on the application of skills in the world communities of business, politics, advocacy, broadcasting, and theatre and film.

## **JOURNALISM (136)**

**NCAA** **5 Credits**  
**Grades 9-12**  
**Prerequisite:** None  
This course examines the role of Journalism in the 21<sup>st</sup>. Century. Students in this class will develop skills in all aspects of journalistic writing. In addition, students will explore the laws, ethics, and history of Journalism as well as researching related careers. Finally, students will analyze news written in the United States as well as the world.

## **MYTHOLOGY AND ALLUSION HONORS (157) (not offered for the 2017-2018 school year)**

**Prerequisite:** Honors Placement in the student's English class **5 Credits**  
**Grades 9-12**  
**NCAA**  
This elective course examines mythology from many cultures and religions and draws connections among them. It also brings allusion and myth up to present day by drawing myth out of stories, poetry, and art. The class work is both creative and analytical. Units of study can include the following: the works of Tolkien and the Norse myths which influenced him, Disney's female heroines and how the feminist movement influenced his writing, The Brothers Grimm and their impact on later fiction; religious text such as the Bible or Mahabharata. **This is an approved Middle College course through Fairleigh Dickinson University.**

## **PARCC ENGLISH (110)**

**Prerequisite:** PARCC score which falls below the minimum level of proficiency **2.5 Credits**  
**Grade 12**  
A twelfth grade student still in need of satisfying State testing requirements for English Language Arts (ELA) will be placed in this class to prepare to demonstrate adequate skill proficiency according to State guidelines. Results of the associated assessments and/or portfolio will be submitted to the State Department of Education for review to determine if the student has met the proficiency requirements to be eligible for graduation.

# **FINE, PRACTICAL, AND PERFORMING ARTS DEPARTMENT**

## **VISUAL ARTS**

The Art Department offers a variety of courses for all students interested in art. The program offers opportunities for students planning a career in art as well as those who would like to study this area for personal enrichment. Talent is not a prerequisite for enrolling in an art course.

### **VISUAL ARTS I (811)**

**VPA** **5 Credits**  
**Grades 9-12**  
**Prerequisite:** None  
This is an introductory course for all students seeking an outlet for creative expression through the Visual Arts. Students will be exposed to a full spectrum of artistic tools, techniques and materials, as well as historical background and the use of the elements of art. Students will understand the elements and principles of art, including line, value, shape, form, space, color, and texture. Further, they will utilize color theory and painting techniques to produce a painting. Students will also produce drawings in various media, and produce an edition of relief prints and learn about master artists from the past as they relate to assignments covered.

### **VISUAL ARTS II (821)**

**VPA** **5 Credits**  
**Grades 10-12**  
**Prerequisite:** Visual Arts I  
This course expands the knowledge introduced to students in Visual Arts I and provides them with an opportunity to explore with greater depth specific areas of interest, such as a variety of drawing and painting techniques, 3 dimensional artwork, and print making. The emphasis will be on visual problem solving, art history, art criticism, and fostering an aesthetic appreciation of various art objects.

### **VISUAL ARTS III (831)**

**VPA** **5 Credits**  
**Grades 11-12**  
**Prerequisite:** Visual Arts II  
This course is a continuation of the Visual Arts program. Its function is the continued exploration of visual arts, with advanced studies into the principles of design and preparation of a college portfolio. It is designed to introduce new techniques, tools, and materials. Skills taught in Visual Arts I and II will also be reinforced. Students will be presented with increasingly individualized instruction as their preferences and personal imagery develop. Each student will demonstrate progress over time by developing a body of work and organizing a portfolio.

### **VISUAL ARTS IV (841)**

**VPA** **5 Credits**  
**Grade 12**  
**Prerequisite:** Visual Arts III or teacher recommendation  
This course will help students prepare materials to enter college, art schools, or an art related vocation. It also enables students to continue exploring specific subject areas of art once they have completed any prerequisites. The student and teacher will develop projects based on the student's area of interest. Upon successful completion of this course, the student will have the background to compile a portfolio of 8-15 pieces of art in an area of his/her expertise and prepare and display a portion of this portfolio as part of a school art show. It is expected that after successful completion of this course, students will be able to produce portfolio quality pieces, create advanced artwork utilizing concepts learned in Visual Arts I, II, & III, and learn about masters from the past as they relate to assignments covered.

### **AP ART (842)**

**VPA** **5 Credits**  
**Grade 11-12**  
**Prerequisite:** Visual Arts II or III and Art teacher recommendation  
This course is for students who plan to go to college as art majors for professional or educational purposes. Students will need to develop their portfolio in order to apply to colleges or universities as art majors. During the AP Art course, students will be given assignments in portfolio development that will be concurrent with the requirements of the approved AP Art curriculum. Their portfolio will be sent out for judging by the AP Art panel of judges and scored appropriately. AP Art is offered as a separate elective in place of VA III or IV, or in conjunction with VA III or IV. Students will produce a portfolio of 29 works of art for submission to the AP Program. This course prepares the student to take the AP Art exam.

**AP ART HISTORY (847)****VPA****5 Credits****Prerequisite:** Honors US I or Honors US II and teacher recommendation from current Social Studies or Art Teacher**Grades 11-12**

The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history. This course prepares the student to take the AP Art History exam.

**CERAMICS I (812)****VPA****2.5 Credits****Prerequisite:** None**Grades 9-12**

Ceramics I is a foundation course that emphasizes the art elements and principles of design to produce nonfunctional and functional three-dimensional art forms constructed from clay. This course provides students with a practical experience in a variety of ceramic and sculpture techniques. Students may explore both functional and non-functional forms using hand-building, the potter's wheel, and various other sculptural techniques. Students will be exposed to contemporary and historical ceramic artists.

**CERAMICS II (822)****VPA****2.5 Credits****Prerequisite:** Ceramics I**Grades 9-12**

Ceramics II explores more fully the foundation techniques put forth in Ceramics I. This course continues the development of basic skills presented at the first level with emphasis on larger hand built projects and wheel thrown forms. Students are encouraged to investigate their own creative process through visual problem solving. Advanced techniques in hand building, wheel throwing and surface decoration integrated with research and art history enable students to develop their personal visual language through the creation of ceramic pieces.

**CERAMICS III (823)****VPA****2.5 Credits****Prerequisite:** Ceramics II and teacher recommendation**Grades 10-12**

This course is designed to expand the artistic expression of Ceramics students. In this course, students will experiment with different clay bodies and firing process. Students will design and construct all of their own original ideas and keep a sketchbook of concepts for pieces. Students will research contemporary ceramic artists and historical references. Students will take the knowledge they have learned in Ceramics I and II and apply that to their own designs.

**CRAFTS I (623)****VPA****2.5 Credits****Prerequisite:** None**Grades 9-12**

This course introduces students to an exciting variety of craft experiences. Students will create craft projects as well as learn the historical background of craft techniques and become familiar with the work of contemporary craftsmen. Previous art experience is not a prerequisite for this course. Students will work with ceramics, leather, and become familiar with textile techniques and create batik. Additionally, students will become familiar with Native American crafts and create a Native American inspired piece.

**CRAFTS II (626)****VPA****2.5 Credits****Prerequisite:** Crafts I**Grades 9-12**

This course is designed to expand on the material learned in Crafts I. In this course, students will work with more advanced materials and experiment with new techniques. Students will design and construct all of their own pieces based on the specific materials they are using. Materials include stained glass, fused glass, jewelry making, and weaving. Students will take the knowledge they have learned in Crafts I and apply it to the new work they will create. They will design and construct original designs from given materials

**PHOTOGRAPHY (824)****VPA****2.5 Credits****Prerequisite:** None**Grades 9-12**

This course is designed to teach students the fundamentals of black and white photography. Students will acquire a visual understanding of composition and design, as well as the history and science of the image making process. Students do not need to own a camera in order to take this course. Students will identify and operate a basic 35 mm SLR camera. They will also process a roll of black and white film using proper darkroom procedures.

**ADVANCED PHOTOGRAPHY (828)****VPA****2.5 Credits****Prerequisite:** Photography**Grades 10-12**

This course is designed to provide the student with an opportunity for instruction in black and white photographic skills beyond the fundamentals presented in basic Photography. Students enrolling in this course should have access to a 35 mm camera (some cameras are available through the school). Students will develop a series of photographs and begin to understand storytelling and symbolism with photography. They will also demonstrate an understanding of various print modification techniques such as toning, re-touching, experiment with special effects in photography, and demonstrate proficient printing procedures in the darkroom. Students will become familiar with images from contemporary photographers and photographic history.

**PHOTO STUDIO (825)****VPA****5 Credits****Prerequisite:** Advanced Photography**Grades 11-12**

This course is designed to provide the photography student with advanced studies in the photographic processes. Students enrolling in this course should have access to a 35mm camera and a digital camera. (some cameras are available through the school). The course will challenge students with a variety of exciting and professional level assignments. Students will develop portfolio quality photographs with greater freedom for experimentation. Students will learn how to experiment

with mixed media, ortho film, and "sandwiching negatives," use liquid emulsion, and utilize computer manipulation of photographs. This course will give students the opportunity to prepare a portfolio of photographic work that can be submitted for the AP Studio Art Exam. **Seniors will have priority for enrollment**

## PRACTICAL ARTS - FAMILY AND CONSUMER SCIENCE

Family and Consumer Sciences education empowers individuals and families across the lifespan to manage the challenges of living and working in a diverse global society. The unique focus is on families, work, and their interrelationships. The foods program will equip students with the practical skills and knowledge to meet their nutritional needs, as well as gain information on job opportunities available to the students in the world of food preparation and service. Family and Consumer Sciences education has roots in both academic and career/technical education and reaches beyond the educational system into the community as it focuses on the needs of individuals and families.

### CULINARY ARTS I (712)

**TCLC** **2.5 Credits**  
**Grades 9-12**  
**Prerequisite:** None  
Students will gain practical kitchen skills and knowledge needed for success in the kitchen, as well as information on job opportunities in the food service industry. It is expected that after successful completion of this course, the student will have mastered the skills of basic food preparation and service, meal planning, and food marketing. The student will also be able to safely operate kitchen equipment and appliances and have a basic understanding of nutrition and sports nutrition for teenagers.

### FOODS AROUND THE WORLD (721)

**TCLC** **2.5 Credits**  
**Grades 9-12**  
**Prerequisite:** Culinary Arts I  
Students are taught to prepare meals from all over the world. Eating habits, customs, and foods which are representative of many different countries will be discussed and sampled by all. Students will learn individual food preparation, gourmet recipe selection, knowledge of eating habits, customs, foods, and lifestyles of many countries, and advanced food preparation techniques.

### CULINARY ARTS II (722)

**TCLC** **2.5 Credits**  
**Grades 9-12**  
**Prerequisite:** Culinary Arts I  
This course will enable the student interested in cooking, with preparation of gourmet foods using advanced recipes. Successful completion of this course will expand the student's repertoire of culinary delights, increase kitchen proficiency, and encourage individual food preparation. Students will gain increased awareness of the food economy and marketing information.

### CHILD DEVELOPMENT I (713)

**TCLC** **2.5 Credits**  
**Grades 9-12**  
**Prerequisite:** None  
The course will give students knowledge of the growth and development of a child from the prenatal stage through age four. Benefits of art and play will be emphasized as activities for young children. Students will gain a better understanding of their own heredity and childhood and be better prepared to deal with children as a parent, or on a professional level as nurse, educator, nursery school worker, etc. Emphasis will be on identifying the physical development of children at various age levels, and the social, emotional and intellectual characteristics of various age groups.

### CHILD DEVELOPMENT II (714)

**TCLC** **2.5 Credits**  
**Grade 9-12**  
**Prerequisite:** Child Development I  
This course will introduce real school aged children into the high school classroom environment by incorporating a lab-based segment 3 days per week. Level II students will organize and conduct a preschool program based on current developmentally appropriate practices. On non-lab days, students will study theories of preschool education, planning, safety and current curriculum practices.

### CHILD DEVELOPMENT III (716)

**TCLC** **2.5 Credits**  
**Grade 10-12**  
**Prerequisite:** Child Development II  
Designed as a continuation and more advanced study of a preschool education, Child Development III utilizes the Learning Lab setting already in use during the second semester. The students refine their ability to plan and execute lessons. The students in Child Development III meet at the same time and in the same classroom as Child Development II. The Child Development III students help guide the level II students in planning for and leading a class. Child Development III students plan for complete units that consist of multiple lessons and also develop a portfolio that follows the national standards for Child Development Associate competency.

### TOMORROW'S TEACHERS (710)

**TCLC** **5 Credits**  
**Grades 11-12**  
**Prerequisite:** None  
This course is designed for the student who has an interest in teaching as a career and those students who are future community leaders with an interest in the education process. This is an introduction to teaching: the nature of teaching, the problems of schooling, and critical issues affecting the quality of American education. **This is an approved Middle College course through Fairleigh Dickinson University.**

### INTERIOR DESIGN I (718)

**TCLC** **2.5 Credits**  
**Grades 9-12**  
**Prerequisite:** None  
Interior decorating covers the history of housing and the elements and principles of design. It is expected that after successful completion of this course, students will have enough mastery of the subject to design a floor plan for a house and decorate and furnish the interior of any room. Estimating the cost of equipping a kitchen, a



first apartment, or a dream house and identifying and applying contemporary design principles are also covered. Students will become aware of the career opportunities in the housing profession.

### **INTERIOR DESIGN II (726)**

**Prerequisite:** Interior Design I

**2.5 Credits**

**Grades 9-12**

This course expands upon concepts developed in Interior Design I, such as the theoretical and technical knowledge of basic principles of pleasing interior design. Upon successful completion of this class, students will have mastered consideration of selection of furnishings, analysis of floor plans, functional design, aesthetic design, and allocation of interior space in relation to client needs. Additional concepts include professional presentation and evaluation of floor plans, furniture arrangements, wall elevations, color schemes, and lighting plans.

## **PRACTICAL ARTS - TECHNOLOGY AND OCCUPATIONAL EDUCATION**

### **ARCHITECTURAL DRAWING I (765)**

**TCLC**

**Prerequisite:** Drafting I

**5 Credits**

**Grades 10-12**

This course is designed to acquaint the student with modern trends in residential home design and construction. Major areas of study will include building codes, types of materials, building location, interior design and layout. In an effort to design a home for maximum utilization in these times of high energy costs, the student will also study the use of energy efficiency in home construction. Students will learn about site selection, surveying terms and techniques, and the variety of home styles. Students will also design a functional house plan, become familiar with construction terms and techniques, and draw a complete set of house plans. The skills and information taught in this course will also make the student a better educated consumer in the area of home construction, maintenance, and purchasing. Emphasis will be placed on the application of problem solving techniques and use of the design loop.

### **ARCHITECTURAL DRAWING II (766)**

**TCLC**

**Prerequisite:** Architectural Drawing I

**5 Credits**

**Grades 11-12**

This second level course is designed to expand the skills and knowledge taught in Architectural Drawing 1. Special emphasis will be placed on commercial building design, condominium design, and the construction and design of an energy efficient home. Students will be expected to develop and display a high level of skill in the area of architectural drawing and modern drafting techniques through the use of a Computer Aided Drafting (CAD) system. Students will learn to develop a plot plan and produce a complete set of architectural plans for a commercial building, condominium, or modern energy efficient home.

### **DRAFTING I (715)**

**TCLC**

**Prerequisite:** None

**5 Credits**

**Grades 9-12**

This course gives students the opportunity to learn and properly use the tools and equipment commonly found in the present drafting industry. Through the use of drafting machines, Computer Aided Drafting (CAD) systems, templates, measuring and writing instruments, the student will learn a variety of methods for drawing geometric shapes and machine parts. Emphasis will be placed on improving the student's spatial relationship logic, and visual problem solving skills. Emphasis will be placed on the application of problem solving techniques and use of the design loop. Students will learn to free hand sketch and display a proficiency in doing isometric, oblique, and perspective drawings. They will produce basic CAD examples and display proper techniques in using basic drafting equipment.

### **DRAFTING II (725)**

**TCLC**

**Prerequisite:** Drafting I

**5 Credits**

**Grades 10-12**

This course is designed to utilize the skills learned in Drafting I. Major emphasis will be placed on modern methods of drafting, especially Computer Aided Drafting (CAD). Emphasis will be placed on the application of problem solving techniques and use of the design loop. The student will be required to develop a complete set of working drawings for a number of different industrial and technical areas using both traditional and CAD methods. Students will also develop a complete set of working drawings according to industrial standards and solve and draw problems that require full, half, broken out, and revolved sectioning. They will develop an understanding of primary and secondary auxiliary views and apply those skills in solving complex problems.

### **DRAFTING III (735)**

**TCLC**

**Prerequisite:** Drafting II

**5 Credits**

**Grades 11-12**

This is an intensive course designed for the advanced drafting student who exhibits a high level of skill in both traditional drafting methods and Computer Aided Drafting (CAD). It places special emphasis on common methods of manufacturing and fabrication of materials. The student will draw on previously acquired knowledge and techniques to perform those tasks needed to complete assigned or self-initiated design projects. Emphasis will be placed on the application of problem solving techniques and use of the design loop. Students will learn to explain the principles and purposes of a cam and then draw a complete set of working drawings of a cam problem; identify various types of gears and draw a machinist drawing of each, and plan and design a variety of systems.

### **NETWORKING ESSENTIALS (787)**

**TCLC**

**Prerequisite:** None

**5 Credits**

**Grades 10-12**

This course program is designed to teach students how to manage and maintain computers and networks. Students will be able to identify computer components, take apart and reassemble personal computers, and set up basic networks. They will also build Ethernet cables according to category 5 standards, and be able to explain networking protocols such as TCP/IP.

### **INTRODUCTION TO TECHNOLOGY (727)**

**TCLC**

**Prerequisite:** None

**2.5 Credits**

**Grades 9-12**

This course will serve to inform and make students aware of their ever changing world and the various skills that will be necessary to live and succeed in that world. A major focus of the course is to teach students how to solve technological problems and apply those skills in any endeavor. Universal concepts are covered. Students will learn to make informed career choices and make more informed decisions as consumers of technology and develop an understanding of the impacts and

consequences of technology. They will learn to apply creative problem solving techniques to technical problems and understand resources, processes and outputs and their relationships within technological systems. Finally, students will learn to apply the concepts of mathematics, sciences, social studies, language arts, humanities and the arts in the context of contemporary technology.

### **TECHNOLOGY II (728)**

**TCLC** **2.5 Credits**  
**Grades 9-12**

**Prerequisite:** Introduction to Technology

This course is a continuation of the Introduction to Technology program. This problem solving-based course will focus mainly on the five classifications of technology which are transportation, communication, biotechnology, construction, and manufacturing. Students will be exposed to plastics manufacturing (injection molding, vacuum forming, manipulating various plastics, and engraving); raising trout to be stocked in streams in New Jersey; electronics; construction (large scale bridge building projects); boat construction; and board game design including packaging.

### **STRATEGIC DESIGN (789)**

**TCLC** **2.5 Credits**  
**Grades 9-12**

**Prerequisite:** None

This course introduces students to an exciting variety of graphic design products which include Photo Shop, Flash Dream Weaver and Adobe Illustrator. Students develop skills and knowledge in the fields of image editing, design, and animation. Students will create projects for the web and for print. Students will learn to create web and print ready images with Photo Shop, create compelling images (including logos) in Adobe Illustrator, create animations and use action scripts in Flash and combine graphics within the Adobe Creative Suite.

### **VIDEO AND BROADCAST PRODUCTION I (153)**

**TCLC** **2.5 Credits**  
**Grades 9-12**

**Prerequisite:** None

Video and Broadcast Production will provide students with a strong foundation of all aspects of video production and post-production. Students will learn camera operation, shot framing and angles, principles of lighting, and sound, scriptwriting, and storyboarding, while rehearsing and directing actors and crew, thereby learning the basic vocabulary of movie-making. Post-production editing with professional software will be taught. Students will learn the elements of producing a story, interview, commercial, public service announcement, music video, and other topics while actively exploring the roles and responsibilities of the TV/Video production team. The workplace readiness skills of time, peer and resource management are emphasized.

### **VIDEO AND BROADCAST PRODUCTION II (154)**

**TCLC** **2.5 Credits**  
**Grades 9-12**

**Prerequisite:** Video and Broadcast Production I

In this course, students will build upon techniques taught in Video Production 1, as they continue to work as teams to produce projects of increasing creative and technical complexity. Students will master more advanced video production software and equipment as they collaborate on production scripts and continue to form cooperative independent production teams. Students will have the opportunity to develop and apply aesthetic and creative considerations in all aspects of video production. Each student is provided the opportunity to develop the leadership skills necessary to successfully lead a team in creating, producing and directing their own video production.

### **VIDEO YEARBOOK (885)**

**TCLC** **5 Credits**  
**Grades 10-12**

**Prerequisite:** Video Production I

The Video Yearbook class develops and produces the DVD companion to the current year's print yearbook – *Traces*. Students will plan, produce and edit a segment for inclusion in the Video Yearbook and learn to work cooperatively as a member of an independent production team. Since this course can be taken more than once, students have an opportunity to develop leadership skills as they rise to become an editor of one of the major sections of the yearbook; possibly promoted to Managing Editor or Editor-in-Chief.

## **CARPENTRY/WOODWORKING**

The woodworking curriculum focuses on three distinct areas: (1) the process of problem solving, (2) skill development, and (3) safety. Though all students are required to design and build a major project, the development of thinking skills through the implementation of the "problem solving" loop is incorporated throughout the courses.

### **CARPENTRY/WOODS I (719)**

**TCLC** **5 Credits**  
**Grades 9-12**

**Prerequisite:** None

This introductory woods course will give students an opportunity to learn the safe and correct use of a variety of hand and power tools found in a comprehensive woods lab. Emphasis will be placed on safety, planning, design, construction, and craftsmanship. Each student will construct a project of his/her choosing, subject to the instructor's approval. Students will identify numerous varieties of wood and various manufactured products and identify and correctly use a wide variety of hand tools including measuring and layout tools, handsaws, and planes. They will safely learn to perform a variety of operations on various portable and stationary power tools including jig saw, jointer, circular saw, drill press, radial arm saw, hand saw, and lathe. They will also learn to demonstrate a working knowledge of the problem solving loop.

### **CARPENTRY/WOODS II (729)**

**TCLC** **5 Credits**  
**Grades 10-12**

**Prerequisite:** Carpentry/Woods I

This course is designed to utilize those skills learned in Carpentry/Woods I and produce projects of a more complicated nature. Projects are selected by the student and are subject to instructor's approval. Emphasis is placed on safety, and cabinet and furniture construction methods. Various techniques employed may include laminating, bending and inlays. Sample projects at this level include hutches, grandfather clocks, desks, dressers, dry sinks, and string instruments. Students will learn to design, produce and use wood jigs and fixtures and demonstrate techniques for reproducing various pieces of wood molding. Learning proper techniques in staining and spray finishing a project will be covered.

**CARPENTRY/WOODS III (739)****TCLC****Prerequisite:** Carpentry/Woods II**5 Credits****Grades 11-12**

The third level Carpentry/Woods class is designed for the serious craftsperson who wishes to expand his/her creativeness and refine his/her woodworking skills and techniques. All students will be required to design, plan, and produce a complex piece of furniture or other project that would entail a variety of sophisticated and specialized woodworking techniques including open face shaping, wood bending joinery, carving, and inlays. Students will learn the unique properties of special purpose woods and learn to be proficient in the use of high quality finishes.

**PERFORMING ARTS**

Courses available in the Performing Arts Department are designed to meet the needs of students with a variety of backgrounds. Courses are available for in depth musical study, vocal and instrumental performances, music appreciation and theatre arts. Evaluative methods vary from written tests to projects and performances. Specific objectives are listed below along with course descriptions.

**BROADWAY WORKSHOP (140)****VPA****Prerequisite:** None**2.5 Credits****Grades 9-12**

This class is for the student interested in learning the history of the Broadway musical, its composers, lyricists, productions and much more. Focus will also be on vocal performance. Students will research the elements and attributes of the Broadway musical, and how it evolved over time. There will be a performance recital at the end of the semester where students will put into practice what they have been researching and studying.

**CONCERT CHOIR (912)****VPA****Prerequisite:** None**5 Credits****Grades 9-12**

Concert Choir is the vocal performance group at the high school level. It is open to students of all grades at any skill level with no prior experience necessary. An enthusiasm for singing is desirable. Students will learn and develop singing skills, reading music notation, confidence building, expressing oneself musically, and establishing leadership and community among the student body. In addition, students will be exposed to an array of music styles, composers and performance opportunities. Students will perform in a variety of concerts and festivals throughout the year. Course requirements include participation in a minimum of 2-3 evening concerts and graduation. Written/vocal exams will be part of the course assessments.

**MUSIC THEORY (913)****VPA****Prerequisite:** None**5 Credits****Grades 9-12**

Music Theory offers students an in-depth knowledge and understanding of the elements that make up the notation, composition and performance of music. Elements include sight singing, music theory, composition, analytical techniques, and aural skills. Upon successful completion of this course, students will be able to analyze musical works from multiple time periods, read and notate both rhythmic and melodic examples, aurally identify intervals and chord structures, and develop an appreciation of the creation of music.

**ADVANCED MUSIC THEORY (923)****VPA****Prerequisite:** Music Theory**5 Credits****Grades 10-12**

Advanced Music Theory is a continuation of concepts acquired in Music Theory. This course will expand students' ear training skills and give students a deeper appreciation and comprehension of music analysis, compositional elements and musical expression. Students will be able to apply elements of part-writing, voice-leading, modal mixture, chromaticism, and aural skills to the creation of their own compositions as well as listening to compositions from multiple time periods.

**ORCHESTRA (914)****VPA****Prerequisite:** None**5 Credits****Grades 9-12**

Orchestra is the performance ensemble for high school string instrumental music students. It is open to all students of violin, viola, cello, or string bass. Previous string playing experience is desirable, but not required. A varied repertoire of string orchestra literature is studied and performed each year. Course requirements include participation in a minimum of two evening concerts per year and possible festival or other performances. Students will learn to interpret musical notation and show improvement in playing skills as measured by periodic (minimum of one per semester) auditions. The student will be evaluated privately or through individual playing within the framework of the normal orchestra rehearsal. In addition to the normal class meeting time, students are required to attend small group lessons, which may be scheduled during lunch, or occasionally, during part of a regular class period.

**SYMPHONIC BAND (911)****VPA****Prerequisite:** None**5 Credits****Grades 9-12**

Symphonic Band is the performance ensemble for high school wind, brass and percussion music students, with or without previous band experience. Music for this course is chosen to appeal to a wide variety of interest and ability levels and to acquaint students with various historical styles. Course requirements include participation in a minimum of two evening concerts per year, two evening dress rehearsals, written exams, and participation in lessons. Students will learn to interpret musical notation and show improvement in playing skills, as measured by periodic (minimum of one per semester) performance assessments. In addition to the normal class meeting time, students are required to attend small group lessons, which may be scheduled during lunch, or occasionally, during part of a regular class period.

## HEALTH AND PHYSICAL EDUCATION DEPARTMENT

(Physical Education = 3.75 Credits, Health = 1.25 Credits)

Students are required to successfully complete three marking periods of physical education and one marking period of health for each year they are enrolled in high school. Physical Education is co-educational and will emphasize activities that promote lifetime fitness, well-being, social interaction, and an understanding of movement and physical fitness concepts. The goal is that every student will become physically educated through a variety of activities.

### ACTIVITIES

Eclipse Ball	Spinning	Team Handball
Badminton	Volleyball	Speedball
Pick Ball	Golf	Large Group Games
Fitness/Wellness	Floor Hockey	Folk & Square Dance
Archery	Yoga	Bowling

**FRESHMAN SEMINAR:** This is a course that all freshmen enroll in for three quarters in physical education. It is designed to enhance the components of social, emotional, and physical well-being necessary to being a successful high school student. Students participate in cooperative group activities as well as a variety of activities to promote lifetime fitness. Students are exposed to the various departments and resources that can help make the transition to high school an enjoyable experience.

**ADAPTIVE PHYSICAL EDUCATION:** Modifications in the physical education program will be made to accommodate students with disabilities and students who can only participate on a limited basis for medical reasons.

Upon completion of the physical education course the student will be able to

1. demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities
2. demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply the learning and performance of physical activities
3. achieve and maintain a health-enhancing level of physical fitness
4. exhibit responsible personal and social behavior that respects self and others in physical activity settings
5. value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

### HEALTH COURSES

<b>Health 09 (MP2)</b>	Family Life Education, Mental Health, Drugs/Alcohol, Decision Making
<b>Health 10 (MP1)</b>	Driver Education (including state driver education written examination); Drugs & Alcohol
<b>Health 11 (MP3)</b>	Family Life Education, Interpersonal Relationships
<b>Health 12 (MP4)</b>	Current Health Issues and Concerns, Basic First Aid, CPR/AED Certification

### ELECTIVE COURSES IN HEALTH AND PHYSICAL EDUCATION

#### **ATHLETIC TRAINING (40)**

**Prerequisite:** None

This full year elective course is designed for students who have an interest in a sports rehabilitation or allied health career. Students will learn about common sports injuries and classifications, injury prevention and evaluation, nutrition for athletes, and the Athletic Health Care Team. Students will gain hands-on experience working with Montville Township High School's athletic trainers.

**5 Credits  
Grades 9-12**

Students who are medically excused from physical education will be given one of the following options based on information from the child's family and attending physician:

In school, the student can:

- participate in the regular physical education class with restrictions based on the severity and nature of his/her disability
- participate in an adaptive physical education class that provides individualized instruction based on the type and severity of his/her disability
- substitute written work or health instruction for physical education for that marking period, semester, or school year with a student returning to physical education class when appropriate
- substitute a health-related class or assignment that meets a number of the core standards and curriculum objectives such as nutrition or parenting and child care

In some cases where in-school programs or assignments do not suffice, the Physical Education Department will consider the following out of school options:

- Participation in a physician-ordered program with a licensed physical therapist (e.g. therapeutic exercise programs that improve range of motion or strength) that meets the 150 minute per week participation requirement for physical education
- In cases of extended absence, the completion of an approved Independent Study project or an on-line course in an area related to health and physical education

## MATHEMATICS DEPARTMENT

The Mathematics Department of MTHS provides an opportunity for students to achieve their potential in mathematics. The common thread is to prepare student for academic and career-study after high school and provide breadth of study through math electives. Problem-solving, higher-level thinking and real-world applications are emphasized, as we ensure that every student is proficient in the Mathematics Common Core State Standards (CCSS). Each course also includes the Standards for Mathematical Practice as outlined in the CCSS.

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy). (*Common Core State Standards Initiative*, 2012).

**PRE-ALGEBRA (371)**

**5 Credits**

**Prerequisite:** Recommendation through an IEP

**Grade 9**

This course explores mathematical concepts that are foundational for success in algebra including algebraic expressions, integers, equations, decimals, fractions, ratios, proportions, percent’s, area, volume, and probability. Pre-Algebra is limited to students recommended through an IEP. This course does not meet the state mathematics graduation requirement.

**ALGEBRA I (372), (4100), (4300), (313)**

**ALGEBRA I ENRICHED (4101), (312)**

**NCAA**

**5 Credits**

**Prerequisite:** Pre-Algebra

**Grades 9-10**

The course builds a foundation for future Algebraic studies. The focus is on linear equations, functions, graphing, polynomials and problem solving. Connections to real life are made through the word problems that are interspersed throughout the curriculum. In addition, graphing calculators and scientific calculators are utilized to allow a more advanced study of functions.

**ALGEBRA II (374), (4550), (4500), (344)**

**ALGEBRA II ENRICHED (4551), (332)**

**ALGEBRA II HONORS (331)**

**NCAA**

**5 Credits**

**Prerequisite:** Algebra I and Geometry

**Grades 10-11**

This course extends the concepts and fundamental operations into the field of complex numbers, the solution of word problems, linear and quadratic equations, and geometric interpretation with the use of the graphing calculator. In addition, the concepts of trigonometric ratios and their applications are introduced. Successful completion of this course should prepare students to continue the study of other advanced topics in mathematics.

**GEOMETRY (373), (4700), (4600), (323)**

**GEOMETRY ENRICHED (4102), (322)**

**GEOMETRY HONORS (321)**

**NCAA**

**5 Credits**

**Prerequisite:** Algebra I

**Grades 9-11**

This course covers plane and solid geometric topics. The curriculum includes formal proofs through deductive and inductive reasoning, congruency, perpendicularity, parallelism, similarity, inequalities, and areas of polygons, volumes of three-dimensional solids, angle measurement and extensive work with circles. The course integrates modern non-synthetic geometric approaches such as transformations, symmetries, and coordinates geometry, along with a strong component of algebra. Students will be expected to express geometric properties with equations, explain geometric measurement and dimension, model with geometry, and incorporate the eight mathematical practices into their study of geometry.

**TRIGONOMETRY AND DISCRETE MATH (345)**

**NCAA**

**5 Credits**

**Prerequisite:** Algebra II

**Grades 11-12**

This course provides students with the opportunity for a fourth full year of a college prep math course. It is designed to help students learn the basic concepts of Trigonometry and Discrete Math using a project oriented approach involving regular use of graphing calculators. Students will develop strategies to be applied to practical real world applications, collaborate and develop verbal and written skills in the process of solving the problem, apply critical thinking and reasoning procedures in working toward a solution, and make mathematical connections within and across disciplines through a wide range of problem types.

**PRE-CALCULUS (343)**

**PRE-CALCULUS ENRICHED (361)**

**PRE-CALCULUS HONORS (341)**

**NCAA**

**5 Credits**

**Prerequisite:** Algebra II

**Grades 10-12**

This course is designed to develop a foundation in pre-calculus by building a firm understanding of the underlying mathematical concepts. This course clarifies the concept of a function and covers various types of functions and their use in different areas of mathematics. Special emphasis will be placed on trigonometric functions including graphing, solving trigonometric equations, trigonometric identities and laws. **Pre-Calculus Honors (341): This is an approved Middle College course through Fairleigh Dickinson University.**

**CALCULUS ENRICHED (364)**

**NCAA**

**5 Credits**

**Prerequisite:** Pre-Calculus Enriched

**Grades 11-12**

Calculus is an in-depth study of functions, derivatives of polynomial, exponential, logarithmic, and circular functions, application of the derivative and differential, integrals involving these functions, and applications including area and volume. Students taking this course should have a strong mathematical background with an interest in mathematics and/or science.

**AP CALCULUS (AB) (355)**

**NCAA** **5 Credits**  
**Prerequisite:** Pre-Calculus Honors **Grades 11-12**  
 Advanced Placement Calculus is a rigorous elective course for students who possess superior mathematical aptitude and interest. The course is taught at a college level from a college text in order to prepare students to potentially receive college credit through the testing program of the Advanced Placement program or through individual college placement examinations.

**AP CALCULUS (BC) (356)**

**NCAA** **5 Credits**  
**Prerequisite:** AP Calculus AB **Grades 11-12**  
 Advanced Placement Calculus (BC) is a rigorous course for students who possess superior mathematical aptitude and interest. The course is taught at a college level using a college text. The course prepares students to potentially receive college credit through the Advanced Placement testing program or through placement examinations administered by various colleges.

**PROBABILITY AND STATISTICS (346)**

**NCAA** **5 Credits**  
**Prerequisite:** Algebra II **Grades 11-12**  
 This elective course is designed to introduce students to the general nature, language, methods, and applications of probability and statistics. Problem solving and critical thinking skills will be an integral part of the curriculum.

**AP STATISTICS (363)**

**NCAA** **5 Credits**  
**Prerequisite:** Algebra II Enriched **Grades 11-12**  
 Designed as an algebra based course, students will use statistical methods to interpret real life data from newspaper, magazines, and other resources. The course is taught at a college level from a college text in order to prepare students to potentially receive college credit through the testing program of the Advanced Placement program or through individual college placement examinations.

**MATH LAB (319), (318)**

**Prerequisite:** None **2.5 Credits**  
**Grades 9-11**  
 This program is a supplemental math class that will enable the teacher to work one-to-one with the students addressing their individual strengths and weaknesses. This highly-differentiated approach enables tremendous learning momentum and builds student confidence in math. In addition to this one-to-one help, the teacher will also show the students how to use adaptive technology programs, which deliver individualized instruction based on what each student is most ready to learn. These interactive programs can also be used at home when students are working on their homework or studying for an upcoming assessment.

**PARCC MATHEMATICS (310)**

**Prerequisite:** PARCC scores which fall below the minimum level of proficiency **2.5 Credits**  
**Grade 12**  
 A twelfth grade student still in need of satisfying State testing requirements in Mathematics will be placed in this class to prepare to demonstrate adequate skill proficiency according to State guidelines. Results of the associated assessments and/or portfolio will be submitted to the State Department of Education for review to determine if the student has met the proficiency requirements to be eligible for graduation.

## SCIENCE DEPARTMENT

Scientific literacy assumes an increasingly important role in the context of globalization. The rapid pace of technological advances, access to an unprecedented wealth of information, and the pervasive impact of science and technology on day-to-day living require a depth of understanding that can be enhanced through quality science education. In the 21st Century, science education focuses on the practices of science that lead to a greater understanding of the growing body of scientific knowledge that is required of citizens in an ever-changing world (<http://www.state.nj.us/education/cccs/standards/5/intro.pdf>). All course curricula in science are aligned to the NJ Core Curriculum Content Standards in Science and Technology, as well as the Common Core State Standards for Literacy in Science and Technical Subjects.

**EARTH SCIENCE ENRICHED (6002), (412)**

**EARTH SCIENCE HONORS (411)** **5 Credits**  
**NCAA** **Grades 9-12**  
**Prerequisite:** None  
 The objective of this laboratory course is to provide a basic background in Earth Science for the student. Included as an essential aspect of this program will be the focus on meaningful problems and arriving at practical solutions concerning decisions about the environment. Students will also gain exposure to areas such as weather, geology, astronomy, and oceanography.

**BIOLOGY (6100) (423)**

**BIOLOGY ENRICHED (422)** **6 Credits**  
**BIOLOGY HONORS (421)** **Grades 9-12**  
**NCAA**  
**Prerequisite:** None  
 This course covers all the major areas of Biology such as the nature of life, heredity and genetics, the botanical science, invertebrate and vertebrate biology, man and ecological relationships. This course serves the college bound as well as the non-college bound student by offering a wide variety of biological concepts with reference to their practical applications and significance. Laboratory work is designed to support the various principles, theories, and generalizations which make up the technical body of material.

## **AP BIOLOGY (451)**

**NCAA**

**Prerequisite:** Biology Honors

**Co-requisite:** Chemistry Honors

**6 Credits**

**Grades 10-12**

AP Biology places emphasis on the facts, principles, and processes of Biological Science presented in Biology Honors. This lab based course provides opportunities for highly motivated and scientifically talented students to design and conduct individualized investigative studies and to extend their scientific interests and understandings. The curriculum to be followed is based on the guidelines of The College Board. Students successfully completing this course will be well prepared to take the Advanced Placement Biology examination, with the ability to potentially gain college credit and/or placement.

## **PRINCIPLES IN ANATOMY (4311) (446)**

**NCAA (pending)**

**Prerequisite:** Biology Enriched

**6 Credits**

**Grade 11-12**

The course is an introductory that provides students with a basic understanding of the organization of the human body and how the body works. Organs of the body will be studied to understand their structure, location in the body, their function and how they interact with other parts of the body. Students will acquire the knowledge necessary to understand what the body is doing and how they can help the body cope with many different situations (exercise, relaxation, disease, injury, etc).

## **ANATOMY AND PHYSIOLOGY (443)**

**NCAA**

**Prerequisite:** Biology Honors or an "A" in Biology Enriched

**6 Credits**

**Grades 11-12**

The course is designed to provide students with a detailed understanding of the structure and functions of the human body with an emphasis on homeostasis. The topics that are covered in this course include: homeostasis, negative and positive feedback, gross anatomy of the regions, bones, and muscles of the human body, muscle contraction, bone growth and calcium regulation, histology, cardiovascular, endocrine, nervous, digestive and excretory systems. Microscopy, computer simulations, diagrams, models and dissections enhance the laboratory aspect of this course. It is a course for those seriously interested in pursuing a future in the allied health and medical fields. **This is an approved Middle College course through Fairleigh Dickinson University.**

## **RESEARCH IN MOLECULAR BIOLOGY (445)**

**NCAA**

**Prerequisite:** Biology Honors and Chemistry Honors, AP Biology or AP Chemistry

**6 Credits**

**Co-requisite:** Physics Teacher or Science Supervisor approval

**Grade 12**

This course is designed to be skill driven and not textbook driven. The objectives are formulated to reflect the skills, behaviors, techniques, and proficiencies necessary to perform original research in molecular biology. Students will be given the **option of earning college credit through Rutgers University**. The Research performed will be on a topic chosen by The Waksman Institute and students will rely heavily on the Internet. The course receives the highest weighted category based on the scale.

1. In order for students to develop the abilities that characterize science as inquiry, they must actually use the cognitive and manipulative skills associated with the formation of scientific explanations
2. Students need to learn how to analyze evidence and data. The evidence that they analyze may be from their investigations, other students' investigations, research articles, or databases
3. Public discussions of the explanations proposed by students in peer review of investigations will be conducted
4. Exposure to new technologies, whether they be on the Internet or laboratory based, will provide insight into the tools of the scientist and enable students to better visualize how science is "done."

## **CHEMISTRY (6300), (6400), (434)**

### **CHEMISTRY ENRICHED (6401), (432)**

### **CHEMISTRY HONORS (431)**

**NCAA**

**Co-requisite:** Level of math will determine level of Chemistry

**6 Credits**

**Grades 10-12**

The goals of this course are to help students develop an understanding of chemistry, cultivate problem-solving and critical-thinking skills related to chemistry, apply chemistry knowledge to decision-making about scientific and technological issues, recognize the importance of chemistry in daily life, and understand benefits as well as limitations of science and technology. Laboratory experiments that emphasize practical applications will be an integral part of this course.

## **AP CHEMISTRY (444)**

**NCAA**

**Prerequisite:** Chemistry Honors, Algebra II Honors

**Co-requisite:** Physics teacher or Science Supervisor approval

**6 Credits**

**Grades 11-12**

This lab based course is designed to be the equivalent to a general Chemistry course taken the first year of college. The course will emphasize chemical calculations and mathematical formulations of scientific principles. The curriculum to be followed is based on the guidelines of The College Board and prepares the student to take the AP Chemistry exam.

## **PHYSICS ENRICHED (442)**

### **PHYSICS HONORS (441)**

**NCAA**

**Prerequisite:** Algebra II Enriched

**6 Credits**

**Grades 11-12**

This course emphasizes ideas and skills essential to a high school physics course. Topics covered include descriptions and causes of motion, work, power, energy, machines, sound, light, electricity, and magnetism. The course is designed so that it will be of value to all students, whether they have chosen a technical or non-technical career.

**AP PHYSICS C: MECHANICS (452)**

**NCAA**  
**Prerequisite:** Chemistry Honors, Physics, and Pre-Calculus Honors **6 Credits**  
**Co-requisite:** Calculus **Grade 11-12**  
 AP Physics C; Mechanics focuses on the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; motion and rotation; and oscillations and gravitation. Students will be prepared to take the AP Physics C: Mechanics Exam in May. This may result in college credit.

**AP PHYSICS C: ELECTRICITY & MAGNETISM (449)**

**NCAA** **6 Credits**  
**Grades 11-12**  
**Prerequisite:** Chemistry Honors and Physics Honors  
**Co-requisite:** AP Calculus  
 AP Physics C: Electricity and Magnetism focuses on the components of mechanics (described in AP Physics C: Mechanics – 452) in addition to the following five content areas: electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism. Students will be prepared to take the AP Physics C: Electricity and Magnetism exam in May. This may result in college credit.

**ENVIRONMENTAL SCIENCE (4330), (433)**

**NCAA** **5 Credits**  
**Grades 11-12**  
**Prerequisites:** Biology or Earth Science  
 This course is designed to emphasize the role of environmental concerns in all of our activities. A concern with the environment is viewed as part of economic development, and the great majority of the people want to live in a clean, pleasing, and productive environment. Strategies will be employed to foster the growth of decision making skills so students will have background information when they are called on to vote or participate in community planning and in other areas relating to environmental issues. Scientific inquiry and lab experiments are important aspects of this course.

**AP ENVIRONMENTAL SCIENCE (453)**

**NCAA** **6 Credits**  
**Grades 10-12**  
**Prerequisite:** Biology Honors, Chemistry Honors, AP Biology "strongly suggested"  
 The AP Environmental Science course is designed to be the equivalent of a one semester, introductory college course in environmental science. The goal of the AP Environmental Science course is to provide 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. Some topics include climate change, biodiversity loss, population growth, food production, waste management, air pollution, water pollution, natural resource consumption, and ecology. Students will be prepared to take the AP Environmental exam in May. This may result in college credit.

**FORENSIC SCIENCE (455)**

**NCAA** **3 Credits – One Semester**  
**Grades 10-12**  
**Prerequisite:** Biology, Chemistry  
 This course is designed to provide an introduction to the field of forensic science. Forensic science is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. Those areas of chemistry, biology, earth science, and physics that are useful for determining the evidential value of crime-scenes and related evidence will be discussed. This course has a laboratory period at least once a week and it is a very hands-on course with many simulated crime scenes to analyze. Case studies will be included.

**ROBOTICS ENGINEERING (454)**

**NCAA** **3 Credits – One Semester**  
**Co-requisite:** Algebra II Enriched or a F.I.R.S.T. participant **Grades 10-12**  
 This course is designed for the student with an accomplished science and math background to use robotics to explore engineering activities. In this course students will discover how the engineering process, mathematics, science, and interpersonal skills all play significant roles when solving robotic problems. This course is built around the fundamental understanding of the system that make up robots and the development of workplace competencies. The cornerstone of the class involves solving engineering design problems. The teacher will be placed in the role of a facilitator/mentor, the student in the role of project manager/problem solver. This course has a laboratory period at least once a week.

**SCIENCE RESEARCH PROGRAM I (458)**

**Prerequisite:** Earth Science Enriched or Biology Enriched & Algebra I Enriched **6 Credits**  
**Grade 10**

**SCIENCE RESEARCH PROGRAM II (459)**

**Prerequisite:** Science Research Program I **6 Credits**  
**Grade 11**

**SCIENCE RESEARCH PROGRAM III (460)**

**Prerequisite:** Science Research Program II **6 Credits**  
**Grade 12**  
 This course will offer upcoming sophomore students the opportunity to participate in a 3 year self-selected, authentic research program in natural science or social science. During the three years that students commit to this program, they will be required to participate each summer with a mentor in an internship project. At the conclusion of the course, students will be required to make a presentation to a large group of participants. In order to enroll in this course, the student must go through an interview process. This program is affiliated with the University of Albany. **Students will earn Honors weighting the first year and the highest weighted category based on the scale for the second and third years.**

**SOCIAL STUDIES DEPARTMENT**

Social Studies helps students develop the ability to make informed and reasoned decisions as citizens in a culturally diverse, democratic society. Students develop a core of basic knowledge and ways of thinking drawn from many disciplines. They learn how to form opinions on critical issues and to develop an understanding of the



importance of participation in civic and community affairs. Students learn to recognize the global interdependence of states and people and how to become active participants in society. All course curricula are aligned to the NJ Core Curriculum Content Standards in Social Studies, Technology, and 21<sup>st</sup> Century Skills, as well as the Common Core State Standards for Literacy in History/Social Studies.

**WORLD HISTORY/CULT ENRICHED (5052), (5051), (212)**

**WORLD HISTORY/CULT HONORS (211)**

**NCAA** **5 Credits**  
**Grade 9**

**Prerequisite:** Teacher recommendation for Honors

Students in World History & Cultures examine and assess the geographic, social, political, economic, technological, and cultural factors that have shaped human history. Western and non-Western civilizations and events are analyzed dating from the development of written law and democratic ideas to the era of the Scientific Revolution.

**UNITED STATES HISTORY I ENRICHED (5101), (5200), (222)**

**UNITED STATES HISTORY I HONORS (221)**

**NCAA** **5 Credits**  
**Grade 10**

**Prerequisite:** World History/Cultures and teacher recommendation

United States History I is a full year course designed to engage students in assessing the significant political, social, economic, and geographic developments in American History from its colonial foundations to the Second Industrial Revolution of the late nineteenth century. Students will develop skills fundamental to historic inquiry as well as Common Core Standards. The course has a heavy emphasis on student research, student demonstration of understanding and higher level student analysis.

**UNITED STATES HISTORY II ENRICHED (5350), (5300), (252)**

**UNITED STATES HISTORY II HONORS (251)**

**NCAA** **5 Credits**  
**Grade 11**

**Prerequisite:** US History I and teacher recommendation

United States History II is a full year course designed to engage students in assessing the significant political, social, economic and geographic developments in American History from 1890 to the present. Students will develop skills consistent with the Common Core Standards which are fundamental to historic inquiry. Student demonstration of understanding is emphasized and used to further develop student leadership abilities.

**AP UNITED STATES HISTORY (255)**

**NCAA** **5 Credits**  
**Grade 11**

**Prerequisite:** United States History I Honors and teacher recommendation

AP United States History is a full year course designed to engage students in assessing the significant political, social, economic, and geographic developments in American History from 1890 to the present. Students will develop skills consistent with that of the Common Core Standards as well as the standards outlined by the College Board. This course prepares students to take the AP United States History exam.

**ECONOMICS (232)**

**ECONOMICS HONORS (246)**

**NCAA** **2.5 Credits**  
**Grades 10-12**

**Prerequisite:** None for Economics, Any Social Studies Honors Course for Economics Honors

Economics is the study of the human condition of unlimited wants versus limited means. The basic course has a focus on the individual, business, and small scale of economics known as Microeconomics. The Honors course has a national, international, and global focus on economics known as Macroeconomics. Students in the Economics course study human behavior in relation to resources and responsible citizenship.

**AP ECONOMICS (257)**

**NCAA** **5 Credits**  
**Grades 11-12**

**Prerequisite:** United States History I Honors and Teacher Recommendation

The Advanced Placement course in Economics is designed to give students a college level experience and to prepare students for the Advanced Placement examinations in Microeconomics and Macroeconomics. The following 3 areas will be specifically targeted: 1. Basic economic concepts; 2. Microeconomic concepts; 3. Macroeconomic concepts.

**AP AMERICAN GOVERNMENT AND POLITICS (264)**

**NCAA** **5 Credits**  
**Grade 12**

**Prerequisite:** United States History II Honors and Teacher Recommendation

The Advanced Placement course in American Government and Politics is designed to provide a comprehensive study of the working of the American governmental system. It includes in-depth study of the structure and purpose of the Constitution and the US political system. The course is taught according to the standards set by the College Board and supports the Common Core Standards. This course prepares the student to take the AP American Government and Politics exam.

**PSYCHOLOGY (234)**

**NCAA** **2.5 Credits**  
**Grades 10-12**

**Prerequisite:** None

The purpose of the Psychology elective course is to introduce students to the field of psychology. It begins with a brief overview of the theoretical history of psychology and analyzes how psychology looks at issues such as sensation and perception, memory and thought, motivation and emotion, body and behavior, and learning.

## **ADVANCED PSYCHOLOGY (241)**

**NCAA**

**Prerequisite:** Psychology

The course in Advanced Psychology concludes the introduction of students to the field of psychology and is the second part of a two part psychology curriculum available only after the Psychology (234) course has been completed successfully. In this course, students continue to develop their awareness of individual growth and self-concept themes focusing more specifically on personality theory, psychological testing, stress and health, psychological disorders and treatments and social psychology.

**2.5 Credits  
Grades 10-12**

## **AP PSYCHOLOGY (235)**

**NCAA**

**Prerequisite:** United States History Honors and Teacher Recommendation, or previous AP social studies course, or successful completion of both Psychology and Advanced Psychology

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The course is taught according to the Standards set by the College Board and supports the Common Core Standards. This course prepares the student to take the AP Psychology exam.

**5 Credits  
Grades 11-12**

## **SOCIOLOGY (231)**

**NCAA**

**Prerequisite:** None

The purpose of this course is to help students develop a better understanding of the functions, structures, and processes of our American society. Such social issues as poverty, affluence, population, and the place of individuals in groups in society will be considered.

**2.5 Credits  
Grades 10-12**

## **AP EUROPEAN HISTORY (249)**

**NCAA**

**Prerequisite:** United States History I Honors and Teacher Recommendation

The Advanced Placement course in Modern European History is an in-depth, comprehensive study of European history and culture from the end of the medieval times to the present. Particular emphasis will be placed on the period beginning with the French Revolution. The course is taught according to the standards set by the College Board and supports the Common Core Standards. This course prepares the student to take the AP European History exam.

**5 Credits  
Grades 11-12**

## **HOLOCAUST AND GENOCIDE STUDIES (247)**

### **HOLOCAUST AND GENOCIDE STUDIES HONORS (248)**

**NCAA**

**Prerequisite:** United States History I

Holocaust and Genocide Studies offers the students an opportunity to examine the nature of "man's inhumanity to man." Students will understand the nature of human prejudices, understand the rise of Nazi Germany, critique the Holocaust period, and examine modern Genocides that occur in our world.

**5 Credits  
Grades 11-12**

## **AP HUMAN GEOGRAPHY (275)**

**NCAA**

**Prerequisite:** World History

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth and surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. This course prepares the student to take the AP Human Geography exam.

**5 Credits  
Grades 10-12**

## **SPECIAL EDUCATION**

A wide variety of program options are provided for students who are eligible for special education. Classified students are eligible to participate in the full range of regular education and special education courses according to their needs. The special education course offerings are listed below by program. Also available are the services of a child study team, speech and language therapist, occupational therapist, physical therapist, and counselors.

### **RESOURCE PROGRAMS**

#### **Resource Center Replacement Program**

The Resource Center replacement classes offer small group instruction in the following areas: English/Language Arts, Mathematics. The students receive a greater degree of individual attention with instructional strategies and curricular modifications are incorporated. These courses follow the same curriculum as the regular education courses with the same names.

#### **In-Class Resource Program (ICR)**

In the ICR setting, the students are placed in general education courses, and a special education teacher works collaboratively with the regular education teacher to target the needs of special education students. This is accomplished through the use of instructional strategies and increased attention to student needs. Both, the regular education teacher and the special education teacher are responsible for content and delivery of subject matter; the special education teacher also focuses on specific student needs and concept acquisition. The ICR program will be provided in core courses (English, math, science and social studies) as determined by each student's Individualized Education Program (IEP).

#### **Assisted Support Program (ASP)**

In this setting, the students are placed in general education courses, and a paraprofessional works under the guidance of the regular education teacher. The paraprofessional focuses on specific student needs (i.e., note-taking, attentiveness, and organization). Assisted support will be provided in courses as determined by each student's Individualized Education Program (IEP).

## **SPECIAL CLASSES**

### **Academic Strategies**

**5 Credits**

The Academic Strategies class is a course that offers freshman and sophomore students the opportunity to focus on specific study skills including note-taking, assignment organization, homework completion, project planning and test preparation. Lessons on specific study skills are presented to the students. The students then apply the skills to their current school assignments. This is a Pass/Fail course. Academic Strategies is limited to students recommended through an IEP, 504, or I&RS plan.

### **Transitional Strategies**

**5 Credits**

The Transitional Strategies class provides junior and senior students the opportunity to establish strategies for making the shift to post high school experiences. Appropriate educational and behavioral strategies will be explored. Students are expected to become self-sufficient, self-advocating, independent, organized learners. Topics covered include the reinforcement to NCTM Standards/NJ Common Core Standards, Cross-Content Workplace Readiness, and transitioning to post-secondary educational and career opportunities. This is a Pass/Fail course. Transitional Strategies is limited to students recommended through an IEP, 504, or I&RS plan.

### **Structured Learning Experiences**

**5 Credits**

Structured Learning Experiences is a full year course designed for students with special instructional needs. This program allows for experiences designed for career awareness, career exploration and/career orientation. The students will be taught the necessary work skills to be productive and the life skills to be independent and productive members of the community. The students will receive supervision on job sites from the Structured Learning Experiences teacher and job coaches. This course is designed to be a roadmap to possible employment opportunities beyond high school.

## **SPECIAL PROGRAMS**

### **Life Skills Program**

The Life Skills program offers small group instruction in a self-contained format. Students placed in the Life Skills program require extensive direct instruction in multiple settings in order to acquire and apply the skills necessary to function in domestic, community living, recreational/leisure and vocational activities in school, work, home, and community environments. Modified curricula and alternative instructional approaches focusing on basic skills, life skills, and vocational skill development are utilized. The Life Skills math curriculum encompasses the functional math the students require and the components of the State required financial literacy course. The students also engage in inclusion activities with general education classes such as those in fine and practical arts and core subject areas for special units. Inclusion with general education students is emphasized and well as independency skills. Each course is **5 credits**.

1896 Fundamentals of English I	1891 Fundamentals of History I	1895 Fundamentals of Math I	1893 Fundamentals of Sci. I
2896 Fundamentals of English II	2891 Fundamentals of History II	2895 Fundamentals of Math II	2893 Fundamentals of Sci. II
3896 Fundamentals of English III	3891 Fundamentals of History III	3895 Fundamentals of Math III	3893 Fundamentals of Sci. III
4896 Fundamentals of English IV	4891 Fundamentals of History IV	4895 Fundamentals of Math IV	4893 Fundamentals of Sci. IV
1760 Life Skills Ind. Living I	1761 Life Skills Ind. Living II	1762 Life Skills Ind. Living III	1763 Life Skills Ind. Living IV

### **Learning and/or Language Disabled Program**

The Learning and/or Language Disabled (LLD) program offers small group academic instruction in a self-contained format. Instructional methodology includes a practical, functional, multi-sensory, language-based approach to learning. Students placed in the Learning and/or Language Disabled self-contained program demonstrate cognitive ability and/or communication skills that are significantly below age expectations. The goal of the program is to provide students with a full range of daily living and vocational skills necessary to lead a productive life beyond high school. The 4th year of math in the LLD program incorporates the required components of the State financial literacy requirement as well as reviews the functional math the students will need for their future. Students are included in general education fine and practical arts classes. **Each course is 5 credits.**

177 English I	271 Social Studies I	375 Math I	471 Science I
179 English II	272 Social Studies II	377 Math II	472 Science II
182 English III	273 Social Studies III	379 Math III	473 Science III
184 English IV		380 Math IV	

### **Structured Integrated Learning Program**

The Structured Integrated Learning (SIL) program offers an alternative setting to the traditional classroom environment, ideal for students who are academically capable but struggle with social, emotional and/or motivational difficulties. The program maintains a highly structured environment and utilizes an innovative, interactive online curriculum (Apex Learning) that is aligned with the NJ State Common Core Standards (NJCCS) to deliver instruction, practice and assessment. Apex offers each student an individualized learning experience that is commensurate with their ability level. Courses vary from foundational to Honors and AP levels.

## **WORLD LANGUAGES/ESL DEPARTMENT**

Communication on a global basis is becoming increasingly important. Languages other than English are no longer considered "foreign." A comprehensive high school curriculum demands exposure to other languages and cultures. Languages offered at MTHS include French, Italian, Mandarin, and Spanish. Courses in the World Language department are sequential, full-year courses. All language instruction emphasizes communicative skills as well as the cultural aspects of the target country and its people. Language students participate in activities focused on the interpersonal, interpretive, and presentational modes of communication while being immersed in the target language. This approach allows students to understand and interpret the spoken and written language, engage in direct oral and written communication, and make presentations in the target language. World Language classes are taught 90% in the target language and students are expected to make consistent efforts to communicate with the teacher and peers with the language they know how to use.

**FRENCH I (513)**

**NCAA** **5 Credits**  
**Grades 9-12**

**Prerequisite:** None

This class is designed to introduce the basic skills needed for students to communicate in French. Students gain insight into the life and customs of French culture while at the same time recognizing that language is a reflection of culture. The course will also allow students to make cultural comparisons between the French speaking world and their own society. Students will develop skills at the Novice-Mid level of proficiency in reading, writing, speaking, and listening.

**FRENCH II (523)**

**FRENCH II HONORS (525)\***  
**NCAA** **5 Credits**  
**Grades 9-12**

**Prerequisite:** French I

Students in French II & II Honors will further the development of basic skills needed to communicate in French. Students continue to gain insight into the life and customs of the French speaking community. Students will develop the skills at the Novice-High level of proficiency in reading, writing, speaking, and listening.

**FRENCH III (536)**

**FRENCH III HONORS (533)\***  
**NCAA** **5 Credits**  
**Grades 10-12**

**Prerequisite:** French II

Students in French III and French III Honors will focus on reading, writing, listening, and speaking at an Intermediate proficiency level. The course will emphasize the culture of the French speaking world in addition to providing the students with a deeper mastery and understanding of grammar. By the end of the course students will be able to maintain oral and written communication on various topics. Class will be conducted only in French and students are expected to speak French at an appropriate level.

**ADVANCED FRENCH CULTURE A (575)**

**NCAA** **5 Credits**  
**Grades 11-12**

**Prerequisite:** French III or French IV

This is an advanced course designed for students who wish to continue their studies in French language and culture. Students will investigate and examine French art, literature, cuisine, history and music to gain new perspectives of French society that will enhance their participation in global society. Students will use their French language proficiency to investigate and examine works of French culture past and present. This course will prepare students for postsecondary French study as it will be conducted in French and students will be expected to use French as their language of communication. Advanced French Culture A and Advanced French Culture B may be taken in non-sequential order over two years.

**ADVANCED FRENCH CULTURE B (576) (not offered in 2017-2018 school year)**

**NCAA** **5 Credits**  
**Grades 11-12**

**Prerequisite:** French III or French IV

This is an advanced course designed for students who wish to continue their studies in French language and culture. This course will focus on the topics of art, literature, cuisine, history and music throughout the French speaking world. Students will investigate and examine these topics within the Francophone society to increase their participation in a global society. Students will use their French language proficiency to investigate and examine works of French culture past and present. This course will prepare students for postsecondary French study as it will be conducted in French and students will be expected to use French as their language of communication. Advanced French Culture A and Advanced French Culture B may be taken in non-sequential order over two years.

**FRENCH IV HONORS (543)**

**NCAA** **5 Credits**  
**Grades 11-12**

**Prerequisite:** French III Honors

Students in French IV Honors will continue to work at the Intermediate proficiency level on a variety of skills and topics. Instruction will concentrate on making cultural comparisons between the French speaking world and the United States. By the end of the course students will be proficient in oral and written communication at a comfortable level on a variety of topics. This course prepares students to continue to AP French Language and Culture. This class will be conducted only in French and the students are expected to speak French at all times.

**AP FRENCH LANGUAGE AND CULTURE (553)**

**NCAA** **5 Credits**  
**Grade 12**

**Prerequisite:** French IV Honors and Teacher Recommendation

The AP French Language and Culture course develops the students' ability to communicate in French about topics related to traditional and modern French society based on input from authentic French sources. As they learn about the French speaking world, students make connections to what they are learning in other classes and make comparisons between French society and their own experiences. The course will focus on six integrating themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will also concentrate on the interpretive, interpersonal, and presentational skills needed to take the AP French Language and Culture exam. All students are encouraged to take the AP exam for this course.

**ITALIAN I (511)**

**NCAA** **5 Credits**  
**Grades 9-12**

**Prerequisite:** None

This class is designed to introduce the basic skills needed for students to communicate in Italian. Students gain insight into the life and customs of Italian culture while at the same time recognizing that language is a reflection of culture. The course will also allow students to make cultural comparisons between Italy and their own society. Students will develop the skills at the Novice-Mid level of proficiency in reading, writing, speaking, and listening.

**ITALIAN II (521)****ITALIAN II HONORS (526)\*****NCAA****Prerequisite:** Italian I**5 Credits****Grades 9-12**

Students in Italian II and Italian II Honors will further the development of the basic skills needed in order to communicate in Italian. Students continue to gain insight into the life and customs of Italy while being able to make cultural comparisons to life in the United States. Students will develop the skills at the Novice-High level of proficiency in reading writing speaking and listening.

**ITALIAN III (537)****ITALIAN III HONORS (531)\*****NCAA****Prerequisite:** Italian II**5 Credits****Grades 10-12**

Students in Italian III and Italian III Honors will focus on reading, writing, listening, and speaking at an Intermediate proficiency level. The course will emphasize the culture of Italy in addition to providing the students with a deeper mastery and understanding of grammar. By the end of the course students will be able to maintain oral and written communication on various topics. Class will be conducted only in Italian and students are expected to speak Italian at an appropriate level.

**ADVANCED ITALIAN CULTURE A (573)****NCAA****Prerequisite:** Italian III or Italian IV**5 Credits****Grades 11-12**

This is an advanced course designed for students who wish to continue their studies in Italian language and culture. Students will investigate and examine Italian art, literature, cuisine, history and music to gain new perspectives of Italian society that will enhance their participation in a global society. Students will use their Italian language proficiency to investigate and examine works of Italian culture past and present. This course will prepare students for postsecondary Italian study as it will be conducted in Italian and students will be expected to use Italian as their language of communication. Advanced Italian Culture A and Advanced Italian Culture B may be taken in non-sequential order over two years.

**ADVANCED ITALIAN CULTURE B (574) (not offered for the 2017-2018 school year)****NCAA****Prerequisite:** Italian III or Italian IV**5 Credits****Grades 11-12**

This is an advanced course designed for students who wish to continue their studies in Italian language and culture with an emphasis on Italian Regionalism. This course will focus on studying Italian culture through the unique history, customs and modern life of the twenty regions of Italy. Students will explore the differences between the Northern, Central and Southern regions of Italy and how each region contribute to the rich cultural landscape of Italy past and present. As students explore each region of Italy they will examine topics such as: tourism, agriculture, industry, sports, geography and regional dialects. Advanced Italian Culture A and Advanced Italian Culture B may be taken in non-sequential order over two years.

**ITALIAN IV HONORS (541)****NCAA****Prerequisite:** Italian III**5 Credits****Grades 11-12**

Students in Italian IV Honors will continue to work at the Intermediate proficiency level on a variety of skills and topics. Instruction will concentrate on making cultural comparisons between Italy and the United States. By the end of the course students will be proficient in oral and written communication at a comfortable level on a variety of topics. Class will be conducted only in Italian and the students are expected to speak Italian at all times. Students in Italian IV Honors will be prepared to continue to AP Italian Language and Culture.

**AP ITALIAN LANGUAGE AND CULTURE (528)****NCAA****Prerequisite:** Italian IV Honors**5 Credits****Grade 12**

The AP Italian Language and Culture course develops the students' ability to communicate in Italian about topics related to traditional and modern Italian society based on input from authentic sources. As they learn about Italy and Italian speaking communities, students make connections to what they are learning in other classes and make comparisons between Italian society and their own experiences. The course will focus on six integrating themes: *Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics*. Students will also concentrate on the interpretive, interpersonal, and presentational skills needed to take the AP Italian Language and Culture exam. All students are encouraged to take the AP exam for this course.

**MANDARIN CHINESE I (514)****NCAA****Prerequisite:** None**5 Credits****Grades 9-12**

This class is designed to introduce the basic skills needed for students to communicate in Mandarin. Students gain insight into the life and customs of China while at the same time recognizing that language is a reflection of culture. The course will also allow students to make cultural comparisons between China and their own society. Students will develop the skills at the Novice-Mid level of proficiency in reading, writing, speaking, and listening.

**MANDARIN CHINESE II (515)****MANDARIN CHINESE II HONORS (517)\*****NCAA****Prerequisite:** Mandarin I**5 Credits****Grades 9-12**

Students in Mandarin Chinese II and Mandarin Chinese II Honors will further the development of the basic skills needed in order to communicate in Mandarin. Students continue to gain insight into the life and customs of China while being able to make cultural comparison to life in the United States. Students will develop the skills at the Novice-High level of proficiency in reading, writing, speaking, and listening.

**MANDARIN CHINESE III (516)**  
**MANDARIN CHINESE III HONORS (551)\***  
**NCAA**

**Prerequisite:** Mandarin II

Students in Mandarin Chinese III and Mandarin Chinese III Honors will focus on reading, writing, listening, and speaking at an Intermediate proficiency level. The course will emphasize the culture of China in addition to providing the students with a deeper mastery and understanding of grammar and vocabulary. By the end of the course students will be able to maintain oral and written communication on various topics. Class will be conducted only in Mandarin and students are expected to speak Mandarin at an appropriate level.

**5 Credits**  
**Grades 10-12**

**MANDARIN CHINESE IV HONORS (544)\***  
**NCAA**

**Prerequisite:** Mandarin III

Students in Mandarin Chinese IV Honors will continue to work at the Intermediate proficiency level on a variety of skills and topics. Instruction will concentrate on making cultural comparisons between China and the United States. By the end of the course students will be proficient in oral and written communication at a comfortable level on a variety of topics. Class will be conducted only in Mandarin and the students are expected to speak Mandarin at all times.

**5 Credits**  
**Grades 11-12**

**MANDARIN CHINESE V HONORS (549)\***  
**NCAA**

**Prerequisite:** Mandarin IV Honors

Students in Mandarin V Honors will utilize and enhance the skills learned in all previous levels of Mandarin through thematic instruction that focuses on various aspects of Chinese culture. Such topics may include, but are not limited to, cinema, contemporary music, history, art & architecture, and literature. There is a strong emphasis on conversation and use of the language for communicative purposes. Students must be able to demonstrate the ability to compare and contrast cultures on a sophisticated level. The class will integrate technology to enhance student learning. Students will be expected to speak Mandarin at all times as the class will be conducted entirely in the language. Students in Mandarin Chinese V Honors will be prepared to continue to AP Chinese Language and Culture.

**5 Credits**  
**Grade 12**

**AP CHINESE LANGUAGE AND CULTURE (548)**  
**NCAA**

**Prerequisite:** Mandarin IV Honors

The AP Chinese Language and Culture course develops the students' ability to communicate in Chinese about topics related to traditional and modern Chinese society based on input from authentic sources. As they learn about China, students make connections to what they are learning in other classes and make comparisons between Chinese society and their own experiences. The course will focus on six integrating themes: *Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics*. Students will also concentrate on the interpretive, interpersonal, and presentational skills needed to take the AP Chinese Language and Culture exam. All students are encouraged to take the AP exam for this course.

**5 Credits**  
**Grade 12**

**SPANISH I (7000), (512)**  
**NCAA**

**Prerequisite:** None

This class is designed to introduce the basic skills needed for students to communicate in Spanish. Students gain insight into the life and customs of the Spanish speaking world while at the same time recognizing that language is a reflection of culture. The course will also allow students to make cultural comparisons between the Spanish speaking world and their own reality. Students will develop the skills at the Novice-Mid level of proficiency in reading, writing, speaking, and listening.

**5 Credits**  
**Grades 9-12**

**SPANISH CULTURES & COMMUNICATION (509)**

**Prerequisite:** Successful completion of Spanish I and recommendation through an IEP

This class is designed to reinforce the content and skills introduced in Spanish 1. Instruction will include a greater emphasis on using Spanish for everyday life and learning more about the cultures of the Spanish speaking world. The instructional setting of this course will provide more individualized instruction and assessment. The course will be taught at the Novice-Mid to Novice-High proficiency levels in reading, writing, speaking, and listening. This course will provide students with the opportunity to complete the two year world language requirement. Students who pursue this course and want to pursue a third year of Spanish may continue to Spanish 2 with a recommendation through an IEP.

**5 Credits**  
**Grades 10-12**

**SPANISH II (7100), (522)**  
**SPANISH II HONORS (524)\***  
**NCAA**

**Prerequisite:** Spanish I

Students in Spanish II and Spanish II Honors will further the development of the basic skills needed in order to communicate in Spanish. Students continue to gain insight into the life and customs of the Spanish speaking world while being able to make cultural comparison to life in the United States. Students will develop the skills at the Novice-High level of proficiency in reading, writing, speaking, and listening.

**5 Credits**  
**Grades 9-12**

**SPANISH III (7200), (535)**  
**SPANISH III HONORS\* (532)**  
**NCAA**

**Prerequisite:** Spanish II

Students in Spanish III and Spanish III Honors will focus on reading, writing, listening, and speaking at an Intermediate proficiency level. The course will emphasize the culture of the Spanish speaking world in addition to providing the students with a deeper mastery and understanding of grammar. By the end of the course students will be able to maintain oral and written communication on various topics. Class will be conducted only in Spanish and students are expected to speak Spanish at an appropriate level.

**5 Credits**  
**Grades 10-12**

### **ADVANCED SPANISH CULTURE A (571)**

**NCAA** **5 Credits**  
**Grades 11-12**

**Prerequisite:** Spanish III or Spanish IV

This is an advanced course designed for students who wish to continue their studies in Spanish language and culture. Students will investigate and examine the art, literature, cuisine, history and music of Spain to gain new perspectives of Spanish society that will enhance their participation in a global society. Students will use their Spanish language proficiency to investigate and examine works of Spanish culture past and present. This course will prepare students for postsecondary Spanish study as it will be conducted in Spanish and students will be expected to use Spanish as their language of communication. Advanced Spanish Culture and Advanced Latin American Culture may be taken in non-sequential order over two years.

### **ADVANCED LATIN AMERICAN CULTURE B (572) (not offered for the 2017-2018 school year)**

**NCAA** **5 Credits**  
**Grades 11-12**

**Prerequisite:** Spanish III or Spanish IV

This is an advanced course designed for students who wish to continue their studies in Spanish language and Latin American culture. This course will focus on the topics of art, literature, cuisine, history and music throughout in Central and South America. Students will investigate and examine these topics within the Latin American society to increase their participation in a global society. Students will use their Spanish language proficiency to investigate and examine works of Latin American culture past and present. This course will prepare students for postsecondary Spanish study as it will be conducted in Spanish and students will be expected to use Spanish as their language of communication. Advanced Spanish Culture and Advanced Latin American Culture may be taken in non-sequential order over two years.

### **SPANISH IV Honors (542)**

**NCAA** **5 Credits**  
**Grades 11-12**

**Prerequisite:** Spanish III

Students in Spanish IV and Spanish IV Honors will continue to work at the Intermediate proficiency level on a variety of skills and topics. Instruction will concentrate on making cultural comparisons between the Spanish speaking world and the United States. By the end of the course students will be proficient in oral and written communication at a comfortable level on a variety of topics. Class will be conducted only in Spanish and the students are expected to speak Spanish at all times. Students in Spanish IV Honors will be prepared to continue to AP Spanish Language and Culture.

### **AP SPANISH LANGUAGE AND CULTURE (552)**

**NCAA** **5 Credits**  
**Grade 12**

**Prerequisite:** Spanish IV Honors

The AP Spanish Language and Culture course develops the students' ability to communicate in Spanish about topics related to the traditional and modern societies of the Spanish speaking world based on input from authentic sources. As they learn about the Spanish speaking world, students make connections to what they are learning in other classes and make comparisons between other cultures and their own experiences. The course will focus on six integrating themes: *Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics*. Students will also concentrate on the interpretive, interpersonal and presentational skills needed to take the AP Spanish Language and Culture exam. All students are encouraged to take the AP exam for this course.

*\*Students in all World Language Honors Classes will further hone their skills by demonstrating a richer understanding of language functions through various alternate assessments. Students are expected to use the target language as much as possible during instruction.*

## **ENGLISH AS A SECOND LANGUAGE**

The ESL Program is designed for students whose first language is not English and who have not met the established English language proficiency standards. Note: Students in ESL classes are encouraged to form cross cultural comparisons to reassure them of the value placed on their native cultures. The ESL program addresses students' social needs in order to help them integrate into all aspects of school life. Varied types of assessments are used in order to ascertain student progress in their classes.

**ESL I (116)** **5 Credits**  
**Grades 9-12**

The first level of English Language study is intended to develop basic listening, speaking, reading, and writing skills in English. Emphasis is placed on aural/oral skills. The student who successfully completes the first year course will have developed a basic mastery of the four language skills, elementary vocabulary and grammar skills, and a basic understanding of American culture and customs.

**ESL II (117)** **5 Credits**  
**Grades 9-12**

The second level of English language study is intended to further develop the basic skills acquired in Level 1. The student will begin to master intermediate level English proficiency skills.

**ESL III (118)** **5 Credits**  
**Grades 9-12**

The third level of English language study is intended to further develop and refine the four basic language skills. Increased emphasis is placed on reading and writing skills. It is expected that the student who completes this course will be successful in meeting the established English language proficiency standards.

**ESL IV (119)****5 Credits  
Grades 9-12**

The fourth level of English language study is intended for those students who require additional instruction in English to develop and refine their language skills in order to successfully meet the established State English language proficiency standards.

**ESL HIGH INTENSITY (125)****5 Credits  
Grades 9-12**

This tutorial class is offered in addition to the standard ESL class. It is intended to provide instruction, based on student need, in content area subjects using ESL methods and techniques. It is expected that the student will be better able to meet the requirements of mainstream classes.

**SPECIAL PROGRAM OFFERINGS****MIDDLE COLLEGE**

Montville Township High School participates in the Fairleigh Dickinson Middle College program. This program gives college-bound juniors, seniors, and in some cases underclassmen, the opportunity to experience university-style learning before they even graduate high school. The Middle College Program can offer students college credit and/or advanced standing. Courses taken through the Middle College Program may be used for elective credits to meet college graduation requirements. You may list courses taken at Fairleigh Dickinson University as college courses on most college applications. It will be at the discretion of the receiving institution to accept or deny these courses. Students must receive a final grade of "C" or better in order to receive the three college credits from Fairleigh Dickinson University for the course. There is a cost to the family associated with earning college credit.

When a student applies to college, the course should be listed under "College Courses Taken" and the student must request to have an official transcript from Fairleigh Dickinson University sent to all colleges he/she is applying to.

Forms will be available from the classroom teacher and in the Department of School Counseling at the start of the school year. The cost is determined by the college and information is available on line at: <http://view.fdu.edu/default.aspx?id=8835>. All checks must be made payable to Fairleigh Dickinson University. Registration forms must be submitted with full payment to The Department of School Counseling following the college deadlines.

<b>MONTVILLE HIGH SCHOOL Approved MCP Course Title</b>	<b>FDU Middle College Program Approved MCP Course Title</b>	<b>FDU-MCP Course Code</b>
Marketing I	Business & Marketing	MK 101
Marketing II	Business & Marketing	MK 102
Accounting I Honors	Accounting I	AC 103
Accounting II Honors	Accounting II	AC 104
Pre-Calculus Honors	Pre-Calculus	MA 105
Anatomy and Physiology	Anatomy and Physiology	BI III
Tomorrow's Teachers	Introduction to Professional Practice in Education	ED 101
Holocaust and Genocide Honors	Holocaust Studies	HU 107
Mythology and Allusion Honors (not offered in 2017-2018)	World Mythology as Literature	EN 110

Note: Each year an audit is conducted by Fairleigh Dickinson University to determine course eligibility. It is possible that a course may not be approved in subsequent years although we are making every effort to ensure that they continue to be approved as we also work to expand the variety of courses available.

**ALTERNATIVE CREDIT PATHWAYS  
OPTION II**

The 140 credit graduation requirement may be met in whole or in part through program completion (commonly referred to as "Option II"). The January 2004 amendment to N.J.A.C 6A:8-5.1(a)1 clarifies that the Board of Education, in developing their graduation requirements may use a combination of Option I and Option II rather than limiting themselves to only one of the Options. Under Option II, the Board of Education may utilize performance or competency assessment to approve student completion of programs aimed at meeting or exceeding the Core Curriculum Content Standards at the secondary level, including those occurring all or in part prior to a student's high school enrollment.

If you are interested in looking into alternate ways to expand your learning opportunities through Option II, please see your school counselor to discuss.

Courses may be taken for credit through Option II only under one of the following three scenarios:

1. The student failed or lost credit in a required course and must take a summer course from an approved program or on-line provider for credit recovery
2. The course/experience is not offered at Montville Township High School
3. The student wishes to fulfill the State's Financial Literacy graduation requirement by taking Personal Finance with an approved online provider that assigns a grade
4. The student wishes to pursue an Independent Study
5. The student wishes to seek approval for course acceleration in order to move to the next level in a series of courses



The name of the course/experience, grade, and appropriate credits will be recorded on the MTHS transcript for students approved for said alternative course work. Courses approved for acceleration or based on student interest will not be recorded on the student's transcript. Students will be responsible for sending an official transcript confirming the successful completion of any course they take to the Department of School Counseling. The course final grade will not be included in the GPA calculation.

All courses must be approved prior to enrolling; students may not apply for Option II *after* they have completed a course. Courses taken prior to the official start of a student's freshman year (September 1st) will not appear on the Montville Township High School transcript under any circumstances. Students who wish to pursue course work for credit under Option II must submit an application with all required supporting paperwork by the following deadline(s):

June 1<sup>st</sup> for summer coursework (excluding remediation), fall (Semester 1) and full year coursework  
July 15<sup>th</sup> for summer courses being taken for credit recovery  
November 1<sup>st</sup> for spring (Semester 2) coursework

### INDEPENDENT STUDY PROGRAM

The Independent Study Program provides an educational experience based on self-motivation, personal commitment, and an individualized approach to learning. It provides students with the opportunity to work in areas and in a depth that would be impossible in the regular classroom setting.

Any student interested in pursuing Independent Study should first discuss the plans with his/her counselor. Each student must also secure a teacher who will act as a teacher advisor.

Independent Study is designed for those students who wish to pursue advanced or additional study in a particular subject area where they have exhausted all course offerings or the study of interest is not available through a course offering. Students must have clearly demonstrated the ability to pursue an individualized course of study in a mature and responsible fashion. Only those students who have demonstrated academic or skill proficiencies, maturity of judgment, a strong motivation to learn, and self-reliance shall be approved. Courses of Independent Study need not be limited to participation by a single pupil, but may involve more than one or a group of students. The Independent Study project should promote rigorous growth for the student in the selected area of study. The Independent Study/Research project must relate directly to one or more of the New Jersey Core Content Standards. Students who are interested in pursuing Independent Study/Research should discuss this with their counselor during course selection. A completed application is due to the student's counselor by:

June 1<sup>st</sup> for a full year or fall (Semester 1)  
November 1<sup>st</sup> for spring (Semester 2)

The student will be required to complete an application and submit it to their school counselor by application deadlines. The application will be reviewed by the department supervisor, Director of School Counseling, and the principal. Approval will be at the discretion of the administrators listed. Approval is required prior to starting the Independent Study. The Independent Study will be scheduled during a common period for the student and the teacher advisor. Grades earned in an Independent Study Program will not be calculated in a student's Grade Point Average. A student may take a maximum of 5 credits through Independent Study.

### SENIOR AUDIT OPTION

Seniors, who are interested in taking an academic course for enrichment purposes, may elect to take up to five credits during their senior year on a graded, no credit basis. Seniors may not select a course which is essential to meet graduation requirements. The course title and final grade will appear on the transcript; however, no credit will be awarded. The word "Audit" will appear after the course title.

To exercise this option, seniors must complete the Senior Audit Option form within the first ten days the class is in session. A change back to a graded status cannot be made after that date. Withdrawals will be handled the same as any other course.

### MORRIS COUNTY SCHOOL OF TECHNOLOGY

#### MORRIS COUNTY SCHOOL OF TECHNOLOGY

Denville, New Jersey

**Prerequisite:** Application process. Acceptance is determined by the Morris County School of Technology

**20 Credits**  
**Full Year**  
**Grades 11-12**

#### SHARED-TIME AT THE MORRIS COUNTY VOCATIONAL-TECHNICAL HIGH SCHOOL

A student may enroll in specialized vocational training courses in the morning or afternoon at the Morris County School of Technology and take required academic courses at Montville Township High School during the alternate part of the day.

The Montville Township Board of Education provides transportation to/from the Morris County School of Technology. Students interested in this option should discuss it thoroughly with their parents and counselor early in their high school career. In this shared time arrangement, the student must meet the graduation requirements of Montville Township High School, as the diploma will be issued by Montville Township High School.

Interested students must file an on-line application with the Morris County School of Technology—<https://portal.mcvtvs.org/stapp/intro.aspx>. The application usually opens in December and closes in March. This timeline is subject to change.

Once submitted, the student must print out the Confirmation and Release statement. The parent/guardian signs the Release statement and the student submits it to his/her school counselor who will then complete the Counselor/School section of the application. An orientation program and/or a scheduled interview with a counselor from the Morris County School of Technology are a required part of the application process. All arrangements are made by the MCVTHS Counseling Department.

**MINIMUM REQUIREMENTS:**

Student must:

1. be enrolled as a 11th or 12th grader in the home high school, tenth graders will be considered for mainstream courses on an individual basis
2. have an acceptable academic, attendance and behavior record in the home school
3. file an application signed by the parent or guardian and the home school counselor
4. have a sincere interest in the program
5. possess sufficient motivation to succeed in the program
6. have sufficient maturity to work in a lab setting

**Special Education Programs:** Students should contact their school counselor or case manager to discuss. The programs are available to classified students who are 15 - 20 years of age. A complete set of Child Study Team records must accompany the application. Any additional questions may be directed to (973) 331-7100 Ext. 2666.

NAME: \_\_\_\_\_

## GRADE 9 ELECTIVE OPTIONS FOR 2017-2018

**\*Prerequisite courses OR grade levels are required before selecting these courses.**  
(2.5 credits) = semester course                      (5 credits) = full year course

### VISUAL & PERFORMING ARTS— minimum of 5 credits required for graduation

#### Art Department

811 Visual Arts I	(5.0 credits)	623 Crafts I	(2.5 credits)
812 Ceramics I	(2.5 credits)	626 Crafts II*	(2.5 credits)
822 Ceramics II	(2.5 credits)	824 Photography	(2.5 credits)

#### Music Department

911 Symphonic Band	(5.0 credits)	914 Orchestra	(5.0 credits)
912 Concert Choir	(5.0 credits)	913 Music Theory	(5.0 credits)
140 Broadway Workshop	(2.5 credits)		

### 21<sup>st</sup> CENTURY LIFE & CAREERS/CAREER-TECH ED (TCLC)— minimum of 5 credits required for graduation

#### Business

645 Accounting I	(5.0 credits)	618 International Business	(2.5 credits)
646 Accounting I Honors*	(5.0 credits)	357 Java Honors*	(2.5 credits)
617 Business Law	(2.5 credits)	616 Marketing I	(5.0 credits)
612 Computer Applications	(2.5 credits)	622 Web Design	(2.5 credits)
351 Computer Science	(2.5 credits)		

#### Technology & Occupational Education

727 Intro to Technology	(2.5 credits)	719 Carpentry/Woods I	(5.0 credits)
728 Technology II*	(2.5 credits)	153 Video & Broadcast Production I	(2.5 credits)
715 Drafting I	(5.0 credits)	154 Video & Broadcast Production II*	(2.5 credits)
789 Strategic Design	(2.5 credits)		

#### Family & Consumer Science

712 Culinary Arts I	(2.5 credits)	718 Interior Design I	(2.5 credits)
721 Foods around the World*	(2.5 credits)	726 Interior Design II*	(2.5 credits)
722 Culinary Arts II*	(2.5 credits)	713 Child Development I	(2.5 credits)
		714 Child Development II*	(2.5 credits)

#### ADDITIONAL OPTIONS

#### FINANCIAL LITERACY (PFL) – minimum of 2.5 credits in Financial Literacy required for graduation

560 Financial Literacy	(2.5 credits)
320 Financial Literacy (2.5 credits) – IEP recommendation only	

#### ENGLISH

137 Creative Writing I	(2.5 credits)	136 Journalism	(5.0 credits)
138 Creative Writing II Honors*	(2.5 credits)	155 Film Study	(2.5 credits)
134 Forensics I	(2.5 credits)		
135 Forensics II*	(2.5 credits)		

#### WORLD LANGUAGE

Students can take more than one World Language in the following areas: Spanish, Italian, Mandarin, and French

Elective Preferences: Elective preferences **cannot** be guaranteed. Please select eight electives in order of preference.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

# GRADE 10, 11, 12 ELECTIVE OPTIONS FOR 2017-2018

Please Check the Program of Studies for Prerequisites\*

(2.5 credits) = semester course

(5.0 credits) = full year course

## BUSINESS – Fulfills TLC requirement

645 Accounting I	(5.0 credits)
646 Accounting I Honors*	(5.0 credits)
647 Accounting II*	(5.0 credits)
648 Accounting II Honors*	(5.0 credits)
617 Business Law	(2.5 credits)
612 Computer Applications	(2.5 credits)
624 Entrepreneurship*	(2.5 credits)
622 Web Design	(2.5 credits)
618 International Business	(2.5 credits)
351 Computer Science	(2.5 credits)
352 AP Computer Science A (Java)*	(5.0 credits)
353 AP Computer Science Principles*	(5.0 credits)
357 Java Honors*	(2.5 credits)
358 Advanced Java Honors*	(2.5 credits)
616 Marketing I	(5.0 credits)
636 Marketing II*	(5.0 credits)
655 Fashion Marketing*	(2.5 credits)
625 Sports & Entertainment Mgmt.*	(2.5 credits)
560 Financial Literacy (fulfills PFL req.)	(2.5 credits)
320 Financial Literacy (fulfills PFL req.)	(2.5 credits) IEP recommendation

## FAMILY & CONSUMER SCIENCE – Fulfills TLC requirement

712 Culinary Arts I	(2.5 credits)
721 Foods around the World*	(2.5 credits)
722 Culinary Arts II*	(2.5 credits)
713 Child Development I	(2.5 credits)
714 Child Development II*	(2.5 credits)
716 Child Development III*	(2.5 credits)
718 Interior Design I	(2.5 credits)
726 Interior Design II*	(2.5 credits)
710 Tomorrow's Teachers	(5.0 credits)

## PERFORMING ARTS – Fulfills VPA requirement

911 Symphonic Band	(5.0 credits)
912 Concert Choir	(5.0 credits)
914 Orchestra	(5.0 credits)
913 Music Theory	(5.0 credits)
923 Advanced Music Theory*	(5.0 credits)
140 Broadway Workshop	(2.5 credits)

## TECHNOLOGY – Fulfills TLC requirement

727 Intro to Technology	(2.5 credits)
728 Technology II*	(2.5 credits)
715 Drafting I	(5.0 credits)
725 Drafting II*	(5.0 credits)
735 Drafting III*	(5.0 credits)
765 Architectural Drawing I*	(5.0 credits)
766 Architectural Drawing II*	(5.0 credits)
719 Carpentry/Woods I	(5.0 credits)
729 Carpentry/Woods II*	(5.0 credits)
739 Carpentry/Woods III*	(5.0 credits)
153 Video & Broadcast Production I	(2.5 credits)
154 Video & Broadcast Production II*	(2.5 credits)
885 Video Yearbook*	(5.0 credits)
787 Networking Essentials	(5.0 credits)
789 Strategic Design	(2.5 credits)

## VISUAL ARTS – Fulfills VPA requirement

811 Visual Arts I	(5.0 credits)
821 Visual Arts II*	(5.0 credits)
831 Visual Arts III*	(5.0 credits)
841 Visual Arts IV*	(5.0 credits)
842 AP Art*	(5.0 credits)
847 AP Art History*	(5.0 credits)
812 Ceramics I	(2.5 credits)
822 Ceramics II*	(2.5 credits)
823 Ceramics III*	(2.5 credits)

## VISUAL ARTS, CONTINUED – Fulfills VPA requirement

623 Crafts I	(2.5 credits)
626 Crafts II*	(2.5 credits)
824 Photography	(2.5 credits)
828 Advanced Photography*	(2.5 credits)
825 Photo Studio*	(5.0 credits)

## ENGLISH/LANGUAGE ARTS LITERACY

137 Creative Writing I	(2.5 credits)
138 Creative Writing II Honors*	(2.5 credits)
134 Forensics I	(2.5 credits)
135 Forensics II*	(2.5 credits)
136 Journalism	(5.0 credits)
155 Film Study	(2.5 credits)

## MATH

363 AP Statistics*	(5.0 credits)
346 Probability & Statistics*	(5.0 credits)

## SCIENCE

451 AP Biology*	(6.0 credits)
443 Anatomy & Physiology*	(6.0 credits)
445 Research in Molecular Biology*	(6.0 credits)
444 AP Chemistry*	(6.0 credits)
452 AP Physics, C Mechanics*	(6.0 credits)
449 AP Physics C Electricity & Magnetism*	(6.0 credits)
433 Environmental Science*	(5.0 credits)
453 AP Environmental Science*	(6.0 credits)
455 Forensic Science*	(3.0 credits)
458 Science Research Program I*	(6.0 credits)
459 Science Research Program II	(6.0 credits)
460 Science Research Program III	(6.0 credits)
454 Robotics Engineering*	(3.0 credits)
446 Principles in Anatomy	(6.0 credits)

## SOCIAL STUDIES

275 AP Human Geography*	(5.0 credits)
232 Economics	(2.5 credits)
246 Economics Honors*	(2.5 credits)
234 Psychology	(2.5 credits)
241 Advanced Psychology*	(2.5 credits)
235 AP Psychology*	(5.0 credits)
257 AP Economics*	(5.0 credits)
249 AP European History*	(5.0 credits)
264 AP American Government & Politics*	(5.0 credits)
247 Holocaust & Genocide Studies*	(5.0 credits)
248 Holocaust & Genocide Studies Honors*	(5.0 credits)
231 Sociology	(2.5 credits)

## WORLD LANGUAGE

Students can take more than one World Language in the following areas:  
Spanish, Italian, Mandarin, French

## PHYSICAL EDUCATION

40 Athletic Training*	(5.0 credits)
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## SPECIAL OPTIONS

Independent Study* (application process)	(varies)
Option II* (application process)	(varies)
Middle College (see page. 37 in POS)	(varies)

## FULFILLS "PFL" REQUIREMENT

560 Financial Literacy (Business Dept.)	(2.5 credits)
320 Financial Literacy – IEP recommendation	(2.5 credits)

## ELECTIVES CANNOT BE GUARANTEED

Please prioritize the electives you would like to take. List course number and name of courses below:

1. \_\_\_\_\_ 2. \_\_\_\_\_
3. \_\_\_\_\_ 4. \_\_\_\_\_
5. \_\_\_\_\_ 6. \_\_\_\_\_
7. \_\_\_\_\_ 8. \_\_\_\_\_

## FOUR-YEAR PLAN WORKSHEET

Subject Area	Minimum Credits Needed	Grade 9	Grade 10	Grade 11	Grade 12
English/Language Arts	20				
Social Studies	15				
Science	15				
Mathematics	15				
World Language (2 years of the same language)	10				
Physical Education	15				
Health & Safety	5				
Visual & Performing Arts (VPA)	5				
21 <sup>st</sup> Century Life & Career-Technical Education (TCLC)	5				
Financial Literacy (PFL)	2.5				
Electives					
<b>Total Credits Needed to Graduate</b>	<b>140</b>	<b>30 to enter 10<sup>th</sup> grade</b>	<b>65 to enter 11<sup>th</sup> grade</b>	<b>100 to enter 12<sup>th</sup> grade</b>	<b>140 to graduate</b>
Total Scheduled					
Total Earned					

**STUDENT:** \_\_\_\_\_

**COUNSELOR:** \_\_\_\_\_