

MORRIS HILLS REGIONAL DISTRICT Program of Studies 2018-2019

BOARD OF EDUCATION (2017-2018)

MARK DIGENNARO

*President
Wharton Borough*

ROBERT CROCETTI, JR.

*Vice President
Rockaway Township*

WILLIAM SERAFIN, *Rockaway Borough*
DOUG BROOKES, *Rockaway Township*
MICHAEL WIECZERZAK, *Rockaway Township*
MICHAEL BERTRAM, *Denville Township*
ROB IZSA, *Denville Township*
BARBARA GUERRA, *Rockaway Township*
STEVEN KOVACS, *Denville Township*

DISTRICT ADMINISTRATORS

JAMES JENCARELLI

Superintendent

DR. NISHA ZOELLER

Assistant Superintendent

JOANN AURICCHIO

Board Secretary/Business Administrator

PETER LAZZARO

*Supervisor of
Human Resources*

SONYA BOYER

*District Director of
Special Services*

JENNIFER TORIELLO

*Director of Instructional Services
Language Arts*

KEITH BIGORA

*Supervisor of Career &
Technical Education*

DR. KEVIN DOYLE

*Supervisor of Instructional Services
Science/Magnet Coordinator*

CHERYL GIORDANO

*Director of Instructional Services-Math
Director for AMSE*

P. NEIL CHARLES

Supervisor of Technology Services

MEGAN WECHSLER

Supervisor of Special Services

KRYSTAL BECK

*Supervisor of Instructional Services
Social Studies*

SCHOOL ADMINISTRATION

MORRIS HILLS HIGH SCHOOL

520 West Main Street
Rockaway, NJ 07866-3799

MORRIS KNOLLS HIGH SCHOOL

50 Knoll Drive
Rockaway, NJ 07866-4099

PRINCIPALS

TODD M. TORIELLO

RYAN MACNAUGHTON

ASSISTANT PRINCIPALS

ROBERT M. MERLE, JR.

EUGENE MELVIN
EMILY BARKOCY

JOSEPH CIRIGLIANO

ERIN MORGAN
DANIEL HAUG

SUPERVISORS OF STUDENT SERVICES/ATHLETICS

ROBERT D. HARAKA

KENNETH M. MULLEN

SUPERVISORS OF SCHOOL COUNSELING

YESENIA RIVERA

STAN ABROMAVAGE

MORRIS HILLS REGIONAL DISTRICT PROGRAM OF STUDIES 2018-2019

INTRODUCTION

The Morris Hills Regional District Program of Studies has a comprehensive catalogue of more than one hundred sixty academic and vocational courses offered in grades 9 through 12 at Morris Hills High School and Morris Knolls High School. This publication has been developed especially for use as a guide in student program planning. Information concerning graduation requirements, the curriculum areas, the prerequisites for each course, the number of credits to be earned, and the grade levels at which each course is offered will serve as a reference for students, parents, school personnel, and interested members of the community. Course descriptions are arranged by subject area with the grades offered identified for each area.

The selection of courses in a student's program is a serious matter. In order to guarantee the greatest degree of success in a student's high school career, both student and parent should carefully study the content of this Program of Studies prior to the final selection of coursework. School counselors and other staff members will readily provide additional assistance.

Copies of this publication are distributed electronically via the websites of the MHRD, the Denville Township Public Schools, the Rockaway Borough Public Schools, the Rockaway Township Public Schools, and the Wharton Borough Public Schools

STUDENT ACCESS

The Morris Hills Regional School District affirms its responsibility to ensure equal educational opportunity to all students in its schools regardless of ancestry, color, creed, national origin, race, religious, gender, or socioeconomic status or disability.

Mr. James Jencarelli
Superintendent of Schools

Dr. Nisha Zoeller
Assistant Superintendent for
Curriculum and Instruction

Continuous Public Notice

In accordance with USDE Guidelines IV-O, Title VI: 34 C.F.R. § 100.6 (d) this notice shall serve to advise students, parents, employees and the general public that all Career and Technical Education opportunities in Morris Hills Regional District shall be offered to all students regardless of race, color, national origin, gender or disability. During the academic year, Morris Hills Regional District shall offer the following Career and Technical opportunities as described in the Program of Studies and make available online at <http://www.mhrd.org>. The admission and criteria for selection in career and technical education programs do not restrict any race, color, sex, national minority origin or students with disabilities from participation in Morris Hills Regional District's career programs.

·Summary of program(s) offered and admission criteria:

Auto 1,2,3 – Science Inquiry 1,2,3 – Intro to Drafting - Fundamentals of CAD – Architectural Design – Engineering Design

AUTO MECHANICS 1 (TC920)

Grades 10, 11, (12 on a space available basis); 10 credits; One Year Elective

The three-year automotive mechanics program is designed to prepare the student for a career as an auto technician. The student is taught to understand the operation and repair of all parts of the vehicle. The first year begins with the learning of basic automotive theory through readings, discussions, audiovisual presentations and demonstrations. This is followed by actual practical work performed on vehicles scheduled into the shop for repairs. Experiences include service and repair of chassis, cooling system, lubricating system, electrical system, exhaust system, engine accessories and computer-assisted diagnostics. Emphasis is given to instruction in technical knowledge, practical skills, processes and techniques, and occupational information.

AUTO MECHANICS 2 (TC930)

Grades 11, 12; 10 credits; One Year Elective; Prerequisite: Auto Mechanics 1

This course re-emphasizes and expands all previously learned skills and knowledge. It provides for continued study and more advanced application of instructional units in automotive repair and service. During this second year, the emphasis is placed almost entirely on practical experience. Students perform all of their work on vehicles scheduled into the automotive shop. Units are expanded to include the study of electrical and electronic systems, air conditioning and heating operating principles/applications which lead towards Automotive Service Excellence (ASE) refrigerant/recovery/recycling certification. All instructional units will prepare students to satisfy the requirements of ASE/National Automotive Technician Educational Foundation (NATEF) certification.

AUTO MECHANICS 3 (TC940)

Grade 12; 10 credits; One Year Elective; Prerequisite: Auto Mechanics 2

This course re-emphasizes and expands all previously learned skills and knowledge, and provides for continued study and more advanced application of instructional units in automotive repair and service. During this third year, the emphasis is placed almost entirely on practical diagnostics, business management, and leadership. Students perform all of their work on vehicles scheduled into the automotive shop. Units are expanded to include the study of electrical and electronic systems, air conditioning and heating operating principles/applications which lead towards Automotive Service Excellence (ASE) refrigerant/recovery/recycling certification. All instructional units will prepare students to satisfy the requirements of ASE/National Automotive Technician Educational Foundation (NATEF) certification.

SCIENCE INQUIRY & TECHNOLOGY 1 (SC963)

Grades 10, 11, 12; 5 credits; One Year Elective; Prerequisite: Successful completion of a ninth grade science course, application, interview and acceptance into the course; Co-requisite: Science lab course; Does not satisfy the science graduation requirement.

This course is designed for students who have demonstrated interest and ability in scientific and technological areas of study. Particular emphasis will be given to the strengthening of technical service laboratory and technological skills and study in an area selected by the student under the mentorship of a science teacher and technology teacher. Science Inquiry and Technology 1 focuses on strengthening scientific research skills by requiring participation in short-term science and technology research projects, problem solving strategies, and identifying a topic for individual research. Students will also be given instruction and trained to work as part of a research and development team.

SCIENCE INQUIRY & TECHNOLOGY 2 (SC964)

Grades 11, 12; 5 credits; One Year Elective; Prerequisite: Science Inquiry & Technology 1; Co-requisite: Science lab course; Does not satisfy the science graduation requirement.

This course is designed for students who have demonstrated interest and ability in scientific and technological study. Emphasis will be given to the strengthening of science and technological laboratory skills and study in an area selected by the student under the mentorship of a science teacher and a technology teacher. Science Inquiry and Technology 2 focuses on scientific and technological skills acquired in Science Inquiry and Technology 1

SCIENCE INQUIRY & TECHNOLOGY 3 (SC965)

Grade 12; 5 credits; One Year Elective; Prerequisite: Science Inquiry & Technology 2; Does not satisfy the science graduation requirement.

This course is designed for students who have demonstrated interest and ability in scientific and technological areas of study. Further emphasis will be given to strengthening of technical service laboratory skills and study in an area selected by the student under the mentorship of a science teacher and technology teacher.

INTRODUCTION TO DRAFTING TECHNOLOGY (TC911)

Grades 9, 10, 11, 12; 5 credits; One Year Elective

This course introduces the student to the use of drawing as the language of industry and provides the opportunity to use the computer and drafting instruments in preparing various types of drawings. Experiences are provided in the basic fundamentals of Computer Aided Drafting and on the drawing board. Topics include related technical knowledge, practical skills, general information, and an overview of career opportunities related to the drafting field. Special attention is given to technique, method, and industrial applications. The areas taught are orthographic projection, sections, primary auxiliaries, shop processes, fasteners, dimensioning, blueprint reading, detail and assembly drawing, and pictorial drawing. Emphasis is on the value of a planned approach to problem solving by developing models of lawn sheds to actual scale drawings.

FUNDAMENTALS OF CAD (921)

Grades 10, 11, 12; 5 credits; One Year Elective

Fundamentals of CAD is a course in which students develop problem solving skills, with emphasis placed on advanced mechanical drafting, basic 3D modeling and architectural design. Students will start with base concepts and apply them to real world projects in both the fields of engineering and architecture. In engineering, students will go from creating simple sketches and geometric shapes to producing 3D drawings and assemblies. In architecture, students will design a house while learning the basics of surveying, planning and design. Students will continue their studies in AutoCAD and will be introduced to 3D modeling in Autodesk Inventor.

ARCHITECTURAL DESIGN (TC941)

Grades 11, 12; 5 credits; One Year Elective; Prerequisite: Intro to Drafting or Fundamentals of CAD

Architectural Design is a course designed for the student who is considering a career in the field of architecture or other related areas. The comprehensive skills learned and advanced lessons on house design, layout construction methods, materials and building codes will enable a student to draw a complete set of original plans for a house design of their own. Students will also get hands on experience by building a physical model of their house design. Students will also complete real world projects in commercial design and Green building practices. Students will continue their studies in AutoCAD and also be introduced to the Autodesk Revit 3D modeling, AutoCAD Architectural Desktop, Google SketchUp and Photoshop software programs. All students will have the opportunity to enter state and national architectural design contests and with successful completion of this third year course, will be eligible to earn an ADDA certificate and be recognized as an apprentice drafter.

ENGINEERING DESIGN (TC931)

Grades 11, 12; 5 credits; One Year Elective; Prerequisite: Intro to Drafting or Fundamentals of CAD

Engineering Design is a course designed for the student who is considering a career in the field of engineering or other related areas. Students will utilize the Engineering Design Process to complete a multitude of projects designed to replicate real world problems in various engineering fields. Students will continue their studies in AutoCAD and Autodesk Inventor and be introduced to topics including advanced 3D modeling and construction, 3D animation and 3D printing. All students will have the opportunity to enter state and national engineering design contests and with successful completion of this third year course, will be eligible to earn an ADDA certificate and be recognized as an apprentice drafter.

- **All programs are offered to all students and do not require an admissions process.**

The following individuals are designated to coordinate compliance and handle complaints under Title IX and Section 504:

Title IX

Sonya Boyer, District
48 Knoll Drive
Rockaway, NJ 07866
973-664-2324
sboyer@mhrd.org

Section 504

Yesenia Rivera, Morris Hills High School
520 West Main Street
Rockaway, NJ 07866
973-664-2314
yrivera@mhrd.org

Section 504

Stan Abromavage, Morris Knolls High School
50 Knoll Drive
Rockaway, NJ 07866
973-664-2212
sabromavage@mhrd.org

Affirmative Action Officer

Sonya Boyer, District
48 Knoll Drive
Rockaway, NJ 07866
973-664-2324
sboyer@mhrd.org

Aviso Público Anual

Según las directrices de USDE IVO, Título VI: 34 C.F.R. § 100.6 (d) el presente anuncio servirá para asesorar a los estudiantes, padres, empleados y público en general de todas las oportunidades Educativas y Técnicas en el Distrito Regional de Morris Hills que estarán a disposición a todos los estudiantes sin importar la raza, color, origen nacional, sexo o discapacidad. Durante el año académico, el Distrito Regional de Morris Hills ofrecerá las siguientes carreras y oportunidades técnicas que se describen en el Programa de Estudios y se pondrán a disposición en <http://www.mhrd.org>. La admisión y criterios de la selección en los programas de carreras y técnicas no se restringen a ninguna raza, color, sexo, nacionalidad ni minoría a los estudiantes con discapacidad en la participación de programas de carrera del Distrito Regional de Morris Hills.

· Resumen de los criterios del programa (s) ofrecido(s) y admisión:

Auto 1,2,3 - Conexión Ciencias 1,2,3 - Introducción a la Redacción - Fundamentos de CAD - Diseño arquitectónico - Diseño de Ingeniería

Mecánica automotriz 1 (TC920)

Grados GR 10, 11, (12 en función del espacio disponible); 10 créditos; Un año electivo

El programa de la mecánica del automóvil de tres años está diseñado para preparar al estudiante para una carrera como técnico automotriz. Se enseña al estudiante a comprender el funcionamiento y reparación de todas las partes del vehículo. El primer año comienza con el aprendizaje de la teoría básica del automóvil a través de lecturas, debates, presentaciones audiovisuales y demostraciones. Esto es seguido por el trabajo práctico realizado en vehículos que estén registrados en el horario de reparación. Las experiencias incluyen servicio y reparación de chasis, sistema de refrigeración, sistema de lubricación, sistema eléctrico, sistema de escape, accesorios del motor y el diagnóstico asistido por computadora. Se hace hincapié en la enseñanza de conocimientos técnicos, habilidades prácticas, procesos y técnicas, e información ocupacional.

Mecánica automotriz 2 (TC930)

Los grados 11, 12; 10 créditos; Un año electivo; Auto Mecánica 1: Requisito previo

Este curso hace hincapié de nuevo y se expande en habilidades y conocimientos de todo lo aprendido previamente. Provee continuar el estudio y la aplicación más avanzada de unidades de instrucción en la reparación y servicio automotriz. Durante este segundo año, el énfasis se coloca casi en su totalidad en la experiencia práctica. Los estudiantes realizan su labor en su totalidad con los automóviles que están registrados en un horario de reparación en el taller de mecánica. Las unidades se ampliaron para incluir el estudio de los sistemas eléctricos y electrónicos, aire acondicionado y principios de funcionamiento de calentamiento / aplicaciones que conducen hacia un servicio de excelencia automotriz (ASE) de certificación de refrigerantes/ recuperación / reciclado. Todas las unidades de instrucción prepararán a los estudiantes para satisfacer los requisitos de certificación ASE / Fundación Nacional para la Educación Técnica Automotriz (NATEF).

Mecánica automotriz 3 (TC940)

Grado 12; 10 créditos; Un año electivo; Requisito previo: Auto Mecánica 2:

Este curso hace hincapié de nuevo y se expande en todas las habilidades y conocimientos aprendidos previamente, y provee el estudio continuo y la aplicación más avanzada de unidades de instrucción en la reparación y servicio automotriz. Durante este tercer año, el énfasis se coloca casi en su totalidad en el diagnóstico práctico, la gerencia empresarial y el liderazgo. Los estudiantes realizan la totalidad de su labor con los vehículos que vienen al taller de mecánica. Las unidades se ampliaron

para incluir el estudio de los sistemas eléctricos y electrónicos, aire acondicionado y los principios de funcionamiento de calentamiento / aplicaciones que conducen hacia la excelencia de servicio automotriz (ASE) de la certificación de refrigerantes / recuperación / reciclado. Todas las unidades de instrucción prepararán a los estudiantes para satisfacer los requisitos de certificación ASE / Fundación Nacional para la Educación Técnico Automotriz (NATEF).

Conexión Ciencias & TECNOLOGÍA 1 (SC963)

Los grados 10, 11, 12; 5 créditos; Un año electivo; Requisito previo: La terminación exitosa de un curso de ciencias de noveno grado, aplicación, la entrevista y la aceptación en el curso; Co-requisito: curso de laboratorio de ciencias; No satisface el requisito de graduación de Ciencias.

Este curso está diseñado para estudiantes que han demostrado interés y capacidad en las áreas científicas y tecnológicas de estudio. Se prestará especial atención al fortalecimiento de laboratorio de servicio técnico, habilidades tecnológicas y el estudio en un área seleccionada por el estudiante bajo la tutoría de un maestro de ciencias y la tecnología. La Conexión de Ciencias y Tecnología 1 se centra en el fortalecimiento de las habilidades de investigación científica al requerir la participación en proyectos de investigación científica y tecnológica a corto plazo, las estrategias de resolución de problemas, y la identificación de un tema de investigación individual. Los estudiantes también se les dará instrucciones y entrenamiento para trabajar como parte de un equipo de investigación y desarrollo.

Conexión Ciencias & TECNOLOGÍA 2 (SC964)

Los grados 11, 12; 5 créditos; Un año electivo; Requisito: Conexión de Ciencias y Tecnología 1; Co-requisito: curso de laboratorio de ciencias; No satisface el requisito de graduación de Ciencias.

Este curso está diseñado para estudiantes que han demostrado interés y capacidad en el estudio científico y tecnológico. Se dará énfasis al fortalecimiento de la ciencia y las técnicas de laboratorio tecnológicos y estudio en un área seleccionada por el estudiante bajo la tutoría de un profesor de ciencias y tecnología. La Conexión Ciencias y Tecnología 2 se centra en las habilidades científicas y tecnológicas adquiridas en la Conexión de Ciencias y Tecnología 1

Conexión Ciencias & TECNOLOGÍA 3 (SC965)

Grado 12; 5 créditos; Un año electivo; Requisito: Conexión Ciencias y Tecnología 2; No satisface el requisito de graduación de Ciencias.

Este curso está diseñado para estudiantes que han demostrado interés y capacidad en las áreas científicas y tecnológicas de estudio. Se dará énfasis a la consolidación de las técnicas de laboratorio de servicio técnico y el estudio en un área seleccionada por el estudiante bajo la tutoría de un profesor de ciencias y tecnología.

INTRODUCCIÓN A LA TECNOLOGÍA DE REDACCIÓN (TC911)

Los grados 9, 10, 11, 12; 5 créditos; Un año electivo

Este curso introduce al alumno en el uso del dibujo como el lenguaje de la industria y ofrece la oportunidad de utilizar los instrumentos informáticos y de redacción en la preparación de diversos tipos de dibujos. Las experiencias se proporcionan en los fundamentos básicos de dibujo asistidos por computador y en el tablero de dibujo. Los temas incluyen los conocimientos relacionados con técnica, habilidades prácticas, información general, y una visión general de las oportunidades de carrera relacionados con el ámbito de redacción. Se presta especial atención a la técnica, el método y las aplicaciones industriales. Las áreas que se enseñan son proyección ortográfica, secciones, auxiliares primarias, los procesos de taller, sujetadores, dimensionamiento, la lectura de planos, detalle y dibujo de conjunto, y el dibujo pictórico. Se hace hincapié en el valor de un enfoque planificado para la resolución de problemas mediante el desarrollo de modelos de cobertizos de jardín de dibujos a escala real.

FUNDAMENTOS DE CAD (921)

Los grados 10, 11, 12; 5 créditos; Un año electivo

Fundamentos de CAD es un curso en el cual los estudiantes a desarrollar habilidades para resolver problemas, con énfasis en diseño mecánico avanzado, modelado 3D básico y el diseño arquitectónico. Los estudiantes comenzarán con los conceptos básicos y aplicarlos a proyectos del mundo real, tanto en los campos de la ingeniería y la arquitectura. En ingeniería, los estudiantes irán desde la creación de bocetos simples y formas geométricas para la producción de dibujos y ensamblajes en 3D. En arquitectura, los estudiantes diseñarán una casa mientras aprenden los conceptos básicos de la topografía, la planificación y el diseño. Los estudiantes continuarán sus estudios en AutoCAD y se introducirán al modelado 3D en Autodesk Inventor.

DISEÑO ARQUITECTÓNICO (TC941)

Los grados 11, 12; 5 créditos; Un año electivo; Requisito previo: Introducción a la Redacción o Fundamentos de CAD

Diseño arquitectónico es un curso diseñado para el estudiante que está considerando una carrera en el campo de la arquitectura u otras áreas relacionadas. Las habilidades amplias, aprendidas y lecciones avanzadas de diseño de la casa, los métodos de construcción de diseño, los materiales y los códigos de construcción permitirá a un estudiante para dibujar un conjunto completo de los planes originales para un diseño de la casa propia. Los estudiantes también obtendrán experiencia práctica mediante la construcción de un modelo físico de su diseño de la casa. Los estudiantes también completarán proyectos del mundo real en el diseño comercial y los métodos de construcción verde. Los estudiantes continuarán sus estudios en AutoCAD y también se introdujo en el modelado 3D Autodesk Revit, AutoCAD Architectural Desktop, Google SketchUp y programas de software de Photoshop. Todos los estudiantes tendrán la oportunidad de entrar en el estado y concursos nacionales de diseño arquitectónico y con la terminación exitosa de este curso de tercer año, serán elegibles para obtener un certificado de ADDA y ser reconocido como un redactor aprendiz.

INGENIERÍA DE DISEÑO (TC931)

Los grados 11, 12; 5 créditos; Un año electivo; Requisito previo: Introducción a la Redacción o Fundamentos de CAD

Diseño de Ingeniería es un curso diseñado para el estudiante que está considerando una carrera en el campo de la ingeniería u otras áreas relacionadas. Los estudiantes utilizarán el proceso de diseño de ingeniería para completar una multitud de proyectos diseñados para replicar los problemas del mundo real en diversos campos de la ingeniería. Los estudiantes continuarán sus estudios en AutoCAD y Autodesk Inventor y serán introducidos a temas que incluyen el modelado avanzado 3D y la construcción, animación 3D y la impresión 3D. Todos los estudiantes tendrán la oportunidad de participar en concursos de diseño de ingeniería nacional y estatales y con la finalización exitosa de este curso de tercer año, serán elegibles para obtener un certificado de ADDA y ser reconocido como un redactor aprendiz.

Todos los programas se ofrecen a todos los estudiantes y no requieren de un proceso de admisión.

Las siguientes personas son designados para coordinar el cumplimiento y atender las quejas en virtud del Título IX y Sección 504:

Title IX

Sonya Boyer, District
48 Knoll Drive
Rockaway, NJ 07866
973-664-2325
sboyer@mhrd.org

Section 504

Yesenia Rivera, Morris Hills High School
520 West Main Street
Rockaway, NJ 07866
973-664-2313
yrivera@mhrd.org

Section 504

Stan Abromavage, Morris Knolls High School
50 Knoll Drive
Rockaway, NJ 07866
973-664-2211
sabromavage@mhrd.org

Affirmative Action Officer

Sonya Boyer, District
48 Knoll Drive
Rockaway, NJ 07866
973-664-2325
sboyer@mhrd.org

ABOUT OUR SCHOOL DISTRICT

The Morris Hills Regional District accommodates students in grades nine through twelve from Denville, Rockaway Borough, Rockaway Township, and Wharton, as well as out-of-district students through the New Jersey School Choice Program. The district operates two high schools, Morris Hills and Morris Knolls, both offering a common comprehensive curriculum. It is the policy of the Morris Hills Regional District not to discriminate on the basis of sex in its education program, activities, or employment policies or practices as required by Title IX of the 1977 Education Amendments of Title IV.

The Morris Hills Regional District was initially formed in 1951. Our original school building, Morris Hills High School, in Rockaway Borough, was completed in 1953. Morris Knolls High School in Denville was opened in 1964. Both schools are accredited by the New Jersey Department of Education.

MORRIS HILLS HIGH SCHOOL receives students from Wharton, the southernmost portion of Rockaway Township, which includes Rockaway Road to East Blackwell Street, north across Route #46, including Rockaway Gardens, both sides of Swede Mine Road to the boundary, Sunnyhill Road, the upper portion of Daniel Street to the intersection of Robert Street, and the White Meadow Lake portion of Rockaway Township; Rockaway Borough north of Route #46 as well as within the area of Rockaway Road, the Trailer Park behind the Boro Plaza (west of the railroad track) south of Route #46.

MORRIS KNOLLS HIGH SCHOOL receives students from Denville, all of Rockaway Township with the exception of White Meadow Lake and the area described above in the southern part of Rockaway Township, Rockaway Borough south of Route #46 with the exception of the area of Rockaway Road and the Trailer Park behind the Boro Plaza (west of the railroad track) south of Route #46.

Students who move into the Morris Hills Regional District, or who change residence within the District, must register in the school assigned to the section of the District in which they reside. In addition, if students select a class not offered at their high school, the district will transport students from one high school to the other, based on the availability of staff.

PHILOSOPHY

Adopted September 25, 2007

THE MORRIS HILLS REGIONAL DISTRICT BELIEVES THAT:

The ultimate goal of education is to provide for the emergence of highly motivated learners who have attained a high level of basic competence and an ability to deal with complexity and change, both autonomously and with others, in our contemporary society.

The Morris Hills Regional District is committed to providing a comprehensive curriculum to meet the needs of its students now and in the future. It recognizes the importance of providing the skills necessary for students to be good citizens in society, the technical skills necessary for students to compete successfully in an ever-increasingly complex working environment, and the advanced skills required in all areas for students who intend to further their post-graduate education.

Concern for students' personal growth and social responsibility is equally important to the Morris Hills Regional District. An understanding of the diversity of human nature and an acceptance of it as the norm will result in a cooperative attitude toward decision making and problem solving. In order to help students achieve an internal sense of self-worth while maintaining respect for the dignity of others, students will be provided with opportunities to clarify their values and ethics, develop civic responsibility, recognize and appreciate the importance of multicultural diversity in our global society, and develop expertise in working closely with others to attain desired goals.

In order to assist students to achieve the academic and personal skills necessary for personal satisfaction and societal contribution, we believe in providing students with real experience engaging all their systems and their innate curiosity and involving them in appropriate physical movement, social interactions, practical projects, uses of language, and creative enterprises. The Morris Hills Regional District recognizes the importance of community involvement in this process. Close ties with parents, non-profit organizations, businesses, and higher educational institutions are a primary focus. The District is equally committed to providing an environment conducive to learning. To this end, the District actively supports a staff development program, provides the resources for the entire educational program, advocates an inclusive curriculum which is academically integrated across all disciplines, significantly involves the teaching staff in the decision making process, and provides students with a wide range of co-curricular activities. To monitor the success of its program, the District supports a broad-based assessment program which includes emphasis on authentic activities as well as on traditional assessment.

The Morris Hills Regional District advocates a sound educational program to meet the unique needs and interests of all its students. Strong community ties, the nurturing and support of its staff, the provision of a curriculum to meet the needs of every student regardless of ability or background, and a safe and effective learning environment are the cornerstones for the effective education of Morris Hills Regional District students.

MORRIS HILLS REGIONAL DISTRICT

MISSION STATEMENT

The Morris Hills Regional District, in shared responsibility with all stakeholders, empowers students to become contributing members and leaders of a global society who can effectively communicate and collaborate with others, take responsibility as productive citizens, and become lifelong learners.

VISION STATEMENT

We, as professional, caring educators will:

- foster critical thinking, problem-solving and 21st Century skills.
 - nurture dynamic and creative minds.
 - facilitate productive habits of mind
- celebrate the importance of diversity through the appreciation, respect, and compassion for others.
- practice a diverse, relevant, and comprehensive curriculum.

GOALS 2020 (DISTRICT 10-YEAR STRATEGIC PLANNING)

Curriculum and Instruction

Morris Hills Regional District will develop a personalized learning experience through a comprehensive and diverse curriculum that empowers all students to become meaningful contributors to a global society through innovative instructional practices and authentic measures for assessing understanding.

Professional Development

Morris Hills Regional District will promote and facilitate standards-based professional development that is relevant to all stakeholders and responds to emerging needs. Targeted areas include, but are not limited to, developing effective teaching skills that meet the specific needs of all learners, infusing technology throughout instruction and infrastructure, fostering collegial relationships that advance learning communities, and providing the appropriate resources to empower lifelong learners.

Community and Security

Morris Hills Regional District will encourage a relationship between the district and community that incorporates parental, student, and community involvement to promote mutual support for instructional and volunteer endeavors. Within this learning community, the district will provide an environment that is physically and emotionally secure.

Integrity and Ethics

The Morris Hills Regional District will empower the entire community to respect and celebrate the diverse strengths and experiences of each individual in the global community through civic service and an appreciation of various perspectives with an emphasis on personal integrity, ethical responsibility, team-building, persistence, and accountability.

Technology & Globalization

Morris Hills Regional District will provide resources for efficient integration of technology into its schools and curriculum through economically and environmentally responsible means while connecting to the global community and facilitating intercultural collaboration.

Fiscal Responsibility and Infrastructure

Morris Hills Regional District will appropriately and responsibly allocate fiscal resources to provide all students with an effective learning environment. The district will seek alternative funding, share resources and services, and pursue viable opportunities to reduce the tax burden on the district's residents without compromising the quality of education.

GENERAL INFORMATION

COURSE LOAD

A typical student schedule will consist of at least seven subjects, including English and physical education/health. A minimum of 35 credits must be scheduled each year. Students select the subjects to be taken with the assistance of counseling and teaching personnel and the approval of their parents. The appropriate choice of subjects should be a matter for serious thought, as it frequently provides essential background for advanced study or for entry into certain careers.

COURSE OFFERINGS

All courses are offered subject to sufficient enrollment, sufficient staffing, and availability of facilities. The Board of Education reserves the right to cancel any course due to insufficient enrollment, lack of staff, or unavailability of facilities.

A student who wishes to take a course not offered at the home school may be transported during the school day to the other school for the specific blocks when that subject is offered. Transportation arrangements may also be made to accommodate students enrolled in courses with fewer than fifteen participants. These classes may be combined and held only at one school. In general, scheduling preferences will be given to upperclassmen for courses which are available at several grade levels. Certain courses may be taken on a pass/fail or audit basis. Independent study and credit by examination are also available. Complete details regarding these options are available in the guidance office.

SCHEDULE CHANGE PROCEDURES

Students are not permitted to change their class schedule unless it is believed to be in their best interest, as determined by all parties concerned. These parties include, but are not limited to, the student, the parent, the teacher of the present class, the counselor, and the appropriate administrator.

Scheduling begins in the spring. Once the scheduling process is complete, the Board of Education reviews the course tallies, assesses the budgetary needs connected to the course tallies, and then approves the schedule to honor the commitments of our students in successfully completing their selected courses. Please note a student's final schedule may differ due to low or high enrollment in a course. This will be determined during the build process of the master schedule over the summer.

Schedules will not be changed for reasons such as teacher preference, time preference, or A/B Day preference. A schedule change request to waive into a higher level academic course will **ONLY** be considered up to **June 1st**. (Incoming freshmen have until June 30th.) Schedule changes may be initiated by the student, parent, teacher of the present class, counselor, or appropriate administrator. Requests for schedule changes should be directed to the student's counselor, who will then conference with all involved parties. Please find below our schedule change calendar that will be strictly followed. Please note that a schedule change request could be administratively initiated due to special programming needs.

SCHEDULE CHANGE CALENDAR

TYPE OF CHANGE

DATE

PRIORITY 1:

Scheduling changes due to computer errors, conflicts, and incorrect coding of course numbers

Full year courses (all).....	7th school day in September
First semester courses (all).....	7th school day in September
Second semester courses (all).....	7th school day of the second semester

PRIORITY 2:

1. Withdrawing from and/or adding course(s), changing from or to pass/fail, or from or to audit

Full year *Core courses.....last school day in September
Full year/First Semester **Non Core courses.....10th school day in September
Second semester courses (all).....10th school day of the second semester

*Core Areas include: English, Mathematics, Science, Social Studies and World Language

**Non Core Areas include: Art, Business, Family & Consumer Science, Music, Physical Education, and Technology

2. Withdrawing from courses without penalty or notation of any kind

Full year courses.....end of the 1st marking period
First Semester/Second Semester courses.....midpoint day of the 1st marking period of each semester

3. Withdrawing from courses with notation of W/F (if failing at time of withdrawal) or W/P (if passing at time of withdrawal) on transcript

All year courses..... after the end of 1st marking period to end of school year
First Semester/Second Semester courses.....after the midpoint day of the 1st marking period to the end of the course

PRIORITY 3:

Course level changes must be requested and made by the mid-point of the 2nd marking period. Course level changes will only be made with the approval of the counselor, the supervisor of the department, and the Supervisor of School Counseling. The grades earned while in the one level of the course will be used in calculating the grades of the second level. Raw scores in the first level course will be treated and seen on the report card as if they were earned in the second level. No bonus weighting will be awarded in a course where a student switches from an Honors or AP course to a lower level course.

***SPECIAL NOTE:**

A W/F or W/P is noted on the report card and official transcript for those students who withdraw from a course after the established deadline mentioned above. In addition, the W/F & W/P grades are calculated as a "50" in computing class rank and GPA. These guidelines do not apply to attendance policy issues and the withdrawal from class(es) due to excessive absences/cutting.

COURSE LEVELS

There are many things to consider when choosing the levels of courses. In the Morris Hills Regional District, courses are offered at the college preparatory level (CPA and CPB), honors level (H), and an Advanced Placement level (AP). (Students in the International Baccalaureate Program are also offered courses at the IB level.)

How do you know which level is right for you? Each of your core teachers will make recommendations for the appropriate levels for you. Your teachers know the requirements and difficulty of the AP, honors, and college prep levels, and they also know you. They will base their recommendations on your grades, homework, class work, tests and quizzes, and school attendance. They will also consider how motivated you are to learn and your self-discipline. Your teachers know the academic performance level required to be successful in certain classes in high school and will give a lot of thought as to your recommended placement.

Your school counselor and your parents are all ready to talk to you about what courses and levels to choose. Remember you have an opportunity to take a variety of challenging courses, so choose wisely. Your careful selection will provide you with the foundation necessary to sample new fields of study and reach your post-high school goals.

Should I take an honors or AP level course? A high level of academic independence and personal drive is expected of all students enrolled in honors and AP level classes. In choosing any honors or AP course you are expected to be self-motivated, interested in studying a subject in depth, willing to do frequent independent work outside the classroom, and display dedication, self-discipline and a true interest in the subject. Students who wish to enroll in Honors and AP English and/or social studies should be avid readers and competent writers. Honors math and science students must have consistently high grades in mathematics and be willing to devote a great deal of time outside the classroom.

What electives should I choose? Choosing your electives is another important scheduling decision. Some students choose an elective because it relates to the career direction they will take, while others experiment with a variety of elective courses. Talk to your school counselor about the sequences and prerequisites of the electives before you make a selection.

Can I change my schedule if I change my mind about my coursework? Yes, students may change courses - within the approved guidelines. Student courses are selected in January and February of each year and students have from February to May to alter their course selections. That is three months! A great deal of time and effort goes into the development of master schedules at both schools of nearly 24,000 individual course placements that serve approximately 3000 students. The master schedule at each high school is arranged in such a way so as to avoid conflicts in students' schedules. The courses that run are based solely on student selections. Once the master schedule is developed, class size limits and course availability will limit a student's ability to change courses. School counselors are available throughout the summer to make final changes to student schedules; however, only limited changes will be made to a student schedule after school begins in September. Think carefully about your choices. After the master schedule is created we might not be able to make the changes you would like.

COURSE LEVELS AND CHANGE PROCEDURE

All students should enroll at the highest possible level of coursework in which they can be successful. Parents/guardians are encouraged to consider the level placement recommendations from teachers, department supervisors and school counselors. Course level changes must be made by the midpoint of the second marking period and all level changes require the approval of the parent/guardian, school counselor, the department supervisor, and the Supervisor of School Counseling.

The grades earned while in the previous level of a course will be used in calculating the grades in the new level.

A five signature Consent for Level Adjustment form must be completed for all level changes. All course prerequisites will be strictly enforced. All prerequisites are listed in this Program of Studies.

ADDITIONAL OFFERINGS

Some occupational/technical courses are not offered by the Morris Hills Regional District, but are available to district students through the Morris County School of Technology, 400 East Main Street, Denville. Additionally, the Challenger Program, offered through the County College of Morris, Route 10, Randolph, or similar offerings at other area colleges, are available to seniors. Students interested in this type of course offering should contact their counselor for specific details.

Morris County Academy for Mathematics, Science and Engineering

The Morris County Academy for Mathematics, Science and Engineering, housed at Morris Hills HS, is another option for students. The Morris County School of Technology offers full-time Academy programs to grade 9 students who apply and are accepted. The Academy is a highly focused, full-time program for Morris County students whose interests lie in mathematics, science, technology, engineering, or architecture. Located on the campus of Morris Hills High School, the Academy provides students with rigorous training in scientific and technological subjects, while, at the same time, allows students to take advantage of the curricular and extracurricular educational opportunities of a comprehensive high school. The Academy for Mathematics, Science, and Engineering offers students a variety of educational opportunities not ordinarily available in a typical high school. The extensive integration of technology into course content and methodology, the opportunity to earn transcribed college credits while in high school through partnerships with institutions of higher education, the completion of specially developed courses corresponding to scientific and technological career pathways,

and the opportunity to complete internships with practicing scientists and engineers from leading corporations and universities all combine to provide a challenging educational experience for students.

Morris County Academy for the Performing Arts

The Morris County Academy for the Performing Arts, housed at Morris Knolls HS, is open to any student in Morris County through a competitive application process and audition with Morris County School of Technology. Students apply in the fall of their eighth grade year and have a choice among three majors: dance, theatre, and vocal performance. Other full time Academy programs are also available through Morris County School of Technology. Interested students who are presently in grade 8 and entering grade 9 in September should contact the Morris County School of Technology to obtain additional information, as well as application materials.

Innovative Programs

The Morris Hills Regional District is committed to providing multiple learning opportunities for students to pursue individual areas of interest, rigorous coursework, and a focused curriculum to prepare for life and work in the 21st Century.

The Math and Science Magnet Program is a four-year honors program that provides a challenging and focused math/science course sequence where students will invent, design, and conduct original research projects that will yield a cumulative and sound argument. Students will pick an area of specialization as well as free electives from a broad range of other disciplines. The Research Based Analysis/AP Capstone course sequence will allow students the opportunity to work with mentors while pursuing their individual areas of interest in applied mathematics and science. Students from any of the four sending districts and choice students may apply to become Magnet students at Morris Hills High School in their 8th grade year.

The International Baccalaureate Program (IB) is an internationally recognized and respected rigorous course of study focused on international mindedness, concurrency of learning, and community service. Students accepted into the IB Diploma Program will take a series of IB courses in 6 areas of study (English, World Language, Individuals and Societies, Mathematics and Computer Science, Experimental Sciences, and the Arts/Electives) in their junior and senior years. Students may also opt for the IB Career-Related Program, which allows students to take some IB courses while pursuing career-related electives. Students from any of the four sending districts and choice students may apply to become IB Diploma or IB Career-Related Program students at Morris Knolls High School in their 8th grade year.

The AVID (Advancement Via Individual Determination) Program is a four-year, nationally recognized program for motivated students who wish to take more challenging coursework (honors and Advanced Placement) in preparation for a two- or four -year college but feel they need additional support and individualized attention during the school day. The heart of the AVID Program is the AVID Elective, a 5-credit course that focuses on career and college readiness through tutorials, field trips, career planning, and college admissions preparation. The AVID Program is held at Morris Hills High School but is open to students from all four sending districts through an application process in 8th grade.

MHRD Program for the Gifted and Talented

The Morris Hills Regional District provides alternatives in acceleration and enrichment to students in all of the six federally-recognized categories of giftedness: general intellectual ability, specific academic aptitude, creative and productive thinking, leadership, fine and performing arts, and psychomotor talents.

Gifted students can be found in all cultural and socioeconomic subgroups. They may be identified because of marked performance, achievement, or even potential in one or more of the categories listed above. Parents, students, teachers and counselors are invited to nominate students in all grade levels for the wide array of program options. Students who are identified as gifted have the opportunity to pursue their interests and respond to appropriate levels of challenge in traditional and non-traditional academic settings.

Enrichment seminars include Creative Writing, Model Congress, and Peer Leadership programs. Seminars are scheduled on a rotating basis, meeting 2-4 hours per month. Participants engage in activities specific to their area of interest, extend their skills, and interact with peers who possess similar abilities.

Performing Arts Showcases are scheduled each winter, and provide gifted and talented students with the opportunity to share their talents and training before an audience of their peers. Auditions and rehearsals precede the showcases, which take place during the school day.

The MHRD's independent study program is extensive, providing students with the opportunity to enhance and/or extend their performance in a variety of disciplines. Application and selection procedures require prospective independent study students to identify a mentor, compose a proposal for study, set measurable goals and create a timeline for achieving them, identify appropriate resources, and explain the proposal before a panel of district administrators. Individual conferences, online communication, mentor meetings, and a digital academic network help to support students as they pursue independent study. Participants in the program engage in reflective thinking as they demonstrate their

progress toward individual goals and conclude the program with a presentation or project that demonstrates specific evidence content and skill acquisition.

Brochures outlining the Gifted and Talented Program can be obtained from the Guidance Department. Questions can be directed to one of the Teacher-Coordinators of the program, Sara Bauer or Emma Evans. They can be reached at 973.664.2331 (Morris Hills) or 973.664.2248 (Morris Knolls) or at the following email addresses: sbauer@mhrd.org; eevans@mhrd.org.

CLASS RANK/GPA

PHILOSOPHY

It is the philosophy of the Morris Hills Regional District that class rank is a comparative rating of students based upon a student's overall high school effort and that the quality of effort be taken into account via increased weighting for advanced placement and advanced/honors courses, with AP and IB courses receiving more weight than other advanced/honors classes. **All graded courses except physical education count towards class rank and GPA.** (Graded courses also include MHRD Summer Acceleration, GT/Independent study courses with numerical grades, and credit by exam.) Finally, since the philosophy of the district is that ours are comprehensive high schools, all other graded courses, whether academic or occupational, count towards class rank and GPA in accordance with their credit value.

GUIDELINES

- The "Grade Point" method is used for computation of class rank and GPA.
- The addition of points to the numerical grade for GPA and rank calculation for advanced courses are as follows:
 - 5 points will be added for honors level courses which are not AP or IB courses.
 - 10 points will be added for Advanced Placement and International Baccalaureate courses.
 - students must successfully complete an honors or AP/IB class with at least a 70 in order to earn bonus weighting in the GPA. Students who change levels from AP/Honors to a lower level course during the year will not earn bonus weighting.
- Grades for health are included in class rank/GPA computation.
- Grades for physical education are not included in class rank/GPA computation.
- The grade of a student removed from a class under the provisions of the district attendance policy will be included in class rank computation and will be counted as a "50" for class rank/GPA computation.
- The grade of a student who withdraws from a class after the established deadline will be included in class rank computation and will be counted as a "50" for class rank/GPA computation.

WEIGHTED SUBJECTS

The following honors courses are given an additional five points in determining the grade point average:

Accelerated French H, German H, Spanish H	Advanced Band H
Algebra 2 H	Biology 1 H
Calculus 3 Multivariable H	Calculus & Analytic Geometry H
Chemistry 1 H	Chorus H, Lunch Chorus H
College Accounting 1 H, 2H	English 9,10,11 H
French 3 H	French 4 H
Geometry H	German 3 H
German 4 H	Precalculus H
Research Based Analysis 1 H	Spanish 3 H
Spanish 4 H	Strings Ensemble H, Lunch Strings Ensemble H
United States History 1 H	World History H

The following 27 Advanced Placement and 18 International Baccalaureate courses are given an additional ten points in determining the grade point average:

AP Art History	AP European History	IB Biology SL/HL
AP Studio Art: 2-D Design	AP French Language	IB Chemistry SL
AP Studio Art: 3D Design	AP U.S. Government & Politics	IB French SL
AP Studio Art: Drawing	AP Human Geography	IB Physics SL
AP Biology	AP Music Theory	IB English SL/HL
AP Calculus AB and BC	AP Physics 1	IB German SL
AP Chemistry	AP Physics C	IB History HL
AP Computer Science A	AP Psychology	IB Mathematics SL/HL
AP Computer Science Principles	AP Research	IB Music SL/HL
AP Economics	AP Seminar	IB Psychology HL
AP English Language & Composition	AP Spanish Language	IB Spanish SL
AP English Literature & Composition	AP Statistics	IB Theatre SL/HL
AP Environmental Science	AP U. S. History	IB Theory of Knowledge

SUPPLEMENTAL PROGRAMS

DRIVER EDUCATION BEHIND-THE-WHEEL is offered by the Morris Hills Regional District Adult School as a special service to accommodate residents. The program includes six hours devoted to actual Behind-The-Wheel training. A student must be at least sixteen years of age to qualify for the student permit. The classroom driver theory course is offered as the sophomore health education requirement. Students for the Behind-The-Wheel classes are scheduled on a grade-age basis with scheduling preference given to seniors, then juniors, and subsequently sophomores. Instruction will be available after school, evenings, weekends, and vacations. All eligible students may register at the Adult School office by paying the established tuition fee.

FAMILY LIFE EDUCATION is a program required by the New Jersey Administrative Code (Article 6:19-7.1). The Morris Hills Regional District infuses Family Life Education into its Health Education Curriculum and annually provides parents and guardians with an outline of the curriculum and a list of instructional materials for the grade of their child, including notification concerning provision for excusing students.

STATE SEAL OF BILITERACY is a state program that allows students to earn a bilingual endorsement to their high school diploma. Students who can demonstrate proficiency in English and a world language between the second half of junior year and winter of senior year can earn a certificate and a seal on their transcript. Additional information is available in the School Counseling Office.

SPECIAL EDUCATION PROGRAMS are available at Morris Knolls High School for students with learning/language disabilities, and multiple disabilities. Supplemental support programs and resource center programs along with opportunities under various funded programs are available in each school further to aid classified students.

TITLE I PROGRAMS are available at Morris Hills High School for students who meet the academic guidelines. The programs are offered in Language Arts and Mathematics to students who need additional assistance in these areas. Additional counseling services are also available to students in the Title I program.

I. REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Subject	Requirements
English	20 credits, 5 credits for each year of enrollment
Mathematics	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
Science	15 credits, including: -5 credits of Biology or Life Science** -5 credits of Chemistry, Environmental Science, or Physics -5 credits of an additional laboratory science
Social Studies	15 credits, including: -5 credits of World History/Culture -10 credits of U.S. History
World Language	5 credits (10 credits or more recommended for four-year college admissions)
Phys. Ed/Health	5 credits for each year of enrollment
Personal & Financial Literacy	2.5 credits
Visual & Performing Arts	5 credits
21st Century Life & Careers or Career/Tech Ed	5 credits
Computer Literacy	5 credits (Classes of 2019, 2020, and 2021) Infused into all courses (Classes of 2022 and beyond)
Additional Electives	32.5 credits (Classes of 2019, 2020, and 2021) 37.5 credits (Classes of 2022 and beyond)
Total Credits Required for Graduation	140

The Board encourages all students who have otherwise met all requirements for graduation to pursue additional coursework in Social Studies, Mathematics, Science, and World Language in order to be better prepared for post-secondary programs and 21st century careers. Students in Innovative Programs may have additional course requirements to complete their programs.

*Students who have taken Algebra I or Geometry in the 8th grade must still complete 15 credits of mathematics at the high school level.

**Students who have taken Biology or Life Science in the 8th grade must still complete a biology/life science course while enrolled in high school.

**II. MORRIS HILLS REGIONAL DISTRICT
COURSES MEETING
THE VISUAL & PERFORMING ARTS (VPA) REQUIREMENT,
THE 21ST CENTURY LIFE & CAREERS REQUIREMENT (TCLC),
THE PERSONAL & FINANCIAL LITERACY REQUIREMENT (PFL)
AND THE COMPUTER LITERACY REQUIREMENT**

Theatre (VPA)	BN920 Microsoft Professional *
EN920 Theatre Arts	BN931 Business Management
IB532/533/542/543 IB Theatre SL/HL	BN930 Business/ Personal Law
	BN921 Social Media Marketing(1/2 year course)*
Art (VPA)	BN940 Senior Work Study/Structured Learning Experience
VP977 3-D Design	BN923 Virtual Enterprise
VP440/442 AP Studio Art:2-D Design/3-D Design	BN912 Introduction to Business
VP441 AP Studio Art: Drawing	BN960 Investment Strategies
VP430 AP Art History	BN915 Marketing
VP975 Cartooning and Animation	BN924 Multimedia & Game Development*
VP973 Digital Art and Design*	BN961 Sports & Entertainment Marketing (1/2 year course)
VP974 Advanced Digital Art and Design*	BN910 Word Processing/Internet Strategies*
VP976 Digital Photography*	BN950 Yearbook Publication 1 _____
VP971 Drawing & Painting	BN951 Yearbook Publication 2 (_____
VP970 Introduction to Art	

	Technology Education (TCLC)
	TC962 Advanced Graphic Production & Manufacturing*
	TC941 Architectural Design*
Music (VPA)	TC920 Auto Mechanics 3
VP530/VP531/VP540/VP541 IB Music SL/HL	TC930 Auto Mechanics 2
VP983 Advanced Band /VP383 Adv. Band H	TC940 Auto Mechanics 1
VP980 Band	TC963 Cabinet Making/Furniture Design
VP990 Chorus/VP390 Chorus H	TC955 Computers, Automation, & Robotics*
VP982 Music Appreciation	TC951 Electricity
VP420 AP Music Theory	TC961 Electrical Trades
VP984 Music Theory/Composition	TC931 Engineering Design*
VP981 Strings Ensemble/VP381 Strings Ensemble H	TC921 Fundamentals of CAD*
VP991 Treble Choir	TC911 Introduction to Drafting Technology
	TC952 Introduction to Graphic Communications*
Family & Consumer Science (TCLC)	TC950 Introduction to Technology, Engineering & Design
FC950 Exploring Childhood	TC953 Introduction to Woodworking
FC960 Food and Nutrition	TC965 Metals and Manufacturing Technology
FC961 Food, Culture, and Traditions	TC954 Metalworking
FC951 Introduction to Education	
	Special Education (TCLC)
Science/Technology Education (TCLC)	ASB958 Foundations for Success*
SC963-964-965 Science Inquiry, & Technology 1, 2, 3	ASC962 Tech for Living*
	ASB961 Food & Nutrition
Business (TCLC)	ASB962 Exploring Childhood
BN911 Intro to Computer Applications*	

The following courses do not meet VPA or TCLC requirements:

AV210 AVID Elective 9*
 EN005 Reading & Writing Workshop*
 EN952 Public Speaking & Writing
 EN954 TV Production 1
 EN955 TV Production 2*
 EN956 TV Production 3*
 EN950 Expository & Creative Writing Workshop
 EN957 The Art of Film
 MT420 AP Computer Science A*

MT421 AP Computer Science Principles*
MT620 Research Based Analysis IH*
MT910 Computer Programming Mathematics Using Visual BASIC*

*all courses marked with an asterisk fulfill the district's 5-credit computer literacy requirement (this requirement does not apply to the Class of 2022 and beyond)

Courses Meeting the Personal & Financial Literacy Requirement:**

Business

BN911 Introduction to Computer Applications*
BN920 Microsoft Professional*
BN960 Investment Strategies
BN913 Personal Finance
BN914 Personal Finance Summer Acceleration (1/2 year course)
BN330 College Accounting 1H
BN912 Introduction to Business
BN923 Virtual Enterprise
BN730 Academy Business Strategies H
BN940 Senior Work Study/Structured Learning Experience

Math

MT241 Financial Algebra (Students may use this course to fulfill **either** the Math **or** PFL requirement, but not both.)

Social Studies

SS420 AP Economics
SS952 Economics (1/2 year course)

Special Education

ASB956 Community Based Instruction
ASC966/970 Community Based Instruction

International Baccalaureate (IB)

IB510 Core Components for IB*

**Students may not use one course to satisfy both the TCLC and PFL requirements.

III. SUBJECT COMPETENCY

- Students must earn a final grade of 70% to pass a course and earn credit. Indicators of level attainment may include tests, examinations, quizzes, class participation, homework, projects, reports and/or writing assignments.

IV. STATE CORE CURRICULUM CONTENT STANDARDS REQUIREMENTS

- Students are required to meet state testing requirements for graduation as defined by the New Jersey Department of Education. With the implementation of PARCC, the state testing requirement has been in transition. Students in the Class of 2019 have a variety of options to meet the state testing requirements for graduation. The Class of 2020 must participate in all PARCC assessments for which they are eligible (and earn a valid score) before using a different option to meet graduation requirements. The Classes of 2021 and beyond must participate in all PARCC testing for which they are eligible and pass Algebra 1 and ELA 10 in order to earn a high school diploma. Please see your school counselor for more information.

V. ATTENDANCE REQUIREMENTS

- Class attendance in accordance with the district's attendance policy and as required by the New Jersey Administrative Code. The Morris Hills Regional 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.

VI. GRADE LEVEL PROMOTION

- Promotion to the next grade level is determined by the number of credits earned. The following is a list of the minimum credits required to achieve grade level status:

Freshmen (Grade 9)	-	promotion from eighth grade
Sophomore (Grade 10)	-	minimum of 30 credits
Junior (Grade 11)	-	minimum of 60 credits and completion of Algebra I or courses equivalent to a full year of Algebra I
Senior (Grade 12)	-	minimum of 90 credits and the ability to graduate at the end of the current school year

Students will be assigned to the appropriate grade level homeroom based on credits earned. Eligibility for participation in class activities (ie. Prom, senior picture, etc.) may be determined by credits earned.

To qualify as a ninth grade student, promotion from eighth grade is required. Most subjects meet every other day of the week and carry five credits for the full year. Some subjects are offered one semester and carry 2 ½ credits. A few subjects meet five blocks per week and these credits vary. Physical Education and health classes are required for each student for each year enrolled and must be successfully completed.

An early graduation program is available. Students are permitted to graduate after their third year and before their fourth year in high school provided they complete all of the Board of Education and New Jersey State Department of Education requirements. Interested students should contact their school counselors in the spring of their sophomore year.

Students may apply to meet graduation requirements through alternative methods using the Option II Program. Information is available in the School Counseling Office.

COURSE DESCRIPTIONS

ART

COURSE	GRADES OFFERED				CREDITS
3-D Design	9	10	11	12	5
Advanced Digital Art & Design		10	11	12	5
AP Art History		10	11	12	5
AP Studio Art: 2-D Design				12	5
AP Studio Art: 3-D Design				12	5
AP Studio Art: Drawing				12	5
Cartooning and Animation	9	10	11	12	5
Digital Art & Design	9	10	11	12	5
Digital Photography		10	11	12	5
Drawing & Painting		10	11	12	5
Introduction to Art	9	10	11	12	5
Introduction to Art Studio			11	12	5

PORTFOLIO ASSESSMENT FOR ART

Evaluation of student performance for the courses stated below shall be based on an evaluation of a portfolio of student work. This method includes not only a teacher evaluation of the portfolio, but also a student reflection on the content and creation of the portfolio. The student's reaction shall be based on the following guidelines:

- A. *Self Understanding*
 - ability to articulate one's own goals and working approach
 - ability to assess one's own strengths and limitations
- B. *Critique*
 - ability to articulate and justify strengths and weaknesses in one's work
 - to apply understandings to ideas and events being studied
- C. *Use of feedback*
 - ability to incorporate ideas offered in response to efforts
 - capacity to make informed and critical judgments of one's own work in order to modify future behaviors

Along with the evaluation of the actual art work produced, students shall be able to use the evaluation process to reflect on the results of their responsibility; reflect on their record of the creative process, historical knowledge, critical thinking, aesthetic growth, multicultural awareness and artistic production; reflect on the learning/teaching tool that facilitates a meaningful dialogue between student and teacher. The evaluation process shall serve as a tangible continuum for the learner's creative process, production, and reflection over time.

3D DESIGN (VP977)

Grades 9, 10, 11, 12; 5 credits; One Year Elective; Prerequisite: None

In this hands-on course students will create art pieces through a variety of 3-D media such as clay, sculpture, paper maché, wire, cardboard, duct tape, found objects and finishes. Students will craft figurative and abstract works, jewelry, pinch pots, masks, and functional pieces of art. Both additive and subtractive methods will be used to expand knowledge of form, structure, balance, and function. This course would be beneficial to students interested in art, architecture, engineering, fashion/costume and accessory design and product/industrial design.

ADVANCED PLACEMENT ART HISTORY (VP430)

Grades 11, 12; 5 credits; One Year Elective; Prerequisites: None

This is a comprehensive course, equivalent to the introduction of Art History on a college level. Learning to understand, interpret, and critique painting, sculpture, architecture and other forms of visual art will be addressed within the parameters set forth by the College Board. During the course, students examine major forms of artistic expression from the past and present, as well as from a variety of cultures and through museum trips. Students will critically examine and analyze what they see in oral and written form. This course will prepare students to take the Advanced Placement Art History Exam provided and administered by the College Board in May. College level writing skills will be utilized.

STUDENTS MAY TAKE EITHER ONE, TWO, OR THREE OF THE AP STUDIO COURSES LISTED BELOW

ADVANCED PLACEMENT STUDIO ART: 2D Design (VP440)

Grade 12; 5 credits; One Year Elective; Prerequisite: Introduction to Art Studio; 3 art classes taken previously or a portfolio review with the AP teacher.

This course provides an intense studio work experience for the serious art student who demonstrates exemplary technical skills, time on task, and the ability to generate college level art concepts, while meeting deadlines and accepting the rigorous responsibility for completing a minimum of 24 college-level pieces of artwork. The focus of this class is on the development of a 2-D Design portfolio (media such as graphic design, digital imaging, photography, collage). Instruction is individualized to meet the needs of the college bound and the career oriented art vocational student. The class provides a forum for long-term, large-scale, self-motivated projects and museum trips at a college foundation level culminating with an installation of work in the Senior Studio Art Show. Portfolio presentation and evaluation, infusion of career information, participation in critiques, self-evaluation, and enhanced independent study will be highlighted. Intelligent awareness of materials, processes and techniques will be stressed. The major objective of the course is to prepare portfolios for Advanced Placement evaluation. This course has a required Summer Assignment.

ADVANCED PLACEMENT STUDIO ART: 3D Design (VP442)

Grade 12; 5 credits; One Year Elective; Prerequisite: Introduction to Art Studio; 3 art classes taken previously or a portfolio review with the AP teacher.

This course provides an intense studio work experience for the serious art student who demonstrates exemplary technical skills, time on task, and the ability to generate college level art concepts, while meeting deadlines and accepting the rigorous responsibility for completing a minimum of 24 college-level pieces of artwork. The focus of this class is on the development of a 3-D Design portfolio (media such as sculpture, ceramics, jewelry). Instruction is individualized to meet the needs of the college bound and the career oriented art vocational student. The class provides a forum for long-term, large-scale, self-motivated projects and museum trips at a college foundation level culminating with an installation of work in the Senior Studio Art Show. Portfolio presentation and evaluation, infusion of career information, participation in critiques, self-evaluation, and enhanced independent study will be highlighted. Intelligent awareness of materials, processes and techniques will be stressed. The major objective of the course is to prepare portfolios for Advanced Placement evaluation. This course has a required Summer Assignment.

ADVANCED PLACEMENT STUDIO ART: Drawing (VP441)

Grade 12; 5 credits; One Year Elective; Prerequisite: Introduction to Art Studio; 3 art classes taken previously or a portfolio review with the AP teacher.

This course provides an intense studio work experience for the serious art student who demonstrates exemplary technical skills, time on task, and the ability to generate college level art concepts, while meeting deadlines and accepting the rigorous responsibility for completing a minimum of 24 college-level pieces of artwork. The focus of this class is on a wide range of approaches and media. Line quality, light and shade, rendering of form and composition are addressed through a variety of means which could include painting, printmaking or mixed media. Instruction is individualized to meet the needs of the college bound and the career oriented art vocational student. The class provides a forum for long-term, large-scale, self-motivated projects and museum trips at a college foundation level culminating with an installation of work in the Senior Studio Art Show. Portfolio presentation and evaluation, infusion of career information, participation in critiques, self-evaluation, and enhanced independent study will be highlighted. Intelligent awareness of materials, processes and techniques will be stressed. The major objective of the course is to prepare portfolios for Advanced Placement evaluation. This course has a required Summer Assignment.

DIGITAL ART AND DESIGN (VP973)

Grades 9, 10, 11, 12; 5 credits; One Year Elective; Prerequisite: None

This course serves as an introduction to the basic design elements and principles, and how with the use of computers, they can be applied in fine and commercial art. How computers are used to create graphics, animation, layouts, and presentations will be explored. The use of capturing data or art work through digital camera, video, scanners, CD ROMs, and digitizers and altering it will be covered, as well as use of software programs for drawing and animating. Additionally, reproduction of the computer art will be addressed through exploration of color printers and video. Careers in computer animation and graphics will also be explored, as well as advances in the industrial use of computer art.

ADVANCED DIGITAL ART AND DESIGN (VP974)

Grades 10, 11, 12; 5 credits; One Year Elective; Prerequisite: Digital Art and Design

This course will explore advanced digital art software and hardware such as digital photography, advanced scanning techniques, and integration of video with fine art and computer generated images. Students will work with color, black and white, laser and ink jet printers. Projects will require a combination of fine and computer art skills and techniques. Students will work on individual and interdisciplinary projects, both individually and as a team.

CARTOONING AND ANIMATION (VP975)

Grades 9, 10, 11, 12; 5 credits; One Year Elective; Prerequisite: None

Cartooning and Animation is a full year elective course which will give students who have an interest in cartooning and animation an opportunity to further their drawing skills. Students will build a portfolio of quality work. Projects will include: hand-developed cartoon characters, comic strips, political cartoons, caricature and short animation (both drawn and digital), flip books, comic books, and stop action short clips.

DIGITAL PHOTOGRAPHY (VP976)

Grades 10, 11, 12; 5 credits; One Year Elective; Prerequisite: Introduction to Art, Digital Art and Design, OR Cartooning and Animation

This course is designed for students who are interested in the technical, creative, and hands-on aspects of digital photography. Students will gain experience in taking creative, original portrait and candid photographs, learn the importance of lighting and composition, and explore the professional photography marketplace. Students will also utilize image manipulation software and digital imaging to correct, retouch photographs, and compose unique images. Students will work as school photographers for various school events.

DRAWING & PAINTING (VP971)

Grades 10, 11, 12; 5 credits; One Year Elective; Prerequisite: Introduction to Art, Digital Art and Design, OR Cartooning and Animation

Drawing & Painting continues the study of two-dimensional art introduced in Introduction to Art, Cartooning & Animation, or Digital Art and Design and provides the student with more advanced techniques and mediums. Attention will be given to drawing from life, from references, creating original work, working with watercolor, and acrylic painting techniques. Drawing media will include pencil, charcoal, pastels, and ink. Emphasis will be on enhancing technical skill and the development of individual expression and creativity. Art styles and periods will be explored. Having completed the Drawing and Painting course, students can continue the study of art at an advanced level in Intro to Art Studio, AP Studio Art, or can take additional art electives such as Digital Art and Design, 3D Design, Sculpture, & Jewelry Making, Digital Photography or AP Art History.

INTRODUCTION TO ART (VP970)

Grades 9, 10, 11, 12; 5 credits; One Year Elective; Prerequisite: None

The Introduction to Art course provides an introduction to the basic concepts and skills required for the creation of art. Introduction to Art will build students' creative thinking skills, ability to develop original ideas, and their technical skills. To understand design, the students will look in depth at its elements and its principles. Several drawing methods and painting skills will be introduced, and will provide a basis upon which students can build in more advanced courses such as Drawing & Painting, Introduction to Art Studio, AP Studio Art, Digital Art and Design, and 3-D Design, Sculpture and Jewelry Making.

INTRODUCTION TO ART STUDIO (VP972)

Grades 11, 12; 5 credits; One Year Elective; Prerequisite: Drawing & Painting OR 3D Design

In this course, students will utilize advanced techniques and complex media to further explore the realm of two dimensional art. Portraiture, figure drawing, realistic still life work and observational rendering will be taught, as well as advanced exploration of the use of pencil, charcoal, pastels, inks, watercolors, oil paints or acrylic paints. A body of work collected in a portfolio will be prepared. This portfolio of work will be evaluated for entrance to AP Studio Art, and includes projects that will be applied to the AP breadth section, collegiate or career preparation artwork. Art styles and 19th, 20th and 21st Century artists will be explored. This course has a required Summer Assignment.

AVID

COURSE	GRADES OFFERED	CREDITS
AVID Elective 9	9	5
AVID Elective 10	10	5
AVID Elective 11	11	5
AVID Elective 12	12	5

AVID ELECTIVE 9: (AV210)

Grade 9; 5 credits; One Year Required. Co-requisite: Enrollment in the AVID Program.

This full year course, AVID Elective 9, is a college readiness course that will become the first course in a sequence of four for the AVID Program. This course will be required for all freshmen in the AVID Program. The course will provide 5 credits toward the 140 credits required for graduation. The course is aligned to the *New Jersey Core Student Learning Standards for English, Technology, Social Studies, and Science*, with an emphasis on CPIs in English and Technology. This course will provide students with academic support for Honors and CPA level courses and assist them in the development of career goals, while at the same time exposing them to colleges and universities. Students will learn the following AVID Strategies: Cornell Notes, Costa's Questions, WICOR, and Tutorials. Students enrolled in this class must be enrolled in the AVID Program.

AVID ELECTIVE 10: (AV220)

Grade 10; 5 credits; One Year Required. Prerequisite: AVID Elective 9 OR Departmental Approval; Co-requisite: Enrollment in the AVID Program.

This full year course, AVID Elective 10 is a college readiness course that will become the second course in a sequence of four for the AVID Program. This course will be required for all sophomores in the AVID Program and will provide 5 credits toward the 140 credits required for graduation. The course is aligned to the *New Jersey Student Learning Standards for English, Technology, Social Studies, and Science*, with an emphasis on CPIs in English and Technology. This course will provide students with academic support for AP, Honors and CPA level courses and assist them in the development of career goals, while at the same time exposing them to colleges and universities. Students will attend college fairs and college visits through the Elective while preparing for college entrance exams. Students will continue to refine Cornell Notes, Costa's Questions, WICOR strategies, and Tutorials.

AVID ELECTIVE 11: (AV230)

Grade 11; 5 credits; One Year Required. Prerequisite: AVID Elective 10; Co-requisite: Enrollment in the AVID Program.

This full year course, AVID Elective 11 is a college readiness course that will become the third course in a sequence of four for the AVID Program. This course will be required for all juniors in the AVID Program and will provide 5 credits toward the 140 credits required for graduation. The course is aligned to the *New Jersey Student Learning Standards for English, Technology, Social Studies, and Science*, with an emphasis on CPIs in English and Technology. This course will provide students with academic support for AP, Honors and CPA level courses and assist them in the development of career goals, while at the same time exposing them to colleges and universities. Students in AVID Elective 11 will focus on beginning a Service Learning Research Project, the college application process, preparing for college entrance exams such as SAT and ACT, and continue to refine AVID strategies.

AVID ELECTIVE 12: (AV240)

Grade 12; 5 credits; One Year Required. Prerequisite: AVID Elective 11; Co-requisite: Enrollment in the AVID Program.

The AVID Elective 12 is a college readiness seminar course that will become the fourth course in a sequence of four, serving as the culmination of a student's years in the AVID Program. The AVID Elective 12 will place a strong emphasis on critical reading and writing, the completion of the AVID 11 Service Learning Research Project, and preparation for external exams, such as Advanced Placement and/or college entrance exams. This course will be required for all seniors in the AVID Program and will provide 5 credits toward the 140 credits required for graduation. The course is aligned to the *New Jersey Student Learning Standards for English, Technology, Social Studies, and Science*, with emphasis on CPIs in English and Technology. The AVID Elective 12 will provide students with continued academic support for AP, Honors and CPA level courses, while preparing them to attend four-year universities and assisting them in confirming their post-secondary plans. Students in the AVID Elective 12 will be required to develop and present a portfolio of their work in the AVID Program, as well as complete the requirements for this seminar course.

BUSINESS

COURSE	GRADES OFFERED			CREDIT S	
Business & Personal Law	11	12		5	
*Microsoft Professional	10	11	12	5	
Business Management	10	11	12	5	
Social Media Marketing	10	11	12	2.5	
*College Accounting 1H	11	12		5	
College Accounting 2H		12		5	
*Senior Work Study/ Structured Learning Experience		12		15	
*Virtual Enterprise		11	12	5	
*Introduction to Business	9	10	11	12	5
*Introduction to Computer Applications	9	10	11	12	5
*Investment Strategies	10	11	12	5	
Marketing					
Multimedia & Game Development	10	11	12	5	
*Personal Finance	9	10	11	12	5
Sports & Entertainment Marketing	10	11	12	2.5	
Word Processing/Internet Strategies	9	10	11	12	5
Yearbook Publication 1	9	10	11	12	5
Yearbook Publication 2	10	11	12	5	

*Meets the Financial Literacy 2.5 credit requirement

BUSINESS & PERSONAL LAW (BN930)

Grades 11, 12; 5 credits; One Year Elective

This course is designed to develop an understanding of law involving an individual's rights and obligations as a student, worker, and a citizen. Criminal law, problems in society, marriage, divorce, contract law, banking law, court enforcement procedures, consumer law, and illustrative court case problems are some of the topics studied. This is a practical course which will demonstrate to the student that some type of law guides. Law is stressed as it applies to everyday use and to the most common business and personal transactions.

***MICROSOFT PROFESSIONAL (BN920)**

Grades 10, 11, 12; 5 credits; One Year Elective;

Students learn all the components of Microsoft Office: Word, Excel, Access and PowerPoint. This is the #1 software used in business today. Many colleges expect their students to know how to successfully operate Office. Projects include creating a tribute PowerPoint presentation to your family or favorite band. Create a movie or automobile database using Access. Create a stock portfolio or sports statistics spreadsheet using Excel. Create a satirical newspaper or a business brochure using Word. Students who are juniors and seniors can elect to earn 3 transferable college credits from Fairleigh Dickinson University. This course provides an opportunity to obtain MOS Certification. *This course is highly recommended for all college and non-college bound students.*

BUSINESS MANAGEMENT (BN931)

Grades 10, 11, 12; 5 credits; One Year Elective

This course is designed to provide an understanding of the characteristics, the organization, and the operations of business. It is designed for students who are exploring the possibility of a career in business. The primary focus is on the role of the manager. Contemporary issues are introduced as well as factors that affect the economic trade winds that influence the American business environment and the responsibilities of business to society. Various management styles are explored.

SOCIAL MEDIA MARKETING (BN921)

Grades 10, 11, 12; 2½ Credits; One Semester Elective; Prerequisite; Completion of any other computer course

This course requires the student to become a member of a team ready to produce and maintain club and activity web pages for the Morris Hills Regional District. Students will assume responsibility for keeping the world informed regarding Morris Hills' and Morris Knolls' activities and act as primary developers for specific web pages. Do not think of Social Media Marketing as just another class—it is an exciting and challenging worksite offering on-the-job training. Students may opt to work independently to earn IC3 certification. IC3 is Internet Core Computer Certification that validates skills in key applications (Word, Excel, and PowerPoint), computer hardware, and internet knowledge.

***COLLEGE ACCOUNTING 1H (BN330)**

Grades 11, 12; 5 credits; One Year Elective

This college-level course explores how a business keeps records of its various operations. Focus is upon current business and accounting practices. Attention is given to the role of professional judgment in both the development and interpretation of accounting information. The student learns the accounting methods used for handling various ownership sections and capital structures. This course is recommended for students planning to take college courses in accounting, business management, law, or entering the business field. Three college credits may be earned through the Fairleigh Dickinson University Middle College Program.

COLLEGE ACCOUNTING 2H (BN340)

Grade 12; 5 credits; One Year Elective; Prerequisite: College Accounting 1/H

This college-level course will provide students with an introduction to managerial accounting theory and practice. Emphasis will be placed on the use of accounting techniques and concepts in managing, controlling, and decision-making within the organization. Technology will be used extensively in the course to analyze and interpret data. This course is recommended for students planning to take college courses in accounting, business management, law, information processing, or entering the business field. Three college credits may be earned through the Fairleigh Dickinson University Middle College Program.

***SENIOR WORK STUDY/STRUCTURED LEARNING EXPERIENCE (BN940)**

Grade 12; 15 credits; One Year Elective: Time Requirement: 88 minutes (10 blocks) per month class time; 15 hours minimum per week on the job at an approved training station. The purpose of the SLE Work Study Program is to afford all student the opportunity to experience actual part-time employment in local business, industry, and government under the supervision and guidance of the SLE Work Study teacher/coordinator. Students will gain work readiness experience in real work situations. Students explore career possibilities in the areas of business administration, accounting, computer applications, retail and administrative support positions. By alternating classroom learning with work experience, students are able to make informed career decisions, interact and communicate with professionals in their field, as they prepare for further education and or entry into the job market. Students may also elect to continue in a cooperative education program at the college level or utilize their practical experience to secure employment upon graduation.

***VIRTUAL ENTERPRISE (BN923)**

Grades 11, 12; 5 credits; One Year Elective; Prerequisite: Interview/Application may be required

This course is a simulated business course that mirrors the real world. It is a company set up by students with the assistance of teachers and real-world business partners. With guidance, the students first determine the nature of their business, its products and services, its structure and management, and then move on to engage in the daily operations of running a business. Emphasis is based on using current business software, communications, and the Internet for business transactions with more than 3,000 Virtual Enterprise Firms worldwide. Three college credits may be earned through the Fairleigh Dickinson University Middle College Program.

***INTRODUCTION TO BUSINESS (BN912)**

Grades 9, 10, 11, 12; 5 credits; One Year Elective

Introduction to Business introduces the student to the field of business and presents the occupational opportunities in business. An introduction to economic activity, business laws and ethics, types of business ownership, entrepreneurship, business organization and management, production of goods, marketing and promotion, and a variety of personal financial topics are included in the curriculum. This course is designed to provide the student with a satisfactory, usable knowledge of the activities of the world of business.

***INTRODUCTION TO COMPUTER APPLICATIONS (BN911)**

Grades 9, 10, 11, 12; 5 credits; One Year Elective

This course is intended to expose students to the use of the PC in personal life, to learn the responsibility of digital citizenship, and to become self-directed, lifelong learners and users of technology. Students will gain knowledge of a variety of software products which are utilized by consumers, and skills which can be transferred to business and school. Through hands-on experience, students will apply these software packages and concepts to solve personal and school-related problems through practice simulations and projects. Some of the software introduced in this course include word processing, spreadsheet, presentation, multimedia and desktop publishing packages. Units are strategically designed to support cross-curricular content such as reading comprehension, writing and mathematics. Additionally, the personal financial literacy graduation requirement is satisfied by this course.

***INVESTMENT STRATEGIES (BN960)**

Grades 10, 11, 12; 5 Credits; One Year Elective; Prerequisite: Introduction to Business or Business Management

As students make the transition to adulthood, it is important to realize the numerous investment and financial options that are available and the risks that they may bring. This course will provide students deep understanding of Investment Strategies, both personally and professionally. Topics covered will include: portfolios, investment terminology, the role of markets, risk, securities, and real and financial assets. Additionally, personal financial strategies will be examined that will help the student as they transition into adulthood. Students will gain a deep understanding of Investment Strategies through application to real world situations.

MARKETING (BN915)

Grades 9, 10, 11, 12; 5 credits; One Year Elective

Whether we realize it or not, marketing is all around us. Marketing has a direct effect on the purchases we make and the services we use. This course is designed to provide an overview of basic marketing principles and how they are applied. Topics covered in this class will include: pricing, branding, packaging, evaluating market opportunities, market segmentation, targeting and positioning, research, market strategy and planning. Students will demonstrate their mastery of the content through marketing simulation projects. Student participation in DECA is encouraged.

MULTIMEDIA & GAME DEVELOPMENT (BN924)

Grades 10, 11, 12; 5 credits; One Year Elective; Prerequisite: any 5 credit computer course

The need for skilled multimedia workers is rising in the fields of business, education, and entertainment. This course will develop multimedia skills in the operation of graphics, animation, sound, and game development. This course allows students to develop their

creative skills. It also helps students think conceptually and problem solve in graphic design terms. The goal of this course is to help produce future professionals who possess the knowledge, skills, and abilities to enter and advance in these fields.

***PERSONAL FINANCE (BN913)**

Grades 9, 10, 11, 12; 5 credits; One Year Elective

This course is designed to provide the knowledge needed to solve a wide variety of financial issues. The students are given the tools necessary to address the challenges of living on their own, such as bringing home a paycheck, utilizing a checking and savings account, renting an apartment, purchasing a house, purchasing a car, budgeting, and using credit. Personal Finance is a practical course that helps students become more informed consumers and avoid common mistakes.

SPORTS AND ENTERTAINMENT MARKETING (BN961)

Grades 10, 11, and 12; 2½ Credits; One Semester Elective; Prerequisite – None

The field of sports and entertainment marketing is rapidly growing. Many colleges, universities, and high schools offer specialized majors and concentrations in these fields. In this course, students will explore the world of sports and entertainment from the perspective of marketing. The functions of marketing and management that are presented are intended to be a guide for students taking their first steps into the exciting world of sports and entertainment. How do these franchises grab hold of the consumer and incorporate themselves in our vernacular? How do Nike, Under Armour, and Gatorade acquire consumers' loyalty? Or how do sports franchises such as the New York Yankees, Dallas Cowboys or Manchester United create and reach a worldwide fan base? This course will help explain.

WORD PROCESSING/INTERNET STRATEGIES (BN910)

Grades 9, 10, 11, 12; 5 credits; One Year Elective

This course is designed to help students develop good techniques in keyboarding and gain a comprehensive overview of word processing. Instruction emphasizes the preparation of letters, memos, reports and other business-related documents. Upon completion, students should be able to keyboard, with accuracy, approximately 35 words per minute for five minutes. Microsoft Word is the word processing package to be used in a Windows environment. Desktop Publishing features of Word will be explored in depth. Students will be introduced to using the Internet as a research tool for other courses. Learning to copy data and graphics from the Internet for use in student documents will be addressed as well as using the net to communicate with others, both locally and globally. Advocating responsible student use of the Internet is a priority. After one year many students develop skills which enable them to obtain part-time employment. Students enrolled in this course can earn Word professional certification from Certiport, the official testing company for Microsoft and Adobe software. Both Morris Hills and Morris Knolls are Certiport Testing Centers. This option is part of the final exam project. There is a cost related to the certification.

YEARBOOK PUBLICATION 1 (BN950)

Grades 9, 10, 11, 12; 5 credits; One Year Elective

This course is intended for students interested in learning layout, design, graphic arts and computer skills applicable to the generation of a yearbook. Students will be required to develop proficiency in the software program PageMaker as part of the yearbook production. This course will require active and dedicated participation in all facets of yearbook production throughout the school year. Students must have some knowledge of Desktop Publishing, Social Media Marketing or Digital Art & Design.

YEARBOOK PUBLICATION 2 (BN951)

Grades 10, 11, 12; 5 credits; One Year Elective; Prerequisite: Yearbook Publication 1 or yearbook experience

This course is intended for students who wish to serve as editors—either editor-in-chief or section editors—for the yearbook publication and to broaden and deepen their knowledge of layout, design, graphic arts, use of artwork, photography, and computer applications related to publication. This course will require active and dedicated participation in all facets of yearbook production throughout the school year.

ENGLISH

COURSE	GRADES OFFERED				CREDITS	
AP Literature & Composition	11				5	
IB English HL	11	12			5 per yr	
IB English SL	11	12			5 per yr	
English 12 CP A/B	12				5	
AP Language & Composition	12				5	
English 11 H	11				5	
English 11 CP A/B	11				5	
English 10 H	10				5	
English 10 CP A/B	10				5	
English 9 H	9				5	
English 9 CP A/B	9				5	
The Art of Film	9	10	11	12	5	
Bridge to Success - ELA	12				2.5 or 5	
World Literature	10	11	12			5
Service Learning	12				5	
Expository & Creative Writing Workshop	10	11	12			5
Public Speaking and Writing	9	10	11	12	5	
Reading Writing Workshop (Z block)	9				5	
SAT Preparation	10	11			2.5	
College Writing Prep	10	11	12			2.5
Television Production 1: Elements of Broadcasting	9	10	11	12	5	
Television Production 2: Video Production	10	11	12			5
Television Production 3: Advanced Video Production	11				5	
Theatre Arts	9	10	11	12	5 per year	
IB Theatre HL	11				5 per year	
IB Theatre SL	11				5 per year	

ADVANCED PLACEMENT LITERATURE & COMPOSITION (EN440)

Grade 11; 5 credits; One Year Elective for English Requirement; Department Approval

A major objective of the course is to prepare the student to take the Advanced Placement Examination and to receive recognition for college-level achievement in English Literature and Composition. The course offers intensive study of representative works from several literary genres and periods. The focus of the course is on both the study and practice of writing and the study of literature. Critical analysis of poetry, drama, short stories, novels, and essays will be combined with the study of literature to emphasize the resources of language, including connotation, metaphor, irony, syntax and tone. Through the course, the student will develop critical standards for the appreciation of literature, ability to use the modes of discourse and understanding of the relationship of literary work to contemporary experience as well as to the times in which it was written. To enroll in this course, students should be recommended by the English Department. Students will also complete a mandatory summer reading assignment in preparation for the course of study throughout the school year. In addition, all English classes have a required District-wide Summer Reading Assignment.

ADVANCED PLACEMENT LANGUAGE & COMPOSITION (EN431)

Grade 12; 5 credits; One Year Elective for English Requirement; Prerequisite: Department Approval

A major objective of the course is to prepare the student to take the Advanced Placement Examination and to receive recognition for college-level achievement in English Language and Composition. AP English Language and Composition focuses on the art of rhetoric and the effective use of language. Students study a number of writers of prose in a variety of genres including: novel, short story, autobiography, biography, satire, and the essay. AP Students examine how language works to evoke emotion through sophisticated reading and the analysis of words, patterns, and structures that create subtle effects of language. Students learn to write about language descriptively and demonstrate knowledge of grammar conventions including parts of speech and structural patterns as well as an awareness of connotation and shades of meaning in context. Students are prepared to sit for the AP Language and Composition exam which tests their ability to read critically and to write in the following modes: comparison and contrast, narration / description, definition, extended definition and academic argument. The content of the AP Language and Composition course combines a fairly traditional study of Literature with a more theory-based focus on the process of literary interpretation and analysis. To enroll in this course, students should be recommended by the English Department. Students will also complete a mandatory summer reading assignment in preparation for the course of study throughout the school year. In addition, all English classes have a required District-wide Summer Reading Assignment.

ENGLISH 12 CP A/B (EN240/140)**Grade 12; 5 credits; One Year Required; Prerequisite: English 11 CP A/B or equivalent**

Designed for the college bound student, this course identifies some of the major themes in literature and shows the movement and color of life in literature evident in short stories, poems, plays, essays, and novels from around the world, representative of ancient cultures through the present day. Through reading and discussion, research and analysis, the student will become aware of these themes, will gain insight about the work and will develop an understanding of the components of fiction and the techniques used by prominent world authors. Ultimately, students should acquire a constructively critical attitude toward these genres as they read and analyze works of literature. Interwoven with literature study are activities designed to improve the students' abilities to communicate effectively their ideas through oral discussion, written composition, and vocabulary development. Written pieces will demonstrate strong awareness of audience and task, expressive use of language, organization, supportive details and the degree to which writing demonstrates attention to grammar. Ultimately, the student will gain an awareness of how literary works reflect society and an awareness of literature as a medium for learning about the world. All English classes have a required District-wide Summer Reading Assignment.

ENGLISH 11 H (EN330)**Grade 11; 5 credits; One Year Required; Prerequisite: English 10 H or Department Approval**

This course is designed to instill in the most capable college bound students an awareness of literature and the development of human condition through a thematic approach to a variety of contemporary literature pieces in connection to earlier texts of multiple genres. Students will develop an awareness of the historical, cultural, and socio-economic aspects of society studied through collaborative work, independent research, and Socratic discussion. Designed for the student who has demonstrated mastery of basic grammar, sentence structure, paragraph development, and organization, this course will help to refine skills in the preparation of literature-related analytical papers, character studies, essay answers, critical reviews, and research papers in addition to responses to literary criticism and poetry explication. The writing process will heighten skills in achieving general effect, attention to creativity and voice, organization, supportive details and the degree to which writing demonstrates attention to writing mechanics. In preparing for college, the student will have frequent writing practice, extensive vocabulary study, and preparation for the PARCC or equivalent standardized test, ACT/SAT, college admission tests and advanced placements. All English classes have a required District-wide Summer Reading Assignment.

ENGLISH 11 CP A/B (EN230/130)**Grades 11; 5 credits; One Year Required; Prerequisite: English 10 CP A/B or equivalent**

Designed for the college bound student, this course identifies some of the major themes in literature and shows the movement and color of life in contemporary literature evident in short stories, poems, plays, essays, and novels from around the world through a thematic, multi-genre approach to literature. A balance of literature, language and composition skills will be provided in order to furnish the student with skills needed for college. The course will build upon skills in expository, persuasive, analytical and narrative writing as students learn to develop the thoroughness of their written responses. The research paper and other forms of writing will also be integrated with the study of literature. Written pieces will demonstrate an awareness of audience and task, expressive use of language, organization, supportive details and the degree to which writing demonstrates attention to grammar. Refinement of reading skills, organizational ability, and control of grammar and mechanics of expression are goals of the instructional methodology. Along with frequent writing practices, students will enhance vocabulary study and test-taking skills in preparation for the PARCC or equivalent standardized test, ACT/, SAT and college admission tests. All English classes have a required District-wide Summer Reading Assignment.

IB ENGLISH HL (EN531, EN541)**Grades 11, 12; 5 credits each year; Two Year Requirement in the IB Diploma Program;****Prerequisite: English 10 H**

The IB English HL course is a rigorous, college-bound course offered at a higher level. The course includes works of World Literature from a variety of authors, genres, historical time periods and cultures. The reflective study of multicultural works and the international focus creates broad-minded thinkers who are sensitive to and respectful of the common canon of great World Literature. Students are encouraged to recognize the interrelationship of cultural, political, geographical, historical, and economic aspects of the peoples to be studied and the effect of same on the literature. Additionally, there will be a significant emphasis placed on works of British Literature through study of Shakespeare and contemporary works. Through close study and analysis of various texts, students will gain command of the language appropriate for the study of literature and a discriminating appreciation of the need for an effective choice of register and style in both written and oral communication. Even more challenging than the SL course, students in the HL program demonstrate the following: an ability to engage in independent literary criticism in a manner which reveals a personal response to literature; an ability to engage in independent textual commentary both seen and unseen; and, a wide-ranging appreciation of structure, techniques and style as employed by authors, and of their effects on the reader. IB Diploma students who enroll in this course must take the IB Exam. Students will not be prepared to take the AP Literature and Composition and AP Language and Composition exams. This course has a required Summer Assignment and a required District-wide Summer Reading Assignment.

IB ENGLISH SL (EN530, EN540)**Grades 11, 12; 5 credits each year; Two Year Requirement in the IB Diploma Program;****Prerequisite: English 10 H**

The IB English SL course is a rigorous, college-bound course offered at the standard level. The course includes works of World Literature from a variety of authors, genres, historical time periods and cultures. The reflective study of multicultural works and the international focus creates broad-minded thinkers who are sensitive to and respectful of the common canon of great World Literature. Students are encouraged to recognize the interrelationship of cultural, political, geographical, historical, and economic aspects of the peoples to be studied and the effect of same on the literature. Additionally, there will be a significant emphasis placed on works of British Literature through study of Shakespeare and contemporary works. Through close study and analysis of various texts, students

will gain command of the language appropriate for the study of literature and a discriminating appreciation of the need for an effective choice of register and style in both written and oral communication. Students in the SL program demonstrate the following: an awareness of the effects of structure, technique and style as employed by authors; an ability to comment on the language in both familiar and unfamiliar pieces of writing; and, an ability to approach works in an independent manner which reveals a personal response to literature. IB Diploma students who enroll in this course must take the IB Exam. Students will not be prepared to take the AP Literature and Composition and AP Language and Composition exam. This course has a required Summer Assignment and a required District-wide Summer Reading Assignment.

ENGLISH 10 H (EN320)

Grade 10; 5 credits; One Year Required; Prerequisite: English 9 H or Department Approval

Designed for the most capable college bound student, this course continues the individual's development of literature study at an advanced level. Composition and language skills become more specialized as students produce writing assignments including various forms of expository and persuasive essays, literary analysis and critical reviews, and research papers. Written pieces reflect skills in achieving general effect, attention to creativity and voice, organization, supportive details and the degree to which writing demonstrates attention to writing mechanics. Instruction will provide opportunities for students to broaden learning techniques through close reading skills, organizational ability and elevated expression in writing. The literature will be approached thematically or chronologically by examining America's literary growth from the Puritan/Colonial Period through the 21st Century through nonfiction, essay, short story, novel, poetry, and drama that explore the themes applicable to all people. Vocabulary study, ACT/SAT, and PARCC or equivalent standardized test preparation are developed through in-depth units, as well as through infusion with literature study. All English classes have a required District-wide Summer Reading Assignment.

ENGLISH 10 CP A/B (EN220/120)

Grade 10; 5 credits; One Year Required; Prerequisite: English 9 CP A/B or equivalent

This course, designed for the college bound student, increases the student's skills in language, literature, and composition. A thorough polishing of writing skills includes exposure to various types of writing including the expository and persuasive essay, literary-based responses, and narrative persona writing through journaling, letters and historical reflections. Written pieces reflect an awareness of audience and task, expressive use of language, organization, supportive details and the degree to which writing demonstrates attention to grammar. Improving reading skills, organizational ability, and control of grammar and mechanics of expression are goals of the instructional methodology. American literature is studied either thematically or chronologically, from the Puritan/Colonial Period through the 21st Century through short story, novel, poetry, drama, and nonfiction selections that explore the themes applicable to all people. Vocabulary study, ACT/ SAT, and PARCC or equivalent standardized test preparation are developed through in-depth units, as well as through infusion with literature study. All English classes have a required District-wide Summer Reading Assignment.

ENGLISH 9 H (EN310)

Grade 9; 5 credits; One Year Required

Designed to challenge the most capable college bound students, this course focuses on types of literature as well as the advanced study of language and composition. A thematic approach to literature study includes short stories, poetry, drama, novels, and nonfiction. A strong emphasis on the writer's workshop explores expository and persuasive writing, analysis of literary elements and devices, exercising the narrative voice through the creation of original short stories, myths and folktales, and the research paper. Written pieces reflect skills in achieving general effect, attention to creativity and voice, organization, supportive details and the degree to which writing demonstrates attention to writing mechanics. A variety of opportunity is provided to students to acquire effective reading, listening, speaking, and viewing skills. Vocabulary and PARCC or equivalent standardized test preparation are addressed through in-depth units, as well as through infusion with literature and language arts study. Instruction is tailored to help freshmen develop a strong foundation in research and writing for future coursework. All English classes have a required District-wide Summer Reading Assignment.

ENGLISH 9 CP A/B (EN210/110)

Grade 9; 5 credits; One Year Required

Designed for the college bound student, this course is comprised of several integrated areas of learning. The literature portion is approached thematically and includes short story, poetry, drama, novel, essays, and nonfiction. Grammar refinement is designed to include particular attention to spelling, usage, and mechanics of expression and is practiced and reinforced to enhance sentence structure, paragraph development, and organizational skills. Reading, listening, speaking, viewing, and study skills are introduced and developed along with the ability to use reference tools as the student prepares various writing assignments. A strong emphasis on the writer's workshop explores various approaches to the expository, persuasive and narrative essays. Students will also gain experience in the research process and produce a short research paper. Written pieces reflect an awareness of audience and task, expressive use of language, organization, supportive details and the degree to which writing demonstrates attention to grammar. Vocabulary and PARCC preparation are addressed through in-depth units, as well as through infusion with literature and language arts study. Instruction is designed to help the student to develop an adequate background for future language, literature, and composition studies that may be encountered in future coursework. All English classes have a required District-wide Summer Reading Assignment.

THE ART OF FILM (EN957)

Grades 9, 10, 11, 12; 5 credits; One Year, Non-required English Elective

This film study course will encourage the application of critical viewing strategies to selected films. It will explore film history, film criticism, and film appreciation through a combination of chronological and genre-oriented approaches. The course will expose students to an understanding of the film industry and the economics of filmmaking and distribution. Students will learn about the variety of personnel who collaborate to create a film and hone their critical viewing skills.

BRIDGE TO SUCCESS - ELA (EN001/EN002)**Grade 12; 2.5 or 5 credits; Elective**

This course is designed to prepare students for college placement exams such as the College Board's Accuplacer. Bridge to College and Careers may be required for those students who have not met proficiency on the ELA PARCC assessment or earned the minimum score on one of the New Jersey Department of Education approved substitute assessments. Those who have not met the minimum scores will develop a portfolio during the second semester for the high school graduation appeal process.

COLLEGE WRITING PREP (EN922)**Grades 10, 11, 12; 2.5 credits; Elective**

The primary goal of this semester course is to help students prepare for the demands of college writing. It is designed to give students targeted instruction in the types of writing that college professors assign, the quality of writing that they expect, and the multiple formats they require. Students will learn various types of college writing assignments, document-based and argumentative writing styles, MLA and APA formatting as well as APA research. The course will also cover natural components of the writing process including grammar and mechanics, drafting, editing, and revising. Lastly, students will learn about the importance of digital citizenship in writing as they communicate with professors and eventual employers. This course is a natural partner for the SAT Prep course.

WORLD LITERATURE (EN350) Grades 10, 11, 12; 5 credits; One Year Non-required English Elective or English replacement course in senior year only

This course takes a critical look at the intersecting aspects of culture through a literary lens. Dimensions of race, gender, religion, politics, and philosophy are explored and analyzed through the study of poetry, drama, novels, art, and film. Emphasis is placed on world literature to expand student knowledge and understanding of their place in the globe and to challenge assumptions and conceptions. Students will be guided to develop their writing in both academic and creative contexts and will improve their reading and annotation abilities in preparation for college. Ultimately, this course will assist students in seeing the complexity of culture, both in the United States and abroad. All English classes have a required District-wide Summer Reading Assignment.

SERVICE LEARNING (EN241) Grade 12; 5 credits; One Year Non-required English Elective or English replacement course in senior year only. Prerequisite: Teacher recommendation and departmental approval

Service Learning combines community service with academic instruction, providing the opportunity to reflect critically on personal and civic responsibility. Students will explore local community-identified needs as well as the historical and philosophical roots of service. Students will design and complete service projects both on campus and in the field through partnerships with local organizations. Through research, writing, and speaking, students will practice academic skills, leadership skills, and develop their engagement with the community. The course will culminate in a project synthesizing their research and reflecting on their work.

EXPOSITORY & CREATIVE WRITING WORKSHOP (EN950)**Grades 10, 11, 12; 5 credits; One Year Non-required English Elective**

This course is designed to allow students to develop a personal writing and expository writing style and to become more proficient in the process of composing. Moving from the simple to the complex, instruction begins with personal narrative experiences and ends with the short story. In addition, the creative forms of poetry and drama are explored. Class time is divided among formal teacher presentations, examinations of models, and the reading and cooperative analysis and discussion of class manuscripts. Students who wish to write more skillfully about their experiences and emotions are guided through the process of prewriting, composing/drafting, revising, editing, and publishing. The culmination of this course is a final project developed through a contract between the student and the teacher.

PUBLIC SPEAKING AND WRITING (EN952)**Grades 9, 10, 11, 12; 5 credits; One Year Non-required English Elective**

This course develops fundamentals of effective oral delivery, body control, voice, diction, poise and ease. Preparation and practice are provided in making short speeches including those to inform, to convince, to stimulate, to actuate, and to entertain. Introductions, conversations, telephone procedures, demonstrations, poetry and prose readings, discussions, impromptu and prepared oratory and debate procedures are also major elements of this course.

READING & WRITING WORKSHOP (EN005)**Grade 9; 5 credits; One Year ; Does not satisfy English graduation requirement; Z block**

In the Reading & Writing Workshop, selected students have an opportunity to sharpen their critical reading and writing skills utilizing the most current technology in order to help them achieve the goals set forth by the Common Core State Standards. Students will become confident, independent readers through guided practice set forth by the teacher who incorporates specific strategies and targeted skill sets into daily lessons. The workshop setting allows students to work independently; therefore, the teacher can meet with individuals or small groups to support strategic reading and the interpretation of text and provide feedback on students' written assignments. The principle goal of this course is to provide individual instruction and support in reading and writing by equipping students with the skills necessary to successfully comprehend a variety of text types and engage in the full writing process. Skills mastered in this course will be introduced and developed according to needs of each individual student and will be monitored and evaluated carefully on the basis of growth and overall progress and development. Students are selected based upon a variety of indicators. This course is offered at Morris Hills High School only through funding from Title I.

SAT PREPARATION (EN921/EN931)**Grades 10 (spring only),11; 2.5 credits; Elective**

The primary goal of this semester course is to help students prepare for the SAT in math and language arts. Students will receive one marking period of mathematics instruction and one marking period of language arts instruction. In this course students will learn how the SAT is scored, review and practice math and language arts concepts for each question type, learn test taking strategies, and practice pacing by taking several timed practice tests.

TELEVISION PRODUCTION 1: Elements of Broadcasting (EN954)**Grades 9, 10, 11, 12; 5 credits; One Year Non-required English Elective**

This is a full year elective course designed to provide college preparatory students with the fundamentals, theories and history of broadcasting, as well as the more practical techniques used in advertising, television production and equipment operation. With this knowledge, students will be better prepared to enter the field of broadcasting and media studies at the post-secondary level, or simply become more aware of the importance of media in the world around them.

TELEVISION PRODUCTION 2: Video Production (EN955)**Grades 10, 11, 12; 5 credits; One Year Non-required English Elective;****Prerequisite: Television Production 1 or teacher recommendation**

This is a full year elective course designed for students who have demonstrated a desire to learn more about the elements of television production, ranging from media related research to script writing, directing, and editing. Students will develop original production concepts into completed productions. Students will also be responsible for the facilitation of the video morning announcements and filming for MSG Varsity. Additionally, students will assist TV Production 3 students with the cable show and video yearbook.

TELEVISION PRODUCTION 3: Advanced Video Production (EN956)**Grades 11, 12; 5 credits; One Year Non-required English Elective;****Prerequisite: Television Production 2 or teacher recommendation**

This is a full year elective course designed to meet the needs of those students who have already completed the study of Television Production 1 and 2 and who wish to advance their studies in this area. Emphasis is placed on advanced equipment operation, program development, and a variety of scriptwriting techniques. A major goal of this course is for students to expand their experience in writing, developing, and producing original television programs for broadcast. Students in this class serve as leaders, as well as models and mentors or Television Production 2 students. The class will also be responsible for the creation of a schedule for and production of district cable programs and content and uploading for MSG Varsity.

THEATRE ARTS (EN920)**Grades 9, 10, 11, 12; 5 credits each year; Non-required Elective;**

The mission of the Theatre Arts course will be to study the process of theatrical production—from page to the stage—and its relevance as a form of cultural expression. Beginner students will be introduced to the basic concepts of Theatre Arts. They will use various creative drama techniques to build confidence and trust, stimulate imagination, and movement through theatre games and activities. More experienced students will continue to refine their dramatic skills through monologue work and scene study. Advanced students will focus on creating an original theatre piece. Each year the class will culminate in the production of a short theatrical performance in which all students will participate. Students may take this course each year as they continue to build their theatrical skills.

IB THEATRE SL (EN532, EN542)**Grades 11, 12; 5 credits each year; Two Year Elective in the IB Diploma Program**

The IB Theatre SL course allows students to research and explore diversity in theatre throughout the world. Students will study theatre history and culture, and understand that theatre as an art form expresses the social consciousness of a people. Further examination of international theatrical art forms will afford the students new insights and ideas, and by experimenting with various performance techniques, both as individuals and as an ensemble, they will find new ways to communicate these insights and ideas, both reflectively and practically. Additionally, the SL course involves the development of performance skills through working on devised and scripted scenes, some of which must be presented to an audience. Students will also study drama from the point of view of the director and will investigate methods of turning a script into performance. IB Diploma students who enroll in this course must take the IB Exam.

IB THEATRE HL (EN533, EN543)**Grades 11, 12; 5 credits each year; Two Year Elective in the IB Diploma Program**

The IB Theatre course allows students to research and explore diversity in theatre throughout the world. Students will study theatre history and culture, and understand that theatre as an art form expresses the social consciousness of a people. Further examination of international theatrical art forms will afford the students new insights and ideas, and by experimenting with various performance techniques, both as individuals and as an ensemble, they will find new ways to communicate these insights and ideas, both reflectively and practically. IB Diploma students who enroll in this course must take the IB Exam.

ENGLISH AS A SECOND LANGUAGE

COURSE	GRADES OFFERED	CREDITS
ESL Beginner	9, 10, 11, 12	5
ESL Intermediate/Advanced	9, 10, 11, 12	5
ESL Literature and Language	9, 10, 11, 12	5
ESL Integrated Math	9, 10, 11	5
ESL Beginning Composition	9, 10, 11	5
ESL Composition	9, 10, 11	5

ENGLISH AS A SECOND LANGUAGE (Overview)

The ESL program is designed for English Language Learners (ELLs) whose native language is other than English and who are confronted with the challenges of a high school level academic curriculum. In order for ELLs to take full advantage of their high school experience, they need to become linguistically competent in English to have success academically and to be able to graduate on time. Emphasis is on understanding, speaking, reading, and writing English according to each student's own level of achievement. Please be advised that the maximum number of ESL credits that count toward fulfilling the English requirement for graduation is ten.

ESL BEGINNER (WL050) Grades 9, 10, 11, 12; maximum of 5 credits toward English requirement; one or two years

The ESL Beginner course is designed for ELLs who range in ability from those who are very limited in the English language to those who are reaching the intermediate level in English. Basic conversational vocabulary is studied, as well as fundamental academic terminology and grammar. As the student progresses, he or she is transitioned into more academic vocabulary necessary for mainstream courses. All vocabulary is taught in context using the adapted readings from our textbooks which focus on teaching English through academic content. Most students enrolled in the ESL Beginner course receive a score of 1 to 3 on the ACCESS test or the WIDA placement test.

ESL INTERMEDIATE/ADVANCED (WL051/WL052)

Grades 9, 10, 11, 12; maximum 5 credits toward English requirement; one or two years

The ESL Intermediate / Advanced course is designed for ELLs who range in ability from those who are at an intermediate level to those who are approaching native speaker fluency in English. Academic terms and concepts are studied from the beginning, while focusing on more advanced grammar skills. All vocabulary is taught in context using the adapted readings from our textbooks which focus on teaching English through academic content. Most students enrolled in the ESL Intermediate/Advanced course receive a score of 3 to 5 on the ACCESS test or the WIDA placement test.

ESL LITERATURE AND LANGUAGE (WL060)

Grades 9, 10, 11, 12; 5 credits; one or two years

The ESL Literature & Language course is designed for ELLs enrolled in the ESL Beginner course. The course focuses on reading and writing strategies, as well as study skills. Adapted materials are used in order to make the content understandable. In addition, part of this course centers on providing assistance to ELLs in completing assignments from other courses. The one-on-one time spent between the ESL teacher and the ELL is critical to the success of this course.

ESL BEGINNING COMPOSITION (WL061)

Grades 9, 10, 11; 5 credits; one semester or one year

The ESL Beginning Composition course is designed to teach beginner ELLs language arts concepts. Materials include persuasive and narrative readings that are adapted to meet the needs of the beginner ELLs. ELLs also learn how to develop their writing through creating narrative and persuasive texts. All ELLs enrolled in the course are ELLs that have been identified as "beginner" students as determined by prior WIDA test scores.

ESL COMPOSITION (WL062)

Grades 9, 10, 11; 5 credits; one semester or one year

The ESL Composition course is designed to teach intermediate/advanced ELLs language arts concepts. Materials include persuasive and narrative readings that are adapted to meet the needs of ELLs. ELLs also learn how to develop their writing through creating narrative and persuasive texts. The course is team-taught by a language arts teacher and the ESL teacher with the purpose of making the academic content accessible to all ELLs regardless of their English language proficiency. All ELLs enrolled in the course are ELLs that have been identified as "intermediate/advanced" students as determined by prior WIDA test scores.

ESL INTEGRATED MATH (WL063)

Grades 9, 10, 11; 5 credits; one or two years; satisfies one year of the mathematics graduation requirement (Algebra I)

The ESL Integrated Math course is designed to assess English Language Learners' mathematics background in order to assist with the acquisition of mathematical vocabulary while continuing to further students' math skills. The concepts learned in the course include topics from Algebra 1, Geometry, and Algebra II based on individual ability levels. Students who successfully complete the full ESL Integrated Math curriculum will have completed the core of Algebra I and will be prepared for additional mathematics at the college preparatory level. The course is co-taught by a mathematics teacher and the ESL teacher with the purpose of making the academic content accessible to all ELLs regardless of their English language proficiency.

FAMILY & CONSUMER SCIENCE

COURSE	GRADES OFFERED	CREDITS
Exploring Childhood	10 11 12	5
Food & Nutrition Culinary Arts 1	10 11 12	5
Food, Culture, & Traditions CA2	11 12	5
Introduction to Education	11 12	5

EXPLORING CHILDHOOD (FC950)

Grades 10, 11, 12; 5 credits; One Year Elective

This course provides the student, who is interested in pursuing a related career or who enjoys the enthusiasm and innocence of children, with the opportunity to interact with preschool-age children in a classroom setting. High school students will be challenged better to understand the development of young children, themselves, their relationships with their parents and their future parenting styles. Students will learn how to plan age-appropriate activities to foster positive self-esteem, understand social/emotional growth, promote language acquisition, plan for both small and large motor development, and enhance conceptual skill development of the preschool-age child. The high school students become the teachers and create interesting activities for young children who are learning to interact with others, explore their environment and build self-confidence. Through interaction and observation, students develop insight into behavioral situations typical of early childhood and gain an understanding of the sequential development of children's physical, emotional, intellectual, and social skills and the importance of the parent's nurturing role.

FOOD & NUTRITION (FC960)

Grades 10, 11, 12; 5 credits; One Year Elective

In this course students will learn a practical lifetime skill which can also be a stepping stone to a productive career as a chef, dietary specialist or food handler. Instruction is centered on developing correct food preparation skills and proper food handling techniques while addressing how to follow recipes and prepare nutritious meals. Knowing techniques for correctly using kitchen tools and equipment while preparing a variety of foods such as breads, muffins, salads, pasta, fruits and vegetables, chicken, meat and vegetarian dishes, cakes and cookies will also be addressed. Recipe terminology, organization and work habits, safety and evaluation of food products are also stressed so that ultimately students will plan, cook, and serve an entire menu.

FOOD, CULTURE, & TRADITIONS (FC961)

Grades 11, 12; 5 credits; One Year Elective; Prerequisite: Food & Nutrition

This course explores the culture, traditions, and foods of a wide variety of countries, including but not limited to those in the continents of Asia, Africa, Europe, the Middle East, Central and South America. Exploration of how these regions directly influence the foods eaten in geographic areas of the United States will help make the connection for students to their everyday lives. Students will increase their basic culinary skills by preparing dishes characteristic of many regions of the world. A basic social science perspective will make this experience of sight, sound, and taste a class that will be remembered and reflected upon as the students participate in other subject areas such as social studies and world languages. Food has an amazing way of educating and connecting textbook knowledge with real world experiences. Students will learn why climate, economics, social situations, dietary laws, food traditions, food customs and nutritional choices affect what people eat in any area of the world.

INTRODUCTION TO EDUCATION (FC951)

Grades 11, 12; 5 credits; One Year Elective; Prerequisite: 90 or better GPA and successful completion of all parts of the application process.

Students who are interested in becoming teachers, administrators, guidance counselors or community leaders will benefit from taking this college level elective. The primary goal of this course is to encourage academically able students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the course is to provide these talented future community leaders with insights about teachers and schools so that they will be civic advocates of education. Students will be eligible to earn 3 college credits through Rider University.

INTERNATIONAL BACCALAUREATE (IB)

COURSE (DEPARTMENT)	GRADES OFFERED				CREDITS
IB English HL (English)			11	12	5 per yr
IB English SL (English)			11	12	5 per yr
IB Theatre HL (English)			11	12	5 per yr
IB Theatre SL (English)			11	12	5 per yr
IB Mathematics SL (Math)			11	12	5 per yr
IB Mathematics HL (Math)			11	12	5 per yr
IB Music SL/HL (Music)			11	12	5 per yr
IB Biology SL/HL (Science)			11	12	5 per yr
IB Chemistry SL (Science)			11	12	5
IB Physics SL (Science)			11	12	5 per yr
IB History HL (Science)			11	12	5 per yr
IB Psychology HL (Social Studies)			11	12	5
IB Theory of Knowledge (Social Studies)			11	12	1.25 per yr
Core Components for IB (Social Studies)	10				5
IB French SL (World Language)			11	12	5 per yr
IB German SL (World Language)			11	12	5 per yr
IB Spanish SL (World Language)			11	12	5 per yr

Details for the courses listed above can be found in the departmental sections of this document

CORE COMPONENTS FOR IB (IB510)

Grades 10 (5 credits; One Year Requirement for IB Diploma Program and Career Pathways Students)

This course is designed to assist students who are accepted to the IB Program to develop the habits of mind and study skills that are necessary for success in the IB Diploma Program and IB Career Pathways. The skills that will be targeted include, but are not limited to metacognition, writing, note taking, reading comprehension and basic scientific and mathematical analysis. This course will also fulfill the New Jersey Personal and Financial Literacy requirement and the district's Computer Literacy requirement.

IB THEORY OF KNOWLEDGE (ToK) (SS534/SS544)

Grades 11, 12 (1.25 credits each year; Two-Year Requirement for IB Diploma Students)

The major goal of the Theory of Knowledge course is to encourage students to think about their own thinking and knowledge (metacognition) and to question the nature and quality of knowledge claims in general. Students will be asked to consider questions such as: What is Knowledge? How might you "know" a particular piece of knowledge? What does it mean to "know" something? Are there better ways of knowing? What ways are there to "know" something (Ways of Knowing)? In what areas can you know something (Areas of Knowledge)? In what relation does a "knower" stand in regard to potential knowledge (Knowledge issues)? The interconnectedness of knowledge will also be considered (Linking questions). In summary, the ToK course will examine the areas of knowledge and the manner in which the various ways of knowing serve as interpretive lenses through which we understand them. This course has a required Summer Assignment for years 1 and 2.

MATHEMATICS

COURSE	GRADES OFFERED	CREDITS
Algebra 1 Enrichment	9	5
Algebra 1 CPB <i>Part 1</i>	9 10 11 12	5
Algebra 1 CPB <i>Part 2</i>	10 11 12	5
Algebra 1 CPA	9 10 11 12	5
Algebra 1 CPB	9 10 11 12	5
Algebra 2 CPA	10 11 12	5
Algebra 2 CPB	10 11 12	5
Algebra 2 H	9 10 11 12	5
AP Calculus AB	11 12	5
AP Calculus BC	11 12	5
AP Computer Science Principles	9 10 11 12	5
AP Computer Science A	10 11 12	5
AP Statistics	10 11 12	5
Bridge to Success-Math	12	2.5 or 5
Calculus & Analytic Geometry H	11 12	5
Calculus 3 Multivariable H	12	5
College Math Topics	12	5
Computer Programming Mathematics Using Visual BASIC	9 10 11 12	5
Financial Algebra	12	5
Geometry Enrichment	10	5
Geometry CPA	9 10 11 12	5
Geometry CPB	10 11 12	5
Geometry H	9 10 11 12	5
IB Mathematics SL	11 12	5 per yr
IB Mathematics HL	11 12	5 per yr
Precalculus	10 11 12	5
Precalculus H	10 11 12	5
Research Based Analysis 1 H	10	5
SAT Preparation	10 11	2.5
Statistics & Probability	11 12	5

ALGEBRA 1 ENRICHMENT (MT005)

Grades 9; 5 credits; One Year Elective for students in Algebra 1 Part 1 CPB with the opportunity to complete the entire Algebra I curriculum in 1 year

Prerequisite: Students must meet Title 1 eligibility requirements

This course is funded through Title I and is only available at Morris Hills High School during Zero Block. Transportation to Z block is provided through Title I funds. The purpose of this course is to offer students additional opportunities to learn and meet proficiency requirements while staying on track to meet graduation requirements. Individual and small group instruction will be provided in order to remediate weaknesses in math skills and concepts. Supplemental instruction for the student's Algebra 1 Part 1 class will also be given and topics from Algebra 1 Part 2 will be infused. Students who take this course may be eligible to complete their Algebra I requirement in one year instead of two.

ALGEBRA 1 CPB Part 1 & Part 2 (MT111/121)

Grades 9, 10, 11, 12; 5 credits; Required Two Years; Two-year requirement for identified students based on multiple measures such as teacher recommendation, 8th grade math scores, Algebra Readiness test, and standardized tests such as the PARCC.

This is a two year course sequence offered in the mathematics college preparatory sequence. Combined, the two courses will serve as the foundation for further work in mathematics in high school, technical institutes, or colleges. Topics covered in these courses are identical to a one year Algebra 1 course, namely number sense and operations, algebraic expressions, linear equations and inequalities, systems of linear equations and inequalities, absolute value equations, radicals, quadratic and exponential functions, data analysis, and probability. However, the concepts will be taught over a two year period. This course has an optional Summer Assignment.

ALGEBRA 1 CPA/CPB (MT210/110)

Grades 9, 10, 11, 12; 5 credits; Required One Year

This is the first course offered in the mathematics college preparatory sequence. It serves as the foundation for further work in mathematics in high school, technical institutes, or colleges. Topics covered in this course include number sense and operations, algebraic expressions, linear equations and inequalities, systems of linear equations and inequalities, absolute value equations, radicals, quadratic and exponential functions, data analysis, and probability. This course has an optional Summer Assignment.

ALGEBRA 2 CPA/CPB (MT230/130)**Grades 10, 11, 12; 5 credits; Required One Year****Prerequisite: Algebra 1 CPA/CPB or Algebra 1 CPB Part 2**

This is the third course offered in the mathematics college preparatory sequence. The topics build upon prior knowledge from Algebra 1 specifically in the areas of linear equations, inequalities, systems, quadratic functions, and rational exponents. Additional concepts include complex numbers, radical equations, function operations, polynomial functions, rational functions, exponential functions, logarithmic functions, statistical studies/models, and sequences and series. This course has an optional Summer Assignment.

ALGEBRA 2 H (MT320)**Grades 9, 10, 11, 12; 5 credits; Required One Year**

Co- or Prerequisite: Geometry H/CPA and Departmental Approval This course is designed for students who have demonstrated exceptional ability and motivation in mathematics and will meet the needs of students who anticipate entering college majors requiring an extensive mathematical background. Algebra 2 H is offered as the second or third course of the honors sequence in the mathematics college preparatory sequence. Students in this course will focus on concepts from the college preparatory Algebra 2 CPA course, but at a deeper level. This course has an optional Summer Assignment.

ADVANCED PLACEMENT CALCULUS AB (MT440)**Grades 11, 12; 5 credits; One Year Elective****Prerequisites: Precalculus/Precalculus H or Academy Math Analysis 2 H and Department Approval**

Advanced Placement Calculus AB prepares students for the AB level examination of the College Board Advanced Placement Program. This course, which covers differential and integral calculus, parallels a first-year college course in calculus and is designed for students who have demonstrated high proficiency in previous college preparatory mathematics courses. Students can expect detailed work in both theoretical and practical aspects. This course has an optional Summer Assignment.

ADVANCED PLACEMENT CALCULUS BC (MT441)**Grades 11, 12; 5 credits; One Year Elective****Prerequisites: Precalculus H or Academy Math Analysis 2 H and Department Approval or AP Calculus AB**

Advanced Placement Calculus BC prepares students for the BC level examination of the College Board Advanced Placement Program. The course, which covers differential and integral calculus, plus the topics of series, polar graphs, and vectors, parallels as a first-year college course in calculus and is designed for students who have demonstrated high proficiency in previous college preparatory mathematics courses. Students can expect detailed work in both theoretical and practical aspects. This course has an optional Summer Assignment.

CALCULUS & ANALYTIC GEOMETRY H (MT340)**Grades 11, 12; 5 credits; One Year Elective****Prerequisite: Precalculus/Precalculus H or Academy Math Analysis 2 H**

This course is designed for the student whose past achievement, interest, and potential indicate a rigorous approach to mathematics is feasible. This is a standard first year college course covering analytic geometry, differential calculus, and elementary integral calculus. The text is one widely used by colleges. Emphasis is on theoretical backgrounds of the operations of calculus. Calculus and Analytic Geometry will provide an excellent culmination of high school mathematics—one that uses many of the skills learned in previous courses as well as a preview of the mathematics of college.

CALCULUS 3 MULTIVARIABLE H (MT341)**Grade 12; 5 credits; One Year Elective****Prerequisite: AP Calculus BC and Departmental Approval**

In Calculus 3 students draw upon the knowledge obtained in AP Calculus and extend it to three-dimensional space. This advanced mathematics course is ideal for those students planning a career in physics, engineering or other mathematically-oriented disciplines as the techniques learned and discovered lay the foundation to many important theories and applications. This course emphasizes conceptual understanding and (intelligent use of) technology. Group discussion and teamwork are emphasized as the students and the instructor will benefit greatly by working on and discussing problems together. College credit is available through NJIT.

COLLEGE MATH TOPICS (MT240)**Grades 12; 5 credits; One Year Elective****Prerequisite: Algebra 2 CPA/CPB and Geometry CPA/CPB**

This course is intended for students as a fourth year college preparatory mathematics elective. The course introduces students to a variety of interesting mathematical topics with an emphasis on concepts not normally covered in the traditional mathematics curriculum but which are increasingly necessary for academic and career preparation. Topics include geometric probability, linear programming, data analysis, matrices, statistical literacy, fractals and chaos, codes, graph theory, voting and fair division. The course reinforces both the content and analytical skills required for the SAT as well as the Accuplacer. These skills are then applied to the study of new topics from areas of discrete mathematics.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (MT421)**Grades 9, 10, 11, 12; 5 credits; One Year Elective****Prerequisite: Algebra 1 and Teacher Recommendation; ; Does not satisfy mathematics graduation requirement**

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-

world problems and build relevant solutions. This course prepares the student for the Advanced Placement Computer Science Principles exam offered by the College Board.

ADVANCED PLACEMENT COMPUTER SCIENCE A (MT420)

Grades 10, 11, 12; 5 credits; One Year Elective

Co- or Prerequisite: Algebra 2 CPA or Academy Math Analysis 2 H; Does not satisfy mathematics graduation requirement

This course prepares the student for the Computer Science A Examination of the College Board Advanced Placement Program. The course parallels a first-year college level Computer Science course. Emphasis is placed on the development of programming methodology, algorithms, and data structures. Applications of computing provide the context in which these subjects are treated. The JAVA computer language constitutes the vehicle for implementing computer-based solutions to particular problems. Treatment of computer systems and the social implications of computing are also integrated into the course. Students can expect detailed work in both theoretical and practical aspects.

BRIDGE TO SUCCESS-MATH (MT001/002)

Grade 12; 2.5 or 5 credits; One semester elective or one semester or one year required for students who have not met minimum proficiency on the PARCC or state-approved substitute assessment; Does not satisfy mathematics graduation requirement

This course is designed to prepare students for college placement exams, specifically the Accuplacer Elementary Algebra exam. Bridge to Success Math may be required for those students who have not met proficiency on the Algebra 1, Geometry, or Algebra 2 PARCC assessments or earned the minimum score on one of the New Jersey Department of Education approved substitute assessments. Those who have not met the minimum scores will develop a portfolio during the second semester for the high school graduation appeal process.

COMPUTER PROGRAMMING MATHEMATICS USING VISUAL BASIC (MT910)

Grades 9, 10, 11, 12; 5 credits; One Year Elective

Co- or Prerequisite: Algebra 1 CPA; Does not satisfy mathematics graduation requirement

The purpose of this course is to provide students with an understanding of algorithms and programming in the VISUAL BASIC language with specific application to the field of mathematics and problem solving. Students use the computer to develop, load, run, and use the VISUAL BASIC language program. Programming topics include: BASIC statements and commands, use of advanced system functions, input, output, documentation, branching, looping, recursion, decision making, logical operators, subroutines, sorting and searching routines, user-defined functions, files, arrays, and matrices. Emphasis is placed on problem solving as related to mathematics and connecting mathematical concepts. The historical development of the computer and the Internet and their impact on the field of mathematics as well as career opportunities are also presented. Methods of instruction include discussion, demonstration, group work, and, most important, and the hands-on use of the computer.

FINANCIAL ALGEBRA (MT241)

Grade 12; 5 credits; Required One Year

Prerequisite: Geometry CPA/CPB

This course is offered as the third or fourth year of the mathematics college preparatory sequence. The purpose of the course is to give students the tools to become a financially responsible young adult by relating algebra, geometry, precalculus, and probability and statistics to financial problems that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Projects, computer spreadsheets, and graphing calculators are key components of the course. This course can be taken in place of Algebra 2 to meet mathematics graduation requirements.

GEOMETRY ENRICHMENT (MT006)

Grades 10; 5 credits; Elective One Year

Prerequisite: Algebra 1 Part 1 CPB and students must meet Title I eligibility requirements

This course is funded through Title I and is only available at Morris Hills High School during Zero Block. Transportation to Z block is provided through Title I funds. The purpose of this course is to offer students additional opportunities to learn and meet proficiency requirements while staying on track to meet graduation requirements. Individual and small group instruction will be provided in order to remediate weaknesses in math skills and concepts. Supplemental instruction for the student's Algebra 1 Part 2 class will also be given and topics from Geometry will be infused. Students who take this course may be eligible to complete their Geometry requirement.

GEOMETRY CPA/CPB (MT220/120)

Grades 9, 10, 11, 12; 5 credits; Required One Year

Prerequisite: Algebra 1 CPA/CPB

This course is offered as the second of the mathematics college preparatory sequence. Concepts focus on an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, trigonometry, and analytic geometry. Emphasis will be placed on developing critical thinking skills as they relate to logical reasoning and argument. Students will be required to use different technological tools and manipulatives to discover and explain much of the course content. This course has an optional Summer Assignment.

GEOMETRY H (MT310)**Grades 9, 10, 11, 12; 5 credits; Required One Year****Prerequisite: Algebra 1 CPA and Departmental Approval**

This course is designed for the student whose past achievement, interest, and potential indicate desire for a rigorous approach to mathematics. Geometry H is offered as the first or second course of the honors sequence in the mathematics college preparatory sequence. Students in this course will focus on concepts from the college preparatory Geometry CPA course, but at a deeper level. This course has an optional Summer Assignment.

IB MATHEMATICS SL (MT530/540)**Grades 11, 12; 5 credits each year; Two-Year Requirement for the IB Diploma****Prerequisite: Algebra 2 H and Geometry H/CPA**

IB Mathematics SL is a two year course sequence in the IB program. The courses include topics in pre-calculus, statistics, probability, and fundamentals of calculus and are designed to prepare IB students to take the IB Mathematics SL exam at the end of their senior year. Please note that this course sequence does not prepare students to take AP exams in Calculus AB, BC, or Statistics. This course has a required Summer Assignment. This course has a mandatory Summer Assignment.

IB MATHEMATICS HL (MT531/541)**Grades 11, 12; 5 credits each year; Two-Year Requirement for the IB Diploma****Prerequisite: Algebra 2 H and Precalculus H**

IB Mathematics HL is a two year course sequence in the IB program. The course include topics in statistics, probability, and calculus and is designed to prepare IB students to take the IB Mathematics HL exam at the end of their senior year. Please note that this class is infused in the AP Calculus BC and AP Statistics courses and will also prepare students for both the BC and Statistics AP exams. This course has a required Summer Assignment. This course has a mandatory Summer Assignment.

PRECALCULUS (MT231)**Grades 10, 11, 12; 5 credits; One Year Elective****Prerequisites: Algebra 2 CPA and Geometry CPA**

This course is offered as the third or fourth year of the mathematics college preparation sequence. The major emphasis is on the study of the number systems of elementary mathematics and the study of the elementary functions. Course content includes circular and trigonometric functions, sequences, series, limits, algebraic functions, vector geometry, and quadratic relations. This course is designed to prepare students for a complete course in analytic geometry and calculus as well as to assist them to apply their knowledge of mathematics to related areas such as chemistry, physics, biology, mechanical drawing, electronics, industry, etc. This course has an optional Summer Assignment.

PRECALCULUS H (MT330)**Grades 10, 11, 12; 5 credits; One Year Elective****Prerequisites: Algebra 2 CPA/H and Geometry CPA/H and Department Approval**

This course is offered as the third or fourth year of the mathematics college preparation sequence. The major emphasis is on the study of the number systems of elementary mathematics and the study of the elementary functions. Course content includes circular and trigonometric functions, sequences, series, limits, algebraic functions, vector geometry, logarithmic, polynomial and exponential functions, and quadratic relations. This course is designed to prepare students for Advanced Placement Calculus AB or BC as well as to assist them to apply their knowledge of mathematics to related areas such as chemistry, physics, biology, mechanical drawing, electronics, industry, etc. This course has a required Summer Assignment. This course has an optional Summer Assignment.

RESEARCH BASED ANALYSIS 1 H (MT620)**Grades 10; 5 credits; One Year Requirement for the Math/Science Magnet Program****Prerequisites: Algebra 2 H and Geometry H; enrollment in the Magnet Program**

RBA 1 introduces students to the fundamental principles of statistics and scientific research. These include analysis of variance, probability theory, hypothesis testing and others. Students both analyze published research studies and develop studies of their own. Original research is then conducted in groups or individually. As a major component of the course, each student develops a research protocol for a unique, individual research project.

ADVANCED PLACEMENT STATISTICS (MT450)**Grades 10, 11, 12; 5 credits; One Year Elective****Prerequisites: Algebra 2 CPA/H or Math Analysis 1 H and Department Approval**

Advanced Placement Statistics prepares students for the AP Statistics Examination of the College Board Advanced Placement Program. This course provides college-level work in statistics and will include topics of data analysis, probability and inference. Technology will be an integral part of the course. Students can expect detailed work in both theoretical and practical applications. To enroll in this course, students must be recommended by the Mathematics Department.

SAT PREPARATION (EN921/EN931)**Grades 10 (spring only), 11; 2.5 credits; Elective**

The primary goal of this semester course is to help students prepare for the SAT in math and language arts. Students will receive one marking period of mathematics instruction and one marking period of language arts instruction. In this course students will learn how the SAT is scored, review and practice math and language arts concepts for each question type, learn test taking strategies, and practice pacing by taking several timed practice tests.

STATISTICS & PROBABILITY (MT250)

Grades 11, 12; 5 credits; One Year Elective

Prerequisite: Algebra 2 CPA/CPB and Geometry CPA/CPB

This course provides instruction in probability with statistical applications and will help the student understand the fundamental ideas that underlie decisions that are reached by the extensive use of statistical methods in the modern world. Topics to be covered include descriptive statistics, probability and inference. Students will utilize professional statistical software to analyze data.

MUSIC

COURSE	GRADES OFFERED				CREDITS
AP Music Theory	10	11	12		5
Band	9	10	11	12	5
Chorus	9	10	11	12	5
IB Music SL/HL			11	12	5 per yr
Music Appreciation	9	10	11	12	5
Music Theory/Composition	9	10	11	12	5
String Ensemble	9	10	11	12	5
Treble Choir	9	10	11	12	5

ADVANCED PLACEMENT MUSIC THEORY (VP420)

Grades 10, 11, 12; 5 credits; One Year Elective; Prerequisite: Music 1-Fundamentals of Music or demonstration of success on the MHRD Music 1 Final Exam

This course is designed as a continuation of Music 1—Fundamentals of Music, and includes the study of college entry-level musicianship, theory, musical materials and procedures. Ultimately, the goal of the course is to develop a student's ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal is promoted by integrated approaches to the development of aural skills, sight singing skills, written skills, compositional skills and analytical skills through listening, performance, written, creative and analytical exercises. Students will have the opportunity to take the Advanced Placement Exam given by the College Board in May of each year.

BAND/ADVANCED BAND/ADVANCED BAND H (VP980/VP983/VP380)

Grades 9, 10, 11, 12; 5 credits each year; One Year Elective

The Morris Hills Regional District's band program consists of beginner through advanced bands. Students may enter the band program without audition regardless of experience. Standard, modern, and popular band literature is studied and performed. All band students are required to attend one weekly lesson during the lunch blocks. In addition, students may participate in a variety of extra-curricular musical groups such as Marching Band, State, Region, or Area Bands, Jazz Band, Brass Ensemble, Drum Line, Pit Band, and Wind Ensemble.

*Students in grades 10-12 may opt to participate in our Honors Music Program which encourages musicians to develop and showcase their performance abilities. Students will complete a year-long music analysis program and work to improve individual artistic expression. This will include an advanced study of musical genres, critical listening, and solo performance repertoire. Successful completion of the required academic and artistic goals will result in the awarding of honors credit for the music ensemble course, which includes bonus weighting in the GPA.

CHORUS/CHORUS H (VP990/VP390)

Grades 9, 10, 11, 12; 5 credits each year; One Year Elective

This course is open to all students without audition and regardless of experience. All chorus classes sing a variety of literature including secular, sacred, popular, and show music. Chorus classes afford all interested students an opportunity for pleasurable vocal music experience and training. In addition to class instruction each marking period, students are required to attend choral lessons during the lunch blocks. Opportunities exist for students who are highly motivated to audition for a number of extra-curricular vocal groups in the high school, the school musical, and Region I and State Honors Choirs. The chorus presents a number of musical performances throughout the school year.

*Students in grades 10-12 may opt to participate in our Honors Music Program which encourages musicians to develop and showcase their performance abilities. Students will complete a year-long music analysis program and work to improve individual artistic expression. This will include an advanced study of musical genres, critical listening, and solo performance repertoire. Successful completion of the required academic and artistic goals will result in the awarding of honors credit for the music ensemble course, which includes bonus weighting in the GPA.

IB MUSIC SL/HL (VP530, VP531, VP540, VP541)

Grades 11, 12; 5 credits each year; Two-Year Elective in the IB Program; Prerequisite – Music 1-Fundamentals of Music

In this course, students will study music from different times, places and cultures. Through this study, students will learn appropriate music terminology, develop investigative and thinking skills, learn to create music, perform and develop reflection techniques for monitoring their work over time. This course is designed to prepare students to successfully complete the internal and external IB Music assessments.

MUSIC APPRECIATION (VP982)

Grades 9, 10, 11, 12; 5 credits; One Year Elective

This course reconnects music to human life and living in order to demonstrate its importance in our world. The student will be involved in action-based learning with regard to perceptive listening, creating, critiquing, surveying, observing, and decision making while applying interpersonal skills. The course is recommended to all students. Vocal or instrumental performance skills are not a requirement or necessity. Students possessing an interest in further study of music or the humanities are strongly urged to consider this course as an important program elective.

MUSIC THEORY/COMPOSITION (VP984)**Grades 9, 10, 11, 12; 5 credits; One Year Elective**

This course is designed to foster the development of a thorough understanding of the fundamentals of music including melody, harmony, rhythm, and music reading, writing and aural skills. Some prior music reading experience is required. Juniors and seniors who successfully complete this course have an opportunity to earn college credits through Fairleigh Dickenson University.

STRINGS ENSEMBLE/STRINGS ENSEMBLE H (VP981/VP381)**Grades 9, 10, 11, 12; 5 credits each year; Prerequisite: None**

The Morris Hills Regional String Ensemble is a district-wide musical performance group. Students will study and perform a diverse range of musical genres, spanning from the baroque to modern musical eras, with a focus on the continued development of proper string instrument techniques. In addition to class instruction, students will attend individual string lessons during the lunch blocks. Students will function as a member of a musical ensemble, while studying musical ear training and rehearsal, performance, and musical analysis techniques. Students will have the opportunity to perform at several events throughout the year and will be eligible to audition for Regional and All-State Orchestra.

*Students in grades 10-12 may opt to participate in our Honors Music Program which encourages musicians to develop and showcase their performance abilities. Students will complete a year-long music analysis program and work to improve individual artistic expression. This will include an advanced study of musical genres, critical listening, and solo performance repertoire. Successful completion of the required academic and artistic goals will result in the awarding of honors credit for the music ensemble course, which includes bonus weighting in the GPA.

TREBLE CHOIR (VP991)**Grades 9, 10, 11, 12; 5 credits; One Year Elective**

This course is for first-year choir students with treble voices and who enjoy singing and want to develop their vocal skills. These students develop their music reading skills and vocal ensemble techniques. Voice building and vocal technique are taught through the study of breath control, vocal production, diction, diatonic/chromatic scales, and sight-singing/ear training. Students are required to attend a designated amount of choral lessons during the lunch blocks each marking period. Treble Choir members perform at evening concerts and festivals. Second-year choir students (treble voices in 10th, 11th, 12th grade enrolled in concert choir) may in addition take treble choir.

PHYSICAL EDUCATION, HEALTH & SAFETY

COURSE	GRADES OFFERED	CREDITS
Driver's Education	10	
Health Education 9, 11, 12	9 11 12	1.25 each
Physical Education 9, 10, 11, 12	9 10 11 12	3.75 each

HEALTH EDUCATION (PE011, 031, 041) & DRIVER'S EDUCATION (PE021)

Grades 9-12; 1.25 credits each year; Required each year

A variety of units of instruction will provide students with knowledge and skills essential for healthful living in our society. This contemporary view of health focuses on taking personal responsibility through an active, healthy lifestyle that fosters a lifelong commitment to overall wellness. Grade nine students will study units with emphasis on human sexuality also including alcohol, tobacco, and drug education. Drivers Education theory is offered during grade ten and is a state certified course of instruction that emphasizes proper driving attitudes and skills, as well as knowledge of state laws. Donor Education is also mandated in the tenth grade curriculum. In grade eleven, focus of study include units in drugs, alcohol, tobacco, mental health, with emphasis on relationships, and first aid with an emphasis on highlighting CPR, /AED are the focus of study. Relationships with families and society, human sexuality, family planning, domestic violence and sexual assault are topics in the senior year health course. All health courses are one marking period in length.

PHYSICAL EDUCATION (PE010, PE20, PE030 and 040)

Grade 9-12; 3.75 credits; Required each year

Physical Education courses are comprehensive programs including activities that promote character education, personal wellness including physical fitness and nutrition along with skill development. A variety of activities are offered which provide students with opportunities to develop strong, healthy bodies and a foundation of knowledge to participate in individual and team sport activities. Grades nine, ten and eleven will participate in units of Character Education. Character Education in grades nine and ten emphasizes decision making, problem solving, bullying prevention, and cooperation. Grade ten also places emphasis on trust activities, including the indoor climbing instruction with infusion of proper belaying skills. Grade eleven and twelve Character Education curriculums continues to build on the foundation of grade ten and includes outdoor climbing instruction and activities on both the high and low element courses. All levels of Character Education are based on communication skills and the MHRD's core virtues. Participation will result in a daily grade worth 90% of the student's overall grade. A baseline fitness test will be administered at the beginning of each school year and progress will be measure with fitness assessments each quarter. Results of the three quarterly fitness assessments will be averaged as 10% of the student's final Physical Education grade for the year.

SCIENCE

COURSE	GRADES OFFERED				CREDITS
Animal Behavior			11	12	2½
Astronomy			11	12	2½
Biology 1 CPA/B	9	10	11	12	5
Biology 1 Honors	9	10	11	12	5
Anatomy and Physiology			11	12	5
AP Biology			11	12	5
Chemistry 1 CPA/B		10	11	12	5
Chemistry 1 Honors		10	11	12	5
Advanced Topics in Chemistry			11	12	5
AP Chemistry			11	12	5
Environmental Science CP	9	10	11	12	5
AP Environmental Science			11	12	5
Geology			11	12	2½
Forensic Science			11	12	2½
Aviation & Aerospace	9	10	11	12	5
IB Biology SL/HL			11	12	5 each
IB Chemistry SL			11	12	5
IB Physics SL			11	12	5 each
Physics 1 CPA			11	12	5
AP Physics 1			11	12	5
AP Physics C				12	5
AP Seminar			11		5
AP Research				12	5
Science Inquiry & Technology 1		10	11	12	5
Science Inquiry & Technology 2			11	12	5
Science Inquiry & Technology 3				12	5

ANIMAL BEHAVIOR (SC950)

Grades 11, 12; 2½ credits; One Semester Elective; Fulfills 2.5 credits toward Science Graduation Requirement; Prerequisite: Two Years of Science including Biology 1

This semester course is designed to introduce the biological basis and diversity of animal behavior, including physiological, developmental, ecological, evolutionary, and other applied aspects. Students will study behaviors such as instinctive behavior, conditioned reflexes, imprinting, and reasoning. Consideration will be given to societal behavior of animals. Hands-on laboratory activities including the care and maintenance of mice, goldfish, insects, and lizards.

ASTRONOMY (SC951)

Grades 11, 12; 2½ credits; One Semester Elective; Fulfills 2.5 credits toward Science Graduation Requirement; Prerequisite: Two Years of Science

This semester course explores the fundamentals of astronomy. Topics will include the sun and solar system, other celestial bodies, and the processes and forces that have shaped the universe. Students will become familiar with the night sky and observe its changes through the seasons. Laboratory activities include modeling of astronomical systems, computer simulations, and field outings.

BIOLOGY 1 CPA/CPB (SC211/SC121)

Grades 9 (CPA only), 10, 11, 12; 5 credits; One Year Required; Pre- or Co-requisite for Biology CPA: Algebra 1 CPA (Grade 9 only); This college preparatory, laboratory oriented course is designed to provide an introduction to the structure and function of living things. The major biological topics studied are: ecology, human biology, cellular biology, biochemistry, taxonomy, diversity, genetics, evolution, microorganisms and plants. The curriculum emphasizes laboratory activities and investigative processes.

BIOLOGY 1H (SC310)

Grades 9, 10, 11, 12; 5 credits; One Year Required; Pre- or Co-requisite: Algebra 1 CPA; Recommended: Strong work ethic and motivation

This laboratory oriented course is designed to provide an introduction to the structure and function of living things. A particular focus of this curriculum is analysis of mathematical data derived from laboratory study. Biological topics studied include: ecology, human biology, cellular biology, biochemistry, taxonomy, diversity, DNA biotechnology genetics, evolution, microorganisms, and plants. Cellular biochemical processes are studied in detail.

ANATOMY & PHYSIOLOGY (SC960)

Grades 11, 12; 5 credits; One Year Elective; Prerequisites: Two years of science, including Biology 1, CPA level preferred

This college preparatory course is offered to those students who have the desire and ability to continue studying the biological sciences. Emphasis will be placed on human anatomy, physiology, diseases, and disorders. Topics include: cells and tissues, skin and body membrane, and all the major body systems such as skeletal, nervous, lymphatic, etc. Reports, projects and laboratory work are an integral part of this program. The student will also be performing dissections of several preserved animals.

AP BIOLOGY (SC430)

Grades 11, 12 (Exceptional Sophomores will be considered with Department Supervisor's approval); 5 credits; One Year Elective; Prerequisites: Biology 1 CPA or Biology 1H and Department Approval; Pre- or Co-Requisite: Chemistry 1 CPA or Chemistry 1H

Advanced Placement Biology prepares students for the Advanced Placement College Board Biology Examination. This is a laboratory science program equivalent to a first-year college biology course and is designed for the student intending to major in a biological field who has demonstrated a strong proficiency in science skills. Topics discussed include cell biology, biochemistry, metabolism, reproduction, genetics, animal physiology, histology, microbiology, and botany, which are prescribed by the College Entrance Examination Board Bulletin. To enroll in this course, students need to be recommended by the Science Department.

CHEMISTRY 1 CPA/CPB (SC220/SC120)

Grades 10 (CPA only), 11, 12; 5 credits; One Year Elective; Minimum Prerequisite: Algebra I & Biology I. Pre- or Co-requisite for CPA: CPA level math or higher strongly recommended; high-achieving students in CPB level math will be recommended on an individual basis .

This college preparatory course is designed to acquaint the student with the fundamentals of chemistry through experimentation, demonstration, analysis, and computation. Laboratory experience is an integral part of the course. Emphasis will be on conclusions drawn from qualitative observation, but an understanding of quantitative relationships is required. Symbolism, theory, and the mathematical implications of the theory of matter and the changes in its composition are discussed. Topics include the study of matter and energy; atomic theory and structure; reactions; chemical bonds; the nature of gases, liquids and solids.

CHEMISTRY 1H (SC320)

Grades 10, 11, 12; 5 credits; One Year Elective; Minimum Prerequisite: Algebra I & Biology 1 CPA (Biology 1H preferred); Co-requisite: Geometry CPA or higher

This course focuses on laboratory work from which students develop unifying chemical principles. An in-depth approach to the learning of chemistry will be explored. Students who elect this course will be expected to have a strong mathematical background as mathematical approaches to problem solving will be stressed. Among the topics covered are atomic theory, nature of matter, periodicity, mole concept, chemical bonding, energy, chemical reactions, and acid base behavior.

ADVANCED TOPICS IN CHEMISTRY (SC961)

Grades 11, 12; 5 credits; One Year Elective; Minimum Prerequisite: Algebra 1, Geometry 1, Biology 1, & Chemistry 1

This college preparatory course is designed to acquaint the student with various advanced topics in chemistry through experimentation, demonstration, analysis, problem solving, and computation. Laboratory experience is an integral part of the course. Emphasis will be on conclusions drawn from qualitative observation and research. Using a chemistry focus, students will have to develop qualitative and quantitative solutions to the challenges presented to them. Conceptual understanding of various scientific theories, the mathematical implications of the theory of matter and energy, how energy is related to mass, and the changes in matter and/or energy are studied. Topics include the chemistry of petroleum, natural and synthetic polymers, flavors & fragrances, and water purification.

AP CHEMISTRY (SC431)

Grades 11, 12; 5 credits; One Year Elective; Prerequisite: Chemistry 1 CPA or 1H (Chemistry 1 H preferred) and Algebra 2 CPA; Co or Prerequisites: Physics 1 CPA or Physics 1H, Pre-Calculus and Department Approval

This course is designed for those students who have exhibited a keen interest in chemistry and strong ability in science and mathematics. Laboratory work is utilized to train the student in careful experimentation and research skills and to build competence and confidence for the student who plans a scientific career. Independent study is encouraged. Emphasis is placed on chemical kinetics (the why and how chemical reactions occur). Topics include organic chemistry, qualitative analysis, chemical bonding and chemical thermodynamics. Students in this course are encouraged to take the College Board's Advanced Placement Examination in the spring of the year or at the end of the course. To enroll in this course, students need to be recommended by the Science Department. This course has an optional Summer Assignment.

ENVIRONMENTAL SCIENCE CP (SC200)

Grades 9, 10; 5 credits; One Year Elective; No Prerequisites

This college preparatory course presents the physical and life processes of Earth from an environmental perspective. Students will study ecology and the special properties and problems in sustaining the quality of Earth's air, water, and soil. A range of environmental issues will be discussed including water pollution, air pollution, population dynamics, and energy resources. Case histories, laboratory activities, and field studies are an integral part of this course. A special emphasis will be given to ecological perspectives.

AP ENVIRONMENTAL SCIENCE (SC432)

Grades 10*, 11, 12; 5 credits; Full Year. Counts toward science graduation requirement. Prerequisite: Biology 1 & Chemistry 1, honors preferred. Co-requisite: Algebra 2 CPA or higher (*Grade 10: Prerequisite: Completion of Biology H, Algebra 1 and teacher recommendation; Grade 10 Co-requisite: Enrollment in Chemistry H and Geometry Honors or higher)

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 both natural and human-made environmental problems, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course has a required Summer Assignment.

GEOLOGY (SC952)

Grades 11, 12; 2½ credits; One Semester Elective; Fulfills 2.5 credits toward Science Graduation Requirement; Prerequisite: Two years of science

This semester course explores the fundamentals of physical geology. Topics include the structure of the earth and the identification and interpretation of geologic features. There will be in-depth study of sedimentology, stratigraphy, structural geology, volcanology, and plate tectonics. Special emphasis will be given to geologic points of interest in New Jersey. There will be laboratory activities including a field experience.

FORENSIC SCIENCE (SC953)

Grades 11 & 12; 2½ credits; One Semester Elective; Fulfills 2.5 credits toward Science Graduation Requirement; Prerequisite: Biology 1, Chemistry 1, Algebra 1, and Geometry. Suggested pre- or co-requisite: Physics

This course presents the study of forensic science from an inquiry-based approach. Students will incorporate multiple topics in Biochemistry, Chemistry, and Physics. Students will be trained in the proper laboratory techniques used by Forensics Scientists. Case studies, laboratory activities, and field studies are an integral part of this course. In addition, students will be trained in critical reading and technical writing.

AVIATION & AEROSPACE (SC212)

5 credits, Grade 9; Counts towards science graduation requirement. Prerequisites: Preference will be given to 9th grade students interested in pursuing the 4-year CTE sequence. 9th graders must be co-enrolled in Environmental Science or Biology. Remaining seats may be filled by interested Grade 10, 11, & 12 students

Students will learn about the engineering process, problem solving, and the innovations and technological developments that have made today's aviation and aerospace industries possible. They will look at the problem-solving processes and innovative leaps took space exploration from the unimaginable to the common in a single generation. Students will explore modern day innovations and will develop their own innovative ideas to address real-world challenges facing the aviation industry. They will be exposed to a variety of career options in aviation and aerospace and take an in-depth look at the opportunities available. Students will also gain an historical perspective starting from the earliest flying machines to the wide variety of modern aircraft and the integral role they play in making today's world work. This course is the first in an anticipated four year sequence leading to an industry credential in Aviation/Aerospace.

IB BIOLOGY SL/HL (SC541/531/540/530)

Grades 11, 12; 5 credits each year; Two-Year Elective in the IB Diploma Program; Counts Toward Science Graduation Requirement; Prerequisite: Biology 1 CPA or 1H

The focus of IB Biology is to enable students to acquire a body of knowledge, but more importantly to increase their understanding of the themes and principles of the subject through an international perspective. At the completion of this course students should understand and be able to apply the themes that run through all of biology including the relationships of structure and function, universality versus diversity, equilibrium within systems, and evolution. Students will be challenged to embrace these principles as active learners who seek develop an understanding of scientific skills, which leads to an overarching understanding of the nature of the scientific method.

Throughout the course an emphasis is placed on the contributions of the international scientific community and the importance of peer-reviewed research. Students will be able to communicate and interact with other IB biology students around the world and take field trips to places such as Princeton University Molecular Biology Labs and Cold Spring Harbor Laboratories to further emphasize the importance of developing experimental and investigative skills. IB Diploma students enrolled in this course must take the IB Exam. Students will also be prepared to take the AP Biology Exam. This course has a required Summer Assignment.

IB CHEMISTRY SL (SC542/532)

Grades 11, 12; 5 credits; One-Year Elective in the IB Diploma Program; Counts Toward Science Graduation Requirement; Prerequisite: Chemistry 1H

Chemistry SL is a one year course which will cover the basic principles of chemistry. This course is taught using an experimental approach that encourages students to be both knowledgeable and inquiring. Chemistry SL covers both required topics and options that provide a focus into areas of chemistry not usually covered in a first-year college chemistry course. In most cases, it attempts to broaden the student's view of chemistry as it relates to the world around them. By developing and integrating concepts in a range of situations, environmental systems, biochemistry, industry, analysis, medicine, and physiology, students explore and use chemistry in situations that matter to themselves and society as a whole. IB Diploma students who enroll in this course must take the IB Exam. Students will not be prepared to take the AP Chemistry Exam. This course has a required Summer Assignment.

IB PHYSICS SL (SC543/533)

Grades 11, 12; 5 credits each year; Two-Year Elective in the IB Diploma Program; Counts Toward Science Graduation Requirement; Prerequisite: Chemistry 1H

This course is an offering of the district's International Baccalaureate (IB) program taught at the IB Standard Level (SL). The focus of IB Physics is to enable students to understand and apply the physical laws that govern the interactions of matter and energy in the universe. Major areas will include classic Newtonian kinematics and dynamics, thermodynamics, sound and light waves, electricity and magnetism, atomic and nuclear physics, energy/power and climate change, astrophysics, and modern communications. The program will include a project that encourages students to appreciate the environmental, social and ethical implications of physics. IB Diploma students who enroll in this course must take the IB Exam. Students will not be prepared to take any of the AP Physics Exams. This course has a required Summer Assignment in years 1 and 2. This course has a required Summer Assignment.

PHYSICS 1 CPA (SC230)

Grades 11, 12; 5 credits; One Year Elective; Minimum Co or Prerequisite: Algebra 2 CPA or higher strongly recommended; high-achieving students in CPB level math will be recommended on an individual basis .

This college preparatory course strikes a balance between the conceptual and mathematical approaches to physics principles. Topics include the fundamentals of motion, momentum energy, gravity, waves, optics, and electricity. The laws of motion, gravitation, and conservation of energy are studied in depth. Laboratory demonstrations and activities rich in conceptual presentations are employed to develop students' scientific curiosity and explain how the natural world can be understood by physics principles.

AP PHYSICS 1 (SC433)

Grades 11, 12; 5 credits; Full year counts toward science graduation requirement. Prerequisite: Biology 1 & Chemistry 1, honors preferred and recommended, exceptional students in CPA level science will be allowed to take the course with teacher approval. Co-requisite: Algebra 2 or higher, honors preferred and recommended.

This course presents the students with the first half of College Physics, which is generally geared towards the non-physics science major (i.e. Biology Major). This course will concentrate on challenging students to solve problems using their algebra-based mathematical skills. This course is designed for students who are interested in a career in a science or health related field. Topics covered will include kinematics, Newton's Law of Motion, gravitation, circular motion, work, energy, power, momentum, torque, simple harmonic motion, waves, sound electrostatic and simple electric circuits. This course has a required Summer Assignment.

ADVANCED TOPICS IN PHYSICS (SC962)

Grade 12; 5 credits; One Year Elective; Prerequisite: AP Physics 1 or Physics 1 CPA; Co or Prerequisite: Precalculus, Statistics & Probability, or College Math Topics

This is a course which offers students with an interest in physics an opportunity to study in greater depth the principles of the Physics 1 program and provides an opportunity to study topics in a seminar setting with opportunities to conduct independent projects. Topics covered in Physics 1 are presented in greater depth as are emerging topics in 21st century physics. Areas studied include relativity, nuclear physics, and electronics. An objective of this course is to build competence and confidence for students who plan to take scientific subjects in college.

AP PHYSICS C (SC440)

Grade 12; 5 credits; One Year Elective; Prerequisites: AP Physics 1 or Department Approval; Co or Prerequisite: Calculus (AP Calculus preferred)

Advanced Placement Physics C prepares students for the Advanced Placement College Board "C" exams, in both Mechanics, and Electricity and Magnetism. This course is designed to be taught on the college level for students who have demonstrated strong proficiency in physical science skills. To enroll in this course, students need to be recommended by the Science Department. This course has a required Summer Assignment.

AP SEMINAR(SC631)

Grade 11; 5 credits; One Year Elective; Prerequisite: Successful completion of RBA I and enrollment in the Math and Science Magnet Program.

AP Seminar is a course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework and Forensic Science Point of view, students will practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students will incorporate Biochemistry, Chemistry, and Physics into their investigations. Students will conduct case studies, laboratory activities, and field studies to develop support for their arguments and defend their hypotheses. Students will learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. In addition, students will be trained in critical reading and technical writing so that they will be able to communicate convincing arguments through research writing. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. A special emphasis will be given to the mathematical and scientific toolbox that the students learned in RBA I. Students in this course will be required to take the AP exam. This course has a required Summer Assignment.

AP RESEARCH (SC641)

Grade 12; 5 credits; One Year Required. Prerequisite: RBA I & AP Seminar, Co-requisite: Enrollment in the Math and Science Magnet Program.

AP Research is the second course in the AP Capstone experience and the Math & Science Magnet's RBA program. This course allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students will incorporate Biology, Chemistry, & Physics into their investigations. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course will culminate in a 4,000 to 5,000 word academic thesis, presentation, and oral defense. Throughout the course, emphasis will be given to the mathematical, scientific, and critical thinking tools learned in RBA I and AP Seminar. Students who take this course will be required to take the AP assessment. This course has a required Summer Assignment.

SCIENCE INQUIRY & TECHNOLOGY 1 (SC963)

Grades 10, 11, 12; 5 credits; One Year Elective; Prerequisite: Successful completion of a ninth grade science course, application, interview and acceptance into the course; Co-requisite: Science lab course; *Does not satisfy the science graduation requirement*****

This course is designed for students who have demonstrated interest and ability in scientific and technological areas of study. Particular emphasis will be given to the strengthening of technical service laboratory and technological skills and study in an area selected by the student under the mentorship of a science teacher and technology teacher. Science Inquiry and Technology 1 focuses on strengthening scientific research skills by requiring participation in short-term science and technology research projects, problem solving strategies, and identifying a topic for individual research. Students will also be given instruction and trained to work as part of a research and development team. Throughout the year, students may compete in various competitions, i.e. Pumpkin Chunking, Trebuchet Design, Cardboard Boats, Hydrogen Fuel Cell Racing Cars.

SCIENCE INQUIRY & TECHNOLOGY 2 (SC964)

Grades 11, 12; 5 credits; One Year Elective; Prerequisite: Science Inquiry & Technology 1; Co-requisite: Science lab course; *Does not satisfy the science graduation requirement*****

This course is designed for students who have demonstrated interest and ability in scientific and technological study. Emphasis will be given to the strengthening of science and technological laboratory skills and study in an area selected by the student under the mentorship of a science teacher and a technology teacher. Science Inquiry and Technology 2 focuses on scientific and technological skills acquired in Science Inquiry and Technology 1. Throughout the year, students may compete in various competitions, i.e. Pumpkin Chunking, Trebuchet Design, Cardboard Boats, Hydrogen Fuel Cell Racing Cars.

SCIENCE INQUIRY & TECHNOLOGY 3 (SC965)

Grade 12; 5 credits; One Year Elective; Prerequisite: Science Inquiry & Technology 2; *Does not satisfy the science graduation requirement*****

This course is designed for students who have demonstrated interest and ability in scientific and technological areas of study. Further emphasis will be given to strengthening of technical service laboratory skills and study in an area selected by the student under the mentorship of a science teacher and technology teacher. Throughout the year, students may compete in various competitions, i.e. Pumpkin Chunking, Trebuchet Design, Cardboard Boats, Hydrogen Fuel Cell Racing Cars.

Science Department: Science Flow Chart

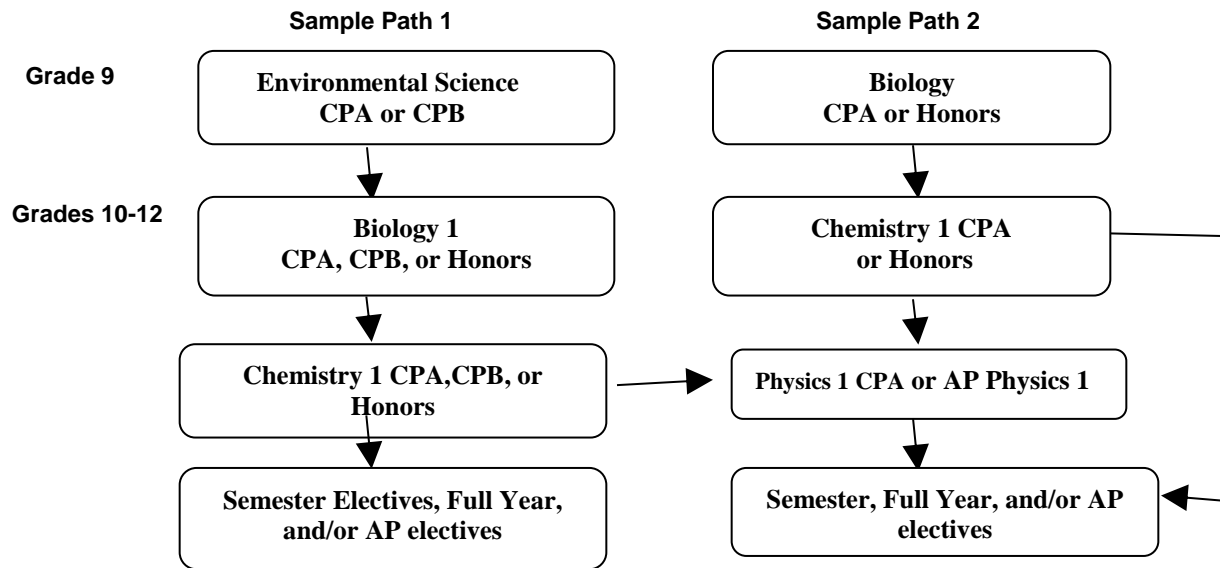
All students must take three 5 credit courses to graduate.

One 5 credit course must be Biology CPB, CPA or Honors

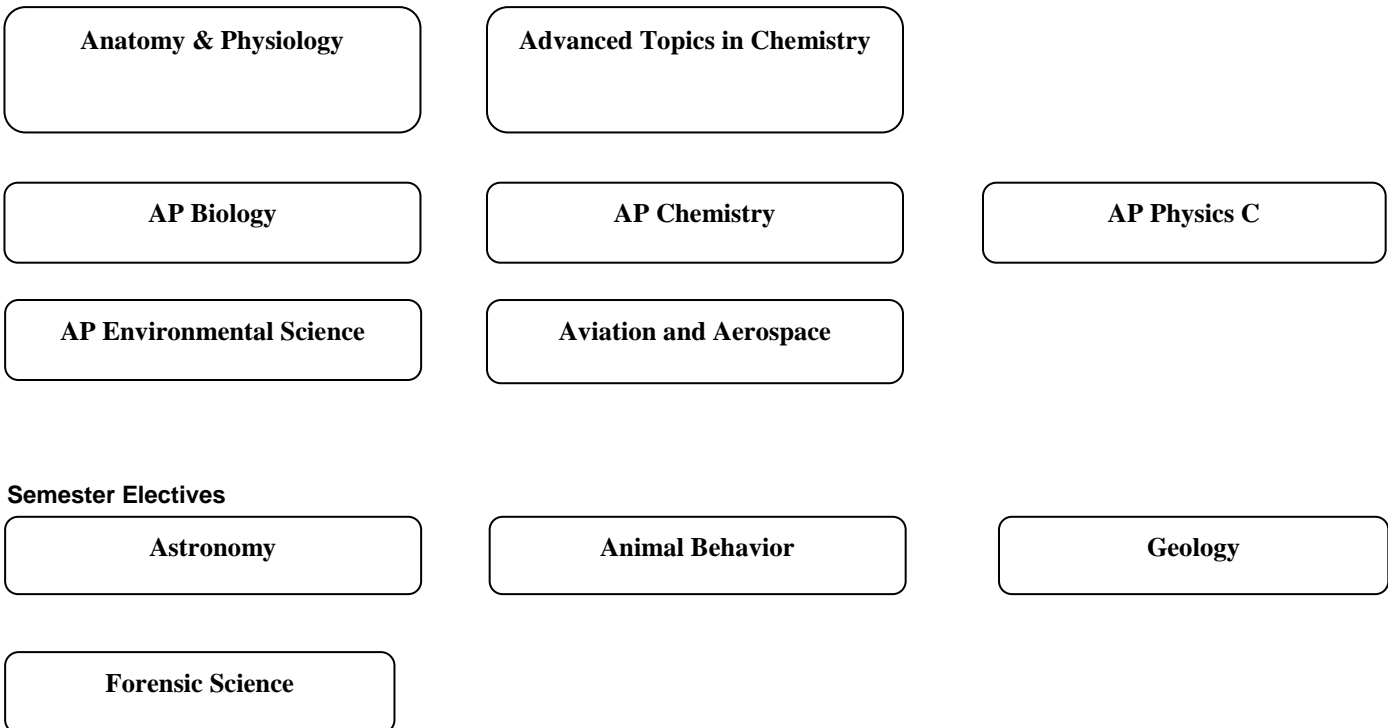
One 5 credit course must be one of the following:

- Environmental Science CP
- Chemistry 1 CPA, CPB or Honors
- Physical Science CPB, Physics CPA or AP Physics 1

The third 5 credit course can be from any of our offerings except for Science Inquiry & Technology 1, 2 & 3 (SC963,964,965)



Full Year Electives



SOCIAL STUDIES

COURSE	GRADES OFFERED				CREDITS
Anthropology	9	10	11	12	5
Core Components for IB	10				5
Criminology				11 12	2 ½
AP Economics				10 11 12	5
Economics				10 11 12	2 ½
AP European History				11 12	5
Foundations of Philosophy				10 11 12	2 ½
AP Human Geography				10 11 12	5
IB History HL				11 12	5 each
IB Psychology HL				11 12	5 each
IB Theory of Knowledge				11 12	1.25 each
Military History	10			11 12	2 ½
Psychology				11 12	5
AP Psychology				11 12	5
Sociology	9	10	11	12	2 ½
Sport In American Culture	9	10	11	12	2 ½
AP United States Government and Politics				10 11 12	5
United States History 1 CP A/B				10	5
United States History 1H				10	5
United States History 2 CP A/B				11	5
AP United States History				11	5
World History CP A/B	9				5
World History H	9				5

ANTHROPOLOGY (SS960)

Grades 9, 10, 11, 12; 5 credits; One Year Elective

This course examines the basic concepts of human development, both physically and culturally. This study of humankind should help the student better understand the variables in human adaptation and the ways in which human life has varied in nature over time and from place to place. Studied in detail are the theories concerning the development of the hominids that gave rise to *Homo sapiens*, and the diverse cultures of our species, whose members share the same fundamental needs but satisfy them in different ways. Attention will be given to research methods. Students will develop ideas and tools for observing, recognizing, and appreciating diverse patterns of living.

CRIMINOLOGY (SS950)

Grades 11, 12; 2½ credits; One Semester Elective

All Americans are impacted by crime in one way or another. Some are criminals, some are victims, and all are taxpayers and citizens. Frequently our knowledge and understanding of crime and the criminal justice system is limited to our exposure from the news media, popular TV shows, and films. The objective of this half-year course is to introduce the criminal justice system as it truly functions in our society. This course examines crime and the criminal justice system from the perspectives of the sociologist, the criminologist, the police officer, the judge, and the correctional specialist.

ADVANCED PLACEMENT ECONOMICS (SS420)

Grades 10, 11, 12; 5 credits; One Year Elective; Prerequisite: Department Approval

The purpose of this AP course in economics is to give students a thorough understanding of the principles of both micro- and macro-economics. This course will apply the functions of individual decision makers, both consumers and producers, within the economic system. The course will also focus on the nature and functions of product markets, the role of government, national income, price-level determination, economic performance measures, the financial sector, stabilization policies, economic growth and international economics. This program will prepare students for intermediate and advanced college courses through requirements equivalent to those found on the college level, and they will be prepared to take both the AP Microeconomics and AP Macroeconomics Exams. To enroll in this course, students must be recommended by the Social Studies Department. This course meets the New Jersey Personal and Financial Literacy requirement. This course has a required Summer Assignment.

ECONOMICS (SS952)

Grades 10, 11, 12; 2½ credits; One Semester Elective

The students explore their stake in the economic system and the economic forces at work in the U.S. Included in this course is the study of the operation of the American economy and its goals, the money and banking system, the problems facing our American economy, and the impact of economic forces on the individual. Some studies are made of other economic systems. The course will

strive to increase student's ability to reason accurately and objectively about economic matters. They will also develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. This course meets the New Jersey Personal and Financial Literacy requirement.

FOUNDATIONS OF PHILOSOPHY (SS961)

Grades 10, 11, 12; 2.5 credits; One Semester Elective

This course examines the origin and development of Western philosophy along with the methods, problems, and theories of prominent philosophers. Topics to be considered include metaphysics (the nature of reality), aesthetics (the nature of beauty), epistemology (the nature of knowledge), logic (the nature of reasoning and argument), ethics (how to live), and political philosophy (how to organize societies). The course will include group activities, independent- and group research, small- and large-group discussions, debate, video responses, and journal writing. Students will apply philosophical principles to their own lives and the class is designed to be engaging and accessible to students with a variety of skill sets and academic capacities.

IB HISTORY HL (SS531/SS541)

Grades 11, 12; 5 credits each year; Two-Year Requirement in the IB Diploma Program; Prerequisite: U.S. History 1H

This course is designed as a survey of 20th century history. Students will take the first year in the 11th grade, which maintains a focus on the American perspective and will fill the state requirement for a second year of United States History; however the material lends itself to studying international viewpoints. In order to prepare students to be more aware as global citizens, they will also gain a foundation for understanding the complex relationships and conditions that exist in our present-day world by approaching the material from various perspectives. History at the HL level will then enter the second year, during which they will study the 20th century, this time with a greater focus on various European and Middle Eastern perspectives. Students will be asked to seek themes that arise and connect events in history, in an effort to restructure their conception of time and their understanding of the relationship between past, present and future. IB Diploma students who enroll in this course must take the IB Exam. Students will not be prepared to take the AP U.S. History exam. This course has a required Summer Assignment for years 1 and 2.

IB PSYCHOLOGY HL (SS532/SS533/SS542/SS543)

Grades 11, 12; 5 credits each year; Two-Year Elective in the IB Diploma Program; Prerequisite: Department Approval

HL Psychology is a course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to psychological facts, principles, theories, and the phenomena associated with each of the methods psychologists use in their science and practice. The focus areas include perspectives of biological, cognitive, and social psychology. Other topics may include for discussion and evaluation health psychology, psychology of human relationships, abnormal psychology, developmental psychology, and other topics appropriate to understand the biological, cognitive, and sociocultural levels of analysis. An experimental study will also be completed. The students will present their findings to the class in order to examine the ethics of the experiment, assess and critique it. IB Diploma students who enroll in this course must take the IB Exam. Students will also be prepared to take the AP Psychology Exam after the first year of the course.

ADVANCED PLACEMENT HUMAN GEOGRAPHY (SS421)

Grades 10, 11, 12; 5 credits; One Year Elective; Prerequisite: Departmental Approval

The Advanced Placement Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, and the use and alteration of the Earth's surface. Students will learn to employ spatial concepts and landscape analysis to analyze human socioeconomic organization and its environmental consequences. Students will also learn about the methods and tools geographers use in their research and applications. This course will prepare students for a college-level course through requirements equivalent to those found on the college level and students will be prepared to take the Advanced Placement Human Geography Exam. To enroll in this course, students must be recommended by the Social Studies Department.

ADVANCED PLACEMENT EUROPEAN HISTORY (SS440)

Grades 11, 12; 5 credits; One Year Elective; Prerequisite: Department Approval

The Advanced Placement European History course is designed to provide selected students with the analytical skills and factual knowledge necessary to deal with problems and materials in European history. Students will be expected to examine closely a series of problems or topics through readings and college-level textbooks. After an intensive study of the Renaissance, Reformation, Rise of Constitutionalism and Absolutism, the Enlightenment and the French Revolution and Napoleon, students will closely examine the development of Modern European Society. Emphasis will be placed upon Liberalism and Conservatism, the Rise of Nationalism and International and Domestic Changes throughout the Nineteenth and Twentieth Centuries. Experiences will be provided that will develop students' abilities to assess historical materials—including relevance to a given problem, reliability, and importance—and to evaluate the evidence and interpretations. This program will prepare students for intermediate and advanced college courses through requirements equivalent to those found on the college level and they will be prepared to take the AP European History Exam. To enroll in this course, students must be recommended by the Social Studies Department.

MILITARY HISTORY

Grades 10, 11, 12; 2.5 credits; One Semester Elective

Students will pursue an in-depth study of the changing nature of war and its relationship to the development of various cultures and societies in Western Civilization from empire building in the nineteenth century to the modern nation-state. Emphasis will be placed on the role of war in the development of the modern nation state, as well as, the origins and nature of total war. Students will also analyze the various conflicts in which the United States took part, including the causes and consequences of these conflicts.

PSYCHOLOGY (SS962)**Grades 11, 12; 5 credits; One Year Elective**

This course surveys the fundamental principles of human development and behavior. A wide range of psychological topics are examined including sensation and perception, learning, developmental psychology, physiological psychology, substance abuse, psychological testing, psychopathology, social groups, parapsychology, etc. Activities include psychological readings, case studies, experiments, investigations, discussions, and simulations.

ADVANCED PLACEMENT PSYCHOLOGY (SS431)**Grades 11, 12; 5 credits; One Year Elective; Prerequisite: Department Approval**

Advanced Placement Psychology is a course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to psychological facts, principles, theories, and phenomena associated with each of the methods psychologists use in their science and practice. Content areas include, but are not limited to, physiological, developmental, perceptual, abnormal, and social psychology. Topics for discussion and evaluation include intelligence testing, parenting styles, personality, emotion, motivation, ethics of research, statistics, and more. Students will have the opportunity to take the Advanced Placement Examination given by the College Board in May of the school year. To enroll in this course, students must be recommended by the Social Studies Department.

SOCIOLOGY (SS953)**Grades 9, 10, 11, 12; 2½ credits; One Semester Elective**

Sociology is the systematic study of human society and social interaction. It provides us with an opportunity to sense how people interact in groups and how that interaction influences the lives of individuals and society. Special emphasis will be placed on the students' evaluation of their own interaction in social groups and its impact on them. They will also develop a better understanding of the socialization process, the structure of society, social-cultural change, and the social influence of opinion, mass communications, and propaganda. This course is based upon a variety of instructional techniques including sensitivity exercises, role-playing, values clarification exercises, and group dynamic simulations.

SPORT IN AMERICAN CULTURE (SS954)**Grades 9, 10, 11, 12; 2 ½ credits; One Semester Elective**

This course will challenge students to examine the culture of sports in the United States and the world. Students will explore the causes and consequences of many of the issues confronting sports today. Additionally, students will analyze the impact sports have on the American culture. The course is based upon a variety of instructional techniques and assessment methods.

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS (SS422)**Grades 10, 11, 12; 5 credits; One Year Elective; Prerequisite: Departmental Approval**

The Advanced Placement United States Government and Politics course will introduce students to key political ideas, institutions, policies, roles, and behaviors that characterize the political culture of the United States. This course examines politically significant concepts and themes, through which students will learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. An integral part of the course includes analysis and interpretation of basic data relevant to United States government and politics, and the development of connections and application of relevant theories and concepts. This program will prepare students for intermediate and advanced college courses through requirements equivalent to those found on the college level, and they will be prepared to the Advanced Placement United States Government and Politics examination. To enroll in this course, students should be recommended by the Social Studies Department.

UNITED STATES HISTORY 1 CPA/CPB (SS220/SS120)**Grade 10; 5 credits; One year Required**

This course presents an overall survey of United States history from the colonial experience up to 1900. This survey focuses on the political, social and economic forces as well as on the contributions of various individuals and groups which have helped to build our nation. Of special importance are the instruction in, and application of, a range of skills in the social sciences. These skills will be instrumental in preparation for a college education. In addition, this course will concentrate on developing the abilities necessary to function effectively as a citizen and on providing students with the opportunities to develop a knowledge and understanding of the past which can be applied to living now and in the future.

UNITED STATES HISTORY 1H (SS320)**Grade 10; 5 credits; One Year Required; Prerequisite: Departmental Approval**

This course presents an overall survey of United States history from the colonial experience up to 1900. It is designed to challenge our most capable college-bound students. This survey will explore in depth the political, social and economic forces as well as the contributions of individuals and groups which have helped to build our nation. Of special importance are the instruction in, and the application of, a range of skills in the social sciences. Activities and units are planned to advance the analytical and research skills necessary to lead this student to AP United States History. The use of document-based questions and the application of writing experiences will enhance the instruction. In addition, this course will concentrate on developing the abilities necessary to function effectively as a citizen and on providing students with the opportunities to develop a knowledge and understanding of the past which can be applied to living now and in the future.

UNITED STATES HISTORY 2 CPA/CPB (SS230/SS130)**Grade 11; 5 credits; One Year Required**

This course presents a survey of United States history since 1900. In addition to a concentration on United States history, a great deal of emphasis is placed on the role of the United States in world affairs after 1900. Through its treatment of history, this course serves to develop an understanding of the significant elements which have helped to shape contemporary American society and define America's role in the world today. Of special importance are the instruction in, and application of, a range of skills in the social sciences. These skills will be instrumental in preparation for a college education. This course will also concentrate on developing the abilities necessary to function effectively as citizens and on providing students with the opportunities to develop an understanding of the past which can be applied to living now and in the future.

ADVANCED PLACEMENT UNITED STATES HISTORY (SS430)**Grade 11; 5 credits; One Year Required; Prerequisite: United States History 1 and Department Approval**

The Advanced Placement United States History - course is designed to provide selected students with the analytical skills and factual knowledge necessary to deal with problems and materials in American history. Students will be expected to explore a series of problems or topics through readings and college-level textbooks. After an intensive survey of the Colonial Period, the American Revolution, the Jacksonian Period and the Civil War and Reconstruction, students will closely examine a series of problems related to 20th Century America. Emphasis will be placed upon Populism and Progressivism, the New Deal, and International Affairs and Domestic Change in the post-1945 Period. Classroom experiences will develop students' abilities to assess historical materials—their relevance to a given problem, their reliability, and their importance—and to evaluate the evidence and interpretations. This program will prepare students for intermediate and advanced college courses by placing demands on them equivalent to those found on the college level. Students will be prepared to take the Advanced Placement United States History exam administered by the College Board. To enroll in this course, students should be recommended by their United States History 1 teacher or secure departmental approval. This course may have a required Summer Assignment.

WORLD HISTORY CPA/CPB (SS210/SS110)**Grade 9; 5 credits; One Year Required**

Through careful examination of economic, political, social, and cultural developments from the Renaissance to today, students will acquire a deeper understanding of the evolution of the modern world along with knowledge of the human experience and our global interdependence. Students will gain new insights into themselves and their society, understand what it means to be human and appreciate the common problems all humans have faced throughout world history in order to become informed citizens in the 21st century. Of special importance is the instruction in, and application of, skills in the social studies that will prepare students for higher education, future careers, and active citizenship.

WORLD HISTORY H (SS310)**Grade 9; 5 credits; One Year Required**

This course was developed to challenge our most capable college-bound students. It depicts the development of human society from the Renaissance to modern times. It explores in depth the cultural, economic, religious and social movements which have been significant in shaping today's world. Through extensive reading and research, students will gain new insights into themselves and their society, understand what it means to be human and appreciate the common problems all humans have faced throughout world history in order to become informed citizens in the 21st century. Of special importance is the instruction in, and application of, skills in the social studies that will prepare students for higher education, future careers, and active citizenship.

SPECIAL EDUCATION

The Morris Hills Regional District Board of Education has approved curriculum for the district's multiple disabilities, learning/language disabilities, and resource center programs of study. Students are expected to meet the goals and objectives as outlined in their Individual Educational Plans as they address proficiencies within the established courses of study. Unless the child study team has approved modified objectives or an alteration in course content in the IEP, students must meet course objectives. In-class support is provided via team teaching across a variety of general education subjects such as English, mathematics, social studies, and science.

Our Inclusion Model

In an in-class resource program, the student shall be provided modifications to the instructional strategies or testing procedures or other specialized instruction to access the general college preparatory education curriculum in accordance with the student's IEP. The primary instructional responsibility for the student in an in-class resource program shall be the general education teacher unless otherwise specified in the student's IEP. An in-class resource program shall be provided in the student's general education class at the same time as the rest of the class. A student receiving an in-class resource program or an in-class program of supplementary instruction shall be included in activities such as group discussion, special projects, field trips and other regular class activities as deemed appropriate in the student's IEP.

Our Pull Out Resource Model

In a pull-out replacement resource program, the general college preparatory education curriculum and the instructional strategies may be modified based on the student's IEP. The resource program teacher shall have primary instructional responsibility for the student in the replacement resource program and shall consult with the general classroom teacher as appropriate.

Our Multiply Disabled Model

A special class program shall serve students who have similar intensive educational, behavioral and other needs related to their disabilities in accordance with their individualized education programs. Placement in a special class program shall occur when the IEP team determines that the nature and severity of the student's disability is such that no other school-based program will meet the student's needs. Special class programs shall offer instruction in the core curriculum content standards unless the IEP specifies a modified curriculum due to the nature or severity of the student's disability.

Our LLD Model

The LLD program targets the needs of students with learning disabilities who require intensive instruction in an atmosphere that offers small group and individualized instruction with a classroom teacher and at least one instructional staff assistant. Students are provided instruction in areas such as history, language arts, science, mathematics, community based instruction, learning strategies, and adaptive physical education.

Our Flex Model

The Flex program targets the needs of students with emotional and behavioral disabilities through small group instruction, a high ratio of staff to students, and behavior modification. Students are provided counseling by school psychologists and guidance counselors as defined by given student IEP's.

Our CBI Model

The Community Based Instruction Program teaches students the skills necessary to succeed in the workplace. With an emphasis on career exploration and preparedness, the students are exposed to a multitude of hands-on experiences both inside and outside of the school setting.

Our Workforce Preparatory Model

The Workforce Preparatory Program is designed for students that have fulfilled their academic requirements and are recommended to continue to develop a connection between school based learning and community based work experiences. Students will be enrolled in a Structured Learning Experience and may be enrolled in additional courses such as: Integrated Academics, Technology for Living, Physical Education, Elective courses. This experience, along with previous CBI experiences, will allow students to be exposed to internship and volunteer opportunities in the community. Students will gain the confidence, experience, and skills necessary to seek supervised or independent employment.

TECHNOLOGY EDUCATION

COURSE	GRADES OFFERED			CREDITS	
Advanced Graphic Production & Manufacturing	10	11	12	5	
Architectural Design		11	12	5	
Auto Mechanics 1	10	11	12	10	
Auto Mechanics 2		11	12	10	
Auto Mechanics 3			12	10	
Cabinet Making & Furniture Design	10	11	12	5	
Computers, Automation, and Robotics	10	11	12	5 per year	
Electrical Trades	10	11	12	5	
Electricity	9	10	11	12	5
Engineering Design		11	12	5	
Fundamentals of CAD	10	11	12	5	
Introduction to Drafting Technology	9	10	11	12	5
Introduction to Graphic Communications	9	10	11	12	5
Introduction to Technology, Engineering, & Design	9	10	11	12	5
Introduction to Woodworking	9	10	11	12	5
Metals and Manufacturing Technology	10	11	12	5	
Metalworking	9	10	11	12	5
Science Inquiry & Technology 1	10	11	12	5	
Science Inquiry & Technology 2		11	12	5	
Science Inquiry & Technology 3			12	5	

ADVANCED GRAPHIC PRODUCTION & MANUFACTURING (TC962)

Grades 10, 11, 12; 5 credits; One Year Elective; Prerequisite: Introduction to Graphic Communications

This course provides students with the opportunity to explore the more complex history and evolving aspects of the Graphic Arts Industry as well as the processes and techniques necessary to manufacture quality graphic products. The New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators for Technological Literacy will be emphasized throughout the program. Students are placed in real work design and production situations, as an internal working print/manufacturing facility within the district by producing a nominal percentage of work for the district, in addition to individually assigned advanced projects.

ARCHITECTURAL DESIGN (TC941)

Grades 11, 12; 5 credits; One Year Elective; Prerequisite: Intro to Drafting or Fundamentals of CAD

Architectural Design is a course designed for the student who is considering a career in the field of architecture or other related areas. The comprehensive skills learned and advanced lessons on house design, layout construction methods, materials and building codes will enable a student to draw a complete set of original plans for a house design of their own. Students will also get hands on experience by building a physical model of their house design. Students will also complete real world projects in commercial design and Green building practices. Students will continue their studies in AutoCAD and also be introduced to the Autodesk Revit 3D modeling, AutoCAD Architectural Desktop, Google SketchUp and Photoshop software programs. All students will have the opportunity to enter state and national architectural design contests and with successful completion of this third year course, will be eligible to earn an ADDA certificate and be recognized as an apprentice drafter.

AUTO MECHANICS 1 (TC920)

Grades 10, 11, (12 on a space available basis); 10 credits; One Year Elective

The three-year automotive mechanics program is designed to prepare the student for a career as an auto technician. The student is taught to understand the operation and repair of all parts of the vehicle. The first year begins with the learning of basic automotive theory through readings, discussions, audiovisual presentations and demonstrations. This is followed by actual practical work performed on vehicles scheduled into the shop for repairs. Experiences include service and repair of chassis, cooling system, lubricating system, electrical system, exhaust system, engine accessories and computer-assisted diagnostics. Emphasis is given to instruction in technical knowledge, practical skills, processes and techniques, and occupational information.

AUTO MECHANICS 2 (TC930)

Grades 11, 12; 10 credits; One Year Elective; Prerequisite: Auto Mechanics 1

This course re-emphasizes and expands all previously learned skills and knowledge. It provides for continued study and more advanced application of instructional units in automotive repair and service. During this second year, the emphasis is placed almost entirely on practical experience. Students perform all of their work on vehicles scheduled into the automotive shop. Units are expanded to include the study of electrical and electronic systems, air conditioning and heating operating principles/applications which lead

towards Automotive Service Excellence (ASE) refrigerant/recovery/recycling certification. All instructional units will prepare students to satisfy the requirements of ASE/National Automotive Technician Educational Foundation (NATEF) certification.

AUTO MECHANICS 3 (TC940)

Grade 12; 10 credits; One Year Elective; Prerequisite: Auto Mechanics 2

This course re-emphasizes and expands all previously learned skills and knowledge, and provides for continued study and more advanced application of instructional units in automotive repair and service. During this third year, the emphasis is placed almost entirely on practical diagnostics, business management, and leadership. Students perform all of their work on vehicles scheduled into the automotive shop. Units are expanded to include the study of electrical and electronic systems, air conditioning and heating operating principles/applications which lead towards Automotive Service Excellence (ASE) refrigerant/recovery/recycling certification. All instructional units will prepare students to satisfy the requirements of ASE/National Automotive Technician Educational Foundation (NATEF) certification.

CABINET MAKING & FURNITURE DESIGN (TC963)

Grades 10, 11, 12; 5 credits; One Year Elective; Prerequisite: Introduction to Woodworking

This course is designed to provide enhanced woodworking students with the opportunity further to develop their skills. Advanced hand tool and machinery operations, the history and styles of furniture, properties of wood, wood selection and furniture, and cabinetry design will be emphasized. Students will sketch, design, and construct their own custom projects, which will include advanced techniques learned throughout the school year.

COMPUTERS, AUTOMATION, AND ROBOTICS (TC955)

Grades 10, 11, 12; 5 credits per year; Elective; Prerequisites: Electricity is recommended

Computers, Automation, and Robotics is designed to provide students with the skills necessary to program, build, and operate automated machines and robotic devices. The history and current trends of automation and robotics are addressed. Applications to industry, home, and our daily lives are investigated. Students will assess, build, and test various automation and robotic devices employing electronics and electromechanical technology. Hands on assembly and operation are encouraged. Use of programmable electronic microprocessors, computer controlled equipment, prototype assembly, and automated manufacturing will be explored. Students may take this course for multiple years to work on more complex projects and/or to serve as team captains in First Robotics Competitions.

ELECTRICAL TRADES (TC961)

Grades 10, 11, 12; 5 credits; One Year Elective; Prerequisite: Electricity

This course is designed for students who wish to enter any of the electrical trades or to begin work as an electrician's helper. Emphasis is placed on the fundamentals of residential wiring, troubleshooting and repair techniques which should give the student a useful skill. Units include distribution, substations, electrical codes, and electrical repairs. In addition, instruction is provided in technical knowledge, practical skills, processes and techniques, as well as the study of occupational information to prepare the student for employment.

ELECTRICITY (TC951)

Grades 9, 10, 11, 12; 5 credits; One Year Elective

This course exposes students to the fundamentals of electricity so that they may evaluate their interest and determine whether they wish to continue further studies in electronics, electricity or heating and ventilation. Each unit in this course is presented as part theory and part laboratory work. The correct and safe use of basic tools, machines and equipment is stressed. Provision is made for exploratory activities relating to electricity and electronic circuits, heat, light, magnetism, and power sources and transmission. Included is the study of related general, technical and occupational information. Students should possess basic knowledge of dealing with mathematical formulas.

ENGINEERING DESIGN (TC931)

Grades 11, 12; 5 credits; One Year Elective; Prerequisite: Intro to Drafting or Fundamentals of CAD

Engineering Design is a course designed for the student who is considering a career in the field of engineering or other related areas. Students will utilize the Engineering Design Process to complete a multitude of projects designed to replicate real world problems in various engineering fields. Students will continue their studies in AutoCAD and Autodesk Inventor and be introduced to topics including advanced 3D modeling and construction, 3D animation and 3D printing. All students will have the opportunity to enter state and national engineering design contests and with successful completion of this third year course, will be eligible to earn an ADDA certificate and be recognized as an apprentice drafter.

FUNDAMENTALS OF CAD (TC921)

Grades 10, 11, 12; 5 credits; One Year Elective; Prerequisite: Intro to Drafting

Fundamentals of CAD is a course in which students develop problem solving skills, with emphasis placed on advanced mechanical drafting, basic 3D modeling and architectural design. Students will start with base concepts and apply them to real world projects in both the fields of engineering and architecture. In engineering, students will go from creating simple sketches and geometric shapes to producing 3D drawings and assemblies. In architecture, students will design a house while learning the basics of surveying, planning and design. Students will continue their studies in AutoCAD and will be introduced to 3D modeling in Autodesk Inventor.

INTRODUCTION TO DRAFTING TECHNOLOGY (TC911)

Grades 9, 10, 11, 12; 5 credits; One Year Elective

This course introduces the student to the use of drawing as the language of industry and provides the opportunity to use the computer and drafting instruments in preparing various types of drawings. Experiences are provided in the basic fundamentals of Computer Aided

Drafting and on the drawing board. Topics include related technical knowledge, practical skills, general information, and an overview of career opportunities related to the drafting field. Special attention is given to technique, method, and industrial applications. The areas taught are orthographic projection, sections, primary auxiliaries, shop processes, fasteners, dimensioning, blueprint reading, detail and assembly drawing, and pictorial drawing. Emphasis is on the value of a planned approach to problem solving by developing models of lawn sheds to actual scale drawings.

INTRODUCTION TO GRAPHIC COMMUNICATIONS (TC952)

Grades 9, 10, 11, 12; 5 credits; One Year Elective

This course is designed to enable students to relate knowledge from other subjects to a practical, useful experience. The student will be involved with areas such as desktop publishing and electronic imaging, design and layout, use of artwork, photography, offset printing, and screen printing. Also included is a study of the various career opportunities available in the field. Demonstrations, audiovisual materials, and student participation in laboratory experiences are all combined to enable the student to survey the various areas of graphic communications.

INTRODUCTION TO TECHNOLOGY, ENGINEERING, AND DESIGN (TC950)

Grades 9, 10, 11, 12; 5 credits; One Year Elective

This course emphasizes the evolution of technology, design and problem solving processes using an engineering format, and the systems approach to understanding technology. The areas of transportation, informational, physical and biological technologies are explored through the application of design-problem solving activities which engage students in first hand, activity oriented experiences with technology. The course acquaints students with the impact of technology on the individual and society, as well as related technological career options. An interdisciplinary incorporation of science and math is an integral component in teaching the exploration of technology. Introduction to Technology consists of six technology learning modules (units of instruction): Introduction to Technology, History/Evolution of Technology, Resources of Technology, and Control Technology. Appropriate personal and equipment safety instructions are provided.

INTRODUCTION TO WOODWORKING (TC953)

Grades 9, 10, 11, 12; 5 credits; One Year Elective

This course is designed to acquaint students with the field of woodworking and its related areas. A thorough study of the types of wood and their applications is accompanied by experiences with hand and machine operations. The sequence of work is developed in orderly progression from basic operations to complex operations involving jointers, band saws, sanders, and other types of portable and stationary power equipment. The student is exposed to hand tools, industrial techniques and materials dealing with wood finishing, wood turning, and cabinet making. Opportunities are provided for students to develop an appreciation of design and to explore possible occupational interests. Time is spent on individual and group project activities.

METALS AND MANUFACTURING TECHNOLOGY (TC965)

Grades 10, 11, 12; 5 credits; One Year Elective; Prerequisites: Metalworking or Academy Science & Inquiry 2

This course is designed to provide students with advanced skills used in the manufacturing trades. Advanced machine tool and welding operations, inspection, CNC machining, and foundry operations will be emphasized. Students will design their own projects by hand sketching or through the use of design software (AutoCAD). Experimentation with the various processes available is encouraged. The history and current trends of manufacturing will be studied from an occupational viewpoint.

METALWORKING (TC954)

Grades 9, 10, 11, 12; 5 credits; One Year Elective

This is a general metalworking course offering instruction and study activity in the areas of sheet metal, foundry, welding, forging, precision measuring, and machine shop practices. Background and developmental demonstration and informational study and discussion are supplemented through practical experience in the use of tools and materials. Activities will include the study of the production of metals, sheet metal layout and fabrication, pattern making, soldering and brazing, welding exercises, metal finishing and metal lathe operation. Projects will be carried out commensurate with the interest and ability of the student.

WORLD LANGUAGES

COURSE	GRADES OFFERED	CREDITS
Accelerated French H	9	5
Accelerated German H	9	5
Accelerated Spanish H	9	5
AP French Language	12	5
AP Spanish Language	12	5
French 1	9 10 11 12	5
French 2	9 10 11 12	5
French 3 H	10 11 12	5
French 4 H	11 12	5
German 1	9 10 11 12	5
German 2	9 10 11 12	5
German 3 H	10 11 12	5
German 4 H	11 12	5
IB French SL	11 12	5 each yr
IB German SL	11 12	5 each yr
IB Spanish SL	11 12	5 each yr
Spanish 1	9 10 11 12	5
Spanish Language 1	9 10 11 12	5
Spanish Language 2	10 11 12	5
Spanish 2	9 10 11 12	5
Spanish 3 H	10 11 12	5
Spanish 4 H	11 12	5

ACCELERATED FRENCH H (WL310)

Grade 9; 5 credits; One Year Elective

This accelerated French course combines the French I and II curricula into one year of study to prepare students for both the AP and IB sequence. It is designed to be rigorous and fast-paced, and it is therefore intended for highly motivated students who wish to challenge themselves. No prior knowledge of the language is necessary. Students are presented opportunities for communication and interaction in the four language skills of listening, speaking, reading, and writing. Emphasis is placed on the development of authentic communication skills, which are strengthened, and reinforced through exposure to a wide range of audiovisual materials and a variety of listening and speaking activities. The aim is to acquire and integrate an active and practical French vocabulary, the essential building blocks of French grammar, and a variety of idiomatic expressions particular to the French language. The student is also introduced to the French civilization, culture, and geography. He/She will achieve an awareness of global, cultural, social, and political issues while increasing his or her level of fluency. Throughout the year, there is a transition to greater oral and written expression in a wide variety of situations examining both abstract and concrete ideas that lead to an appreciation of global perspectives.

ACCELERATED GERMAN H (WL311)

Grade 9; 5 credits; One Year Elective

This accelerated German course combines the German I and II curricula into one year of study to prepare students for both the AP and IB sequence. It is designed to be rigorous and fast-paced, and it is therefore intended for highly motivated students who wish to challenge themselves. No prior knowledge of the language is necessary. Students are presented opportunities for communication and interaction in the four language skills of listening, speaking, reading, and writing. Emphasis is placed on the development of authentic communication skills, which are strengthened, and reinforced through exposure to a wide range of audiovisual materials and a variety of listening and speaking activities. The aim is to acquire and integrate an active and practical German vocabulary, the essential building blocks of German grammar, and a variety of idiomatic expressions particular to the German language. The student is also introduced to the German civilization, culture, and geography. He/She will achieve an awareness of global, cultural, social, and political issues while increasing his or her level of fluency. Throughout the year, there is a transition to greater oral and written expression in a wide variety of situations examining both abstract and concrete ideas that lead to an appreciation of global perspectives.

ACCELERATED SPANISH H (WL312)

Grades 9; 5 credits; One Year Elective

This accelerated Spanish course combines the Spanish I and II curricula into one year of study to prepare students for both the AP and IB sequence. It is designed to be rigorous and fast-paced, and it is therefore intended for highly motivated students who wish to challenge themselves. No prior knowledge of the language is necessary. Students are presented opportunities for communication and interaction in the four language skills of listening, speaking, reading, and writing. Emphasis is placed on the development of authentic communication skills, which are strengthened, and reinforced through exposure to a wide range of audiovisual materials and a variety of listening and speaking activities. The aim is to acquire and integrate an active and practical Spanish vocabulary, the essential building blocks of Spanish grammar, and a variety of idiomatic expressions particular to the Spanish language. The student is also introduced to the Spanish civilization, culture, and geography. He/She will achieve an awareness of global, cultural, social, and political

issues while increasing his or her level of fluency. Throughout the year, there is a transition to greater oral and written expression in a wide variety of situations examining both abstract and concrete ideas that lead to an appreciation of global perspectives.

FRENCH 1 (WL210)

Grades 9, 10, 11, 12; 5 credits; One Year Elective

This course is the first of a four or five year sequence (French 2, 3, 4H, AP French Language) designed for college preparation and introduces the student to the basic speaking, reading, and writing skills in the French language. The student is also introduced to the civilization, culture, and geography of France and French territories. Emphasis is placed on the mastery of pronunciation through oral practice, imitation, individual coaching, and listening to native speakers. The aim is to acquire an active and practical French vocabulary, the essential terms of grammar, and a limited number of idiomatic expressions. The student moves gradually from the “question and answer” stage to the mastery of simple connected oral and written summaries, and free conversation. Simplified reading selections and dialogues are provided for comprehension. Audiovisual materials (audiotapes, transparencies, videotapes, DVD, etc.) are used to reinforce the learning process.

FRENCH 2 (WL220)

Grades 9, 10, 11, 12; 5 credits; One Year Elective; Prerequisite: French 1

This course is the second of a four or five year sequence (French 3, 4H, AP French Language) designed for college preparation and continues to develop the student’s French speaking, reading, and writing skills. There is a transition to greater free oral and written expression and a study of French history is added to the continued studies of culture and geography. Rather than repeated or memorized, conversation and composition are more student initiated and more original. Structural patterns are on an intermediate level. Reading selections consisting of connected short stories, audiovisual materials (overhead transparencies, audiotapes, DVD, etc.), and creative projects are part of the French 2 program.

FRENCH 3H (WL330)

Grades 10, 11, 12; 5 credits; One Year Elective; Prerequisite: French 2

This course is the third of a four or five year sequence (French 4H, AP French Language) designed for college preparation and is designed to meet the needs and interests of students through an individualized instruction approach. This approach provides the student with the opportunity to work in small groups, in large groups, and on an independent basis. Reading skills continue to be developed through the study of short texts or stories, plays, and short novels. Speaking ability is increased through discussions of the reading materials, of current events, and the comparison of literature to modern day life. Emphasis is placed on the development of free composition and conversation. In the study of French poetry, literature, history, vocations, and travel, the following activities predominate: intensive reading, followed by questions and answers leading to the experience of discussion; oral and written reports on the topics studied; projects or reports based on the student’s personal interest.

FRENCH 4H (WL340)

Grades 11, 12; 5 credits; One Year Elective; Prerequisite: French 3H

This course is the fourth of a four or five year sequence (AP French Language) designed for college preparation and continues to follow an individualized instruction approach. Emphasis continues to be placed on oral and written proficiency in the use of the language, especially in the mastery of the French structure for oral and written reports and discussions based on the texts studied, and everyday occurrences and topics of interest to students. An intensive and extensive study is made of French personalities and developments (historical, literary, contemporary, political). Students are given the opportunity to lead their class and to interact with other students in pair and group activities. Creativity is encouraged through alternative assessment and performance based tests.

ADVANCED PLACEMENT FRENCH LANGUAGE (WL440)

Grade 12; 5 credits; One Year Elective; Prerequisites French 4H and Department Approval

The curriculum for this course is aligned with the NJCCC Standards for World Languages and will prepare students to communicate at the Intermediate High/Advanced-Low Learner Range. The curriculum meets the standards set forth by the Advanced Placement College Board for the French Language Examination. Classroom activities are designed to meet the needs of students with diverse learning styles, including a variety of individual, pair, small group and large group activities which will better serve students. All students must be involved and demonstrate self-management and responsibility. Additionally, all students will use technology to enhance language acquisition, acquire current cultural information and become more familiar with language-related employment opportunities. By the end of the course, students will gain a greater insight and appreciation of their own language and culture by exploring a new culture and comparing and contrasting it to their own. This course has a required Summer Assignment.

GERMAN 1 (WL211)

Grades 9, 10, 11, 12; 5 credits; One Year Elective

This course is the first of a four year sequence (German 2, 3H 4H) and introduces the student to the basic speaking, reading and writing skills in the German language. The student is also introduced to the civilization, culture, and geography of the German speaking world. Emphasis is placed on the mastery of pronunciation through oral practice, imitation, individual coaching, and listening to native speakers. The aim is to acquire an active and practical German vocabulary, including the essential terms of grammar as well as a limited number of idiomatic expressions. Students will communicate effectively in predictable areas of need (where context aids understanding) such as in a restaurant or in a store. The student moves gradually from the “question and answer” stage to the mastery of simple connected oral and written summaries and free conversation. Simplified culturally based reading selections and dialogues are provided for comprehension. Audiotapes, PowerPoint slides, videotapes, computer software, films, and German regalia are used to reinforce the learning process.

GERMAN 2 (WL221)**Grades 9, 10, 11, 12; 5 credits; One Year Elective; Prerequisite: German 1**

This course is the second of a four year sequence (German 3H, 4H) and continues to develop the student's German speaking, reading, and writing skills. There is a transition to greater free oral and written expressions and a study of German history is added to the continued studies of culture and geography. Conversation and composition are more student initiated and more original rather than repeated or memorized. Structural patterns are on an intermediate level. Reading selections consist of connected short stories and current event articles. Media, as well as creative projects, are part of this program.

GERMAN 3H (WL331)**Grades 10, 11, 12; 5 credits; One Year Elective; Prerequisite: German 2**

This course is the third of a four year sequence (German 4H) and is designed to meet individual needs and interests of the student through an individualized instruction approach. This approach provides the student with the opportunity to work in small groups, in large groups, or on an independent basis. Reading skills continue to be developed through the reading of materials, of current events, and the comparisons of the literature to modern day life. Emphasis is placed on the development of free composition and conversation. In the study of German poetry, literature, history, vocations, and travel, the following activities predominate: intensive reading, followed by questions and answers leading to the experience of discussion; oral and written reports on the topics studied; projects or reports based on the student's personal interests.

GERMAN 4H (WL341)**Grade 11, 12; 5 credits; One Year Elective; Prerequisite: German 3H**

In this advanced course, emphasis continues to be placed on speaking, reading, and writing proficiency, but within an authentic cultural and literary context dealing with global contemporary issues as well as with problems that are unique to the German-speaking natives/people. Students at this level will experience learning in various styles, in cooperative learning groups, as well as on an individualized and independent study basis. Oral reports, classroom discussion/conversation, and written reports will be based on the cultural and literary readings as well as on high interest contemporary topics. Performance-oriented proficiency testing, as well as practical achievement testing, will be used to assess student's performance. Students in this class will be encouraged to expound new ideas and to take an active role in planning and carrying out creative projects and research.

IB FRENCH SL (WL530/WL540)**Grades 11, 12; 5 credits each year; Two Year Elective in the IB Diploma Program**

In this course, students are presented opportunities for communication and interaction in the four language skills of listening, speaking, reading, and writing. Emphasis is placed on the development of authentic communication skills, which are strengthened, and reinforced through exposure to a wide range of audiovisual materials and a variety of listening and speaking activities. The aim is to acquire and integrate an active and practical French vocabulary, the essential building blocks of French grammar, and a variety of idiomatic expressions particular to the French language. Students will continue their study of francophone cultures through analysis of their respective products, practices, and perspectives. Students will achieve an awareness of global, cultural, social, and political issues while increasing their level of fluency. Throughout the year, there is a transition to greater oral and written expression in a wide variety of situations examining both abstract and concrete ideas that lead to an appreciation of global perspectives. This course has a required Summer Assignment.

IB GERMAN SL(WL531/WL541)**Grades 11, 12; 5 credits each year; Two Year Elective in the IB Diploma Program**

In this course, students are presented opportunities for communication and interaction in the four language skills of listening, speaking, reading, and writing. Emphasis is placed on the development of authentic communication skills, which are strengthened, and reinforced through exposure to a wide range of audiovisual materials and a variety of listening and speaking activities. The aim is to acquire and integrate an active and practical German vocabulary, the essential building blocks of German grammar, and a variety of idiomatic expressions particular to the German language. Students will continue their study of German cultures through analysis of their respective products, practices, and perspectives. Students will achieve an awareness of global, cultural, social, and political issues while increasing their level of fluency. Throughout the year, there is a transition to greater oral and written expression in a wide variety of situations examining both abstract and concrete ideas that lead to an appreciation of global perspectives. This course has a required Summer Assignment.

IB SPANISH SL (WL532/WL542)**Grades 11, 12; 5 credits each year; Two Year Elective in the IB Diploma Program**

In this course, students are presented opportunities for communication and interaction in the four language skills of listening, speaking, reading, and writing. Emphasis is placed on the development of authentic communication skills, which are strengthened, and reinforced through exposure to a wide range of audiovisual materials and a variety of listening and speaking activities. The aim is to acquire and integrate an active and practical Spanish vocabulary, the essential building blocks of Spanish grammar, and a variety of idiomatic expressions particular to the Spanish language. Students will continue their study of Spanish cultures through analysis of their respective products, practices, and perspectives. Students will achieve an awareness of global, cultural, social, and political issues while increasing their level of fluency. Throughout the year, there is a transition to greater oral and written expression in a wide variety of situations examining both abstract and concrete ideas that lead to an appreciation of global perspectives. This course has a required Summer Assignment.

SPANISH 1 (WL212)**Grades 9, 10, 11, 12; 5 credits; One Year Elective**

This course is the first of a four or five year sequence (Spanish 2, 3H, 4H, AP Spanish Language) designed for college preparation and designed to provide college-bound students with the basic speaking, reading, writing, and listening skills in the Spanish language. The student is also introduced to the civilization, culture and geography of the Spanish speaking world in detail. Emphasis is placed on the mastery of pronunciation through oral practice, imitation, individual coaching, and listening to native speakers. The aim is to acquire an active and practical Spanish vocabulary, which includes the essential grammatical structures and idiomatic expressions. Reading selections, listening activities, and dialogues are provided for practice and language acquisition. Audiovisual materials (CD listening comprehension, Interactive DVD Tutor, videos, transparencies, etc.) are used to reinforce the learning process. Students will communicate effectively in Spanish on a variety of topics with increasing logic and accuracy.

SPANISH LANGUAGE 1 (WL110)**Grades 9, 10, 11, 12; 5 credits; One Year Elective**

This course is the first of a (2) year sequence. This course fulfills the one year high school graduation requirement. The completion of this course (WL110) and Spanish Language 2 (WL120) is equivalent to Spanish 1. Along with Spanish Language 2 (WL120) and Spanish 2 (WL222) this sequence may be used to meet the suggested language requirement for 4-year colleges. Emphasis is placed on the Spanish vocabulary, grammar, reading, writing, and speaking skills. Students will have the opportunity to role play practical situations that will be simulated in the classroom thus providing the necessary tools to develop conversational skills in the target language. Appropriate vocabulary will be introduced which will enhance communication skills through basic grammar and useful phrases. Culture will be integrated as part of global awareness and the understanding of cultural differences. Students will learn how culture and language interact. Simplified reading selections, listening activities, and dialogues are provided for practice and language acquisition. Audiovisual materials (CD listening comprehension, Interactive DVD Tutor, videos, transparencies, etc.) are used to reinforce the learning process.

SPANISH LANGUAGE 2 (WL120)**Grades 10, 11, 12; 5 credits; One Year Elective; Prerequisite: Spanish Language 1**

This course is the second and last course of a (2) year sequence. The completion of Spanish Language 1 (WL110) and this course (WL120) is equivalent to Spanish 1. Along with Spanish Language 2 (WL120) and Spanish 2 (WL222) this sequence may be used to meet the suggested language requirement for 4-year colleges. This course continues to develop and build on the student's basic speaking, reading, writing, and listening skills in the Spanish language through task-oriented situations, creative projects and assessments. Students will continue to learn and build upon their knowledge of the culture and geography of the Spanish speaking world. Audiovisual materials (CD listening comprehension, Interactive DVD Tutor, videos, transparencies, etc.) are used to reinforce the continual acquisition of the Spanish Language.

SPANISH 2 (WL222)**Grades 9, 10, 11, 12; 5 credits; One Year Elective; Prerequisite: Spanish 1 or Spanish Language 1 and Spanish Language 2**

This course is the second of a four or five year sequence (Spanish 3H, 4H, AP Spanish Language) designed for college preparation and continues to develop the student's skills in speaking, reading, writing, and listening. There is a transition toward more verbal and written expression, in addition to the continued study of the culture and geography of the Spanish speaking world. Conversation and composition are original work developed by the students. Grammatical structures, vocabulary, idiomatic expressions, reading selections, and listening comprehension are on an intermediate level. Creative projects and alternative assessments are integrated within the course. Audiovisual materials (CD listening comprehension, Interactive DVD Tutor, videos, transparencies, etc.) are used to reinforce the learning process of the Spanish language.

SPANISH 3H (WL332)**Grades 10, 11, 12; 5 credits; One Year Elective; Prerequisite: Spanish 2**

This course is the third of a four or five year sequence (Spanish 4H, AP Spanish Language) designed for college preparation and will provide the student with the opportunity to work in small groups, in large groups, and on an independent basis. Reading skills continue to be developed through the use of short stories. Speaking ability is increased through discussions of the reading materials, of current events, and the comparison of literature to modern day life. Emphasis is placed on the development of free composition and conversation. In the study of Spanish culture, the following activities predominate: intensive reading, followed by questions and answers leading to the experience of discussion; oral and written reports on the topics studied; projects or reports and original skits based on the student's personal interests.

SPANISH 4H (WL342)**Grades 11, 12; 5 credits; One Year Elective; Prerequisite: Spanish 3H**

This course is the fourth of a four or five year sequence (AP Spanish Language) designed for college preparation and continues to follow an individualized instruction approach. Emphasis continues to be placed on oral and written proficiency in the use of the language, especially in the mastery of the Spanish structure for oral and written reports and discussions based on the texts studied, and everyday occurrences and topics of interest to students. An intensive and extensive study is made of Spanish personalities and developments (historical, literary, contemporary, political). Students are given leadership opportunities. Creative projects are prevalent and research in Spanish is taught. Students expound new ideas by taking a more active part in the planning.

ADVANCED PLACEMENT SPANISH LANGUAGE (WL442)**Grade 12; 5 credits; One Year Elective; Prerequisites: Spanish 4H and Department Approval**

This course seeks to develop language skills that can be applied to various activities and disciplines. The course stresses listening skills, oral skills, grammar structures, and extensive training in the organization and writing of compositions. It further broadens the students' interest in the language and culture through a variety of reading materials (the arts, current events, literature, sports, etc.). Major literary works from Spanish and Latin American authors provide the basis for critical analysis both orally and in writing. This course continues to follow an individualized instruction approach. Students are given the opportunity to lead their classes. Creative projects are prevalent and research in the Spanish language is taught. Activities prepare students to take the Spanish language advanced placement examination. To enroll in this course, students must be recommended by the World Languages Department. This course has a required Summer Assignment.

PREPARATORY PROGRAMS

COLLEGE PREPARATORY: The five academic core areas stressed for admission to college include English, social studies, mathematics, sciences, and world languages. Most colleges will accept some units in other subjects for which the high school gives graduation credit. The kind and number of elective subjects allowed for admission will vary among the colleges. For admission to college the best indicator of success is a student's high school record. This record is begun in the freshman year. Achievement in subjects, study habits, and attitudes are important each and every year. The college admissions office considers high school records, college entrance examinations, student activities, and personal qualities. However, the high school record is the most important.

LIBERAL ARTS COLLEGES: A liberal arts college is one that is committed to the belief that the best preparation for life in our world, and especially toward the professions that require further specialized study, is a broad acquaintance with human knowledge rather than narrowly concentrated training in limited areas. Most universities have colleges of liberal arts, or humanities, or arts and sciences. Colleges of liberal arts prepare for many fields, thus giving students, who may be uncertain of their interests, a broad background and a chance to decide upon specialization later. The liberal arts college frequently has a school of education, fine arts and other divisions, as well as pre-professional fields.

COUNTY COMMUNITY COLLEGES: The two-year junior, community, or technical college usually has both a terminal and a transfer program. For the transfer program, most students take college preparatory subjects in high school since the two years in a junior college follow closely the same patterns as the first two years in a four-year college. Transfer of credits depends largely upon a student's success in the junior college. About two-thirds of students in junior colleges expect to transfer to four-year institutions. The terminal courses in a two-year college are designed for those students who wish to receive training for a specific field of work at the end of two years. The college preparatory subjects a student will take in high school should be fairly strong and should cover a variety of fields. High school students uncertain of interests in further education, nervous about success in college, or wavering in choice of an occupational goal, will do well to consider the opportunities of a two-year college program.

BUSINESS COLLEGES: Many colleges and universities have schools of business administration as one division. There are also many colleges mainly for business majors. These colleges generally provide programs which enhance business and administrative competence and maintain a balance between the equally important needs of general education and of professional education for business responsibility. They attempt to develop in their students, through training in modern business practices, the abilities for responsible positions in business and government.

ENGINEERING COLLEGES: Engineering requires more than mere technical ability. Graduates of engineering colleges are expected to be well versed not only in mathematics and science, but also in English and social studies. The curricula in accredited engineering colleges are designed with this goal in mind, and experiences have proven that applicants for admission need an all-inclusive secondary school background. Any college preparatory program offering four years each of English and mathematics, as well as several years each of science, social studies, world languages and computer aided drafting provides an adequate background in coursework for college preparation.

EDUCATION COLLEGES: To prepare for admission to a state university or to a school of education in a college or university, students should plan subjects to complete a well-rounded background for college. If a student seeks to prepare for teaching a special subject area in high school, as many courses as possible should be taken in that subject. Specific distribution requirements of credits vary with the different colleges.

TECHNICAL SCHOOLS: Technical schools offer two years or less of work in a specialized type of skilled trade or in a program to train technicians of various kinds. These areas range widely from electronics or computer science to automobile mechanic or floral design. By taking a variety of subjects in high school students can determine their interest to some extent, but careful planning for further education is a must.

ART CAREERS: The art curriculum is planned to provide sufficient background for occupations in the art and related fields, as well as to improve skills and appreciations. Additional education is often required for art specializations. Careers in commercial art, computer animation and computer graphics, interior decoration, fashion design, art education, display, or others require art courses plus a variety of electives for college entrance or other type of postgraduate school.

OCCUPATIONAL CAREERS: The occupational program extends over several areas and is planned especially for the student whose primary goal is immediate job placement in industry and in conjunction with post secondary training. Subjects are given in grades 9 and 10 to assist the student in exploring career interests. Lab work is provided to identify and develop mechanical skills and competency. Emphasis is placed on problem-solving and cooperative learning. By completion of grade 10 a student should have more definite ideas about occupational interests and abilities. The student can then choose from the various course offerings the curriculum to follow in grades 11 and 12. Structured Learning Experiences designed to provide students with learning in the world of work are available.

ADMISSION TO COLLEGE

Most colleges stress five academic core areas for admission: English, social studies, mathematics, science, and world languages. Most colleges will consider units in other subjects for which the high school gives graduation credits. The kind and number of elective subjects recommended for admission will vary among the colleges.

For admission to college the best indicator of success is a student's high school record, which begins in the freshman year. Achievement in subjects, study habits, and attitudes are important each and every year. The college admissions office considers high school records, college entrance examinations, student activities, and personal qualities. Students are encouraged by teachers and school counselors to enroll in the highest level courses that challenge their interests and abilities while also allowing them to explore their potential.

Morris Hills Regional District offers 27 courses in the Advanced Placements level and 27 courses in the Honors level. Students must check college bulletins for specific entrance requirements. However, there are certain generalizations that can be made concerning each of the major areas.

ENGLISH: The entrance requirement for most colleges is four years of college preparatory English. A student interested in the major area of English, speech, journalism or drama, should exhibit an interest in and an aptitude for English and attempt to take creative writing and/or related courses in his/her program.

SOCIAL STUDIES: All graduates from Morris Hills Regional District must take at least three years of history. This meets most college requirements. A student interested in political science, government, sociology, law or related fields should enroll in additional courses in the social studies areas.

MATHEMATICS: Algebra I, Algebra II and Geometry are the usual minimum units required by colleges for admission. Many liberal arts colleges now require three years of mathematics. For majors in engineering, mathematics, science and related areas, a student should take at least four years of college preparatory mathematics in high school, with calculus highly recommended. Additional courses in mathematics are available for students interested in math related occupations.

SCIENCE: Environmental Science, biology, and chemistry represent the usual minimum requirement for college admission. For students entering the field of science, mathematics, engineering, premedical, or pre dental, four years of science are strongly recommended. An ever-increasing number of liberal arts colleges are requiring three years of science with two years of lab sciences.

WORLD LANGUAGES: Morris Hills Regional District offers five years of Spanish, French, and German. Generally, most liberal arts colleges require at least two years in the same world language for admission, with many requiring three years.

In addition to the courses taken, colleges emphasize the following factors in making a decision on a student's application:

- Quality and rigor of student's academic program in comparison with what is offered at the high school
- Grades earned
- Scores on examinations of the College Entrance Examinations Board and/or American College Testing Program (SAT or ACT Scores)
- School counselor and teachers recommendations
- Scores on other standardized tests
- Co-curricular record