

# **MONTCLAIR HIGH SCHOOL PROGRAM PLANNING GUIDE**

**2020-2021**

## **SPECIAL NOTE:**

Please note that the course sequence charts included within this Program Planning Guide serve only to outline the possible pathways available to our students. Teacher recommendations and consultation with your child's School Counselor will allow for the development of a more individualized plan that will meet the academic needs of your student and support their academic success while here at MHS.

### **HIGH SCHOOL ADMINISTRATION**

Mr. Anthony Grosso .....	Principal
Ms. Mirta Alsina .....	Assistant Principal
Mr. Reginald Clark .....	Assistant Principal
Ms. Eileen Gilbert.....	Assistant Principal
Ms. Sally Howell-Rembert.....	Assistant Principal
Mr. Patrick Scarpello .....	Director of Athletics

### **SCHOOL COUNSELING DEPARTMENT**

Mr. Dustin Bayer.....	Director of School Counseling
Ms. Lauren Csuka.....	Counselor
Ms. Chanda Fields .....	Counselor
Mr. Nicholas Santangelo.....	Counselor
Ms. Raissa Maynard.....	Counselor
Ms. Siobhan Meyer.....	Counselor
Ms. Sophia Kenny.....	Counselor
Ms. Gina Testa.....	Counselor
Ms. Shirley Sharples.....	Counselor
Mr. Hugh Witter .....	Counselor

### **CHILD STUDY TEAM**

Dr. Shivoyne Trim.....	Supervisor
Ms. Lisa Bishop.....	LDTC
Mr. Jeffrey Heike.....	Social Worker
Ms. Joyce Hobbs.....	LDTC
Ms. Claudia Knierling.....	Psychologist
Ms. Kristin Koenigsfest.....	Psychologist
Ms. Margaret Omariba .....	LDTC
Dr. Lindsay Reddington.....	Psychologist
Dr. Janet Schultz-Leon.....	Psychologist
Dr. David Steinke.....	Psychologist
Ms. Kris Szymanski.....	LDTC
Ms. Vinnette Williams.....	Speech

### **SMALL LEARNING COMMUNITY LEAD TEACHERS**

Ms. Samantha Leschak .....	Science, Technology, Engineering, and Mathematics
Ms. Jacqueline Lubitz & Ms. Jaime Walker .....	Center for Social Justice
Mr. Tom Manos & Ms. Andrea McLaughlin.....	Civics and Government Institute



**MONTCLAIR PUBLIC SCHOOLS**  
**MONTCLAIR HIGH SCHOOL**  
100 CHESTNUT STREET ~ MONTCLAIR, NEW JERSEY 07042  
WWW.MONTCLAIR.K12.NJ.US

**Anthony M. Grosso**  
*Principal*

Dear Students, Parents, Caregivers and Guardians:

We at Montclair High School are proud of our rich history of educational excellence dating back to the early 1800s. The Montclair community embraces the philosophy of diversity by providing programs that foster an appreciation for the individual's uniqueness and worth. The school encourages students to grow and develop through academic, social, civic, athletic and fine arts programs. Our graduates are attractive to the most prestigious colleges in the country because of their solid preparation for intellectual challenge.

Montclair High School engaged in a whole school reform initiative, Design for the 21st Century to ensure that Montclair High School could offer a rigorous learning environment in which all students learn more, to which all students feel connected and in which all students are invested. The high school offers small learning communities, many diverse extracurricular activities, enhanced professional development and opportunities for increased parent involvement. The Small Learning Communities at MHS are CGI - Civics and Government Institute, CSJ - Center for Social Justice, and S.T.E.M. Academy (Science, Technology, Engineering and Math) honoring alumnus Buzz Aldrin, Astronaut, MHS Class of 1947. They are comprised of interdisciplinary blocks of courses, some of which are multi-year. They involve the community, parents and other stakeholders in extension activities. As a result of the shared vision of a generous benefactor, Montclair State University and Montclair High School have created the Weston Science Scholars Program, that provides a unique opportunity for students to work side-by-side with college professors, engage in significant research, attend college lectures about the human genome, astronomy and other topics, and participate in a variety of activities designed to extend their learning about the sciences. Our seniors have the opportunity to participate in our M.A.D.E. program of study (Montclair Academic Dual Enrollment) that provides students the ability to take college/university courses while attending classes at Montclair State University.

Our academic programs have maintained a standard of excellence necessary to continue the high levels of student achievement as National Merit Scholars and National Achievement Scholars for outstanding African-American and Hispanic students. Many students regularly attend various Governor's Schools. Our students have placed first in the nation in the Federal Reserve Bank's "Fed Challenge" and Euro Challenge, Model United Nations Competition and second in a national Mock Trial competition. MHS music students audition and are regularly selected for Regional and All State Band and Orchestra. More than 30 athletic programs and 85 extracurricular clubs and organizations are available as evidence of the special opportunities provided for all of our students.

Montclair High School students, staff, and administration proudly make up a vibrant community dedicated to commendable academic achievement and good citizenship.

Sincerely,

Anthony M. Grosso  
Principal



**MONTCLAIR PUBLIC SCHOOLS**  
**MONTCLAIR HIGH SCHOOL**  
100 CHESTNUT STREET ~ MONTCLAIR, NEW JERSEY 07042  
WWW.MONTCLAIR.K12.NJ.US

**DUSTIN BAYER**  
*Director of School Counseling*

Dear Students:

Montclair High School offers all students an education that sets a course for success in their future endeavors. We offer a wide variety of academic and elective opportunities for students to explore their interests, hone their skills, and prepare for success in the 21<sup>st</sup> Century. The purpose of this Program Planning Guide is to provide a thorough overview of our programs and courses for students to review when selecting their requests for the following school year.

Strength of rigor is widely considered one of the strongest indicators for success in the college admissions process. It is the recommendation of the School Counseling Department that all students enroll in the most challenging schedule for which they can be successful, while balancing the demands of extra-curricular activities and other obligations. Students should select courses with great conscientiousness in consultation with parents, teachers, and counselors. Ultimately, each student is responsible for choosing courses which will best meet his or her needs or interests.

Every student at Montclair High School is assigned a School Counselor whose primary academic role is to promote college and career readiness through the course selection process, while also assuring that students are on track towards meeting state and local graduation requirements. Counselors will meet with students on a yearly basis to explore skills and interests, and map out a plan that aligns with their college and career goals. Students are strongly encouraged to use this Program Planning Guide as a resource in collaboration with counselors. We are here to help!

Sincerely,

Dustin Bayer  
Director of School Counseling

## **Table of Contents**

General Information	1-4
I. How To Use the Program Planning Guide	5
II. Graduation Requirements/Planning for College	6
III. Technical and Job-Oriented Programs	7
IV. Grade Level Promotion and Graduation	7
V. Course Instructional Levels and Overrides	8
VI. Class Rank/GPA	9
VII. Contracting for Honors	9
VIII. Independent Study/External Coursework	10
IX. Special Programs	11
X. Small Learning Communities	13
The School of Visual and Performing Arts	18
English Department	29
World Languages	45
Mathematics Department	61
Health, Physical Education & Wellness	72
Science Department	77
Social Studies Department	90
Special Education Department	99
Business Education and Technology Department	101
Library Media Center	106
Appendix A: Graduation Requirements – Fine and Performing Arts, Practical Arts	107
Appendix B: Graduation Requirements – Financial Literacy	108
Appendix C: Graduation Requirements – Assessment Requirements	109

## HOW TO USE THE PROGRAM PLANNING GUIDE

The purpose of the guide is to give students and parents an overview of the philosophy and course content of each academic department.

The academic departments include course descriptions, the grade level(s) for which the courses are recommended and the academic achievement level(s) on which course(s) are offered. The number of credits given for the successful completion of each course and any prerequisites are also listed.

Entering students will develop a four-year program plan with their school counselor, but no choice is ever set in stone. Parents and students, with input from teachers, should review this plan each Spring to make sure the curriculum remains broad enough to address the student's interests and goals.

In helping your child select classes, keep in mind: strengths and weaknesses as evidenced by course work and achievement test scores; career and educational goals; talents and interests; and entrance requirements of institutions of further education. Be sure to share this information with your child's counselor to facilitate appropriate course selection.

The counselor will help you prepare a tentative schedule for the next year, based on teacher recommendations, report card grades, achievement test scores, and the student's goals, interests and motivation

Students will receive their final schedules during the summer. **If minor adjustments or corrections to errors or omissions** are needed, request them through your school counselor. Once the school year begins, requests for course changes must follow an established procedure within the timeframe set in place by the high school administration: written parental permission and counselor's approval with teacher input facilitate a decision based on appropriateness and course enrollment.

### I. FITTING IT ALL INTO EIGHT PERIODS

Students will be scheduled for eight periods on a rotating double-drop schedule. Each day, a total of six periods will occur, thus one morning class and one afternoon class will rotate out of the schedule. There will be one lunch period for all students. Students must enroll in, and successfully complete all basic graduation requirements established by the New Jersey Department of Education.

### II. COURSE SEQUENCE CHARTS

Please note that the course sequence charts included within this Program Planning Guide serve only to outline the possible pathways available to our students. Teacher recommendations and consultation with your child's school counselor will allow for the development of a more individualized plan that will meet the academic needs of your student and support their academic success while here at MHS.

### III. GRADUATION REQUIREMENTS

General education courses should be the foundation of your high school program. The State of New Jersey sets basic requirements for high school graduation. However, a more strenuous year-by-year course load will prepare students to meet entrance requirements of most colleges. College entrance requirements differ from one institution to the next, and it is important to ask your school counselor for specific requirements of colleges or programs that interest you.

The State of New Jersey graduation requirements are as follows:

1. Earn at least 120 credits (MHS requires 122 credits).
2. 20 credits of courses listed in the Program Planning Guide under English Language Arts.
3. 15 credits of courses listed in the program Planning Guide under Mathematics (including Algebra I, Geometry and a course that builds upon Algebra I and Geometry skills).
4. 15 credits in Social Studies (5 credits in World History and 10 credits in US History).
5. 15 credits of courses listed in Science (5 credits in Biology and an additional 10 credits of laboratory/inquiry based science).
6. 5 credits in World Languages.
7. 2.5 credits in Financial Literacy (*See Appendix A for courses that satisfy this requirement*).
8. 3.75 credits per year of health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8
9. 5 credits in the Visual and Performing Arts (*See Appendix A for courses that satisfy this requirement*).
10. 5 credits in 21<sup>st</sup> Century Life and Careers, or Career-Technical Education (*See Appendix A for courses that satisfy this requirement*).
11. Students shall demonstrate proficiency in BOTH English Language Arts (ELA) and Mathematics by meeting the requirements outlined in Appendix C.

### IV. PLANNING FOR A COLLEGE EDUCATION

To ensure serious consideration by a college admissions committee, students should recognize the importance of a strong schedule and academic record for all four years of high school. Each college has its own admission requirements regarding high school courses. Beyond specific course requirements, most colleges emphasize the following important factors in making decisions on applications for admission:

1. Quality and rigor of classes taken
2. Grades in academic classes (reflected in the GPA)
3. Rank in class (5% ranges)
4. Scores earned on the SAT and/or ACT Tests
5. Extra-curricular activities
6. College application essay and supplements
7. Appraisal of personal and academic qualities by his/her teachers and school counselors

Most colleges require a minimum of sixteen units for admission, although some admit a student with fifteen units. A “unit” for college entrance is usually interpreted as a full-year course worth five credits taken in a four-year high school (15 or 16 full-year five credit courses). Before concluding whether or not a college will accept a course, your school counselor and the college should be consulted.

World language requirements vary among colleges. While many colleges prefer three or four years of one language rather than two years of two languages, some colleges do not require any World Language, however most require at least two years. College web sites give specific information regarding this requirement.

**V. TECHNICAL AND JOB-ORIENTED PROGRAMS**

Students, while in high school, can gain specialized skills, which will lead to employment either upon graduation or after a year or two of additional education. Such opportunities at Montclair High School include electronics, digital imaging, web design, business support services, automotive work, and carpentry. Young people who wish to equip themselves through these programs should prepare themselves in grades 9 and 10 with relevant mathematics and science courses.

**VI. GUIDELINES**

Students should maintain a yearly workload of a minimum of 35 credits when academic scheduling permits (students need to complete 15 credits at the end of the first semester and 30 credits at the end of the year to participate in athletics the next season). The credit requirements for promotion break down in the following manner:

Freshman (9 <sup>th</sup> Grade)	Promotion from 8th grade
Sophomore (10 <sup>th</sup> Grade)	25 credits
Junior (11 <sup>th</sup> Grade)	50 credits
Senior (12 <sup>th</sup> Grade)	85 credits

<b><u>*GRADUATION</u></b>	<b><u>122 credits</u></b>
---------------------------	---------------------------

1. Credit will be awarded only for courses that have been completed. Partial credit is not given for partial study.
2. Making course requests requires careful consideration of the many alternatives found in the course guide. It is important to note that the number of course requests will determine whether a course is in fact offered as part of the high school master schedule. Every year, certain courses may be dropped from the master schedule due to lack of requests for enrollment. **IT MUST BE NOTED THAT COURSE REQUESTS DO NOT GUARANTEE PLACEMENT IN A PARTICULAR COURSE.** Scheduling conflicts often occur when students request courses that have few sections.
3. Students will not be given the opportunity to select teachers or time periods for courses or lunch period. Time periods for courses and lunches are automatically determined.
4. Alternate Elective Courses – **all students** will be required to select additional elective courses and rank order them.



## VII. COURSE INSTRUCTIONAL LEVELS

Many courses are offered at multiple levels. Your child's current teacher is your best guide to which academic level to choose (academic, honors, high honors or AP) in particular courses. **It is also important to pay particular attention to any prerequisites for a course under consideration.**

In many academic areas, initial course placement is based upon: teacher recommendations, test scores, and grades. If the parent/student disagrees with a placement and requests to override the teacher's recommendation, the student accepts responsibility for increased rigor, coursework and pacing.

Once the next school year begins, requests for course changes must follow the established procedure, which includes written parental permission, counselor approval, teacher input and administrator approval. Keep in mind that changing a section in one course may require shuffling all courses and we may not be able to accommodate a requested change due to enrollment numbers. Anytime a student changes his/her/their schedule from one class to another, the grades the student has earned to date will follow that student to his/her/their new class.

### COURSE INSTRUCTIONAL LEVELS:

ACADEMIC (A) - These classes are for students with achievement test scores generally between the 30<sup>th</sup> and 70<sup>th</sup> percentile. Classroom work depends upon outside preparation each day with class reinforcement. These classes will afford students a solid foundation to build upon as they move through their high school experience.

HONORS (H) - These classes are for students of high academic achievement. Students recommended to these classes typically have high grades and high scores on standardized assessments usually above the 70th percentile. Classroom instruction assumes that all students have the skills and motivation enabling them to do special reports and projects, etc., in addition to mastering the regular basic test and materials.

ADVANCED PLACEMENT (AP) AND HIGH HONORS (HH) – Students recommended to these classes typically have high grades and very high-test scores – usually above 95<sup>th</sup> percentile on appropriate standardized achievement tests. These students have also demonstrated a great interest in the subject with skills commensurate with enthusiastic independent work and exploration.

High Honors and AP courses are equally rigorous. A course carries the AP designation if its course content corresponds to the content of an AP test offered by the College Board. Some colleges award college credit and higher placement to students who score well on the AP test.

## VIII. COURSE OVERRIDES

Students who wish to take courses at a higher instructional level than they are recommended for must submit an override form to their counselor. Students can only override instructional levels, not courses. For instance, a student cannot override Geometry to take Algebra II, but can override Geometry to take Geometry H.

Counselors will attempt to honor the override request based upon availability within the master schedule.

Students who elect to override into a course must remain in that course for a minimum of 1 quarter, before requesting a change back to a lower level. If a schedule change to a lower level is made, the grade from the override course will transfer to the new class, as part of the student's academic record.

## **IX. RANKING/ GPA**

The grade point average (GPA) and the resultant class rank are computed at the end of the 11th grade and then again at the end of the 12th grade. All MHS subjects are used in determining class rank except courses with a "pass/fail" mark. Students should be aware that the end of junior year GPA is based upon three years of courses. The higher the mark and the higher the academic level, the higher the GPA will be. The higher the GPA, the higher the class rank and thus the more attractive the student will be to a college. Class rank will be reported to colleges in the following groupings: top 5%, top 10%, top 15%, etc.

Class rank and GPA are based only on courses taken while a student is enrolled at Montclair High School, and includes only those courses taken in grades 9 through 12. Approved external courses which are taken for remedial purposes will appear on transcripts and are included in class rank and GPA. External Courses for advancement may appear on transcripts but will not be included in class rank or GPA. See below regarding "External Coursework."

## **X. HOME INSTRUCTION**

Coursework completed while a student is on home instruction will be included in GPA and class ranking. The student's placement on Home Instruction must be approved by the District.

<b>QUALITY POINT INDEX</b> <b>(Point Value)</b>					
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
High Honors/AP	5	4	3	2	0
Honors	4.5	3.5	2.5	1.5	0
Academic	4	3	2	1	0

## **XI. CONTRACTING FOR HONORS**

In certain courses not offered at the honors level, students may contract for a higher level. This must be done within the timeframe outlined in the student handbook. For all contract courses, the teacher will go over Honors Contract Guidelines during the first day of the course. The Contract Guidelines are as follows:

1. On the first day of class, the teacher will hand out course proficiencies and announce honors contract guidelines. Requirements will be explained for instances where contractual obligations are not met. Contracts will be passed out to those students who request them.
2. Contracts will be signed by the student, the parent and the teacher. All contracts must be completed no later than the Friday of the second week of the course.
3. A copy of each contract will be given to the subject matter supervising administrator. A list of those students contracting for Honors credit will be given to the Office of School Counseling by the end of school, Friday of the second week of the course.
4. The above information will be entered for each student in the computer for the specified course and the new course name will appear as "Honors" on the Report Card. Parents and students are encouraged to check report cards to make sure that this information is reported accurately.
5. No change will be allowed once the contract lists have been submitted.
6. If the contracted course does not appear correctly on the Report Card, it is necessary to notify the

school counselor by the end of the academic year in which the course is taken.

## **XII. INDEPENDENT STUDY**

Students who have demonstrated maturity and responsibility may be permitted to decide what use to make of their non-class time each day. The student who proves eligible for this freedom will have a valuable opportunity to utilize the full resources of the school, faculty and community to prepare him/herself for the greater independence and self-monitoring, that most young people will assume upon completing high school. Independent Studies can only be offered for courses that have a curriculum written that has been approved by the Board of Education. It must be a course that is already offered at Montclair High School, but does not fit into the student's schedule. If you are interested in pursuing an Independent Study, please see your School Counselor for more information.

## **XIII. EXTERNAL COURSEWORK**

Montclair High School recognizes the need for students to earn credits through alternative educational programs. External courses can be taken for advancement or remediation:

**Advancement** – Students may earn credit to satisfy prerequisites for higher level courses or to fulfill graduation requirements (no credit awarded for rising 9th grade students). Required - 120 Hours completed for courses taken for advancement. External courses for advancement must be approved by school administration prior to enrollment. Administration reserves the right to assess a student's mastery of knowledge and skills before deciding to award credit. Approval for graduation requirements will only be granted when the student cannot fit a graduation required course into their four-year plan at MHS.

**Remediation** – Students may earn remedial credit for courses they received an F or NC in during the school year. Required - 60 Hours completed for remediation. External courses for remediation must be approved by school administration prior to enrollment.

#### **XIV. MONTCLAIR HIGH SCHOOL - SPECIAL PROGRAMS**

This Program Planning Guide describes the courses and programs available to students in Montclair High School. Special programs offer courses very similar in content but differ in presentation and philosophy. These programs, will serve selected students who may be better served by a nontraditional high school approach. All students, no matter which program they attend, receive the same Montclair High School diploma and must meet the same graduation requirements. The following special programs are available to Montclair High School students.

##### **SPECIAL PROGRAMS:**

##### ***Effective School Solutions***

*Effective School Solutions* (ESS) is a state-of-the-art therapeutic program provided at Montclair High School. The goal is to provide each student enrolled in ESS with the highest quality clinical services so that he/she can fully benefit from all that Montclair School District has to offer. The program provides clinical and related services within the student's regular school day. Students have the opportunity to participate in an array of services that include individual, group, and family therapy, as well as an evening parent support and educational group that helps parents understand and help their son/daughter mature and overcome his/her emotional and/or behavioral problems. The ESS program is staffed by a coordinator and multiple clinicians. Together, they collaborate with the teachers, guidance counselors, and child study team case managers to effectively deliver support and guidance that meet the needs of students, who struggle with emotional and behavioral issues, impacting their ability to succeed academically and socially within the school environment.

##### **Group Dynamics (ESS1)**

Grade Level – 9 - 12 Level – Academic

Full Year – 0 Credits

Students involved in the Effective School Solutions (Therapeutic program) participate in group therapy which includes a check-in, daily/weekly goals, process, psycho-educational, and academic groups. Students have a safe place where they can share openly with their peers and receive support and education. The group is facilitated by one of the ESS clinicians. Group topics may include: Coping skills, Mental Illness, Substance Abuse, Communication, Peer Conflict, Stress Management etc.

#### **XV. SMALL LEARNING COMMUNITIES**

The goal of Montclair High School's *Design for the 21<sup>st</sup> Century* is to create a rigorous learning environment in which all students learn, to which all students feel connected and in which all students are invested. As a part of this effort, several courses have been developed into small learning communities (SLCs). Some of the elements usually found in these SLCs are that they are interdisciplinary, multi-year, and team-taught. Because of the greater amount of time spent in them, SLCs provide students the opportunity to develop a closer relationship with their teachers and fellow students in the community. This is a listing of the SLCs that are currently available at Montclair High School. Please note, students who enroll in CSJ, CGI, or STEM Small Learning Communities, and later wish to exit the Small Learning Community must work with their School Counselor to schedule an exit meeting with the SLC Lead Teacher.

## **XVI. MHS Connections**

MHS Connections allows students to connect curriculum to careers by participating in electives providing specialized courses in a particular area of study. This approach to learning will create opportunities for students to complete a particular “Connection” in one of eight areas. This optional program will give interested students the chance to demonstrate commitment to an area of study in greater depth than the traditional program.

### **MHS Connections:**

- STEAM
- Business
- Visual and Performing Arts
- Health Services
- Writing/Publishing
- Social Services
- International Perspectives

### **Requirements:**

- Complete a minimum of six courses within the Connection.
- Complete a minimum of 25 credits, including the six Connection courses.
- Connections may include a required course/experience.
- Senior Capstone Projects will be developed by individual students. This project will encompass knowledge for the specified Connection courses through Option 2.
- Students must take two high level courses in the Connection.
- Students must maintain a grade of C or higher in their Connection courses.

**\*Successful enrollment and completion of the Connection will be indicated on students’ transcripts in their senior year.**

## **XVII. Montclair Academic Dual Enrollment Program (MADE)**

Montclair Academic Dual Enrollment (known as MADE) is a dual enrollment program between Montclair High School and Montclair State University. High school seniors have the opportunity to take courses across nearly all areas of campus, including Computer Science, Math, English Writing, Psychology, Anthropology, Sociology, Political Science, German, Music, and Earth and Environmental Studies. High school seniors can concurrently earn 20 MHS credits and 12 MSU credits in their senior year. Students must apply to this program through the School Counseling Office in their junior year.

## **NINTH GRADE ACADEMY**

All ninth grade students are considered members of the Ninth Grade Academy. The Ninth Grade Academy at Montclair High School is a bridge to a successful high school, college, and career experience. The Ninth Grade Academy is housed, for the most part, in a separate building - the George Inness Annex. It provides a safe space and climate in which to make the big moves ninth graders are making – academically, emotionally, and socially. The Ninth Grade Academy helps to ensure that students have the skills, desire, and confidence to succeed. It gives them an intensive academic experience and a level of support and encouragement only available in such a small learning environment. Because of the flexibility a small learning environment provides, we are uniquely able to help students overcome school adjustment issues. The Ninth Grade Academy has its own assistant principal, student assistance counselor, school counselors, and nurse familiar with and sensitive to the issues facing teenagers at this stage of their development.

## **THE CIVICS & GOVERNMENT INSTITUTE SMALL LEARNING ACADEMY ENGLISH AND HISTORY GRADES 10 - 12**

Grade 10 - (English) Level – Academic; Honors  
(History) Level – Honors, High Honors

Grade 11 – 12 (English & History) Level – Honors, AP  
Grades 10 – 12 (Elective) Level – Honors

Full Year – 15 Credits

### **Prerequisite: CGI Statement of Interest**

Founded in 1997, the Civics & Government Institute (CGI) is a small learning community within the walls of Montclair High School, which focuses on the study of citizenship, government, and social issues. Students who choose to join the Institute in their sophomore year participate in student-run government, debates, elective courses, international relations, community service partnerships, US History, and British and American Literature. This constitutes three periods of the students' day, while they leave the Institute for the remainder of their academic requirements. Throughout their three years in the Institute, students are given many opportunities to develop leadership skills to be used during their years at MHS and in the future.

The CGI academic program is interdisciplinary and thematic, weaving the history and English curriculum together. The sophomore classes engage in the themes of Social Movements & Reform and War & Conflict. In their junior year, the students progress from Economic Theory, Literature, & History, through Politics and Aesthetics. As seniors, CGI students participate in the "We The People" state and national competition through their Government & Politics course, while studying the Humanities and philosophy in English. All history courses are offered at the AP or Honors levels, while sophomores contract for Honors and Academics in English, and AP Language and Composition and Literature and Composition or Honors English in their junior and senior years, respectively. Within academics, Public Demonstrations of Learning are an integral part of CGI. Each year students create varied presentations based upon the theme they are studying. Sophomores participate in the Social Reform Panels and the War Room Museums. The Found Poetry Cafe conclude the junior year, while "We the People" presentations and an extensive AP thesis paper conclude the senior year. All students participate in, and all parents and friends are welcome to view, these exciting alternative learning experiences and assessments.

In the second period elective component of CGI, known as Government Studies, students participate in a variety of activities. Utilizing the theory of the democratic classroom, students engage in a student-run Congress which operates under a student-written Constitution. In Congress students practice debating skills on a variety of local, national, and international issues, becoming familiar with parliamentary procedure. Students also participate in a Civics classroom throughout the year. In Civics, students are required to create and engage in meaningful service learning projects that begin with brainstorming issues, researching the chosen topic, and planning and executing an action plan. In addition, students choose from a variety of academic mini-courses, called Electives, in both the English and Social Studies content areas.

The Civics and Government Institute provides an educational environment through which students can develop an understanding of their roles as functioning members of the community, state, nation, and the world. For more information, please call the CGI Office at 973-509-6400 or contact the Lead Teachers, Andrea McLaughlin and Tom Manos, through district email.

**THE CENTER FOR SOCIAL JUSTICE SMALL LEARNING COMMUNITY**  
**ENGLISH AND HISTORY**  
**GRADES 10 -12**

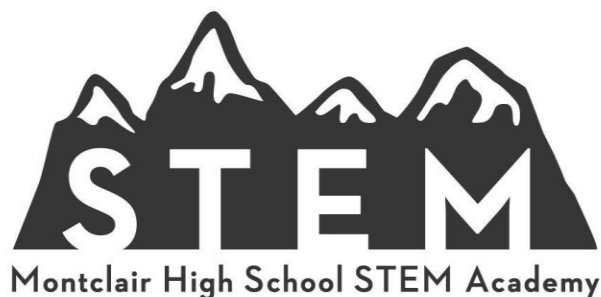
Grade 10 - (English) Level – Academic; Honors  
(History) Level – Honors, High Honors

Grade 11 – 12 (English & History) Level – Honors, AP  
Grades 10 – 12 (Elective) Level –Honors

Full Year – 15 Credits

**Prerequisite: Review of CSJ Interest Form**

The Center for Social Justice is a three-year English and History interdisciplinary program with a strong emphasis on the impact that social movements have had on the development of history, humanities, literature, and the arts. CSJ is based upon the Small Learning Community (SLC) model where students build close working relationships with staff and fellow students. Students will actively engage in curriculum that focuses on the theme of social justice and use their knowledge to promote issues of social activism within their own community. Students can choose to take their History and English courses on a variety of levels. Instruction includes crucial skills such as critical thinking, writing, and research. CSJ also attends to study skills and time management. English and History classes are conducted in a two period block on alternating days. In addition, CSJ has a Research, Inquiry and Action Lab that meets one period each day. This lab period is an introduction to understanding issues of social diversity and social justice in the United States. It provides students with a theoretical framework for understanding different forms of oppression and a method to explore how specific forms of oppression affect their own lives. This active participation seminar ends each unit with a Public Display of Learning based on a specific issue of injustice. Students are required to perform 30 hours of community service each year. Students may design their own service projects or take advantage of existing organizations that perform local services. Students will receive the following credits per year: 5 for English, 5 for History and 5 for Honors Social Justice Research Inquiry and Action Lab. After 3 years in the Center students will fulfill the following requirements for graduation: 21<sup>st</sup> Century Skills, Financial Literacy. Prospective students should fill out an interest form. For more information, please call the CSJ Office at 973-509-4100 x5529 or contact the Lead Teachers, Jacqueline Lubitz and Jaime Walker, through district email.



## **STEM - SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS ACADEMY SMALL LEARNING COMMUNITY GRADES 10-12**

Grades 10 – 12 Science Level – Honors, 5 or 6 credits

Grades 10 – 12 Geometry Level – Honors, 5 credits

Grades 10 – 12 Project Based Learning Period – Elective: Level – Honors, 5 credits

The STEM Academy is a collaborative, project-based, hands-on learning environment that integrates Science, Technology, Engineering, and Mathematics to produce students that are innovative and creative leaders of a technologically advanced global-minded society. The STEM Academy's mission is accomplished through the use of community partnerships, real-world activities and an extensive guest speaker series oriented toward developing pride and passion for STEM. The STEM academy's instructional focus is to utilize project and inquiry-based learning to build specific 21<sup>st</sup> century skills such as critical thinking, problem solving, communication, collaboration, and innovation.

Students that choose to be members of the STEM Academy have the opportunity to participate in the STEM Project Based Learning (PBL) elective. This STEM PBL elective will provide a venue for students and teachers to work on projects that are tangible displays of Scientific, Technological, Engineering and Mathematical concepts as well as to develop specific skills. During the PBL period, students will work on small and large scale projects during each semester to be presented during their class and at public displays of learning or exhibitions. In addition, students will have the opportunity to develop a myriad of skills that include applied engineering & design, graphing and data interpretation, communication & public speaking, and research & document preparation.

Throughout all four years, students will have the opportunity to carry out scientific investigations and design projects related to the interdisciplinary core ideas of STEM. By the end of grade 12, students will have gained significant knowledge of the practices, cross-curricular concepts, and core ideas of Science, Technology, Engineering and Mathematics. Students will also be able to engage in public discussions on STEM related issues, to be critical consumers of scientific information related to their everyday lives and to continue to learn about STEM throughout their lives. Students in the STEM Academy should come to appreciate that Science and the current scientific understanding of the world are the result of many hundreds of years of creative human endeavors.

STEM also provides students with real-life experiences within the STEM disciplines through community partnerships with organizations such as Montclair State University, the Weston Science Scholars Program, Stevens Institute of Technology, New Jersey Institute of Technology, FIRST Robotics, the Picatinny Arsenal, Math League, and Science Olympiad. Public Demonstrations of Learning will be an integral part of STEM. Each year students will participate in a variety of PDLs and will be encouraged to compete in various district



and state Science and Math competitions. All students participate in, and all parents and friends are welcome to, view these exciting alternative learning experiences and assessments. In the future, senior internships will be formed with local universities and community partners who are involved with the STEM Academy. Throughout their years in STEM, students are given many opportunities to develop leadership and team building skills. The STEM Academy is interdisciplinary and covers the Next Gen Science Standards with an integration and practical application of these standards.

**AP Courses in Science & Mathematics can be taken outside of the STEM Academy without schedule conflicts**

**STEM COURSES:**

**STEM GEOSCIENCE (6002ST/6002HST)**

Grade 10 Level – Honors

Full Year – 5 credits

**STEM GEOMETRY (4002ST/4002HST)**

Grade 10 Level – Honors

Full Year – 5 credits

**STEM CHEMISTRY (6003HST)**

Grades 10, 11 Level – Honors

Full Year with Lab – 6 credits

**STEM PHYSICS H (6005HST)**

Grades 11, 12 Level – Honors

Full Year with Lab – 6 credits

**STEM PROJECT BASED LEARNING H (PBL/L)**

Grades 10, 11, 12 Level - Honors

Full Year– 5 credits (PBL)

Full Year – 4 credit (PBLL)

This course will be divided into four thematic units. The theme of each unit will be used to provide context for all activities as well as show students that each discipline utilizes a broad range of activities and skills. Each unit will address each of four learning goals: Application, Building Foundations, Personal Development and Communication. Coursework will focus on activities and projects in which students will follow instructions and their own ideas to explore a topic. In addition, guest speakers and presentations will supplement classroom activities.

## THE SCHOOL OF VISUAL AND PERFORMING ARTS GRADES 9-12

The School of Visual and Performing Arts at Montclair High School offers a major course of study and training in one or more of the Fine and Performing Arts. The school provides its students with an exposure to the arts in a challenging and professional atmosphere where individual commitment and responsibility to group are paramount. This is a unique department within the high school that offers two distinct educational components. The curricular component offers courses of study for credit in one or more of the fine or performing fields of Art, Theater, Music, and Dance. All courses offered by the School of Visual and Performing Arts are available to all students of Montclair High School as electives. The performance component focuses on co-curricular activities that highlight students' skills and talents through exhibitions, concerts, recitals, and productions. Productions during the course of the year may include plays, a musical theater showcase, dance programs, student recitals, and vocal and instrumental music concerts, which add to the student's course of study.

As a result of their successful study of our required and elective S.V.P.A. courses in grades 9-12, students will:

1. Develop knowledge and skills that strengthen and sharpen aesthetic awareness in dance, music, theatre, and visual arts.
2. Develop the ability to evaluate works of art based on aesthetic principles and artistic elements using higher order thinking skills.
3. Develop and demonstrate an appreciation of music, theatre, visual arts and dance as essential forms of human expression.
4. Develop perceptual, intellectual, physical and technical skills in the creation of dance, music, theatre and visual arts.
5. Identify and develop an understanding of the elements, media and the unique qualities which dance, music, theatre and visual arts share to produce artistic outcomes.
6. Develop skills for the safe use of materials, technology and procedures.
7. Develop skills for the artistic expression using contemporary technologies.
8. Demonstrate self-awareness, creative thinking and confidence, self-discipline, collaboration and risk-taking through dance, music, theatre and visual arts.
9. Develop thinking skills by observing, describing, analyzing, interpreting and evaluating the artistic content and form in dance, music, theatre and visual arts.
10. Demonstrate an acceptance of constructive criticism and the ability for ongoing self-evaluation.
11. Demonstrate awareness and understanding of arts-related careers, other work competencies, leisure activity and personal life skills developed through dance, music, theatre and visual arts.
12. Develop an understanding of the academic importance of dance, music, theatre and visual arts and their potential for interdisciplinary relationship with all curricula.
13. Identify historical, social and cultural influences and traditions that generated artistic accomplishment throughout the ages and which continue to shape contemporary arts. This will include, but not be limited to, the accomplishments of women, ethnic, racial and cultural communities; and the physically and mentally challenged.
14. Recognize and understand that artists and arts institutions contribute to and preserve our cultural heritage as well as influence the contemporary arts.

As general course requirements, students are expected to:

1. Attend class regularly and punctually, bringing necessary supplies and materials.
2. Develop workmanship proficiencies involving required skills, originality and imagination.
3. Show evidence of learning through physical demonstration, written word or project completion.

## YEARBOOK:

### **AMPHITHEATRE I (3221)**

### **AMPHITHEATRE II (3222)**

### **AMPHITHEATRE III (3223)**

Grades 10, 11, 12 (Honors by contract)

Full year – 5 credits

Amphitheatre courses are designed to introduce and develop skills in page design, typography, publishing techniques, editing and photography while producing a creative, innovative yearbook which records school events and memories. Students are introduced to advertising and money management.

## VISUAL ARTS:

### **ART FOUNDATIONS (3205)**

Grades 9 – 12 Level – Academic (Honors by contract)

Semester - 2.5 credits

**Prerequisite: None**

Art Foundations is a course designed to introduce the Fine Arts to students through a hands on studio experience. Students will develop the fundamental skills needed for a solid foundation in the visual arts. The Elements of Art and Principles of Design will be introduced through the exciting exploration of various two dimensional and three dimensional media and techniques. Composition, observation and rendering skills will be emphasized. The structure of the class will consist of guided exercises, hands on studio projects, artist videos, group discussion and critiques.

### **DRAWING AND COMPOSITION (3208)**

Grades 9 - 12 Level – Academic (Honors by contract)

Semester - 2.5 credits

**Prerequisite: Art Foundations**

Drawing and Composition is a course designed to develop students' observational drawing skills and improve accuracy through a variety of studio projects including the still life, perspective drawing, portraiture, figure drawing and landscapes. A wide range of drawing media will be used; students will explore visual expression through mark making, line quality, value and composition. Students will develop compositional understanding by applying the Elements of Art and the Principles of Design to their work. In addition to technical drawing activities, students will learn and apply the visual vocabulary that will help them express constructive criticism for their work. A variety of artists will be studied as students discover how they are relevant to art history and to the individual students' works.

**ART I H (3201H)**

Grades 9 - 12 Level – Honors

Full Year - 5 credits

**Prerequisite: Art Foundations and/or Drawing and Composition or Departmental Approval through Portfolio Review**

Art I is an intermediate level course designed to advance and refine students' drawing, painting, and critique skills through a hands-on studio art experience. Students build technical skill while solving various arts challenges using a variety of media. Emphasis is placed on composition, the Elements of Art, the Principles of Design and observational drawing skills, as well as color theory and life drawing. Students will expand their visual vocabulary and critique skills through speaking and writing about art. Artists and world cultures will be examined as students discover how they are relevant to art history and their individual works.

**ART II H (3202H)**

Grades 10, 11, 12 Level - Honors

Full Year - 5 credits

**Prerequisite: Art I H**

Art II is an advanced level course designed to develop and refine students' drawing, painting, printmaking and critique skills through a hands-on studio art experience. Students will have the opportunity to create artworks for inclusion in college portfolio and AP Studio Art breadth sections. Emphasis is on drawing from life or observation. Students will be introduced to a variety of media including, but not limited to, charcoal, ink, linoleum block printing, dry pastel, oil pastel, watercolor, acrylic, mixed media collage and assemblage. Projects will be presented in the context of art historical references and contemporary art practices.

**ART III H (3203H)**

Grades 11, 12 Level - Honors

Full Year - 5 credits

**Prerequisite: Art II H**

Art III Honors is the culmination of three years of focused art training at MHS. This advanced level course is designed to develop and refine students' drawing, painting, printmaking and critique skills through a hands-on studio art experience. Students will have the opportunity to create works for inclusion in college portfolios. Students will continue to work in a variety of media including, but not limited to, charcoal, ink, pastel, oil, pastel, watercolor, acrylic, linoleum block printing, collage and assemblage. Students work with an analytical and conceptual approach to generate original artworks through an advanced engagement with process and materials.

**DIGITAL DESIGN AND IMAGING (3207)**

Grades 9-12 Level – Academic (Honors by contract)

Semester – 2.5 credits

**Prerequisite: None**

In Digital Design and Imaging, students will build on their knowledge of art, design, and computer skills using illustrative and photo manipulation software. Students will also become familiar developing ideas in CAD, importing and exporting file formats and building computer aided designs for 3D printing. This course is designed for students with previous experience in art and a basic knowledge of computers.

### **MARKETING MEDIA (3210)**

Grades 9-12 Level - Academic (Honors by contract)

Semester - 2.5 credits

**Prerequisite: None**

This course is designed to complement the Marketing and Advertising courses offered at MHS. Students will learn the process for developing and producing a marketing plan that will result in an advertising campaign that uses a variety of digital media. After studying traditional marketing, advertising and design campaigns and then exploring social networking, mobile marketing, online communities, viral marketing and blogs, students will learn how to successfully build compelling personal and/or company marketing campaigns for our increasingly networked world. This course is designed for students interested in the fields of marketing, advertising and design with previous experience in art and basic knowledge of computers. This course satisfies the Fine Art or Practical Art requirement.

### **3-D DESIGN (3204)**

Grades 9 - 12 Level- Academic (Honors by contract)

Semester - 2.5 credits

**Prerequisite: None**

This studio course will introduce basic concepts and techniques in 3-D design including space, form, surface treatment and function. Projects begin with points of reference in art history or commercial design. Students will explore and develop skills working in a variety of media through focused projects, which include but are not limited to papier-mâché, plaster, wire, paper, and clay.

### **SENIOR PORTFOLIO DEVELOPMENT H (3212H, Fall)**

Grade 12 Level - Honors

Semester - 2.5 credits

**Prerequisite: Completion of minimum of two years of art training.**

This course is for any student interested in developing their artistic abilities and/or pursuing a career in an art related field. Students will be assisted in the development of their art portfolios for college, art school or career.

### **AP STUDIO ART - 2D DESIGN, 3D DESIGN OR DRAWING (3225AP)**

**Grade 11, 12 Level - Advanced Placement**

Full Year - 5 credits

**Prerequisite: Completion of minimum of two years of art training.**

AP Studio is a rigorous college level studio course in which the student will prepare two highly focused and accomplished portfolios of work that will be submitted to the College Board in May. These portfolio submissions count as the AP test for the course. Upon entering this course, students are expected to have significant skills in the areas of drawing, painting, color theory, photography, and/or sculpture. Students are strongly advised to complete summer assignments in preparation for this course. Homework will be assigned daily. Students are expected to work in the MHS art studio a minimum of two extra hours weekly. Students will select one major: Drawing, 2-D Design (includes photography and graphic design), or 3-D Design (includes sculpture and fashion design.)

**FILMMAKING (3215 - Fall, First Semester) (3216 - Spring, Second Semester)**

Grades 10, 11, 12 Level – Academic (Honors by contract)

Fall semester or Full Year (Spring semester may not be taken alone) - 2.5 or 5 credits

**Prerequisite: None**

First Semester: This class is an in-depth study of the aspects of film: History of Film-from inception to present (innovation, personalities, movers and shakers); styles and genres of film; how to use composition in film; how to write proper film script; translate script to storyboard; job options in the film industry.

Second Semester: This class is a continuation of semester I and is an in-depth introduction to the techniques of nonlinear editing using iMovie or Final Cut Pro. The class progresses through all the basic phases of creating a sequence, including: Inputting; assembling sequences; trimming; using transitions and special effects; editing audio; creating titles; compressing and outputting a finished program. Class time is divided between demonstration and hands-on-practice. The course is designed for video editors and developers of interactive media. The students will produce 2-3 final shorts.

**SCULPTURE (3211)**

Grades 10, 11, 12 Level – Academic (Honors by contract)

Semester - 2.5 Credits

**Prerequisite: Ceramics**

This course provides the student with an introduction to the history, theory, and practice of sculpture. The history of sculpture from prehistoric to contemporary times and through world cultures is studied. A series of progressive practical hands-on exercises exploring the fundamentals of making and perceiving sculpture will introduce the student to issues of space, volume, mass, form, surface treatment, and proportion. In all projects, an emphasis will be placed on an exploration of materials, their physical properties, and their expressive potential

**FIBERS AND TEXTILE DESIGN (3209)**

Grades 9-12 Level - Academic (Honors by contract)

Semester - 2.5 Credits

**Prerequisite: None**

This course will examine the breadth of art forms and processes related to fibers and textiles. Cultural and historical influences will be investigated as an integral role in the development of these art forms over time. The elements of art and the principles of design are used to analyze, design, create and evaluate fibers as an important and relevant art form. This course combines aesthetics, art criticism and art history with the studio production of fibers elements and design projects. Projects may include weaving processes, surface design and non-woven processes.

**CERAMICS (3206)**

Grades 9 -12 Level – Academic (Honors by contract)

Semester - 2.5 credits

**Prerequisite: None**

This studio course is designed to give students a hands-on introduction to clay and techniques, with an

emphasis on traditional hand building techniques. Students will gain a historical perspective of the role of both clay and potter through the study of various world cultures. The role of decorative surface treatments and glazing methods will also be studied; students will employ these methods in the completion of their own three dimensional clay works.

### **ADVANCED CERAMICS H (3219H)**

Grades 10, 11, 12 Level - Honors

Semester - 2.5 credits

**Prerequisite: Ceramics**

Advanced Ceramics is a hands-on studio course designed to strengthen the traditional hand building skills acquired in Ceramics, as well as introduce students to the potter's wheel. Students are encouraged to refine their personal aesthetic, craftsmanship, concepts and methods. This course will explore advanced building techniques and completion of works through carefully considered surface treatments and glazing methods. Students increase their artistic range with the addition of new materials and techniques, and will also have the opportunity to work independently to develop their thoughts and ideas.

### **AP ART HISTORY (3224AP)**

Grades 10, 11, 12 Level - Advanced Placement

Full year - 5 credits

**Prerequisite: None**

This course will survey the works of art within an historical context. Students will learn about key works of art including painting, sculpture and architecture. Artistic ability is not a prerequisite as students will be surveying art history and not participating in the creation of art works. This course will review the following sequence of historical periods: Prehistoric to Renaissance - Fall Semester; High Renaissance to Present - Spring Semester

### **WEB DESIGN (3214)**

GRADES – 9 - 12 Level – Academic (Honors by contract)

Semester – 2.5 credits

**Prerequisite: None**

This course is designed to familiarize students with the creation and management of web pages and web sites. It provides instruction in various processes that involve innovation, planning, analysis, design, implementation, and promotion of Internet-based information publishing on the World Wide Web. The students are introduced to the theoretical principles of visual language. This course affords the students the practical opportunity to apply the principles using modern internet publishing tools. Students will learn basic HTML structure and formatting, and web page creation using HTML.

## THEATER ARTS:

### **ACTING (3217)**

Grades 9 – 12 Level – Academic (Honors by contract)

Semester – 2.5 credits

**Prerequisite: None**

This basic acting course allows students, regardless of their ability or future aspirations, to build their own self-confidence. It will emphasize improvisation, vocal and physical skills, use of imagination and observation, sensory and emotional recall and scene and monologue work. Fulfills half of the Visual and Performing Arts graduation requirement.

### **ADVANCED ACTING (3218)**

Grades 9 – 12 Level – Academic (Honors by contract)

Semester – 2.5 credits

**Prerequisite: Acting**

This course is a continuation of acting, with an emphasis on rehearsal and performance techniques, in-depth character development and monologue and scene work. In addition, the course will emphasize script analysis and subtext. Fulfills half of the Visual and Performing Arts graduation requirement.

### **TECHNICAL THEATER (3213)**

Grades 9-12 Level – Academic (Honors by contract)

Semester – 2.5 credits

**Prerequisite: None**

This class will deal with learning proper use of lighting and sound equipment for theater production. Individual progress will be in the practical portion of the course. Students learn the process of set design, poster design, costume design, lighting design and sound design. Learn how to build a model from set designs. Student will be introduced to the use of power tools and safety measures taken in the use of these tools.

## DANCE:

All incoming freshmen and/or upper classmen with little or no dance training must enroll in an introductory class before proceeding to more advanced courses. All students enrolled in dance classes will be required to dress in dance attire for every class. Women must wear leotards, tights or unitards, and/or jazz pants. Men wear sweatpants & plain T-shirts. Shoes are optional. All dance students at MHS are required to attend two professional-level dance concerts during the academic year, either independently or through participation in a scheduled field trip.

**All dance classes satisfy the requirements for Physical Education. If taken to satisfy the Physical Education requirement, each course is four credits with Family Life/Driver's Education included as one additional credit. Students must also satisfy a PE content standards based assessment in order to earn PE credit. If taken as a Fine Arts course, as opposed to Physical Education, the student would receive five credits.**



## **MODERN DANCE I - INTRODUCTION TO DANCE TECHNIQUES (538)**

Grades 9- 12 Level – Academic (Honors by contract)

Full Year - 5 credits

**Prerequisite: None**

This is an introductory dance class for young men and women who wish to increase technique, flexibility, strength, and coordination while exploring self-expression through movement. Students will learn the basic technique, concepts and terminology of dance emphasizing postural alignment, balance, quality and flow of movement sequence. Dancers will develop skills improvisational and choreographic skills as new movement concepts are developed. A variety of popular, classical, percussion and jazz music is used. Teaching units include basic levels of modern dance, ballet and jazz with additional instruction in Pilates and Yoga. Field trips to high-caliber performances of dance are scheduled to enhance the overall learning experience.

## **INTERMEDIATE DANCE TECHNIQUE: IMPROVISATION AND CHOREOGRAPHY (537)**

Grades 10-12 Level – Academic (Honors by contract)

Full Year - 5 credits

**Prerequisite: One year of study**

Intermediate Dance Techniques is a structured, polished technique class for male/female students with prior training in movement and dance. The class combines the concepts of modern dance with the legwork and lyricism of both modern and ballet techniques. Warm-up exercises focus on alignment, placement and balance. Center floor work includes an adagio; turn sequences and traveling movement combinations for power, strength and speed. Dance phrases normally are of a lyrical modern style, composed of big sweeping movements and an organic sense and use of the floor. As a regular feature of class throughout the year, dancers are guided through exercises, which develop skills in the areas of improvisation, choreography and critique. In addition to modern dance techniques teaching units also include ballet, jazz, pilates and yoga. Field trips to high-caliber performances of dance are scheduled to enhance the overall learning experience.

## **ADVANCED DANCE TECHNIQUES (533)**

Grades 9-12 Level – Academic (Honors by contract)

Full Year -5 credits

**Prerequisite: Spring audition**

Advanced Dance is a fast-paced class for male/female students who demonstrate a mature focus and strong technical ability in movement and dance. Warm-up exercises are highly structured. Center floor work and traveling phrases emphasize turning, rhythmic phrasing, dynamic changes and syncopation of movement for power, strength and speed. Teaching units for Advanced Dance include modern dance, ballet, jazz, pilates and yoga. As a regular feature of class throughout the year, dancers are guided through activities which develop improvisational, partnering and choreographic skills in preparation for repertory work. During the final marking period, students will create and critique collaborative movement-based and/or thematic dances that reflect their personal interests, artistic and technical abilities. Field trips to high-caliber performances of dance are scheduled to enhance the overall learning experience

## MUSIC:

### **MUSIC APPRECIATION (3236)**

Grades 9 - 12 Level – Academic (Honors by contract)

Semester - 2.5 credits

**Prerequisite: None**

This course offers the student, through a planned series of units, a well-rounded survey of major periods and styles of music from the earliest production of sound to contemporary forms. The importance of ensemble groups will be discussed including the more traditional vocal, woodwind, brass, string, and percussion families. The latest innovations of the electronic age will be introduced.

### **AP MUSIC THEORY (3237AP)**

Grades 10-12 Level – Advanced Placement

Full Year - 5 credits

**Prerequisite: Music performance experience**

This course is designed to provide the student with a firm foundation in the fundamentals of music notation and a basis for further study in composition/arranging. Areas covered include: analysis of rhythm and the measurement of time, notation of pitch through major/ minor scales and keys, intervals, chords, transposition, modulation, musical forms and styles. In addition, emphasis is placed on the creative process through composition, transcription, and arranging. Time is spent on ear training through singing, rhythmic and melodic dictation and keyboard skills. Use of computer programs to develop musical skills comprises one-half of the course. A music notation program is used to complete projects. This course culminates in a final project consisting of an original composition, a transcription or an arrangement. This course satisfies the technology graduation requirement.

### **MUSIC THEORY II HH (3238HH)**

Grades 10-12 Level – High Honors

Full Year – 5 Credits

**Prerequisite: AP MUSIC THEORY**

Music Theory II is the continuation of skills and knowledge of Music Theory AP with a focus on music composition. Historical styles and composition techniques are explored to expand musical knowledge and skills of composition and arranging. Aural skills are continued through dictation, listening and critical analysis. Music is completed using computer assisted music notation and is culminated by an original composition.

## INSTRUMENTAL MUSIC:

### **BAND H (3231H)**

Grades- 9 – 12 Level - Honors

Full Year - 5 credits

**Prerequisite: Prior music group experience**

Students must demonstrate sufficient experience through a playing audition or recommendation of a previous teacher. This course includes concert band and football band. Opportunities are available for performance in jazz band, pep band, orchestra, pit orchestra and small ensembles. The concert band performs at several concerts each year with opportunities for other performances in and out of state. The focus of the concert band is toward excellence in performance through teamwork and cooperation. The football band performs at home and away varsity football games as well as several festivals performances at sporting events and parades. Students are expected to prepare their music and demonstrate their musicianship throughout the year.

### **ORCHESTRA H (3230H)**

Grades 9 – 12 Level - Honors

Full Year -5 credits

**Prerequisite: Prior music group experience- strings**

The orchestra performs at several concerts each year with opportunities for other performances in and out of state. Students are expected to demonstrate their music preparation often during the school year. Students must demonstrate sufficient experience through a playing audition or recommendation of a previous teacher. Also, enrollment is limited to violin, viola, cello and string bass only. Wind players for full orchestra are selected as needed from members of the band.

## VOCAL MUSIC:

### **MIXED CHORUS (3232)**

Grades 9 – 12 Level - Academic

Semester - 2.5 credits

### **CHORUS (3233)**

Grades 9 – 12 Level - Academic

Full Year - 5 credits

**Prerequisite:** Chorus is open to any student who enjoys singing and is willing to accept the responsibility of group participation.

These courses are designed for those students who desire to participate in a large choral ensemble. They are targeted specifically to those students with little or no musical training who simply choose to sing recreationally as well as those students that need to sharpen their vocal and theoretical skills in an effort to prepare them for greater musical experiences. Emphasis will be placed on the fundamentals of tone quality, intonation, diction, breath control and proper vocal production.

### **CHOIR H (3234)**

Grades 9 – 12 Level - Honors

Full Year - 5 Credits

**Prerequisite:** Audition prior to admission

This course is designed to give more advanced choral students the opportunity to participate in a choral ensemble appropriate to their ability level. It requires that students demonstrate an intermediate level of vocal training, musicianship, music theory and a level of vocal ability. Students must have good tone quality, intonation, diction and be able to demonstrate good breath support. In addition, students must display proper rehearsal etiquette and a high level of commitment. Emphasis will be placed on improving music reading skills, extending the vocal range, greater breath control and improved vocal production.

### **MADRIGAL CHOIR H (3235H)**

Grades 9 – 12 Level - Honors

Full Year - 5 Credits

**Prerequisite:** Audition prior to admission

Madrigal Choir is a select group of singers who attain high standards of musicianship. Members of the group are dedicated to hard work and are committed to high quality performance. It is targeted specifically to those students with three or more years of vocal training (be it private lessons, high school choirs, church choirs, or similar experiences). Emphasis is placed on improving music reading skills, extending the vocal range, greater breath control and improved vocal production.

Note: Most S.V.P.A. courses at the Academic level may be contracted to Honors.

## ENGLISH DEPARTMENT GRADES 9-12

The English curriculum centers on the development of literacy, thinking and analytical skills, language proficiency and communication through reading literature, reading informational text, writing, listening and language. Courses incorporate the use of up-to-date technology, the computer, video and film within its scope. The entire program provides a wide variety of experiences in the study of multi-cultural, historical, biographical, classical and contemporary literature and nonfiction texts, and considers the works of authors, of both genders, in the Western tradition and from around the world. Included in the program is the study of literary genres, movements, craft, style and structure, and schools of literary thought. Further, the inclusion of seminal documents and other non-fiction texts provide the basis for research and writing skills, on all levels, in the language arts and related disciplines. The program encourages creativity through writing, oral interpretation, critical evaluation, group discussion, collaborative learning and independent study. All courses in the English curriculum include the New Jersey Student Learning Standards for English Language Arts.

Writing is required in all courses in each grade. The writing process includes drafting, revision, redrafting and editing. Peer editing, peer evaluation and self-reflection are included in the process, and a rubric has been established as a guide and assessment tool. In many classes across the Department, writing folders are kept for each student, and portfolios are often used as alternative means of assessment in arriving at an additional component of the student's final grade. Content and style are regarded as central to effective writing, though structure, spelling, grammar, usage and the mechanics of writing are carefully examined in the overall production of an accomplished paper. Research and critical studies, or reviews, are included at all levels, and instruction in accurate and appropriate citation is provided. The MLA Style Manual is the method of citation used in the Department. Students are informed of and encouraged to participate in local, statewide, and national creative writing contests (poetry, prose, and drama) and essay competitions.

At the successful completion of four years of English courses in grades 9 - 12, students will be able, among other skills, to:

1. Evaluate the intricacies and general usage of language, the expression of ideas, and the creative impulse in a variety of literary forms, traditions and genres;
2. Analyze, write about, research and discuss the media (both print and non-print) and other literary forms
3. Apply and evaluate the appropriate uses of diction, syntax, grammatical forms, spelling, and sentence structure in oral and written communication;
4. Recognize and use cause and effect, persuasion, problem-solution, description and comparison/contrast formats in essay writing, expository and creative writing; and
5. Develop skills in reading comprehension, test taking, study techniques, vocabulary usage, and a range of communication techniques applicable to literature and language.

General course requirements anticipate that students will be expected to:

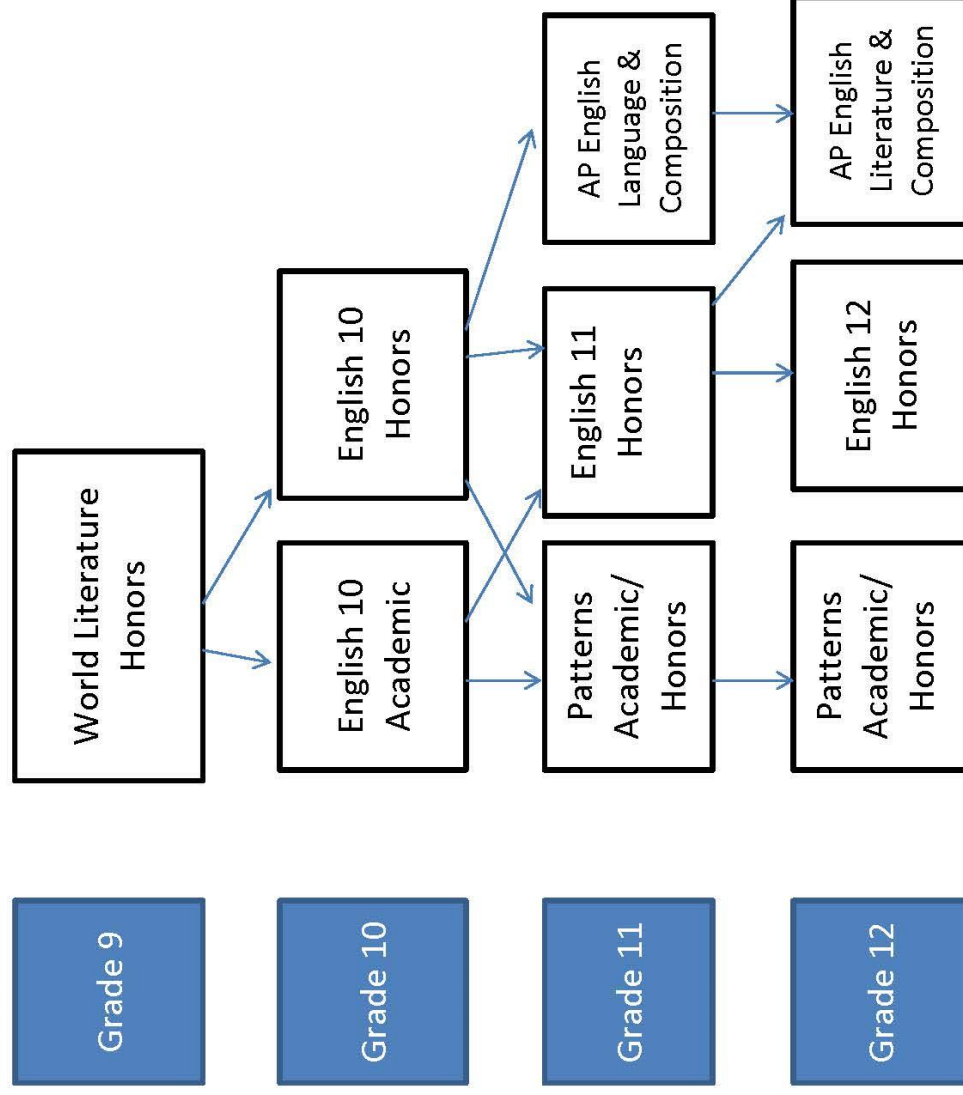
1. Maintain a high level of preparation and participation
2. Bring the necessary supplies and materials to class daily
3. Attend class regularly and arrive punctually
4. Complete all homework and in-class assignments
5. Accomplish all work successfully such as unit tests, quizzes, reports, essays, projects and research
6. Demonstrate decorum, cooperation and a positive attitude toward the educational and social processes of every course

## English Department - Guidelines for Level Placement

Gr. 9	<b>*World Literature Honors</b>  <b>*Resource World Literature</b>		
Gr. 10	<b>*English 10 H</b> - World Lit. H - Grade of A or B(87+) - Teacher Recommendation  <b>*Resource English 10</b>	<b>*English 10</b> - World Lit. H grade of $\leq 86$ - Teacher Recommendation	
Gr. 11	<b>*AP English Language &amp; Comp.</b> - English 10 H grade of A or B - Teacher Recommendation  <b>*Resource English 11</b>	<b>*English 11 Honors</b> or <b>*Patterns Honors</b> - English 10 H grade of A or B - Teacher Recommendation - English 10 grade of A or B with Teacher Recommendation	<b>*Patterns Academic</b> - English 10 grade of C or D - Teacher Recommendation
Gr. 12	<b>*AP English Literature &amp; Comp.</b> - English 11 HH grade of A or B - Teacher Recommendation - English 11 H or Patterns Honors grade of A with Teacher Recommendation  <b>*Resource English 12</b>	<b>*English 12 Honors</b> or <b>*Patterns Honors</b> - English 11 H of A or B - Teacher Recommendation - Patterns Academic grade of A or B with Teacher Recommendation	<b>*Patterns Academic</b> - Academic Patterns grade of C or D

*See the introduction for course descriptions of courses in the Civics and Government Institute and Center for Social Justice.*

## Suggested English Language Arts Course Sequences



### Patterns Courses

#### SEMESTER OPTIONS:

African American Lit. I/II  
Film and Literature  
Satire and Protest

Short Stories

Women's Literature

Sports and Literature

Hip Hop as Modern Lit.

Jewish Lit.

Lit. of the Diaspora

\*Essay & Skill

Development

\*Speech &

Communication

\*Read, Write, Think

\*Creative Writing

#### FULL YEAR OPTIONS:

Humanities H

Philosophy H

Journalism I/II H

\*Elective Courses – credits do not count towards ELA graduation requirements

**PLEASE NOTE:** This document is designed as a guide for students planning their course selections. Actual course selections should be made with the advice of the guidance counselors and students' current academic teacher.

## **GRADE 9**

### **WORLD LITERATURE H (1001H)**

Level: Honors

Full Year - 5 Credits

**Prerequisite: None**

This course is designed for all ninth grade students. Its focus is on exploring and responding to quality literature from a variety of cultures and is divided into four major units: Perspectives, Journey, Tradition and Change, and Fate vs. Freewill. Students will examine a range of genres, which will include biography/autobiography, drama, essays, folklore, historical fiction, novels, poetry, and short stories. In addition, students may examine stories from a historical, literary, or cultural perspective. Students will respond to texts by writing in a variety of ways that may include literary analysis, extended definition, cause and effect, persuasion, problem solving, character description, and journal writing. Extension projects are assigned to permit students to demonstrate advanced understanding, application of new knowledge, or immersion in a particular area of special interest. Collaborative learning, heterogeneous grouping, and the attention to multiple intelligences are critical components of the course. Student progress is measured through a variety of traditional and alternative means of assessment. Computer technology is used in research and writing development.

### **WORLD LITERATURE (81001)**

Level: Resource

Full Year - 5 Credits

**Prerequisite: Recommendation by the Child Study Team**

This course is a resource center replacement class that is taught within the resource center program. The goals and objectives identified in each student's IEP will be addressed throughout the course. This course focuses on reading, exploring, and responding to literature from a variety of cultures. Students study novels, myths, biographies, autobiographies, poetry and short stories. Writing is also an integral part of this course. Various strategies are taught to enhance student reading and writing skills. Students will write expository, persuasive, descriptive, and narrative essays as they acquire the skills for the writing process. In addition, interactive activities that address specific writing goals, such as cause and effect, sentence variety, outlines, and fact and opinion will be explored. The utilization of computers is an integral part of the course.

## **GRADE 10**

The 10<sup>th</sup> grade English program provides a study of major movements, writers, and works of British and American literature, and students choose a course at one of two levels: academic or honors. Students should review the English department guidelines for level placement and consult with their ninth grade teacher to decide which level – academic or honors – might be the most appropriate challenge for their tenth grade experience. See the course descriptions below.

Students may also elect to receive their English instruction in one of two interdisciplinary (English and Social Studies) small learning communities. See the descriptions of those two programs in the Small Learning Communities section of the Program Planning Guide.



**ENGLISH 10 (1002)**

Full Year - 5 Credits

**Prerequisite: Successful completion of World Literature**

In this course, students explore various types of American and British literature and at the same time improve reading, thinking, writing and listening skills. Novels, short stories, poems, plays, and essays are assigned. Students learn to write descriptive, narrative, analytical, and expository essays. Thinking skills are improved through the analysis of a wide variety of literary works, and the computer is used as a tool for writing and research.

**ENGLISH 10 (81002)**

Level - Resource

Full Year - 5 Credits

**Prerequisite: Successful completion of World Literature and recommendation by the Child Study Team**

This course is a resource center replacement class that is taught in the resource center program. The goals and objectives identified in each student's IEP will be addressed throughout the course. American and British literature will be explored. Through reading novels, poetry, short stories and selections from an anthology, students will develop vocabulary; demonstrate ability to identify main ideas, and develop critical thinking and analytic skills. Writing will be an integral part of the course as well. Real world application of skills are also reinforced throughout this course.

**ENGLISH 10 H (1002H)**

Level - Honors

Full Year - 5 Credits

**Prerequisite: Successful completion of World Literature H**

This course is an introduction to American writers, from the pre-Colonial period to the present, and offers an overview of British literature. Students read selections from major authors, and think about and evaluate what they have read through discussion, oral interpretation, and composition. Students are expected to write analytical, descriptive, narrative, and expository essays. Opportunities for independent study and research are provided. (Please read the description of all honors classes in this Program Planning Guide).

## **GRADES 11 AND 12**

Students may select from a number of semester or full year courses. Full year courses available to eleventh graders include Honors level and Advanced Placement. Students in grades 11 and 12 can also select semester courses (Patterns) at the academic level, or they may contract for Honors. Semester courses often include juniors and seniors in the same class.

### **ENGLISH 11 (1003)**

Grade 11 Level - Academic

Full Year – 5 Credits

**Prerequisite: Successful completion of World Literature H and English 10 or English 10H.**

This course structure is thematic and is designed to mix traditional and contemporary texts. Students will examine the following themes: Voice of Tradition and Change, Race and Class, Leadership/Power/Responsibility, and Gender Roles and Sexuality. Students will explore literary voices that reflect different cultural and traditional movements including but not limited to Romanticism, Symbolism, Imagism, Harlem Renaissance, The Beats, The Black Arts Movement, and Slam poetry. They will also examine themes of racial and social injustice, explore how systems of oppression and individual (and familial) experiences impact identity and explore how issues of race and class intersect. Using various works, including film, students also will explore these themes with a historical and modern lens. Students will explore canonical and contemporary literature that tackles themes centered around the concepts of leadership and power and how the two are achieved and maintained. Lastly, students will focus on studying gender and sexuality and how does gender differ across race, class, sexuality, culture, or religion.

### **ENGLISH 11 H (1003H)**

Grade 11 Level - Honors

Full Year – 5 Credits

**Prerequisite: Successful completion of World Literature H and English 10 or English 10H.**

English 11 Honors involves students in the study of twentieth-century English language, American short fiction, novels, non-fiction, drama, and poetry. With an emphasis on essay writing, students will develop skill in close, critical reading, writing, speaking, and listening as they engage in a genre-based study of literature.

### **ENGLISH 11 (81003)**

Grade 11 Level - Resource

Full Year – 5 Credits

**Prerequisite: Successful completion of World Literature and English 10 and recommendation by the Child Study Team.**

This course is a resource center replacement class that is taught in the resource center program. The goals and objectives identified in each student's IEP will be addressed throughout the course. Through reading novels, poetry, and short stories students will develop vocabulary; demonstrate ability to identify main ideas, and develop critical thinking and analytic skills. Writing will be an integral part of the course as well. Real world application of skills are also reinforced throughout this course.

**AP ENGLISH LANGUAGE AND COMPOSITION (1003AP)**

Grade 11 Level - Advanced Placement

Full Year – 5 Credits

**Prerequisite: Successful completion of English 10 (10H).**

To prepare students for a college level course in expository (nonfiction) writing, the year-long AP Language and Composition course focuses on reading and writing expository, analytical, and argumentative prose, as well as writing and reading personal and reflective pieces. The course also examines the writing process through study and practice. Students in the Language course will gain a better understanding of rhetorical contexts, purposes and use of language by working with real writers. “As in the college course, its purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers” (Advanced Placement Program Course Description). The Language course differs from the 12 AP English (Literature) course in that it examines mostly nonfiction texts, whereas the Literature course examines primarily imaginative (fiction) texts. There is a separate test for each AP course. Emphasis is placed upon the development of critical thinking and writing skills, and the synthesizing of research data (critical essays on the readings) into original written work.

**ENGLISH 12 H (1004H)**

Grade 12 Level: Honors

Full Year – 5 Credits

**Prerequisite: None**

**Prerequisite: Successful completion of English 11 (11H) or AP English Language & Composition.**

This course is designed to offer a rigorous program of study for seniors in preparation for college and/or the world of work. The program composed of five units: Voices of Genocide, Stranger in the Village, Self and Society, Childhood Revisited (Memoir), and Film. Reading, film analysis and evaluation in both oral and in written form are important processes in the class. Traditional and alternative modes of assessment will be employed.

**ENGLISH 12 (81004)**

Grade 12 Level: Resource

Full Year - 5 Credits

**Prerequisite: Successful completion of English 11 and recommendation by the Child Study Team.**

This course is a resource center replacement class that is taught in the resource center program. The goals and objectives identified in each student’s IEP will be addressed throughout the course. Through reading novels, plays, poetry, and short stories students will develop vocabulary; demonstrate ability to identify main ideas, and develop critical thinking and analytic skills. Writing will be an integral part of the course as well.

## **AP ENGLISH LITERATURE AND COMPOSITION (1004AP)**

Grade 12 Level - Advanced Placement

Full Year - 5 Credits

**Prerequisite: Successful completion of English 11 (11H) or AP English Language & Composition.**

This is a course for seniors designed to provide challenging opportunities for students to respond to a variety of literary types through writing, speaking, and collaborative activities. Students are exposed to various aspects of the English language and to the techniques of expository and critical writing. Emphasis is placed upon the development of critical thinking and writing skills, and the synthesizing of research data into an original written work, which is presented to an appropriate audience for discussion and evaluation. Students will practice responding to the text analysis and open-ended questions in preparation for the AP exam. (Please read the description of all Advanced Placement classes in this Program Planning Guide).

## **PATTERNS COURSES:**

Patterns courses offer students a unique high school experience. Designed to meet all NJ Student Learning Standards, Patterns courses provide an in-depth look at material from teachers who have created programs for which they have a specialization or avocation. Patterns courses may be taken for either academic or honors level credit. The teacher at the beginning of each course presents the requirements for both levels. The student has the option to choose the appropriate level and then is required to sign a contract affirming this choice. After the first two weeks of the course, no changes may be made in the contracts.

*Please note that some of the patterns courses are offered as electives only and the course credits will not count toward graduation requirements.*

### **AFRICAN-AMERICAN LITERATURE I (1101)**

Grades 11, 12

Level – Academic (Honors by contract)

Semester - 2.5 Credits

**Prerequisite: Successful completion of World Literature H and English 10 or English 10H.**

This course offers the student the opportunity to develop an understanding and appreciation of the Black experience. Students read, discuss, analyze, and write about the literature of writers from the Ancient Africa era to the Harlem Renaissance period. Students will also present orally their creative ideas and build upon research skills.

### **AFRICAN-AMERICAN LITERATURE II (1102)**

Grades 11, 12

Level – Academic (Honors by contract)

Semester - 2.5 Credits

**Prerequisite: Successful completion of World Literature H and English 10 or English 10H.**

This course offers the student an opportunity to develop an understanding and appreciation of the Black experience through poetry, novels, fiction, non-fiction and drama. Students will read, discuss, analyze, and write about the literature of African-American writers from the Harlem Renaissance to the present. Students will write analytical, creative and research based essays.

### **FILM AND LITERATURE (1106)**

*(NON-NCAA APPROVED)*

Grades 11, 12

Level – Academic (Honors by contract)

Semester - 2.5 Credits

**Prerequisite: Successful completion of World Literature H and English 10 or English 10H.**

This is a course designed to encourage students to view film as an art form. Students are introduced to basic film concepts to encourage critical and analytical viewing. The reading of various forms of fiction and nonfiction including short stories, dramas, novels and essays follows, with students analyzing various points in the adaptation of a written form to that of film. At the same time students analyze different periods of history to ascertain how historical happenings influence the making of various films and film genres. Special

assignments provide an outlet for students to voice their personal creativity and opinions, and more formal writing assignments are provided. Knowledge of filmmaking concepts and an understanding of the processes involved in film production are at the core of this course.

### **HIP HOP AS MODERN LITERATURE (1119)**

Grades 11, 12

Level – Academic (Honors by contract)

Semester – 2.5 credits

**Prerequisite: Successful completion of World Literature H and English 10 or English 10H.**

Through reading, analysis, discussion, and writing, students will explore the beginning and the rise of Hip-Hop. Students will analyze how Hip-Hop formed its identity and how it developed differently geographically. Students will explore how Hip-Hop serves as a provocateur for social change and a perpetrator of social norms, expectations and stereotypes. This course will use various works, including film, and students will explore this literature with a historical and modern lens.

### **JEWISH LITERATURE (1120)**

Grades 11, 12

Level – Academic (Honors by contract)

Semester – 2.5 credits

**Prerequisite: Successful completion of World Literature H and English 10 or English 10H.**

This course will offer students an opportunity to explore the richness and diversity of the Jewish literary tradition. Students will read, analyze, and write about works ranging from the Bible to twentieth century fiction and poetry. Possible writers may include Sholom Aleichem, I.B. Singer, Bernard Malamud, Elie Wiesel, Cynthia Ozick and Marge Piercy. Particular attention will be given to Holocaust literature, including the graphic novel, *Maus*, by Art Spiegelman.

### **LITERATURE OF THE DIASPORA (1121)**

Grades 11, 12

Level – Academic (Honors by contract)

Semester – 2.5 credits

**Prerequisite: Successful completion of World Literature H and English 10 or English 10H.**

Literature of the Diaspora is course that examines texts written by Latino/Latina/Latinx/Hispanic, Muslim, Asian, and Black/African American writers through fiction, drama, and poetry. Emphasis will be placed on contemporary texts, and issues addressed will include identity, transnationalism, U.S. empire, the classic immigrant narrative, assimilation, and multiculturalism. The course will also investigate race, religion, class, sexuality, feminism, masculinity ethnicity, economic inequality, and social injustice.

### **SATIRE AND PROTEST LITERATURE (1113)**

Grades 11, 12 Level – Academic (Honors by contract)

Semester– 2.5 Credits

**Prerequisite: Successful completion of World Literature H and English 10 or English 10H.**

Writers from Sophocles to Swift to Twain to Vonnegut to Baraka have satirized the “inhumanity” of human social and political institutions and have championed unpopular causes. This course investigates the

literature of social criticism and political protest, including the range of literary genres in its scope. Sarcasm, wit, and irony are focal points through which students will examine the experiences of those who seek to expose and perhaps improve the human condition through literature.

### **SHORT STORIES (1114)**

Grades 11, 12 Level – Academic (Honors by contract)

Semester – 2.5 Credits

**Prerequisite: Successful completion of World Literature H and English 10 or English 10H.**

This course is designed to encourage students to explore short fiction as an art form. Emphasis will be placed on thematic exploration, character creation, plot development, setting and style. A wide variety of authors will be studied including American, British and world writers. Students will be expected to write analyses of the material covered, offer oral interpretation, and create their own short fiction.

### **SPORTS AND LITERATURE (1116)**

Grades 11, 12 Level – Academic (Honors by contract)

Semester– 2.5 Credits

**Prerequisite: Successful completion of World Literature H and English 10 or English 10H.**

This English course is designed to offer a rigorous program of study for Juniors and Seniors in preparation for college and/or the world of work. Students will be tasked with using both fiction and non-fiction texts to examine and analyze the influence of sport on our society, and understand how this is reflected through literature. Topics covered include sport and race, sport and gender, sport and nationalism, and sport and education, in addition to others. Students will be expected to read and comprehend literature, in addition to utilizing the writing process in order to perform critical analysis.

### **WOMEN'S LITERATURE (1117)**

Grades 11, 12 Level – Academic (Honors by contract)

Semester– 2.5 Credits

**Prerequisite: Successful completion of World Literature H and English 10 or English 10H.**

This course introduces students to the history, tradition, and forms of literature written by women, and will examine the effects of gender on literature. Students will consider how gender intersects with race, ethnicity, class, sexual orientation, and other factors in shaping identity and will examine the multiple ways that women writers have responded to being silenced throughout history. Students will explore a rich and diverse range of writers and works to identify the recurrent images, themes and styles of an evolving canon. Works of poetry, prose, drama, non-fiction and film will be studied.

### **CREATIVE WRITING (1105) \*Elective Course**

Grades 11, 12 Level – Academic (Honors by contract)

Semester - 2.5 Credits

**Prerequisite: Successful completion of World Literature H and English 10 or English 10H.**

This course is designed for the student with some mastery of writing skills who wishes to explore forms of writing such as poetry, drama, short stories, and creative non-fiction. Students are exposed to and read examples of these different forms and are enabled to comprehend, interpret, and evaluate a variety of texts. Class time is devoted to unique experiments, instruction in writing new forms, and workshop situations

where students may critique each other's work and revise their own. Students are given the opportunity to present orally their creative ideas and class members listen and respond. Students reflect on their own writing and assess their own learning through metacognitive exercises. Multi-media sources and technological tools are used to facilitate and enhance learning. Projects require students to research write and produce a creative project in the form of a blog, podcast, or digital story/poem/essay.

### **ESSAY AND SKILL DEVELOPMENT 12 (1104) \*Elective Course**

Grades 11, 12 Level – Academic (Honors by contract)

Semester - 2.5 Credits

**Prerequisite: Successful completion of World Literature H and English 10 or English 10H.**

This course is designed for students who seek to improve their writing, reading, and vocabulary, analytic and test-taking skills. Emphasis in the course is on vocabulary development and usage, literary comprehension, essay writing and oral presentation. The basic format of standardized tests is examined, and special attention is paid to strategies in analysis, reading comprehension, exposition and critical thinking. Available software technology is employed to enhance skill development. College entrance essays are examined, evaluated and modeled.

### **READ, WRITE, THINK I (1111) \*Elective Course**

### **READ, WRITE, THINK II (1112) \*Elective Course**

Grades 11, 12 Level – Academic (Honors by contract)

Semester or Full Year – Part I – 2.5 Credits and Part II - 2.5 Credits

**Prerequisite: Successful completion of World Literature H and English 10 or English 10H.**

This is a course designed to help students develop skills in the areas of reading, writing and thinking. Skills such as pre-writing, mapping main ideas, free writing, and revision and editing are covered in detail. Discussions, both oral and expository, are at the core of the course, and students are encouraged to express their ideas through journal entries, essays, small group interactions, and collaborative learning. This is a workshop course that gives students a chance to have daily experiences in the reading and writing process.

### **SPEECH AND COMMUNICATION (1115) \*Elective Course**

Grades 11, 12 Level – Academic (Honors by contract)

Semester – 2.5 Credits

**Prerequisite: Successful completion of World Literature H and English 10 or English 10H.**

In this course, students will recognize and master the skills for effective speaking and listening. These include preparation skills such as topic selection, organization, and writing as well as presentation skills such as use of voice and visible speaking behavior. Students will present a variety of speeches and oral interpretations of literary works. Successful completion of this course will assist students both in college and career settings.



## **HUMANITIES H (1107H)**

Grades 11, 12 Level – Academic (Honors by contract)

Full Year – 5 Credits

**Prerequisite: Successful completion of World Literature H and English 10 or English 10H.**

What are some of the great ideas that have excited people throughout the ages? This course permits students to discover links between contemporary life and the concerns of humanity in other countries and times.

Students draw parallels, not only in literature, but also, in art, music, dance, philosophy, religion, math and science. As culminating assignments students work individually and in groups to present their findings in various media. Emphasis in Semester 1 is from early humanity to Ancient Greek, Roman, and Jewish cultures. Emphasis in Semester II is the Italian and Northern Renaissance period in Western culture to the beginnings of Modernism.

## **PHILOSOPHY AND COMPOSITION H (1108H)**

Grades 11, 12 Level – Academic (Honors by contract)

Full Year – 5 Credits

**Prerequisite: Successful completion of World Literature H and English 10 or English 10H.**

Philosophy and Composition is a full year English course that helps students learn about writing through reading selections of literary philosophy from Western Civilization and through writing philosophically about those readings and about their own lives. Students will read texts on a variety of issues: the problem of evil, love, free will, virtue, friendship, etc. This course will help students understand their own ideas through analysis of literary texts and through their own production of philosophical texts.

## **JOURNALISM I (1108)**

Grades 11, 12 Level – Academic (Honors by contract)

Full Year - 5 Credits

**Prerequisite: Successful completion of World Literature H and English 10 or English 10H.**

This course is designed for eleventh and twelfth grade students with two basic thrusts: the study of journalism as a whole in society, and the production of the high school newspaper, The Mountaineer. The course encourages students to view newspapers as influential factors in their lives. Students are also encouraged to realize their own possible contributions to this influence. Students are introduced to the fundamentals of journalistic writing early in the semester and encouraged to implement those fundamentals throughout the remaining weeks. In conjunction with their own writing, students examine a variety of publications, analyze points of view and publication influences and consider professional standards of journalistic writing. The examination of different periodicals will culminate in an investigative inquiry into how different papers "cover" the same news item. The second half of the course, as students continue to produce news writing, is geared toward the study of the historical developments and figures in journalism including the integral role newspapers have played in major events (i.e. The Revolutionary War, Watergate, and the L.A. Riots). Throughout the semester, the students in the class will produce The Mountaineer, and "Desktop" publishing is an essential facet of the class.

## **JOURNALISM II (1109)**

Grade 12 Level – Academic (Honors by contract)

Full Year - 5 Credits

**Pre-requisite: Journalism I**

This course is designed for twelfth grade students to continue the study of journalism as a whole in society, and to lead the production of the high school newspaper, The Mountaineer. The course encourages students to view newspapers as influential factors in their lives. Students are also encouraged to realize their own possible contributions to this influence. Students examine a variety of publications, analyze points of view and publication influences and consider professional standards of journalistic writing. The examination of different periodicals will culminate in an investigative inquiry into how different papers "cover" the same news item. The second half of the course, as students continue to produce news writing, is geared toward furthering the study of the historical developments and figures in journalism including the integral role newspapers have played in major events. Throughout the semester the students will take leadership roles (e.g., Editor in Chief, etc.) in the class to produce The Mountaineer.

## ENGLISH SKILL DEVELOPMENT COURSES:

### **WILSON READING**

**A – 9<sup>th</sup> (8825W); B - 10<sup>th</sup> (8826W); C – 11<sup>th</sup> (8827W); D – 12<sup>th</sup> (8828W)**

Grades 9-12

Full Year - 5 Credits

**Prerequisite: Recommendation by the Child Study Team**

This course provides remediation and improvement of reading skills through multi-sensory instruction primarily using the Wilson Reading Program. Basic reading skills, such as using context clues, decoding, encoding, visualizing what the sentence and paragraphs are about, increasing reading fluency with sentences and paragraphs, identifying the main idea and developing comprehension and inference skills are addressed through the reading program. The Wilson Reading Program is sequenced building on previously learned skills. Each skill is tested through dictation at the end of the book post-test which varies throughout the year.

### **READ 180 (8829)**

Grades 9-12

Full Year – 5 Credits

**Prerequisite: None**

This course is a blended learning program that improves reading comprehension, academic vocabulary, and writing skills through a flexible rotation model to address all levels of intervention. In whole-group learning, instruction is facilitated with close reading strategies, vocabulary exercises, writing practice, and discussions based on engaging content that motivates learning. Students will also work independently on the READ 180 software and independent reading books, both differentiated to meet the students' needs. There are small group activities where students receive targeted, data-driven instruction to meet their learning needs. The course will meet for one class period every day.

## ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL):

**ESL Grade 9 (1091) , Grade 10 (1092), Grade 11 (1093), Grade 12 (1094)**

Grades 9-12

Full Year - 5 Credits

**Prerequisite: None**

These courses are for students whose first language is not American English. The objective of these courses is the acquisition of listening, speaking, reading and writing skills and full Academic command of the English language. Students acquire learning strategies and study skills for all subject area classes. Completing these courses enables the students to achieve success in school and in the community. Students in Intermediate and Advanced levels may contract for honors credit.

## **TRANSITIONAL ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) (1090)**

Grades 9-12

Full Year - 5 Credits

**Prerequisite: None**

This class is intended for students who have achieved basic interpersonal communication skills in English and who require an intensive program of cognitive Academic language skills to prepare them for the transition to high-level academic study. The class will widen and improve familiarity with literary genres and works encouraged in high school and expected for entering college students. This class may be contracted for honors.

## **ESL SUPPORT (1086)**

Grades 9-12

Full Year – 5 Credits

**Prerequisite: None**

ESL academic support class is designed to provide English language and mainstream subject support to English Language Learners. In addition to the information taught in the required ESL courses, this class provides students with extra help in academic reading, speaking, listening, and writing with a particular focus on the content areas. Instruction time is devoted to helping ELLs understand their subject work and allowing more time for students to work on other subject assignments as well as their ESL subject work.

## WORLD LANGUAGES DEPARTMENT GRADES 9-12

Knowledge of a world language helps students prepare for education beyond high school and for an increasing number of career opportunities. World language study also contributes to a better understanding of the world and its peoples. With these things in mind, the world language program at Montclair strives to provide its students with opportunities to learn a second or third language in an authentic atmosphere. Skills in speaking, understanding, reading, and writing are stressed. Students are expected to participate successfully in all four of these communication areas. We believe that learning extends beyond the classroom and we provide the means to accomplish this through cultural activities within our own geographic area, interscholastic competitions, and a variety of activities within the school itself. These activities include language honor societies and language clubs, where students can utilize their language skills. Our goal is to help the language student become proficient at a level of competency commensurate with the level of study. All Montclair High School seniors are eligible to pursue the New Jersey Seal of Biliteracy. The Seal of Biliteracy is an official honor awarded by the New Jersey Department of Education in recognition of students who have studied and attained Intermediate-Mid (or higher) proficiency in at least one other language in addition to English.

World language offerings at Montclair High School are full year courses and earn 5.0 credits. All courses are open to students in grades 9-12. Those with no previous exposure to the language, or with very little experience in it, should register for the first year course. For students (including native speakers) wishing to continue the study of a world language at their level of proficiency, opportunities will be provided within the department to assist with the appropriate placement. Successful completion of any language course or its equivalent is strongly recommended before the student considers the next sequential course. We offer academic, honors, high honors and AP levels in several of our languages.

At the completion of all Level I courses students will be able to:

1. Understand and express the spoken and written language and respond appropriately to questions based on *basic* familiar vocabulary and structures. Topics for interpretation and expression will include descriptions of the student (age, physical characteristics, likes, dislikes) and their family (composition, residence, habits), the school day (classes, friends, sports), and the importance of the language in various careers.
2. Comprehend an explanation of basic grammar concepts, participate in oral discussion by answering questions about a given text and engaging in limited ad-lib conversation, and pronounce words with correct intonation.
3. Compare and contrast their own culture with that being studied, including: daily routines (asking for and receiving directions, going to school, after school activities, dining habits and schedules), celebrations of holidays and festivals, social behavior (gestures, forms of address) and recreational activities (travel, hobbies, likes and dislikes), as well as fine arts such as music and dance.

At the completion of all Level II courses, the student, in addition to the skills in Level I, will be able to:

1. Respond appropriately to instructions and questions as spoken at a reasonable speed by the teacher and, with practice, by native speakers on tape as well as continue to build skills toward an increased proficiency.
2. Initiate, sustain, and bring to closure an elementary conversation. They will also be able to respond in the major time frames to questions and statements as well as understand the concepts and details of

connected prose (narratives and dialogues) in a familiar context that may contain unfamiliar material.

3. Engage in dialogues and/or role-playing situations (e.g., simple introductions, restaurant visits, doctor's office visits, travel situations, asking for directions, shopping).
4. Write, under controlled conditions, simple notes, letters, postcards, synopses, narratives and dialogues in the major time frames.

At the completion of Level III courses, the students will be able to:

1. Respond appropriately to everyday conversations in the classroom and to instructions or questions based on designated reading material and classroom discussions.
2. Demonstrate oral and written competency in everyday situations.
3. Write compositions and letters and make ready use of the common idioms learned in previous years.
4. Identify orally and/or in writing a variety of potential career paths employing the target language.
5. Make cultural comparisons using themes and technology.
6. Discuss information involving culture and current events of different Spanish speaking countries.
7. Create dialogues, stories, and poems using the target language.

At the completion of Level IV courses students will be able to:

1. Demonstrate comprehension of all instructions given in Spanish, both orally and in writing.
2. Understand heritage speakers through the use of CD's, podcasts, videos, short movies and songs.
3. Demonstrate oral communication skills through activities such as simulated conversations, role-plays, and discussion of literary, cultural and personal interest topics. Express his/herself in Spanish 90-100% of the time in class.
4. Speak and write accurately using advanced grammatical structures, idioms, transitional phrases and level appropriate vocabulary.
5. Analyze the themes and cultural significance of literary works from various nations of the Hispanic world.
6. Give oral presentations such as original skits and dialogues, stories, poems, presentations about current events and famous Hispanic people. These presentations will reflect cultural perspectives associated with Hispanic peoples.
7. Write emails, postcards, letters and essays based on the themes of literary pieces, Pre-AP thematic units and life experiences.

At the completion of Level V courses students will be able to:

1. Comprehend, communicate, and participate in a conversation conducted totally in the target language as well as read and comprehend the literary works studied.
2. Answer questions accurately based on material studied, participate in oral discussions on current events, and discuss with a certain degree of knowledge the literary works studied.
3. Sustain understanding of connected discourse on a number of topics pertaining to different times and places.
4. Write well-constructed essays in the target language.

At the completion of Level VI courses students will be able to:

1. Comprehend and interact on topics discussed in class such as current events or a book read by the entire class using a wide range of vocabulary and idioms on non-specialized subjects of general interest.
2. Read with comprehension everyday materials and unabridged literary masterpieces from authors mandated by the Advanced Placement College Board.
3. Express themselves logically with increasing accuracy in multiple formats in a variety of time frames.
4. Write essays of reasonable accuracy on subjects dealt with in the readings or class discussion.

In moving from one level to another, it is possible for a student to participate in total immersion programs outside of Montclair High School. Should a student opt for a program outside of the high school, it is important that the student check with the Language Department representative or someone in the Guidance Department to determine eligibility for credit. Students coming from outside the district are eligible to take an exam/test to determine placement in the appropriate language level.

**PLEASE NOTE:** Students who elect to change levels must have a written request from their parents/guardians. The written request should include a just reason for the change and be approved by the department representative/supervisor and the Director of Guidance. It is strongly urged that students follow the recommendation of the teacher for level placement in order to be successful.

The following chart represents an overview of the offerings in the World Languages Department and the recommended sequence of courses

# World Languages

World Languages					
French	German	Italian	Latin	Mandarin	Spanish
French I H	German I H	Italian I H	Latin I H	Mandarin I H	Spanish I
French II H	German II H	Italian II H	Latin II H	Mandarin II H	Spanish I H
French III H	German III H	Italian III H	Latin III H	Mandarin III H	Spanish II
French IV H	German IV H	Italian IV H	Latin IV H	Mandarin IV H	Spanish II H
AP French Language & Culture				AP Chinese Language & Culture	Spanish III
French VI HH					Spanish III H
					Spanish IV
					Spanish IV H
					AP Spanish Language & Culture
					AP Spanish Literature & Culture
					Spanish Cinema HH



In the descriptions that follow, all of these outcomes are detailed for each of the department's languages and interwoven with the associated structures needed to be functional in the target languages. All courses align with the Core Content Standards: World Languages.

### **MANDARIN COURSES:**

#### **MANDARIN I H (2041H)**

Grades 9-12 Level – Honors

Full Year – 5 Credits

**Prerequisite: None**

Mandarin I H introduces students to the basics of Mandarin Chinese. The course develops students' communicative skills in listening, speaking, reading, and writing, while focusing on the first two. Students learn through a performance-based approach while they explore various thematic units. Simple cultural facts are introduced.

#### **MANDARIN II H (2042H)**

Grades 9-12 Level – Honors

Full Year – 5 Credits

**Prerequisite: Mandarin I H**

Mandarin II H continues to develop students' capability to deal with day-to-day situations through communicative Mandarin. Attention is split equally to the development of students' listening/speaking and reading/writing skills. Students learn through a performance-based approach while they explore various thematic units. Chinese history and culture are taught with more details.

#### **MANDARIN III H (2043H)**

Grades 10, 11, 12 Level – Honors

Full Year – 5 Credits

**Prerequisite: Mandarin II H**

Mandarin III H reinforces and expands upon the communicative skills that were established in Mandarin I and II. The course develops students' capability to deal with more complicated situations through performance-based approach. Additional emphasis is placed on the ongoing development of reading and writing skills. Chinese culture and/or historical events are discussed in class.

#### **MANDARIN IV H (2044H)**

Grades 10, 11, 12 Level – Honors

Full Year - 5 Credits

**Prerequisite: Mandarin III H**

Mandarin IV H incorporates the knowledge and communicative skills built during Mandarin I, II, and III to form a challenging and enjoyable course. Students' four language skills are trained to coordinate with each

other in more challenging stimulations. Reading and writing of Chinese characters have become the focus of the course. Extensive cultural facts and ideology form an important part of the course.

### **AP CHINESE LANGUAGE AND CULTURE - (2045AP)**

Grades 10, 11, 12 Level – AP

Full Year - 5 credits

**Prerequisite: Mandarin IV H**

The AP Chinese Language and Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese. The AP course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes and the five goal areas. The class aims to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture.

### **SPANISH COURSES:**

Placement exams administered in the 8<sup>th</sup> grade determine placement in the 9<sup>th</sup> grade level of Spanish. Students with no prior study of Spanish should enter at Spanish I—regular or honors can be determined by the student, parent and guidance counselor, depending on the follow-up courses the student may wish to take.

#### **SPANISH I (82051)**

Grades 9-12 Level – Resource

Full year—5 credits

**Prerequisite: Recommendation by the Child Study Team**

This course is designed for resource center students who a) want to fulfill the one-year high school graduation requirement for World Languages, b) want to take a class which will increase their knowledge of basic Spanish vocabulary and expose them to the various cultures of Spanish speaking countries. A student in this course wishing to continue on the next level of Spanish should take Spanish I (259), not Spanish II.

#### **SPANISH I (2051)**

Grades 9-12 Level – Academic

Full Year - 5 Credits

**Prerequisite: None**

This is the first year of Spanish for students who have never formally studied the language. Particular attention is given to the development of the four basic skills: listening, speaking, reading, and writing. A variety of activities and drills are used to master basic vocabulary and common expressions. Students are encouraged to speak Spanish from the very beginning. Reading and listening for comprehension also begins at this level, as well as written expression. Students are also exposed to culture and customs of Spanish speaking countries through videos, music, art, and dance.

**SPANISH I H (2051H)**

Grades 9-12 Level – Honors

Full Year - 5 Credits

**Prerequisite: None**

In addition to Spanish I, an honors class is offered in this subject. This course incorporates the same principles as Spanish I. Students in Spanish I Honors utilize higher level thinking skills - more open-ended application of the skills acquired during the first year. An emphasis is placed on reading, research, critical thinking, social participation and oral and written communication skills. The pace of this course is double that of the regular level.

**SPANISH II (2052)**

Grades 10, 11, 12 Level – Academic

Full Year - 5 Credits

**Prerequisite: Spanish I**

In second year Spanish, the four basic skills are strengthened with further emphasis on the indicative tenses, reading for comprehension, vocabulary building and cultural material. Students are expected to further expand their conversational skills by way of skits, presentations and dialogues. Cultural selections are read and discussed orally in class and in writing through assignments outside of class.

**SPANISH II H (2052H)**

Grades 9-12 Level – Honors

Full Year - 5 Credits

**Prerequisite: Spanish I H or equivalent from middle school**

Spanish II Honors is designed for students who have successfully completed Spanish I Honors and are interested in continuing their study of Spanish through an accelerated and proficiency based curricular approach. The course presents itself with a language based approach with its emphasis on proficiency on all three academic modes outlined in the NJCCCS: Interpersonal, Interpretive, and Presentational. The major units of study include: vocabulary development, comprehensive verb conjugations, guided compositions, reading comprehension, and role-playing activities. The curriculum reflects a rigorous set of student expectations. The course is fast-paced, and includes both independent and group activities. Creative thinking and verbal communication are encouraged and expanded in the classroom and there are several inquiry based projects assigned.

**SPANISH III (2053)**

Grades 10, 11, 12 Level –Academic

Full Year - 5 Credits

**Prerequisite: Spanish II**

Spanish III Academic is designed for students who have successfully completed Spanish 2 Academic and

are interested in continuing their study of Spanish through a proficiency-based curricular approach. The course presents itself with a language-based approach with its emphasis on proficiency on all three academic modes outlined in the NJCCCS: Interpersonal, Interpretive, and Presentational. The major units of study include: vocabulary development, comprehensive verb conjugations, guided compositions, reading comprehension, and role-playing activities. The curriculum reflects vocabulary building, and other grammatical structures are emphasized to further improve conversational skills in the language. Spanish III offers units on Hispanic figures as well as readings and the culture of Spain and Latin America.

**SPANISH III H (2053H)**

Grades 9-12 Level – Honors

Full Year - 5 Credits **Prerequisite:**

**Spanish II H**

The Spanish III H course gives students opportunities to demonstrate communicative proficiency through the use of engaging vocabulary in thematic contexts, reality-based cultural readings and historical perspectives of the Hispanic world. Based on the “five C’s” of the national standards (Communication, Cultures, Connections, Comparisons, and Communities), this course allows students to achieve success as they gain a deeper understanding of the Spanish language and culture.

**SPANISH IV (2054)**

Grades 10, 11, 12 Level – Academic

Full Year - 5 Credits

**Prerequisite: Spanish III**

Spanish IV Academic is a course designed for the student who has successfully completed Spanish III Academic and wishes to continue his / her Spanish language experience. It is a course that is taught in the target language and places an emphasis on refining language skills through vocabulary development, reading, analyzing Spanish and Latin American Literature and culture. The student will also critique television novels and a variety of cultural videos. Spanish IV Academic follows the NJCCCS guidelines.

**This course concludes the Academic language series. Student will not be permitted to advance to AP Spanish V - Language.**

**SPANISH IV H (2054H)**

Grades 9-12 Level – Honors Full

Year - 5 Credits

**Prerequisite: Spanish III H with a grade of 80 or higher**

The fundamental objective of Spanish IV H is to emphasize the use of Spanish for active communication and performance-based learning. It concentrates on the students expressing themselves in the three modes of communication: interpretive, interpersonal, and presentational, accentuating both the spoken and the written components of the language while further developing the listening and the reading skills. The daily and practical use of the Spanish language through the use of authentic context via internet news sites, videos, art, and music in class will help prepare students for AP Spanish V – Language and Culture.

In pursuing the above goals in speaking, reading, writing, and listening, students will be expected to create original dialogues, make oral quizzes, and homework.

**AP SPANISH V - Language & Culture (2055AP)**

Grades 10, 11, 12 Level – Advanced Placement

Full Year - 5 Credits

**Prerequisite: Spanish IV H with a grade of 85 or higher and teacher’s recommendation**

This course follows the guidelines of the College Board AP Spanish Language and Culture course and provides opportunities for students to demonstrate their proficiency in the three modes of communication

(Interpretive, Interpersonal, and Presentational) defined in the Standards for Foreign Language Learning in the 21st century. According to the College Board, successful students in the advanced language course should: “demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (connections), make comparisons between the native language and the target language and between cultures(comparisons), and use the target language in real life settings (communities).”

Thematic organized materials will provide students with the skills and strategies that are vital for the Advanced Placement Examination. The six themes explored in this class are: Families and Communities, Science and Technology, Beauty and Aesthetics, Global Challenges, Contemporary Life, and Personal and Public Identities.

### **AP SPANISH VI - Literature & Culture (2056AP)**

Grades 9-12 Level – Advanced Placement

Full Year - 5 Credits

**Prerequisite: AP Spanish V - Language with a grade of 80 or higher and teacher's recommendation**

This course is intended for the advanced student of Spanish who has completed the sequence of courses through Spanish V. The student is expected to exhibit proficiency in more complex structures of the Spanish language. New works of the list of authors required by the Advanced Placement College Board are introduced and special attention is given to reading, research, critical thinking, social participation, and oral and written communication skills.

### **SPANISH VI HH - Cinema (2056HH)**

Grades 10-12 Level – High Honors

Full year - 5 credits

**Prerequisite: AP Spanish V - Language**

Spanish Cinema is a course designed to evaluate Spanish films as works of art in a historical, literary, and cultural context. Film is often thought of as entertainment, yet in this class, film will be used as a medium to explore and analyze aspects such as:

- stylistic elements (narrative, characterization, plot, and symbolism)
- cultural elements (class, gender, political views, and immigration)
- technical aspects of cinema (cinematography, sound, and special effects)

Our main goal is to expand and strengthen oral proficiency in the Spanish language by focusing on listening comprehension, interactive verbal communication, and essential writing skills. Literary short stories and certain songs will be reviewed in coordination with some of the films.

## **FRENCH COURSES:**

### **FRENCH I H (2001H)**

Grades 9-12 Level – Honors Full

Year - 5 Credits

**Prerequisite: None**

The beginning course starts with conversational French and continues with an emphasis on listening and speaking. Basic grammatical constructions and vocabulary from themes of everyday living allow students to

express themselves on subjects of common interest. The cultural components of the course are built into the various lessons. Conversational patterns cover the basic constructions and present the essentials of the present tense, the *futur proche* of regular and some irregular verbs. In addition, subject pronouns, adjectives, the negatives and the interrogatives are studied. Vocabulary is expanded through typical activities of French-speaking youngsters and listening and speaking are integrated with reading and writing.

### **FRENCH II H (2002H)**

Grades 9-12 Level – Honors Full

Year - 5 Credits

**Prerequisite: French I H or equivalent from middle school**

This course continues to develop proficiency in listening, speaking, reading, and writing. Attention is given to expanding the present tense system, introducing the past tense, and the use of some object pronouns. French speakers and French life styles continue to provide materials for the language practice through daily oral work, and students approach fluency in a range of constructions. Vocabulary building continues with practical and useful expressions. Readings continue to be culturally oriented and writing becomes more automatic and sophisticated.

### **FRENCH III H (2003H)**

Grades 9-12 Level – Honors

Full Year - 5 Credits

**Prerequisite: French II H or equivalent from middle school**

In French III, the tense and pronoun systems are extended, with the continuation of the past tense, the imperfect tense, the pronominal verbs, the future and conditional tenses. Themes for speaking and reading are used to continually widen the student's cultural horizons. Freer use is made of the language patterns already mastered. This level also provides a review and intensification of French grammar with continued attention being given to active control of listening and speaking. Idioms become more important and reading and writing is more extensive. Students at this level generally begin to function independently in the foreign language.

### **FRENCH IV H (2004H)**

Grades 9-12 Level – Honors Full

Year - 5 Credits

**Prerequisite: French III H or equivalent from middle school and a grade of 80 or higher**

This course allows students to develop and master the four language communication skills of listening, speaking, reading, and writing. Students will study both the oral and written expression of the language through culturally relevant concepts by reading excerpts from literature or newspapers, using authentic French data and by discussing current events, values and cultural behaviors. With continued attention to active control of listening and speaking, the review and intensification of French grammar is continued with finer points of grammar being taught. This course will prepare students for the advanced study of the French language. Students at this level continue developing an ability to function with reasonable independence in the language.

**AP FRENCH V - Language & Culture (2005AP)**

Grades 9-12 Level – Advanced Placement

Full Year - 5 Credits

**Prerequisite: French IV H and a grade of 85 or higher and teacher's recommendation**

The AP French Language course is intended for student in their fifth year study of French. it is designed to enable advanced learners of French to become competent in interpersonal, interpretive, and presentational communication within the meaningful study of six course themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. The course guides the students to explore culture and events in both the contemporary and historical settings and to examine products and practices of the target culture with regards to their perspectives. By integrating the basic four language learning components, the students will broaden and yet refine their writing skills, their listening comprehension, and their verbal communication throughout the various themes, using several primary textbooks and other authentic materials and resources. Both teacher and students use French exclusively in the classroom.

**FRENCH VI HH - LITERATURE (2006HH)**

Grades 11, 12 Level – High Honors Full

Year – 5 credits

**Prerequisite: AP French V and a grade of 85 or higher and teacher's recommendation.**

This course is intended for qualified students who have completed French V and are interested in completing studies comparable to an Introduction to French Literature at the third year college level. The program in French VI is designed to introduce students who have advanced language skills to the formal study of a representative body of literary texts in French. Students will read and analyze French drama, prose and poetry and acquire the basic concepts and terminology necessary for the task at hand. Literature through cinema will also be explored in this course.

**GERMAN COURSES:****GERMAN I H (2011H)**

Grades 9-12 Level – Honors Full

Year - 5 Credits

**Prerequisite: None**

This is a course for students who have never studied German before. It introduces them to the basic patterns of German pronunciation, vocabulary, and grammar. All four skills (listening, speaking, reading, and writing) but especially listening and speaking are developed. Students acquire speaking skills through a variety of drill exercises and TPR methods (Total Physical Response). Through discussions and presentations, students learn about the geography and culture of Germany, Switzerland, and Austria. Also, students learn the German word units which have become a part of the vernacular. Students will learn several folk and modern songs to practice pronunciation and grammar patterns.



**GERMAN II H (2012H)**

Grades 9-12 Level – Honors Full

Year - 5 Credits **Prerequisite:**

**German I H**

The German II builds on German I. The emphasis is on speaking German in the classroom. The study of grammar is continued and intensified and the conversational past is introduced. Grammatical structures in the readings are used as a basis for learning prepositional concepts of German. The grammatical patterns are expanded, and the concept of case is taught. Students are given a chance to combine creativity with the study of German. For semester assessments, they choose a topic of their interest and create a project using certain vocabulary and grammar patterns. Those taking the course are encouraged to memorize original poetry in German and create their original poems and put them to music. Students memorize the 19<sup>th</sup> and 20<sup>th</sup> century poems by Goethe, Heine, Schiller, and Brecht including “Ode to Joy.” Students start reading fiction starting with the second semester.

**GERMAN III H (2013H)**

Grades 9-12 Level – Honors Full

Year - 5 Credits

**Prerequisite: German II H**

Students review fundamental grammatical points and learn more sophisticated tenses and structures, such as the relationship between the cases in a sentence and the finer points of word order. Vocabulary study is intensified, as is the ability to express oneself in German. The reading and speaking skills are developed further through selections that convey the customs and traditions of German-speaking countries. Whenever possible, cultural and literary enrichment is continued through a variety of instructional media, such as the Internet, YouTube in particular. Students are encouraged to do group projects, where a student can gain more self-confidence in the use of German. Student continue reading fiction appropriate for their level.

**GERMAN IV H (2014H)**

Grades 9-12 Level – Honors Full

Year - 5 Credits

**Prerequisite: German III H**

Fourth year German is a continuation of fine-tuning the communication skills. Writing and reading skills are further developed with continued reinforcement and review of the four cases, uses of prepositions, and the overall intricate German syntax. Students continue memorizing classical German poetry with the help of music. Students will write compositions and short presentations and deliver them to the class in order to improve their writing and speaking skills and to build confidence in using German as a communication medium. Reading fiction is continued on a higher level of comprehension. The selection is represented by the so-called “Krimis” (crime novels), short fictional pieces with suspenseful plots.

## **ITALIAN COURSES:**

### **ITALIAN I H (2021H)**

Grades 9-12 Level – Honors Full

Year - 5 Credits **Prerequisite:**

**None**

This course is for students who have never studied the language formally. Particular attention is given to the development of the four basic skills: listening, speaking, reading, and writing, with special emphasis on the first two. A variety of activities and drills are used to master basic vocabulary and to stimulate students to speak the language in the present tense. Reading for comprehension is begun at this level, and the student is introduced to selected cultural material.

### **ITALIAN II H (2022H)**

Grades 9-12 Level – Honors

Full Year - 5 Credits

**Prerequisite: Italian I H**

Italian II is recommended for students who have had Italian I. This course reviews the basic notions of the language. Dialogues and readings about Italian culture introduce the student to the understanding of Italian literature and civilization. Using a variety of drills and audio-visual aids, grammar is introduced as the need arises. The study of the language continues to develop the four basic skills of listening, speaking, reading, and writing. Emphasis is given to grammar and more to the use of the language itself in a given situation.

### **ITALIAN III H (2023H)**

Grades 9-12 Level – Honors

Full Year - 5 Credits

**Prerequisite: Italian II H**

This course is offered to the students who have satisfactorily completed the first two years of the language and to those whose native language is Italian. Major Italian writers are selected for reading to give the student an opportunity to use and enjoy the mastery of Italian grammar and vocabulary acquired in the first two years of language study. Short reports and group dialogues also serve the purpose of expanding on the material learned in formal situations.

### **ITALIAN IV H (2024H)**

Grades 9-12 Level – Honors

Full Year - 5 Credits

**Prerequisite: Italian III H**

This course is recommended for students who have finished Italian III. A major emphasis on speaking, reading-comprehension, and writing further enhances students' language skills. These skills are reinforced through selected Italian literary works and special attention given to research, critical thinking, and social participation.

## **LATIN COURSES:**

### **LATIN I H (2031H)**

Grades 9-12 Level – Honors

Full Year - 5 Credits

**Prerequisite: None**

This beginning course covers the fundamentals of grammar and vocabulary, and teaches, in a functional way, the inflections and principles of grammar needed for reading and translating simple Latin stories. The present tense is studied for verbs of the first, second, third, and fourth conjugations together with nouns of the first, second, and third declensions and adjectives of the first and second declensions. Translations of edited Latin stories give a background of Roman life, history and mythology. Skills in English are developed through a study of the contribution of Latin to our vocabulary. Students give oral presentations on aspects of Roman daily life as well as work on group projects for visual presentations.

### **LATIN II H (2032H)**

Grades 9-12

Level – Honors

Full Year – 5 Credits

**Prerequisite: Latin I H**

The second year Latin course continues the study of grammar and vocabulary with the reading of simplified stories based on excerpts from classical Latin Literature. The remaining tenses and the fourth and fifth noun declensions, personal and reflexive pronouns, third declension adjectives, relative and interrogative pronouns, ablative constructions, and the passive voice are mastered through a variety of drills and other practice activities. Students study cultural and historical backgrounds and English derivatives. Students are required to give oral presentations on Roman government, the military, and the expansion of the Empire.

### **LATIN III H (2033H)**

Grades 9-12 Level – Honors

Full Year - 5 Credits

**Prerequisite: Latin II H**

The third year Latin course brings the majority of the grammatical elements to completion. The forms and common uses of the subjunctive are mastered, and selected passages, some in the original, are translated, analyzed, and interpreted as a continuing review of Latin syntax. The study of myths, culture, and the Roman art of war are discussed through student presentations and projects. The English debt to Latin, both linguistic and cultural, continues to be stressed. Students are required to give oral presentations on mythology and culture.

**LATIN IV H (2034H)**

Grades 9-12 Level – Honors

Full Year - 5 Credits

**Prerequisite: Latin III H**

In the fourth year course, all the noun and pronoun declensions and all the verb conjugations are reviewed in their entirety through a variety of drills and exercises. The most sophisticated uses of the subjunctive are studied, as are specialized clauses and verbal elements such as gerundives and supines. The art of translation is refined as prose works of Caesar, Livy, Cicero, et. al. continue to give the student a better understanding of the development of Roman civilization and literary forms. Samples of poetry from Horace, Ovid, and Vergil introduce the student to the technique of Latin versification while deepening the exposure to civilization and mythology. Students will debate merits of the trial of Milo and Cicero's defense.

**MATHEMATICS DEPARTMENT**  
**GRADES 9-12**

The Mathematics Department provides a variety of course offerings to help prepare students for a future in a technological society. AP Computer Science is a more recent addition and this offers instruction in computer science concepts, theory and application

The Honors program provides a fast-paced academic atmosphere that encourages students who study calculus, statistics or AP Computer Science to take the Advanced Placement examinations. Honors courses are intended for students with strong prior mathematical experiences. There is minimal review and pacing is brisk.

The non-honors classes offer college-preparatory math in a cooperative learning atmosphere in preparation for PSAT and SAT exams. Supplemental math classes provide special instruction for students, where needed, in addition to regular class instruction. Classes include some review within the context of new material. Students are encouraged to take a math course every year in order to fulfill the graduation requirement and to be prepared to further their education after high school.

Reminder – Algebra I and Geometry taught at the middle school do not count towards high school credit but do count towards course placement.

## High School Math Course Sequence

Middle School	Grade 9	Grade 10	Grade 11	Grade 12
Algebra B Accel. (*Opt Geo. Accel.)	Algebra 2/Trig H Algebra 2 H (*Opt Geo. H)	Trig/Calc. H or Pre-Calc. H	AP Calc. BC AP Calc. AB Calc. H	Calc. III HH AP Calc. BC AP Calc. AB AP Statistics
Algebra B Accel. or Algebra B	Geometry H or Geometry	Algebra 2 H or Algebra 2	Trig/Calc. H Pre-Calc. H Pre-Calc. ** Prob & Stats H ** Prob & Stats	AP Calc. AB Calc. H AP Stats Prob. & Stats H Prob. & Stats
Algebra B	Algebra I H or Algebra I	Geometry H or Geometry	Algebra 2 H or Algebra 2	Pre-Calc. or Prob. & Stats
* Option to double in Geometry in 8th or 9th Grade to accelerate. ** Alternate option to Pre-Calculus or recommend taking Probability & Statistics after Pre-Calculus.				

Please keep in mind that we also have Computer Science offerings. In particular, AP Computer Science A will count as a third year of math starting with the class of 2020.

*PLEASE NOTE: These documents are designed as guides for students planning their course selections. Actual course selections should be made with the advice of the guidance counselor and the student's current academic teacher.*

## **ALGEBRA I H (4001H)**

Grades 9 Level - Honors

Full Year - 5 credits

This course will provide the student with an in-depth instruction, a fast pace of instruction, and a cooperative learning environment. The student must have self-motivation and the ability to comprehend reading materials. This course is an introduction to a more abstract and generalized form of mathematics than arithmetic. At the completion of the course the student will understand the operations with algebraic symbols, elementary set theory, solution of linear equalities and inequalities, graphing algebraic functions and relationships, elementary statistics and probability. Problem-solving and critical thinking are emphasized throughout the course, along with the application of the scientific calculator.

Proficiencies:

- Understanding of variable expressions and solving equations.
- Students will develop problem-solving strategies using algebraic concepts.
- Familiarity with the coordinate plane and linear equations.
- Understanding of factoring and applications of factoring in solving equations

## **ALGEBRA I (4001)**

Grades 9 Level – Academic

Full Year – 5 credits

This course is designed for those students who have not successfully completed the NJ State standards for Algebra. It will provide the student with an in-depth instruction, a fast pace of instruction and a cooperative learning environment. The student must have self-motivation and the ability to comprehend reading materials. This course is an introduction to a more abstract and generalized form of mathematics than arithmetic. At the completion of the course the student will understand the operations with algebraic symbols, elementary set theory, solution of linear equalities and inequalities, graphing algebraic functions and relationships, elementary statistics and probability. Problem-solving and critical thinking are emphasized throughout the course, along with the application of the scientific calculator.

Proficiencies:

- Understanding of variable expressions and solving equations.
- Students will develop problem-solving strategies using algebraic concepts.
- Familiarity with the coordinate plane and linear equations
- Understanding of factoring and applications of factoring in solving equations

## **ALGEBRA I (84001)**

Grades 9, 10 Level - Resource

Full Year – 5 credits

**Prerequisite: Recommendation by the Child Study Team**

Algebra I 8431 is a resource center replacement class that is taught in the resource center program. It is designed for those students who require individualized and small group instruction. The goals and objectives in each student's IEP will be addressed throughout the course. Students will be aware of the operations with algebraic symbols, solutions of linear equations and inequalities, graphing algebraic functions and elementary statistics. Problem solving concepts are emphasized throughout the course.

## **ESSENTIALS OF ALGEBRA AND MATHEMATICAL PATTERNS**

Grades 9, 10

Full Year – 5 credits

**Prerequisite: Recommendation by the Child Study Team**

Essentials of Algebra and Mathematical Patterns are a resource center replacement class that is taught in the resource center program. The goals and objectives in each student's IEP will be addressed throughout the course. This course is designed for students who need additional reinforcement in number sense, arithmetic skills, basic algebra and patterns. The major focus is on everyday, real-world application and skilled coupled with strengthening analytical thinking skills.

## **GEOMETRY HONORS (4002H)**

Grades 9, 10 Level – Honors

Full Year – 5 credits

**Prerequisite: Successful completion of an Algebra I Honors course with a  $\geq 95$  average**

Geometry Honors provides the student with a faster, more rigorous and more in depth mode of instruction. This course is intended for students with strong prior mathematical experiences. Fundamental algebra topics will be treated as review within the context of geometrical concepts. Higher order critical thinking skills and cooperative learning are fostered in an academic environment. At the completion of the course, the student will be able to understand the basic properties of geometric figures such as points, lines, planes, polygons and circles, reason deductively and be able to solve problems involving area, volume and coordinate geometry. Students are expected to read well and complete homework every night. Tools needed for the course are compass, protractor, ruler and scientific calculator.

Proficiencies:

- Differentiate among various properties of one, two and three-dimensional figures.
- Develop reasoning skills in proving theorems by applying definitions, theorems and postulates to diagrams and proofs.

## **GEOMETRY (4002)**

Grade 9, 10 Level – Academic

Full Year – 5 credits

**Prerequisite: Successful completion of an Algebra I academic or honors course.**

Geometry provides the student instruction at a fast pace. Critical thinking skills are emphasized in a cooperative learning environment. At the completion of the course, the student will be able to understand the basic properties of geometric figures such as points, lines, planes, polygons and circles, reason deductively through using logic and completing proofs, and be able to solve problems involving area, volume and coordinate geometry. Students are expected to read and do homework every night. Tools needed for the course are compass, protractor, ruler and scientific calculator.

Proficiencies:

- Differentiate among various properties of one and two-dimensional figures.
- Justify statements by recognizing and applying definitions, theorems and postulates as they relate to diagrams.



## **GEOMETRY (84002)**

Grades 10, 11 Level - Resource

Full Year – 5 credits

**Prerequisite: Successful completion of Algebra I and recommendation by Child Study Team**

Geometry 8451 is a resource center replacement class that is taught in the resource center program. It is designed for those students who require individualized and small group instruction. The goals and objectives in each student's IEP will be addressed throughout the course. Students will develop knowledge of fundamental geometric concepts. Students will learn to use inductive and deductive reasoning, to identify and apply properties of geometric relations in plane and space and demonstrate an ability to use a calculator to solve multi-step word problems.

## **ESSENTIALS OF GEOMETRY AND MATHEMATICAL REASONING**

Grade 10, 11

Full Year – 5 credits

**Prerequisite: Essentials of Algebra and Mathematical Patterns and recommendation by Child Study Team**

Essentials of Geometry and Mathematical Reasoning are the second year course and are intended to follow the Essentials of Algebra course. It is a resource center replacement class that is taught in the resource center program. The goals and objectives in each student's IEP will be addressed throughout the course. The course focuses on basic geometric concepts, spatial sense, measurement and definitions while reinforcing arithmetic and algebraic skills. Real-world applications and analytical skills are stressed.

## **ALGEBRA II/TRIGONOMETRY H (4003TRH)**

Grades 9, 10 Level – Honors

Full Year – 5 credits

**Prerequisite: Successful completion of an Algebra B accelerated course with a  $\geq 90$  and successful completion of Geometry Honors with a  $\geq 90$  average**

Algebra 2 Trigonometry Honors is a fast-paced course. It is highly rigorous and designed to prepare students for Trig-Calc Honors. It is the second course in the branch of mathematics that enables students to represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts and processes. This course has a very minimal review of the topics of Algebra 1.

Algebra 2 Trigonometry includes a much more in-depth study of various topics including trigonometry, which involves the proving of identities and various applications of trigonometry.

## **ALGEBRA II HONORS (4003H)**

Grades 9, 10 Level – Honors

Full Year – 5 credits

**Prerequisite: Successful completion of an Algebra B course with an A and successful completion of Geometry Honors with a  $\geq 75$  average**

Algebra 2 Honors is a briskly paced course designed to prepare students for Pre-Calculus Honors and college math. It is the second course in the branch of mathematics that enables students to represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts and processes. Prerequisite concepts and skills from Algebra 1 are reviewed and enhanced.

## **ALGEBRA II (4003)**

Grades 10 Level – Academic

Full Year – 5 credits

**Prerequisite: Successful completion of an Algebra I and a Geometry course**

Algebra II is a rigorous course that goes in-depth into solving and graphing polynomial, rational, radical and exponential equations, as well as systems of equations. Multiple-step problem solving is emphasized. Strong skills in Algebra are a firm prerequisite, including solving single variable linear equations and operating with signed numbers, fractions and radicals. Homework is assigned on a regular basis, as independent practice is essential to mastery of Algebra II skills.

## **TRIGONOMETRY & INTRODUCTION TO CALCULUS HONORS (4006H)**

Grades 10 Level – Honors

Full Year – 5 credits

**Prerequisite: Successful completion of Algebra II/Trigonometry Honors with a  $\geq 85$  average or Algebra II Honors with a  $\geq 95$  average**

This course will provide the student with a comprehensive study of mathematics in preparation for a course in Advanced Placement calculus. At the completion of the first half of the course, the student will understand trigonometric functions, graphs and identities, triangle trigonometry and polar coordinates. The second half of the course will introduce the student to the topics of differential calculus. Topics covered include limits, continuity, the derivative and its applications. As recommended by the National Council of Teachers of Mathematics, students enrolled in this course should have a mastery of Algebra II and Geometry. Students completing this course successfully will be able to take a full year calculus course (from Calculus Honors, AP Calculus AB or AP Calculus BC).

## **PRECALCULUS HONORS (4004H)**

Grades 10 Level – Honors

Full Year – 5 credits

**Prerequisite: Successful completion of Algebra II Honors with a  $\geq 75$  average or Algebra II/Trigonometry Honors**

This course will provide the student with comprehensive fast-paced instruction and a cooperative learning environment. The student must be self-motivated and able to work with advanced algebraic and geometric concepts. The course extends and broadens the mathematical concepts introduced in previous years. At the completion of the course, the student will be able to understand trigonometric and circular functions, as well as more advanced algebraic concepts, such as logarithms, graphs of rational functions and limits.

Proficiencies for Pre-Calculus Honors:

1. Students will be able to use circular definitions of trigonometric functions to solve problems involving triangular relationships applied to the real world, geometric shapes or otherwise.
2. Students will be able to graph trigonometric functions and evaluate equations involving trigonometric functions, including solving for angle measure.
3. Students will be able to factor polynomials of higher degrees than two with integral roots and recognize the relationship between the factorization and the graph of the function

(This course will not prepare students for AP Calculus BC the following year but will provide highly proficient students with an opportunity for AP Calculus AB)

**PRECALCULUS (4004)**

Grades 11, 12    Level- Academic

Full Year - 5 credits

**Prerequisite: Successful completion of Algebra II Academic**

This course will provide students with a traditional pace of instruction, a more individualized instruction, and a cooperative learning environment. Fundamental algebra topics will be treated as review within the context of trigonometric functions. At the completion of this course students will understand the concepts of a circular and trigonometric functions and their relationships and applications to real-life problems.

**APPLIED MATHEMATICS (8412)**

Grades 11, 12

Full Year – 5 Credits

**Prerequisite: Two years of math and recommendation by the Child Study Team**

Applied Mathematics is designed for students who need to fulfill the third year graduation requirement or who still need additional reinforcement of basic math skills. It is a resource center replacement class that is taught in the resource center program. The goals and objectives in each student's IEP will be addressed throughout the course. The course focuses on practical problem-solving that is found in social, consumer and career aspects of adult life. Sample topics include budgeting, credit, income tax, calculating a tip, and working with percentages to determine the discount on sale items. Emphasis is given to arithmetic skills, geometry, and algebra.

**AP CALCULUS (BC) (4007APC)**

Grades 11, 12    Level – Advanced Placement

Full Year -5 credits

**Prerequisite: Successful completion of Trigonometry & Intro to Calculus with a  $\geq 88$  average**

This course will provide the student with an extremely fast-paced, rigorous course in calculus in preparation for the Advanced Placement Examination in Calculus BC. At the completion of the course the student will be able to understand and apply the concepts of limits, continuity, differential calculus, integral calculus, improper integrals, Taylor and MacLaurin polynomials, series and their convergence/divergence, applications of polar coordinates, parametric representations of functions and their derivatives, vectors in the plane and differential equations. The use of the graphic calculator is incorporated throughout the course. Students are expected to take the AP Exam in Calculus BC.

Note: Honors Calculus is not sufficient preparation for AP Calculus.

**AP CALCULUS (AB) (4007APA)**

Grades 11, 12    Level- Advanced Placement

Full Year- 5 credits

**Prerequisites: Successful completion of Trigonometry & Intro to Calculus H with a  $\geq 80$  average or PreCalculus Honors with a  $\geq 90$  average**

This course will provide the student with a rigorous course in calculus with an accelerated pace in preparation for the AP Examination in AB Calculus. At the completion of the course, the student will understand the theory and applications of differential and integral calculus. As recommended by the National

Council of Teachers of Mathematics, students enrolled in this course should have a mastery of algebra II, geometry, and trigonometry. Students are expected to take the AP Exam in May. It is expected that students who successfully complete the course will have developed proficiency in the following areas:

1. Evaluate limits, derivatives, and integrals.
2. Apply derivatives to related rates, optimization problems, and velocity.
3. Apply integrals to area, volume, and differential equations.
4. Use advanced techniques of integration.
5. Become proficient in the use of the graphic calculator.

### **CALCULUS H (4007H)**

Grades 11, 12    Level - Honors

Full Year - 5 credits

**Prerequisite: Successful completion of Pre-Calculus Honors with an average of  $\geq 75$  average and a demonstrated proficiency in solving equations**

This course will provide the student with a rigorous course in calculus with in-depth instruction in the basic concepts of calculus. The course is designed for those students not planning to take the Advanced Placement Examination in Calculus. At the completion of the course, the student will have a clear understanding of the theory of limits, derivatives, integrals, and their applications. Topics covered include maxima and minima, related rates, area and volume, exponential, logarithmic, and trigonometric functions. As recommended by the National Council of Teachers of Mathematics, (NCTM), students who enroll in this course should have a mastery of algebra, geometry, and trigonometry.

Note: Juniors taking Honors Calculus will be offered AP Statistics as seniors.

### **CALCULUS III HH (4008HH)**

Grade 12    Level – High Honors

Full Year – 5 credits

**Prerequisite: Successful completion of AP Calculus BC with an average of  $\geq 90$**

This course in multivariable calculus is for those seniors who have successfully completed AP Calculus BC. Topics covered include vector-valued functions of several variables, multiple integration, directional derivatives, vector analysis, and calculus in three dimensions.

### **ADVANCED PLACEMENT STATISTICS (4005AP)**

Grades 11, 12    Level – Advanced Placement

Full Year - 5 credits

**Prerequisites: Successful completion of Algebra II H with a  $\geq 80$  average or Algebra II/Trig H with a  $\geq 75$  average or successful completion of Pre-Calculus Honors with an 80 average**

This course provides in-depth instruction at a fast pace in a cooperative learning environment. It is intended for students who have strong mathematics background equivalent to Algebra II. This AP course is designed to prepare students to take the Advanced Placement College Board examination in Statistics. The instruction in this course is technology and calculator-based. This course is equivalent to an introductory non-calculus based statistics course offered by the mathematics departments at many colleges and universities. Those students intending to major in psychology, sociology, health sciences or business may wish to consider taking this course. Those intending to major in the sciences, engineering, and mathematics or computer science will find this course to be an effective preparation for the upper level calculus-based statistics course that they will take in college. Those students planning to take an AP science course in their senior year will

benefit greatly from AP Statistics in their junior year. The approach taken in this course will allow students to build interdisciplinary connections with other subjects and with their world outside school.

This course will include the following major topics: exploring data, planning a study (deciding what and how to measure), anticipating patterns (introducing probability and simulation), and statistical inference. Students are expected to have a TI-83/84 plus calculator. Students are expected to take the AP Statistics Exam in May.

### **PROBABILITY AND STATISTICS H (4005H)**

Grades 11, 12 Level - Honors Full

Year - 5 credits

**Prerequisites:** Successful completion of Algebra II H with a  $\geq 75$  average or Pre-Calculus H with a  $\geq 75$  average

This course provides an alternative to Calculus courses for those who wish to include a fourth year of math in the high school program. This course will include the following major topics: exploring data, planning a study (deciding what and how to measure), anticipating patterns (introducing probability and simulation), and statistical inference. Students are encouraged to use their own TI-83/84 plus calculator. Successful students will be able to perform exploratory data analysis, apply and interpret techniques of statistical inference, and critique and interpret various research design models. The approach taken in this course will allow students to build interdisciplinary connections with other subjects and with their world outside school.

### **PROBABILITY AND STATISTICS (4005)**

Grades 11, 12 Level - Academic

Full Year - 5 credits

**Prerequisites:** Successful completion of Algebra II or Pre-Calculus

This course provides an alternative to Pre-Calculus for those who wish to include a fourth year of math in the high school program. Topics covered include exploring data, planning a study (deciding what and how to measure), anticipating patterns (introducing probability and simulation), and statistical inference. Students are encouraged to use their own TI-83/84 plus calculator. Successful students will be able to perform exploratory data analysis, apply and interpret techniques of statistical inference, and critique and interpret various research design models.

### **COMPUTER SCIENCE I H (4101H)**

Grades 9-12 Level - Honors

Semester - 2.5 credits

This is an elective course which provides students with theory and hands-on training in the field of information technology. Computer Science Honors is designed to introduce students to principles of computer technologies ranging from computer hardware and operating systems to network security and professionalism. The central focus of this course is to give students hands-on experiences in solving real-world issues involving computer hardware and software. Some of the hands-on activities will involve disassembling a computer, using appropriate tools to diagnose computer problems, and performing preventive maintenance. Students will be exposed to a variety of computer applications, including graphics presentation software, computer programming software and 3-D modeling software.

## **ADVANCED PLACEMENT COMPUTER SCIENCE A (AP CSA) (4101APA)**

Grades 11, 12 Level – Advanced Placement

Full Year – 5 credits

**Prerequisites: Successful completion of Algebra II/Trig H with a  $\geq 80$  average or Algebra II H with a  $\geq 95$  average**

**The Introduction to Computer Science course is strongly recommended for students without any prior experience.**

“The AP Computer Science A course is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes object-oriented and imperative problem solving and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.”\*\*

\*\*taken from the “AP Computer Science: A Course Overview”

Students should be comfortable with functions and the concepts found in the uses of function notation. This course also builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course. This course includes a substantial laboratory component in which students design solutions to problems. Students should be prepared to spend up to 3 hours per week beyond the standard class period completing labs.

This course is best suited for Juniors and Seniors. Sophomores should speak to the instructor before enrolling in this course.

## **ADVANCED PLACEMENT COMPUTER PRINCIPLES (AP CSP) (4101APP)**

Grades 10 - 12 Level – Advanced Placement

Full Year – 5 credits

**Prerequisites: Successful completion of Algebra II/Trig H with a  $\geq 80$  average or Algebra II H with a  $\geq 95$  average**

“The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. 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, cyber-security concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

In this course, student will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. This course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve

problems, and discussing and writing about the importance of these problems and the impacts to their community, society and the world.”\*

\*taken from the “AP Computer Science Principles Course Overview”

It is recommended that students have a strong foundation in basic functions and problem solving strategies. Students should also be able to use a Cartesian (x, y) coordinate system to represent points in a plane. This course also builds upon a foundation of mathematical and computational reasoning that should be acquired before attempting such a course.

## HEALTH, PHYSICAL EDUCATION & WELLNESS GRADES 9-12

9<sup>TH</sup> - 12<sup>TH</sup> grades; 1.25 credits per quarter. We believe that physical education is a critical element of your child's schooling. Our primary objective is to facilitate lifelong health and wellness. We seek to expose our students to a wide variety of movement activities and strategies to help them become proactive movers and thinkers. Your child will receive a well-rounded physical education experience intended to develop optimal wellness. Students will be engaged physically, emotionally, socially and cognitively through an assortment of activities.

Through a well-planned and varied program, the goal is for each student to achieve the knowledge and skills required in a comprehensive health and physical education program. Our program will provide students with a regimen of physical exercise and activity, assist students in the development of physical skills and achievements, encourage students in collaboration and cooperation and instill a lifelong appreciation for physical education. The activities the student will experience are as follows:

- Team Sports
- Aerobic and Anaerobic Movement
- Rhythm Movement
- Individual and Dual Sports
- Fitness and Conditioning
- Exercise Prescription

The historical, kinesiological, anatomical, and physiological perspectives of physical education are stressed throughout the instruction of all activities.

**All dance classes satisfy the requirements for Physical Education. If taken to satisfy the Physical Education requirement, each course is 3.75 credits with Family Life/Driver's Education included as 1.25 additional credits.**

### PHYSICAL EDUCATION COURSES:

Aerobics - is designed to create a base of knowledge in aerobic exercises. Emphasis will be on the physiology of exercise, cardiovascular endurance, strength, individual fitness and safety.

Archery – is designed to introduce a lifetime sport, basic skills and target shooting. Emphasis will be on skill development, rules, terminology, precision techniques, aerodynamics and safety.

Badminton – is designed to introduce a lifetime sport and develop basic skills. Emphasis will be on individual fitness, sportsmanship, rules, terminology and safety.

Balls And Bands – introduces students to two cost effective pieces of fitness equipment. Through active participation, students will increase health related physical fitness in a safe and developmentally appropriate setting. All students will demonstrate proper exercise form and training principles while participating in a full body toning program.

Basic Tumbling – is designed to increase skill development and introduce intermediate skills. Emphasis will be on individual fitness, tumbling routines, rules, terminology and safety.



Basketball – is designed to increase skill development, individual fitness, offensive/defensive strategies, and tournament participation. Emphasis will be on basic/intermediate skills, fitness, rules, terminology, and safety practices.

Cardio Training - the classes focus on target heart rates, utilizing heart rate monitors and pedometers. Activities include walking, jogging, agility drills as well as trips to the YMCA to take advantage of the cardio equipment available there. Knowing your THR allows you to exercise safely while strengthening the heart and burning calories.

Circuit Training – is designed to provide both strength and conditioning opportunities without the use of any specialized equipment. Emphasis will be on individual fitness, exercise, cardio vascular endurance, strength and safety.

Cooperative Games – is designed to provide students an opportunity to work together toward a common goal. Emphasis will be on teamwork, safety, fitness and fair play.

Core Training-activities are geared toward training the core (abdominals) utilizing different equipment such as medicine balls and bosu balls. A strong core will help to reduce injuries to the body.

Creative Movement - is designed to provide students an opportunity to explore movement education with music. Emphasis will be on individual fitness, rhythm, routines and safety.

Flag Football – is designed to utilize the basic skills of football in a non-contact manner. Emphasis will be on position play, offensive/defensive strategies, rules, terminology and safety.

Floor Hockey – is designed to increase skill development in Ice Hockey and Field Hockey. Emphasis will be on skills, strategies, tournament participation, individual fitness, rules, terminology and safety.

Golf – is designed to introduce a lifetime sport, new basic skills and game strategies. Emphasis will be on skill development, individual fitness, basic strategies, golf etiquette, terms and safety.

Gymnastics – is designed to increase skill development, individual fitness, and create routines. Emphasis will be on intermediate/advanced skills, rules, etiquette, terminology and safety.

Lacrosse - is designed to introduce basic skills and strategies, increase tournament participation and expose students to rules, terminology and safety.

Meditation – is designed to help students understand the mind-body connection and stress reduction. Emphasis will be on breathing, relaxation and safety.

Pilates – is designed to increase strength in the core muscles. Emphasis will be on balance, strength, individual fitness and safety.

Soccer – designed to increase skill development, offensive/defensive strategies, and tournament participation. Emphasis will be on skills, individual fitness, rules, terminology and safety.

Softball – is designed to increase skill development, offensive/defensive strategies and tournament participation. Emphasis will be on intermediate/advanced level skills, rules, sportsmanship, terminology and safety.

Speedball – is designed to create an integrated sport combining soccer, basketball, and football skills. Emphasis will be on conversion skills, offensive/defensive strategies, rules, terminology and safety.

Sport Education – is designed to emphasize good sportsmanship and fair play. Through volleyball, tennis and badminton the emphasis will be on rules, safety and character development.

Sport Of Sorts – is designed to introduce mini units in mass games, individual fitness, and unique team sports. Emphasis will be on new basic skills, review of basic/intermediate skills, rules, terminology and safety.

Tai Chi – is designed to help students understand the mind-body connection. Emphasis is on movement, fitness, balance, strength and safety.

Team Handball – is designed to expose students to a new sport, develop basic skills and participate in modified games. Emphasis is on skill development, offensive/defensive strategies, rules, terminology and safety.

Tennis – is designed to increase intermediate skills, practice basic skills and/or introduce advanced skills. Emphasis will be on techniques, offensive/defensive strategies, tournament participation, rules, etiquette, terminology and safety.

Ultimate Frisbee – is designed to introduce a fast paced new team activity. Emphasis is on teamwork, sportsmanship, offensive and defensive transition and safety.

Volleyball – is designed to develop intermediate skills, increase offensive/defensive strategies and team effectiveness. Emphasis is on skill development, tournament play, rules, terminology and safety.

Weight Training – designed to create a base of knowledge regarding individual fitness and physiology of exercise. The students will focus on movement and resistance training. They will learn proper form and technique while improving muscle tone. Emphasis will be on individual progress, rules, training methods, terminology and safety.

Yoga – is designed to help students understand the mind-body connection. It incorporates techniques such as relaxation to help reduce stress and increase flexibility. Emphasis will be on individual fitness, balance, strength, flexibility and safety.

### **Evaluation Procedures**

Students will be evaluated in several areas in order to provide a measuring device for achievement. These areas are:

1. Preparation (Students should be in proper PE attire; shorts or sweats, t-shirts or sweatshirt and sneakers)
2. Class Participation (This consists of students warming up, activism and sportsmanship.)
3. Skill/Knowledge

This process allows all students an equal opportunity for a fair grade regardless of their physical attributes. Marking period grades will be determined as follows:

- a) Preparation 40%
- b) Participation and Effort 50%
- c) Skills Tests/Knowledge Tests 10%

### ADAPTIVE PHYSICAL EDUCATION (9-12)

A development at sequence of motor activities, recognizing individual differences in learning rates and styles is provided for students with learning and /or physical disabilities. This course is a body of knowledge directed toward:

- a) Movement, educational skill development, and physical fitness
- b) Assessment and solving of psychomotor problems
- c) High quality physical education instruction, including sports, dance
- d) Healthy lifestyle and active leisure pursuits
- e) Individualized Fitness Prescription/Program

Students will be provided on every level with knowledge and experience which reinforces the development of a positive self-esteem.

### HEALTH 1.25 Credits

#### **Grade 9**

This course focuses on increasing each student's knowledge about the physical, social, emotional and intellectual aspects of health and wellness. Students will identify and practice critical thinking, decision making, problem solving and communication skills to enhance their ability to take responsibility for their own health. They will gain the ability to identify and resist destructive behaviors and develop strategies for health promotions. Students will learn how their decisions and the consequences of their decisions affect their health. They will evaluate decisions and predict outcomes as well as identify those decisions most likely to have a favorable impact on personal, family and community health. Students will evaluate health information and learn to access resources to promote their character development, self-advocacy skills and personal wellness. This course is required for all ninth graders.

#### **Grade 10: Driver's Education - Required for everyone in the 10th Grade**

This driver's education course provides the foundation for the State Driver's License Exam. The students will go through a comprehensive instructional course, focusing on activities designed to engage the student in the requirements for driving in New Jersey, and to determine basic responsibilities for driving a vehicle. Each activity relates to the important areas of driving that take place behind the wheel. This course systematically teaches the basic principles and practices necessary to blend safety into the traffic scene. Toward this end, the road, car and driver are used as the center of instruction. A thorough understanding of these components and their matrix of information are vital to traffic safety. Instruction is also given to foster a responsible approach to the privilege of driving.

## **Grade 11**

This course will focus on each student's knowledge of the six primary health issues of young adults today, including: behavior that causes intentional or unintentional injury to oneself through first aid and safety; drugs, alcohol, and smoking; sexual behaviors that lead to sexually transmitted diseases, including HIV infection and unintended pregnancy; birth control; stress management; and identifying healthy ways to lose, gain, and maintain weight through healthy eating habits and exercise.

## **Grade 12**

This course examines decision-making modules and the socialization system. Emphasis is placed on understanding marriage, lifetime commitments and gender roles. Attention is given to personal skills, discerning values, self-assertion and problem solving. Students will review the physiology of conception, labor and delivery as well as safe and effective parenting skills, life after high school, what to expect in college and how to budget. This course is required for all twelfth graders.

## **Course Requirements**

Students will be expected to:

1. Maintain a high level of participation and preparation.
2. Attend class regularly and punctually.
3. Complete all assignments, quizzes and tests.
4. Demonstrate a cooperative attitude and to contribute to the learning process of the class.

## **Evaluation Procedures**

Health class marking period grades will be determined by:

- a) Homework
- b) Tests and Quizzes
- c) Papers and Project
- d) Final Exam/Project

All courses in the Health, Physical Education and Wellness Department are aligned to the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education.

## SCIENCE DEPARTMENT GRADES 9-12

The Science Department is currently offering courses in the fields of Biology, Geoscience, Environmental Science, Chemistry, and Physics.

### **Placement:**

Course selection is based on a number of criteria:

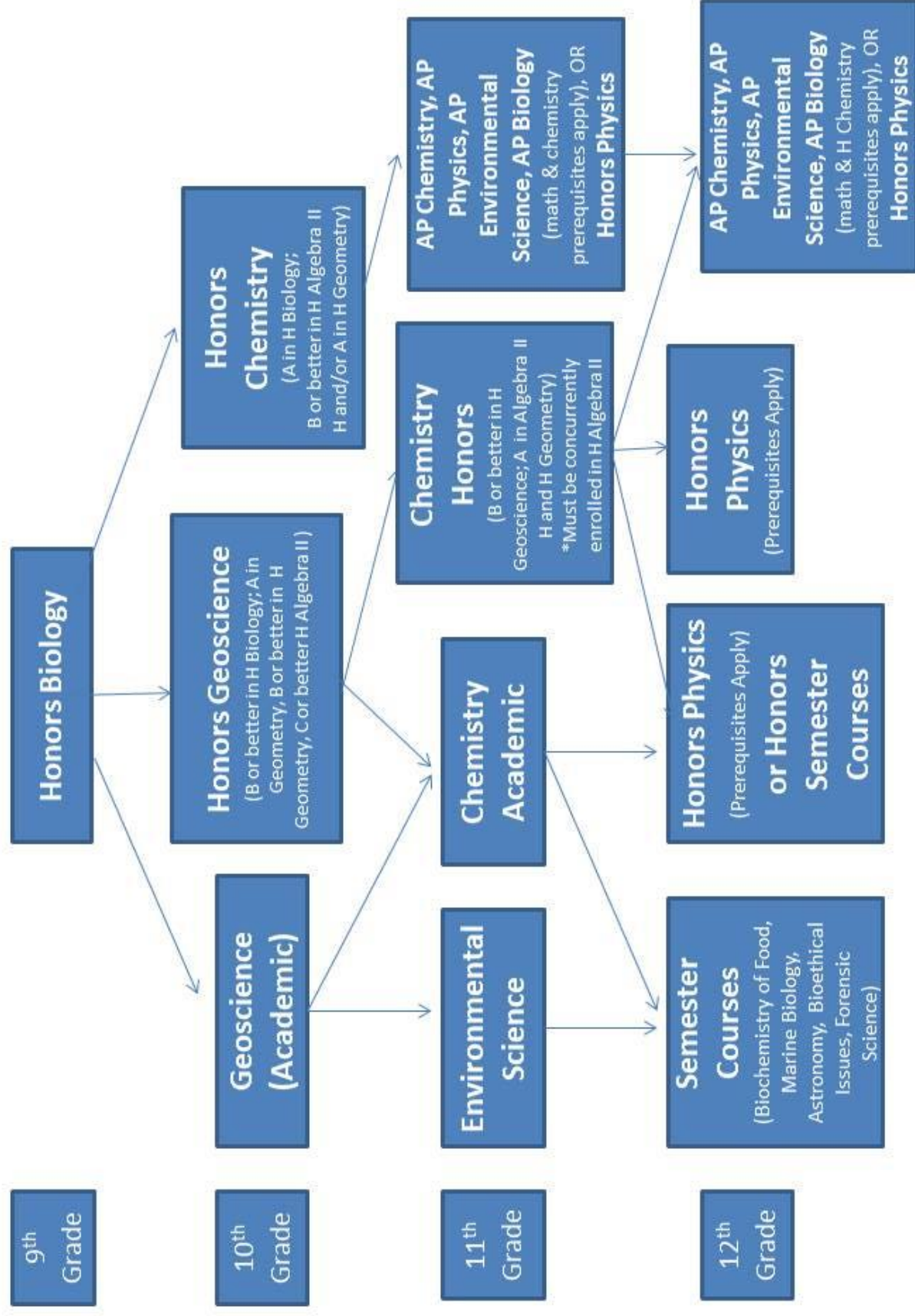
- a. Eighth grade assessment outcomes
- b. Teacher/counselor evaluations and recommendations
- c. Student/parent preference

### **Sequence:**

Innovative curriculum design continues to enhance the Science department at Montclair High School. The course sequence begins with Biology Honors in 9th grade. Geoscience or Geoscience Honors is the course selection for most students in their 10<sup>th</sup> grade year. Students who successfully complete Geometry Honors, Geometry and/or Algebra II Honors may be recommended for Geoscience Honors or Chemistry Honors for the 10th grade year. Level determination is based on successful completion of 9<sup>th</sup> grade Algebra II and/or Geometry, Biology, and teacher recommendations.

Juniors and Seniors have the opportunity to excel in Environmental Science, Chemistry, Chemistry Honors, Physics, Physics Honors, AP Chemistry, AP Biology, AP Environmental Science and various levels of AP Physics. Marine Biology, Forensic Science, Astronomy, Biochemistry of Food, and Bioethical Issues are semester courses offered to juniors and seniors who have successfully completed courses in Biology, Geoscience and Chemistry. These courses may be contracted for Honors credit. Juniors wishing to take these elective courses must be concurrently enrolled in a full-year science course that satisfies a requirement for graduation. To complete the state's graduation requirements, three years of science must be successfully completed. Students and parents/caregivers are encouraged to plan science courses in advance, so that there may be synchronization between the Science and Math course choices. Courses in which math is an integral component will describe the corresponding skills necessary to be successful.

Juniors may apply for summer Science research through Partners in Science or the Governor's School of Science or the Governor's School of the Engineering. Freshmen, sophomores, and juniors may apply to participate in the Weston Science Scholars program, which is described on the last page of this section.



## BIOLOGICAL SCIENCES:

### **AP BIOLOGY (6001AP)**

Grades 11 & 12 Level – Advanced Placement

Full Year - 6 Credits

**Prerequisites:** Honors Biology and Honors Chemistry with at least a B average.

Advanced Placement biology is a recommended course for senior and junior students having previous background knowledge of biology. Emphasis is placed on thorough analysis of basic biological chemistry including chemical reactions and enzymatic regulation, the structure and function of cells, energy transfers, photosynthesis, glycolysis, the Krebs Cycle, DNA structure and replication, genetics, protein synthesis, biotechnology (including electrophoresis and gene transfer), physiology, evolution and heredity, plant and animal diversity and ecology, and embryonic and therapeutic cloning. The course includes extensive lab work and formal laboratory reports.

Students may pursue this course to request honors placement in a college class or, upon successful completion of the Advanced Placement Exam, may be granted college credit or the opportunity to continue with upper level courses. Advanced Placement Biology is a course that emphasizes inquiry skills, problem solving techniques and the interpretation of data. Advances in biotechnology will be discussed and illustrated. The information that is covered reflects national standards that have been certified by the College Board. **This is a college-level course and not a review of previously taken high school courses.**

### **BIOLOGY H (6001H)**

Grade 9 (only) Level –Honors

Full Year- 5 Credits

**Prerequisite: None**

Students will be challenged with a critical thinking format. Career options are explored and current biological problems facing society are covered. The Honors Biology student; must be able to design and conduct experiments; communicate experimental findings using words, charts, graphs, pictures, and/or diagrams; identify the appropriate procedures and safety equipment accompanying laboratory experiences; give examples, present and past, of the interrelationship and mutual impact of science, technology and society; describe and give examples of characteristics shared by organisms; recognize that complex multicellular organisms are interacting systems of cells, tissues, and organs; illustrate and explain life cycles of organisms; identify and describe organisms that possess characteristics of living things; describe the biochemical components of cells, cell structure and function; explain how plants convert energy to chemical energy; describe the characteristics of the major categories of living organisms; explain the basic principles of genetics and inheritance and genetic disorders; discuss how changing environmental conditions can result in evolution of species; know that the theory of natural selection allows the proportion of individuals that have advantageous characteristics within a species to increase; explain the structures of microorganisms such as bacteria and viruses. Other course learning include, but are not limited to: the identification of the age of fossils and explain how they provide evidence that life has changed through time; evaluation of the benefits and risks associated with natural phenomena; identification and diagramming of feedback loops that occur in biological or ecological systems. Classes meet five periods per week and qualifies as a laboratory science course for the college bound student.

## **BIOLOGY (86001)**

Grade 9 Level – Resource

Full Year - 5 credits

**Prerequisites: Successful completion of 8<sup>th</sup> grade Science and recommendation by the Child Study Team**

Biology 86001 is a resource center replacement class that is taught in the resource center program. The goals and objectives identified in each student's IEP will be addressed throughout the year. It is a full year lab course that explores everyday applications of biology with an emphasis on core concepts. Through laboratory activities, cooperative learning and long and short term projects, students will explore the interactions of man and his environment, the classification of living things, the human anatomy and life processes. Students will research career paths in biological sciences.

### **ELECTIVE COURSES:**

## **ANATOMY AND PHYSIOLOGY H (6006H)**

Grades 11, 12 Level – Honors & High Honors (Seton Hall University)

Full Year with Lab – 6 credits

**Prerequisites: Biology Honors and Chemistry (minimum of a B)**

The course is designed for students interested in health care careers. The goal of this course is to provide students with a solid foundation of human anatomy and physiology. The course will focus on 1) structure-function relationships of molecules, cells, tissues and organs, 2) homeostasis, 3) interrelationships of a body's organ systems. Students will research pathological/diseased states of each organ system covered in the course to better understand how the fundamental principles above apply to the human body. All students in the course help organize a Red Cross blood drive with a focus on education of potential donors as well as volunteer at "Give Kids a Smile Day" through the Kindersmile Foundation. Students can opt to take the course at the High Honors level and earn 4 college credits through the Project Acceleration program at Seton Hall University if they earn a C or higher in the course. A midterm and final are required for all students enrolled in the course. The course is intended for juniors and seniors and pre-requisites are a B or better in Biology Honors and Chemistry.

## **MARINE BIOLOGY (6105)**

Grade 12 Level – Academic (Honors by contract)

Semester - 2.5 credits

**Prerequisites: C or above in Honors Biology and Honors Chemistry, OR B or above in Academic Chemistry**

Marine Biology is a one semester elective, which focuses on the ocean and the organisms that coexist in it. During the course, students will study preserved specimens of marine life. The topics include, but are not limited to, the history of marine biology, waves, tides and currents, algae, invertebrates and vertebrates. Students will be exposed to a variety of complementary sources during the semester, such as videos, articles and Internet sites. Optional field trips are offered, when possible. *This course does NOT satisfy Science requirements for graduation.*



## **BIOETHICAL ISSUES (6103)**

Grade 12      Level – Academic (Honors by contract)

Semester - 2.5 credits

**Prerequisites: Successful completion (C or above) in both Honors Biology and Chemistry**

In this course, students examine decision-making and public policy in the domains of Biology, Medicine and Health Care. Students deal with matters of basic scientific research and the social applications of biological knowledge and biomedical technology. The course exposes students to issues and dilemmas that have been opened by the biotechnology revolution. Students learn to see the connection between decisions and consequences for individuals and society. Genetically modified food, animal research, and organ transplants are some of the issues studied. This course is designed for students who have done well in Biology and Chemistry and have developed critical thinking skills appropriate to meaningful discussions. *This course does NOT satisfy Science requirements for graduation.*

## **GEOSCIENCES**

### **GEOSCIENCE H (6002H)**

Grade 10 (only) Level – Honors

Full year - 5 credits

**Prerequisites:**

**B or better in Honors Biology;**

**A in Algebra I H or**

**A in Geometry Academic or**

**B or better in Honors Geometry and/or**

**C or better in Honors Algebra II**

Geoscience is a full year course that meets five periods per week. It fulfills one of the three Science courses necessary for graduation and is a laboratory science. It is not equivalent to earth science, and only those students who meet the above mathematics prerequisites will have the opportunity for enrollment in the course. In this course, students are introduced to proper laboratory procedures and scientific methodology through an investigation of the Earth based on a physical science perspective. The connection of our physical environment to deeper scientific principles and concepts will be developed through a thematic approach. The physical Earth provides tangible topics around which chemistry and physics can be learned. Through this approach students will be able to understand better their physical environment and the science behind the processes at work. They will apply physical science concepts to explain natural systems. They will learn to organize and analyze data through mathematical equations, to read a science text and draw conclusions and to write individual lab reports. Notes, synopses or verbal reports may be used to have students demonstrate knowledge of this material. Teachers will use multiple assessment strategies to evaluate student performance. The areas of study will include Geochemistry, Continental Dynamics, Geomorphology and Climate, and Astrophysics.

It is expected that students who successfully complete this course will have developed proficiency in the following areas:

1. Apply algebraic equations, correct instrument/laboratory procedures, scientific method and metric conversions to solving scientific problems in the areas of chemistry and physics.
2. Demonstrate an understanding of the forces of nature and the chemical and physical laws/principles that govern them.

## **GEOSCIENCE (6002)**

Level – Academic Grade 10 (only)

Full year - 5 credits

**Prerequisites: Honors Biology**

Geoscience is a full year course that meets five periods per week. It fulfills one of the three Science courses necessary for graduation and is a laboratory science. It is not equivalent to earth science. In this course, students are introduced to proper laboratory procedures and scientific methodology through an investigation of the Earth based on a physical science perspective. The connection of our physical environment to deeper scientific principles and concepts will be developed through a thematic approach. The physical Earth provides tangible topics around which chemistry and physics can be learned. Through this approach students will be able to understand better their physical environment and the science behind the processes at work. They will apply physical science concepts to explain natural systems. They will learn to organize and analyze data through mathematical equations, to read a science text and draw conclusions and to write individual lab reports. Notes, synopses or verbal reports may be used to have students demonstrate knowledge of this material. Teachers will use multiple assessment strategies to evaluate student performance. The areas of study will include Geochemistry, Continental Dynamics, Geomorphology & Climate, and Astrophysics.

It is expected that students who successfully complete this course will have developed proficiency in the following areas:

1. Apply algebraic equations, correct instrument/laboratory procedures, scientific method and metric conversions to solving scientific problems in the areas of chemistry and physics.
2. Demonstrate an understanding of the forces of nature and the chemical and physical laws/principles that govern them.

## **GEOSCIENCE (86002)**

Grades 10, 11, 12      Level – Resource

Full year - 5 credits

**Prerequisite: Successful completion of Biology Replacement and recommendation by the Child Study Team**

Geoscience 86002 is a resource center replacement class that is taught in the resource center program. The goals and objectives identified in each student's IEP will be addressed throughout the year. Geoscience is a laboratory science course designed to study the earth and its history, structure and related physics and chemistry topics. This course challenges and exposes the student to explore current scientific concepts and problem solving using the scientific method and activities requiring the use of decision-making and inquiry skills. These concepts are studied through an investigation of the changes on earth and its place in space and the laws governing scientific principles. Such sciences as astronomy, geology, meteorology and oceanography are studied. Mathematical concepts included are scientific notation, metric conversions, graphing, atomic structure and the study and use of data tables are a focal point of this course. Participation in lab situations and reporting observations and interpretations of data orally and in written form is required.

## **AP ENVIRONMENTAL SCIENCE (6004AP)**

Grades 11, 12 Level – Advanced Placement

Full Year - 6 credits

**Prerequisites: Students MUST meet the following criteria:**

- **B or better in both Honors Chemistry and Honors Biology**
- **B or better in Honors Algebra II**

The goal of AP Environmental Science is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and preventing them. Topics to be studied include environmental sustainability, components of ecosystems, succession, evolutionary changes, demographics, characteristics of soil, water, and air, pollution, food production and distribution, nuclear power, use of fossil fuels, and environmental mineral cycles and the greenhouse effect. AP ES is designed for the student who is attracted to the more analytical aspects of science, and who is motivated by an inquiry based approach. The course is *highly quantitative* and relies on multiple uses of several statistical analyses. Experience has shown that the students who succeed in AP classes are motivated, prepared, and able to excel in a rigorous curriculum. **This is a college-level course and not a review of previously taken courses.**

## **ENVIRONMENTAL SCIENCE H (6004H)**

Grades 11, 12 Level – Honors

Full Year – 5 credits

**Prerequisites: Successful completion (B or above) in BOTH Biology Honors and Chemistry**

Honors Environmental science is a full year science class that meets five periods per week and qualifies as a laboratory science. The class offers a rare opportunity to apply many different sciences to extend the student's knowledge of both the world and its inhabitants. Through reading and exploration, students learn how science serves to further understanding of the environment and allows the student an opportunity to develop decision-making skills. Various disciplines will be studied including, ecology, geology, oceanography, meteorology and chemistry. The class structure will involve laboratory experimentation, cooperative learning groups, individual projects, group discussions, portfolios/notebooks and testing. This course is taught at a more rigorous level. Students will receive modified assessments and projects.

## **ENVIRONMENTAL SCIENCE (6004)**

Grades 11, 12 Level – Academic

Full Year – 5 credits

**Prerequisites: Successful completion (C or above) in BOTH Biology Honors and Chemistry**

Environmental science is a full year science class that meets five periods per week and qualifies as a laboratory science. The class offers a rare opportunity to apply many different sciences to extend the student's knowledge of both the world and its inhabitants. Through reading and exploration, students learn how science serves to further understanding of the environment and allows the student an opportunity to develop decision-making skills. Various disciplines will be studied including, ecology, geology, oceanography, meteorology and chemistry. The class structure will involve laboratory experimentation, cooperative learning groups, individual projects, group discussions, portfolios/notebooks and testing.

## **ENVIRONMENTAL SCIENCE (86004)**

Grades 11, 12 Level – Resource

Full Year – 5 credits

**Prerequisites: Recommendation by the Child Study Team**

86004 is a resource center replacement class that is taught in the resource center program. The goals and objectives identified in each student's IEP will be addressed throughout the year. Geoscience is a laboratory science course designed to apply many different sciences to extend the student's knowledge of both the world and its inhabitants. Through reading and exploration, students learn how science serves to further understanding of the environment and allows the student an opportunity to develop decision-making skills. Various disciplines will be studied including, ecology, geology, oceanography, meteorology and chemistry. The class structure will involve laboratory experimentation, cooperative learning groups, individual projects, group discussions, portfolios/notebooks and testing.

### ELECTIVE COURSES:

## **ASTRONOMY (6101)**

Grade 12 Level – Academic

Semester - 2.5 credits

**Prerequisites:**

**C or above in Honors Geoscience and/or Honors Chemistry**

**B or above in Geoscience Academic and/or Chemistry Academic**

This course grants students the opportunity to examine the very large and the very small questions about our Universe. Students will complete a number of individual and group projects in order to investigate these extra-terrestrial mysteries. Students will discuss the practical, scientific, and social uses and implications of Astronomy. The course will also examine the different origins of Astronomy and its contributions to the cultures from around the world. Specific celestial topics covered include the formation and lifespan of Solar Systems, Stars, Planets, Moons, and Black Holes. Additional topics include time-dilation and other quantum phenomena that can be observed in the depths of space. *This course does NOT satisfy Science requirements for graduation.*

### PHYSICAL SCIENCES

## **AP CHEMISTRY (6003AP)**

Grades 10, 11, 12 Level – Advanced Placement

Full Year with Lab - 6 credits

**Prerequisites: B or better in Honors Chemistry and current math course. Students who have not taken chemistry before may be admitted after consultation with AP Chemistry instructor.**

This is a second year course in chemistry intended for students who wish to pursue college-level studies while still in secondary school and who have successfully completed a first year chemistry course. This course is lab oriented with approximately one third of the scheduled time being spent in the lab and the other 2/3 spent in mathematical solutions of chemical verbal problems. AP Chemistry will integrate mathematics as a tool for problem solving and as a means of expressing or modeling scientific theories. It is strongly suggested that

students take the advanced placement examination in May, which may lead to placement out of a college-level chemistry course. Students will delve deeper into such topics as: atomic theory and structure, chemical bonding, stoichiometry, kinetics, thermodynamics, equilibrium, acid-base equilibrium, oxidation-reduction and coordination compounds. Classes meet six periods per week.

### **CHEMISTRY H (6003H)**

Grades 10, 11, 12 Level –Honors

Full Year with Lab - 6 credits

#### **Prerequisites:**

##### **Sophomores:**

- **A in Honors Biology**
- **A in Honors Geometry and/or B or better in Honors Algebra II**
- **Recommendations from Math and Biology teachers**

##### **Juniors:**

- **B or better in Honors Geoscience**
- **A in Honors Geometry and/or B or better in Honors Algebra II**
- **Must be concurrently enrolled in Honors Algebra II**
- **Recommendations from Math and Geoscience teachers**

This is a course for students who are interested in an extensive overview of the theories and practical applications of chemistry. Students taking the course will spend a minimum of two (2) periods per week in lab to develop lab skills and proper lab procedures including safety measures. Students will develop their skills in measurement, observation, documentation, critical thinking and hypothesis formation. Students will be expected to record their observations, draw conclusions, interpret data and defend hypotheses formed orally and in written form. Students will be expected to understand the structure and interactive behavior of matter as well as to realize the implications of its behavior as it relates to applied technology. Students can expect a strong emphasis on mathematics including methods of problem solving and data collection; it is therefore suggested that students have a strong background in mathematics. They should have strong reading, vocabulary and math skills, demonstrate an ability to memorize, analyze and comprehend large volumes of information and recognize its interrelation to other aspects of the course.

In addition to possessing strong study skills, students should be able to work collaboratively and independently on those projects that require deductive skills, computation, research and analysis. A working knowledge of statistics, metric system, factor-analysis, algebra, spatial sense, exponents, square roots, fractions, decimals, graph interpretation and graph development is expected. Students in the honors program will also be expected to demonstrate computer literacy, write lab reports and demonstrate dexterity in the scientific method. Students in the honors program will also be expected to be proficient in the use of scientific calculators and to perform high levels of mental and written math computations.

### **CHEMISTRY (6003)**

Grades 11, 12 Level – Academic

Full Year – 5 credits

**Prerequisites: Successful completion (C or above) of Geoscience, Biology Honors, and Algebra I.**

This is a course designed to meet graduation requirements for laboratory science credit. It will provide students with an extensive overview of atomic structure, nomenclature, chemical reactions, the mole, gas laws, applications of chemistry to diverse careers and technological innovations, the periodic table (its development and organization), acid and base behavior as well as science-math integrated skills. Students enrolled in the course will spend time each week in a laboratory setting that will develop their skills in

measurement, observation, documentation, critical thinking and hypothesis formation. Students will be expected to record their observations, draw conclusions, and interpret data. In addition to possessing strong study skills, students should be able to work collaboratively and independently on those projects that require deductive skills, computation, research and analysis. A basic knowledge of the metric system, unit-analysis, algebra and variable isolation, spatial sense, exponents, square roots, fractions, decimals, graph development and graph analysis is expected.

### **CHEMISTRY (86003)**

Grades 11, 12 Level – Resource

Full Year - 5 credits

**Prerequisite: Successful completion of Replacement Geoscience and/or Biology and recommendation by the Child Study Team**

Chemistry 86003 is a resource center replacement class that is taught in the resource center program. The goals and objectives identified in each student's IEP will be addressed throughout the year. It is a lab course, which will emphasize core concepts in Chemistry. Atomic structure and atomic theory, the periodic table, chemical formulas, and chemical reactions as well as science-math integrated skills will be studied. Skills in measurement observation, documentation, critical thinking and hypothesis formation will be practiced. Students will be expected to record their observations, draw conclusions, and interpret data. In addition to possessing strong study skills, students should be able to work collaboratively and independently on those projects that require deductive skills, computation, research and analysis.

### **AP PHYSICS 1 (6005AP) & AP PHYSICS 2 (6005AP2)**

Grades 11, 12 Level – Advanced Placement

Full Year with Lab – 6 credits

**Prerequisites:**

**B or better in Honors Chemistry or Honors Physics**

**B or better in Honors Algebra II**

**Co-requisites: Trig/Calc H**

Guided by the National Research Council and National Science Foundation recommendations, the AP Program spent several years collaborating with master AP teachers and faculty members from universities and colleges to evaluate and revise the AP Physics B course. This collaboration led to a decision to replace AP Physics B with two new courses, AP Physics 1: Algebra-Based and AP Physics 2: Algebra-Based. Each course will have its own AP exam.

**AP Physics 1: Algebra-Based** is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.

**AP Physics 2: Algebra-Based** is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics.

**AP PHYSICS C - PART I (6005APC1)**

Grades 11 &amp; 12 Level – Advanced Placement

Full Year with Lab - 6 Credits

**Prerequisites: B or better in Trig/Calc H****Co-requisites: Honors Calculus**

This is the start of a two-year sequence in Physics for students with exceptional math/science skills. The second year course is optional and subject to approval based on enrollment figures. It is designed to be the equivalent of the first semester of an introductory college physics course usually taken by physics/engineering majors during the first year of college. In addition to covering the required text material, students will be involved in general laboratory activities. Topics covered include measurement, vectors, motion, force, momentum, energy, and work. Emphasis is placed on the use of calculus, trigonometry, algebra and geometry to solve problems and analyze data. Strong math and problem solving skills are an absolute necessity. Prior skills needed for proficiency therefore include those learned in algebra and trigonometry. It is recommended that the students considering this course either complete calculus prior to this course or take calculus concurrently with this course. It is further recommended that only students that have performed above average in their math courses consider taking this course.

**AP PHYSICS C - PART II (6005APC2)**

Grade 12 Level – AP

Full Year with Lab - 6 Credits

**Prerequisites:****B or better in AP Physics C (part I)****B or better in Trig/Calc H****Co-requisites: AP Calculus AB or higher**

This course is designed to be the equivalent of the second semester of an introductory college physics course usually taken by physics/engineering majors during the first year of college. Since this course builds skills and knowledge learned in AP Physics C Part I, only students that have successfully completed AP Physics C Part I should consider taking this course. This course will be offered based on enrollment figures. In addition to covering the required text material, students will also be involved in general laboratory activities. Topics covered include measurement, electric forces, electric fields, magnetism, electromagnetism, electricity and circuits. Emphasis is placed on the use of calculus, trigonometry, algebra and geometry to solve problems and analyze data. Prior skills needed to achieve proficiency therefore include those learned in these courses. Strong math and problem solving skills are an absolute necessity. Since the ability to perform integration is a necessity it is strongly recommended that students first complete an upper level course in calculus. It is further recommended that only students that have performed above average in their math courses consider this course.

**PHYSICS H (6005H)**

Grades 11, 12 Level – Honors

Full Year with Lab - 6 Credits

**Prerequisites: B or better in Honors Algebra II and Honors Geometry****Co-requisites: Trig/Calc H or Honors PreCalculus**

This course is for juniors and seniors who are interested in practical applications of science and math. Class meets six times per week including four lectures and one double-period lab. The main goal of the course is to instill within students the ability to accurately predict and calculate the resulting motion of objects under

various physical conditions. Specific topics covered include: Vectors, Kinematics, Newton's Laws, Dynamics & Statics, Momentum, and Energy. Although this is a science class, the use of advanced math and problem solving skills is necessary to correctly depict these physical concepts. It is essential to have strong comprehension of Algebra & Geometry. Trigonometry functions are heavily used during second, third, and fourth marking periods.

### **PHYSICS (6005)**

Grades 11, 12 Level – Academic

Full Year - 5 Credits

**Prerequisite: B or better in Algebra II**

This is a course for juniors and seniors who are interested in Science. Classes meet five times a week. Topics covered include measurement, vectors, motion, force, momentum, and energy. Emphasis is placed on the use of algebra to solve problems and analyze data. Good math and problem solving skills are therefore a necessity, such as exponential notation, unit conversions, significant figures, and basic trigonometry, graphing data points, finding the slope of a line. Algebraic computations include solving equations for unknowns, using substitutions and simplifying algebraic expressions. Proficiencies needed for successful completion of this course include skills presented in Algebra I, Geometry and Algebra II with a grade of B or better.



## ELECTIVE COURSES

### **FORENSIC SCIENCE (6104)**

Grade 12 Level – Academic (Honors by contract)

Semester - 2.5 credits

**Prerequisites: C or above in Honors Biology and Honors Chemistry, B or above in Chemistry Academic**

Forensic Science explores one of the fastest growing fields in the country and is a vital part of the criminal justice system. Forensics is utilized every day by the police officer with a digital camera; a physician examining a suspicious injury; an attorney in a high profile criminal case; and the scientist with a computer and an electron microscope. Students will gain an understanding of the fundamentals of a criminal investigation and how it is applied in a court of law. The students will learn by doing: analyze lab data, interact with guest speakers, explore the Internet and become familiar with various texts. All of these tools are designed to engage a wide variety of learners in our school's very diverse community. Students will use technology to participate in activities that closely resemble those used by law enforcement personnel, forensic scientists and attorneys. *This course does NOT satisfy Science requirements for graduation.*

### **WESTON SCIENCE SCHOLARS**

Grades 9, 10, 11

5 Week summer research cohort plus spring and fall auxiliary activities.

7.5 credits Pass/Fail, or as a science elective course.

This program has been developed for the academically talented and high achieving students with significant potential in science, mathematics and related fields. Students are offered hands-on participation in a laboratory under the guidance of Montclair State University faculty scientists and mathematicians. The scholars will engage in current and intensive scientific research over the course of a five-week period in the summer. In addition to original research, scholars study a mathematics component relative and pertinent to their research. To further the research experience, the scholars will also participate in hands-on mini laboratory activities or workshops as part of their summer cohort. In addition, other non-research activities of the program include spring and fall field experiences to ensure continuity and build on knowledge acquisition from prior science courses. Scholars will be required to complete 20 hours of community service which will be approved by the directors and due by December 1<sup>st</sup> of the academic year. Students who wish to apply must exhibit a strong interest and skills in the fields of science and mathematics as evidenced by recent grades or other indicators. The scholars must also exhibit excellent written and verbal communication skills, as evidenced through the evaluation of an essay and a formal interview. A student's demonstration of hard work, responsibility, and enthusiasm plus the ability to work well with others will also be evaluated. As a requirement, students will present their findings at 2 evenings of colloquia and write an abstract of their findings. In order to be considered for acceptance into the program, candidates must also submit a formal written application and request math and science teacher recommendations. Applications will be available in January of each year. It is suggested that interested students and their parents/caregivers attend a January Open House for further explanation of the program.

## **SOCIAL STUDIES DEPARTMENT GRADES 9-12**

The Social Studies Department at Montclair has a rich tradition in providing unique, challenging and meaningful courses for the diverse needs of the Montclair High School community. The Department has been on the cutting edge in developing the Small Learning Community and has been a leader in developing innovative curriculum and instruction

The Social Studies faculty places an emphasis on best practices including project-based learning, authentic assessments, interdisciplinary instruction and the use of technology. Students are encouraged to engage in problem solving methods and decision making activities that will provide them with the tools to address the complex issues they will face in the future. An emphasis is placed on differentiated instruction, where students in select courses may take courses for honors or high honors credit.

Traditionally, the Social Studies Department has been the source of not only an excellent array of course selections, but as the foundation of a number of state and nationally ranked extracurricular programs such as Model UN, Mock Trial and Fed Challenge.

Students are required to take three (3) years of History for graduation: one year of Global Studies, and two years of American History. Students may satisfy the US History requirements with US I and II or CGI or Social Justice in addition to several semester courses offered in their junior year.

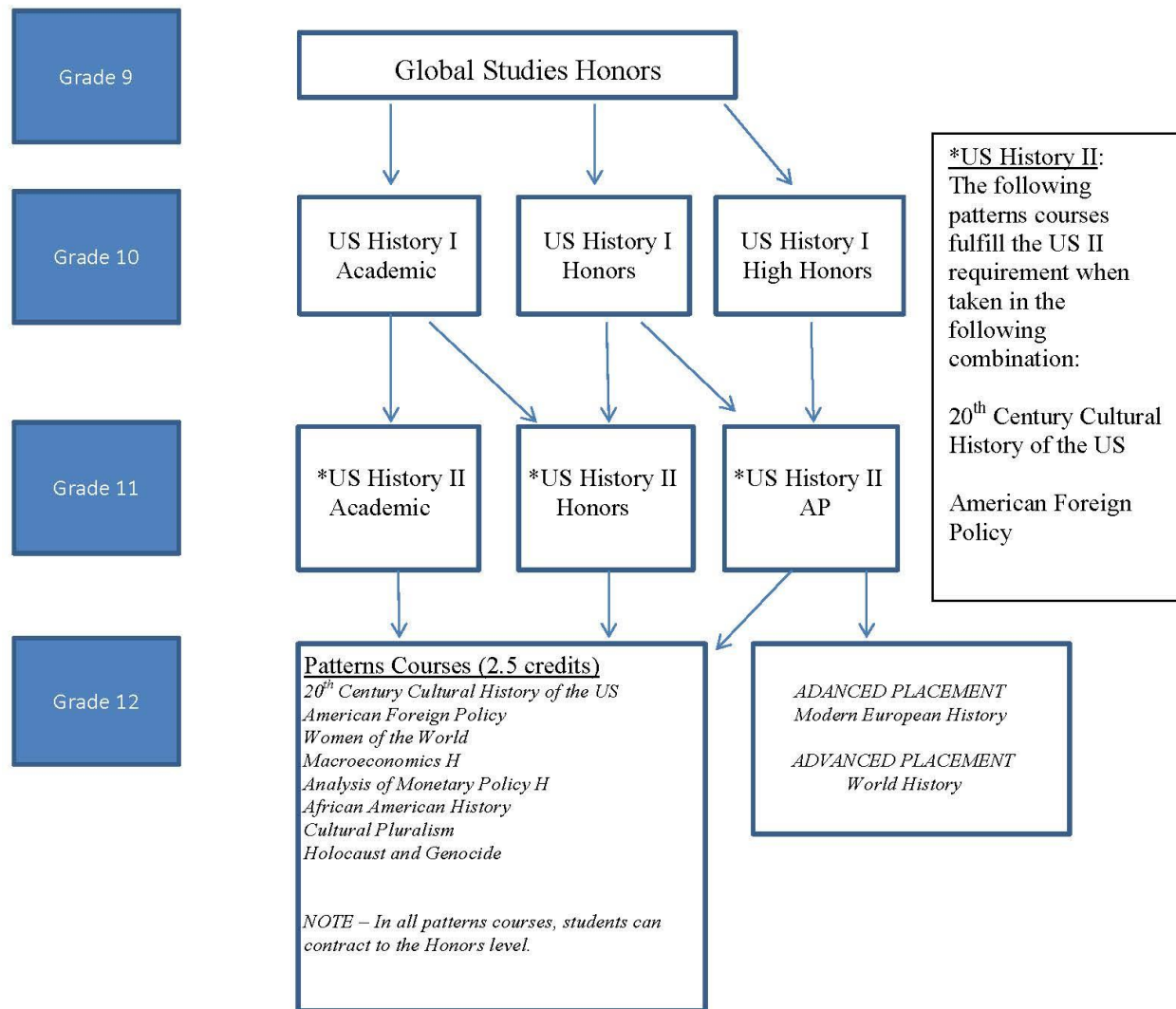
There are a host of electives to choose from including: African American History, Macroeconomics, Cultural Pluralism, Women of the World, A P Modern European, A P World History, Holocaust, Genocide and Modern Humanity.

The Social Studies Department recommends that students meet the following qualifications in order to take Advanced Placement History classes

1. Student receives an A or B on midterm and final exams in their history class.
2. Student receives an A or B for the final grade in their history class.
3. Recommendation from history teacher.

*See pages 14-17 for Civics and Government Institute and Center for Social Justice course descriptions.*

## Suggested Social Studies Course Sequences



PLEASE NOTE: This document is designed as a guide for students planning their course selections. Actual course selections should be made with the advice of the guidance counselor

## **SOCIAL STUDIES REQUIRED COURSES:**

### **GLOBAL STUDIES H (7001H)**

Grade 9 Level - Honors

Full Year - 5credits

**Prerequisite: None**

This course introduces high school students to the complexities of our inter-related and inter-dependent world. Global Studies approaches an examination of the world by focusing on six regions: Middle East, Africa, Latin America, South Asia, and Southeast Asia. By taking a “social studies” approach to the subject, students will see the people of the world in their patterns of life and interaction from geographic, historical, political, economic, social and cultural perspectives. Students will develop an understanding of worldwide and regional issues with an emphasis on problem solving. This course satisfies the world history requirement.

### **GLOBAL STUDIES (87001)**

Grade 9 Level – Resource

Full Year - 5 credits

**Prerequisite: Recommendation by the Child Study Team**

Global Studies 87001 is a resource center replacement class that is taught in the resource center program. The goals and objectives identified in each student’s IEP will be addressed throughout the year within the framework of a world history and geography class. The course is a survey of world history and geography designed to help students understand their own time and place. The students are encouraged to see the world in all its relationships rather than as isolated nations. It is important to illustrate the continuity of history, the influence of each era upon succeeding times, and the sweeping forces of historical cause and effect. A study of world cultures will lead to a better understanding and awareness of human behavior; create a greater respect for human achievement and differences while providing a background for civic competence. This course satisfies the World History requirement.

### **U. S. HISTORY I (7002)**

Grade 10 Level - Academic

Full Year - 5 Credits

**Prerequisite: None**

History is society's memory of where it has been, what it values and how decisions of the past have contributed to contemporary conditions. History deals with chronological sequence, continuity and change, the multiple causes and effects of historical phenomena and changing interpretations of the past. This course will cover American history from the Independence of the United States to 1900 including Colonization, Independence, the Articles of Confederation, Constitution, Federalist Period, Manifest Destiny, Era of Reform, Civil War and Reconstruction, the West, Industrialization and Reform, the Rise of Big Business, and Imperialism. A well-developed Social Studies curriculum must instill a clear understanding of the roles of citizens in a democracy. The students should develop an appreciation for the pluralistic nature of American life and an awareness of ethnicity; the roles of women, African Americans and other peoples. The Social Studies curriculum provides the knowledge, skills, and attitudes necessary to prepare students for their roles in the society of the 21st Century. This course is recommended for students who want a basic knowledge and understanding of American History. This course satisfies one year of the two-year U.S. History requirement.

## **U.S. HISTORY I (87002)**

Grade 10- Level - Resource

Full Year - 5 credits

**Prerequisite:** Successful completion of Global Studies and recommendation of the Child Study Team

U.S. History I 87002 is a resource center replacement class that is taught in the resource center program. The goals and objectives identified in each student's IEP will be addressed throughout the year within the framework of a chronological study of U.S. History from early exploration and settlement to the late 1800s. Course topics include European exploration and colonization, War for Independence, the Articles of Confederation and the development of The Constitution, The Manifest Destiny, The Civil War/Reconstruction, the American West, and U.S. Industrialization. Students will apply historical concepts of continuity and change in U.S. History. They will develop an appreciation for the pluralistic nature of our society and an awareness of the roles and contributions of diverse ethnic and social groups including women, African-Americans, Native Americans and immigrants. An emphasis will be placed on reading, research, oral participation and written and oral communication skills. Students will develop study habits and skills including gathering, organizing and using information; they will develop critical thinking and social participation skills.

## **U.S. HISTORY I H (7002H)**

Grade 10 Level – Honors

Full Year - 5 credits

**Prerequisite:** None

This is an exploration of American history from the roots of revolution to the dawn of “modern America” at the turn of the 20<sup>th</sup> Century. Historical inquiry and thematic approach enable students to evaluate evidence and analyze how our nation progressed, both domestically and internationally. The vehicles to accomplish this study will take many forms, including but not limited to primary source and historical readings, film debates, cooperative and individual assignments and essay writing. Unit themes includes: *We the People: Establishing a New Nation*, which covers the road to Revolution and the Revolutionary War itself, development of the Articles of Confederation and Constitution, and applications of the Bill of Rights; *Expansion and Reform*, which covers westward expansion of the territory beyond the 13 original states, the changing political, economic and social reasons for moving into each territory and the issues for Native Americans during this time period as well as the growing reform movement in the mid-1800s; *Civil War and Reconstruction*, which covers the political and social issues that led to the Civil War, the War itself and how the accomplishments and failures of Reconstruction are tied to the Civil Rights Movement in the 20<sup>th</sup> Century; and finally *Industrialization and Urbanization*, which includes an exploration of the rise of big business and robber barons in the late 1800s and how immigration and urbanization led to the labor movement. This course is for students who want an in-depth understanding of American History. This satisfies one year of the two- year US History requirement.

## **U.S. HISTORY I HH (7002HH)**

Grade 10 Level – High Honors

Full Year – 5 credits

This course will cover American history from 1491-1877, following the Key Concepts from the College Board's AP U.S. History Curriculum Framework. Teachers will use the key concepts within the various periods to build students' understanding of the learning objectives that will be assessed on the AP Exam at the end of their junior year. Units covered include: the American continent before the arrival of Europeans, colonial and native societies that emerged in North America, colonial reaction to British control resulting in the American republic, the republic extending democratic ideals, and the regional tensions over slavery that led to a civil war, the course and aftermath of which transformed American society. Willing and academically prepared students will focus on an in-depth study of the nation's history in which they will need to read and analyze at an advanced level a vast range of material including college level textbooks, historical essays, and primary sources. Students are expected to write clearly developed essays and document based questions that present an understanding of complex issues as part of this academically challenging coursework. This satisfies one year of the two-year U.S. History requirement.

## **U.S. HISTORY II (7003)**

Grade 11 Level - Academic

Full Year - 5 credits

**Prerequisite: US History I**

History is society's memory of where it has been, what it values, and how decisions and events of the past have contributed to contemporary conditions. History deals with chronological sequence, continuity and change, the multiple causes and effects of historical phenomena, and changing interpretations of the past. This course begins with a review of the Gilded Age and U.S. imperialism. It then moves to the Progressive Era, World War I, the Twenties, and the Great Depression and the New Deal. It continues with World War II, the Cold War, Civil Rights, the counterculture of the 1960s, Vietnam, Watergate, Reaganomics, and concludes with the Age of the Internet and Technology.

The students should develop an appreciation of the pluralistic nature of American society and an awareness of the roles of women, African-Americans, and other groups. This satisfies the second year of the two-year U.S. History requirement

## **U.S. HISTORY II (87003)**

Grade- 11 Level – Resource

Full Year - 5 credits

**Prerequisite: Successful completion of U.S. History I and recommendation by the Child Study Team**

U.S. History II 87003 is a resource center replacement class that is taught in the resource center program. The goals and objectives identified in each student's IEP will be addressed throughout the year within the framework of a chronological study of U.S. History from the late 1800s to the present. Students will understand that history is society's memory of where it has been, what it values, and how past decisions have contributed to present conditions. Chronological sequences, continuity and change, causes and effects of historical phenomena will be emphasized. Through historical inquiry, the student will be able to evaluate evidence and analyze causes, consequences, and possible solutions to global issues. Course topics will include: World War I, the 1920's, the Great Depression, World War II, The Cold War, Korean Conflict, the

Civil Rights movement, Vietnam, and more current world events. Students will be expected to demonstrate reading, research, oral and written communication skills individually and in cooperative learning groups.

### **U.S. HISTORY II H (7003H)**

Grade 11 Level - Honors

Full Year - 5 credits

**Prerequisite: US History I**

This course is a study of the twentieth and twenty-first centuries. It explores World War I and the Versailles Treaty, international leadership vs. isolationism, the Twenties, the Great Depression and the New Deal. It continues with World War II, and the postwar world and the Cold War, Civil Rights, the counter-culture of the 60s, Vietnam, Watergate, Reaganomics, and concludes with the Age of the Internet and Technology. The student taking this course should be a competent reader who likes to spend time reading historical writings, newspapers and magazines. The student must be self-motivated and willing to study an average of approximately three hours a week. The successful student must work to develop skills necessary for college such as note taking, library research and the preparation of research papers as well as expository essays. Since a grasp of facts will be assumed, the student must be able to see relationships and evaluate historical sources so as to render judgments on the facts. This satisfies the second year of the two-year U.S. History requirement.

### **AP U.S. HISTORY II (7003AP)**

Grade 11 Level - Advanced Placement

Full Year - 5 credits

**Prerequisite: US History I H or US History I HH**

This course is a study of the years 1877 to the present. It explores American industrialization, expansion overseas, World War I and the Versailles Treaty, international leadership vs. isolationism, the Twenties, the Great Depression and the New Deal. It continues with World War II, and the postwar world and the Cold War, Civil Rights, the counterculture of the 60s, Vietnam, Watergate, Reaganomics, and concludes with the Age of the Internet and Technology. This course is designed for those students who have a particular aptitude and interest in American History, which can be rigorous in its demands. The student must be able to read historical material analytically and critically, to weigh historical evidence and interpretations, and to arrive at conclusions on the basis of informed judgments. To stimulate curiosity and understanding many interpretive essays and primary sources are included in the materials. In May, students will be required to take the Advanced Placement (AP) Exam in American History in order to receive Advanced Placement credit. Because this course is geared towards the AP exam, a strong emphasis is placed on standardized tests, content knowledge and essay writing. Only students who are passionate about history and are willing to do college level work should take this course. This satisfies the second year of the two-year U.S. History requirement.

## **SOCIAL STUDIES ELECTIVES:**

Patterns courses may be taken for either academic or honors level credit. The teacher at the beginning of each course presents the requirements for both levels. The student has the option to choose the appropriate level and then is required to sign a contract affirming this choice. After the first two weeks of the course, no changes may be made in the contracts.

Students may take **ONLY** the following course combination to satisfy the US History II requirement:

*20<sup>th</sup> Century Cultural History of the United States (7103) and American Foreign Policy (7105)*

Students must take both courses in the same year to receive US History II credit and **only** these two combinations will satisfy this requirement.

### **THE HOLOCAUST, GENOCIDE, AND MODERN HUMANITY (7109)**

Grades 11-12 Level – **Academic** (Honors by contract)

Semester – 2.5 credits

This one semester course will introduce the history of the European Holocaust and address the wider questions of genocide in the modern world. Examination of these events in comparative context (including such events as Armenian, Stalinist, and Cambodian massacres and the Rwandan and Darfur genocides) and discussion of their impact on modern cultural, political, intellectual developments would be explored. Students would be exposed to some of the greatest moral and ethical dilemmas in modern history to examine the notion of humanity. How does an understanding of the origins and virulence of genocide challenge societies to be more tolerant, pluralistic, and open? This is an interdisciplinary course drawing from history and the humanities, the social sciences, and education.

### **20<sup>th</sup> CENTURY CULTURAL HISTORY OF THE UNITED STATES (7103)**

Grade 11 Level – Academic (Honors by contract)

Semester – 2.5 credits

**Prerequisites: United States History I**

This course will analyze the origins of 20th century American culture and its impact on the social fabric of the nation. Governmental policies in response to these cultural shifts will be explored. This social study of American life will examine American art, music, film, literature, and internet/technology. A strong emphasis will be placed on employing writing, reading, and research skills, as well as multimedia and oral presentation development.

### **AMERICAN FOREIGN POLICY H (7105)**

Grade 11-12 Level – Academic (Honors by contract)

Semester – 2.5 credits

**Prerequisites: United States History I**

This course deals with the history of American policies when dealing with adversaries and allies with an emphasis on 20<sup>th</sup> century foreign relations. Students will analyze how effective policies were, seek alternative policies, and predict outcomes. Students will face real life situations and the task of working with and against opposition forces, both foreign and domestic. Conflict resolution is a key element to this course.



## **AP MODERN EUROPEAN HISTORY (7101AP)**

Grade 12    Level – Advanced Placement

Full Year - 5 Credits

This AP European History course provides students with a survey of European History from 1450 through the dawn of the 21<sup>st</sup> century. It is a college-level course that introduces students to the rich political, cultural, social, and intellectual heritage of Europe. It is part of a cooperative endeavor by high schools, colleges, and the College Board to provide highly motivated students the challenge and opportunity to earn college credit during their high school years. Performance on the AP European History Exam determines a student's eligibility to earn college credit. Course curriculum, materials, and expectations are designed to prepare students for success with this three-hour exam. The overall purpose of this course, however, extends beyond the possibility of earning college credit by providing students the opportunity to develop skills and knowledge that will form a foundation for their continuing educational endeavors.

## **AP WORLD HISTORY (7102AP)**

Grade 12    Level - Advanced Placement

Full Year - 5 credits

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills.

The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Focused from the times periods of 1200 CE to the Modern Era, Periodization, Change and Continuity, Comparison and Context of Historical events are evaluated. Specific themes provide further organization of the course, along with consistent attention to contacts among societies that form the core of world history as a field of study.

## **AFRICAN AMERICAN HISTORY (7104)**

Grades 10 -12    Level – Academic (Honors by contract)

Semester - 2.5 credits

This one semester course traces the African American experience from its African beginnings to modern times. Topics include the origins, developments and contributions of African Americans as a major force in American history. This course is available to students who are interested in and serious about critical thinking, reading and research.

## **CULTURAL PLURALISM (7107)**

Grades 11 and 12    Level – Academic (Honors by contract)

Semester - 2.5 credits

Cultural Pluralism is a semester elective designed to study the diverse cultures that make up the United States as well as tackle the complexities that we face striving to become a more just and equal nation. We will use literature, films, audio and video documentaries, music, and current periodicals to study issues of identity, race, class, gender and ethnicity in the United States. Throughout this class we will emphasize our own lives and experiences. How does this diversity affect what America is and what it is to be an American? The purpose of this course is to reinforce feelings in the student of self-respect and of sensitivity for others as we study how our culturally rich society developed and continues to grow today.

## **WOMEN OF THE WORLD (7111)**

Grades 10-12 Level – Academic (Honors by contract)

Semester - 2.5 credits

Women of the World explores the status of women in various regions and areas around the globe. Problems like prostitution, economic discrimination and famine are addressed. Each student examines the situation of women in one country outside the United States. Concern is shown for the differences and special contributions of different racial and economic groups of women. Discussion of feminism in women's history is also pursued. Women of the World will focus on women's and gender issues as well as how, when and why women have organized to combat their oppression.

**Any student who is interested in Economics has a number of options within the Social Studies department. Course descriptions are listed below.**

## **MACROECONOMICS H (7110H)**

Grades 10-12 Level – Honors

Semester - 2.5 credits

The purpose of this course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economics system as a whole. This course places particular emphasis on the study of national income and price determination and also develops students' familiarity with economic performance measures, economic growth and international economies as well as the impact of monetary and fiscal policy actions on the global economy. Often students from this course participate in the Fed Challenge and Euro Challenge programs in affiliation with the Federal Reserve System in NYC.

Prerequisites are a solid foundation in algebra and statistics. This is a rigorous course intended only for the self-motivated student committed to advanced work. Students should consider this course if they are working towards the AP exam or preparing for the Analysis of Monetary Policy course. **This course satisfies the Financial Literacy requirement.**

## **ANALYSIS OF MONETARY POLICY H (7106H)**

Grades 10 – 12 Level - Honors

Semester 2.5 credits

**Prerequisite: Macroeconomics**

This course provides the opportunity for students to develop knowledge of economics and monetary policy. The course describes how the Federal Reserve System, the European Central Bank (ECB) and other central banks manage the money supply by influencing the lending activity of banks, saving and loans, and other financial institutions. The student will learn how this banking system affects the economy as a whole. Actions of how the Federal Reserve Bank increases and decreases the money supply and influences the monetary policy are explored. The purpose of the monetary policy is to foster economic growth, high employment and stable prices. **This course satisfies the Financial Literacy requirement.**

## **SPECIAL EDUCATION DEPARTMENT GRADES 9-12**

The Special Education Department offers a variety of program options to classified students which includes Resource Center-Replacement Program, In-Class Resource Program, and Self-Contained classes by disability group. A student's Individualized Educational Plan (IEP) developed collaboratively with the student, parent, general education teacher, special education teacher and Child Study Team determines program placements.

Students shall meet all graduation requirements as outlined in the IEP and the State of New Jersey, as well as meet credit requirements mandated by the school district. Thus, the Special Education Department offers those courses required for graduation. Please refer to core content areas of the planning guide for course descriptions of resource center replacement classes.

The In-Class Resource Program supports the inclusion of classified students in general education classes by promoting collaborative teaching models, which allow for supplemental skill development, additional instruction and/or generalization opportunities for students who experience academic "gaps" or specific learning difficulties, cooperative learning group activities, and performance-based assessment.

Classified students are included in general education classes, to the greatest extent appropriate in meeting individual academic, behavioral, social and emotional needs in order to maximize learning. The following courses are offered exclusively to classified students through the Special Education Department and by recommendation of the Child Study Team only.

### **STUDY SKILLS (8824)**

Grades- 9-12

Full Year - 5 credits

**Prerequisite: Recommendation by the Child Study Team**

This course is designed to evaluate, improve, provide and direct the maintenance and improvement of study skills needed to successfully address general education curricular demands. The curriculum in this course includes units on time management, note-taking, outlining, studying, and taking tests. Strategies for reading, writing and math are included in additional units of study. This course also provides individualized student support for successful performance in their general education classes. Students will learn strategies that will facilitate their acquisition, storage, and retrieval of information for application in academic subjects and practical applications.

### **SKILLS FOR LIFE AND WORK (8901SC)**

Grades- 11, 12

Semester – 2.5 credits

**Prerequisite: Recommendation by the Child Study Team**

Life skills are the abilities and behaviors that help you deal effectively with the events and challenges of everyday life. They are the skills that allow you to handle everything from interactions with others to navigating the work force. This course is designed to prepare students for the world of work. It helps students to evaluate their interests as they relate to future career selection. Self-assessment of the student's skills, attitudes, and abilities as they relate to job choices, is included in class discussions. Students are introduced to career resource materials and are encouraged to set realistic career goals. Practical skills such as completing job applications, preparing for job interviews, writing resumes are developed. Skills required

for keeping a job are developed and the importance of each is stressed: attitude, attendance, and punctuality, dressing appropriately, getting along with co-workers and being reliable. Practice is also provided in looking for a job. Problem solving situations that may occur on the job are presented for solution.

### **WORK STUDY (8999)**

Grades- 11, 12 Semester – credit varies

**Prerequisite: Successful completion of Skills for Life and Work and recommendation by the Child Study Team**

This course is designed to prepare students for the world of work. It helps students to evaluate their interests as they relate to future career selections. Students are introduced to career resource materials and are encouraged to set realistic career goals. Practical skills such as completing job applications and preparing for job interviews are practiced. Students are required to participate in work sampling within the community. Skills that need to be obtained are stressed: attitude, attendance, punctuality, dressing appropriately, getting along with co-workers and being reliable.

### **SELF-CONTAINED PROGRAM**

In accordance with the New Jersey Administrative Code (NJAC) 6A:14, the Self-Contained classes are designed to meet the needs of students who require a more structured learning environment with greater individualized attention and support. Students are generally placed in this setting from three (3) to five (5) periods per day as outlined in their IEPs and may also be mainstreamed into general education electives or In-Class Resource Program classes. This program offers specialized courses to meet the individual needs of all students placed in the class. Core academic courses as required by code are offered within this program.

## **BUSINESS EDUCATION AND TECHNOLOGY DEPARTMENT GRADES 9-12**

Students the world over are caught in an immense and potentially confusing hi-tech revolution, one that promises information superhighways on the one hand and astounds them with the reality of magnetically levitated motion on the other. Exciting as this technology explosion is, the department staff members are constantly seeking improved ways to prepare students for the challenges they will face regardless of their chosen career path.

The goal of the department is to guide students toward discovering the excitement and promise of technology while preparing them to competently apply various technologies in their present and future lives. The curriculum is designed to strengthen the students' skills in team cooperation and decision-making, critical thinking, logical reasoning, troubleshooting, problem-solving, and independent learning.

In addition to developing measurable skills and knowledge in a variety of areas, the curriculum integrates reading, listening, viewing, writing, career exploration and hands-on activities to stimulate greater understanding and retention of material. Each program reinforces academic skills in mathematics, language arts and science by demonstrating to the student how these skills are necessary to solve real life situations both personal and career-wise.

The general proficiencies that the students will gain are:

1. knowledge, vocabulary, and basic skills specific to each area of technology studied;
2. a general understanding of the principles, terminology, and practical applications of each technology studied;
3. the ability to demonstrate, by means of experiment, measurement, or testing, the basic principles underlying each technological area studied;
4. an appreciation of the future career and educational opportunities each area can offer;
5. hands-on experience with a multitude of learning devices; and
6. an appreciation of artistry.

*The New Jersey Core Standards in Career Education have been incorporated in all courses of study.*

### **INTRODUCTION TO MARKETING (3006)**

Grades 9-12     Level – Academic (Honors by contract)

Semester - 2.5 credits

**Prerequisite: None**

This course covers the field of marketing and the marketing mix. Students develop an understanding of how marketing strategies are developed and tested prior to adoption. An emphasis is placed on consumer product design and redesign. Students study how foreign markets for products are developed along with foreign and domestic regulations.

### **INTRODUCTION TO ADVERTISING (3020)**

Grades 9-12     Level - Academic (Honors by contract)

Semester-2.5 credits

**Prerequisite: None**

This course provides students with the understanding of advertising from the viewpoint of social theory. Students study advertising's political, economic, social and cultural role in modern society. They

examine the social role of advertising in consumer societies and focus on advertising's mediation of the modern consumer/object relationship, the satisfaction of needs, and the effort to instill the desire for a product. The study of various media will be explored along with research through use of computer technology.

### **INTRODUCTION TO BUSINESS (3005)**

Grades: 9-12 Level - Academic (Honors by contract)

Semester - 2.5 credits

**Prerequisite: None**

This is an introductory course into the world of business. Students will learn how businesses function. They will get an idea the different forms of business ownership. They will learn about the fundamentals of entrepreneurship and the business world. Students will be exposed to budget creation and identify future trends.

### **ENTREPRENEURIAL STUDY (3009)**

Grades 11-12 Level - Academic (Honors by contract)

Semester – 2.5 Credits

This course provides students with the instruction and skill development needed to become an entrepreneur. Course activities are designed to bring the real world of entrepreneurship to life. Students will gain an overall understanding entrepreneurship while learning how to research and plan a business ventures, manage marketing strategies, manage the business process, manage business finances and grow a business. Students will ultimately develop business ideas and write a business plan.

### **FINANCE (3019)**

Grades 9-12 Level - Academic (Honors by contract)

Semester - 2.5 credits

**Prerequisite: None**

This is a one semester course providing instruction in the principles of personal finance and investing. Students learn how to design a personal financial plan and strategies to use investment information. Students learn how to make their money work for them. They get an understanding of job search and selection strategies, banking and budgeting, insurance, housing options and financing of major purchases. This course satisfies the financial literacy requirement.

### **CARPENTRY 1A(3015), CARPENTRY 1B (3016), CARPENTRY 2A (3017)**

**Grades** 9-12 Level - Academic

Semester – 2.5 credits

**Prerequisite: None**

The Carpentry classes are structured in a way to introduce and enhance the skills needed to build houses. The students will be engaged in the actual construction of a small scale house. The fundamentals of carpentry, Safety, Accuracy, plumb, level and square will be introduced and stressed throughout the course. The curriculum and practice of the craft demands students to implement various skills from Basic Math, Geometry, Physics and Architecture. It is a hands-on, project based class that helps reinforce the aforementioned academics.

## **YOU AND YOUR CAR (3024)**

Grades 10, 11, 12 Level - Academic  
Semester - 2.5 credits

This course provides students with the basic knowledge of automotive systems. Students receive instruction on safety inspections and preventative maintenance procedures. This class would be beneficial for the first time used car buyer. The material covered in this class includes: routine car care, fluid replacement intervals, and know how to prevent breakdowns.

## **ROBOTICS & ENGINEERING (3001, 3002H, 3003H, 3004H)**

Grades 9-12 Level- Academic/Honors

Robotics & Engineering I (**3001**) **Honors by contract** One semester, beginning students (2.5 credits)

Robotics & Engineering II (**3002H**) Full Year 2<sup>nd</sup> year students (5 credits)

Robotics & Engineering III (**3003H**) Full Year 3<sup>rd</sup> year students (5 credits)

Robotics & Engineering IV (**3004H**) Full Year 4<sup>th</sup> year students (5 credits) Full Year– 2.5 & 5 credits

**Prerequisite: Strong interest in and successful completion of technology, math and science courses, and the consent of the instructor (for second and third year).**

Robotics & Engineering is intended to attract students who are self-motivated learners, those who can work as team members and also independently, and those who have an interest in any field that uses technology, engineering principles, and problem solving. This includes students who have interests in programming, design, manufacturing, as well as math and science. Montclair's Robotics Course is designed around a need for students to express their creative abilities through the use of technology, engineering and science on a performance-based level. We design and build "things". Many companies and other organizations have joined together to provide incentives in the form of a national robotics competition called FIRST (For the Inspiration and Recognition of Science and Technology). The FIRST foundation sponsors regional and international competitions on a grand scale that helps to spark the interest and excitement normally associated with sporting events.

The teacher and student will create a contract for setting course goals and expectations for the particular interests of the student. The progress of the students will be monitored using an engineering portfolio that chronicles the daily activity of the student. In addition, students will be expected to complete a project consistent with the goals of their contract, and will also have the opportunity to compete in technology competitions.

## **POWER TECHNOLOGY (3025)**

Grades 10, 11, 12 Level – Academic  
Semester – 2.5 credits

This course introduces the student to modern gas powered engines and equipment. The course covers the theory and operation of the two and four-cycle, single cylinder engines. Students will have an opportunity to rebuild four-cycle engines in a lab setting. Students may service assorted power equipment.

## **AUTO MECHANICS – WITH LAB (3026)**

Grades 10, 11, 12 Level – Academic Full  
Year – 10 credits (Double period)

**Prerequisite: Completion of Power Technology (373), or consent of instructor**

This course is designed to prepare students for an entry-level career in the automotive field. Students will be required to disassemble and repair complex circuits in a realistic shop setting. The class is a double period that includes lecture, note taking, and reading assignments. It is designed for the students who have completed a basic automotive course and want a more in depth knowledge of the subject matter.

### **INTRODUCTION TO ARCHITECTURE & DESIGN (3010)**

Grades 9-12 Level –Academic

(Honors by contract)

Full Year–5 credits

**Prerequisite: None**

This course is the introductory course for students who are interested in architecture. The coursework covers the following design fields with various projects within each discipline; graphic design, architecture, structural design, automotive design, and product design. Projects are hands-on and developed from initial pencil sketches to a 3D models built from cardboard and balsa wood. Projects may include the following: CD Design Covers, Structural Design and Straw Towers, Joker Cards & Box, Mother Goose Nightlight and a House for the Blind Man. Emphasis is placed on sketching, model and/or prototype building. Architectural History is covered in a slide identification format. This course may be chosen to meet the graduation requirements for fine art or practical art credit.

### **ARCHITECTURAL DESIGN I H (3011H)**

Grades 10, 11, 12 Level – Honors

Full Year-5 credits

**Prerequisite: Design Foundations or consent of instructor**

The course focuses on architectural design at a residential and commercial level. Three-dimensional projects are chosen that further a student's understanding of the role of architecture in forming the urban fabric and the importance of social context in design. The process of design is emphasized throughout. Architectural History is covered through a lecture series and in a slide identification format. Projects may include Foster Care Housing, Duplex Housing for an Extended Family, Additions and Remodels to Colonial Houses and a Seed Pod Lamp. All projects involve writing exercises, sketching, drafting, model building and applied mathematics.

The “upper division” of the architectural program (Arch I, Arch II and Arch III) is formatted cyclically, exposing students to the three main areas of the architectural profession. The three areas of rotation are: 1. Environment and Urban Studies, 2. Design in a Cultural Context, Structure and Building Methodology. This course may be chosen to meet graduation requirements for fine art or practical art.

### **ARCHITECTURAL DESIGN II H (3012H)**

Grades 10, 11, 12 Level – Honors

Full Year-5 credits

**Prerequisite: Architectural Design I**

The course focuses on architectural design at a residential and commercial level. Three-dimensional projects are chosen that further a student's understanding of the process of design and emphasis is placed on the ability to reflect on a design program, analyze conflicting design requirements, and develop a sustainable solution. PLTW Curriculum is implemented throughout this course. Projects may include House for a Poet, Island House, Buddha Restaurant, Heningburg Field Commercial/ Institutional Development. An independent project (construction and/or research-based) is required each marking period at the High Honors level.



## **ARCHITECTURAL DESIGN & CIVIL ENGINEERING (ARCHITECTURE III H) (3013H)**

Grade 12 Level – Honors

Full Year–5 credits

**Prerequisite: Architectural Design I & II**

The course is recommended for students who are interested in pursuing studies in the design fields of architecture, engineering and product design. Course work focuses primarily on architectural studies with a structural and civil engineering component in addition to the social and historic aspects of architectural design. The ability to integrate information across disciplines and apply ideas from the various fields of journalism, philosophy, mythology, science and math will be required. PLTW Curriculum is implemented throughout this course. Projects may include Shotgun House, Adaptive Reuse, Commercial Development Project, Non-denominational Chapel for the United Nations, and Mechanical Toy Design. An independent project (construction and/or research-based) is required each marking period at the High Honors level.

## MEDIA CENTER

The Montclair High School Library Media Center is fully integrated into the school's curriculum and is central to the learning process. It is a critical element in the student's intellectual development, establishing the foundations for lifelong learning as well as empowering students to be active participants in an information rich society.

The Montclair High School Library Media Center offers a diverse collection for students and staff. The print collection includes over 5,000 volumes, including an extensive and up-to-date reference area, and periodical section. In addition our students and staff have access to 30 iMacs.

Our teachers have access to *Turnitin.com* to verify if students are electronically plagiarizing in their research.

To provide highly recommended and evaluated web resources, Montclair High School Library Media Center pays a site license fee for the following list of databases that students and staff can access. These databases have been evaluated and selected so that students and staff can be assured the information is accurate, useful and comes with authority. They are available on any computer at Montclair High School. The information is full-text and printable. The databases can be searched by keyword, subject, Boolean search, and sorted by relevance or date.

- EBSCO ultra (includes Magazines, Academic Journals and Newspapers)
- JSTOR (Scholarly Journals)
- Gale Resource Center
  - o Contemporary Literary Criticism Select
  - o Gale Virtual Library
  - o Custom Newspapers
  - o Litfinder for Schools

Students are welcome at all times with a pass and may use the Library Media Center during lunch or study hall. Hours are 7:50 am to 2:55 pm Monday – Friday.

## APPENDIX A

### Graduation Requirements for Fine and Performing Arts and 21<sup>st</sup> Century Life & Skills

#### **Fine and Performing Arts**

##### Course Name (Number)

3-D Design (3204)

Acting (3217), Advanced Acting (3218)

\*Amphitheatre I, II, III (3221, 3222, 3223)

\*Introduction to Architecture & Design H (3010H)

\*Architectural Design IH, IIH, IIH  
(3011H, 3012H, 3013H)

Art Foundations (3205)

AP Art History (3224AP)

Art IH, IIH, IIH (3201H, 3202H, 3203H)

Band H (3231H)

Ceramics (3206), Adv. Ceramics H (3219H)

Chorus (3233), Chorus H (3234H)

Dance Course Offerings (5000s)

\*Digital Imaging and Design (3207)

Drawing and Composition (3208)

Fibers and Textile Design (3209)

\*Film Making I (3215), Film Making II (3216)

Honors Choir (3234H)

Madrigal Choir H (3235H)

\*Marketing Media (3210)

Mixed Chorus (3232)

Music Appreciation (3236)

Music Theory II HH (3238HH)

\*AP Music Theory (3237AP)

Orchestra H (3230H)

Sculpture(3211)

Senior Portfolio H (3212H)

AP Studio Art (3225AP)

\*Technical Theater (3213)

\*Web Design (3214)

**\*Also satisfies the 21<sup>st</sup> Century Life & Skills  
requirement**

#### **21<sup>st</sup> Century Life & Skills**

##### Course Name (Number)

Analysis of Monetary Policy H (7106H)

Auto Mechanics (3026)

Carpentry 1A (3015), 1B (3016), 2A (3017)

AP Computer Science A (4101APA)

AP Computer Science Principles (4101APP)

Computer Science I H (4101H)

Biochemistry of Foods (6102)

Finance (3019)

Entrepreneurial Study (3009)

Government Studies/CGI Elective

Introduction to Business (3005)

Introduction to Marketing (3006)

Macro Economics H (7110H)

Peer Leadership (3023)

Power Technology (3025)

Introduction to Advertising (3020)

Robotics I, II, III (3001H, 3002H, 3003H)

Social Justice Lab/CSJ Elective

You and Your Car (3024)

## **APPENDIX B**

### **Graduation Requirements in the Area of Financial Literacy**

Analysis of Monetary Policy H (7106H)

Entrepreneurial Study (3009)

Finance (3019)

Introduction to Business (3005)

Introduction to Marketing (3006)

Junior Electives in CGI and CSJ

Macro Economics H (7110H)

## APPENDIX C

Content updated June 5, 2019 (Format updated for clarity on July 30, 2019)

1



### New Jersey High School Graduation Assessment Requirements

On June 5, 2019, the New Jersey Department of Education (NJDOE) updated the high school graduation assessment requirements in both English Language Arts/Literacy (ELA) and mathematics for the Classes of 2019 through 2022, pursuant to an amended Consent Order from the Appellate Division of the Superior Court of New Jersey.

#### The Classes of 2019, 2020, 2021, and 2022

The high school assessment graduation requirements that are in place for the Classes of 2019, 2020, 2021, and 2022 are:

In **English Language Arts/Literacy**, students must demonstrate proficiency:

1. On NJSLA/PARCC ELA 10; **or**
2. By meeting the designated cut score on an alternative assessment such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER as defined in the chart below; **or**
3. By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

In **mathematics**, students must demonstrate proficiency:

1. On NJSLA/PARCC Algebra I; **or**
2. By meeting the designated cut score on an alternative assessment such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER as defined in the chart below; **or**
3. By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Proficiency levels/cut scores for the Classes of 2019 through 2022 are specified in the chart below.

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

#### The Class of 2023 and Beyond

The NJDOE is committed to providing fair notice to students and educators and will continue to collaborate with stakeholders to transition to the next generation of statewide assessments.

**ELA and Mathematics Assessment Graduation Requirements for the Classes of 2019, 2020, 2021, and 2022**

*This document reflects the high school graduation assessment requirements for the Classes of 2019, 2020, 2021, and 2022, pursuant to an amended Consent Order received by the NJDOE from the Appellate Division of the Superior Court of New Jersey on June 5, 2019.*

*The requirements for the Class of 2019, including the cut scores, remain unchanged from the requirements that were applied to the Classes of 2017 and 2018. These requirements now apply to the Classes of 2020, 2021, and 2022.*

Pathways Available	English Language Arts/Literacy (ELA)	Mathematics
<b>First Pathway:</b> <i>Demonstrate proficiency in the high school end-of-course NJSLA/PARCC assessments in ELA-10 and/or Algebra I</i>	NJSLA/PARCC ELA Grade 10 $\geq 750$ (Level 4)	NJSLA/PARCC Algebra I $\geq 750$ (Level 4)
<b>Second Pathway:</b> <i>Demonstrate proficiency in English language arts and/or mathematics by meeting the designated cut score on one of the alternative assessments</i>	<p>NJSLA/PARCC ELA Grade 9 <math>\geq 750</math> (Level 4), <i>or</i></p> <p>NJSLA/PARCC ELA Grade 11 <math>\geq 725</math> (Level 3) <i>or</i></p> <p>SAT Critical Reading (taken before 3/1/16) <math>\geq 400</math>, <i>or</i></p> <p>SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) <math>\geq 450</math>, <i>or</i></p> <p>SAT Reading Test (taken 3/1/16 or later) <math>\geq 22</math>, <i>or</i></p> <p>ACT Reading or ACT PLAN Reading<sup>1</sup> <math>\geq 16</math>, <i>or</i></p> <p>ACCUPLACER WritePlacer <math>\geq 6</math>, <i>or</i></p> <p>ACCUPLACER WritePlacer ESL <math>\geq 4</math>, <i>or</i></p> <p>PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) <math>\geq 40</math>, <i>or</i></p> <p>PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) <math>\geq 22</math>, <i>or</i></p> <p>ACT Aspire Reading<sup>1</sup> <math>\geq 422</math>, <i>or</i></p> <p>ASVAB-AFQT Composite <math>\geq 31</math></p>	<p>NJSLA/PARCC Geometry <math>\geq 725</math> (Level 3), <i>or</i></p> <p>NJSLA/PARCC Algebra II <math>\geq 725</math> (Level 3) <i>or</i></p> <p>SAT Math (taken before 3/1/16) <math>\geq 400</math>, <i>or</i></p> <p>SAT Math Section (taken 3/1/16 or later) <math>\geq 440</math>, <i>or</i></p> <p>SAT Math Test (taken 3/1/16 or later) <math>\geq 22</math>, <i>or</i></p> <p>ACT or ACT PLAN Math<sup>1</sup> <math>\geq 16</math>, <i>or</i></p> <p>ACCUPLACER Elementary Algebra <math>\geq 76</math>, <i>or</i></p> <p>Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019)<sup>2</sup> <math>\geq 255</math>, <i>or</i></p> <p>PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) <math>\geq 40</math>, <i>or</i></p> <p>PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) <math>\geq 22</math>, <i>or</i></p> <p>ACT Aspire Math<sup>1</sup> <math>\geq 422</math>, <i>or</i></p> <p>ASVAB-AFQT Composite <math>\geq 31</math></p>
<b>Third Pathway:</b> <i>Demonstrate proficiency in English language arts and/or mathematics through Portfolio Appeals</i>	Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

<sup>1</sup> Test is no longer administered but can be used for the graduating year.

<sup>2</sup> Beginning on **Monday, January 28, 2019**, classic ACCUPLACER tests were no longer available. QAS replaced ACCUPLACER Elementary Algebra.

For questions or concerns, please reach out to [assessment@doe.nj.gov](mailto:assessment@doe.nj.gov).

