



Program of Studies

2022 - 2023





WEST MORRIS REGIONAL HIGH SCHOOL DISTRICT



ADMINISTRATION BUILDING
10 SOUTH FOUR BRIDGES ROAD
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MICHAEL BEN-DAVID
SUPERINTENDENT OF SCHOOLS

January, 2022

Dear Students:

The West Morris Regional High School District Program of Studies has been prepared to assist you in planning your four year educational program. A study of the contents will reveal the academic strength of the curriculum as well as the wide range of curricular offerings. The many options will allow you to individualize your course of study and meet your objectives, needs and interests.

The faculty and staff of West Morris Central and West Morris Mendham High Schools are prepared to help you make the most of your opportunities. The district provides counseling services to help students choose offerings appropriate to their academic interests and talents in accordance with their future plans. All questions concerning curricular options should be directed to the college and career counseling department at the appropriate school.

My personal best wishes are extended to you for a positive, involved and successful school year.

Sincerely,

Michael Ben-David
Superintendent of Schools

West Morris Regional High School District Administration

Superintendent

Michael Ben-David

Assistant Superintendent

Ed Braun

Business Administrator/Board Secretary

Douglas Pechanec

Director of Special Education

Michael Reinknecht

West Morris Central High School

Principal:

Tim Rymer

Assistant Principal:

Toni Liskiewicz, Janet Slover, Chris Carroll & Jess LaSusa

Director of School Counseling Services:

Matthew Ferreri

School Counselors:

Joseph Cusack, Shanna Donnelly, Leah Hennessy, Elizabeth Grasso, Kara Losik, Megan Shaffer

IB Coordinator:

Debbie Gonzalez

IB CP Coordinator:

Erin Feltmann

West Morris Mendham High School

Principal:

Steve Ryan

Assistant Principal:

Joe Geddes, Anne Meagher, Melissa Heike & Jess LaSusa

Director of School Counseling Services:

John McGoldrick

School Counselors:

Kara Angelastro, Allison Cassera, Daniel Cocco, Melissa Hart, Hilary Klimowicz, Richard Kumpf

IB Coordinator:

Laura Pereira

IB CP Coordinator

Lindsay Schartner

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THE ACADEMIC PROGRAM

REQUIREMENTS FOR GRADUATION

Graduation requirements are twofold. Students must satisfy both the [WMRHSD Graduation Requirements](#) AND the requirements set by the [New Jersey Department of Education](#).

New Jersey Department of Education Graduation Requirements

New Jersey High School Graduation Assessment Requirements

Adopted September 8th, 2021

Classes of 2023-2025

Pathway 1:

Students must take and demonstrate proficiency in Grade 11 on the New Jersey Graduation Proficiency Assessment (NJGPA), which includes content aligned to the grade 10 New Jersey Student Learning Standards (NJSLS) in ELA, and the NJSLS in Algebra 1 and Geometry. If after completing the New Jersey Graduation Proficiency Assessment a student does not demonstrate proficiency on the ELA or mathematics section, the student may retake the New Jersey Graduation Proficiency Assessment in the following summer or fall.

If, after completing the NJGPA, students did not demonstrate proficiency by passing either the ELA or Math component, students may access the following pathways:

- Pathway 2: By meeting the designated cut score on a substitute competency test (see Table 5 below); or
- Pathway 3: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Pathways 2 and 3 are only available to students who completed the NJGPA in Grade 11.

Note: Under the Individuals with Disability Education Act (IDEA), all students with disabilities must be included in all general state and district-wide assessments. IEPs of students with disabilities will address whether the student must meet the passing score on the state assessments or demonstrate proficiency through an alternate pathway. Students with disabilities whose IEPs specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in their IEPs.

Class of 2026

The New Jersey Department of Education has not yet announced the requirements for the Class of 2026 and beyond.

Table 5: Second Pathway – Menu of Substitute Competency Tests

ELA	Mathematics
<p>One of the following:</p> <ul style="list-style-type: none"> • NJSLA/PARCC ELA Grade 9 • SAT Critical Reading (taken before 3/1/16) • SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) • SAT Reading Test (taken 3/1/16 or later) • ACT Reading or ACT PLAN Reading* • ACCUPLACER WritePlacer • ACCUPLACER WritePlacer ESL • PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) • PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) • ACT Aspire Reading* • ASVAB-AFQT Composite 	<p>One of the following:</p> <ul style="list-style-type: none"> • NJSLA/PARCC Algebra 1 • NJSLA/PARCC Geometry • NJSLA/PARCC Algebra II • SAT Math (taken before 3/1/16) • SAT Math Section (taken 3/1/16 or later) • SAT Math Test (taken 3/1/16 or later) • ACT or ACT PLAN Math • ACCUPLACER Elementary Algebra • Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019) • PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) • PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) • ACT Aspire Math* • ASVAB-AFQT Composite

West Morris Regional High School District Graduation Requirements

- Satisfactorily complete a minimum of 120 credits.
- Participate in career exploration and/or development. This requirement will be fulfilled by structured group or individual guidance, counseling and/or course activities through infusion as identified by district staff.
- Demonstrate technological literacy, consistent with the New Jersey Student Learning Standards integrated throughout the curriculum.
- Satisfactorily complete the following course requirements as mandated by the West Morris Regional High School District.

English Language Arts	Mathematics	Science	History & Social Sciences	World Languages
20 Credits	15 Credits including Algebra 1 & Geometry*	15 Credits including at least 5 credits in laboratory Biology* AND an additional laboratory science – Chemistry, Environmental Science or Physics	15 Credits including 10 credits in US History and 5 credits in World History	10 Credits

Financial, Economic, Business and Entrepreneurial Literacy	Health & Physical Education	Visual & Performing Arts	21st Century Life and Careers
2.5 Credits	Required for each year of high school.	5 Credits	5 Credits

*Or “content equivalent” which means courses or activities that include the same or equivalent knowledge and skills as those found in traditionally titled courses.

The following courses satisfy the Financial Literacy requirement:

Business

- Entrepreneurship: Business Opportunity
- Entrepreneurship: Business Development
- Financial Literacy, Financial Literacy (online)
- IB Business Management

History

- Economics

The following courses satisfy the 21st Century Life and Careers requirement:

Business

- Entrepreneurship: Business Opportunity/Development
- Financial Literacy
- Marketing & Advertising
- Accounting
- Principles of Business
- IB Business & Management

English

- Journalism: Communications
- Journalism: Yearbook

Computer Science

- Intro to Coding
- Computer Programming & Game Design
- Computer Science (IB-SL/AP)
- Computer Science (IB-HL)

Family and Consumer Science

- Healthy Cooking for the 21st Century
- Culinary Arts
- Creative Cooking and Baking
- World Cuisine
- Gourmet Foods

Technology

- Creative Design Technology

- Robotics
- Digital Video
- 3-D Modeling
- Architecture, Design, and Engineering
- Engineering Design
- IB Design Tech/Engineering

The following courses satisfy the Visual and Performing Arts requirement:

Art

- Ceramics 1
- Sculpture 1
- Ceramics and Sculpture 2
- Introductory Drawing
- Photography 1 & 2
- Mixed Media Photography
- Art 1 & 2
- Digital Art & Design
- Studio Art 1 (IB)
- Studio Art 2 (IB)

Music

- Piano 1
- Piano 2
- Band
- Choir
- Orchestra
- Wind Ensemble
- Music Production and Audio Engineering I, II
- Fundamentals of Music Theory

Performing Arts

- Introduction to Theater Arts
- Tech Theater/Stagecraft
- Theater Arts I/II

COURSE LEVELS

The West Morris Regional Board of Education recognizes that it may be advantageous to provide varying levels of difficulty in the same course in academic areas. The intent of offering multiple levels or groups is to ensure that all students, including the most academically talented, can participate in courses where the activities are challenging.

The following level or grouping designations may be available for a specific course depending on enrollment, sequence of courses in a specific program area and curriculum content:

International Baccalaureate:

IB courses are designed to prepare students for the International Baccalaureate examination. Grades will be determined by internal school assessment and external evaluation by the IB organization. (Students who take IB tests may be awarded credit or advanced placement by the college they attend.) Parents should refer to the IB website (www.IBO.org) for college policies and placement. There is a cost involved with participation in these courses.

Advanced Placement:

These courses follow the curriculum recommended by the College Entrance Examination Board (CEEB). Students who enroll in these courses may take the advanced placement test for that course offered by Educational Testing Service. (Students who take advanced placement tests may be awarded credit or advanced placement by the college they attend.)

Honors

Honors courses are designed to challenge highly motivated and academically skilled students. These courses often include an "in depth" study of a particular subject accompanied by rigorous demands upon students in terms of study skills, homework and independent projects. Instructional strategies for honors courses simulate the approaches utilized in the most competitive colleges and universities.

Advanced

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

Academic

Academic courses are college preparatory courses. Students will be expected to cover much of the same subject matter as required in advance. The depth will be less complex and the pace adapted appropriately to meet the ability levels of the students. Some of the more complex content will be excluded.

Studies

Studies courses offer an opportunity for students to meet high school graduation requirements and to improve their skills. They are designed to help learners reach their individual potential. Students will be expected to cover much of the same subject matter as required in academic courses. The depth will be less and the pace adapted appropriately.

DIFFERENTIATED PROFICIENCIES

Some of the course offerings have an option for the 10th, 11th and 12th grade student to select different levels of difficulty from sets of course objectives called differentiated proficiencies. Students electing a course where there is an option to select higher level work must declare the level of course they wish to take at the time of course selection. Students may not want to elect differentiated proficiencies for a course that will not be included in class rank. This process may not be reversed.

NOTE: All electives in freshman year are taken at the academic level. Revised course objectives exist for the following:

- Art 2 (IB, Advanced, Academic)
- Ceramics & Sculpture 2 (Advanced/Academic)
- Digital Art & Design (Advanced)
- Digital Video (Advanced/Academic)
- Robotics (Advanced/Academic)
- Entrepreneurship: Business Opportunity (Advanced/Academic)
- Entrepreneurship: Business Development (Advanced/Academic)
- Intro to Theater Arts (Advanced/Academic)
- Film (IB/Advanced)
- Theater Arts 1 (IB/Advanced)
- Theater Arts 2 (IB/Advanced)
- Tech Theater/Stagecraft (Advanced/Academic)
- Orchestra (IB, Advanced, Academic)
- Band (IB, Advanced, Academic)
- Choir (IB, Advanced, Academic)
- Piano 1 (Advanced/Academic)
- Piano 2 (Advanced/Academic)
- Fundamentals of Music Theory (Advanced/Academic)
- Financial Literacy (Advanced, Academic)
- Principles of Business (Advanced, Academic)

*Courses approved for differentiated proficiencies are marked with triple asterisks (***) in the program of studies and in the department listing.*

ALTERNATE PROGRAMS

Students with disabilities may meet graduation requirements through alternative methods and assessments by the prescription of the Individual Education Plan (IEP). Each such IEP shall set forth the specific graduation requirements for students with disabilities, and fulfillment of those requirements will qualify the pupil for a state endorsed West Morris Regional High School District diploma. The criteria for students with disabilities will be pursuant to NJAC 6A:14. The Director of Special Education will obtain the written approval of the Superintendent for those students with disabilities who need to be exempted. An annual written report will be submitted to the Board of Education, which lists those students who graduated under special education. The Alternate High School Assessment (ASHA) process will follow the same procedure used for regular education students.

TRANSFERS BETWEEN SCHOOLS

Enrollment, facilities, program offerings, or staffing limitations may cause instances where a course or program is offered at one of the district's high schools and not at the other. Students may request to transfer between schools to take advantage of all educational opportunities in the district. Such transfers should be requested for the entire school day and must be submitted in advance for approval by the Board of Education. Parents must provide transportation.

In addition to the aforementioned circumstances, there may be other educational reasons for students to request full time enrollment at a school outside their normal attendance area. Such requests must be approved by the Superintendent and on the recommendation of the Special Services Department.

EARLY GRADUATION

Students may graduate early if they have clearly demonstrated sufficient scholastic aptitude or vocational readiness. Interested students should explore this option with their counselor before the end of their sophomore year. Early graduation is subject to review by the Principal. Final approval rests with the Superintendent of Schools. In order to complete the credit requirements, students planning on early graduation must fulfill the traditional 120 credit graduation requirement in 3 or 3.5 years rather than 4 years. Students with IEPs may also be considered for early graduation insofar as they have met all NJ state graduation requirements in accordance with their IEPs.

OPTION 2

This option is regulated by New Jersey Administrative Code title 6A: 8-5.1.

1. District boards of education may determine and establish a set number of curricular activities or programs aimed at achieving the Core Curriculum Content Standards for promotion and graduation purposes.
2. Curricular activities and programs may be organized around an interdisciplinary model based on themes involving Core Curriculum Content Standards, such as the following:
 - Arts;
 - Business & Information Systems;
 - Mathematics, Science & Technology; or
 - Health & Human Sciences
3. Programs shall be planned for individuals and/or a group based on specific instructional objectives.
4. The principal shall certify completion of curricular activities or programs based upon specific instructional objectives.
5. Group programs based upon specific instructional objectives shall be approved in the same manner as other approved courses. Individual programs shall be on file in the local district and subject to review by the Commissioner or his or her designees.

12th GRADE OPTION/CAREER EXPLORATION

The West Morris Regional High School District will explore alternative educational options for interested 12th grade students.

Criteria & Specifications:

1. Students may pursue a genuine interest that is not part of the regular school curriculum such as college and university coursework, vocational education, internship, volunteer community service, career exploration/shadowing, or other options.

2. Seniors must be in good academic standing; having earned 100 credits by the end of the junior year. West Morris Regional graduation guidelines must be followed.
3. Students wishing to pursue this option must have administrative approval, and should explore plans with their guidance counselor during the junior year.
4. Academic credit for the 12th Grade Option will be determined in consultation with the administration.
5. A school-based coordinator will review the details of the option and the hours that a student will spend pursuing this program.
6. A Career Exploration Seminar is a required component of this course.

79600 Structured Learning Experiences

1 - 15 credits

Prerequisite: Completed grade 9 and must be 16 years of age

Interested students may voluntarily select a Structured Learning Experience (SLE) to complement classroom instruction. The experience may be paid or unpaid, may or may not be sponsored by the district, and can include the following options: apprenticeships, community service, internships, job shadowing, school-based experiences, vocational student organization activities, volunteer activities, and work experience/career exploration. All SLE activities shall adhere to state and federal child labor laws and other regulations of the Federal and State Departments of Education and Labor.

76600 Career Prep (Seminar)

Corequisite: Enrolled in Structured Learning Experience

Students enrolled in Structured Learning Experiences must also register for 76600 Career Prep.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

The International Baccalaureate Diploma Programme (IB DP) is a rigorous pre-university course of study that meets the needs of the highly motivated secondary school student. Designed as a comprehensive curriculum that allows its graduates to fulfill requirements of the various national systems of education, IB Diploma candidates are required to complete courses in each area of knowledge in the final two years of their secondary schooling. The intent is that students should learn how to learn, how to analyze, how to reach considered conclusions about people, their languages and literature, and how to apply mathematics and the sciences.

The high standards implicit in the IB examinations assume high levels of achievement or preparation at the freshman and sophomore years. IB Diploma students follow essentially the same program of studies that other West Morris Regional students pursue. The IB Diploma candidate, however, must select those courses that have been approved as part of a specially designed curriculum to meet International Baccalaureate criteria. Diploma candidates must select three of these subjects to be studied at the Higher Level (HL) and three subjects to be studied at the Standard Level (SL). A student may opt for four HL's and 2 SL's. By arranging the work in this fashion, students are able to study some subjects in-depth (HL), i.e., extensively over a two year period before sitting for examinations, and some in breadth (SL), exploring a range of topics within a subject (SL is approximately equivalent to a one-year AP program). Diploma candidates take their examinations in each of the six areas listed below:

- Language A (the student's first language)
- Language B (a second language)
- Individuals in Society (History, Psychology, Economics, Environmental Systems & Societies; Business Management)
- Experimental Sciences (Biology, Chemistry, Physics, Environmental Systems & Societies, Sports Exercise and Health Science, Computer Science, Design Technology)
- Mathematics (Applications and Interpretation, Analysis and Approaches)
- Electives from one of the following options:

- a) Visual Arts, Music, Film, Theater Arts, or Dance
- b) a third language, or a second subject from Experimental Sciences or Individuals in Society

To be eligible for the award of the Diploma all candidates must

- Complete one subject from each of the above groups
- Complete at least three and not more than four of the six subjects at Higher level and the other subjects at Standard level
- Submit an Extended Essay (4,000 words) in one of the subjects of the IB curriculum
- Complete the CAS learning outcomes
- Complete the Theory of Knowledge course

The student who does not satisfy the requirements of the Diploma program is awarded a Certificate for the examinations completed.

As a result of the extra demands placed on diploma candidates (tests in six subjects, composition of the extended essay, completion of the CAS requirement), the Theory of Knowledge course shall be included as a seventh graded course in determining class rank and weighted GPA. The Theory of Knowledge course will be offered as 1.0 credit of honors weight, rather than the 5.0 or 6.0 credits of other courses used to determine class rank.

80370/80470 Theory of Knowledge – IB Diploma Program

1.0 credits

11th and 12th grade IB Diploma students

The Theory of Knowledge course is the key element in the educational philosophy of the IB, a point of fusion and reflection. It is an interdisciplinary course that leads the student to review and challenge the student’s knowledge in each of the subject areas. Students will meet for a total of 100 hours over two years. The requirements for the course will include various essay topics to be graded both internally and externally. The culmination of the course is an externally assessed paper focusing on a student’s synthesis of the problems in the study of knowledge and an internally assessed oral presentation.

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WEST MORRIS REGIONAL HIGH SCHOOL DISTRICT ♦ INTERNATIONAL BACCALAUREATE ♦ FOUR-YEAR PLAN

Group	IB Subject Area	Grade 9	Grade 10	Grade 11	Grade 12	Examination	
						SL	HL
1	Language A (Literature)	English 1 HN English 1 AV	English 2 HN English 2 AV	English 3 IB HL/AP English 3 IB SL	English 4 IB HL/AP English 4 IB SL	SL	HL
2	Language B (Second Language)	Spanish 1/Spanish 2	Span. 2/ Span 3 AV	Sp. 3 HN/Sp. 4 AV	Spanish 4 IB/Spanish 5 IB	SL	
		Spanish 2	Spanish 3 HN	Spanish 4 IB/HN	Spanish 5 IB	SL	HL
		French 1 French 2	French 2 French 3 HN	French 3 HN French 4 IB/HN	French 4 IB French 5 IB (WMM)	SL SL	HL
		Chinese 1 Chinese 2	Chinese 2 Chinese 3 HN/AV	Chinese 3 AV/HN Chinese 4 AV/IB Any first year beginning sequence	Chinese 4 AV/IB Chinese 5 AV/IB (WMM) Any second year beginning sequence	SL SL <i>Ab initio/</i> SL	

3	Individuals and Societies	U.S. History 1 HN	U.S. History II AP	World History IB SL	European History IB HL	SL	HL
		U.S. History 1 AV	U.S. History II AV	World History IB SL		SL	
				IB Economics SL	IB Economics SL	SL	
				IB Psychology SL	IB Psychology SL	SL	HL
				IB Psychology SL	IB Research Methods-Psych HL	SL	HL
		IB Bus. & Mgt. SL	IB Business & Mgt. SL	SL	HL		
		IB Bus. & Mgt. SL	IB Business & Mgt. HL				
		Enviro Systems & Societies IB	Enviro Systems & Societies IB	SL			
4	Experimental Sciences	Biology HN	Chemistry HN	Biology 1 IB SL	Biology 2 IB HL	SL	HL
				Chemistry 1 IB SL	Chemistry 2 IB HL	SL	HL
		Biology AV	Chemistry AV	Physics 1 IB/AP	Physics 2 IB/AP	SL	HL
				Enviro Systems & Societies IB	Enviro Systems & Societies IB	SL	
				Sports, Exercise & Health Science IB SL	Sports, Exercise & Health Science IB SL	SL	
				Computer Science IB SL	Computer Science IB SL, HL	SL	HL
				Design Technology IB SL	Design Technology IB SL	SL	

Group	IB Subject Area	Grade 9	Grade 10	Grade 11	Grade 12	Examination	
5	Math	Algebra 1 AV	Geometry AV/HN	Alg 2/PreCalc Applications 1 IB-SL	Fnd of Calc Apps 2 IB-SL	SL	
		Geometry AV/HN	Algebra 2 AV/HN	Calc/Analysis 1 IB-SL	Calc/Analysis 2 IB-SL	SL	
		Geometry HN	Algebra 2 AV/HN	Calculus Applications 1 IB-HL	Calculus Applications 2 IB-HL	SL	HL
		Geometry HN	Algebra 2 HN	Calc/Analysis 1 IB-HL	Calc/Analysis 2 IB-HL	SL	HL
		Algebra 2 HN	Pre-Calc HN	BC Calculus AP/IB-HL	Calc/Analysis 3 IB-HL	SL	HL
6	Arts and Electives	Art 1	Any full year art course including Digital Art Design, Art 2, or two sem. Art courses.	Studio Art I IB	Studio Art II IB	SL	HL
		Intro to Theater	Intro to Theater,, Intro to Musical Theater, Tech Theater/Stagecraft	IB Theater Arts 1 IB Music IB Film Additional group 2, 3, 4, or 5	IB Theater Arts 2 IB Music IB Film Additional group 2, 3, 4, or 5	SL SL SL SL	HL HL HL HL
7	Core			Theory of Knowledge Extended Essay CAS	Theory of Knowledge Extended Essay CAS	Essay & Presentation Research Paper Creativity, Activity, Service	

8	District/ State Require ments	Physical Education & Health	Physical Education & Driver Education	Physical Education & Health	Physical Education & Health	
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INTERNATIONAL BACCALAUREATE CAREER-RELATED PROGRAMME

IB Career-Related Programme Philosophy

The IB CP is an innovative framework incorporating the vision and educational principles of the IB into a unique program specifically tailored for students who wish to engage in career-related learning. The aim of this program is to assist students in the development of their personal career vision and empower them to succeed in the next academic challenge and future entry into the global, knowledge-based economic workforce.

IB Career-Related Programme Components

The West Morris Regional High School District provides five career-related pathways: Business, S.T.E.M., Life and Health Sciences, Political Science and Law, and Visual and Performing Arts. The framework is built around three interconnected elements:

1. **IB Courses:** An IB CP student must complete two IB courses and pass the external examinations in each course. One of the IB courses must be assessed after a two-year sequence of study. One course must also be in the student's chosen pathway, the student does not need to assess in this IB pathway course. This provides the pedagogical underpinning and academic rigor in the program.
2. **Career-Related Programme Coursework:** A student must complete one course in each of the junior and senior year in one of the career-related studies pathways. This course of studies will support the program's academic strength and provide practical, real-world approaches to knowledge and learning in the selected career field. A third IB course in the pathway must also be taken in either the junior or senior year.
3. The Core is designed to create a bridge connecting the IB courses and the career-related studies and it serves as the foundation of our Career Pathways Program. It includes the *Personal and Professional Skills* class, a Community and Service Learning Project, a Language Development Portfolio, and a Senior Reflective Project.
 - The **Personal and Professional Skills** course emphasizes critical and ethical thinking, intercultural understanding and the ability to communicate effectively within a career field.
 - **Language Development** includes the completion of a language development portfolio.
 - The **Service Learning Project** component is based on the principle of using community service as a vehicle for new learning with academic value. The service-learning model emphasizes knowledge development, civic development, social development and personal development.
 - Through the **Reflective Project** students identify, analyze, critically discuss and evaluate an ethical issue arising from their entire career learning experience (#1-#3) and students will present their reflection to community members in a final presentation. The project may be called upon for submission to the IBO for external evaluation. It can be created in different formats, including: an essay, development of a website, short film, or other modes of digital communication or products related to the career field.

[Link to IB Career-related Programme Pathways](#)

80574/80674 Personal and Professional Skills – IB Career-related Program

1.0 credits

11th and 12th grade IB CP students

The Personal and Professional Skills course (PPS) is a compulsory component of the Career Programme (CP) core. Students will meet for a minimum of 90 hours over two years. The Personal and Professional Skills course is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course, the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range

of situations. Five central themes will be explored throughout this course: personal development, intercultural understanding, effective communication, thinking processes, and applied ethics.

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Dual Enrollment Courses

West Morris Regional High School District has entered into dual enrollment partnerships with Fairleigh Dickinson University (Middle College Program). WMRHSD has established these dual enrollment collegiate partnerships in order to give our students greater opportunities to receive college credit or advanced standing outside of our AP or IB programs. All courses are delivered on the WMRHSD campuses during the course of the regular school day and course materials, curriculum, and faculty credentials are approved by Fairleigh Dickinson University.

Dual enrollment programs are optional for students taking the classes listed below. Students who choose to participate in the program will be registered as non-matriculated students at the respective college.. Students may list dual enrollment courses as college courses on most college applications. Of course, when a student graduates from WMRHSD, similar to AP or IB credits, it will be at the discretion of the college the student is attending to accept or deny these courses as college credit or for the purposes of advanced standing.

Students are responsible for all tuition costs associated with both the Middle College Program. Fairleigh Dickinson University determines the costs associated with the dual enrollment programs and students must complete an application following the college deadlines at the beginning of the school year.

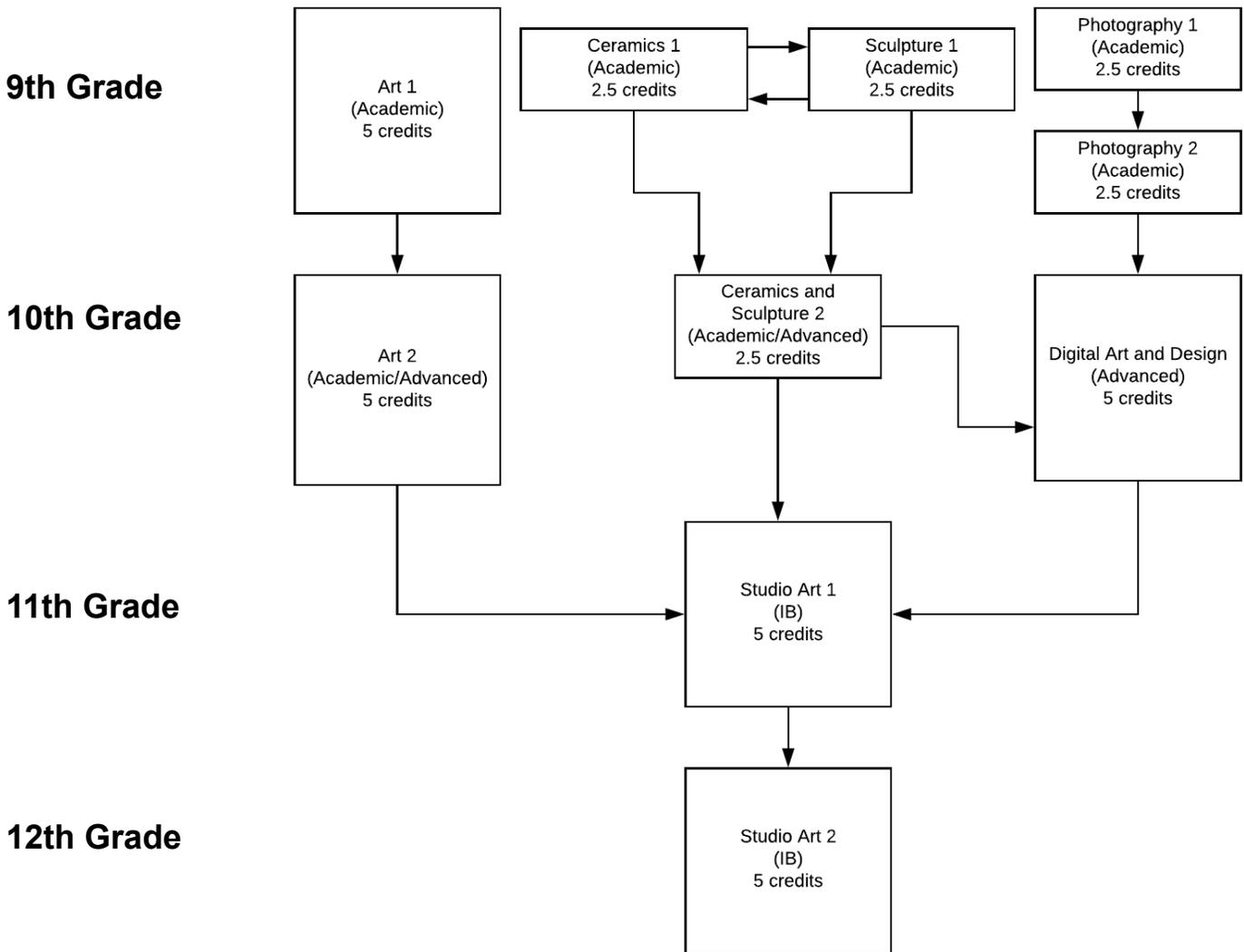
FDU Middle College Program Classes

- Marketing & Advertising
- AP Statistics

Art

Courses in the art program are electives and may be started at any grade level. Art 1 is the foundation course and is the prerequisite for further coursework. It is the intent of the foundation art program to give students the basic skills in art plus a variety of learning experiences that will enable them to develop creative expression. The emphasis in successive courses is on the development of special interests and skills leading to individual artistic expression.

Visual Arts Suggested Course Sequence



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All Art courses satisfy the Visual and Performing Arts requirement.

63628 Ceramics 1

(Academic)

2.5 credits 1 semester course

Prerequisite: None

Available to grades 9-12

This course will allow students to explore clay as a functional medium. Hand building techniques and introductory wheel throwing techniques will be investigated. Students will be exposed to the contemporary studio crafts movement so that they can explore the work of contemporary American potters. With instructor approval, this course may be repeated for credit to further develop talents.

64528 Sculpture 1

(Academic)

2.5 credits 1 semester course

Prerequisite: None

Available to grades 9-12

This course offers students the opportunity to explore the possibilities of three dimensional space. Students will be exposed to a variety of materials and techniques. Clay, wood, plaster, wire and stone materials can be explored. Additive and subtractive methods of creating sculpture will be investigated. Students will begin with a relief sculpture and then work up to working fully in the round and possibly progress into sculpting the human figure. Students will be shown examples of 'old masters' and contemporary artists' sculptures as inspiration for their work. With instructor approval, this course may be repeated for credit to further develop individual talents.

64526/64564 Ceramics and Sculpture 2

(Academic/Advanced)

2.5 credits 1 semester course

Prerequisite: Intro to Ceramics or Sculpture

Available to grades 9 - 12

This is a semester course designed for students to respond to a series of theme based projects in various 3D art mediums. Students can expand upon their knowledge of hand building, potter's wheel techniques, and glazing through advanced projects in clay. Students can also work with clay as a sculptural medium through clay casing, molding, carving, and forming. Students may also be introduced to new sculpture techniques with plaster, wire, wood, stone, and found objects. Students will look at contemporary craft artists and sculptors for inspiration and critique. Students will also explore major 3D art movements for art history study. Students must take a semester of Introduction to Ceramics or Sculpture as a prerequisite for this course. This course may be taken as a pathway to Junior IB.

63624 Photography 1

(Academic)

2.5 credits 1 semester course

Prerequisite: None

Available to grades 9-12

Photography in this semester course will be explored through a wide variety of materials. Basic composition, lighting and design will be emphasized to allow students to use the photographic image as a means of self-discovery. Assignments in both black and white and color digital images will be produced to develop the student's personal vision.

63724 Photography 2

(Academic)

2.5 credits 1 semester course

Prerequisite: Photography 1

Available to grades 9-12

Students will use digital cameras, scanners, printers and computers to explore the artistic potential of fine art digital images. Learning how to create and produce photographs that demonstrate an understanding of composition, light, color, and visual impact. Emphasis is placed on the development of the student's self-expression using hands-on projects geared towards creativity and problem solving.

64220 Introductory Drawing

(Academic)

2.5 credits 1 semester course

Prerequisite: None

Available to grades 10-12

This introductory course is designed for students with various skill levels. It will address a very broad interpretation of drawing issues and media. Students will learn the meaning of light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth. These and other drawing issues will be addressed through a variety of means. Abstract, observational, and inventive works will demonstrate drawing competence.

63020 Art 1

(Academic)

5.0 credits

Prerequisite: none

Available to grades 9 - 12

Art 1 is an introductory course and is the prerequisite for Art 2, painting and graphic design. Five fundamental areas are included: drawing and painting, color and design, graphic design, sculpture, and ceramics. The student will become familiar with a large variety of art media, materials and techniques. This is an elective course open to any student taking art for the first time in high school.

63170/63130 Art 2 (Differentiated Proficiencies)

(Academic/Advanced)

5.0 credits

Prerequisite: Art 1

Available to grades 10-12

Art 2 is a continuation of Art 1 in the sense that it involves the student with a wide variety of materials and techniques within a structured program. The course is designed for the student who wants to continue to strengthen and broaden a general art background and have more experience with 3-dimensional assignments.

63324/63334 Digital Art and Design (Differentiated Proficiencies)

(Academic/Advanced)

5.0 credits

Prerequisite: One semester of Photography, Art 1, or Introduction to Drawing

Available to grades 10-12

Digital designers change the way people see and interact with the world – in this course students will learn today's design principles, graphic design and creative computer skills that are a must in the 21st century. Students will be exposed to digital SLR cameras, studio lighting and professional software applications such as Adobe Photoshop, an industry standard in the design field. Topics covered will include digital illustration, photographic imaging, print and web design and 3D packaging.

This class will provide students the groundwork for success in the new arts industry with a solid artistic and technical foundation. An essential class for the future art, communications, or marketing student.

63274 Studio Art 1

(IB)

5.0 credits

Prerequisites: Art 1 and any second year course which may include Art 2, or Digital Art and Design

This course is the first of a two-year immersion in the studio experience for the serious art student. The Junior IB HL Art student is a self-motivated, independent learner who is comfortable with regularly keeping an investigative workbook and creating a unique body of studio work that exemplifies a unified focus. Students will have access to a wide variety of media while learning many techniques to express their ideas. They are expected to take Studio Art their senior year as the culminating and follow-up experience.

63978 Studio Art 2

(IB)

5.0 credits

Prerequisites: Any two full year art courses (Art 1, Art 2, or Digital Art and Design) or Studio Art I with portfolio review.

This course is designed for highly talented, self-motivated, creative art students who want to pursue an art career and/or art at the postsecondary level. Each student's main thrust will be to develop a portfolio showcasing that individual's talents in accordance with the Advanced Placement Program's specific criteria. The final outcome of this course will be a portfolio that will be suitable for review and rating by the International Baccalaureate and Advanced Placement Examination committee. Grades will be determined by internal school assessment and external evaluation. (Open to Juniors and Seniors)

Note: IB HL Art Options: Junior year higher level IB requirements can be fulfilled by enrolling in any of the post Art 1 courses. These include Art 2 and Digital Art & Design. The student is required to keep a research workbook (journal) and to use that document to inform their own experiments in visual expression. Summer projects are required.

Business

<u>Semester Courses</u>	<u>Full Year Courses</u>
<ul style="list-style-type: none"> • Financial Literacy (Av/Ac) *** • Entrepreneurship: Business Opportunity (Av/Ac)*** • Entrepreneurship: Business Development (Av/Ac)*** • Accounting (Av) 	<ul style="list-style-type: none"> • Marketing and Advertising (Av) • Principles of Business (Av/Ac)*** • Business and Management (IB SL) • Business and Management (IB HL)

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Courses in business education provide students with the opportunity to develop skills that are helpful in their daily lives and business careers. These courses are designed to prepare students to successfully compete in the global marketplace. Finally, these courses provide a foundation for further study in the field of business in college.

All courses in the Business Department support the graduation requirement related to 21st Century Life and Careers.

61020/61030 Financial Literacy (Differentiated Proficiencies)

(Academic/Advanced)

2.5 credits 1 semester course

Prerequisite: None

Available to grades 9-12

This course provides an essential foundation in everyday financial skills. Students will be able to apply problem-solving techniques and decision-making processes to make sound economic choices. They will acquire and use skills for budget preparation, saving & investing, insurance protection, income tax preparation, wise use of credit, transportation choices, and housing options. Consumer protection laws and fraud protection will be investigated. Technology will be used extensively to conduct research, access financial simulations, complete interactive activities, and use computer applications to complete assignments and projects. Ninth graders who select this course are required to take it at the academic level. Students in grades 10 - 12 may opt for a different proficiency level.

The Financial Literacy course may also be taken online (61026) and will fulfill the same graduation requirements as course # 61020 (above). Please note this online course is tuition based. Students enrolled in this class will fulfill the Financial Literacy requirement for graduation. In order to fulfill the 21st Century Life and Careers requirement another course must be selected.

62724/62734 Entrepreneurship: Business Opportunity (Differentiated Proficiencies)

(Academic/Advanced)

2.5 credits 1 Semester Course

Prerequisite: None

Available to grades 9-12

Students may select this course to fulfill the Financial Literacy requirement. If so, another course must be selected to fulfill the 21st Century Life and Careers requirement.

This course concentrates on identifying and evaluating opportunities for a new business. They will examine the traits of successful entrepreneurs and will research many successful businesses. Students will evaluate the skills, attitudes and commitment necessary to successfully operate a business as a career choice. Entrepreneurship exposes students to the principles, methods, and tools necessary to start or manage a business. The primary purpose is to investigate ways to shape and evaluate the viability of these opportunities by understanding key industry factors, market and competitive factors and customer needs. Students will gain a better understanding of personal entrepreneurial capacity, team building and management. This will be augmented with readings, guest speakers, videos and software simulations. Student teams will do at least two opportunity feasibility assessments. This class segues very well into *Entrepreneurship: Business Development* for students who would like to study Entrepreneurship further.

62834 / 62824 Entrepreneurship Business Development (Differentiated Proficiencies)

(Academic/Advanced)

2.5 credits 1 Semester Course

Middle College Program – Dual Credit Option

Available to grades 9-12

Students may select this course to fulfill the Financial Literacy requirement. If so, another course must be selected to fulfill the 21st Century Life and Careers requirement.

In this semester course, students will learn what is necessary to become a successful entrepreneur. In addition, students will be required to create a business of their own and complete a business plan. Students will use a sample template to create their business plan. They will complete all the necessary parts of the business plan including the vision/mission statements, the company description, market and industry analysis, financial plan, operation plan, management plan, and marketing plan. At the completion of the course, students will present their business idea to the class. Although not required, students are encouraged to take *Entrepreneurship: Business Opportunity* prior to enrolling in this course.

62034 Accounting

(Advanced)

2.5 credits

Prerequisite: None

Available to grades 10-12

Accounting is the “language of business” and is essential for anyone working in the business world today. This course is designed to provide students with an understanding of financial accounting concepts and procedures that will enable them to complete manual and computerized accounting applications. This course includes the following topics: the accounting cycle, financial accounting procedures, cash transactions, inventory control, and fundamental accounting concepts. All students planning to major in business, finance, accounting, or management in college are strongly recommended to take Accounting as it provides an introduction to college accounting courses. Careers in accounting and related fields are also included.

62634 Marketing & Advertising

(Advanced)

5.0 credits Middle College Program – Dual Credit Option

Prerequisite: None

Available to Grades 11-12

This course is for those interested in pursuing a career in marketing, advertising, market research, sales or general business management. It is designed to develop an understanding of the concepts and strategies needed to create an effective marketing effort for a product or service. In addition to the development of a marketing plan, students will plan, create and produce advertising campaigns which will include all major media including television, print and digital/social channels. Sports and entertainment marketing will also be examined over the course of the year. Students who earn a minimum grade of “C” in Marketing are eligible to receive three (3) college credits and an official college transcript from Fairleigh Dickinson University which is part of the Middle College Program.

62120/62130 Principles of Business (Differentiated Proficiencies)

(Advanced, Academic)

5.0 credits

Prerequisite: None

Available to grades 10-12

This course is designed for the student who plans to major in business, handle personal finances, or pursue a business career, and will introduce students to the principles and problems of establishing and managing a small business. Students will be exposed to the many facets of economics, marketing, and finance. Principles of Business is especially helpful for the student who wants to get ahead in the business world by participating in the spirit and dynamics of the American free enterprise system.

The course may be taken as Advanced or Academic at the option of the student.

62474 Business and Management

(IB-SL)

5.0 credits

Prerequisite: None

Available to grades 11-12

Business and management is a rigorous and dynamic course that examines business decision-making processes and how these decisions impact and are affected by internal and external environments. Students will develop an understanding of business theory, as well as an ability to apply business principles, practices and skills using actual case studies. The topics covered include: business organization & environment, human resources, accounting & finance, marketing, and operations management. No prior knowledge of business and management is required; however, a familiarity with business concepts would be advantageous. This course will provide students with a basis for further study at the college/university level.

62576 Business and Management

(IB-HL)

5.0 Credits

Prerequisite: Business and Management (IB-SL)

Available to grade 12

Business and Management HL is the premier course offering in the business department. Students will continue to explore new business management tools, theories, and concepts and will be expected to recall, activate, and build upon prior knowledge from the Business Management SL course. The four business functions will be explored more deeply through situational analysis. Students will explore HL specific extension topics including, but not limited to, organizational planning tools, corporate culture, investment appraisal, budgets, and crisis management. Prior knowledge of business management is necessary. Students are required to complete a written Internal Assessment, which is a compulsory component of the Business Management course.

English Language Arts

Recommended Course Sequence

Grade 9	English 1 Academic	English 1 Advanced	English 1 Honors
Grade 10	English 2 Academic	English 2 Advanced	English 2 Honors
Grade 11	English 3 Academic	English 3 IB-SL	English 3 IB-HL/AP
Grade 12	English 4 Academic	English 4 IB-SL	English 4 IB-HL/AP

Full Year Course Electives

- Creative Writing 1,2,3 (Av)
- Journalism: Communications 1,2,3 (Av)
- Journalism: Yearbook 1,2,3 (Av)
- Film (IB/Av)

Semester Course Electives

- Public Speaking (Av)
- Pursuing Happiness (Av)

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The English Language Arts program is organized around the following areas of instruction and follows the Common Core Standards: reading, writing, speaking, listening, critical thinking, and research. Aspects of each area are presented during the four years of required English. English Language Arts electives are offered to those interested in creative writing, journalism, public speaking, film and other areas of specialized focus. These electives are offered above and beyond the required courses.

Honors, International Baccalaureate and Advanced Placement Programs

These courses are offered for students with a deep love of literature who possess highly developed language skills and desire to pursue these interests in a college-level English program. They read selections from a variety of periods, styles, and rhetorical contexts to develop critical standards for independent appreciation. The program is designed to prepare successful students for the International Baccalaureate examinations and the AP examination as well.

10130/10120 English 1
(Advanced, Academic)

5.0 Credits

Prerequisite: none

English 1 emphasizes the basic skills of grammar and mechanics, close critical reading of world literature and informational texts, annotation, essay writing, oral presentation and vocabulary. The teaching of various types of writing including argumentative, commentary, expository and research-based is designed to build skills needed for correctness of expression and organization. Students are introduced to the mythology of different cultures. Challenging world literature including poetry, novels, short stories, and drama are studied. Close reading for mastery of content and writing about related concepts are emphasized. Students will be introduced to library research skills and strategies for test-taking and study skills will be taught. Vocabulary study stresses not only meaning but also etymology and words in context. Oral presentation skills are introduced and practiced.

10154 English 1
(Honors)

5.0 credits

Prerequisite: Current teacher recommendation

Honors English 1 is recommended for the highly motivated student who has **demonstrated superior** writing ability, language usage and reading comprehension skills. In this course students will be introduced to the intensive study of world literature through varied genres. In order to meet the rigorous demands of this reading, a summer reading program in advance of taking this course is required. Composition integral to close critical reading, with emphasis on sophisticated syntax, accurate, logical expression and expansion of ideas is stressed. Writing types such as those found on IB and AP tests will be introduced with an emphasis on close reading, annotation and independent analysis. Oral presentation skills are introduced and practiced.

10230/10220 English 2
(Advanced/Academic)

5.0 credits

Prerequisite: English 1

English 2 reviews and reinforces the basic skills and concepts taught in the freshman year. In their oral presentations and writing, students are expected to demonstrate standard grammatical practices, particularly as a means of varying style. Essays will use writing techniques designed to provide unity and coherence. World literature and informational texts will include more challenging novels, poetry, drama, short stories and articles. Research skills will be developed and applied as well as test-taking and study skills. Vocabulary study continues, stressing meaning, etymology and words in context.

10254 English 2
(Honors)

5.0 Credits

Prerequisite: English 1 Honors or teacher recommendation

This program is designed to challenge the motivated student of **exceptional ability**. Studying a wide selection of world literature and informational texts from diverse time periods and cultures, students explore the abstract ideas and concepts illustrated. They are asked to think critically and work independently. Coherence, intelligent analysis, perception of nuances, standard language usage, logical thought and critical thinking skills are developed through essays, commentary papers, oral presentations, research, and in-depth class participation. Writing types such as those found on IB and AP tests will be further practiced with an emphasis on close reading, annotation and independent analysis.

10320 English 3

(Academic)

5.0 credits

Prerequisite: English 2

English 3 presents selections from world literature and accompanying informational texts. Literature and informational texts are studied in depth and become the basis of research and writing assignments. The focus is on reciprocal effects of literature and historical events as well as the lasting values and qualities of literary works. Principles applicable to effective writing of longer essays and papers are introduced and reinforced. Emphasis is placed on further development of analytical reading, listening and oral presentation skills, test-taking skills, note-taking skills, and a sense of aesthetic appreciation.

10334 English 3

(IB-SL) (Advanced Level Weight)

5.0 credits

Prerequisite: English 2 Advanced or teacher recommendation - prepares students to take SL-level assessment during the senior year.

Selections of world literature and informational texts are studied in the context of culture and the historical period in which they were written, including but not limited to British, European, Latin American, and Asian works. College texts are used. Students concentrate on the finer points of style and analysis as well as on the concepts and perceptions that relate to contemporary interest. Both written and oral commentaries are the critical mode of literary analysis. A major research project is required. Writing types such as those found on IB-SL and AP tests will be further practiced with an emphasis on close reading, annotation and independent analysis. Students are encouraged to take the AP Language and Composition test.

10375 English 3

(IB-HL/AP)

5.0 credits

Prerequisite: English 2 Honors or teacher recommendation prepares students to take HL-level IB assessment during their senior year.

Selections of world literature and informational texts are studied in the context of culture and the historical period in which they were written, including but not limited to British, European, Latin American, and Asian works. College texts are used. Students concentrate on the finer points of style and analysis as well as on the concepts and perceptions that relate to contemporary interest. Both written and oral commentaries are the critical mode of literary analysis and oral presentations are frequent. A major research project is required. Writing types such as those found on IB-HL and AP tests will be further practiced with an emphasis on close reading, annotation and independent analysis. Students are encouraged to take the AP Language and Composition exam with this course.

10420 English 4

(Academic)

5.0 Credits

Prerequisite: English 3

The English 4 course selections from world literature and informational texts have students reading a wide variety of works including satire and drama. Students will write analytical papers, commentaries, comparative papers, and a research project in which they will formally demonstrate writing and/or research skills. Language difficulties and weaknesses in coherence will be remedied as they arise to strengthen and polish skills. Students are expected to make frequent oral presentations.

10434 English 4

(IB-SL) (Advanced Level Weight)

5.0 credits

Prerequisite: English 3 Advanced/IB-SL or teacher recommendation – prepares students to take SL-level assessments.

This program presents selections from World Literature from various genres and periods. The course is designed to develop the students' sense of how style, subject, and audience are related. A detailed analysis of these aspects of literature is the aim. Students are expected to initiate ideas and discern inferences common to different literary works and informational texts.

They research and explore ideas independently; writing commentary papers, demonstrating in-depth understanding of specific passages. Two major world literature papers on specific texts are required as well as other types of written assignments. The activities implemented in the course are designed specifically to help prepare students for the IB-SL exams. A major literary research paper is the culminating project.

10474 English 4

(IB-HL/AP) (Honors)

5.0 credits

Prerequisite: Honors/IB English 3 or teacher recommendation – prepares students to take HL-level assessments.

This program presents selections from world literature from various genres and periods. The course is designed to develop the students' sense of how style, subject, and audience are related. A detailed analysis of these aspects of literature is the aim. Students are expected to initiate ideas and discern inferences common to different literary works and informational texts.

They research and explore ideas independently; writing commentary papers that demonstrate in-depth understanding of specific passages. Two major world literature papers on specific texts are required as well as other types of written assignments. The activities implemented in the course are designed specifically to help prepare students for the Advanced Placement Literature exam and IB-HL exam. A major literary research paper is the culminating project.

English Language Arts Full Year Course Electives

15330 Creative Writing 1

(Advanced)

5.0 Credits

Prerequisite: English 1

Available to grades 10-12

Creative Writing is an elective course for sophomores, juniors and seniors who are able language arts students and who wish to develop their interest in creative writing. Students will explore the various literary genres and discover their own abilities to create original pieces using language imaginatively. Students will work towards the goal of having publishable work. Students are encouraged to enter outside contests. The course culminates with students creating a multimedia project. It may be repeated, with credit, to further develop individual talents and skills.

15130 Creative Writing 2-3

(Advanced)

5.0 Credits

Prerequisite: Creative Writing 1(+2) and teacher recommendation.

Creative Writing 2 and 3 are designed for the student who wants a career in writing and/or publications. Along with pursuing more difficult independent projects, the major component is becoming editors of the literary magazine. Therefore, the student must develop strong leadership, organizational, and editing skills. Students are encouraged to enter literary contests outside of school.

16030 Journalism: Communications 1

(Advanced)

5.0 credits

Prerequisite: English 1

This course satisfies the 21st Century Life and Careers requirement

Journalism is devoted to the further development of good student writers. Able students will be instructed in the basic areas of article writing skills for print and web based publications, as well as other digital news outlets. Students will learn the format of straight news writing, feature writing (historical, human interest, personality, explanatory, analytical) and editorials. Students will apply their writing skills in news reporting and in contributing to school publications. Students will also explore the fundamentals of photojournalism. They are expected to use events in and around the school as a basis for stories, articles, features, and opinion pieces aimed at a specific audience. Since a course goal is to write and take photographs for publication, sometime outside of class is needed for researching, interviewing, editing, and related tasks. Students use newspapers, yearbooks and magazines from the library and other sources to develop sophistication in evaluating journalistic quality.

16130 Journalism: Communications 2

(Advanced)

5.0 credits

Prerequisite: Successful completion of Journalism 1 and teacher recommendation.

This course satisfies the 21st Century Life and Careers requirement.

Journalism 2 is devoted to the student who wishes to pursue journalism on a higher level. Competence will have been shown in Journalism 1, and the student will show an interest to further develop personal journalistic style. The second year journalism student will work toward a crisper style, will investigate additional resources, will further develop sidebars and continuing stories, and will assume positions of leadership on the school paper. Additionally, the student will assist first year students on a one-to-one basis. Editing, publication design, layout and graphics will also be a focus for the second year student.

16230 Journalism: Communications 3

(Advanced)

5.0 credits

Prerequisite: Successful completion of Journalism 2, and teacher recommendation.

This course satisfies the 21st Century Life and Careers requirement.

Journalism 3 is devoted to the student who wishes to pursue a career in journalism and will continue their studies into college. The student will assume an editorial position and work with first and second year students. In Journalism 3 it is expected that the student will work independently and be self-motivated. As an editor, they will be responsible for assignments for their staff, deadlines, and editing. The third year student will use their expertise to investigate additional avenues for journalism students (radio/TV broadcasting, corporate newsletters, yearbook, etc.) A concentration in specialized areas such as photojournalism, layout or design, research, etc. may be pursued by the third year student

16330 Journalism: Yearbook 1

(Advanced)

5.0 Credits

Prerequisite: English 1

This course satisfies the 21st Century Life and Careers requirement.

Journalism: Yearbook 1 is a fast paced, demanding elective that focuses almost entirely on the production of the yearbook. This course emphasizes the importance of deadlines while introducing students to journalistic writing, graphic design, photography, digital editing and manipulation, publicity, accounting, and the elements of business management. Organization and time management skills are emphasized within the course.

16430 Journalism: Yearbook 2-3

(Advanced)

5.0 Credits

Prerequisite: Successful completion of Journalism: Yearbook 1, and a student portfolio

This course satisfies the 21st Century Life and Careers requirement.

Journalism: Yearbook 2/3 focuses on the development of leadership skills in order to facilitate the creation of the yearbook. Students in this course serve as assistant editors and may select an editorial area of specialty in one or more of the following areas: sports, student life, academics, student panel pages, or the senior section. Students are expected to have advanced knowledge of the technology and the process used to create the yearbook. The journalistic writing skills, design philosophies, and digital manipulation that were introduced in Journalism: Yearbook 1 are further developed.

17334/17074 Film

(IB/Advanced)

5.0 credits

Prerequisite: English 1 (Counts as an IB elective if taken as a junior or senior)

IB film is a course designed to thoroughly immerse students into all aspects of the art of cinema. According to the IB Film Diploma guide, "At the core of the IB film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film." IB Film students will be exposed to a large variety of cinema spanning the 20th and 21st centuries, exploring multiple genres across both English language and foreign traditions. Several IB assessments are required for completion of this course. Students will produce a scripted analysis based on their study of films and film-making traditions from more than one country, perform detailed studies of film sequences through formal presentations, and develop analytical and production skills through collaborative film-making. This course will be offered to IB students at the SL level, and to students not seeking IB credit at the Advanced level. Students are advised to consult with the Film teacher/IB coordinator regarding HL/SL requirements. The IB level will focus on researching aspects of film production and then applying research in a self-made film.

17174 Film 2

(IB)

5.0 credits

Prerequisite: English 2 (Counts as an IB elective if taken as a junior or senior)

This course will continue the work described in the first IB Film course including IB assessments required for completion of this IB Program in this area. Students will produce a scripted analysis based on their study of films and film-making traditions from more than one country, perform detailed studies of film sequences through formal presentations, and develop analytical and production skills through collaborative film-making. This course is designed for students enrolled in the IB Program. Students are advised to consult with the Film teacher/IB coordinator regarding HL/SL requirements. Film 2 (IB) will focus on researching aspects of film production and then applying research in a self-made film.

English Language Arts Semester Course Electives

16530 Public Speaking

(Advanced)

2.5 Credit 1 semester course

Prerequisite: English 1

Public Speaking introduces students to the fundamental concepts of creating and delivering speeches. Students are taught various types of speeches: informative, narrative, demonstrative, and persuasive. Students will learn methods for both prepared and extemporaneous speech delivery. This course is designed to meet the needs of both the novice and experienced speaker. Research skills and use of visual aids are incorporated.

18430 Pursuing Happiness

(Advanced)

2.5 Credits 1 semester course

Prerequisite: English 1

This exciting course will cultivate and celebrate the positive aspects of the human experience in order to help each student live a more fulfilling life. Vital to a more fulfilling life is the study and use of language in reframing perspectives from negative to positive, building resilience, promoting more holistic thinking, and finding intrinsic meaning in response to extrinsic pressure. Through oral and written expression as well as studying articles and literature that emphasize more positive points of view, students will apply this knowledge to analysis of diverse media formats, to the real-world, and most importantly, to their own lives. Through guided research and reflection, students will learn about what makes people happy and the practices that encourage its development. The class will also center on problem-solving through the use of positive language and positive thinking with a culminating, inquiry-based project that focuses on the power of making a difference within the community.

Family & Consumer Science

Course Offering: Semester Courses Only

- Culinary Arts (Ac)
- Creative Cooking and Baking (Ac)
- World Cuisine (Ac)
- Healthy Cooking for the 21st Century (Ac)
- Gourmet Foods (Ac)

The Family & Consumer Science curriculum directly addresses the practical aspects of individuals and families. The curriculum serves students who will attend college and those who will not. In addition, the curriculum also serves students who choose careers in culinary related professions, health and nutrition, family and child care, finance and consumerism. All students who take Family & Consumer Science courses will utilize the knowledge gained to gain practical advantage in their personal lives.

The Family & Consumer Science department responds to the needs of the students and their community. The FC&S department instills in students the strategies and skills necessary to live a more independent and productive life.

All courses satisfy the graduation requirement related to 21st Century Life and Careers.

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67020 Culinary Arts

(Academic)

2.5 credits 1 Semester Course

Prerequisite: none

Available to grades 10-12

This is an introductory foods course designed for students as a foundation for all other food classes. Students will learn the fundamental skills and principles of food preparation and will incorporate that knowledge into the preparation and service of various recipes and meals. This course is a prerequisite for all other food courses.

67420 Creative Cooking and Baking

(Academic)

2.5 credits 1 Semester Course

Prerequisite: Culinary Arts

Available to grades 10-12

The content of this course offers students an opportunity to broaden their understanding of food preparation, experimentation, and presentation while building upon the skills acquired in the prerequisite course, Culinary Arts. The course will explore the artistic techniques of cooking and baking.

67120 World Cuisine

(Academic)

2.5 credits 1 Semester Course

Prerequisite: Culinary Arts

Available to grades 10-12

World Cuisine is an intermediate level course which emphasizes and expands upon food preparation skills and techniques acquired in the introductory course, Culinary Arts. Foreign and domestic cuisine will be studied with food preparation from areas including Europe, Asia, and regions of the United States.

67320 Gourmet Foods

(Academic)

2.5 credits 1 Semester Course

Prerequisite: Culinary Arts

Available to grades 10-12

This fast paced course provides students with advanced culinary skills and techniques needed to prepare and serve food in a professional manner. Emphasis will be placed upon complex recipes and various methods of cooking.

67224 Healthy Cooking for the 21st Century

(Academic)

2.5 credits 1 Semester Course

Prerequisite: Culinary Arts

Available to grades 10-12

This course will investigate ways of preparing familiar foods in a nutritionally sound manner. Recipes will be selected based on nutritional composition, fresh, seasonal ingredients and inventive methods of preparation. Currently, there is a national impetus for people of all ages to make educated food decisions. This course will assist in that incentive.

History and Social Sciences

Course Sequence

Grade 9	US History 1 Academic	US History 1 Advanced	US History 1 Honors
Grade 10	US History 2 Academic	US History 2 Advanced	US History 2 AP
Grade 11	World History Academic	World History Advanced	World History IB SL or AP

<u>Full Year Course Electives</u>	<u>Semester Course Electives</u>
<ul style="list-style-type: none">• Economics (IB,Av)• European History/20th Century History (IB-HL)• European History (AP)• Human Behavior and Development (Av)• Psychology (IB-SL)• Research Methods in Psychology (IB-HL)• United States Government and Politics (AP)	<ul style="list-style-type: none">• American Legal Systems (Av)• Contemporary World Issues (Av)• Holocaust & Genocide Studies (Av)• Sociology (Av)

The department of History & Social Sciences hopes to provide students with a strong foundation in knowledge and skills that will enable them to understand the political, economic, social and cultural forces that have helped shape our nation and our world. To that end we believe it is important to foster the habits of mind and critical thinking skills that relate to the study of history so that our students can become critical thinkers, reflective learners, and informed problem solvers. A strong emphasis is placed on close reading and analysis of primary and secondary sources, writing, and research in order to introduce students to the work of historians and to better equip them to be informed, responsible citizens.

**20220/20230 US History 1
(Academic/Advanced)**

5.0 credits

Prerequisite: none

The US History I program explores the study of American History from its European background to 1900. Emphasis is placed on the political, economic, cultural and social changes that took place in American history. Students utilize a variety of primary and secondary sources to develop writing, reading, speaking, research, and historical thinking skills necessary in both advanced education and effective citizenship. Academic students are provided more assistance in their reading, writing and study skills to support understanding of the material.

**20254 US History 1
(Honors)**

5.0 credits

Prerequisite: none

This is a challenging college-level course designed to attract highly motivated students of history. The program explores a broad body of information from European roots to the start of the 20th Century and is designed as the first part of a two year sequence to prepare students for the Advanced Placement test in history after completing AP US History II during the following year. Students will gain extensive experience in analyzing documents, answering document based essay questions, and formulating historical arguments. Emphasis is placed on the political, economic, cultural and social changes that took place in American history.

20320/20330 US History 2 (Academic/Advanced)

5.0 credits

Prerequisite: US History 1

The US History 2 course continues the thematic and chronological approach to the study of American History from the Progressive Movement of the early 1900s through the present day, focusing on political, economic, cultural and social changes. Students are expected to continue to develop their writing, reading, speaking, research skills as well as use historical thinking skills to analyze both primary and secondary sources in order to support historical arguments. Academic students are provided more assistance in their reading, writing and study skills to support understanding of the material.

20360 US History 2

(AP)

5.0 credits

Prerequisite: US History 1 Honors or Teacher Recommendation

This course completes the chronology of the US History 1 Honors program. Highly motivated students pursue a rigorous and accelerated college-level survey of historical events, concepts, interpretations and themes in American history from the Progressive Movement to the present. Students will analyze primary sources, evaluate evidence and interpretations, and defend their assumptions through a variety of writing assignments. Students will be prepared for the high level of historical analysis necessary to take the AP Exam. All students enrolled in this class are encouraged to take the AP Exam administered in May, which covers content from both US History 1 Honors and US History 2 AP.

20120/20130 World History

(Academic/Advanced)

5.0 credits

Prerequisite: US History 2

World History is the study of the political, economic, geographic, and cultural forces that impact the world from the 1700's to modern day. Emphasis will be placed on historical knowledge and the development of skills that will enable students to make rational and informed decisions about questions facing our increasingly interdependent world. Students will develop historical thinking skills through the analysis of both primary and secondary sources. Academic students are provided more assistance in their reading, writing and study skills to support understanding of the material.

20158 World History

(IB-SL)

5.0 credits

Prerequisite: AP US History 2 or Teacher Recommendation

World History IB-SL offered at the honors level, is the first class in a two year sequence for the highly motivated student of history who may also enroll in IB-HL European History/Twentieth Century History as a senior. Students will explore the work of historians, examine historiography, and analyze primary and secondary sources in order to develop the skills necessary for a sophisticated understanding of world events. The content spans from the Enlightenment to a more detailed analysis of the events of the twentieth century. Students will be required to complete an internal assessment in this course, and are prepared to take the external assessments offered by the IB program. Students may choose to take the IB Exam at the Standard Level upon completion of this course or at the Higher Level in May of their senior year if they continue on to take *IB-HL European History/20th Century*. This course is ideal for the student who is interested in studying World History as a junior and possibly continuing on to study European History as a senior, both at the honors level.

20160 World History

(AP)

5.0 credits

Prerequisite: AP US History 2 or Teacher Recommendation

Advanced Placement World History is designed as an entry level college course that explores the history of the world from 1200 A.D. to the present through five key themes. These themes include interaction with the environment, development and interaction of cultures, state-building, expansion and conflict, interaction of economic systems, and development and transformation of social structures. In this course, students will apply historical thinking skills to analyze and evaluate events from a thematic as well as a chronological perspective, compare and contrast historical issues, analyze evidence, and construct narratives based on both primary and secondary sources. This is a challenging course for the very motivated history student. Students are encouraged to take the AP World History exam administered in May.

History and Social Studies Full Year Course Electives

27074 Economics (IB-SL, Advanced)

5.0 credits

Available to Grades 11 & 12

Prerequisite: U.S. History 2

This course satisfies the Financial Literacy requirement.

This course is designed as an introduction to the discipline of Economics. Students will use textual readings, historical case studies, and current issues to understand the major concepts in the field of economics, including microeconomics and macroeconomics. They will also focus on concepts that impact international and developmental economic issues. The IB level of Economics is committed to preparing students for the International Baccalaureate examination and grades will be determined by internal school assessments and external evaluation by the IB organization.

25170 European History/Twentieth Century History (IB-HL)

5.0 credits

Prerequisite: World History (IB-SL)

The International Baccalaureate history program is intended to provide a framework within which a broad perspective of the major issues affecting the development of European History/20th century history may be studied. The course largely covers European history from the start of the Bella Epoque in the 1870s to the contemporary era, with a focus on the rise of European dictators and the causes and consequences of the Second World War. In addition, students are expected to develop an appreciation and understanding of history as a discipline, including the nature and diversity of its sources, methods, and interpretations. This is a continuation of the IB SL World History course sequence and prepares students for the IB Exam at the Higher Level offered in May.

25060 European History (AP)

5.0 credits

Prerequisite: US History 2

This course aims to provide students with an opportunity to master the basic chronology, major events, and trends in European history from 1450 to the contemporary period. It will foster, through an intensive study of specific topics, an understanding of the political, social, economic, and intellectual forces in the historical process. Students will learn to read historical narrative with discrimination and to express ideas coherently and precisely. Students enrolled in this course are expected to take the AP test which is offered in May.

26030 Human Behavior and Development (Advanced)

5.0 credits

Prerequisite: U.S. History I

This course is an introduction to the systematic study of human behavior and focuses on essential concepts and theories as seen through various perspectives within the science. A number of activities that illustrate concepts of human behavior in everyday life are provided to increase the enthusiasm and understanding of the discipline. Outside reading, research, group work and class discussions are an integral part of the course.

26074 Psychology

(IB-SL)

5.0 credits

Prerequisite: U.S. History 2

A scientific approach is used to develop an understanding of human behavior and experience. Students will analyze and interpret empirical studies to develop an in-depth understanding of the application of psychological theories from the biological, cognitive, and sociocultural approaches. The course will also include an evaluation of etiology and treatment approaches from the field of abnormal psychology. Recognizing psychology is an empirical science; students examine various research methods, critically evaluate the strengths and limitations of research methodologies, learn elementary descriptive and inferential statistics, and complete an experimental research based independent study. The course content and the independent research study emphasize the importance of ethical considerations within the science. Students may choose to take the IB Psychology exam at the Standard Level at the end of this course or continue on to *Research Methods in Psychology* and take the IB Exam at the Higher Level at the culmination of that course.

26170 Research Methods in Psychology

(IB-HL)

5.0 credits

Prerequisite: Psychology (IB-SL)

Building upon the foundation set in the Psychology IB-SL course, this course will include an in depth analysis of an additional topic such as Developmental Psychology or Health Psychology. This allows students to further their understanding of the science through application to a specialized area in the field of applied psychology. Students will continue to examine and evaluate applications of research from the biological, cognitive, and sociocultural approaches such as the role of animal research in understanding human behavior, the impact of technology on cognition, and the influence of globalization on our individual psychology. This course closely examines the use of both qualitative and quantitative research methods used in the field of psychology and the ethical considerations that are raised by them. Students may choose to take the IB Psychology exam at the Higher Level at the end of this course.

27660 United States Government and Politics

(AP)

5.0 credits

Prerequisite: U.S. History I

This course requires students to develop a deep understanding of the American political system. Specific areas of focus include contemporary study of the Presidency, Congress and the Supreme Court, as well as the Constitutional basis of the U.S. government. The political ideologies and behaviors of the American people, the impact of interest groups, and the strategies and tactics employed in modern campaigns and elections are important sub-topics. Current political issues are used to illuminate the complexities of the U.S. government and the need for civic participation. Students enrolled in the AP class are expected to take the AP exam which is offered in May.

History and Social Studies Semester Course Electives

28030 American Legal System

(Advanced)

2.5 credits 1 semester course

Prerequisite: U.S. History I

This course is designed to introduce students to the workings of the American judicial system on a variety of levels with a focus on contemporary American issues. Students will examine current and historical cases of civil and criminal law, judicial procedures, and Constitutional provisions that impact everyday life.

24130 Contemporary World Issues

(Advanced)

2.5 credits 1 semester course

Prerequisite: U.S. History I

This course will examine major international issues and controversies facing our world today. Topics include the state, sovereignty, war, power, nationalism, imperialism, security dilemmas, interdependence, international regimes, and ethical issues. Using contemporary American foreign policy and historical precedents, students will evaluate the unique role of the United States in the critical issues facing the world.

24430 Holocaust and Genocide Studies

(Advanced)

2.5 credits 1 semester course

Prerequisite: U.S. History 2

This course seeks to uncover the various themes and patterns of Genocides, honor those who have been lost in ethnic conflict, and remember their history and legacy in order to prevent the pattern from occurring again. The course begins with a study of the origins of human nature, personality, and dynamics of ethical decision-making as well as where the term genocide originated. The units on the Holocaust will be introduced with a study of the roots of anti-Semitism in Europe followed by a study of the social, cultural, political and economic circumstances that conditioned the Germany for the embracing of the Nazi ideology. Students will work to detect and attempt to understand the consequences of “prejudice in action” and will evaluate the actions of the perpetrators, victims, bystanders, resisters, liberators, and survivors of the Holocaust. The course will then transition in applying the concepts and factors that make Genocide possible through case studies including Armenia, Cambodia, Bosnia, and Rwanda among others.

26530 Sociology

(Advanced)

2.5 credits 1 semester course

Prerequisite: U.S. History I

Sociology is designed to have the student develop an understanding of the ways sociologists investigate, describe and analyze social life. This course will explore the nature of human relationships in a complex society. Societal needs and the responses of collective behavior will be analyzed. By integrating both the practical and theoretical sides of sociology, it is intended that the student develop a broad overview of the basic nature and scope of the discipline and examine several social problems facing our society.

Mathematics

Recommended Course Sequence

Grade 9	Grade 10	Grade 11 - IB Math	Grade 12 - IB Math
Algebra 2 HN	PreCalc HN	BC Calculus AP/IB-HL and Calculus/Analysis 3 (IB-HL) (IB Math: Analysis and Approaches HL Exam)	
Algebra 2 HN	PreCalc HN and/or AP Statistics	Calculus/Analysis 1 & 2 (IB-HL) (IB Math: Analysis and Approaches HL Exam) and Optional Grade 12 Extension: Zero Period BC Calculus Seminar	
Geometry HN	Algebra 2 HN (also consider AP Statistics in addition to Alg 2 HN)	-or- Calculus Applications 1 & 2 (IB-HL) (IB Math: Applications and Interpretation HL Exam)	
Geometry AV	Algebra 2 AV	Calculus/Analysis 1 & 2 (IB-SL) (IB Math: Analysis and Approaches SL Exam)	
Algebra 1 AV	Geometry AV	Alg2/PreCalc Applications 1 (IB-SL) and Fundamentals of Calc Apps 2 (IB-SL) (IB Math: Applications and Interpretation SL Exam)	
Algebra 1 AC	Geometry AC	Alg 2/PreCalc Applications 1 and 2 (AC)	
<u>Electives/Intervention</u> Algebra 1 Accelerator (S1)	<u>Electives/Intervention</u> AP Statistics Geometry Extension (S2)	<u>Electives</u> AP Statistics	<u>Electives</u> AP Statistics

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The mathematics curriculum consists of courses designed to enable students to develop proficiency in the eight standards for mathematical practice. Students will make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, and look for and make use of structure. Courses are designed to enable students to develop accuracy and fluency in performing fundamental mathematical operations and focused on the development of the conceptual understanding of the nature and structure of mathematics in order to apply that understanding to a wide variety of situations. Graphing calculators and other forms of technology are used throughout the mathematics curriculum.

In 11th and 12th grade, all students will participate in a capstone mathematics experience by taking one of our IB Math course sequences. The sequences are designed to appeal to students with varying levels of ability and motivation while developing their mathematical fluency, their ability to think mathematically, to recognize

mathematics around them, and to be able to use their mathematics in either abstract or contextual settings. All students will explore mathematical concepts in five areas of mathematical study: Number and Algebra, Functions, Geometry and Trigonometry, Statistics and Probability, and Calculus.

41120/41130 Algebra 1

(Academic, Advanced)

5.0 credits

Prerequisite: none

Algebra 1 is a course designed to help students develop an understanding and appreciation of the basic algebraic structure of the real number system. Students will explore linear, exponential, polynomial, quadratic, and radical functions and equations, and the fundamentals of descriptive statistics. Problem solving is integrated into the study of every unit. Algebra 1 is the first course of a sequential math program designed for students from grades 9 to 12.

42220/42230/42254 Geometry

(Academic, Advanced, Honors)

5.0 credits

Prerequisite: Algebra 1 (May be concurrent if repeating Algebra 1 from grade 8)

This course is designed to help the student discover, by means of logical thought processes, important facts concerning figures in two and three dimensions, and to develop these facts showing their relationships to one another and their applications to problem solving. Major topics include: congruence, similarity, geometric transformations, geometric inequalities, parallel and perpendicular lines, planes, polygons, circles, areas and volumes, vectors, and coordinate geometry. The depth to which each topic is covered and the sophistication of the solutions to the problems related to those topics increases with the level of the course.

41330/41354 Algebra 2

(Advanced, Honors)

5.0 credits

Prerequisites: Algebra 1 and Geometry (Can be taken concurrently with Geometry)

Algebra 2 is the second course in the study of level appropriate algebra. It is a comprehensive study of parent functions and their transformations, equivalent forms of algebraic expressions, and solutions of linear, quadratic, polynomial, logarithmic, exponential and trigonometric functions. Fundamental concepts of inferential statistics and probability are also explored. Students will strengthen and expand the algebraic reasoning skills developed in Algebra 1.

47150 PreCalculus (West Morris Mendham Only)

(Honors)

5.0 credits - Grade 10

Prerequisites: Algebra 2 Honors

This course is designed for the student who has shown special mathematical aptitude and interest. Students will engage in a comprehensive study of trigonometry, explore vectors, complex numbers, and polar and parametric equations, and expand their understanding of functions and their graphs, equations and inequalities and sequences and series. PreCalculus will also introduce students to the concept of a limit, an important building block for the study of Calculus. Students will apply their mathematical knowledge to a variety of situations and will be asked to justify their conclusions numerically, graphically, and analytically. PreCalculus Honors is a particularly challenging and rigorous course which is reserved for students who have demonstrated markedly superior mathematical aptitude.

46674 Calculus BC (West Morris Mendham Only)

(IB-HL/AP - Honors Level Credit)

5.0 credits - Grade 11

Prerequisite: Honors PreCalculus **and** teacher recommendation

This course follows the curriculum recommendations of the Advanced Placement Board for Calculus (BC) For the IB student wishing to HL in mathematics, this course will also serve as year one of the two-year IB course sequence for Analysis and Approaches. The calculus curriculum is a thorough study of differential and integral calculus as well as infinite series and polynomial approximations. It is recommended only for students with a high aptitude and keen interest in higher mathematics. The course will prepare students for the AP Calculus BC exam.

46680 Calculus BC Seminar

1.0 Credit - Grade 12

Corequisite: Calculus/Analysis 2 IB-HL

Grade 12 only

This 1 credit seminar is offered as a companion to the Calculus Analysis 2 IB-HL course to prepare students to take the AP Calculus BC exam. Class meetings will be held before school during the “zero period” and will be scheduled at the teacher’s discretion. This seminar is pass/fail.

IB Mathematics

Grades 11-12

IB Mathematics courses are designed to appeal to students with varying levels of ability and motivation while developing their mathematical fluency, their ability to think mathematically, to recognize mathematics around them, and to be able to use their mathematics in either abstract or contextual settings. All students will explore mathematical concepts in five areas of mathematical study: Number and Algebra, Functions, Geometry and Trigonometry, Statistics and Probability, and Calculus. Those students who complete a two-year IB course sequence may be eligible to sit for IB exams which may earn them college credit.

IB Mathematics: Analysis and Approaches

This two-year IB course, which can be taken at both the SL and the HL level is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content. Analysis and Approaches is designed for students who enjoy developing mathematical arguments, problem-solving and exploring real and abstract applications, with and without technology. The course focus will address analytic methods of mathematics with an emphasis on calculus. Students who plan to pursue study as pure mathematicians, engineers, physical scientists, and economists or those with an interest in theoretical mathematics and analytic methods are strongly encouraged to take this sequence.

46730 Calculus/Analysis 1 (IB-SL)

46830 Calculus/Analysis 2 (IB-SL)

5.0 Credits - Advanced Level Weight

Prerequisite: Algebra 2 **Advanced/Honors**

This course follows the curriculum recommendations of the Standard Level International Baccalaureate curriculum in Math: Analysis and Approaches. It is recommended for students who demonstrate a keen interest and ability in mathematics, especially with respect to algebraic manipulation and problem solving without the assistance of technology. Topics of interest include sequences and series, functions and their graphs, trigonometric functions and their applications, presentation and interpretation of data, simple, compound, and conditional probabilities, normal distribution, and differential and integral calculus. The

two-year Calculus/Analysis SL sequence is approximately equivalent to PreCalculus and one semester of Calculus at the college level. All students will complete an exploration as part of their assessment for the course. The exploration of the students choosing to sit for the IB exam at the end of senior year will be evaluated by the IB organization, in addition to being assessed internally by the instructor of the course.

46874 Calculus/Analysis 1 (IB-HL)

46870 Calculus/Analysis 2 (IB-HL)

5.0 Credits - Honors Level Weight

Prerequisite: Algebra 2 Honors and Teacher Recommendation

This course follows the curriculum recommendations of the Higher Level International Baccalaureate curriculum in Math: Analysis and Approaches. It is recommended for students who demonstrate a strong work ethic and keen interest and high ability in mathematics, especially with respect to algebraic manipulation and problem solving without the assistance of technology. In addition to the topics listed in the SL course above, this course will include a thorough study of counting principles, complex numbers, inductive proof, functions and their graphs, solutions of linear and non-linear systems, analytic trigonometry, vectors, differential and integral calculus, differential equations, and Maclaurin series. The two-year Calculus/Analysis HL sequence is approximately equivalent to PreCalculus and two semesters of Calculus at the college level. All students will complete an exploration as part of their assessment for the course. The exploration of the students choosing to sit for the IB exam at the end of senior year will be evaluated by the IB organization, in addition to being assessed internally by the instructor of the course.

46970 Calculus/Analysis 3 (West Morris Mendham Only)

(IB-HL)

5.0 Credits - Honors Level Weight (Grade 12 only)

Prerequisite: BC Calculus AP/IB-HL

This course is designed for students who have completed BC Calculus AP and are planning to take the IB exam in HL Math: Analysis and Approaches. All five IB topics outlined above will be reviewed and strengthened, with special emphasis given to those topics not addressed in PreCalculus HN or BC Calculus. Additional college level mathematics topics in linear algebra and geometry will also be explored. All students will complete an exploration as part of their assessment for the course. The exploration of the students choosing to sit for the IB exam will be evaluated by the IB organization, in addition to being assessed internally by the instructor of the course.

IB Mathematics: Applications and Interpretation

This two-year course, which can be taken at both the SL and HL level is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are invested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. The course will address applications and interpretation with an emphasis on the use of technology. Students who plan to pursue study as social scientists, some economists, natural scientists, and students with an interest in the applications of mathematics and how technology can support this are strongly encouraged to take this sequence.

41534 Alg 2/PreCalc Applications 1 (IB-SL)

46630 Fundamentals of Calc Apps 2 (IB-SL)

5.0 Credits - Advanced Level Weight

Prerequisite: Geometry **Advanced**

This course follows the curriculum recommendations of the Standard Level International Baccalaureate curriculum in Math: Application and Interpretation. Over the course of two years of mathematical study, students will explore sequences and series, linear systems, approximation and amortization, functions and their graphs, mathematical models, applications of trigonometry, graph theory, presentation and interpretation of data, probability distributions including binomial and normal, hypothesis testing, limits, differential calculus, and an introduction to integral calculus. All students will complete an exploration as part of their assessment for the course. The exploration of the students choosing to sit for the IB exam at the end of senior year will be evaluated by the IB organization, in addition to being assessed internally by the instructor of the course.

46574 Calculus Applications 1 (IB-HL)

46575 Calculus Applications 2 (IB-HL)

5.0 Credits - Honors Level Weight

Prerequisite: Algebra 2 **Honors/Advanced and** Teacher Recommendation

This course follows the curriculum recommendations of the Higher Level International Baccalaureate curriculum in Math: Applications and Interpretation. In addition to the topics listed in the SL course above, students will engage in an in-depth study of logarithms, complex numbers, matrices, eigenvalues and eigenvectors, vectors in space, data collection methodology, Poisson distribution, integral calculus, and differential equations. The two-year Calculus Applications HL sequence is approximately equivalent to PreCalculus, one semester of Calculus, and one semester of Statistics at the college level. All students will complete an exploration as part of their assessment for the course. The exploration of the students choosing to sit for the IB exam at the end of senior year will be evaluated by the IB organization, in addition to being assessed internally by the instructor of the course.

41524 Alg 2/PreCalc Applications 1

41620 Alg 2/PreCalc Applications 2

5.0 Credits - Academic Level Weight

Prerequisite: **Geometry Academic**

This two-year course provides the Academic level student with an IB experience at a level of pace and rigor that promotes success and enjoyment of mathematics. Students in this sequence will complete a subset of the Applications and Interpretation SL course described above and are not eligible to sit for IB exams at the end of the course. Special consideration will be given to strengthening mathematical fluency in preparation for college study.

Mathematics Electives

41020 Algebra 1 Accelerator

(Academic)

2.5 credits

Co-requisite: Algebra 1 Academic

Algebra I Accelerator is a semester course designed to bridge the concrete study of mathematics with the abstract. Some of the topics addressed include writing mathematical models from a written or practical problem, simplifying expressions, evaluating and solving equations and inequalities, and graphing linear and quadratic functions and relations. Real world applications are presented within the course content and a functions approach is emphasized. Examples of Algebra I from standardized tests such as NJSLA, SAT and ACT will be integrated into this course. No homework will be assigned for this course.

42020 Geometry/Algebra Extension

(Academic)

2.5 credits

Co-requisite: Geometry Academic

Geometry/Algebra Extension is an Academic-level elective offered in the second semester to be taken concurrently with Geometry Academic. The goal of the course is to bridge the gap between Algebra 1 and Algebra 2, while also providing support for the students' current Geometry content. Word-based application problems including open-ended and logic varieties will be examined. Topics include right angle trigonometry, linear equations and inequalities, and graphical representations of lines, intersections and positional relationship of points. Examples of Geometry problems from standardized tests such as the NJSLA, SAT and ACT will be integrated into this semester course. No homework will be assigned for this course.

45560 AP Statistics

5.0 credits

Pre/co-requisites: Advanced or Honors Algebra 2

This course follows the recommendations of the Advanced Placement Program of the College Board. Emphasis is placed on exploratory analysis of data using graphical and numerical techniques and on the planning of a statistical study. Probability will be studied as a tool for anticipating statistical distributions. The use of the graphing calculator and computer software packages will be infused throughout the course and be used by students to facilitate simulations of probability experiments, analysis of data, and inferential statistics. This course prepares students for the AP Statistics examination.

Computer Science Electives

The following courses satisfy the 21st Century Life and Careers requirement.

46123/46134 Introduction to Coding and Computer Science

(Academic/Advanced)

2.5 credits 1 semester course

Prerequisite: none

Co-requisite: Algebra 1

This course will be an introduction to problem solving using computer programming. Students will learn and apply computational thinking, application design, and basic coding techniques. Students will have the opportunity to develop an application related to current or recent academic curriculum.

**46320/46330 Computer Programming & Game Design
(Academic/Advanced)**

2.5 credits: 1 semester course

Prerequisite: Introduction to Coding and Computer Science

This advanced level course is a blended online course that provides students the opportunity to study the programming languages of Java and Python as well as game development. Students will build upon problem solving and analytical skills developed in Intro to Coding and Computer Science to solve programming problems and to develop real world applications for other fields such as Physics, Chemistry, Biology, Art, Math, Technology, etc.

**45974 Computer Science
(IB – SL/AP)**

5.0 credits

Prerequisite: Introduction to Coding and Computer Science (Exceptions for students with alternative coding experience may be made with teacher approval).

IB Computer Science deals with the solving of problems using computers. The emphasis will be on the use of an analytical approach to problem solving using the JAVA programming language. The course will focus on software development, fundamentals of computer systems, and the relationship between computing systems and society. This course prepares students for the IB Computer Science SL exam and AP Computer Science Principles exam.

**45870 Computer Science (West Morris Mendham Only)
(IB-HL)**

5.0 Credits

Prerequisite: Computer Science (IB-SL/AP)

IB-HL Computer Science will focus on building new programming knowledge as well as reviewing the non-programming topics introduced in SL Computer Science. Topics will include object-oriented programming, data structures, graphics, recursion, and other advanced programming topics. This course prepares students for the IB Computer Science HL exam.

Music

Grade 9	Band (Ac)	Choir(Ac)	Orchestra (Ac)
Grade 10	Band (Ac/Av) Wind Ensemble (Adv)	Choir(Ac/Av)	Orchestra (Ac/Av)
Grade 11	Band (Ac/Av/IB) Wind Ensemble (Av/IB)	Choir (Ac/Av/IB)	Orchestra (Ac/Av/IB)
Grade 12	Band (Ac/Av/Ac) Wind Ensemble (Av/IB)	Choir (Ac/Av/IB)	Orchestra (Ac/Av/IB)

Semester Courses

- Piano 1
- Piano 2
- Fundamentals of Music Theory (Ac/Av)
- Music Production and Audio Engineering 1 (Ac/Av)
- Music Production and Audio Engineering 2 (Ac/Av)
- Exploration of Musical Theory (Ac/Av)

The overall music program of the district provides students with the opportunity to gain an appreciation of their musical heritage and to develop a sense of aesthetic awareness through goals that were developed by the New Jersey Music Educators Association. These goals include:

- *acquiring the skills necessary to solve a musical problem or task effectively.*
- *acquiring an awareness of our musical heritage and an understanding of the role of the arts in history.*
- *responding to music intellectually in order to develop critical aesthetic judgment.*
- *acquiring the skills necessary for continuing musical education or employment.*
- *acquiring the ability and the desire to express oneself creatively in music and to appreciate the aesthetic expression of other people.*
- *developing an understanding of one's own worth, ability, potentialities and limitations through music.*

All courses satisfy the graduation requirement related to Visual and Performing Arts.

**66234 / 66224 Piano 1
(Advanced/Academic)**

2.5 credits 1 semester course

Prerequisite: None

Available to grades 9-12

This course is open to all students without previous piano playing experience who would like to play a keyboard instrument. This course enables students to develop playing ability, musicianship, and knowledge of music. Computer music workstations are provided for class instruction. Students will understand note reading in two clefs, rhythmic reading, keyboard techniques, and music theory. Students will also perform solo recitals in class.

**66334 / 66324 Piano 2
(Advanced / Academic)**

2.5 credits 1 semester course

Prerequisite: Introductory Piano or approval by instructor

Available to grades 9-12

This course is open to all students with previous piano training who would like to expand their skills in piano. This course enables students to further develop their playing ability in all styles of music, including classical, Broadway, popular and blues. Students will understand topics in Music Theory, writing and playing chords, playing from lead sheets, and music applications on the computer. Students will also perform solo recitals in class. Computer music workstations are provided for class instruction.

**66424/66434 Music Production & Audio Engineering I
(Academic & Advanced)**

2.5 credits 1 semester course

Prerequisite: None

Available to grades 10-12

Music Production and Audio Engineering I, through hands-on projects, enables students to explore Garageband, Audacity, Virtual DJ/Ableton, and Pro Tools as well as movie sound effect production. Students will acquire basic keyboard skills, record with professional sound microphones, and engineer existing and original music with professional sound editing software. For the culminating project, students apply various skills acquired over the semester to produce a professionally mastered audio recording that could be used in movie clips, TV advertising, radio, and popular music.

66534 Music Production & Audio Engineering II

(Advanced)

2.5 credits 1 semester course

Prerequisite: Music Production and Audio Engineering I

Available to grades 10-12

Music Production and Audio Engineering II, will build upon the concepts taught in the pre-requisite course. Students will explore the intricacies of Pro Tools audio engineering software, and develop techniques to manipulate sound in order to create a professional quality recording. Topics to be covered in class include the history of audio engineering, acoustics, arranging, basic compositional skills, and a strong focus on Pro Tools. For the culminating project, students apply various skills acquired over the semester to produce several professionally mastered audio recordings that could be used in movie, TV and other video clips, digital advertising, radio, and popular music.

65075/ 64030/ 65020 Band (Differentiated Proficiencies)

(IB, Advanced, Academic)

5.0 credits: Advanced/ Academic prerequisite: none

6.0 credits: IB prerequisite: teacher approval; students taking IB credit will meet for an additional class period before school once per week.

Enrollment in band allows the student to participate in performing a full range of available literature styles for band. Suites, symphonic movements, marches, solo and ensemble literature from the seventeenth to the twenty first centuries are presented in various instrumental settings.

Band members can qualify for possible acceptance into Wind Ensemble, Jazz Band, Marching Band, small ensembles, and other selected groups. Additionally, students will have the opportunity to audition for All-State and Region honors ensembles.

All members are expected to participate in rehearsals and performances unless excused by the instructor. Outside study and practice are encouraged. Differentiated Proficiencies will be presented and discussed in the first weeks of class to allow for an informed choice of level. Students will select this level prior to the midpoint of the first marking period. Students taking an IB Lab class should refer to the "IB Music" description in this guide.

65374/65430/ 65420 Choir (Differentiated Proficiencies)

(IB, Advanced, Academic)

5.0 credits: Advanced/Academic prerequisite: none

6.0 credits: IB prerequisite: teacher approval; students taking IB credit will meet for an additional class period before school once per week from 6:50 am – 7:35am)

In this course the primary techniques of performance, vocal production, and music reading are taught. The choir repertoire will include music of all types and periods. In addition, an effort is made for the student to gain lasting enjoyment of music, to discover how to work effectively for and with others, and to appreciate the importance of the individual in the success of the group. The choir also provides the possible opportunity for pianists to gain accompanying skills.

Choir members can qualify for possible acceptance into select vocal ensembles. Students also have the opportunity to audition for All-State, Region, and Morris County Honors ensembles or to be selected for All-Eastern Chorus. Outside private study and practice are encouraged. All members are expected to attend a limited number of after school rehearsals and performances unless excused by the instructor. Differentiated Proficiencies will be presented and discussed in the first weeks of class to allow for an informed choice of level. Students will select this level prior to the midpoint of the first marking period. Students taking the IB Lab class should refer to the "IB Music" description in this guide.

65174/65130/65120 Orchestra (Differentiated Proficiencies)

(IB, Advanced, Academic)

5.0 credits: Advanced/Academic prerequisite: none

6.0 credits: IB prerequisite: teacher approval; students taking IB credit will meet for an additional class period before school once per week from 6:50 am – 7:35am).

Enrollment in Orchestra allows the student to participate in performing a full range of available musical literature. Suites, symphonic movements, marches, solo and ensemble literature from the seventeenth to the twentieth centuries are presented in various instrumental settings.

Members of Orchestra, pending successful auditions, can qualify for possible acceptance into small ensembles and other select groups. Wind and percussion performers, when needed, will be chosen from available performers. Enrollment in this course gives the student the opportunity to audition for All-State and Region honors ensembles.

All members are expected at rehearsals and performances unless excused by the instructor. Outside private study and practice are encouraged. Differentiated Proficiencies will be presented and discussed in the first weeks of class to allow for an informed choice of level. Students will select this level prior to the midpoint of the first marking period.

65534 / 65524 Fundamentals of Music Theory

(Advanced, Academic)

2.5 credits – 1 semester course

Prerequisite: none

Available to grades 10-12

Fundamentals of Music Theory is open to all students in grades 10-12 regardless of present musical background or ability. The course is designed to focus on the development of sight singing and melodic and harmonic dictation and on written theory including scale construction, intervals, triads, and elementary harmony and compositions. Although students who elect this course may have no previous knowledge in music, the students should have an avid desire to learn as much as possible about music and be willing to work hard in music.

65274/65230 Wind Ensemble (West Morris Mendham Only)

(IB, Advanced)

5.0 credits: Advanced/Academic prerequisite: audition

6.0 credits: IB prerequisite: teacher approval, audition; students taking IB credit will meet for an additional class period before school once per week.

Wind Ensemble is an advanced level band that places greater emphasis on the individual's responsibility. Enrollment in Wind Ensemble is achieved through audition and allows the student to perform music at a more advanced level. Suites, symphonic movements, marches, solo and ensemble literature from the seventeenth to twenty-first centuries are presented and developed in class for possible inclusion in formal concerts, festival performances and sending district tours.

Wind Ensemble members can qualify for possible acceptance into Jazz Band, small ensembles, and music department field trips. Enrollment in this course gives the student the opportunity to audition for All-State and Region honor ensembles. All members are expected to participate in rehearsals and performances unless excused by the instructor. Private study is encouraged and individual practice is essential. Students taking the IB Lab class should refer to the "IB Music" description in this guide.

IB Music

Lab class taken as part of a school music ensemble – Choir, Orchestra, Band and Wind Ensemble.

Prerequisite: Open to IB Diploma and certificate candidates only

HL students must take Fundamentals of Music Theory.

IB Music is a two-year curriculum offered at both the Higher Level and the Standard Level. The pre-existing high school music performance groups (choir, symphonic band, wind ensemble, and orchestra) are the basis of the IB program. Implementation of IB music is through a series of seminars that supplement the information and skills the existing groups provide.

These seminars provide the opportunity to present information on music from the Middle Ages to the present, non-Western music, and the IB program. Included in these presentations are the strategies and musical vocabulary necessary for the critical analysis of music.

All IB students are encouraged to enroll in Music Theory in addition to their performing group participation. For those students attempting the Higher Level composition option, Music Theory is strongly encouraged in the junior or senior year. In keeping with IB standards, students are expected to do outside reading, independent study, and curriculum related concert attendance.

All IB candidates should be interviewed by the music faculty. Based on evaluations of the faculty, all candidates will receive an individualized plan designed to optimize their success in the program.

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Physical Education and Health

Physical education is a full year course. Each marking period is divided into units of instruction. Activities include basic motor skill development, individual and team sports, self testing activities, recreational sports, and physical fitness programs. Students will earn a passing grade for each activity unit by meeting district standards of proficiency in motor and knowledge related to physical education, physical fitness, and social/emotional development. Health and physical education requirements are a graduation requirement.

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80109/209/309/409 Physical Education

Grades 9, 10, 11, 12

3.0/4.0 Credits

Physical Education and Health are scheduled for a year-long course of study. Each marking period is divided into units of instruction. Activities include basic motor skill development, individual and team sports, self-testing activities, recreational sports, and physical fitness programs.

The program in grades 9 and 10 is designed to give the students a foundation in the basic components of Physical Education. It is also designed to give the students an introduction to most of the course offerings we have in the elective program in grades 11 and 12. Grades 11 and 12 consist mostly of activity classes where the emphasis is on exercise, fitness and lifetime activities.

The personal fitness component is designed to develop within students a greater understanding of the role fitness plays in managing overall health. Students will learn how to assess personal fitness levels and experience a variety of physical activities, all of which aim to improve fitness. Students will also design a personal fitness program and maintain a portfolio recording the achievement of personally challenging goals.

81109/81309/81409 Health Education

Grades 9, 11, 12

1.0 Credit

In the health education program, students learn how to promote and support a healthy, active lifestyle by studying such topics as personal growth and development, nutrition, diseases and health conditions, safety, and social and emotional health. Students also develop personal and interpersonal skills by examining such topics as communication, decision-making, goal-setting, character development, and health services. The curriculum also covers alcohol, tobacco, drugs, and other medicines, and students learn about relationships and human sexuality.

*Under Title 18A: 35-4.7, parents may excuse their child from parts of the health curriculum related to sex education for conscientious, moral or religious reasons. If parents wish to exercise this right, simply write a letter to your principal explaining your intent. Provisions will be made for your child to be excused from class, without penalty, on days these topics are presented by the teacher. Since the course is graded, the student, while excused, may be required to complete an alternative

assignment that meets with parental approval. Alternative assignments will be similar in scope to that portion of instruction from which the student is excused.

81209 Driver Education Theory Grade 10

1.0 Credit

Students learn positive driving habits and a basic understanding of the mechanics and methods of automobile operation. This course also includes the study of the State of New Jersey driver's manual and the administration of the state written drivers' test.

Credit for Physical Education and Health

Students in the West Morris Regional High School District can receive credit for Physical Education in four ways:

- Through year-round attendance and participation in regular Physical Education classes as a scheduled part of a student's regular school day.
- Through the traditional Option Two exemption policy, the administration will consider on a case-by-case basis requests from pupils, or their parents/guardians in the case of minors, for permission to satisfy the physical education requirement through an alternative program of athletics or activities that meet the requirements of the law and is consistent with the district's physical education goals and instructional objectives (as delineated in N.J.A.C. 6A:8-5.1).
- Students in grades 11 and 12 who have exceeded the state required instructional time in Physical Education, and do not have a Study Hall in their schedules may elect to exempt one marking period of Physical Education per year without loss of graduation credit. (WMRHSD Board Policy 6142.4 C)
- Students in grades 11 and 12 who participate in a school-sponsored interscholastic sport, may elect to exempt themselves from physical education class during their sport season, if they do not otherwise have a study hall during that season. (WMRHSD Board Policy 6142.4 D)

All students will be required to attend the quarterly health education program, which is scheduled by marking period.

Parents/guardians must complete an exemption approval form and submit the completed form to the child's guidance counselor to ensure that credit is allowable under items 2 and 3 above.

Adventure Learning

Grades 9, 10

Adventure Learning (formerly Project Adventure) is an exciting, cooperative learning Physical Education course combining both indoor and outdoor elements, and providing students with challenging personal and team-building activities. In grades 9 and 10 the program focuses on the low elements and the indoor high elements. The key here is to teach trust building activities and cooperative learning.

Adventure Learning

Elective Grades 11, 12

In the elective portion in grades 11 and 12 students participate in the high element segment. Activities may include the climbing wall, the vertical playpen, the zip line and the rope swing.

Science

The essential intent of the science department is to prepare all students to be scientifically literate citizens, and to inspire and prepare those who will be the next generation of scientists, health professionals, and engineers. To this end, the science curriculum consists of courses and hands-on activities that are designed to turn students' wonderings into exploration and experimentation that leads to a deep understanding of natural phenomena. In doing so, the faculty of the science department strive to be at the forefront of utilizing the most effective teaching practices and technological tools available. All science courses in the West Morris Regional High School District are laboratory courses and aligned to the New Jersey Student Learning Standards.

All students must complete three full-year courses in science as a state requirement for graduation, including Biology, either Chemistry, Physics or Environmental Science, and a third full-year laboratory science. Most students complete at least four years of science. Students who expect to major in science, engineering, pre-medical, pre-dental, pre-veterinary science, or any science-related field are strongly urged to plan a program of studies that includes a minimum of five full-year science courses. Students who strive to gain admission to highly selective college programs are advised to complete Advanced Placement or International Baccalaureate science courses.

Students should schedule their science and mathematical courses at the same academic level to ensure that their mathematical skills are commensurate with their chosen science course.

The College Board has issued a [statement](#) that 9th- grade students should focus on developing the necessary skills and conceptual understandings in foundational science courses, and AP science coursework completed in 9th grade is often deemed not credible by the higher education community. In addition, we have found it beneficial for student wellness to focus on making the transition to high school during the 9th grade year. Therefore, the West Morris Regional High School District does not offer AP science courses to 9th grade students.

Suggested Course Sequence

Grade 9	Biology <i>(Academic/ Advanced/Honors)</i>	
Grade 10	Physical Science <i>(Studies)</i>	Chemistry <i>(Academic/ Advanced/Honors*/ AP*)</i>
Grade 11	Integrated Earth Systems <i>(Studies/Academic)</i>	Physics <i>(Academic/ Advanced)</i> or Physics 1 <i>(AP/IB)</i> or Full-Year Elective (see list below)
Grades 11-12	Full-Year Electives Anatomy & Physiology (Honors) Biology <i>(AP)</i> Biology 1 <i>(IB-SL)</i> Biology 2 <i>(IB-HL)</i> - Grade 12 Only Chemistry <i>(AP)</i> Chemistry 1 <i>(IB-SL)</i> Environmental Science <i>(Academic/ Advanced/ AP)</i> Environmental Systems & Societies <i>(IB-SL)</i> Physics 1 <i>(AP/IB)</i> Physics 2 <i>(IB-SL/HL)</i> Physics C <i>(AP)</i> Sports, Exercise and Health Science <i>(Advanced/IB-SL)</i> Half-Year Electives Biotechnology and DNA Science <i>(Advanced)</i> Forensic Science <i>(Advanced)</i>	

***NOTES:**

10th-grade students enrolled in Chemistry (honors or AP) may co-enroll in Biology (AP), Environmental Science (AP) or Physics 1 (AP/IB).

10th-grade students enrolled in Physics 1 (AP/IB) may co-enroll in Biology (AP), Chemistry (honors or AP) or Environmental Science (AP).

51120/51130/51154 Biology

(Academic, Advanced, Honors)

6.0 credits – Grade Level: 9

Prerequisite: None

Corequisite: Same-level math course recommended

This course is designed to introduce students to the diversity and complexity of the living world around them and the interdependence and interrelationship that exists among all living organisms. A variety of approaches are used with a focus on scientific investigative practices. These approaches include established laboratory investigations as well as opportunities to conduct investigations that are student-designed. Units covered are scientific processes, biochemistry, cell structure, cellular transport, cellular energy, cellular division, DNA structure and function, genetics, evolution, ecosystems and energy flow. Connections are made between these biological concepts and students' lives.

All 100-level biology courses teach core biological concepts aligned with the Next Generation Science Standards and the New Jersey Student Learning Standards for the Life Sciences.

53220/53230/53254 Chemistry

(Academic, Advanced, Honors)

6.0 credits – Grade Level: 10-12

Prerequisites: Biology and Algebra 1

Corequisite: Same-level math course recommended

This introduction to chemistry is typically taken in the sophomore year, and takes a molecular approach to understanding chemicals, their structure, properties and reactions. Major topics of study include Atomic Theory, Bonding and Molecular Structure, Nomenclature, Chemical Reactions and Physical Chemistry, among others. Students are expected with minimal assistance and review to perform routine mathematical operations. Chemistry is a laboratory course where students will conduct chemical experiments that supplement or reinforce course content.

50310 Integrated Earth Systems

(Studies)

6.0 credits – Grade Level: 10-12

Prerequisite: Biology

This course uses a systems approach to investigate topics in the biological and physical sciences. Specific topics include geology, soil science, hydrology, meteorology, oceanography, astronomy, space technology, and environmental science. This course is designed to prepare students to be engaged citizens who are skilled in making informed decisions.

52320/52330 Physics

(Academic, Advanced)

6.0 credits – Grade Level: 11-12

Prerequisites: Biology, Chemistry, Algebra 1, and Geometry

Corequisite: Same-level math course

This course is structured to build a strong scientific background in physics through a concentrated study of basic physical concepts. The study of these concepts and their applications to universal phenomena are stressed. Major topics include light and wave motion, mechanics, energy, electricity and magnetism, and modern physics. Emphasis is given to laboratory investigations as a means of developing these concepts.

50210 Physical Science

(Studies)

6.0 credits – Grade Level: 10-12

Prerequisite: Any Biology Course

This course is designed to provide students with insights into the nature of science and to provide the foundational concepts of chemistry and physics. These concepts are then related to current technologies. Throughout the course, the relationship between the process of science and the product of science is demonstrated. Most of the major topics in the course are developed through the laboratory setting.

Science Electives

55550 Anatomy & Physiology

(Honors)

6.0 credits – Grade Level: 11-12

Prerequisites: Advanced or Honors Biology and Chemistry

Corequisite: Same-level math course recommended

Physics recommended as a corequisite or prerequisite

This course is designed as an in-depth study of the composition of the human body and its functions. All of the major systems and observable processes of the human body will be studied in the laboratory. The student should leave the course with an understanding and working knowledge of the relationships that exist between the structures of the human organism as well as their functions.

56134 Biotechnology and DNA Science

(Advanced)

3.0 credits – Grade Level: 11-12

Prerequisites: Advanced or Honors Biology and Chemistry

Corequisite: Same-level math course recommended

Physics recommended as a corequisite or prerequisite

Biotechnology and DNA Science is a half-year laboratory and activity-based elective available to juniors and seniors. It will focus on the structure and function of DNA and the critical roles it plays in our lives. Major topics include DNA chemistry, Mendelian genetics, pedigree analysis, karyotype production and analysis, human genetic disorders, biotechnology, and recombinant DNA technologies. Major laboratory investigations include Gel Electrophoresis, DNA Fingerprinting, and Molecular Cloning.

51360 Biology

(AP)

6.0 credits – Grade Level: 10-12

Prerequisites: Advanced or Honors Level Biology, Chemistry and Algebra 1

Corequisite: Honors or AP/IB math course recommended

Advanced Placement (AP) studies allow students to pursue college-level credit at the high school level. In AP Biology, the framework includes an introductory unit reviewing basic scientific processes and biochemistry, followed by seven units: Chemistry of Life, Cell Structure and Function, Cellular Energetics, Cell Communication and Cell Cycle, Heredity, Gene Expression and Regulation, Natural Selection, and Ecology. The course has a strong focus on inquiry, with 25% of the class time devoted to applied laboratory work. Students will perform at least eight AP labs, and design and carry out original experimentation. Scientific writing and statistical analysis skills will be developed as students report out all data in a variety of ways. This course prepares students for the AP Biology examination.

51374 Biology 1

(IB-SL)

6.0 credits – Grade Level: 11-12

Prerequisites: Advanced or Honors Biology and Chemistry

Corequisite: AP/IB math course recommended

This course is designed to prepare students to pursue college-level studies in biology. This inquiry-based laboratory course follows the IB curriculum and prepares students for the Standard Level (SL) IB examination in biology. Topics of study include: cell biology, molecular biology, genetics, ecology, evolution, biodiversity, and human physiology. Students will be required to design and conduct lab investigations with a strong focus on scientific writing. This is the first year of a two-year course of study for Higher Level (HL) students.

56074 Biology 2

(IB-HL)

6.0 credits – Grade Level: 12

Prerequisites: Biology 1 (IB-SL) or AP/IB Biology AND Chemistry

Corequisite: AP/IB math course recommended

This is the second year of a two-year course of study in IB Biology. This inquiry-based laboratory course follows the IB curriculum and prepares students for the Higher Level (HL) IB examination in biology. Topics of study include: nucleic acids, metabolism, cell respiration, photosynthesis, plant biology, genetics, evolution, animal physiology, ecology, and conservation. Students will be required to design and conduct lab investigations with a strong focus on scientific writing.

55060 Chemistry

(AP)

6.0 credits – Grade Level: 10-12

Prerequisites: Biology and Algebra 2 or Geometry at the Honors or Advanced level. *9th-grade students who have successfully completed Honors Biology and Honors Algebra 2 or Honors Geometry are eligible to enroll in AP Chemistry as 10th-graders with teacher recommendation.*

Corequisite: Honors or AP/IB math course

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content including atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. A special emphasis will be placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills. This course prepares students for the AP Chemistry examination.

55170 Chemistry 1

(IB-SL)

6.0 credits – Grade Level: 11-12

Prerequisites: Biology, Chemistry, and Algebra 2

Corequisite: Honors or AP/IB math course

Physics recommended as a corequisite or prerequisite

This laboratory-based course is designed to prepare students to pursue college-level studies in chemistry and is committed to preparing students for the Standard Level IB examination in Chemistry. Topics of study include stoichiometric relationships, atomic structure, periodicity, chemical bonding and structure, energetics/thermochemistry, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, and measurement and data processing.

57020/57030 Environmental Science

(Academic, Advanced)

6.0 credits - Grade Level: 11-12

Prerequisites: Combination of two of the following: Biology, Chemistry, Physical Science, Integrated Earth Systems

Corequisite: Same-level math course recommended

This course examines the science of ecology and the impact humans have on the global environment. Topics range from a global scale to a local scale and include ecosystems, biogeochemical cycles, biodiversity, wildlife populations and management, human population, nonrenewable and renewable energy sources and technologies, food production, air and water resources, solid and toxic waste, pollution, global climate change, stratospheric ozone depletion, land use planning, and economics and environmental policy. This course is interdisciplinary in nature with an emphasis placed on student involvement and current data. The decision-making process is examined in detail and the interface between the environment, the economy, society and government is an integral portion of the course.

57060 Environmental Science

(AP)

6.0 credits – Grade Level: 10-12

Prerequisites: Advanced or Honors Biology and Chemistry

Corequisite: Advanced, Honors or AP/IB math course recommended

The AP Environmental Science course is designed to be the equivalent of a rigorous, introductory college course in environmental science. Topics studied include ecosystems, biogeochemical cycles, the atmosphere, biomes, biodiversity, wildlife populations and management, human populations, agriculture, forestry, rangeland use, fishing, energy resource and consumption, water use, mining, pollution, stratospheric ozone depletion, global climate change, and environmental economics. Students will participate in hands-on, laboratory and field investigations to apply scientific principles, concepts, and methodologies in order to better understand our natural systems and to critically think about environmental issues and potential solutions. This course prepares students for the AP Environmental Science examination.

57170 Environmental Systems & Societies

(IB-SL)

6.0 credits – Grade Level: 11-12

Prerequisites: Advanced or Honors Biology and Chemistry

Corequisite: AP/IB math course recommended

Environmental Systems & Societies (ESS) is an interdisciplinary course offered only at the standard level (SL). This course can fulfill either the individuals and societies (Group 3) or the experimental sciences requirement (Group 4) in the IB program. ESS is firmly grounded in both a scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of this course requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving.

55334 Forensic Science

(Advanced)

3.0 credits – Grade Level: 11-12

Prerequisites: Advanced or Honors Chemistry

Corequisite: AP/IB math course recommended

This course combines principles of biology, chemistry, physics, and human psychology to investigate topics in forensic science and criminalistics. Specific topics include crime scene investigation, identification of a corpse, determination of the cause and time of death, analysis of genetic and other biological evidence, analysis of drug and other trace evidence, and the presentation of forensic evidence in a court of law. Forensics places a strong emphasis on case studies, practical and investigative studies, laboratory and instrumental analyses, and decision-making skills; this emphasis will enable students to become more scientifically literate citizens.

52474 Physics 1

(IB/AP)

6.0 credits – Grade Level: 10-12

Prerequisites: Honors Biology, Honors or AP Chemistry, Honors Algebra 2.

Corequisite: Honors or AP/IB-level math course

This course is equivalent to a first semester college course in Algebra-based physics. Topics covered are Newtonian mechanics that includes rotational dynamics and angular momentum, work, energy and power, mechanical waves and sound. It will introduce electrostatics and electric circuits. Students have the option to take the AP Physics 1 examination at the completion of the course.

53774/53670 Physics 2

(IB-SL/HL)

6.0 credits – Grade Level: 11-12

Prerequisites: Biology, Chemistry and Physics 1 (AP/IB)

Co-requisite: IB-HL math course

Physics 2 is a second year IB Physics course. Topics covered include thermal physics, electricity and magnetism, optics, relativity, quantum physics, atomic and nuclear physics, energy and climate, and digital technology. At the end of the course, students are prepared to take the IB Physics SL or HL test. Students enrolled in this course may also elect to take the AP Physics 2 exam.

56660 Physics C

(AP)

6.0 credits – Grade Level: 11-12

Prerequisite: Biology, Chemistry, Physics 1 and Calculus. Calculus may be studied concurrently.

Corequisite: AP/IB math course

This is a calculus-based second-year physics course equivalent to a second-semester calculus-based physics college course intended for students considering physics or engineering majors. Overarching themes are Mechanics and Electricity and Magnetism. Topics explored include kinematics, Newton's laws of motion, work, energy and power, systems of particles and linear momentum, circular motion and rotation, oscillations and gravitation, electrostatics, conductors, capacitors and dielectrics, electric circuits, magnetic fields, and electromagnetism. This course prepares students for the AP Physics C: Mechanics and/or AP Physics C: Electricity and Magnetism examinations.

58130/58170 Sports, Exercise and Health Science

(Advanced, IB-SL)

6.0 Credits – Grade Level: 11-12

Prerequisite: Advanced or Honors level Biology and Chemistry

Corequisite: AP/IB math course recommended

This course incorporates the traditional disciplines of anatomy and physiology, biochemistry, molecular biology, biomechanics (physics), psychology and nutrition, which are studied in the context of sports, exercise, and health. Students will cover a range of core and option topics and carry out practical investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimension and ethics by considering sport, exercise, and health relative to the individual and in a global context. Students will be required throughout the year to design and conduct lab investigations with a strong emphasis on scientific writing. Students enrolled in the IB section of this course will be required to complete an Internal Assessment (IA) and will be prepared to take the IB exam in this course in the spring.

Special Education

Suggested Course Sequence

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<u>Course Offerings</u>	<u>Life Skills Program: Course Offerings</u>
<ul style="list-style-type: none">• Out of Class Support• Computer Information and Literacy• Introduction to Personal Finance• Exploration of Future Career Choices and Technology• Structured Learning Experience• Post Secondary Planning	<ul style="list-style-type: none">• English Language Arts• Essential Math Concepts• Essential Biology• Essential Physical Science• Transitions: School to Work• Civics and Government• Social Decision Making

The special education program is designed to meet the individual needs of each student with a disability. In most cases the courses provide a structure that parallels the regular high school program but is flexible enough to accommodate the instructional needs of the student's Individualized Educational Plan. All special education curricula address the New Jersey Student Learning Standards and for purposes of GPA and rank are considered Studies Level. All program determinations are made by the IEP team.

71100/71200 English 1 & 2

5.0 credits

Prerequisite: none

The English 1 & 2 program is designed for students who require a small group environment in conjunction with an alternative instructional approach in order to meet with success. The program emphasizes foundational skills and strategies in reading comprehension, writing and vocabulary development. Content is taught and presented sequentially and cumulatively. Assessment reflects a variety of learning experiences.

71300/71400 English 3 & 4

5.0 credits

Prerequisite: English 2

The English 3/4 program is designed to meet the needs of students requiring more exposure to receptive and expressive language development, vocabulary and pragmatics. This is accomplished through narrative and expository text, film analysis, field trips and cooperative projects. In addition, Juniors will be taught skills necessary for success with NJSLA. Seniors will be aided with literacy skills necessary for successful transition to postsecondary situations.

74100/74200/74300/74400 Mathematics 1, 2, 3, 4

5.0 credits

Prerequisite: none

The Resource Center Math program is designed for students who require small group and individualized instruction to succeed in mastering math skills. Students will be exposed to the skills associated with the NJSLA including Algebra and Geometry. Their level of mastery in algebraic and geometric concepts and skills will be assessed on an individual basis to determine if mainstream programming will be appropriate in subsequent course schedules. In addition, students who may require a more pragmatic approach, leading to the application of mathematics in their daily lives, will be exposed to a modified curriculum. Regardless of approach, goals and objectives are selected at the student's annual review meeting and the math skills are determined individually and documented in each student's IEP.

75200 Biology

5.0 credits

Prerequisite: none

Biology is the first in a series of alternative science courses. It is designed for classified students who have been identified in their IEP for reasons such as weak reading or writing skills or other academic, social, emotional or behavioral reasons. The course examines the diversity, complexity and interrelationships of living things in our world. It covers many of the same topics addressed in the mainstream Biology curriculum but stresses real life application of concepts and information rather than in-depth study of abstract biochemical processes. Instruction will be individualized and stress hands-on, experiential activities. The curriculum will be coordinated with the Resource Room Mathematics curriculum and the relationship of math to science will continually be stressed to the students. When students gather information for research or other activities, a variety of print and non-print media will be used.

75104 Physical Science

5.0 Credits

Prerequisite: Biology

This course is designed to provide students with insights into the nature of science and to provide the foundational concepts of chemistry and physics. These concepts are then related to current technologies. Throughout the course, the relationship between the process of science and the product of science is demonstrated. Most of the major topics in the course are developed through the laboratory setting.

75110 Integrated Earth Systems

5.0 credits

Prerequisite: Physical Science

This course uses a systems approach to investigate topics applied to the biological and physical sciences. Specific topics include geosystems, astronomy, space technology, and environmental science. The science New Jersey Student Learning Standards reflect the belief that all students can and must learn enough science to assume their roles as concerned citizens, equipped with the necessary information and decision-making skills.

72200 US History 1

5.0 credits

Prerequisite: none

This course explores American history from its European background to 1900. The studies program allows for more topical and thematic approaches to course content in order to develop students' reading and writing skills. Learning strategies will be employed to encourage students to become more independent learners equipped with the ability to analyze selected primary and secondary sources

72300 US History 2

5.0 credits

Prerequisite: US History 1

This course is a continuation of the approaches utilized in the US History 1 Studies level program. The course focuses on the study of American history from the Progressive Period to the present day. The program allows for more topical and thematic approaches to course content in order to allow for the development of learning strategies that will enable students to become familiar with the content.

72100 World History

5.0 credits

Prerequisite: US History 2

The World History Studies program is designed to introduce students to historical issues from the Age of Global Encounters to the present. Students in this class will explore history thematically and chronologically to gain an understanding of the social, political, and cultural forces that shape our world. There will be a focus on the development of reading comprehension and writing skills in order to meet the demands of further study in history.

76610 Introduction to Personal Finance - Semester Course

2.5 credits

Prerequisite: none

This course satisfies the graduation requirement related to career education and consumer, family, and life skills.

Introduction to Personal Finance provides an essential foundation in everyday financial living skills. Students will be able to apply problem-solving techniques and decision making processes. They will acquire and use skills for budget preparation, smart purchasing, saving, investing, insurance protection, credit, transportation choices, and housing options. Consumer protection laws and fraud protection will be investigated.

76700 Computer Information and Literacy - Semester Course

2.5 credits

Prerequisite: none

This course satisfies the graduation requirement related to Career Education and Consumer, Family, and Life Skills.

It is critical for today's students to have a working knowledge of keyboarding and computer operating systems. In this course, the students will first learn the keyboard by touch. Students will develop formatting skills, proofreading skills, and proficiency in preparing personal and business documents. Word will be used to produce letters, memos, tables, charts, and outlines. In addition, students will use mail merge, use templates and wizards, manipulate graphics, and create envelopes and labels. Part of the focus of this course will be life-skills for students who will learn how to utilize the internet using a variety of search engines, reference website research, plan trips online, purchase cars online and much more.

76500 Exploration of Future Career Choices and Technology - Semester Course

2.5 credits

Prerequisite: none

This course satisfies the graduation requirement related to Career Education and Consumer, Family, and Life Skills.

Exploration of Future Career Choices is a course designed to give students a knowledge base that will enable them to make informed decisions about their future plans and goals. Course activities include self-assessment of interests and strengths, identification of career prerequisites, awareness of career options, appropriate goal setting, and exploring the use of technology in the work environment.

76400 Post-Secondary Planning

5.0 credits

Prerequisite: none

Post-Secondary Planning is a course for students who are considering post high school educational opportunities. The purpose of this course is to develop and strengthen those strategies essential for success in a variety of post-secondary programs. The major topics of study in this course are oriented toward choosing an appropriate post-secondary setting and developing those skills necessary for application, acceptance and success. Also stressed are effective writing strategies, expanded research skills as well as the development of effective decision making, critical thinking, problem solving and self-advocacy skills. Students are encouraged to develop and implement a strategic approach that matches individual learning styles.

Life Skills Program

The Life Skills program is a self-contained special education placement designed to meet the needs of students with pervasive learning challenges who require specialized instruction targeting development of essential language arts and communication skills, mathematical concepts, knowledge of civics and government, career readiness via community based instruction, social decision making skills, and computer literacy. The self-contained nature of the program provides students with a home base within the larger school community for primary courses while allowing for inclusion and integration for selective courses and experiences.

The following courses serve as the core of the program:

71004 English Language Arts

5.0 credits

Prerequisite: none

Students will develop reading, writing, listening comprehension and oral expression skills. There will be an emphasis on essential, functional language arts skills emphasizing communication in real world settings while enhancing and developing literacy skills.

74004 Essential Math Concepts

5.0 credits

Prerequisite: none

Students will develop skills relating to functional math with a focus on generalization to real world settings. In addition to reinforcement of foundation skills relating to computation and number sense, students will focus on concepts of time and money within the context of their daily needs at home, in school and in the community.

75204 Essential Biology

5.0 credits

Prerequisite: none

This course provides the students with an overview of essential biological concepts that serve as the foundation for life. The concepts will be taught in a manner that provides a focus on experiential learning. A variety of approaches are used to teach and bring to life use of the scientific method.

75105 Essential Physical Science

5.0 Credits

Prerequisite: none

This course is designed to provide students with a basic understanding of essential physical and chemical properties and their application to real world phenomena. Students receive a modified version of this course so that foundation skills are developed in a manner that allows for optimal understanding of the physical world.

77004 Transitions: School to Work

5.0 credits

Prerequisite: none

In addition to classroom based assignments and projects relating to increasing understanding of work opportunities, job readiness, resume development, and interviewing skills, students will develop employment skills via job sampling both in the school and community settings.

73004 Civics & Government

5.0 credits

Prerequisite: none

This course is designed to provide students with an understanding of essential government agencies and the role that they play relative to the individual. Students will learn about governmental distinctions based on a township, county, state, and national perspective. This course will integrate essential concepts from social studies, science and health education while providing students with the opportunity to learn about the community

76815 Engineering for Everyone

2.5 credits

Prerequisite: none

Engineering for Everyone provides students in the Life Skills program with an opportunity to experience, explore, and develop engineering concepts while engaging in learning activities that work to improve executive functioning, communication, and self-management skills. IEP driven goals and objectives will be created with the input of the physical and/or occupational therapist to address individual student needs. Each project will follow the design loop where the students: (1) identify a need, (2) research, imagine, and develop a plan, (3) create a prototype, (4) test and redesign, and (5) develop a final project. These hands-on projects will work to improve fine motor skills and provide experience in real-world practical skills. Ideas explored may include basic coding, introductory robotic construction and programming, basic woodworking, upcycling, alternative energy, structures and forces, product design, and video presentation tools.

76710 Survey of Music

2.5 credits

Prerequisite: none

This course is highly recommended for students who want to explore music but are not necessarily part of a larger musical ensemble. The Survey of Music course is designed to develop and enhance the student's music skills and basic music fundamentals while exploring a diverse range of musical genres and cultures. During this hands-on semester course, students will study general musicianship, exploration of musical instruments, movement, basics of choral music, notation, scales, and key signatures. Individual creativity is nurtured through both rhythmic and melodic composition and improvisation. Music has never been so accessible nor as fun!

72004 Social Decision Making

5.0 credits

Prerequisite: none

This course is specifically designed to enhance student capacity for connecting to others in a social, recreational, and occupational context. Developing connections, fostering friendships, and adapting socially to a variety of environmental contexts will serve as the basis for the course.

In addition to the primary courses offered via the Life Skills program, students will, on a case by case basis, have access to resource center courses for social studies and science, as well as electives offered via the special services and general education departments. Computer based literacy skills are infused throughout the courses and program. Assistive technology will be infused into the program and provided for individual students who demonstrate specific needs.

79109 In/Out Class Support

0 credits

In-Class Support is a program of instruction in which regular and special educators are collaboratively involved in planning and implementing special strategies, techniques, methods and materials designed to support the special education student in the regular classroom. The service is delivered in that classroom. The student has the same educational objectives as the other

students and is graded by the regular classroom teacher with input from the special education teacher and in accordance with the requirements of the student's IEP. Examples of assistance might include: organizing information, restating directions or facts, re-teaching concepts and/or skills, modifying test time restraints, etc., as well the provision of appropriate modifications in content and/or assessment.

79600 Structured Learning Experiences/Work Based Learning

1 - 15 credits

Prerequisite: IEP

Interested 11th and 12th grade students will voluntarily select a Structured Learning Experience (SLE) to complement classroom instruction. The experience may be paid or unpaid, may or may not be sponsored by the district, and can include the following options: apprenticeships, community service, internships, job shadowing, school-based experiences, vocational student organization activities, volunteer activities, and work experience/career exploration. For classified students, the Individualized Educational Program (IEP) will include goals and objectives to be met in the program, credits to be granted and the general framework of the selected activities. All SLE activities shall adhere to state and federal child labor laws and other regulations of the Federal and State Departments of Education and Labor.

71510 Multi-Sensory Reading

2.5/5.0 credits

Prerequisite: none

Multi-sensory reading (MSR) is an evidence-based reading and writing program. It is a complete curriculum for teaching decoding and encoding (spelling) beginning with phoneme segmentation. MSR directly teaches the structure of words in the English language so that students master the coding system for reading and spelling. The language system of English is presented in a systematic and cumulative manner so that it is manageable. It provides an organized, sequential system with extensive controlled text to help students decode and encode to the level of mastery. Screening for this program is scheduled through the annual review process. Students are taught in a small group environment of up to five students. Students being considered for the MSR class must be screened utilizing the WIAT prior to initial enrollment in the course.

Behavioral Support Program

The Behavioral Support Program is designed for classified students who require, and benefit from, an alternative educational/classroom environment. The program provides a high level of structure and focuses on strengthening student behavior, responsibility for school assignments as well as improving socialization skills within the high school milieu. Students may access this program for science, history, math, English and out-of-class support. The academic curriculum is based on the New Jersey Student Learning Standards. Social skills are strengthened via individual or group counseling. Individual counseling may also be provided as indicated in the student's IEP.

Technology Engineering

<u>Full Year Courses</u>	<u>Semester Courses</u>
<ul style="list-style-type: none"> • Design Technology/Engineering (IB-SL,Honors) • Engineering Design (AV) • Architecture, Design and Engineering (AV) 	<ul style="list-style-type: none"> • 3-D Modeling (AC) • Robotics (AC/AV) • Digital Video (AC/AV) • Creative Design Technology (AC)

Technology Engineering is an action-based discipline devoted to the application of human activity to solve problems and to extend capabilities through the manipulation and control of the environment using knowledge, creativity, and resources.

All courses satisfy the 21st Century Life and Careers requirement.

68224 3-D Modeling

(Academic)

2.5 credits 1 Semester Course

Prerequisite: none

Available to grades 9-12

This course teaches a global form of communication that is used extensively in higher education, industry, business and professional life. Through the use of computers, students will be exposed to technical communication software that includes 3D modeling and animation programs. In addition, this course provides students with the opportunity to develop advanced 3D modeling, printing and presentation skills through the study and application of material mapping, lighting techniques, shadowing, perspective viewing, rendering, photo image output, slideshows, and basic animation of 3D objects output to motion picture files.

Students document their work throughout the year by creating a digital portfolio, giving the student a record of their work which can then be shown at college and/or job interviews.

3 D Modeling provides students with the opportunity to enhance and expand their repertoire of technical communication skills through a wide variety of computer aided design and presentation techniques. It is highly recommended for students interested in any technical field such as engineering, science, physics, mathematics, or computer science. This approach to technical communication and problem solving will provide students an advantage in post high school studies.

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67930/67920 Robotics (Differentiated Proficiencies)

(Advanced/Academic)

2.5 credits 1 semester course

Prerequisite: None

Available to grades 9-12

This introductory robotics course uses a hands-on approach to introduce fundamental concepts in the fields of mechanical engineering, electrical engineering, and computer science. Students will explore basic electronics and design and build robots. The course will include the concepts of coordinate transformations, sensors, path planning, kinematics, feedback and feedforward control.

69430/69420 Digital Video (Differentiated Proficiencies)

(Advanced/Academic)

2.5 credits 1 semester course

Prerequisite: none

Available to grades 9-12

This course is designed to help students develop skills in the fundamentals of video production, including pre-production scripts, storyboards, production filming and post-production critiquing. The techniques and applications of special effects for audio, video, and graphic design for multimedia product-presentation will be explored. This course is recommended for all students interested in multimedia communication, graphic illustration, visual arts and cinematography. All editing will be done using a Mac platform. Students will enhance and expand their repertoire of technical communication skills which are essential in today's professional and technical fields.

69520 Creative Design Technology

(Academic)

2.5 Credits 1 Semester

Prerequisite: none

Available to grades 9-12

This course will engage the student's creativity through problem solving and inquiry-based approaches to learning. Learning activities will require students to apply concepts from other subjects, such as math and science, while solving real world problems. Students will prototype their designs utilizing tools and material processing. Creative Design Technology is a dynamic, hands-on course that will teach students about the development and application of innovation as well as the effects technology has on individuals, society, and the environment. This course will provide challenges for all students. It is highly recommended for, but not limited to, students interested in any field of engineering, science, physics, mathematics, computer science or other technical field.

69174 Design Technology/Engineering

(IB-SL)

5.0 credits

Prerequisite: none

Available to grades 11-12

Design Technology and Engineering offers the opportunity to enter the exciting world of innovation, design and engineering while earning IB credit. This course is an excellent choice for students motivated to pursue engineering, science, and business fields, as well as those interested in industrial and/or graphic design. Students will gain a better understanding of the designed world in which we live.

IB Design Technology allows students to explore marketing tools, case studies, and practical hands-on career application while closely following the same engineering and design processes used by real professionals designing real products. The culminating final project of this course is a design problem that is developed by each student relevant to their individual interests.

69530 Engineering Design

(Advanced)

5 credits

Prerequisite: none

Available to grades 10-12

This course is a fun way for students to explore engineering or related technical fields. It is a project-based course that builds a solid scientific foundation and strong conceptual understanding of physics while emphasizing the connections between science and technology. This course allows students to apply their knowledge through a series of collaborative design projects. Students will use Computer Aided Design Software (CAD), 3D Printing (Rapid Prototyping), and Laser Machining/Engraving to produce custom designed mechanical and electrical components in their design projects. These design projects will require students to solve real-world problems.

69335 Architecture, Design, and Engineering

(Advanced)

5 credits

Prerequisite: none

Grades: 10-12

Students will explore architecture and product design with state of the art technical and design software and tools. Hand modeling, 3D printing, and laser cutting are utilized to transform creative ideas into three-dimensional models. Students will pursue their personal interest in the areas of architectural style, interior design, original furnishings, and product design. Since quality architectural designs consider form and function along with aesthetics, students passionate about art, engineering,

product design, and STEAM will benefit from this course of study. In addition, students will gain an understanding of the modern movement of sustainable and green design. This course will prepare students to think about how to build and design for the 21st century as designers, manufacturers, and consumers.

Theater Arts

15535/15525 Introduction to Theater Arts (Differentiated Proficiencies)

(Advanced / Academic)

2.5 Credits

Prerequisite: None

Available to grades 9-12

This course partially fulfills the graduation requirement for Visual and Performing Arts.

Introduction to Theater Arts introduces students to basic techniques of acting through theater games, improvisations, structured relaxation exercises, scenes, and monologues. Through the various activities, students gain an increased level of confidence and a greater appreciation of their mind, body, and voice. Students begin to unlock and explore new levels to themselves that ultimately translate from the classroom and into other areas of their life. Additionally, the theater classroom is a highly inclusive environment which calls our attention towards learning about the diverse human experiences of others and offers voice and representation to people of all backgrounds. While moments of theater are analyzed for structure, performance technique, characterization, and staging, a predominant focus of these discussions exists within the context of cultivating a more empathetic worldview. The course offers opportunities for students to write, act, direct, and produce their own dramatic works so they too can find and amplify their own voice.

Students are invited, but not required, to attend out-of-class performances and perform creative hours working on a production of their choice.

15930 / 15920 Tech Theater 1/Stagecraft 1

(Advanced/Academic)

2.5 credits

Semester Course

Prerequisite: Introduction to Theater Arts

Available to grades 9-12

The focus of this course is to provide students with the fundamentals of backstage technology through hands-on, actual practice. Students learn about the psychology of color, shape, sound, and lighting and how to market a product for a specific audience. Intense focus is placed on the study of impact and how to create impact that amplifies conflicts, themes, and dramatic action of a theatrical text. Students work with professional level model-making materials to construct various set models that show their comprehensive understanding of technical design and theory. Students also have opportunities to work with theatrical lighting and sound equipment and costume design. By engaging in this study, students acquire various stagecraft techniques while learning the importance of team building. The skills learned in this class do not just pertain to working in theater, but translate to many areas of art, architecture, design, marketing, and public relations. The theater element provides context and understanding for how technology (and digital media and media literacy) and choices in design impact human emotion, pathos, and catharsis. Furthermore, students evaluate how technical design choices vary across cultures, but also bridge any communication gaps that exist when generating effective methods of storytelling that capture the life experience of others.

Students are invited, but not required, to attend out-of-class performances and perform creative hours working on a production of their choice.

15925/15935 Tech Theater 2/Stagecraft 2

(Advanced/Academic)

2.5 credits

Semester Course

Prerequisite: Tech Theater 1/Stagecraft 1

Available to grades 9-12

This course is a continuation of Tech Theater 1/Stagecraft 1 for students who wish to continue their skills/learning in this area at a more comprehensive level. The focus of this course is to continue learning the fundamentals of backstage technology through hands-on, actual practice. Greater emphasis is placed on the psychology of color, shape, sound, and lighting to amplify conflicts, themes, and dramatic action of a theatrical text. Students construct original set models for published play texts and other subjects marketed for the stage. Students also work with lighting and sound in order to produce polished scenes and live performances. The skills acquired in this class set great foundational skills for Theater 1 & 2 IB/AV, Digital Video, IB Film, and our Technology Engineering classes. The theater element provides context and understanding for how technology (and digital media and media literacy) and choices in design impact human emotion, pathos, and catharsis. Furthermore, students evaluate how technical design choices vary across cultures, but also bridge any communication gaps that exist when generating effective methods of storytelling that capture the life experience of others.

Students are invited, but not required, to attend out-of-class performances and perform creative hours working on a production of their choice.

15734/15774 Theater Arts 1 (Differentiated Proficiencies)

(IB/Advanced)

5.0 Credits

Available to grades 11-12

Prerequisite: Introduction to Theater Arts

This course fulfills the graduation requirement for Visual and Performing Arts.

In the IB Theater Diploma guide, it is noted that “theater is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theater and life skills; the building of confidence, creativity and working collaboratively.” This course, Theater Arts 1, is offered to students who have demonstrated a high degree of proficiency and enthusiasm towards the dramatic arts. At this level, students learn more advanced performance techniques that they can apply to published audition pieces and live scene work. In addition, students analyze and review complex plays while exploring world theater traditions and theater theorists, such as adapting the mask play of Julie Taymor in Broadway's *The Lion King* to other moments of theater. Students consider how theater traditions across cultures are interlinked, such as connecting the physical explorations of Commedia dell'Arte to the storytelling methods of West African dance drama. The IB level focuses on research and devising original pieces of theater both collaboratively and independently. Students evaluate moments of theater at a higher cultural, societal, and psychological level, one that cultivates a more inclusive worldview and a greater awareness of the diverse human experiences of others.

Students are advised to consult with the IB coordinator/IB theater teacher regarding SL/HL requirements. Students are invited, but not required, to attend out-of-class performances and perform creative hours working on a production of their choice.

15874/15830 Theater Arts 2 (Differentiated Proficiencies)

(IB/Advanced)

5.0 credits

Prerequisite: Introduction to Theater Arts, Theater Arts 1

Available to grades 11-12

This course fulfills the graduation requirement for Visual and Performing Arts.

In the IB Theatre Diploma guide, it is noted, “At the core of theater courses lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis – all of which should be achieved through practical engagement in theater.” This course, Theatre Arts 2, is offered to students who have demonstrated a high degree of proficiency and enthusiasm towards the dramatic arts. At this level, students explore their knowledge of world theater traditions and theatrical convention at a more complex level. As this course is combined with Theatre Arts 1, students at this level have the opportunity to act as mentors for the first-year students. The IB level focuses on researching several theatrical traditions and devising original pieces of theater both collaboratively and independently. Students have the opportunity to produce a director's notebook for a proposal of a show and apply innovative theory of different theatrical traditions to solo and group performances of their choosing. This course also heavily examines the role that the arts play in society and the way theater can be used to study and transform culture, both locally and globally. Students evaluate moments of theater at a higher cultural, societal, and psychological level, one that cultivates a more inclusive worldview and a greater awareness of the diverse human experiences of others.

Students are advised to consult with the IB coordinator/IB theater teacher regarding SL/HL requirements. Students are invited, but not required, to attend out-of-class performances and perform creative hours working on a production of their choice.

World Language

Suggested Course Sequence

Grade 9/10	French 1	Spanish 1 Intro to Spanish 1 Studies	Chinese 1 Chinese 2
Grade 9/10	French 2	Spanish 2 Intro to Spanish 2 Studies	Chinese 2 Chinese 3 (Av/Hn)
Grade 10/11	French 3 (Av/Hn)	Spanish 3 (Av/Hn)	Chinese 3 (Av/Hn) Chinese 4 (Av/IB)
Grade 11/12	French 4 (Av/IB)	Spanish 4 (Av/IB)	Chinese 4 (Av/IB)
Grade 11/12	FRENCH 5 (IB SL/HL)	SPANISH 5 (IB SL/HL)	Chinese 5 (Av/IB)

All students must complete two full-year courses in World Language as a requirement for graduation. The World Language program provides opportunities and resources for all students to gain proficiency, as defined by the American Council on the Teaching of Foreign Languages (ACTFL), in Spanish, French, Chinese or Latin.

Instruction focuses on communication for authentic purposes in the four areas of language development: listening, speaking, reading, and writing.

Classes within the World language Department are conducted almost entirely in the target language, beginning in level one.

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35030 Chinese 1

5.0 credits

Prerequisite: none

Chinese 1 is an introductory course for the learning of the standard language (Mandarin) of China. It is designed for students who have had no previous instruction in Chinese. This course will fulfill the 1st year requirement for a World Language. In Chinese 1, students begin to develop basic skills of listening, speaking, reading and writing in Chinese. Additionally, this course offers students the opportunity to learn about and investigate aspects of Chinese culture, history, and literature. In keeping with the American Council on the Teaching of Foreign Languages target language position statement, a minimum of 90% of the class will be conducted in Chinese. This class is weighted at the advanced level.

35134 Chinese 2

5.0 credits

Prerequisite: Chinese 1 (introductory course at the high school level) or 2 years of study of Chinese at the Middle School level

Chinese 2 is designed for students who have fulfilled the requirement of Chinese 1. This course emphasizes the continued development of communicative skills through activities integrating listening comprehension, speaking, reading and writing the standard language (Mandarin) of China. Language study is further enriched with cross-cultural activities. Technology, e.g., internet research and computer applications, is an integral part of the program. In keeping with the American Council on the Teaching of Foreign Languages target language position statement, a minimum of 90% of the class will be conducted in Chinese. This class is weighted at the advanced level.

35250/35230 Chinese 3

(Honors Advanced)

5.0 credits

Prerequisite: Chinese 2

Chinese 3 is designed for students who have fulfilled the requirement of Chinese 2. This course emphasizes and further advances students' communicative abilities. Based on their prior knowledge in Chinese, students will further develop language skills through authentic and real-world based learning situations. Culture awareness focuses on the interdependence of language, thought and culture. Technology continues to be an integral part of the program. In keeping with the American Council on the Teaching of Foreign Languages target language position statement, a minimum of 90% of the class will be conducted in Chinese.

35370/35330 Chinese 4

(IB, Advanced)

5.0 credits

Prerequisite: Chinese 3

Chinese 4 continues to develop student's receptive, productive, and interactive linguistic skills. Students will demonstrate competence in the three distinct but interrelated areas: language, cultural interaction and message. A wide range of texts and materials will be selected to use in the development of students' language skills as well as their cultural awareness. Moreover, students will be expected to spend time outside of class to gain the real-life experience necessary by interviewing native speakers, visiting Chinese-related institutions, viewing a variety of carefully selected videos and films on Chinese life and culture, and preparing special projects for class presentations. In keeping with the American Council on the Teaching of Foreign Languages target language position statement, a minimum of 90% of the class will be conducted in Chinese.

35470/35430 Chinese 5

(IB, Advanced)

5.0 credits

Prerequisite: Chinese 4

Chinese 5 further expands students' receptive, productive, and interactive linguistic skills. The main goal of this course is to develop students' ability to interact within Mandarin-speaking cultures. Themes such as relationships, employment, media and technology, and environmental concerns will be discussed in depth. A wide range of authentic texts and materials will be selected to use to promote higher level application of students' language skills as well as their cultural awareness. In keeping with the American Council on the Teaching of Foreign Languages target language position statement, a minimum of 90% of the class will be conducted in Chinese. This course is designed to prepare students for the Standard Level (SL) IB exam

36120 ESL English as a Second Language

(Academic)

5.0 credits

Prerequisite: None

In English as a Second Language, students explore interdisciplinary themes and topics, using a variety of authentic materials, such as books, periodicals, websites, graphs, photographs, and artwork. Through scaffolded learning activities, students strengthen their listening, speaking, reading, and writing skills. ESL offers students an opportunity to develop these communication skills in an integrated manner, with an emphasis on improving their English language proficiency and ability to function in an academic context. Instruction is based on the WIDA (World Class Instructional Design and Assessment) standards.

31130 French 1

5.0 credits

Prerequisite: none

The French 1 course is designed to provide students with beginning level communicative proficiency in everyday situations. Students explore French and Francophone cultures in order to develop a cultural appreciation for the Francophone world. Emphasis is on the progressive development of communication skills. In keeping with the American Council on the Teaching of Foreign Languages target language position statement, a minimum of 90% of the class will be conducted in French. This class is weighted at the advanced level.

31230 French 2

5.0 credits

Prerequisite: French 1

In French 2, students continue to build upon the foundation established in French 1. Increased proficiency in the four skill areas of listening, speaking, writing and reading comprehension is stressed. Vocabulary and grammatical structures are expanded to continue the development of effective communication in the language. A variety of instructional methods and learning activities are used to increase comprehension and production in the language. Various cultural topics related to France and other Francophone countries are expanded and discovered. In keeping with the American Council on the Teaching of Foreign Languages target language position statement, a minimum of 90% of the class will be conducted in French. This class is weighted at the advanced level.

31350/31334 French 3

(IB, Advanced)

5.0 credits

Prerequisite: French 2

French 3 continues to develop the communicative skills of listening, speaking, reading, and writing through the study of the French and Francophone language and culture. The students will continue their study of France with an in-depth look at its

regions and départements and continue to visit the Francophone world, with its cultural richness and diversity. A survey of French literature is introduced and authentic texts are used to facilitate communicative and interpretive proficiency. In keeping with the American Council on the Teaching of Foreign Languages target language position statement, a minimum of 90% of the class will be conducted in French.

31470/31434 French 4

(IB, Advanced)

5.0 credits

Prerequisite: French 3

French 4 continues to enrich the communicative skills of listening, speaking, reading and writing through the study of the French and Francophone language and culture. Authentic texts and sources are used to develop communicative and interpretive proficiency as well as enhance the cultural understanding and cultural sensitivity of the learner. This course is conducted entirely in French.

31574/31530 French 5

(IB-HL)

(IB-SL Advanced Level Weight)

5.0 credits

Prerequisite: IB French 4

In French 5, topics concerning the Francophone World are discussed and discovered. Themes such as the environment, the role of the media in the Francophone World, the educational system, immigration and assimilation, among others will be developed in depth to assist the learner with a greater understanding of the world. All modes of communication will be stressed and refined throughout the curriculum. French 5 is conducted entirely in French. The IB/AP course is designed to prepare students for the Higher Level (HL) IB or the AP exam. The IB-SL course is designed to prepare students for the Standard Level (SL) IB exam. Students wishing to take an SL exam out of an HL course should confer with the IB coordinator.

33110 Introduction to Spanish 1

(Studies)

5.0 Credits

Prerequisite: none

This course is designed for students who have not studied a foreign language, and will follow a two-year sequence. This course will fulfill the 1st year requirement for a World Language. Through exposure to the Spanish language, students will develop basic skills in listening, speaking, reading, and writing. Cultural awareness is fostered through the study of various aspects of life in the Spanish speaking world.

33210 Introduction to Spanish 2

(Studies)

5.0 Credits

Prerequisite: Introduction to Spanish 1

This course is the second of a two-year sequence and is designed for students who have not studied foreign language prior to high school. Through continued exposure to the Spanish language, the student will develop basic skills in listening, speaking, reading, and writing. Cultural awareness is fostered through the study of various aspects of life in Spanish-speaking countries. The course goals include developing functional knowledge of basic elements of language, vocabulary, and structure. Students will use the interpersonal, interpretive, and presentational modes of communication to further develop their proficiency in the target language.

33130 Spanish 1

5.0 credits

Prerequisite: none

The Spanish 1 course is designed to provide students with beginning level communicative proficiency in everyday situations. Students explore Spanish and Latin American cultures in order to develop a cultural appreciation for the Spanish-speaking world. Emphasis is on the progressive development of communication skills through listening, speaking, reading, and writing. In keeping with the American Council on the Teaching of Foreign Languages target language position statement, a minimum of 90% of the class will be conducted in Spanish. This course is weighted at the advanced level.

33230 Spanish 2

5.0 credits

Prerequisite: Spanish 1

In Spanish 2, emphasis is placed on further development of the principles established in Spanish 1. Vocabulary is expanded and communication in the target language is emphasized. Cultural awareness continues through the exploration of Spanish speaking countries and cultures as well as Spanish speaking areas of the United States. Using technology, students will use the interpersonal, interpretive, and presentational modes of communication in order to develop an appropriate level of proficiency. In keeping with the American Council on the Teaching of Foreign Languages target language position statement, a minimum of 90% of the class will be conducted in Spanish. This class is weighted at the advanced level.

33350/33334 Spanish 3

(Honors, Advanced)

5.0 credits

Prerequisite: Spanish 2

Spanish 3 continues to develop the communicative skills of listening, speaking, reading, and writing through the study of language and culture. Emphasis continues to be placed on the use of Spanish as the means of communication in oral and written form through a wide range of authentic situations and cognitively engaging content. Students will read, comprehend, interpret, and discuss longer written passages from authentic texts as well as develop writing skills for different tasks. In keeping with the American Council on the Teaching of Foreign Languages target language position statement, a minimum of 90% of the class will be conducted in Spanish.

33470/33434 Spanish 4

(IB, Advanced)

5.0 credits

Prerequisite: Spanish 3

Spanish 4 focuses on enabling students to communicate with increasing accuracy of expression in a variety of contexts. This course reviews the fundamentals of the Spanish language and continues to develop receptive, productive, and interactive linguistic skills. Intercultural understanding and linguistic development are emphasized. Activities may include conversations, essays, interviews, dramatizations, films, authentic and literary reading selections. Cultural awareness is developed through the use of authentic materials, including magazines, art, videos, musical recordings, and listening comprehension activities. In keeping with the American Council on the Teaching of Foreign Languages target language position statement, a minimum of 90% of the class will be conducted in Spanish. Students wishing to take the IB-SL Standard Level exam out of this class must confer with the IB Coordinator. and/or the World Languages Supervisor

33574/33530 Spanish 5

(IB-HL) (IB-SL Advanced Level Weight)

5.0 Credits

Prerequisite: Spanish 4

The goal of Spanish 5 IB/AP is to promote a higher level of expression, a review of grammar, with emphasis on more complex and advanced structures, and a refined study of vocabulary. Activities include conversations, essays, interviews, dramatizations, debates, films, and authentic and literary reading selections. Cultural awareness is developed through the use of authentic materials, including magazines, art, videos, musical recordings, and listening comprehension activities. This program encourages students to become active, compassionate and lifelong learners of the Spanish language and cultures. In keeping with the American Council on the Teaching of Foreign Languages target language position statement, a minimum of 90% of the class will be conducted in Spanish. The IB/course is designed to prepare students for the Higher Level (HL) IB exam.

The IB-SL course is designed to prepare students for the Standard Level (SL) IB exam. Students wishing to take an SL exam out of an HL course should confer with the IB coordinator.

NOTE: The scheduling of Honors level language classes in the second, third, fourth and fifth year of the program will be dependent upon sufficient enrollment.

All level one and level two World Language courses are weighted at the advanced level. Throughout the level two courses, students will be given benchmark assessments to determine their placement in level three; Advanced or Honors.

GENERAL INFORMATION

REPORTING PROGRESS TO PARENTS/GUARDIANS

The cooperation of school and home is vital to the growth and education of the whole child. The district directs the establishment of a system of reporting pupil progress which shall include written reports, pupil-teacher conferences, and parent/guardian-teacher conferences. If the parent/guardian's primary language is other than English, translation shall be provided whenever possible.

The chief school administrator shall develop procedures for reporting pupil progress which:

- Use various methods of reporting appropriate to grade level and curriculum content;
- Ensure that both pupil and parent/guardian receive ample warning of a pending grade of "failure" or one that would adversely affect the pupil's status;
- Enable the scheduling of parent/guardian-teacher conferences in such places and at such times as will ensure the greatest degree of participation by parents/guardians;
- Ensure the continual review and improvement of methods of reporting pupil progress to parents/guardians and involve pupils, staff and parents/guardians in that review.

A record shall be kept indicating the legal custodian of each pupil, so that reports can be made to and conferences arranged with the proper person.

Student progress will be reported on the basis of achievement and personal characteristics.

Achievement is defined as the degree of success attained in meeting the objectives of the course based upon departmental standards. Departmental standards include both the quality and quantity of work considered essential for advancement in a given course.

Personal characteristics such as class participation and class preparedness are an indicator of the observable evidence of a student's success or lack of success in any given course.

GRADING

A. Report card grade designations will be letter grades as listed on the following page. Numerical grades will determine all calculations.

B. The grade table listed will be used for purposes of interpreting or transposing records from other districts.

MARKING PERIOD GRADES

All teachers shall use a numerical system. All departments and teachers should use the equivalents as outlined on the grade table for the purpose of calculating a final marking period grade.

Achievement is indicated by letter grades:

<u>NUMERICAL EQUIVALENT</u>	<u>GRADE</u>
(100.0 - 97.0)	A+
(96.99 - 93.0)	A
(92.99 - 90.0)	A-
(89.99 - 87.0)	B+
(86.99 - 83.0)	B
(82.99 - 80.0)	B-
(79.99 - 77.0)	C+
(76.99 - 73.0)	C
(72.99 - 70.0)	C-
(69.99 - 67.0)	D+
(66.99 - 63.0)	D
(62.99 - 60.0)	D-
(59.99 - 50.0)	F

AU	= Audit
ME	= Medical Excuse
IC	= Incomplete
P	= Pass
WP	= Withdrawn Passing
WF	= Withdrawn Failing

The Parent Portal of PowerSchool will provide up-to-date information about students' grades and attendance. Parents may request reports of academic progress by contacting the student's guidance counselor at any time.

Parent conferences are not routinely scheduled; however, they may occur if the teacher, guidance counselor or parent feels that it would be beneficial.

CLASS RANK

Class rank will still be computed but will not be reported unless requested by parents and students. This decision will be made by parents and students, in consultation with guidance counselors, during the fall of senior year.

Rank will continue to be computed for the purpose of scholarship, financial aid, military academies, or submission to a college when a specific rank is required. At the request of parents, this information may be communicated, by the guidance counselor, on official stationery that is separate from the school transcript.

- A. A maximum of six (6) graded courses excluding Health/Driver Education in a student's schedule shall be included in the calculation of class rank. At course selection time, the student must designate, for ranking purposes, a minimum

of one 5-6 credit course each from the subject areas of English, social studies, math, science, and foreign languages provided that each is part of the student's schedule. All courses required for graduation must first be included in rank. The order in which all remaining courses will accrue toward rank must also be designated by the student at the time of course selection. If the student drops a course with a passing grade, the next designated course will be used up to the maximum of six for ranking purposes. No course will replace a course dropped with a failing grade. Any decision on which courses to include in rank should be made in consultation with the student's guidance counselor

- B. All courses included in the class rank calculation shall be assigned a level designation based on the curriculum guide.
- C. Calculation of Class Rank
 1. Class Rank shall be derived from the weighted GPA formula.
 2. Class rank shall be calculated at the conclusion of each school year and shall be cumulative for all years the student is enrolled.
 3. For students enrolled in the International Baccalaureate Diploma Program or the Career Program, the Theory of Knowledge and Personal and Professional Skills courses shall be included in class rank. The Theory of Knowledge and Personal and Professional Skills courses are offered as 1.0 credit of Honors weight, rather than the 5.0 or 6.0 credits of other courses used to determine class rank.

GRADE POINT AVERAGE

A weighted and unweighted GPA will be computed for all students.

A. **Weighted:** one course from each academic discipline, and one course in the elective area would be used for the calculation of the weighted GPA. International Baccalaureate Diploma Program candidates will have their grades in the *Theory of Knowledge* course included in this calculation. International Baccalaureate Career Program candidates will have their grades in the *Personal and Professional Skills* course included in this calculation.

The following course weight factors shall be assigned to the specific course levels:

Course Weight Factors (CWF)

<u>AP/IB Honors</u>	<u>Advanced</u>	<u>Academic</u>	<u>Studies</u>
2.1	1.7	1.5	1.4

Calculation of Weighted GPA

A student's weighted grade point average (WGPA) is determined by multiplying the Grade Equivalent (GE) by the attempted Rank Credits (RC) multiplied by the Course Weight Factor (CWF) for each ranked course to determine the Rank Points (RP) for that course.

The totals for each of the six ranked courses are added together (sum of all rank points) and then divided by the total number of attempted Rank Credits (RC).

This number is then divided by an academic course weight factor (ACWF) of 1.5.

The Weighted GPA formula for each ranked course is:

$$GE \times RC \times CWF = RP$$

$$(\text{Sum all RP} \div \text{Sum RC}) \div ACWF = WGPA$$

Unweighted GPA: All graded courses would be used for the calculation of the unweighted GPA.

Students shall be assigned an unweighted grade point average which will be calculated at the completion of each marking period. At the conclusion of the school year, a cumulative grade point average will be calculated based upon final course grades.

Calculation of Unweighted GPA

All courses in which a final letter grade is assigned shall be included in the calculation of unweighted grade point average. For the purpose of calculating unweighted GPA, final letter grades shall be converted to Grade Equivalent (GE) numbers. The Unweighted GPA formula is:

$$\frac{\text{Sum (GE} \times \text{CR)}}{\text{Sum CR}}$$

HONOR ROLL

To be eligible for an honor roll, a student must take a minimum of five letter-graded courses per marking period and pass PE and Health and have no grade lower than B-.

High Honor Roll - To be included on the high honor roll, a student must achieve an unweighted GPA of 3.7 or better.

Honor Roll - To be included on the honor roll, a student must achieve an unweighted GPA of 3.1 or better.

NATIONAL HONOR SOCIETY

A cumulative Unweighted Grade Point Average of 3.6 OR a cumulative Weighted Grade Point Average of 4.3 is necessary for a student to be academically eligible for membership in the National Honor Society. Induction criteria will measure three full years of a student's grades, leadership, service, and character. Eligible students will be notified by October of their senior year. Membership in the National Honor Society requires that a student who is invited to membership provide factual evidence that the candidate possesses leadership qualities, has performed acts of service and possesses excellent character according to the standards set by the National Honor Society.

COURSE SEQUENCES

- A. Students who have failed courses, especially those required for graduation in any of the first three years, are strongly urged to attend summer school to make up any failed course. This is the only way in which they can be assured of graduation in the normal four year period with the minimum number of required credits.

- B. A student may only take sequential subjects simultaneously as a result of failure in the lower sequence, providing that the credits are needed in order to graduate, or unless unusual circumstances warrant otherwise.

COURSE CANCELLATIONS

Note that the board of education reviews the course offerings in all areas annually particularly regarding low enrollments. Any course that is significantly under-subscribed may be dropped.

COURSE LOAD FOR STUDENTS

A student may have no more than one full period of unassigned time during any given marking period. To obtain the optimum from the high school experience, all students are encouraged to schedule a maximum credit load that is consistent with their aptitude, interest, achievement and goals.

ENROLLMENT CRITERIA

Students applying on a regular graded basis will receive highest priority for assignment to a section. Extra sections of a subject will not be created and additional teachers will not be hired to satisfy student demand for the course. Students will be denied the course where assignment would exceed maximum class size policy. Priority for enrollment in IB courses will be given to all Diploma candidates.

COLLEGE COURSEWORK

Students may attend any approved college through special programs. Regular high school classes may be blended with up to two college courses per semester by registering for day or evening courses during the fall, spring or summer sessions. This opportunity can only be granted to students who carry a full course credit load and upon administrative review and approval. College courses and summer enrichment classes may be listed on the student's high school transcript but will not be included in class rank or GPA calculations.

MORRIS COUNTY ACADEMIES SCHOOLS OF TECHNOLOGY

Students may apply to attend the Morris County Academies Schools of Technology. Students would complete all required courses here and be transported to the receiving school for the vocational-technical course. Applications are available online through the academy and are subject to local as well as receiving school approval.

VOLUNTEER SERVICE FOR CREDIT

The Volunteer Service Program offers credit for approved volunteer work in the school. Enrollment in this program is contingent upon approval of an application submitted to the coordinator of volunteer service. One and one-quarter credits per marking period may be earned by the student for successful completion of thirty hours of volunteer service per quarter (two hundred minutes per week). Not more than one service activity per quarter and not more than five credits per year may be submitted for approval. A student must be carrying a minimum of thirty-five credits to apply for volunteer service. Additionally, students must have passed a minimum of thirty credits, excluding volunteer service, for each previous year in high school. Grading will be on a credit basis. Authorized volunteer service and its appropriate credit become part of the student's

permanent record but does not count toward class rank, GPA and honor roll. Approval for applying these credits toward graduation rests with the building principal. This program is deemed valuable to help students develop self-discipline, pride in service to school and community, and career insight. Students must meet with their counselor to document the type and duration of the service performed.

VOLUNTEER COMMUNITY SERVICE

PROGRAM

The Volunteer Community Service Program enables students in grades 9-12 to select and become an active participant in a community-based project. Students may arrange their elective service program from a list of activities and organizations made available through school district contacts or through their own independent search. Upon approval, academic credit may be earned by participating in one or more community projects. Students may elect to earn from 1.25 to 5.0 credits during the school year depending upon the hours dedicated to the project. (1.25 credits=30 hours). Students who volunteer for a project to earn credit must obtain a school district advisor who will assist the student in meeting the program requirements. A representative will also need to be identified from the organization where the community service project will occur. Volunteer service is **NOT** available for credit retrieval by students who have not passed other courses.

Students must accomplish the following to earn academic credit through the Volunteer Community Service Program:

- A. Actively participate in a community-based service project,
- B. Meet with sponsor to plan and discuss progress on the project as needed,
- C. Organize a method to share the experience choosing from one of the following:
 - Journal
 - Video
 - Summary Paper
 - Oral Presentation
 - Photo Journal
 - Some alternative as approved by sponsor
- D. Students may choose to arrange for a speaker to present on a topic relevant to their service project,
- E. Maintain a log of hours signed weekly by the community service project representative,
- F. Submit their Community Service log to the Structured Learning Experience Teacher/Coordinator upon completion of their project.

AUDIT

Students seeking to strengthen their skills in given academic areas to enable them to be successful may apply to audit a course for that purpose. The selected course must be authorized by the teacher by the midpoint of the first quarter of the year. The student must attend all classes and complete all work required of students taking the course for credit and a grade. An audit course is entered on the student's transcript with a grade of AUDIT (AU). No credit will be granted, nor will an audited course be computed in class rank or GPA. Students applying on a regular graded basis will receive priority for assignment to a section. Extra sections of a subject will not be created nor additional teachers hired to satisfy student demand for the course. Students will be denied the course where assignment would exceed maximum class size policy. Students are encouraged to take a course for credit rather than audit it.

GIFTED AND TALENTED

A program for students who have been identified as possessing exceptional intellectual abilities is available in grades 9-12. The program is designed to provide these students with special individual, group, and other experiences and opportunities. These opportunities will be made available through the International Baccalaureate, Advanced Placement, and Honors programs. Selection criteria include the following: teacher recommendation, academic grades, and above average standardized test scores.

HOME OR OUT- OF- SCHOOL INSTRUCTION

Home Instruction will be provided to eligible pupils in accordance with the New Jersey Administrative Code 6A: 14, Chapter 192 of the Laws of 1998. Home Instruction is provided by teachers employed by hospitals, rehabilitation centers, board approved online education providers and the WMRHSD. Students whose home instruction exceeds a full marking period may be graded by the individual tutors rather than the classroom teachers from the district. Students on long-term home instruction may follow the WMRHSD curriculum or one provided by the facility where the student is placed. In implementation of the law, the following procedures will be followed:

A student classified as disabled shall have his or her IEP implemented through one to one instruction at home or in another appropriate setting when it can be documented that all other less restrictive programs options have been considered and have been determined inappropriate.

1. The Special Services Office will notify the Morris County Office of Education of its intent to place a student on home instruction.
2. The Special Services Office will resubmit the notification if home instruction extends beyond 60 calendar days.
3. N.J.A.C. 6A: 14-3.9(a) 2, 3 and 4 shall apply.
4. Instruction shall be provided for one (1) hour each week in each core/required content area.

6A: 14.4.9 Home Instruction due to temporary illness or injury for students with or without disabilities.

To request home instruction due to temporary illness or injury, the parent or adult student shall submit a written determination from a physician documenting the need for confinement at the student's residence for at least a two week period of time.

Home instruction for temporary illness or injury shall be provided according to the following:

1. The district board of education shall immediately forward the written request to the school physician, who shall verify the determination of the need for home instruction without delay.
2. Instructional services shall begin as soon as possible but no later than seven calendar days after the school physician's verification.
3. A record of the student's home instruction shall be maintained.
4. The teacher providing instruction shall be appropriately certified as a teacher of the handicapped or for the subject or level in which the instruction is given.
5. Instruction shall be provided for no fewer than five hours per week for general education students and no fewer than ten hours per week for classified students. The five hours of instruction per week shall be accomplished in no fewer than three visits by a certified teacher on at least three separate days.
6. Instruction shall be provided at the student's place of confinement or mutually-agreeable public location.

7. Students shall receive a program that meets the requirements of the district board of education for promotion and graduation.
8. For students with disabilities, the district shall provide a program that is consistent with the student's IEP to the extent appropriate. When the provision of home instruction will exceed 30 consecutive school days in a school year, the IEP team shall convene a meeting to review and if appropriate, revise the student's IEP.
9. When a non-disabled student is confined at home or to a hospital by a physician for more than 60 calendar days, the school physician shall refer the student to the child study team according to N.J.A.C. 6A:14-3.3(e).
- 10.

CAREER EDUCATION PROGRAM

The required career education program is a diversified, four-year program designed to help students acquire skills needed to select and pursue a career. Career awareness and career preparation information and planning will be required of all students. The program will provide students with instruction, group guidance, individualized learning activities, and a variety of career exploration experiences. Students will be asked to complete both mandatory and selected optional requirements. Successful completion of this requirement is necessary for graduation.

NOTICE OF NON-DISCRIMINATION

The West Morris Regional High School District does not discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, disability, social or economic status. Inquiries regarding compliance may be directed to: The Affirmative Action Officer, Administration Building, 10 Four Bridges Road, Chester, NJ 07930 or by telephone, 908-879-6404, ext. 1385.

ELIGIBILITY REQUIREMENTS FOR ATHLETICS

The Board of Education recognizes the need for students to attain certain academic requirements in order to participate in interscholastic athletics.

The following requirements are in agreement with the Rules of the N.J.S.I.A.A

To be eligible for athletic competition during the first semester (September 1 to January 31), a pupil must have passed a minimum of 30.0 credits during the immediately preceding academic year. There is no credit requirement for incoming students from grammar school (8th grade), for the fall and winter seasons.

To be eligible for athletic competition which begins during the second semester (February 1 to June 30), students must pass 30 credits in the immediate preceding year. They must have passed 15 credits in the preceding semester. Full year courses shall be equated as one-half of the total yearly credits in order to determine eligibility for the second semester.

SCHOOL COUNSELING

The school counseling program in the West Morris Regional High School District is an integral part of the total educational program. The program is designed to help the student gain the maximum benefit from the high school experience.

The school counseling program is designed to foster self-examination, self-evaluation and consideration of alternative strategies through individual and group counseling. Career and academic planning are important components of the department's services. The school counselor can help the student evaluate personal strengths, weaknesses, likes and dislikes which will assist in establishing and achieving realistic goals. The counselor is trained and knowledgeable in interpreting

standardized tests, providing the most current information regarding the opportunities available in higher education and indicating the projections for future growth areas in the workforce.

Counselors consult and work cooperatively with all members of the school staff to facilitate the student's progress.

Although counselors will routinely schedule conferences during the school year, appointments can be made at any time when seeking assistance with personal concerns, when researching career opportunities or wishing to obtain information for the college planning process.

HEALTH

Health services are provided in the high school to help the student and the family recognize and understand good health practices and the way in which they affect both the present and future life of the student. Students who become ill or injured in school are given emergency treatment by the nurse and are referred for medical care as indicated. Parents, however, are discouraged from sending ill or injured students to school for diagnosis or treatment since the health staff does not have public facilities or responsibility. Health and immunization records are maintained by the nurse according to New Jersey State Law.

SPECIAL SERVICES

The Special Services Department provides for district-wide ancillary services through the Child Study Team personnel, speech/language specialist, special education teachers, substance awareness educator and school nurses all under the responsibility of the Director of Special Services. The purpose of this department is to offer consultation, evaluation and program planning for all pupils between the ages of fourteen and twenty-one who may be experiencing a disability. Referral for special services is made to the Child Study Team through the Guidance Counselor.

The Child Study Team consists of a school certified social worker, psychologist and learning consultant and may include auxiliary personnel such as the school nurse, school doctor, speech/language specialist, occupational therapist, physical therapist, neurologist, and psychiatrist on an as needed basis. In addition to the primary responsibilities of evaluation, classification and programming, the team acts as a referral service for all students who are experiencing school difficulties. These students may then be referred to other school resources and/or community service agencies. All special services personnel work with regular and special education teaching staff in the area of appropriate program placement, monitoring of student progress and curriculum implementation/development. The WMRHSD provides specialized programs and services for students who may be experiencing a disability and need assistance to be successful in school. Please contact your child's guidance counselor for information or to make a referral.

INTERVENTION & REFERRAL SERVICES I&RS

I&RS is a school-based committee created to assist non-classified students with any problems that may affect their learning process. The purposes are to identify problems and propose strategies to help students succeed in school. I&RS will link students to resources within the school and community.

I&RS is made up of specially trained members of the staff: teachers, assistant principals, Child Study Team, the nurse, guidance counselors, and the Student Assistance Coordinator.

I&RS addresses academic, behavioral, psychological, physical, and substance abuse problems referred to them by parents and staff members. Academic and behavioral information is gathered from teachers, the guidance counselor, and parents. I&RS along with the parents will meet to design an assistance plan. The student's progress will be monitored throughout the process.

APPEALS PROCESS

The West Morris Regional High School District has established procedures for the consideration of pupil problems and for the processing of parent or pupil complaints and appeals. These procedures should be developed through the cooperative efforts of pupils, faculty and administrators and result in the establishment of the same procedures for all schools in the district. The chief school administrator shall maintain procedures for appeals beyond the decision of the principal. Details of those procedures should be made known to parents, pupils and staff. Parents or pupils who wish to use the Appeal Policy should be assured of access to the appropriate personnel within a reasonable amount of time.

As effectuated in each school, district procedures should include a review by the appropriate administrators, reasonable timelines and notification of the opportunity to appeal to the chief school administrator. The chief school administrator shall:

- review the facts of any case appealed to the district level to ensure due process has been followed,
- arrange for a hearing with the pupil(s) and parents within five school days of receiving a complaint,
- render a decision within five school days of the hearing.

If the parent or pupil(s) are not satisfied with the resolution at the chief school administrator's level, at their request, the chief school administrator shall arrange for the parents or pupil(s) to present their case to the Board of Education in executive session at the next regularly scheduled Board of Education meeting. This request must also be in writing with a statement describing the nature of the complaint and the desired response.