



**2022 – 2023**



# **COURSE CATALOG**

## **Millburn High School**



***Come, Visit  
&  
Stay a while – 4 years!***

**MILLBURN TOWNSHIP PUBLIC SCHOOLS**

**INSIDE FRONT COVER - BLANK**

## BOARD OF EDUCATION

Sonali Ganti, President  
Louie Shen, Vice President  
Jonathan Green  
Cori Haase  
Brian G .Lawrence  
Neetu Salhotra  
Jamie Serruto  
Agnes Sym  
Alex Zaltsman

## MILLBURN HIGH SCHOOL

### Administration

Principal .....	Dr. William S. Miron
Vice Principal .....	Ms. Anne Richardson
Vice Principal .....	Dr. Robert A. Keenan

## GUIDANCE COUNSELORS

Ms. Meghan Garland  
Ms. Connie Haggerty  
Ms. Yesenia Hermann  
Mr. John Langan  
Ms. Kaitlyn Reilly  
Ms. Nancy Siegel – Head Counselor  
Ms. Mary Touma

## DEPARTMENT CHAIRPERSONS

English.....	Ms. Jessica Siegel
Mathematics .....	Mr. Robert Starita
Social Studies.....	Ms. Gina Watts
Science.....	Ms. Gina Cocchiaro
World Languages.....	Mr. Frank Gontier
Director of Athletics.....	Mr. Frank Bifulco
Director of Music.....	Mr. John Leahey
Supervisor, Special Ed.....	Mr. Brent McGuinness
Lead Art Teacher.....	Ms. Susan Bromirski

# TABLE OF CONTENTS

<b>GRADUATION REQUIREMENTS</b>	<b>4</b>
Basic Skills, Curriculum Proficiency, Attendance, Credit Hours, Promotion, Students Denied Graduation, Student Course Loads, Course Change Requests, Summer School Courses	
<b>INSTRUCTIONAL LEVELS</b>	<b>8</b>
<b>COURSE WEIGHTING</b>	<b>10</b>
<b>FINAL GRADE AVERAGING</b>	<b>12</b>
<b>ADVANCED PLACEMENT COURSES</b>	<b>13</b>
<b>SENIOR FINAL (JUNE) EXAM EXMPTIONS</b>	<b>14</b>
<b>SPECIALIZED PROGRAMS</b>	<b>15</b>
<b>ENGLISH COURSES OF STUDY</b>	<b>17</b>
<b>SOCIAL STUDIES COURSES OF STUDY</b>	<b>27</b>
<b>MATHEMATICS COURSES OF STUDY</b>	<b>41</b>
<b>TECHNOLOGY COURSES OF STUDY</b>	<b>48</b>
<b>SCIENCE COURSES OF STUDY</b>	<b>53</b>
<b>WORLD LANGUAGES COURSES OF STUDY</b>	<b>62</b>
<b>RELATED ARTS COURSES OF STUDY</b>	<b>73</b>
<b>DANCE COURSES OF STUDY</b>	<b>79</b>
<b>BUSINESS COURSES OF STUDY</b>	<b>80</b>
<b>MUSIC COURSES OF STUDY</b>	<b>82</b>
<b>HEALTH AND PHYS ED COURSES OF STUDY</b>	<b>84</b>
<b>SCHEDULING WORKSHEETS</b>	<b>86</b>

# **GRADUATION REQUIREMENTS**

The attainment of proficiency in basic skills is an integral part of the board's responsibility to provide a thorough and efficient education to students in the State of New Jersey. It is important to the fulfillment of this goal that students share in the responsibility for their own education. Thus, this policy will be distributed to incoming ninth grade students and to their parents so that they are aware of the requirements for graduation from Millburn High School with a state endorsed diploma. Additionally, requirements for successfully mastering the proficiencies of any particular courses required for graduation will be distributed to students and parents at the start of the courses.

The Partnership for Assessment of Readiness for College and Careers (PARCC) tests began in 2015. Subsequently, the name was changed to New Jersey Student Learning Assessments (NJSLA). The NJSLA also encompasses a science assessment that currently is not being used as a requirement for graduation. Results are used for various purposes. Ultimately, proficiency in these assessments may be a high school graduation requirement. Presently, Grade 8 results are examined only to determine if these students are making sufficient progress in mastering skills required for graduation.

## **I. BASIC SKILLS**

Requirements for graduation include proficiency in basic skills assessed through the NJSLA tests. These requirements are modified annually. As of August 3, 2016 English Language Arts (ELA) and mathematics have been updated. Students may meet graduation assessment requirements by:

- 1) Achieving passing scores on certain NJSLA assessments;
- 2) Achieving certain scores on alternative assessments such as the SAT, ACT or Accuplacer;
- 3) The submission of a student portfolio satisfying the Departments appeals process.

Special Education students must follow their IEP's (Individual Education Program).

Students can demonstrate graduation assessment proficiency through the same process as above provided that the students take all required NJSLA assessments.

The Class of 2021 and thereafter who have not demonstrated proficiency on the ELA 10 and Algebra 1 assessments and have taken all NJSLA assessments can demonstrate graduation assessment proficiency by meeting the criteria of the portfolio appeals process. Students in the classes of 2023, 2024, and 2025 will take the New Jersey Graduation Proficiency Assessment in grade 11. The assessment will be aligned to New Jersey Student Learning Standards (NJSLS) for grade 10 ELA and NJSLS for Algebra I and Geometry.

Note: There has always been a system requiring students to demonstrate and meet graduation requirements through an alternative assessment.

## **II. CURRICULUM PROFICIENCY**

- A. Graduation from Millburn High School with a state-endorsed diploma requires the successful completion of a program of studies in grades nine through twelve and includes:
  - 1. one credit year of English (Language Arts Literacy) for each year of enrollment for a minimum of four credit years;
  - 2. three credit years of mathematics;
  - 3. four credit years of social studies;
  - 4. three credit years of (natural or physical) science;
  - 5. two credit years of world languages\* (\*2 consecutive years of same language);
  - 6. one credit year of physical education, health and safety for each year of enrollment as required by N.J.S.A. 18A:35-7 et. seq., for a minimum of four credit years;
  - 7. one credit year of visual and performing arts;
  - 8. one credit year Computer Science & Design Thinking (Naviance).
  - 9. One-half year credit in financial literacy;
- B. Students must demonstrate proficiency in these areas. They will be advised of alternatives for fulfilling requirements before they plan each year's schedule.
- C. The school will provide opportunity for remediation for students not meeting these levels of proficiency in courses required for graduation.

## **III. ATTENDANCE**

Student participation in all regularly scheduled class meetings is essential for the achievement of the maximum benefits of an educational program. The process of education requires a continuity of instruction and opportunities for students to interact with other students under the direction of qualified teachers. Hence, all students are expected to attend all assigned classes throughout the school year.

Religious holidays and unexpected personal or family circumstances are considered excused absences. However, frequent or prolonged absences or repeated tardiness may prohibit students from earning course credit or be cause for appropriate legal action by the Board of Education against the family involved.

#### IV. CREDIT HOURS

The minimum requirements for earning the state-endorsed Millburn High School diploma shall consist of receiving a designated score on the NJSLA tests in English and Math, successfully completing the required courses, and acquiring the appropriate number of credits in grades nine through twelve as listed below:

Distribution of Credits:	Number of credits Req. for Graduation
English (Language Arts Literacy)	20
Social Studies (History)	20
Health/Physical Education (for each year of enrollment)	20
Mathematics	15
Science (Natural/Physical)	15
World Languages (*2 consecutive years of the same language)	10*
Visual & Performing Arts (Art, Music, Theatre, Drama)	5
Computer Science & Design Thinking (Naviance)	5
Financial, Economic, Business & Entrepreneurial Literacy	2.5
Electives	12.5
<b>Total</b>	<b>120</b>

#### V. PROMOTION

The minimum requirements necessary for promotion from each grade 9-11 are as follows:

- A. All students must successfully pass a minimum of four courses or 20 credits including English/Communication and Health/Physical Education.
- B. Students who fail to meet the above standards must complete any outstanding requirements in a state-accredited summer school or be retained in the same grade the following year.

#### VI. STUDENTS DENIED GRADUATION

The administration will report by November 30th to the district board at a public meeting, and the board, in turn, to the Commissioner of Education, the number of students denied graduation on the basis of this policy and the requirements of N.J.A.C. 6:8-4.2. Noted as well will be the number of students graduated under the special evaluation procedures.

#### VII. STUDENT COURSE LOADS

All students are required to pursue a minimum course load of seven classes (17.5 credits) each semester. It is recommended that students elect six academic subjects plus one related arts course and physical education. Some students may wish to elect four academic subjects, two related arts courses, and physical education. Students wishing to pursue a course load of six academic subjects should consult their guidance counselor. No student may take any course more than once for academic credit.

## VIII. COURSE CHANGE REQUESTS

Students are encouraged to complete all selected courses. Since staffing needs and class size considerations are determined by initial student course selections, course changes will be made only in the case of a significant change in academic performance. **No changes in course selections for the following school year are permitted after July 31.**

## IX. SUMMER SCHOOL COURSES

Students who enroll in summer school courses may do so for the purpose of horizontal enrichment and the enhancement of existing knowledge and skills. No graduation credit, advanced standing, course exemptions, or instructional level changes is to be granted as a result of summer study. An exception is any summer math course offered at MHS. Credit will be granted only for remedial work that has been approved by the building principal.

## PRESENTATION OF CURRICULA

It is our belief that the consideration of controversial issues has a legitimate place in the instructional process of our school. **Periodically, controversial literature and film will be introduced into the classroom based on the instructional goals and the maturity of the students.** In the spirit of free scholarly inquiry, faculty will draw on information from the broadest feasible range of resources. When such materials are introduced into courses, faculty will apprise students and parents of the content of such materials and provide optional activities for students when necessary. See: Board of Education Policy 2240.

## HOME-SCHOOLED STUDENTS

Students entering Millburn High School after having been home schooled will have their coursework evaluated by the administration to determine appropriate grade level placement and fulfillment of graduation requirements. Students must provide written proof of courses completed during home schooling. Courses must be provided by a home schooling agency or by a teacher holding a valid NJ teaching certificate. Students may be tested and given credit for proficiency in academic disciplines.

## STUDENT TRANSFERS

Millburn High School reserves the right to administer final exams to students for the purpose of placement and/or acceptance of course credit. Such a test might well prove invaluable to assess prerequisite skills. No grades from other institutions will be used to calculate a student's Grade Point Average (GPA) at Millburn.



## INSTRUCTIONAL LEVELS

In recognition of the abilities, interests, and demonstrated achievements of students, Millburn High School offers classroom instruction on various levels with different academic expectations in order to ensure the greatest academic success for each student. Free choice of subjects is afforded to all students, regardless of their gender, race, religion, color, or national origin. However, course assignments to a given level and student placement in a given instructional level are the sole prerogatives of the professional staff and the administration. Instructional level assignments, made each spring for the following school year, may not be changed until the end of the first marking period, except in cases where poor academic achievement necessitates a movement downward. Increased levels of sophistication, student accountability, workload, independence and analytical thinking are required as students move up from one level to the next.

<b>Advanced Placement</b>	Most academically demanding courses in which college credit may be earned. Enrollment in these courses is highly selective.
<b>Accelerated</b>	Courses that demand high academic maturity, interest and ability.
<b>College Prep A (CPA)</b>	College preparatory courses that have a high academic demand.
<b>College Prep B (CPB)</b>	College preparatory courses in which the academic demands are less than those of the CPA courses.

### PLACEMENT CRITERIA

The sole criteria governing placement at a given instructional level is student academic performance in each subject area.

#### Advanced Placement (AP)

Students qualify for all AP courses through a rigorous selection process. Each academic department has established a relevant set of criteria for admission to their offerings. Minimally, students must have an outstanding academic record in the relevant subject and/or a sufficient score on an independent assessment. Additional criteria are used at departmental discretion. Refer to the relevant course description for a detailed explanation of these criteria.

#### Accelerated (ACC)

The following will determine level placements:

Students currently in Accelerated courses

Final grade of A, A-, B+, B, **B-** .....Place in ACC  
 Final grade of **C+** or below.....Place in CPA

#### College Prep A (CPA)

The following will determine level placements:

Students currently in CPA courses

Final grade of A, **or A- only with Dept Chair consent**.....Place in ACC  
 Final grade of **A-**, B+, B, B-, C+, C **or C- only with Dept Chair consent**.....Place in CPA  
 Final grade of **C-** or below.....Place in CPB

## College Prep B (CPB)

The following will determine level placements:

Students who are currently in CPB courses:

Final grade of A **with guidance approval & an A average on tests**...Place in CPA

Final grade of A- or below..... Place in CPB

**Errors in level placement may be corrected the first 10 days of school. No other changes in levels may take place until progress report time.** Students may change at progress report time with less than a "B-" average and with the approval of their guidance counselor. Grades are adjusted by one-third; however, students new to the school and initially misplaced will not retain grades.

**After Progress Reports, students may not change levels until the end of Q1.** At the end of the quarter, students may move levels:

- up if they have earned an "A" average on major assessments **AND** for Q1.
  - this is the only time students may move up after initial placement
- down if they have earned less than a "B" average in ACC
- down if they have earned less than a "B-" average in CPA

**Grades shall be adjusted by one-third at this time.**

**After Q1, any level changes down are to wait until the end of Semester 1.**

Students moving down should be in danger of failing – a semester grade below "C-"

- Grades are NOT adjusted at this time.
- Students may not change upward from that level either that year or the next.

## **British Literature suite of courses (Post Colonial; Monsters; Brit Lit I & II)**

Students are generally not permitted to move levels at the end of Q1 (or Q3) in semester courses. An exception is made for any of the Brit Lit courses; a student in CPA earning an "A" for Semester 1, may change their level for Semester 2 in their next Brit Lit course provided their original course selection remains.

**Any other extenuating circumstance must be approved by administration.**

- Requests for the level changes should be in writing.
- Grades may not be adjusted nor future changes permitted.

## **Scheduling Protocol:**

Level placements for September will be done at the end of the 3rd quarter (similarly placements for grade 8 students will occur at the end of the 2nd trimester).

Final grade will be reviewed in June and adjustments made if warranted.

Students' transcripts and GPA (other than grade 9) will reflect final grades.

*Note: AP candidates who do not meet the Accelerated criteria may be removed from AP courses or placed on probation.*

## **Elective Classes:**

- Students may not change their course selections after July 31.
- Those who choose to drop a course after July will be assigned a study hall.

## COURSE WEIGHTING

In general the more demanding the instructional level, the higher the numerical weight equivalent for each grade.

Grades of "FAIL," "WF," "WC," AND "WA" are considered "failures." **Where the course has been repeated and passed during the regular school year, the repeated grade will be averaged with the original grade for the calculation of grade point averages.** Similarly, a grade achieved in a summer school make-up course is averaged with the original grade. The average of these two cannot exceed the numerical equivalent of a "C" at the CPA level.

**Students who withdraw from a course may receive a WP or WF as a final grade. Final grades of WP or WF will be included on transcripts. Students who do not complete Semester 1 will receive a WF unless administration recognizes extenuating circumstances.**

Letter Grade	AP	ACC	CPA & CPB
A	4.667	4.333	4.000
A-	4.333	4.000	3.667
B+	4.000	3.667	3.333
B	3.667	3.333	3.000
B-	3.333	3.000	2.667
C+	2.667	2.667	2.333
C	2.000	2.000	2.000
C-	1.667	1.667	1.667
D+	1.333	1.333	1.333
D	1.000	1.000	1.000
D-	0.667	0.667	0.667
F	0.000	0.000	0.000

Weights are for full year courses. Semester courses carry one-half numerical weight equivalents.

### ACADEMIC HONORS

Academic honors are distributed thusly:

Top 10% ..... HIGH HONORS  
Next 20% ..... HONORS

Millburn High School does not rank its students. A grade point average for students is calculated using grades from sophomore year through second semester of senior year. Students in attendance less than two semesters by June of the eleventh grade or less than three semesters at mid-year of the twelfth grade will receive a grade point average based only on credits earned at Millburn High School and will not be eligible for consideration as highest honors speakers in their senior year. All grade point averages based on work done at Millburn High School through the second semester of twelfth grade are recorded on official transcripts. Honors, high honors and other academic distinctions are calculated based upon grades only through first semester of senior year.

To determine the grade point average: (1) total the numerical weight equivalent for each course (by instructional level), (2) total the credits, (3) divide the numerical weight equivalent by the total number of credits. The resultant figure is the grade point average, or GPA.

## GRADING SYSTEM

The following grades are used on report cards:

A, A- . . . . .	= . . . . .	Excellent
B+, B, B- . . . . .	= . . . . .	Good
C+, C, C- . . . . .	= . . . . .	Average
D+, D . . . . .	= . . . . .	Below Average
D- . . . . .	= . . . . .	Lowest Passing
FAIL . . . . .	= . . . . .	Failing
INC . . . . .	= . . . . .	Incomplete
H . . . . .	= . . . . .	Honors
S . . . . .	= . . . . .	Satisfactory
P . . . . .	= . . . . .	Pass
WP . . . . .	= . . . . .	Withdrawn Passing
WF . . . . .	= . . . . .	Withdrawn Failing
WA . . . . .	= . . . . .	Withdrawn Absent
WC . . . . .	= . . . . .	Withdrawn Cutting

- A grade of Incomplete (I) may be issued under certain circumstances. Incomplete work must be completed in a period not to exceed the duration of the absence. If this requirement is not met, the grade will be converted to a failing grade (F).
- Students who wish to withdraw from a course without penalty must do so prior to the end of the first marking period with the permission of the administration. All grades of F, WA, WC, and WF assigned after the end of the first marking period will be recorded as failures.
- Students are required to complete all courses unless withdrawn by the administrator.

## POWERSCHOOL

PowerSchool access may be limited, or turned off completely during various times such as at the end of each semester and/or during school hours. This encourages students to focus on academic matters such as tests, projects and/or exams. This also permits teachers to update grades without scrutiny. Access would resume approximately one week later. PowerSchool access is often turned off in the summer for software maintenance.

## FINAL GRADE AVERAGING

Each marking period grade is multiplied by two (2) and added to the sum of the examination averages. The total is then divided by ten (10) for the final grade for a year course or by five (5) for a semester course. This procedure is adjusted proportionally if there are no exams.

The following ranges are used as general parameters to determine final grades:

Letter Grade	Percentage
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

## CALCULATING GRADE POINT AVERAGE (GPA)

For each course (except PE/Health):

Multiply the weighting points by the course credits (2.5 or 5.0)

Total these products

Divide this total by the total number of credits in these courses.

*Note: Not included in GPA are: freshman grades, grades from other schools, summer school grades nor grades taken in independent study.*

## ADVANCED PLACEMENT COURSES

Millburn High School has earned an enviable reputation with its Advanced Placement program. The number of students enrolled in AP courses is staggering by any standard. The scores earned by these students is even more impressive. And we continue to improve: indeed, in 2011 Millburn was recognized by College Board for *"Expanding Opportunity and Improving Performance."*

Millburn offers a wide variety of Advanced Placement courses in various disciplines. Students may apply for selection to as many courses as they wish in consultation with their counselor. An outstanding academic record in Accelerated level courses is an important component for selection. Students interested in applying for selection take the departmental assessment in the appropriate academic discipline(s). Often this assessment provides an additional pathway into an AP course that might not otherwise be available if grades alone were utilized. Teacher recommendations, superior academic performance, writing and speaking samples, diagnostic/qualifying assessments and other criteria are used at departmental discretion in determining acceptance into the AP course. Since 2018 the qualifier/diagnostic assessment has been waived in some courses with well-defined prerequisites provided students have earned specified grades.

**All students who are enrolled in Advanced Placement courses are required to take the Advanced Placement Examinations in May.** Students who do not take the May examination will not receive AP credit or weighting. The school reserves the right to drop students from an AP course when their grade drops below C+ in a given marking period.

No student will be permitted to take more than eight AP courses for weighted credit.

\*In Grade 10 no more than 2 courses may be taken for AP weighted credit.

\*In Grade 11 no more than 3 courses may be taken for AP weighted credit.

\*In Grade 12 no more than 4 courses may be taken for AP weighted credit.

Which course will be weighted is a decision reserved exclusively for administration.

**Summer Assignments** in Advanced Placement courses will be due in part by July 31. This portion should give students a realistic understanding of the expectations of the course so that they make a rational and informed decision whether or not to drop the course without being assigned a study hall.

Summer assignments may:

- a) Review curriculum taught in previous courses;
- b) Introduce and/or teach material to be taught during the year;
- c) Provide an overview of the curriculum;
- d) Sets the expectations of the course

In special circumstances, students not enrolled in an AP course may be permitted to take the Advanced Placement exam in May after consultation with their guidance counselor. It is expected that these students devote additional preparation and study in order to be successful on this AP exam. Students are to commit to taking the exam by paying the College Board fee to the Main Office before January. This option may not be available for some AP courses unless a student is in the corresponding grade level required for the course.

**Student Responsibilities:**

- Students must fully commit to excelling in AP courses.
- Students have an obligation to complete all AP courses that they schedule.
- Students may only change their schedules without penalty before July 31.
- At least one portion of a summer assignment will be collected by July 31.
- Students must fulfill the July 31 deadline satisfactorily or be removed from the course.
- Students who drop an AP course after July 31 will be assigned a study hall for the year. For those AP courses (ex: Bio, Chem, Am History) where students may move to an ACC section, students are assigned a study hall each semester in lieu of another elective.
- Students dropping an AP course in a required or core course may drop to the accelerated level but will drop an elective course for the year or one semester as determined by administration.
- Administration may drop students from an AP course if quarter grades drop below a C+.
- Students are required to take the AP exam in May or lose AP credit and weighting.
- Students who qualify for an AP may defer admission provided that the student reminds the AP teacher and/or the Department Chair before the following year's qualifying test. It is the responsibility of the student to provide this reminder since records from previous years may inadvertently be overlooked. This reminder is needed in order to provide information for the sectioning of classes.

**Overview of modifications since 2017 to the Advanced Placement qualifying process**

A qualifying assessment may be waived for students who have demonstrated a high level of competence ("A" and/or "A-") in the skills required for particular AP courses. These students will be accepted into the AP course provided they have met all other requirements for the course; for example, involving the application, final grades and summer assignments. The hope is that these modifications reduce the amount of work and anxiety for students after Midterm Exams as a new semester unfolds.

**SENIOR FINAL (JUNE) EXAM EXEMPTIONS:**

To be exempt from any final exams in a course, seniors must:

1. Maintain a B- in AP and ACC courses or a C in CPA and CPB.
2. Receive grades of C or better for the 3<sup>rd</sup> and 4<sup>th</sup> marking period.
3. Be free of detention for disciplinary reasons.
4. Have no more than 7 total absences during the second semester (exclusive of religious holidays, school related activities, and up to 2 verified college visits)
5. Have no more than 2 unexcused tardies and no more than 4 excused tardies.
6. Have no cuts.
7. The final decision for exemption is the prerogative of the classroom teacher. The teacher will notify students of exemptions by the last class prior to final exam.
8. Seniors who demonstrate little, or no, effort on the exam should receive a "0", or whatever points they earn, for their exam to be averaged in with the quarter grades and midterm (if applicable).

## **SPECIALIZED PROGRAMS**

### **INDEPENDENT STUDY**

**Semester Course - Level of Instruction: N.R. - Credit Value: 2.5**

**Prerequisite: Administrative Approval**

In rare cases, some students may be permitted, in certain academic subject areas, to take a course as an Independent Study. The student must consult with the teacher/sponsor, guidance and the department chair before permission to take the class as IS may be granted by the principal. Students and counselors must demonstrate that need for this course has arisen out of unusual scheduling conflicts and not just an oversight in previous planning. The course of study for IS must be approved by all the aforementioned parties whether for a marking period, semester or year for the corresponding credits. See guidance staff for details. IS grades may not be included in the calculation of a student's GPA.

### **BASIC SKILLS INSTRUCTION – READING, WRITING, MATH**

**Semester Course - Level of Instruction: N.R. – No credit given**

**Prerequisite: State Testing Results**

This course is designed principally to reinforce skills included on the PARCC, and is required for students who have either not passed the PARCC or demonstrated a likelihood that they will not pass the test. Successful passage of the PARCC is a graduation requirement.

### **ELL ENGLISH LANGUAGE LEARNERS**

**Year Course - Level of Instruction: N.R. - Credit Value: 2.5**

**Prerequisite: Screening and Testing**

This course is designed to assist students with limited English facility to function adequately in class and in society. Individualized instruction is offered and three sections are available: Beginning, Intermediate and Advanced.

### **STUDY SKILLS**

**Pass/Fail Course – Credit Value: 5.0**

**Prerequisite:**

In this course, students are taught note-taking, homework completion, project planning, test preparation, organizational skills, learning strategies, and study habits to facilitate success in academic classes.

### **SENIOR STUDY SKILLS: THE MILLER PROJECT**

**Semester Course: Level of Instruction: CPA/CPB-Credit Value 2.5**

**Prerequisite: Has completed two years of Study Skills**

**Open to students in grade 12 and by counselor recommendation**

This class offers an alternative to the traditional Senior Study Skills. It is a hybrid course combining the structure of Study Skills with the opportunity for hands-on, experiential learning. We work on identifying, planning for, and completing projects around MHS campus to improve the school experience for all. Students will create a design plan, shop for materials, use tools, paint, and learn to assemble furniture and other household objects. The Miller Project also offers students the opportunity to edit and post an MHS specific social media page for students and faculty. Students learn to collaborate with each other and faculty to successfully solve a problem throughout various stages, all while building real life skills. There will be a capstone project in which the class will create a luncheon for a large group. The Miller Project will also collaborate with MHS's other Senior Study Skills, Cooking into Adulthood, for fundraisers, pop-up experiences, etc. The goal of this class is for students to find creative ways to problem solve and gain confidence that they will bring with them into their future experiences.



## **SENIOR STUDY SKILLS: COOKING INTO ADULTHOOD**

**Semester Course: Level of Instruction: CPA/CPB-Credit Value 2.5**

**Prerequisite: Has completed two years of Study Skills**

**Open to students in grade 12 and by counselor recommendation**

This semester class is for seniors. It is a hybrid course combining the structure of Study Skills with the opportunity for hands-on, experiential learning. Food is a portal to creativity. Seniors who take this course will leave MHS equipped to cook for themselves and be able to translate a recipe's ingredients to a clear shopping list. They will bake, boil, saute, broil, cut, chop, slice and dice. Students will research and prepare recipes that can be made in a dorm room or similar non-kitchen environments. They will lead the preparation of a food representing their cultural heritage. There will be a capstone project in which the class will create a luncheon for a large group. The Miller Project will also collaborate with MHS' other Senior Study Skills, Cooking into Adulthood, for fundraisers, pop-up experiences, etc. The overarching intent of this class is for students to feel capable and confident that they can take care of themselves and nourish themselves in a meaningful way through food.

## **UNIFIED ART**

**Spring Semester Course - Level of Instruction: ACC/CPA - Credit Value: 2.5**

**Prerequisite: 2 semesters of an art course**

**Open to students in grades 10-12**

Unified Art is a semester course for students who have fulfilled their art requirement and are interested in helping others and working with students of differing abilities (Regular Education and Special Education). Students in this course will learn to communicate effectively with others, be flexible, plan, and organize to help ALL the students in the class find success through art. Projects might include: ceramic sgraffito plate design, group collaborative projects for the school, and student taught art lessons. (also on page 74)

## **PROCEDURE TO SIGN UP FOR COURSES**

During March & April, students are able to request courses for the following year using PowerSchool: *Class Registration*.

*Class Registration* enables students to:

- 1) make their initial selections for courses
- 2) view next year's *Course Requests* at any time.

**Students should make their initial selections on PowerSchool before meeting with their counselors to schedule.** This is an opportunity for parent and student to discuss scheduling options. Students must bring a printed copy of their selections to their scheduling meeting.

### **NOTE:**

- a) Most MHS students will take 40.0 credits each year.
  - a. NJSIAA Athletic Eligibility requires a minimum of 30.0 credits per year
- b) Edit privileges will be turned off after students meet with their counselors.
- c) Final level placements are determined by final grades.
- d) Students do not schedule in-class support – this is done by case managers
- e) Guidance will advise, counsel and ultimately approve all course selections.

Through Eden took their solitary way~ It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife~ Daisy Miller was a flirt- a pretty American flirt~ Surely, thought Rip, I have not slept here all night~ Snow was general all over Ireland~ And the Letter A, in Scarlet, fantastically embroidered with gold thread~ Happy families are all alike~ All we Karamazovs are such insects~ to be, or not to be- That is the question~ I, poor, miserable Robinson~ Call me Ishmael~ All children, except one, grow up~ Tell of the storm-tossed man, o muse~ I sing the body electric~ As Gregor Samsa awoke from unsettling dreams~ It was the best of times, it was the worst of times~ Exactly, my dear Watson~ Reader, I married him~ That love is all there is, is all we know of love~Sing, o goddess, the ruinous wrath of Achilles~ Within view of the melancholy House of Usher~ Wuthering Heights is the name of Mr. Heathcliff's dwelling~ This is the saddest story I have ever heard~ Half of it's Huck's and half of it's mine~I am Oz, the great and terrible. Through Eden took their solitary way~ It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife~ Daisy Miller was a flirt- a pretty American flirt~ Surely, thought Rip, I have not slept here all night~ Snow was general all over Ireland~ And the Letter A, in Scarlet, fantastically embroidered with gold thread~ Happy families are all alike~ All we Karamazovs are such insects~ to be, or not to be- That is the question~ I, poor, miserable Robinson~ Call me Ishmael~ All children, except one, grow up~ Tell of the storm-tossed man, o muse~ I sing the body electric~ As Gregor Samsa awoke from unsettling dreams~ It was the best of times, it was the worst of times~ Exactly, my dear Watson~ Reader, I married him~ That love is all there is, is all we know of love~Sing, o goddess, the ruinous wrath of Achilles~ Within view of the melancholy House of Usher~ Wuthering Heights is the name of Mr. Heathcliff's dwelling~ This is the saddest story I have ever heard~ Half of it's Huck's and half of it's mine~I am Oz, the great and terrible. Through Eden took their solitary way~ It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife~ Daisy Miller was a flirt- a pretty American flirt~ Surely, thought Rip, I have not slept here all night~ Snow was general all over Ireland~ And the Letter A, in Scarlet, fantastically embroidered with gold thread~ Happy families are all alike~ All we Karamazovs are such insects~ to be, or not to be- That is the question~ I, poor, miserable Robinson~ Call me Ishmael~ All children, except one, grow up~ Tell of the storm-tossed man, o muse~ I sing the body electric~ As Gregor Samsa awoke from unsettling dreams~ It was the best of times, it was the worst of times~

## WELCOME

The Millburn High School English Department strives to advance the discipline of language and literature by fostering and sustaining a community of unique thinkers. Together, we engage, enrich, transform, and define how and why we read, speak and write.

Students are immersed in a diverse curriculum that encourages learners to creatively and collaboratively venture and to develop an appreciation of the subject and themselves in relation to it. As English teachers, we envision ourselves as stewards: we empower students with the skills they need to be successful, but more importantly, we seek to evoke passion for language in all of its incarnations.

In this purpose, we offer these courses, designed to encourage you to investigate and speculate, collaborate and question, argue and evolve. As long as there are words, we will never cease seeking. We know you will feel the same.

## REQUIREMENTS FOR GRADUATION

To earn a Millburn High School diploma, each student must successfully complete eight semesters of English:

Grade 9: a year of English 9,

Grade 10: a year of American Literature,

Grade 11: two semesters of English at least one must be British Literature

Grade 12: two semesters of English at least one must be Senior Seminar  
unless the student is enrolled in AP Literature and Composition.

Students are encouraged to take additional English courses by selecting from the wide variety of English electives. Thinking and Writing is strongly recommended for incoming freshman. Writing courses may not be used to fulfill the eight semester English requirement.

## THE ENGLISH PROGRAM

### FRESHMAN YEAR

**Required Course:**

**English 9 (ACC, CPA, CPB)**

**Electives:**

Fiction Writing (ACC & CPA)

Humanities (ACC & CPA)

Sci-Fi and Fantasy (ACC & CPA)

Sports Literature (ACC & CPA)

Thinking and Writing (ACC & CPA) **strongly recommended**

Writer's Studio (ACC & CPA)

Writing the Truth: Nonfiction and Memoir (ACC & CPA)

## SOPHOMORE YEAR

**Required Course:**

**Electives:**

American Literature (ACC, CPA, CPB)  
Fiction Writing (ACC & CPA)  
Humanities (ACC & CPA)  
Thinking and Writing (ACC & CPA)  
Modern Dramatic Literature (ACC & CPA)  
Sci-Fi and Fantasy (ACC & CPA)  
Sports Literature (ACC & CPA)  
Writer's Studio (ACC & CPA)  
Writing the Truth: Nonfiction & Memoir (ACC & CPA)  
"Improvisation": Crafting a Story (CPA)

## JUNIOR YEAR

**Required Course:**

All students must take 1 semester of Brit Lit. While they may certainly enroll in Brit Lit I and Brit Lit II, ACC and CPA students may elect to take one of the following courses in a specific area of British Literature:

- Shakespeare (ACC)
- Post-colonial Literature (ACC/CPA)
- Monsters in British Literature (ACC/CPA)

**Electives:**

AP Language & Composition (AP)  
Humanities (ACC & CPA)  
"Improvisation": Crafting a Story (CPA)  
Mass Media (ACC)  
Modern Dramatic Literature (ACC & CPA)  
Monsters in British Literature (ACC & CPA)  
Post-colonial Literature (ACC & CPA)  
Shakespeare (ACC)  
Sports Literature (ACC & CPA)  
Writing the Truth: Nonfiction & Memoir (ACC & CPA)  
"Improvisation": Crafting a Story

## SENIOR YEAR

**Advanced**

**Placement:**

**Senior Seminars:**

AP Literature & Composition  
Humor and Satire (ACC & CPA)  
Medical Humanities (ACC & CPA) (**may be taken for two semesters**)

Garden State (ACC & CPA)  
Growing Up (CPA; **CPB Juniors only may enroll**)  
Readings and Revolutions

**Electives:**

Communications (CPA)  
Humanities (ACC & CPA)  
Mass Media (ACC)  
Modern Dramatic Literature (ACC & CPA)  
Sports Literature (ACC & CPA)  
Writing the Truth: Nonfiction & Memoir (ACC & CPA)  
"Improvisation": Crafting a Story

## **LEVELING IN ENGLISH CLASSES**

### **WHAT'S THE DIFFERENCE BETWEEN LEVELS?**

**ADVANCED PLACEMENT:** These are the most rigorous courses as they count for college level credit.

**ACCELERATED LEVEL:** In Accelerated courses, students read a wide array of challenging works, with an emphasis on whole texts. Students also undertake independent reading-both in and out of class-as they learn to analyze literature, synthesize issues, evaluate ideas, and construct articulate written and oral responses. The skills of reading, writing, listening, speaking, and critical viewing are refined through guided practice, independent effort, and group projects.

**COLLEGE PREP A LEVEL:** In CPA courses, students read a wide array of whole and excerpted texts-both in and out of class. Students develop reading and writing strategies that enable them to extend their understanding and to write clear, thoughtful, well-organized responses. Students learn to analyze, synthesize, and evaluate information and ideas from a variety of sources.

#### **ENGLISH COURSE OFFERINGS — COLLEGE PREP B LEVEL**

CPB courses focus on the central language arts skills. Students read a variety of whole and excerpted texts to extend their comprehension skills and enhance their response strategies. While time is allocated for guided practice, students are also expected to read and write independently and to develop independent reading and writing abilities.

# ENGLISH COURSE OFFERINGS

## ADVANCED PLACEMENT LEVEL

### ADVANCED PLACEMENT LANGUAGE AND COMPOSITION

**This course is only for students in Grade 11**

**Year Course - Level of Instruction: AP - Credit Value: 5.0**

**Prerequisites: 1) Sophomores: a grade of B+ in Acc. American Lit. or a grade of A in CPA American Lit. 2) Superior performance on department test of reading and writing ability.**

**Students must sit for the AP Test in Language and Composition.**

This Advanced Placement offering is comparable to a freshman college English composition course. Students read several works during the summer and keep a journal of their responses. The core of the course is a study of various rhetorical modes combined with continued writing practice based on models offered by various texts. Students work with such forms as narration, process analysis, cause and effect, analogy, and argument. They learn to read and write, giving special attention to purpose, audience, diction, syntax, imagery and tone. The class is conducted as a seminar; students participate fully in discussions and share their writing with peers. Juniors take this course concurrently with British Literature 1 and British Literature 2 (ACC).

### ADVANCED PLACEMENT LITERATURE AND COMPOSITION

**This course is only for students in Grade 12.**

**Year Course - Level of Instruction: AP - Credit Value: 5.0**

**Prerequisites: 1) a grade of B in Acc. British Lit. 1 or a grade of A- in CPA British Lit. 1. 2) Superior performance on department test of reading and writing skills.**

**Students must sit for the AP Test in Literature and Composition.**

This course is comparable to the first year of college English. Students read several complete works during the summer and continue independent reading throughout the year. Readings include novels, poems, plays and essays by authors such as Albee, Bronte, Conrad, Dickens, Dostoyevsky, Faulkner, Hardy, Joyce, Ibsen, Morrison, O'Neill, Shakespeare, Walker, Wright, and Yeats. In a seminar environment, students acquire an extensive literary vocabulary and refine their skills in interpretation and evaluation. Students also write frequently, both in and out of class. Upon successful completion of the AP exam, students may be eligible to receive up to a full year of credit for college English. Typically, students who take AP English enjoy reading, participate actively and regularly in class discussions, accept responsibility for completing independent assignments, and have a sincere desire to improve their writing skills.

## THE SENIOR SEMINAR

The purpose of the Senior Seminar is to encourage academic rigor and intellectual inquiry in a student's senior year, thereby further preparing him for the college experience. These course offerings, modeled after required university freshman seminars, will further develop critical thinking and problem solving skills, promote student voice and further the ideals of a learning community. These interdisciplinary courses (focused under English, but pulling from Sociology, Anthropology and History) are reading and writing intensive and are leveled. They are organized thematically and are selected based on student preference. Students within the courses will be exposed to myriad genres and texts (fiction, nonfiction, poetry, film, song) and writing assessments and will be expected to contribute wholly as learners.

## **MEDICAL HUMANITIES: "So You Want to Go to Medical School"**

### **English Senior Seminar 401**

#### **Semester Course - Level of Instruction: CPA/ACC**

Medical Humanities is designed to attract students who are interested in the sciences, medicine, philosophy/ethics and literature. Though seemingly disparate, these disciplines share the powers of observation, analysis, and narrative history required in medicine, which are also found in literary analysis and narrative. This course addresses topics such as medical ethics, the role of health and disease in our culture, and the power of observation in life and literature.

## **HUMOR AND SATIRE IN LITERATURE AND FILM**

### **English Senior Seminar 402**

#### **Semester Course - Level of Instruction: CPA/ACC**

Humor is an integral part of the human experience. While we undoubtedly use many forms of humor to entertain and please, certain individuals employ humor for more serious ends such as social change, personal confession, and political reform. In this senior seminar, we learn to take seriously the art of not taking ourselves so seriously while we analyze humor in its many guises (satire, parody, wit).

## **GARDEN STATE**

### **English Senior Seminar 403**

#### **Semester Course - Level of Instruction: CPA/ACC**

What does it mean to be from a place? In this seminar, we consider this question and ponder the impact place has on the construction of our individual and collective identities. Works studied include: *Goodbye, Columbus*, *The Brief Wondrous Life of Oscar Wao*, *The Short Tragic Life of Robert Peace*, and *The Pine Barrens*.

## **YOUNG ADULT LITERATURE**

### **English Senior Seminar 404**

#### **Semester Course - Level of Instruction: CPA**

This semester-long class starts where Holden Caulfield leaves off, defining the bildungsroman and the classical hero journey. Once the basic characteristics of the YA genre have been established, the class will read a number of novels together. But they will also have a certain amount of choice in what they read. As in the "real world," students may choose separate, additional works to read and discuss in a book club. Students will be required to write critically on the works they read, to compare and contrast works, and to analyze the genre as a whole.

## **READINGS AND REVOLUTIONS**

### **English Senior Seminar 405**

#### **Semester Course – Level of Instruction: CPA/ACC**

This seminar explores concepts of justice, conflict, and social change and the ways in which literature documents, suppresses, champions, and challenges these concepts. Students will examine texts, collect, analyze and interpret data in different forms, confront and challenge ideas, and engage in open discourse and rigorous inquiry.

## REQUIRED ENGLISH COURSES

### ENGLISH 9

**Year Course - Level of Instruction: ACC, CPA, CPB - Credit Value: 5.0**

**Prerequisite: Department Recommendation**

English 9 is a required core course that challenges and teaches the students to formulate, refine, and express their thinking primarily through the mode of argument. The activities of the class, ranging from small group discussions to major assessments, focus on the skills involved in effective argumentation: claims, evidence, warrants, and reasoning. The complexity of the literature of the course lends itself to this type of discourse.

### AMERICAN LITERATURE

**Year Course - Level of Instruction: ACC, CPA, CPB - Credit Value: 5.0**

**Prerequisite: Department Recommendation**

American Literature is a required core course that builds on the argument skills introduced in 9<sup>th</sup> grade. The activities of the class, ranging from small group discussions to major assessments, focus on the skills of effective argumentation. By exploring the American canon, students further develop themselves as close readers, thinkers, and speakers in this course.

### BRITISH LITERATURE 1

**1st Semester Course - Level of Instruction: ACC, CPA, CPB - Credit Value: 2.5**

**Prerequisite: Department Recommendation**

British Literature 1 surveys British literature from the Anglo-Saxon period through the sixteenth century. Selections of literature are taken from the major periods: the Anglo-Saxons, the Middle Ages, the Renaissance, the sixteenth century. Various literary genres are studied and analyzed, not only as forms, but also as reflections of the philosophical, historical, and psychological temper of the times. The course focuses on specific literary works and examines the interrelationships among these works. The writing component engages students in composing critical and interpretive essays.

**OR**

### BRITISH LITERATURE 2

**2nd Semester Course - Level of Instruction: ACC, CPA, CPB - Credit Value: 2.5**

**Prerequisite: Department Recommendation**

British Literature 2 surveys British literature from the seventeenth century to the twentieth century. Selections of literature are taken from the major periods: the Age of Reason, the Romantics, the Victorians, the modern era. Various literary genres are studied and analyzed, not only as forms, but also as reflections of the philosophical, historical, and psychological temper of the times. Continuing the format of British Literature 1, the course focuses on specific literary works and examines the interrelationships among these works. The writing component engages students in writing critical and interpretive essays and a critical research paper.



# **ELECTIVE ENGLISH COURSES IN ALPHABETICAL ORDER**

**Offered at ACC and CPA Levels**

## **COMMUNICATIONS**

**Semester Course - Level of Instruction: CPA - Credit Value: 2.5**

**Prerequisite: none      Open to students in grade 12**

In Communications, students explore the effects of various mass media (newspapers, magazines, radio, television, film, advertising, etc.) on American culture. Students examine and evaluate techniques of media manipulation in the fields of advertising, television, and film. In addition to increasing their ability to respond thoughtfully and critically to information presented daily by the mass media, students enhance their communication skills by creating commercials, short feature videos, and photo essays.

## **FICTION WRITING**

**Semester Course - Level of Instruction: ACC/CPA - Credit Value: 2.5**

**Prerequisite: none      Open to students in grades 9 -10**

An intensive course focused on the creation of original works of fiction. Class content will include study of the five units of fiction: plot, character, setting, point of view and theme. We will read excerpts from published fiction stories, watch clips from films, and write on a wide variety of topics. Students will write every day in class, both shorter pieces and longer-full length stories, culminating in a final original piece that encapsulates all five units of study. Students will create multiple original short stories throughout the semester. Students will be expected to share their work in class in small groups or full class discussion, and offer constructive feedback on the work of others.

## **HUMANITIES**

**Semester Course - Level of Instruction: ACC/CPA - Credit Value: 2.5**

**Prerequisite: none      Open to students in grades 9 -12**

What do we really know? How should we act? Why are we here? Humanities encourages careful critical inquiry, hearty debate and discussion, and reflection upon perennial philosophical questions and fundamental beliefs through a series of eclectic short readings and unusual class activities.

## **IMPROVISATION: CRAFTING A STORY**

**Semester Course – Level of Instruction: CPA – Credit Value 2.5**

**Open to students in grades 10 - 12**

Students will explore storytelling techniques and develop storytelling skills through dramatic improvisation. Students will improve skills in the following areas: public speaking, problem-based learning, written expression, textual analysis, critical thinking and performance. They will create original monologues to develop their own personal narrative voice and be part of an improv troupe that will design its own show for a mid-semester and final improv showcase.

## **MASS MEDIA**

**Semester Course - Level of Instruction: ACC - Credit Value: 2.5**

**Prerequisite: none**

**Open to students in grades 11 & 12**

Mass Media is a thematically structured course that focuses on the latest ideas and developments in the rapidly changing field of mass media and technology. It also explores the effect of media on the learning process. Students study media manipulation in the fields of broadcast journalism, advertising, television, photography, and film. In addition to increasing their ability to understand and critically assess new information presented by the media, students enhance their ability and potential as communicators by creating original short feature videos, photo essays, and documentaries.

## **MODERN DRAMATIC LITERATURE**

**Semester Course - Level of Instruction: ACC/CPA - Credit Value: 2.5**

**Prerequisite: none**

**Open to students in grades 10 -12**

Modern Dramatic Literature focuses on the artistry of drama from both a reader's and a performer's point of view. Students analyze plays from a variety of perspectives including plot structure, character development, thematic focus, performance techniques, and staging decisions-and develop understanding of drama as a medium of literature intended for performance.

## **MONSTERS IN BRITISH LITERATURE**

**Semester Course - Level of Instruction: ACC/CPA - Credit Value: 2.5**

**Prerequisite: In conjunction with BL I or II**

**Open to students in grades 11**

For as long as we've had literature, we've had monsters. From the bloodthirsty count of Bram Stoker's Dracula to Tolkien's treasure-hoarding Smaug, writers and readers have always been drawn to and unsettled by mystical and mysterious creatures. We already know that monsters add terror, intrigue, and action to the stories they inhabit. What, though, do they tell us about the writers who create them? About the readers who empathize with or vilify them? As we debate and develop our answers to these questions, we will explore--and create--many monsters that will stretch the boundaries of our imaginations: some terrifying, some endearing, and all unique.

## **POSTCOLONIAL LITERATURE: THE EMPIRE WRITES BACK**

**Semester Course - Level of Instruction: ACC/CPA - Credit Value: 2.5**

**Prerequisite: In conjunction with BL I or II**

**Open to students in grades 11**

How have the identities of people from former colonies been altered by European ideals? Why do we rarely hear or listen to these other voices? This postcolonial literature course will examine works from former colonized lands, such as India, the Middle East, Africa, and the Caribbean. We will use Postcolonial theory, fathered by Edward Said in his book Orientalism, to problematize conventional ideas of the "other," asking questions about power, race, class and gender. In this class, we will read a variety of postcolonial works and analyze the effects of colonization and imperialism on the characters and authors. Ultimately, we will explore the ways in which the Empire writes back.

## **SCI-FI and FANTASY**

**Semester Course-Level of Instruction: ACC/CPA-Credit Value: 2.5**

**Prerequisite: none**

**Open to students in grades 9-10**

Want to boldly go where no course in high school has gone before? In this class, we will explore the genre of speculative fiction (science-fiction and fantasy). We will charge headfirst into the shire, battle trolls and warlocks, journey into other dimensions, debate about Porgs and Ewoks and in doing so understand why this genre is so powerful. We will explore how speculative fiction problematizes actual and possible political, cultural, natural, human and techno-scientific realities. We will read a wide variety of texts, view a series of different television shows and films and discuss and write accordingly.

## **SHAKESPEARE**

**Semester Course - Level of Instruction: ACC - Credit Value: 2.5**

**Prerequisite: In conjunction with BL I or II**

**Open to students in grades 11**

Shakespeare presents an opportunity for students to explore major works of William Shakespeare and to examine the effects of his life and times on his development as a playwright and poet. Students study a significant number of Shakespeare's plays and selected sonnets; the comedies, tragedies, and histories are all represented. In-depth discussions and analytical writing are integral parts of the course.

## **SPORTS LITERATURE**

**Semester Course - Level of Instruction: ACC/CPA - Credit Value: 2.5**

**Prerequisite: None**

**Open to students in grades 9-12**

Sports Literature will explore fiction and nonfiction, articles and films that address critical questions in professional and amateur athletics. Our topics will include sources of motivation, the aftermath of glory and the appeal of the underdog; we will also address core controversies in modern sports, including youth training, cheating and gender/racial equity. Students will be expected to participate daily in seminar discussions and will have the opportunity to pursue specialized interests through a culminating project.

## **THINKING AND WRITING**

**Semester Course - Level of Instruction: ACC/CPA - Credit Value: 2.5**

**Prerequisite: none**

**Strongly Recommended for students in grades 9-10**

This writing course is an introduction to logical thinking and college writing. In this course, students will learn the basic building blocks of analytical thought and the rules that accompany them. This course approaches logical thought through reading and writing; students will compose their own arguments, analyze the arguments of philosophers and writers throughout history, and engage in debate with classmates. With the ability to think through writing, students will be able to transcend the perils of "regurgitation" and illogical thinking in order to respond to texts clearly and successfully. This will allow them to build a foundation for argument that can be applied to all disciplines throughout high school, college, and beyond.

## **WRITING THE TRUTH: CREATIVE NONFICTION AND MEMOIR**

**Semester Course - Level of Instruction: ACC/CPA - Credit Value: 2.5**

**Prerequisite: None**

**Open to students in grades 9-12**

The age of Facebook and Instagram encourages us to document our lives- from the most mundane ice cream flavor to a life-changing journey. But why do we tell our stories? In this elective, we will consider the art of autobiography and memoir as well as investigating ways in which the media has altered these forms. We will engage in the reading, writing, and performance of creative non-fiction and memoir. Possible titles include *The Glass Castle*, *A Heartbreaking Work of Staggering Genius*, and *Unbroken*.

# Social Studies

*"Promote, then as an object of primary importance, institutions for the general diffusion of knowledge."*

*In proportion as the structure of a government gives force to public opinion, it is essential that public opinion be enlightened."*

*George Washington*

*"Little strokes  
Fell great oaks."*

*Benjamin Franklin*

*"But what is government itself, but the greatest of all reflections on human nature? If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary."*

*James Madison*

*"Fellow citizens, we cannot escape history."*

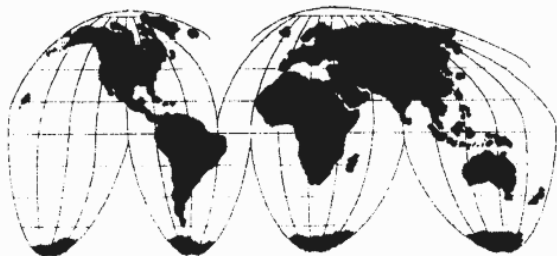
*Abraham Lincoln*

*"The ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than is commonly understood. Indeed the world is ruled by little else."*

*John Maynard Keynes*

*"You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You are able to say to yourself, 'I have lived through this horror. I can take the next thing that comes along.'...You must do the thing you think you cannot do."*

*Eleanor Roosevelt*



# SOCIAL STUDIES REQUIREMENTS FOR GRADUATION

We as a department encourage the highest degree of learning possible. We aim to have the students strive for advancement while still being cognizant of the increased levels of sophistication, student accountability, work load and independence required to move from one level to the next. Students who attain the grade requirements to move from CPB to CPA or from CPA to Accelerated must understand that the skill sets required emphasize more analysis of primary and secondary sources and more independent mastery of reading assignments and responses to writing prompts. This decision to move from one level to the next should be a thoughtful one in consultation with guidance and the history department to assure the most appropriate placement possible for every student.

**FRESHMAN YEAR** Required of all students: World History

**SOPHOMORE YEAR** Required of all students: United States History I

**JUNIOR YEAR** Required of all students: United States History II or APUS

**SENIOR YEAR** Required of all students: \*\*One of the following non-western courses: \*Global Security, Human Rights, World Leaders, Women Studies, Sociology, Current Events Applications, Comparative Government or \*Middle East and an elective or an AP course

## YEAR COURSES

World History 9 (ACC/CPA/CPB) US I (ACC/CPA/CPB) US II (ACC/CPA/CPB)

AP European History (10) AP American History (11)

AP American Government and Politics (11 & 12) AP Art History (11 & 12)

AP Economics (12): Macro and Micro

AP Economics: Macro Seminar (12)

AP Psychology (12)

AP Human Geography (12)

AP Comparative Government (12)

**All Electives are available at the ACC/CPA levels with the exceptions of Current Events Applications available at the CPA Level only and Comparative Government Seminar available at the ACC level only**

### SEMESTER ELECTIVES: FALL

Ages and Ideas

American Social and Cultural

\*American Presidency

\*American Law

Economics

Film and Society

Human Rights

\*Middle East

Modern European

Psychology I

Women's Studies

World Leaders

Sociology

### SEMESTER ELECTIVES: SPRING

Ages and Ideas

American Social and Cultural

\*American Presidency

\*American Law

\*Comparative Government

Current Events Applications

Economics

Film and Society

\*Global Security

\*Middle East

Psychology I

Psychology II

Women's Studies

World Leaders

Sociology

Sports Psychology

## ABILITY LEVELS OF SOCIAL STUDIES PROGRAM OFFERINGS

### ADVANCED PLACEMENT

European History  
American History  
U.S. Government and Politics  
Comparative Government  
Art History  
Economics: Macro & Micro  
Economics: Macro Seminar  
Psychology  
Human Geography

### ACCELERATED

World History  
U.S. History I  
U.S. History II  
U.S. II Acc.- The Am. Land  
Human Rights  
Ages & Ideas  
\*American Presidency  
\*American Law  
American Social and Cultural History  
Economics  
Film & Society  
\*Middle East  
\*Modern European History  
Psychology 1  
Psychology 2  
Women's Studies  
World Leaders  
\*Global Security  
Sociology  
Sports Psychology  
\*Comparative Government

### COLLEGE PREPARATION A

World History  
U.S. History I  
U.S. History II  
Human Rights  
Ages & Ideas  
\*American Presidency  
Current Events Application  
\*Global Security  
\*American Law  
American Social and Cultural History  
Economics History  
Film & Society  
\*Middle East  
Psychology 1  
Psychology 2  
Women's Studies  
World Leaders  
Sociology  
Sports Psychology

### COLLEGE PREPARATION B

World History  
U.S. History I  
U.S. History II

### These courses fulfill the semester FINANCIAL LITERACY requirement:

AP Economics  
AP Macro  
Economics Accelerated  
Economics History

**\* Not offered in 2022-2023, Will be offered in 2023-2024**

### ACCELERATED LEVEL COURSES

Students selecting these courses should expect to show exceptional mastery of subject matter, written English, and other academic techniques. Specific course requirements may include the completion of a research paper, the preparation of critical and evaluative essays, and the reading of advanced primary and secondary materials related to the subject.

### COLLEGE PREPARATION A LEVEL COURSES

These courses provide a solid background in History and Social Sciences. They are designed for the college preparatory student with good academic skills. Course requirements may include the completion of a research project, readings in primary and secondary source materials, and skill development in the writing of interpretive essays and other academic techniques.

## REQUIRED COURSES

### WORLD HISTORY

**Year Course - Level of Instruction: ACC/CPA/CPB - Credit Value: 5.0**

**Placement by Departmental Recommendation**

**Required of 9th grade students**

Designed to build on and deepen past learning's, this course will focus on history and historical interactions by investigating significant areas of both Western and non-Western civilizations. Students will be introduced to the causal relationships that bind the past to the present and will examine similarities and differences among cultures as seen in political, social, and cultural events. During the year students will also review and enhance those social studies skills necessary for critical thinking and evaluation.

### UNITED STATES HISTORY I

**Year Course - Level of Instruction: ACC/CPA/CPB - Credit Value: 5.0**

**Placement by Departmental Recommendation**

**Required of 10th grade students**

The first two semesters of a required four semesters of American History, this course traces the growth of the United States from its beginnings to the Civil War and Reconstruction. Major emphasis is on the development of American political institutions and the creation of a functioning American nation. The first semester covers the birth and the early years of the Republic; the second deals with the conflicts between sectional and national forces. The relevance of past historical experience to present day American life is a recurrent theme of the course. While the subject matter is basically the same at all levels, the approach and selection of materials vary. Accelerated United States History I presumes a high degree of interest and superior academic skill.

### UNITED STATES HISTORY II

**Year Course - Level of Instruction: ACC/CPA/CPB - Credit Value: 5.0**

**Prerequisite: United States History I**

**Placement by Departmental Recommendation**

**Required of 11th grade students (or AP Am. Hist)**

This course is designed to be an overview of American history post-Reconstruction and is a natural continuation of United States History I. Major domestic events in the growth of the nation will be examined and evaluated. Topics to be covered include the Progressive Era in American politics, the conservative reaction of the 1920s, the Great Depression, the New Deal of Franklin Roosevelt, and the problems and evolution of the nation under post World War II presidents. United States foreign policy will be surveyed with special emphasis on our role as a great power in the Cold War Era and thereafter. Problems of present day American society will be the subject of review and discussion.

## **US II ACCELERATED/THE AMERICAN LAND**

**Year Course - Level of Instruction: ACC - Credit Value: 5.0/5.0**

**Placement by Departmental Recommendation**

**This course will run concurrently with United States History II Accelerated Curriculum.**

As part of the ceremonies surrounding the 2009 inauguration of President Barack Obama, folk singer Peter Singer and Bruce Springsteen were chosen to sing Woody Guthrie's "This Land Is Your Land" at a free concert on the Mall before the Lincoln Memorial. Springsteen remembered that the weather that day was freezing and Seeger was 86 years old at the time. Concerned for Seeger's health, Springsteen asked Seeger how many verses did Seeger want to sing given the length of the song, the nature of the weather and Seeger's advanced age.

"And I asked him how do you want to approach "This Land Is Your Land?" It would be near the end of the show and all he said was, "Well, I know I want to sing all the verses, I want to sing all the ones that Woody wrote. Especially the verses that get left out...." Seeger and Springsteen sang all the verses that day.

"The American Land" is a class that attempts to "sing all the verses" and explore as many stories of the republic as possible. This selective class will be attached to a United States History II class that will allow students and teacher to examine areas of American History deeper and further than a traditional class. The class will be student-centered and will focus on student writing, discussion, debate and investigative studies. The class will present an examination of American History through art, music, literature, biography, as well as traditional means of learning history.

## **ADVANCED PLACEMENT LEVEL**

Advanced Placement courses are college level courses. Students seeking to take AP classes must be willing to commit themselves to the demands of the advanced level work required. Selected students must take the AP Exam prepared by the College Entrance Examination Board in May. Consult the course descriptions for details on the selection process.

Admission is limited to students selected by the department, although all qualified students are invited to apply. Criteria for admission include a satisfactory grade average in all areas, excellent grades in Social Studies, superior achievement on a qualifying test designed to show competence in social science skills, and a favorable teacher recommendation.

## **AP MODERN EUROPEAN HISTORY**

**Year Course - Level of Instruction: AP - Credit Value: 5.0**

**Prerequisite: Departmental Recommendation**

**Open to students in grade 10 only**

Designed for students with special abilities and skills in historical studies, this is a college level survey of the development of western civilization from 1450 to the present. A number of themes are stressed: the rise of parliamentary government in Europe, the impact of revolution and the triumph of nationalism in the nineteenth century, and the quest for world order and security in the 20th century. Key intellectual and social movements that have shaped present day western European civilization are examined. Heavy emphasis is placed on the writing of historical essays and the evaluation of historical evidence.



## **AP UNITED STATES HISTORY**

**Year Course - Level of Instruction: AP - Credit Value: 5.0**

**Prerequisite: U.S. History I & Departmental Recommendation**

**Open to students in grade 11**

Advanced Placement U.S. History is designed for students who have very special skills and interests in the field and who plan to seek advanced standing upon admission to college. The course offers an intensive analysis of the underlying forces shaping American history and society. Emphasis is on the post-Civil War period with substantial review of key concepts and problems stemming from earlier periods. The interactions amongst government, business, reform movements, foreign policy, and social and cultural forces are stressed. Much time is devoted to analyzing primary and secondary sources. Class size is limited to increase student teacher interaction. Seminars, lectures, and in-depth reading of interpretive, historiographic and documentary materials form the structure of the course. (This course fulfills the requirement of a second year of American History.)

## **AP UNITED STATES GOVERNMENT & POLITICS**

**Year Course - Level of Instruction: AP - Credit Value: 5.0**

**Prerequisite: Departmental Recommendation**

**Open to students in grades 11 & 12**

Advanced Placement U.S. Government and Politics offers students an opportunity to acquire a critical perspective on the unique nature of the American experiment in democracy and the interactions and processes which are at the heart of our political system. Several themes highlight the course of study: constitutional underpinnings of the American government, American political beliefs and behaviors, the American system of campaigns and elections, the major institutions of the federal government, civil liberties and civil rights, and the development of public policy. Emphasis in this course is placed on analyzing government action and theory. The major goal is ascertaining the factors and influences which impact upon the processes that drive the operations of government. An equally important objective of this course is to develop and refine students' writing abilities in order to achieve sophisticated political analyses by year's end.

## **AP COMPARATIVE GOVERNMENT**

**Year Course - Level of Instruction: AP-Credit Value: 5.0**

**Prerequisite: Departmental Recommendation**

**Open to students in grade 12**

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. Topics include: Introduction to Comparative Politics, Sovereignty, Authority, and Power; Political Institutions; Citizens, Society, and the State; Political and Economic Change and Public Policy. It is strongly recommended that students take AP Government and Politics prior to this course.

## **AP ART HISTORY**

**Year Course - Level of Instruction: AP - Credit Value: 5.0**

**Prerequisite: Departmental Recommendation**

**Open to students in grades 11 & 12**

Advanced Placement Art History is an interdisciplinary course that uses art to communicate the diversity of the human experience. The course examines aesthetics, but also the value of art as an historical tool to further understanding of a particular society and the relationships between societies. AP Art History encompasses visual arts from prehistoric peoples to the modern era. It focuses on the formal elements of a work and the evolution of artistic forms. Students analyze individual works and what art reveals about historical context. They study literature and history to ferret out the context of a piece and derive meanings from the work. Students also discover connections between art and themselves through discussion and observation. While this is not a studio course, it may be of value to students interested in the arts, architecture, and design, as well as to those interested in enriching the depth and breadth of their historical understanding.

## **AP ECONOMICS:**

### **MICROECONOMICS & MACROECONOMICS (Traditional Course)**

**Year Course - Level of Instruction: AP - Credit Value: 5.0**

**Prerequisite: Departmental Recommendation**

**Open to students in grade 12**

The Advanced Placement Economics program is designed for students who have very special skills and interests in the field and who plan to seek advanced standing upon admission to college. The program offers two courses: microeconomics and macroeconomics. Each is intended for qualified students who wish to complete a secondary school equivalent of a one semester college introductory course in micro or macroeconomics. A separate grade is recorded for each exam taken at the end of the year. The primary purpose of microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. It places emphasis on basic economic concepts, the nature and function of product markets and factor markets, and the efficiency, equity, and role of government. The primary purpose of macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Some of the general topics include: basic economic concepts, measurement of economic performance, national income, price determination, and international economics and growth.

## **AP ECONOMICS: MACRO SEMINAR**

**Year Course - Level of Instruction: AP - Credit Value: 5.0**

**Prerequisite: Departmental Recommendation**

**Open to students in grade 12**

Advanced Placement Macroeconomics Seminar is a challenging college-level course that deals with the economics of the big picture: the system of capitalism, supply and demand, business cycles, the government's role in the economy, key powers of the Central Bank, the health of the economy (unemployment, inflation, over-all production), implications of deficits and national debt, policies that promote or impede economic growth, understanding government regulation and deregulation in areas such as banking and the environment, and the transformation to a global economy. We use sophisticated concepts and models, and explore their relevance to current and historical issues through discussions, debates, simulations and an investigatory approach. The course is designed for students who enjoy the social sciences and who wish the deeper understanding that a study of economics can provide. Topics may change from year to year, depending on current relevance as well as the interests of students. At the end of the year, students will take the A.P. Macroeconomics exam.

## **AP HUMAN GEOGRAPHY**

**Year Course - Level of Instruction: AP - Credit Value: 5.0**

**Prerequisite: Departmental Recommendation**

**Open to students in grade 12**

Students who qualify and choose Human Geography must make this their only Social Studies AP course but are eligible for AP's in other disciplines. AP Human Geography is an entry-level college course that will encompass a sociological, anthropological, and economic study of world geography. AP Human Geography allows students to learn about world population issues, border disputes, and international conflicts. In addition, the course exposes students to economic theories and models as well as world religions and the origins and diffusion of languages. The study of urban development, industrialization, and city planning is also included in the course. The goals of the course focus on the following: analyzing maps and spatial data, interpreting implications of associations among phenomena in places, recognize and interpret at different scales the relationships among patterns and processes, define regions and evaluation the regionalization process, characterize and analyze changing interconnections among places.

## **AP PSYCHOLOGY**

**Year Course - Level of Instruction: AP - Credit Value: 5.0**

**Prerequisite: Departmental Recommendation**

**Open to students in grade 12**

The purpose of Advanced Placement Psychology is to introduce the systematic and scientific study of behaviors and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice.

\*With the exception of AP US, all Social Studies AP courses are electives. In an effort to maintain balance for students and place a primary emphasis on your core class studies (US I and US II), please be cognizant that in order to retain your AP course you must remain in the current level of instruction for that core class. If you feel a level change in a core class to a lower level of rigor is necessary, you will be asked to drop your AP course in favor of a study hall to provide time to focus your studies.

## **ELECTIVE SOCIAL STUDIES COURSES - ALPHA ORDER**

### **AGES & IDEAS**

**Semester Course - Level of Instruction: ACC/CPA - Credit Value: 2.5**

**Placement by Departmental Recommendation**

**Open to students in grades 9-12**

Ages and Ideas is an art history elective that allows for facilitated discussion on philosophical questions of what makes something art and what are the criteria for beauty. Special attention is given to the study of "modern" art of the 20th and 21st centuries. The course aims to delve into the cultural context of the art and architecture examined, the understanding of worldviews of various peoples, as well as promoting the visual literacy of the students. Student expression and the free exchange of ideas is encouraged. The viewing of art images and films are part of the coursework that seeks to engage students in a journey of expanding thoughts on the possibilities of what constitutes art and beauty. Art history will be looked at through a current events lens to make the learning personal and up to date. A field trip to a New York City museum is also considered a fundamental experience for this class.

## **\*AMERICAN LAW – LAW AND ORDER MHS**

**Semester Course - Level of Instruction: ACC/CPA - Credit Value: 2.5**

**Placement by Departmental Recommendation**

**Open to students in grades 11 & 12**

What happens when I get a speeding ticket? Is the death penalty an effective method of punishment? Why is gay marriage legal in some states, but illegal in others? Who is on the Supreme Court? Can the police search my locker? If I get arrested, what is the "right to remain silent?" What are "objections" during trials? What does it mean to "lead the witness?" What is physician-assisted suicide, and why is it legal in Oregon? When is prayer in school legal? What causes criminal behavior? These and other compelling questions are asked and answered in a course offered for Juniors and Seniors, Law & Order: MHS. The course provides a brief overview of the American legal system, examining the roots of American jurisprudence, how the law affects school students, criminal activity and criminal justice, the steps involved in a trial and how the law affects the American family.

## **\*THE AMERICAN PRESIDENCY: HISTORY, LEGACY AND SCANDAL**

**Semester Course - Level of Instruction: ACC/CPA - Credit Value 2.5**

**Placement by Departmental Recommendation**

**Open to students in grades 10-12**

The American Presidency is a focused study on the executive branch and its occupants. Students will examine various individual presidencies as well as the constitutional history of the office including topics such as the origin of the Electoral College, and its efficacy in today's world. Other topics to be studied are historical presidential and current campaigns in the election year. Students will be asked to consider questions such as: How did FDR shed his plutocrat image and become known as "a traitor to his class"; why did Lincoln, the Great Emancipator, oppose equal rights for African Americans; should Hoover truly be remembered as the Presidential scapegoat for the Great Depression.; what contributed to President Obama's campaign victory in 2012. Engaged and very active class discussion is strongly encouraged along with assigned written essay responses. A goal of the course is to develop specific analytical skills allowing students to become adept judges of past presidents and well-informed voters in the future.

## **AMERICAN SOCIAL AND CULTURAL HISTORY**

**Semester Course - Level of Instruction: ACC/CPA - Credit Value: 2.5**

**Placement by Departmental Recommendation**

**Open to students in grades 9-12**

Social and Cultural History is a seminar style elective that involves the exploration of major social and cultural themes in American history. The history of race, class and gender is examined and the following questions are explored: What does it mean to be an "American"? How has the definition of "American" changed over the course of American history? How has the concept of justice in American history been influenced by concepts of race, gender, ethnicity, and sexual orientation? Legal decisions, famous court cases, historical readings, current event articles and feature films will provide the material for discussions and projects throughout the unit. The purpose of this unit is for students to gain a better understanding of what makes us uniquely American. In addition to race, class and gender, key American institutions will be studied in this course. These institutions include the American stock market and the American financial system. Topics include the various boom and bust cycles of financial markets as well as other institutions, such as professional sports leagues, like professional baseball, will be studied in order to help students better understand the richness of American cultural history and the way in which American cultural institutions impacted the development of American history. Finally, American culture will be further examined through the study of art and music. The history of American popular art and American popular music will be used as a medium to delve deeper into American social and culture history.

## **\*COMPARATIVE GOVERNMENT SENIOR SEMINAR**

**Semester course—spring only\*-- Level of Instruction: ACC-- Credit Value: 2.5**

**Placement by Departmental Recommendation**

**Open to grade 12 only**

A discussion based global seminar that allows for analytical conversations on governmental practices in countries, including the UK, Mexico, Nigeria, Iran, Russia & China. A comparative survey of governance will be conducted. This course will allow for a foray into topics dealing with the European Union as well. Review of materials studied in AP Comparative Government as well as current events studies will be undertaken. This seminar would be of interest to students who have completed the course of study for the AP Comparative exam in May or students who may wish to sit for the exam.

## **CURRENT EVENTS APPLICATIONS**

**Semester Course: Level of Instruction: CPA- Credit Value 2.5**

**Fulfills non-western requirement**

**Open to student in grades 11 & 12**

This is an elective course for students interested in learning more about current events that are happening in the United States and the World. Students will employ social studies skills to analyze events and develop their worldviews. Current events can be political, economic, popular culture, and geographic in nature. Students will analyze real world events and determine their correlation to other events happening in the world/U.S., past or present as well as explore how these events connect to the student and community. This course will provide an educational environment in which students and faculty can address social and personal issues in an academic manner and participate in activities that enhance the quality of human life and prepare students for the responsibilities of global citizenship.

## **ECONOMICS**

**Semester Course - Level of Instruction: ACC - Credit Value: 2.5**

**Placements by Departmental Recommendation**

**Open to students in grades 9-12**

**Fulfills the Financial Literacy Requirement**

This semester elective introduces students to the ideas of major economists such as Adam Smith and John Maynard Keynes. We go back and forth between theory and practice in order to understand how the power of economic ideas and thinking underpins our society. Topics include laissez-faire, types of business organization, money and banking, the role of the Federal Reserve Bank, the national debt and deficit, income distribution, inflation and unemployment, how the government impacts on the workings of our capitalist economy, and globalism. Students will research an issue of current interest. Successful completion of Algebra 1 recommended.

## **ECONOMICS: FINANCIAL LITERACY AND HISTORY**

**Semester Course - Level of Instruction: CPA - Credit Value: 2.5**

**Placement by Departmental Recommendation**

**Open to students in grades 9 -12**

**Fulfills the Financial Literacy Requirement**

This reformulated elective will introduce basic principles of financial literacy including: personal finance, developing and managing a personal budget, use of credit and debit cards, insurance, and taxation. Fundamentals of the stock market will be introduced through a simulated trading game. In addition, students will examine the modern economic history of the 20th century, visiting topics such as the Panic of 1907, formation of the Federal Reserve system in 1913, The stock market crash, subsequent Great Depression, and the financial collapse of 2007-08. Lastly the class will consider the efficacy of current economic policy as it relates to individuals and institutions.

## **\*GLOBAL SECURITY**

**Semester Course - Level of Instruction: ACC /CPA- Credit Value: 2.5**

**Placement by Departmental Recommendation**

**Open to students in grades 9-12**

**Fulfills the non-western requirement**

Global Security fulfills the Social Studies elective requirements as outlined by the district for those students who are not enrolled in an Advanced Placement Social Studies course. It also fulfills the non-western elective required by Millburn High School. This course examines past and present international security issues and problems that currently have an effect on various regions of the world. Students will examine the United States' role in global security issues. This course will cover topics including, but not limited to terrorism, drug trafficking, arms trafficking, threat of nuclear war, disease epidemics and current international conflicts. A variety of primary and secondary sources as well as newspaper, news magazines, websites and blogs are utilized to help students increase their knowledge of these current issues. There is also a vast library of videos that may be used to enhance student learning.

## **FILM & SOCIETY**

**Semester Course - Level of Instruction: ACC/CPA - Credit Value: 2.5**

**Placement by Departmental Recommendation**

**Open to students in grades 9-12**

In just three-quarters of a century the motion picture has emerged as one of the dominant art forms, enriching and expanding human understanding of both people and history. This course is an introduction to the scope and complexity of film as a commentary on the values of life in our time. Its aim is to develop in the student a new visual awareness-one that will allow him to comprehend the nature of the serious film. The content is largely historical and illustrates how films have commented on different aspects of society. Students will view a wide spectrum of film expression from the 1930s through the present day. This course requires a number of projects and/or papers dealing with the content and nature of the films viewed.

## **HUMAN RIGHTS**

**Semester Course - Level of Instruction: ACC/CPA - Credit Value: 2.5**

**Grades 9 – 12**

**Fulfills the Non-Western Requirement**

In this course, students will examine what rights they believe every human being should have and what they believe we should do to preserve those rights. The main focus of this course will be genocide but other human rights issues including slavery, human trafficking and the oppression of women will also be considered. Students will first consider the definition of key terms like human rights and genocide; for example, should the plight of Native Americans or the transatlantic slave trade be considered genocide? Students will then investigate historic genocides including but not limited to: The Armenian Genocide, The Holocaust, The Cambodian Genocide, The Rwandan Genocide and the Bosnian genocide. Students will examine the causes of these events, the atrocities committed and examine the response of the international community in each of these cases. The goal of this course is to demonstrate the importance of tolerance and the destructive impact that prejudice and discrimination can have in society. Students will evaluate the role that the United States and the international community has traditionally played with regards to genocide and human rights so as to consider the role that the US and international community should play currently and in the future.

## **\*MIDDLE EAST**

**Semester Course - Level of Instruction: ACC/CPA - Credit Value: 2.5**

**Placements by Departmental Recommendation**

**Open to all students 9 – 12**

**Fulfills the non-western requirement**

ACCERLATED- This semester elective emphasizes the origins of Arabs and Jews, the roots of the three monotheistic religions, and the central role of Jerusalem, Mecca and Medina. Students will learn about the Crusades and colonial rule by the Ottoman Turks, the British, the French, and Russians, and the Iraqi attack on Kuwait. They will study pan Arabism and the Arab Revolt, the clash of nationalisms between Arabs and Jews, and the world scene that enabled the establishment of modern Israel. They will examine Islam in the present-day world, with issues of democracy, modernization and leadership. Another focus will be the relationship between the United States and the Middle East. Students will reflect on the influence of “black gold” on the region and on the world. They will develop an appreciation for Middle Eastern culture, including the impact of Arab science and mathematics. The goal of the course is to enable students to understand the complexities that govern this region historically and in the present. They will ponder the underlying interests and conflicts between the West and the Middle East. Student opinions and insights will be encouraged through the use of primary sources and visual sources.

## **\*MODERN EUROPEAN HISTORY**

**Semester Course - Level of Instruction: ACC - Credit Value: 2.5**

**Placements by Departmental Recommendation**

**Open to students in grades 10-12**

This semester elective will explore topics in European history from World War I to the present. Students will begin by learning about the causes and consequences of World War I and World War II. Students will then take an in-depth look at Cold War Europe by studying Communism in Eastern Europe as well as the post-war recovery of Western Europe and the development of the European Union. The last unit of study will focus on the collapse of Communist regimes and the development of Post-Cold War Europe. In addition to exploring the history of Europe in the last century, we will consider the challenges that face Europeans today by following current events in Europe. Student opinions and insights into this period of European history will be encouraged through the use of primary sources and visual materials. Assessments in this course are designed to refine students' oral and written communication abilities. A research project takes the place of a midterm exam.

## **PSYCHOLOGY 1**

**Semester Course - Level of Instruction: ACC/CPA - Credit Value: 2.5**

**Placement by Departmental Recommendation**

**Open to students in grade 12**

Designed to provide an introduction to the field, this one semester course seeks to provide students with a deeper understanding of the pattern of human development. Attention is focused on the behaviors, interests, and values of young people viewed against the structures of psychological growth. Among topics covered are psychology and its connection to other disciplines, learning theory and its applicability to the student, the psychological development of the person from birth through adolescence, and the basic personality theories of famous psychologists. Lecture, discussion, unit tests, independent projects, short papers on expository and interpretive subjects, readings in primary and secondary sources, and a variety of classroom interactions form the core of the course.

## **PSYCHOLOGY 2**

**Semester Course - Level of Instruction: ACC/CPA - Credit Value: 2.5**

**Prerequisite: Psychology 1 (Final grade of B)**

**& Departmental Recommendation**

**Open to students in grade 12**

Psychology 2, a continuation of Psychology 1, is a course designed to explore topics in the field in greater depth than is possible in the introductory course. Subjects covered include new areas of study in child development, the psychology of group behavior, and classical theories of mental illness.

## **SOCIOLOGY**

**Semester Course—Level of Instruction: ACC/CPA—Credit Value: 2.5**

**Placement by Departmental Recommendation**

**Open to students in grade 10-12**

**Fulfills Non-Western Requirement**

Sociology is the study of human behavior in groups. Why do groups of people do what they do? The course entails study cases of peer groups and social influences, crime and punishment, emigrant trends and theories of population change, family and relationship dynamics, and poverty, to name a few. The course will cover the non-western requirement

## **\*SPORTS PSYCHOLOGY**

**Semester Course—Level of Instruction: ACC/CPA—Credit Value: 2.5**

**Placement by Departmental Recommendation**

**Open to students in grade 12**

This course will provide an overview of the growing field of sports and performance psychology, which involves applying psychological science to sports and performance. Various mental training skills that can enhance one's athletic performance will be covered. Some of the topics to be explored include the history of sport psychology, confidence, promoting wellness, stress management, motivation, emotional control, goal-setting, leadership, imagery, good sportsmanship, peak performance, psychopathology in sport and issues around race and gender in sport.

## **WOMEN'S STUDIES**

**Semester Course - Level of Instruction: ACC/CPA - Credit Value:2.5**

**Placement by Departmental Recommendation**

**Open to students in grade 9 – 12**

**Fulfills Non-Western Requirement**

Women have often been excluded from the pages of traditional social studies textbooks; therefore, the past will be viewed from their perspective. This course will investigate the woman experience in the United States from colonial times to the present day. The goal of this course study will be to analyze, comprehend and conceptualize the woman in American society, politics, history, and economics in order to understand the crucial role gender plays and has played in the United States. Considerable attention will be given to the diverse experiences of the American woman. This course will integrate the function of race, ethnicity, religion, socioeconomic status and sexual orientation within the American woman experience. Further, there will be an international component integrated into the course. Students will select, with assistance, relevant topics related to issues affecting women globally. This research will either be historical or contemporary in nature. The students will take their research from its theoretical origins to a final, cumulative portfolio project/presentation.



## **WORLD LEADERS, HEROES AND ICONS**

**Semester Course - Level of Instruction: ACC/CPA - Credit Value: 2.5**

**Placement by Departmental Recommendation**

**Open to students in grades 10 - 12**

**Fulfills Non-Western Requirement**

This course aims to define and outline the characteristics of world leaders and evaluate what makes leaders throughout the world "successful". This class assesses leaders from the North and South America, Africa, Europe and Asia to allow students a comparative survey of what criteria are used to understanding leadership from around the globe. This study of the broad range of leadership styles and individuals from the "modern" era (19th-21st centuries) allows students to comprehend what different cultures throughout the world see as the necessary components of being a world leader. Through readings, video accounts, and speeches students will be able to know and evaluate expectations and goals of leaders in various countries and times. Discussions of leaders as icons and heroes and other figures that fill these roles in several cultures will be assessed. Students will be asked to dialogue and write about the ideals of leadership throughout the world and gain a larger scope of knowledge about what makes societies look to certain individuals as the epitome of their cultural norms and values. This course will fulfill the state requirement for financial literacy



## Philosophy of Mathematics Education

The major purpose of a high school education is to give students the tools necessary to become critical thinkers and independent learners. Regardless of whether a student progresses to college, the military or the workplace upon graduation, quantitative reasoning will always be an expected foundational skill that all citizens will need throughout their lives.

It is imperative for students to be active participants in their own learning. Student engagement continues to be a priority for learning across all disciplines at Millburn High School. Collaborative activities in mathematics in which students are challenged to solve problems, to think critically and to decide collectively on the correct path to a solution are desired approaches. Sitting quietly and absorbing content by memorizing and replicating procedural algorithms to arrive at answers via pure lecture, although at times necessary and appropriate, are not and should not be the prevalent choice for lessons. The department continues to strive to develop more and more lessons that veer from this more traditional modality.

Critical thinking, using technology appropriately, learning through research, collaborative reasoning, problem solving, interactions between students and teachers, ongoing formative assessment, projects, and alternative assessments are all approaches that we seek to use to increase student understanding and long term retention. Mathematical thinking is acquired by (1) making sense of problems and persevering in solving them; (2) reasoning abstractly and quantitatively; (3) constructing viable arguments and critiquing the reasoning of others; (4) modeling with mathematics; (5) using appropriate tools strategically; (6) attending to precision; (7) looking for and making use of structure; and (8) looking for and expressing regularity in repeated reasoning. These eight critical constructs do not reference any content. They reflect the overarching skillset that is expected to permeate all teaching and learning at every level and in every mathematical content area.

Students are placed in courses and levels that will provide them with a challenge that they are expected to be able to attain on their own. Students who learn the material in advance or who are supported with external assistance are not given the opportunity to truly learn about their own strengths and weaknesses. Every student deserves the right to find out what he or she is capable of achieving on his or her own. Additionally, every student is entitled to learn and compete on a fair, level and equitable playing field.

# MATHEMATICS

## MATH PROGRAM SEQUENCE

Algebra 1  
Geometry  
Algebra 2  
PreCalculus or Math Analysis  
Calculus or AP Calculus (AB/BC)

## PROGRAM ELECTIVES

Probability and Statistics (year)  
AP Statistics

## ABILITY LEVELS MATHEMATICS PROGRAM OFFERINGS

### ADVANCED PLACEMENT

Calculus AB  
Calculus BC  
Statistics

### ACCELERATED

Geometry  
Algebra 2  
PreCalculus  
Calculus  
Probability & Statistics (year)

### COLLEGE PREP A

Algebra 1  
Geometry  
Algebra 2  
Introduction to PreCalculus  
PreCalculus  
Introduction to Calculus  
Calculus  
Probability and Statistics (year)  
Math Analysis

### COLLEGE PREP B

Pre-Algebra  
Algebra 1  
Geometry  
Algebra 2

## CALCULATOR USE AND REQUIREMENTS

Students will use calculators in all mathematics classes. Students will approach problems graphically, analytically, and numerically to promote their understanding of mathematics. Calculators will allow experiences in school mathematics to match the realities of everyday life as recommended by NJ State and National Standards and will be reflected on standardized tests.

Students are expected to bring a notebook, pens/pencils, their text, and a calculator to class each day. Our teachers will support the use of a graphing calculator required in all courses other than Pre-Algebra and Geometry. These two courses can benefit from a graphing calculator but only a scientific calculator is required. Teachers will restrict the use of calculators to appropriate topics

## **PRE-ALGEBRA**

**Year Course - Level of Instruction: CPB - Credit Value: 5.0**

**Prerequisite: None**

Pre-Algebra continues some of the topics from middle school math and prepares students to take Algebra 1. Students review patterns, integers, data, number theory, percents, and geometry topics. Then, they begin to explore algebraic equations, inequalities, and linear models.

## **ALGEBRA 1**

**Year Course - Level of Instruction: CPA/CPB - Credit Value: 5.0**

**Prerequisite: None**

Algebra 1 includes a study of the language of algebra, solutions of simple linear equations, signed numbers, fundamental operations with monomials and polynomials, formulas, solutions of linear systems, special products, factoring, fractions, roots and radicals, exponents, graphing, ratio, proportion, variation, and practical word problems. The vehicle for this study is the structure of the real number system.

## **MATHEMATICAL CONCEPTS – Not offered 2016-2017**

**Year Course - Level of Instruction: CPB - Credit Value: 5.0**

**Prerequisite: State Mandated for Remediation Mathematical**

Concepts is a course required by the NJDOE to remediate students who have underperformed on the state End of Course Algebra exam.

## **GEOMETRY**

**Year Course - Level of Instruction: ACC/CPA/CPB - Credit Value: 5.0**

**Prerequisite: Algebra 1**

In Geometry, it is assumed that the student has a command of algebraic fundamentals. This course aims to acquaint the student with the following topics: nature of sets, points, lines, planes, angles and their measurement, the study of related three dimensional geometric figures, congruent and similar triangles, the Pythagorean Theorem, simple right triangle trigonometry, circles and arcs, loci, coordinate geometry, areas of polygons, surface areas and volumes of solids, and introductory geometric transformations. The study of Geometry has two main components: (1) Logic and Reasoning, and (2) Geometric Content. The higher the level of the course, the greater the emphasis is on the former, and the lower the level of the course, the greater the emphasis is on the latter. Students in the accelerated level are often challenged by the demands of the course expectations as compared to previous mathematics courses that they have taken.

## **ALGEBRA 2**

**Year Course - Level of Instruction: Acc/CPA/CPB - Credit Value: 5.0**

**Prerequisites: Algebra 1 and Geometry:**

**Placement in Algebra 2 is based on Performance in both Alg 1 and Geometry**

Algebra 2 includes the study of formulas, linear equations involving one unknown, inequalities, special products and basic factoring forms, fractions and fractional equations, ratio, proportion and variation, the coordinate system and graphs, linear systems, exponents and radicals, quadratic equations in one and two variables, exponential and logarithmic functions, polynomial functions, arithmetic and geometric sequences and series, right triangle trigonometry, conics, the binomial theorem, and transformations. Graphing calculators will be used throughout the course. Level placement in Algebra 2 will be based upon a student's performance in both Algebra 1 and Geometry.

## **MATH ANALYSIS**

**Year Course - Level of Instruction: CPA- Credit Value: 5.0**

**Prerequisite: Algebra 2 and Departmental Recommendation**

**Fulfills Financial Literacy Requirements**

Math Analysis is designed for the student who recognizes the importance of taking four full years of mathematics, but does not choose to take PreCalculus. The course focuses on "real world" scenarios, and the math skills that are typically required for young adults to navigate through them. Units of study focus on topics ranging from: Investing and Saving, Philanthropy, Spending and Budgeting, Income and Taxes, College Expenses, and the public speaking and interpersonal skills needed when engaging with businesspeople and members of the public regarding money-related topics. Students build and monitor their own portfolio of securities, analyze nonprofits from both qualitative and quantitative perspectives, plan and execute a fundraising campaign, develop a monthly budget for a future version of themselves, review and calculate payroll deductions, calculate credit card interest, and plan for future expenses such as apartment rent, home mortgages, and car payments. Math Analysis is a highly-participatory course, one which requires students to step outside their comfort zones and consider how their current and future habits impact their lives. Students in this course will also receive periodic standardized test preparation for critical external assessments that may help them achieve their college entrance goals.

## **INTRODUCTION TO PRECALCULUS**

**Year Course - Level of Instruction: CPA - Credit Value: 5.0**

**Prerequisite: Algebra 2**

Introduction to PreCalculus extends the concepts and skills of Algebra by beginning to study circular functions, trigonometric functions, polynomial functions, and logarithmic and exponential functions. Students will be introduced to curve sketching and maximum/minimum problems. Graphing calculators will be used throughout this course to reinforce some concepts and to introduce others.

## **PROBABILITY AND STATISTICS**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

**Prerequisite: Algebra 2 ACC/CPA**

Probability and Statistics will introduce students to tools for collecting and analyzing data (Descriptive Statistics), and calculating and utilizing discrete probabilities (Probability Theory). This course may be taken in lieu of PreCalculus or Calculus or as an additional elective in mathematics. Students interested in Business, Economics, or the Social Sciences will be well served by this course.

## **PRECALCULUS**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

**Prerequisite: Algebra 2**

PreCalculus extends the concepts and skills of Algebra, thoroughly studying circular functions, trigonometric functions, polynomial functions, and logarithmic and exponential functions. New topics include sequences and series, matrices, curve sketching, and maximum/minimum problems. ACC will cover additional topics such as vectors, polar curves, and parametrics; these topics may be covered in CPA as time permits. Graphing calculators will be used throughout this course to reinforce some concepts and to introduce others.

## **INTRODUCTION TO CALCULUS**

**Year Course - Level of Instruction: CPA - Credit Value: 5.0**

**Prerequisite: PreCalculus or Intro. to PreCalculus**

Introduction to Calculus is designed for students who were successful in Introduction to PreCalculus or for those who need to solidify what they learned in PreCalculus CPA. The study of functions, inverses, and their graphs will be reviewed and extended. Limits, continuity and derivatives and their properties will be introduced. Graphing calculators will be used throughout the course to reinforce some concepts and to introduce others. Upon completion of this course, students should be better prepared to take a college level calculus course.

## **CALCULUS**

**Year Course - Level of Instruction: CPA - Credit Value: 5.0**

**Prerequisite: PreCalculus**

Calculus is designed for students who desire extra help and review as they begin their study of calculus. Students will solidify their mathematical foundations of algebra and trigonometry and be introduced to the concepts of differential and integral calculus. The study of functions, inverses, and their graphs will be reviewed and extended. Limits and their properties will be studied. Building on this foundation, derivatives and integrals will be explored. The focus will be on the mechanics and techniques of differentiation and integration. Graphing calculators will be used throughout the course to reinforce some concepts and introduce others. Upon completion of this course, students should be well prepared to take a college level calculus course.

## **CALCULUS**

**Year Course - Level of Instruction: ACC - Credit Value: 5.0**

**Prerequisite: PreCalculus**

Calculus studies differential and integral calculus. The depth of study is less than that found in the AP Calculus AB course. Students will review their mathematical foundations of algebra and trigonometry and be introduced to the concepts and theorems of differential and integral calculus. Limits and their properties will be studied and applied. Building on this foundation, theoretical notions of calculus will be investigated, while emphasis will be on the mechanics and techniques of differentiation and integration. Graphing calculators will be used throughout the course to reinforce some concepts and introduce others. A student who earns a B- in PreCalculus ACC will be eligible to take this course.

## **ADVANCED PLACEMENT CALCULUS AB**

**Year Course - Level of Instruction: AP - Credit Value: 5.0**

**Prerequisite: PreCalculus & Departmental Recommendation.**

Advanced Placement Calculus AB conforms to the topics presented in the syllabus of the College Board. Topics to be covered in the course reflect three general areas: functions, derivatives, and integrals. Analysis of functions will include continuity, limits, and asymptotic behavior. The study of derivatives will be presented graphically, numerically, and analytically, while focusing on the first and second derivatives and their applications. Integrals will be examined starting with Riemann sums through the Fundamental Theorems of Calculus in order to maximize the study of their applications. Criteria for admission include a superior grade average maintained throughout the year in PreCalculus, a high score on the AP qualifying test, and outstanding teacher recommendations. Students who do not earn a final grade of "B" or higher in PreCalculus Accelerated at the end of the prior year, may lose their qualification to take AP Calculus AB, or they may be placed on probation. Students are required to take the Calculus AB Advanced Placement Exam in May.

## **ADVANCED PLACEMENT CALCULUS BC**

**Year Course - Level of Instruction: AP - Credit Value: 5.0**

**Prerequisite: PreCalculus & Departmental Recommendation.**

Advanced Placement Calculus BC conforms to the topics presented in the syllabus of the College Board. In addition to the topics found in the AB level, students study Taylor Series, polar graphs, and differential equations. Criteria for admission include a superior grade average, a high score on the qualifying test, and outstanding teacher recommendations. Students who do not earn a final grade of "B+" or higher in PreCalculus Accelerated at the end of the prior year may lose their qualification to take Advanced Placement Calculus BC, or they may be placed on probation. Students are required to take the Calculus BC Advanced Placement Exam in May.

## **ADVANCED PLACEMENT STATISTICS**

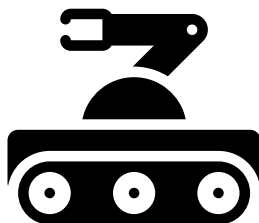
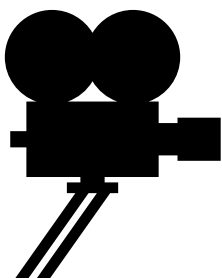
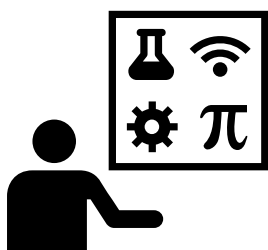
**Year Course - Level of Instruction: AP - Credit Value: 5.0**

**Prerequisite: Algebra 2 and Departmental Recommendation.**

Advanced Placement Statistics closely follows the syllabus provided by the College Board. Its purpose is to introduce students to major concepts and tools for collecting, analyzing, and inferring from data. The four broad conceptual themes include: Exploring Data, Experimental Design, Anticipating Patterns, and Statistical Inference. Criteria for admission include a superior grade average, a high score on the qualifying test, and outstanding teacher recommendations. Students are required to take the Advanced Placement Exam in May.



# TECHNOLOGY DEPARTMENT



**The Technology Department** offers courses in Computer Science, Robotics, Digital Media Production and other STEAM electives open to students in all Grades.

\*Computer Science 1

\*AP Computer Science Principles

\*Applied Integrated Computer Science

\*Introduction to Robotics and Design I & II

\*STEAM Exploration I & II

\*Digital Video I & II

\*(TV) Studio I & II

\*Computer Science 2

\*AP Computer Science

\*Competitive Robotics & Drones I & II & III

\*Advanced STEAM Exploration I & II & III

\*(Media) Production I & II

## **COMPUTER SCIENCE 1**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

**Prerequisite: NONE**

Computer Science 1 is a full year course reserved for students with little or no prior Computer Science experience. This class will cover the basic concepts of computer science using the Python language. This course includes classroom lectures but relies heavily on the students' ability to write programs based on the skills learned in the class. Problem solving and critical thinking skills are developed.

## **COMPUTER SCIENCE 2**

**Year Course - Level of Instruction: ACC/CPA Credit Value: 5.0**

**Prerequisite: NONE**

Computer Science 2 is a full year course reserved for students who have completed Computer Science 1 or demonstrated prior knowledge equivalent to Computer Science 1. This class will build off the skills learned in Computer Science 1. This course includes classroom lectures but relies heavily on the students' ability to write programs based on the skills learned in the class. Problem solving and critical thinking skills are further developed. This class contains longer term projects that occur in the latter half of the course.

## **ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**

**Year Course - Level of Instruction: AP - Credit Value: 5.0**

**Prerequisite: Computer Science 1 & 2 and Departmental Recommendation**

Advanced Placement Computer Science Principles conforms to the topics presented in the syllabus provided by the College Entrance Examination Board. The major emphases are on Understanding of Computer operation and problem solving not specific to a programming language. Students must submit artifacts on areas of computer science. Criteria for admission include a superior grade average, a high score on the qualifying test, and outstanding teacher recommendations. Students are required to take the Advanced Placement Exam in May.

## **ADVANCED PLACEMENT COMPUTER SCIENCE**

**Year Course - Level of Instruction: AP - Credit Value: 5.0**

**Prerequisite: Computer Science 1 & 2 and Departmental Recommendation**

Advanced Placement Computer Science conforms to the topics presented in the syllabus provided by the College Entrance Examination Board. The major emphases are on programming methodology, algorithms, and data structures. Applications of computing provide the context in which these subjects are treated. Other topics included are programming languages. Criteria for admission include a superior grade average, a high score on the qualifying test, and outstanding teacher recommendations. Students are required to take the Advanced Placement Exam in May. As with Computer Science 2, students are more immersed in solving problems that deal with advanced, multi-dimensional systems. Collaboration and research are a key element.

## **APPLIED/INTEGRATED COMPUTER SCIENCE**

**Year Course - Level of Instruction: ACC - Credit Value: 5.0**

**Prerequisite: CS 2 and department recommendation or APCS**

Applied/Integrated Computer Science is a capstone course designed to have students extend and integrate their accumulated skills/knowledge of Computer Science and related studies. The course covers concepts like Dynamic Programming, Relational Databases, and various design architectures. The course teaches and utilizes the C/C++ language as its base. Students will also design and implement innovative solutions to real world problems. The course requires students to engage in applied research.

## **INTRODUCTION TO ROBOTICS AND DESIGN 1**

**Semester Course – Level of Instruction: ACC/CPA – Credit Value: 2.5**

**Prerequisite: None**

**Open to students in grades 9-12**

This is a semester course created for students who are interested in continuing their 8<sup>th</sup> grade robotics course experience or that have an interest in robotics. This course will explore the design process, authentic research, teamwork, communication strategies, and technical documentation. Students will draw connections to math, science, engineering, and technology while studying the principles of electricity, structures, mechanisms, and programming through the use of robotics. Students will be given challenges that allow them to apply their knowledge of research and design to solve problems that will increase in complexity throughout the duration of the course.

## **INTRODUCTION TO ROBOTICS AND DESIGN 2**

**Semester Course – Level of Instruction: ACC/CPA – Credit Value: 2.5**

**Prerequisite: Introduction to Robotics and Design 1 or approval from teacher**

**Open to students in grades 9-12**

This is a semester course created for students who are interested in continuing their previous robotics course experience or that have an interest in robotics. This course will explore the design process, authentic research, teamwork, communication strategies, and technical documentation. Students will draw connections to math, science, engineering, and technology while studying the principles of electricity, structures, mechanisms, and programming through the use of robotics. Students will be given challenges that allow them to apply their knowledge of research and design to solve problems that will increase in complexity throughout the duration of the course.

## **COMPETITIVE ROBOTICS & DRONES 1, 2 AND 3**

**Full Year Course – Level of Instruction: ACC/CPA – Credit Value: 5.0**

**Prerequisite: Introduction to Robotics and Design 1 or 2 & approval from teacher**

**Open to students in grades 9-12**

This is a full year course that requires students to have completed either Introduction to Robotics and Design 1 or 2. This course builds upon previous robotics skills, in order to prepare students for competitive robotics events. This course will explore the design process, authentic research, teamwork, communication strategies, and technical documentation. Students will draw connections to math, science, engineering, and technology while studying the principles of electricity, structures, mechanisms, and programming through the use of robotics and drones.

## **STEAM EXPLORATION 1**

**Semester Course – Level of Instruction: ACC/CPA – Credit Value: 2.5**

**Prerequisite: None**

**Open to students in grades 9-12**

This is a design and project based learning course which fosters personal growth and opportunities in science, technology, engineering, arts, and mathematics (STEAM). During this semester long course, students apply and integrate STEAM concepts through design and build activities and competitive events both individually and collaboratively.

## **STEAM EXPLORATION 2**

**Semester Course – Level of Instruction: ACC/CPA – Credit Value: 2.5**

**Prerequisite: Introduction to Steam Exploration 1 or approval from teacher**

**Open to students in grades 9-12**

This course is a continuation of the Introduction to Steam Explorations 1 course. This is a design and project based learning course which fosters personal growth and opportunities in science, technology, engineering, arts, and mathematics (STEAM). During this semester long course, students apply and integrate STEAM concepts through design and build activities and competitive events both individually and collaboratively.

## **ADVANCED STEAM EXPLORATION 1, 2, AND 3**

**Full Year Course – Level of Instruction: ACC/CPA – Credit Value: 5.0**

**Prerequisite: Introduction to Steam Exploration 1 or 2 or approval from teacher**

**Open to students in grades 9-12**

This course is a continuation of the Introduction to Steam Explorations 1 and 2 courses. This is a design and project based learning course which fosters personal growth and opportunities in science, technology, engineering, arts, and mathematics (STEAM). During this year-long course, students apply and integrate STEAM concepts through design and build activities and competitive events both individually and collaboratively.

## **DIGITAL VIDEO I & II**

**Semester Course - Level of Instruction: ACC - Credit Value: 2.5**

**Prerequisite: None**

**Open to students in grades 9-12**

Media literacy fosters critical thinking and communication skills and enables citizens to make informed decisions in society. Information processing has a major influence on our lives. This course is designed to acquaint students with professional television broadcast equipment while teaching filming and editing techniques that involves lighting, adding filters to digital video, audio mixing and finalizing content. The course will emphasize design, communication skills, project management and video technology. Students will be guided through broadcasting skills and strategies that optimize the influence of the camera on shaping public perception. Students will receive Fine Art credit for Digital Video 2.

## **(MEDIA) PRODUCTION I & II**

**Semester Course - Level of Instruction: ACC - Credit Value: 2.5**

**Prerequisite: Digital Video I & II**

**Open to students in grades 10-12**

Students will further develop the prerequisite skills from Digital Video 1, and Digital video 2 through a project-based curriculum. The student will select a total of 8 projects throughout the semester. These projects will follow the workflow associated with Adobe Production Premium. With each project, students will increase their understanding of basic camera command, color correction, story boarding, storytelling, organization, working with actors, working with clients, audio editing, advanced editing techniques, changing frame rates, changing shutter speed, changing aperture, lighting, capturing and editing video and audio, the use of DSLR cameras and the workflow attached to it, and content delivery for finalizing content for DVD, web, or Blu-Ray. They will also gain experience working with a cast and budgeting for a shoot and will learn about script writing techniques and product advertisement.

Each student created project has phases that follow a design and development process from project planning and analysis to evaluation and distribution. The student will develop the projects on his or her own from scratch. Each project must be outlined in a script and/or a storyboard and be outlined with a detailed shot list, containing location, shot type, and action. Each project topic or focus must illustrate the student's development of technical and creative processes. This workflow will closely resemble a career production workflow and will build the student's ability to partake in collaborative processes in small groups. Students will receive Fine Art credit for Production I & II.

## **(TV) STUDIO I & II**

**Semester Course – Level of Instruction: ACC – Credit Value: 2.5**

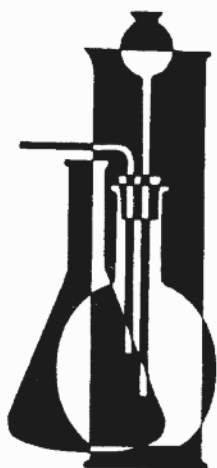
**Prerequisite: Digital Video Production 1**

**Open to students in grades 9-12**

Studio I & Studio II are semester long classes that provide real experience in running a fully operational TV network. Students will gain the experience of working for and running a broadcasting network in all capacities. Students will broadcast direct, shoot and produce live events throughout the semester. Students will work outside the classroom on projects and events. The goal of the Studio 462 program is to bridge the gap between the school and the Township of Millburn by broadcasting school activities and connecting to the community. Students will gain experience in marketing and finance as they solicit, create, edit and product commercials for sponsors of the network. Students will participate in a fully functional sports information department, working as event/sports photographers and journalist as they post to the Studio 462 website.

Students will become proficient in the live broadcast workflow and the equipment and content delivery methods used in the process. The Millburn Education Foundation has donated state of the art equipment for this course. Students MUST complete Digital Video 1 before they enroll in the course.

# ***SCIENCE***



## ABILITY LEVELS OF SCIENCE PROGRAM OFFERINGS

### ADVANCED PLACEMENT

Biology  
Chemistry  
Physics  
Environmental Science

### ACCELERATED

Integrated Geoscience  
Biology  
Chemistry  
Physics  
Science Research (Year 1 & 2)  
Forensic Science  
Human Anatomy & Physiology  
Genetics  
Astrophysics (Astronomy)  
Science and Technology  
Space Exploration 1 & 2

### COLLEGE PREP A

Integrated Geoscience  
Biology  
Chemistry  
Physics  
Environmental Science  
Meteorology  
Oceanography  
Human Anatomy  
Science and Technology  
Space Exploration1 & 2

### COLLEGE PREP B

Integrated Geoscience  
Biology  
Chemistry  
Physics

## **INTEGRATED GEOSCIENCE**

**Year Course - Level of Instruction: ACC - Credit Value: 5.0**

**Prerequisites: Successful completion of Accelerated Algebra 1, currently enrolled in Accelerated Geometry, Departmental Recommendation**

The Earth science course is designed to interpret and understand the natural world through the lens of Chemistry. Students will investigate and study Earth's features and properties in order to explain its formation, processes, history, and landscapes. They will understand how and why Earth changes over time. The course will also explore how current actions of man interact and affect Earth's spheres leading to local and global changes. Students will participate in laboratory exercises, small group activities, web based investigations, class discussions, projects, and research. The accelerated sections use algebraic, mathematical and higher levels of problem-solving.

## **INTEGRATED GEOSCIENCE**

**Year Course - Level of Instruction: CPA - Credit Value: 5.0**

**Prerequisites: Currently enrolled in CPA Math (Geometry or Algebra Departmental Recommendation**

The Earth science course is designed to interpret and understand the natural world through the lens of Chemistry. Students will investigate and study Earth's features and properties in order to explain its formation, processes, history, and landscapes. They will understand how and why Earth changes over time. The course will also explore how current actions of man interact and affect Earth's spheres leading to local and global changes. Students will participate in laboratory exercises, small group activities, web based investigations, class discussions, projects, and research. The CPA sections use a less rigorous application of mathematical principles for problem solving.

## **INTEGRATED GEOSCIENCE**

**Year Course - Levels of Instruction: CPB - Credit Value: 5.0**

**Prerequisite: Departmental recommendation**

The Earth science course is designed to interpret and understand the natural world through the lens of Chemistry. Students will investigate and study Earth's features and properties in order to explain its formation, processes, history, and landscapes. They will understand how and why Earth changes over time. The course will also explore how current actions of man interact and affect Earth's spheres leading to local and global changes. Students will participate in laboratory exercises, small group activities, web based investigations, class discussions, projects, and research. The CPB section use little to no mathematical applications to describe physical phenomena.

## **ADVANCED PLACEMENT BIOLOGY**

**Year Course - Levels of Instruction: AP - Credit Value: 5.0**

**Prerequisites: Integrated Geoscience, Dept. Recommendation**

This course is designed for superior academic students with a strong interest and/or background in science who wish to pursue a college-level course in biology while still in high school. Lectures, discussions, and laboratory sessions center around investigating cellular and molecular biology, biochemistry, and evolutionary and ecological biology. Topics that are covered include historical development of cell concepts and the chemical basis of biology, plant and animal structure, reproduction and behavior, positions of organisms in the ecosystem, and concepts of genetic continuity. Students are required to complete an assignment during the summer prior to entering the course. Assignments are given during school vacations. Criteria for admission include a superior grade point average, a superior testing profile, outstanding teacher recommendations, and a high qualifying score on the entrance exam. Tenth graders may take this course to satisfy their sophomore science requirement. Juniors or seniors who qualify for AP Biology must be concurrently enrolled in either Chemistry or Physics. In order to maintain placement in this AP course, students must have at least a B- for each marking period. Each student is required to take the AP Exam in Biology administered in May.



## **BIOLOGY**

**Year Course - Level of Instruction: ACC - Credit Value: 5.0**

**Prerequisites: Integrated Geoscience, Departmental Recommendation**

Accelerated Biology includes units on the characteristics of life, biochemistry, cell structure and function, cell energetics, cell division, Mendelian and modern genetics, molecular biology, evolution, taxonomy, bacteria and viruses, and ecology. Laboratory Exercises supplement class work.

## **BIOLOGY**

**Year Course - Level of Instruction: CPA - Credit Value: 5.0**

**Prerequisites: Integrated Geoscience, Departmental Recommendation**

CPA Biology includes units on the characteristics of life, biochemistry, cell structure and function, cell energetics, cell division, Mendelian and modern genetics, molecular biology, evolution, taxonomy, bacteria and viruses, and ecology. Laboratory exercises, projects, and reports supplement class work.

## **BIOLOGY**

**Year Course - Level of Instruction: CPB - Credit Value: 5.0**

**Prerequisites: Integrated Geoscience, Departmental Recommendation**

CPB Biology includes units on the study of life, the cell, classification, viruses, bacteria, cell reproduction, DNA, genetics, ecology, and an introduction to macromolecules and nutrition.

## **ADVANCED PLACEMENT CHEMISTRY**

**Year Course - Level of Instruction: AP - Credit Value: 5.0**

**Prerequisites: Integrated Geoscience, Biology, successful completion of ACC, Algebra 2, Departmental Recommendation**

Advanced Placement Chemistry is a rigorous course where advanced topics are studied with emphasis on theory and solving quantitative problems. Topics include atomic theory, stoichiometry, thermochemistry, electrons, periodic trends, bonding, molecular geometry, gases, intermolecular forces, solutions, kinetics, equilibrium, thermodynamics, acids and bases, redox, electrochemistry, and nuclear chemistry. Laboratory work will be assigned. Criteria for admission include a superior grade point average, a superior testing profile, outstanding teacher recommendations, and a high qualifying score on the entrance exam. In order to maintain placement in this AP course, students must have a least a B- for each marking period. Each student is required to take the Advanced Placement Exam in Chemistry in May.

## **CHEMISTRY**

**Year Course - Level of Instruction: ACC - Credit Value: 5.0**

**Prerequisites: Integrated Geoscience, Biology, currently enrolled in ACC Algebra/ACC PreCalculus, CPA Precalculus requires Departmental Recommendation**

Accelerated Chemistry includes units on scientific measurement and problem solving, matter and change, atomic structure, electrons, chemical periodicity, chemical names and formulas, chemical quantities, reactions, stoichiometry, thermochemistry, gases, bonding, molecular geometry, intermolecular forces, solutions, kinetics, equilibrium, acids and bases, and electrochemistry. Classroom demonstrations and laboratory work will illustrate and reinforce these principles. A rigorous approach to problem solving is emphasized, and a strong mathematical background is required.

## **CHEMISTRY**

**Year Course - Level of Instruction: CPA - Credit Value: 5.0**

**Prerequisites: Integrated Geoscience, Biology, currently enrolled in CPA Math, Departmental Recommendation**

PA Chemistry includes units on scientific measurement and problem solving, matter and change, atomic structure, electrons, chemical periodicity, chemical names and formulas, chemical quantities, reactions, stoichiometry, thermochemistry, gases, bonding, molecular geometry, solutions, and acids and bases. Classroom demonstrations and laboratory work will illustrate and reinforce these principles.

## **CHEMISTRY**

**Year Course - Level of Instruction: CPB - Credit Value: 5.0**

**Prerequisites: Integrated Geoscience, Biology, Departmental Recommendation**

This less-mathematically oriented course is designed for the college-bound student as an alternative to the traditional course in chemistry. Basic concepts are presented with an emphasis on laboratory experience.

## **ADVANCED PLACEMENT PHYSICS**

**Year Course - Level of Instruction: AP - Credit Value: 5.0**

**Prerequisites: Integrated Geoscience, Biology, successful completion of ACC Algebra 2, Departmental Recommendation**

Students with a very strong math background are encouraged to take AP Physics in their junior year. A thorough knowledge of algebra and basic trigonometry is essential for this course. The major topics studied are principles of Newtonian mechanics, fluids, harmonic motion, electricity and magnetism, kinetic theory and heat waves, optics, and modern physics (which includes atomic energy levels, x-rays, radioactivity, and some special relativity). Criteria for admission include a superior grade point average, a superior testing profile, outstanding teacher recommendations, and a high qualifying score on the entrance exam. In order to maintain placement in this AP course, students must have at least a B- average for each marking period. Each student is required to take the Advanced Placement Exam in Physics in May.

## **PHYSICS**

**Year Course - Level of Instruction: ACC - Credit Value: 5.0**

**Prerequisites: Integrated Geoscience, Biology, currently enrolled in ACC/CPA Pre-Calculus, Departmental Recommendation**

Students with a strong math background are encouraged to take Acc Physics in their junior year. A thorough knowledge of algebra and trigonometry is essential for this course. The major topics include the principles of Newtonian mechanics, waves and optics, light, electricity and magnetism, and other topics of classical and modern physics. Classroom demonstrations and laboratory work reinforce the aforementioned topics. Many of the topics are treated similarly to the AP Physics course, but are handled at a level appropriate for an accelerated student.

## **PHYSICS**

**Year Course - Level of Instruction: CPA - Credit Value: 5.0**

**Prerequisites: Integrated Geoscience, Biology, successful completion of CPA Geometry, currently enrolled in Pre-Calculus, Departmental Recommendation**

A thorough knowledge of algebra and basic trigonometry is essential for this course. The major topics include the principles of Newtonian mechanics, waves and optics, light, electricity and magnetism, and other topics of classical and modern physics. Classroom demonstrations and laboratory work reinforce the aforementioned topics.

## **PHYSICS**

**Year Course - Level of Instruction: CPB - Credit Value: 5.0**

**Prerequisites: Integrated Geoscience, Biology, Chemistry, Departmental Recommendation**

This less-mathematically oriented course is designed for the college-bound student as an alternative to the traditional course in physics. This course utilizes a student-centered and inquiry-based approach to learning physics and is heavily project-oriented.

## **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

**Year Course - Level of Instruction: AP - Credit Value: 5.0**

**Prerequisites: Integrated Geoscience, Biology, Chemistry or Physics, Departmental Recommendation;**

**Open to students in grade 12**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving them. Criteria for admission include a superior grade point average, a superior testing profile, outstanding teacher recommendations, and a high qualifying score on the entrance exam. In order to maintain placement in this AP course, students must have at least a B- average for each marking period. Each student is required to take the Advanced Placement Exam in Environmental Science in May. It is highly recommended that students interested in pursuing science in college and as a career enroll in four years of science in high school. High school Chemistry and Physics are important prerequisites for college work. AP Environmental Science should not be taken as a substitute for Physics or Chemistry during the senior year.

## **ENVIRONMENTAL SCIENCE**

**Semester Course - Level of Instruction: ACC/CPA - Credit Value: 2.5**

**Prerequisites: CPA-None; ACC: B- or better in ACC Science, A-or better in CPA Science**

**Open to students in grades 9-12**

Environmental Science is an interdisciplinary science concerned with energy, pollution, weather, climate, geological/geographical conditions, toxic substances in food, and toxic metals in the environment. Laboratory experiments spark the imagination and attention of students to be aware of problems in the environment and solutions to remedy them. The aim of this course is to produce enlightened citizens aware of the needs of the environment and the methods of conserving nature's beauty for future generations.

## **FORENSIC SCIENCE**

**Semester Course - Level of Instruction: ACC - Credit Value: 2.5**

**Prerequisites: Integrated Geoscience, grade of B- or above in ACC Science or a grade of A- or above in CPA Science, Departmental Recommendation;**

**Open to students in grades 10-12**

Forensic Science utilizes the application of scientific knowledge from the sub- disciplines of Astronomy, Chemistry, Biology, Physics, and Geology in the investigation and evaluation of criminal case studies. The students will conduct experimental research by observing and collecting data from simulated crime scenes. Techniques learned in the course include fingerprinting, forgery, counterfeiting, skeletal analysis, blood typing, insect pathology, chromatography, and chemical analysis.

## **METEOROLOGY**

**Semester Course - Level of Instruction: CPA - Credit Value: 2.5**

**Prerequisites: None      Open to students in grades 9-12**

Weather is one of the most common topics of discussion, and it affects all aspects of our lives. This course will concentrate on the analysis of real time data from our high school's weather station as well as NASA and NOAA. Emphasis will also be on hands-on activities as they relate to weather forecasting and understanding patterns. The course will cover severe storms, air masses and fronts, forces and winds, modern weather forecasting techniques, and climate changes due to weather. Students will be able to chart local weather conditions from our weather station in order to see connections as well as trends.

## **OCEANOGRAPHY**

**Semester Course - Level of Instruction: CPA - Credit Value: 2.5**

**Prerequisite: None      Open to students in grades 9-12**

Oceanography is an interdisciplinary course that deals with the geology, chemistry, biology, and physical dynamics of the ocean. The effects of pollution and the preservation of oceanic resources are examined. A research report and/or project on an aspect of oceanography is/are required.

## **HUMAN ANATOMY AND PHYSIOLOGY**

**Semester Course - Level of Instruction: ACC - Credit Value: 2.5**

**Prerequisites: Biology CPA/ACC, Departmental Recommendation; Open to students in grades 11-12; Not open to students who have taken AP Biology or Human Anatomy CPA**

This course will investigate the structure and systems of the human body. Laboratory investigations will include work with cells, tissues, organs, comparative anatomical dissections, and observations of various mammals. The text material contains a wide range of topics and general information that is relevant to the health and well-being of students. A research report and/or project on some aspect of human anatomy and physiology is/are required. Dissections are mandatory for this course. The final exam for this course is the dissection of a fetal pig.

## **HUMAN ANATOMY**

**Semester Course - Level of Instruction: CPA - Credit Value: 2.5**

**Prerequisites: Biology CPA/ACC, Departmental Recommendation; Open to students in grades 11-12; Not open to students who have taken AP Biology or Human Anatomy and Physiology ACC**

This course will investigate the structure and systems of the human body. Laboratory investigations will include work with cells, tissues, organs, comparative anatomical dissections, and observations of mammals. A research report and/or project on some aspect of human anatomy is/are required. Dissections are mandatory for this course. The final exam for this course is the dissection of a fetal pig.

## **GENETICS**

**Semester Course - Level of Instruction: ACC - Credit Value: 2.5**

**Prerequisites: Grade of B or above in ACC Biology or a grade of A- or above in CPA Biology, Departmental Recommendation; Open to students in grades 11-12**

Genetics is an extension of the genetics unit covered in the biology course. It will begin with the role of DNA and will discuss the ethical dilemma of genetics research, types of genetic disorders, and its effect on heredity. It will cover genetic technology such as cloning, stem cells, and gene therapy. Students will have hands-on experience in DNA extraction, Replication, PCR, Gel Electrophoresis, and DNA Microarray.

## **ASTROPHYSICS (ASTRONOMY)**

**Semester Course - Level of Instruction: ACC - Credit Value: 2.5**

**Prerequisites: Algebra 1, grade of B or above in ACC Integrated Geoscience or a grade of A- or above in CPA Introduction to Chemistry and Physics,**

**Departmental Recommendation;**

**Open to students in grades 10-12**

Astronomy is the study of stars, planets, comets, and galaxies and the phenomena that exist outside the Earth's atmosphere. Students will study astronomy in an active, participatory manner, similar to research scientists. Topics discussed will involve some knowledge of basic chemistry and physics. All students will be required to do a research paper on current topics in astronomy. Some students may be able to participate in an astronomical research project in conjunction with Rutgers University.

## **SPACE EXPLORATION 1**

**Semester Course**

**Level of Instruction: ACC/CPA<sup>SEP</sup>**

**Credit Value: 2.5<sup>SEP</sup>**

**Prerequisites: None**

**Open to students in grades 9-12**

This course will capture students' interest and engage their imaginations by giving them an opportunity to examine how and why humans explore space. This course will be interdisciplinary and cater to all students who have an interest in space exploration, regardless of their background in science. Students will learn about space exploration from multiple perspectives, including scientific, technological, social, economic, historical, and geopolitical. Topics of study include the consequences of exploring space (or choosing not to do so) and the ethics of space exploration in light of the considerable costs and risks. Finally, students will examine how the creation of a self-sustaining civilization on Mars may be the greatest adventure in human history.

## **SPACE EXPLORATION 2: ADVANCED TOPICS**

**Semester Course**

**Level of Instruction: ACC/CPA<sup>SEP</sup>**

**Credit Value: 2.5<sup>SEP</sup>**

**Prerequisites: Space Exploration 1**

**Open to students in grades 9-12**

This course will build upon Space Exploration 1 by delving into advanced topics and areas of interest to the students. Students will learn to adopt an interdisciplinary perspective when designing their own independent research projects related to space exploration. Opportunities include interacting and collaborating with public and private space organizations, entering various space-related competitions, and engaging in community outreach.

## **SCIENCE RESEARCH PROGRAM OVERVIEW**

The MHS Science Research Program is designed for highly motivated students of various achievement levels to further their interest and desire to conduct original/independent research in a chosen subject area/discipline inclusive of Science, Technology, Engineering, Mathematics, Social Sciences and the Humanities. Students will explore/identify a topic for investigation, conduct a comprehensive review of literature, learn data analysis techniques, and potentially secure a mentor from higher education or industry/government to independently conduct research. Students communicate learning in diverse formats (research paper, poster session and presentation, for example), submit to a variety of local/state/national competitions and participate in symposia. Student work is maintained in a portfolio. College credit is available provided requirements are met.

## SCIENCE RESEARCH 1

**Year Course-Level of instruction: ACC-Credit Value: 5.0**

**Open to first-year program students (sophomores/juniors starting program).**

**Prerequisite(s): teacher recommendation and application.**

Students learn research methodology in the natural and social sciences by accessing scientific databases, using on-line bibliographic search techniques, consulting doctoral-level research scholars, developing hypotheses, writing research papers and making presentations at scientific symposia. New program students entering as juniors are expected to complete course work at an accelerated pace; available for year-long course of study only.

## SCIENCE RESEARCH 2

**Year Course-Level of instruction: AP-Credit Value: 5.0**

**Open to second-year program students who have completed Science Research I.**

**Prerequisite(s): teacher recommendation and departmental approval.**

Continuation of work undertaken in Science Research I. Emphasis placed on learning research methodology in the natural and social sciences by accessing scientific databases and using on-line bibliographic search techniques, consulting doctoral-level research scholars, developing/formulating hypotheses and initiating/performing experiments in consultation with mentors to test them, writing research papers and making presentations at scientific symposia. The emphasis of this course is placed upon proposing research and performing experiments in consultation with mentors; Upon completion of this course and additional requirements, students may be able to submit for college credit.

## SCIENCE RESEARCH 3

**Year Course-Level of instruction: AP- Credit value: 5.0**

**Open to third-year program students with college credit**

**option. Prerequisite(s): completion of two years in science research where-by data was obtained through study or experimentation in consultation with a mentor and teacher recommendation.**

Continuation of work from Science Research 2. Emphasis placed upon data analysis and the communication of results, including writing research papers and making presentations for available/related competitions and scientific symposia; a capstone requirement. Upon successful completion of this course and additional requirements, students may be able to submit for college credit.

## SCIENCE RESEARCH 3A (Previously Application II S1)

**Semester I Course-Level of instruction: ACC-Credit Value: 2.5**

**Open to third-year program students (Seniors semester option); not for college credit.**

***Prerequisite(s): completion of two years in science research where-by data was obtained through study or experimentation in consultation with a mentor and teacher recommendation.***

Continuation of work from Science Research 2. Emphasis placed upon data analysis and the communication of results, including writing research papers and making presentations for available/related competitions and scientific symposia; a capstone requirement.

We will be creating a sign-up sheet that the students will provide to guidance counselors to confirm the appropriate course for registrations.



**DISCOVER LANGUAGES -- DISCOVER THE WORLD**



By learning world languages, students will experience other countries through the prism of communication and culture. Without immersing oneself in the language and traditions of other cultures, true access to a community is barred. In a world where nations and people are increasingly dependent upon one another to supply goods and services, solve political disputes and ensure international security, understanding one's role as a global citizen is imperative.

Studying world languages also offers students the opportunity of being granted the New Jersey Department of Education Seal of Biliteracy -- an official award established to recognize high school graduates who have attained a high level of proficiency after the continuous study of one or more world languages in addition to English. This highly prestigious honor separates our students from other language learners and provides universities with a method to recognize and award academic credit to applicants seeking admission.

Upon completion of the first quarter of study or at the end of the year, World Language students may proceed to an accelerated level class after receiving departmental approval resulting from a Teacher/Guidance conference and student obtaining the required grade in the three modes of communication -- interpersonal, interpretive and presentational -- as defined in the World-Readiness Standards for Learning Languages..

## **WORLD LANGUAGES OFFERINGS**

### **Chinese**

- 1 (ACC, CPA)
- 2 (ACC, CPA)
- 3 (ACC, CPA)
- 4 (ACC, CPA)
- AP Chinese Language & Culture

### **French**

- 1 (ACC, CPA)
- 2 (ACC, CPA)
- 3 (ACC, CPA)
- 4 (ACC, CPA)
- French Cinema (ACC, CPA)
- French Global Economy & Business (ACC, CPA)
- French Art and Culture (ACC, CPA)
- AP French Language and Culture

### **Italian**

- 1 (ACC, CPA)
- 2 (ACC, CPA)
- 3 (ACC, CPA)
- 4 "Bel Paese" (ACC, CPA)
- AP Italian Language and Culture

### **Latin**

- 1 (ACC, CPA)
- 2 (ACC, CPA)
- 3 (ACC, CPA)
- 4 (ACC, CPA)
- AP Latin Vergil
- Greco-Roman Mythology

### **Spanish**

- 1 (ACC, CPA, CPB)
- 2 (ACC, CPA, CPB)
- 3 (ACC, CPA, CPB)
- 4 (ACC, CPA, CPB)
- Spanish Art and Culture (ACC, CPA)
- Spanish Conversation via Cinema, Theatre and Literature (ACC, CPA)
- Spanish Global Economy and Business (ACC, CPA)
- AP Spanish Language and Culture
- AP Spanish Literature and Culture



## **CHINESE 1**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

**Prerequisite: None**

**Open to students in grades 9-12**

There are no prerequisites to enroll in the Chinese 1 course. Just come in with a passion about Chinese language and culture. Students will be able to understand, and use very simple Chinese phrases, meet basic needs for communication, and possess the ability to further their Chinese language studies.

## **CHINESE 2**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

**Prerequisite: The successful completion of Chinese 1 with a B average.**

This level is for students who have a proficiency of 200 fundamental Chinese words, knowledge about Chinese and/or Asian culture and the ability to carry on short conversations. Students will have an excellent grasp of basic Chinese and will be able to communicate in simple and direct exchange of information on familiar and routine matters.

## **CHINESE 3**

**Year Course - Level of Instruction: ACC/CPA - Credit Value 5.0**

**Prerequisite: The successful completion of Chinese 2 with a B average; or an acceptable level of demonstrated proficiency on required goals and objectives.**

Students are required to have knowledge about Chinese and/or Asian culture, and the ability to carry on basic level conversations in real-life situations, (for example: shopping or traveling in China) as well as reading and writing in preparation for AP eligibility. Students are required to have a proficiency of 400 Chinese fundamental words. Pre-requisite for AP.

## **CHINESE 4**

**Year Course - Level of Instruction: ACC/CPA - Credit Value 5.0**

**Prerequisite: The successful completion of Chinese 3 with a B average.**

**Teacher recommendation.**

Students will have a proficiency of 600 Chinese fundamental words, knowledge about Chinese and/or Asian culture, have the ability to carry on conversations on a wide range of topics in real-life situations. Students will be eligible to take the AP qualifying exam.

## **AP CHINESE LANGUAGE & CULTURE**

**Year Course - Level of instruction: AP - Credit Value: 5.0 Prerequisite:**

**Successful completion (B+ or better) of Chinese 3 or 4 & strong performance on diagnostic exam (When required for eligibility).**

**Open to students in grades 10-12**

The AP Chinese Language & Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese. These college courses, which deepen students' immersion into the language and culture of the Chinese-speaking world, typically represent the point at which students complete approximately 250 hours of college-level classroom instruction. Coursework provides students with opportunities to perform intermediate to advanced-level tasks, and students are expected to achieve proficiencies throughout, and sometimes beyond, the Intermediate range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

## **FRENCH 1**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

**Prerequisite: None      Open to students in grades 9-12**

Start a new language or add another one to your repertoire! At the Novice-Low/Novice-Mid level, students follow a self-paced curriculum to build a solid foundation in all modes of communication empowering them to become successful language learners. Focused on developing skills in the context of practical and authentic communication, students explore the French-speaking world through the study of the following themes: Personal Identity, Spending Time with Family and Friends, Discovering and Protecting your Environment and Nurturing your Health and Wellness.

## **FRENCH 2**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

**Prerequisite: French 1**

At the Novice-Mid/Novice-High, students continue to develop their listening, reading, writing and speaking skills. The fundamental skills acquired and presented in French 1 are revisited and built upon to allow the student continual growth in the target language. Students continue to build the confidence to communicate and apply their knowledge to practical situations. The course will focus on the following themes: Happiness, Social Life, Exploring the World, Changing the World.

## **FRENCH 3**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

**Prerequisite: French 2**

During the course of the year, students expand their skills, accuracy and level of sophistication in listening, speaking, reading, and writing in French. The cultural milieu represented becomes increasingly rich as students discover the practices, perspectives and products of French-speaking countries through the studies of the following themes: Ecotourism, Global Challenges in Francophone Africa and Cultural Identities in the Francophone. The course will use authentic resources from French-speaking websites and publications, such as newspaper, magazine articles, radio broadcasts, and television recordings.

## **FRENCH 4**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

**Prerequisite: French 3**

This course will emphasize the use of language for active communication and help students develop their ability to understand spoken French in various contexts; to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French. The course seeks to develop language skills (reading, writing, listening, and speaking) and allow students to use these skills in various activities and disciplines. The course material will include the complete reading of *Le Petit Prince* along with literary extracts and other authentic materials and resources from French-speaking websites and publications, such as newspapers, magazine articles, radio broadcasts, and television recordings. This year, we will be working on the following themes throughout the year: family and communities, personal and public identities, contemporary life, beauty and aesthetics, science and technology and global challenges.

## **FRENCH CINEMA**

**Semester (Seniors Only)/Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0      Prerequisite: French 4**

In this course, French as a language of communication is stressed. All the skills that were acquired in the prerequisite courses will be further developed through usage. Rather than formal grammatical study, there is an emphasis on the student's ability to integrate skills while functioning as a speaker of French. The class views French and Francophone films and reviews them with the intent of critiquing, analyzing, and deepening the student's understanding of the history and/or culture they represent. Various literary works and other authentic materials are used in conjunction with the films presented.

## **FRENCH ART AND CULTURE**

**Semester (Seniors only) / Year Course - Level of Instruction: ACC/CPA - Credit Value 2.5/5.0**

**Prerequisite: The successful completion of French 4 ACC/CPA with an acceptable level of demonstrated proficiency on required goals and objectives**

French Art and Culture will introduce students to major artistic and literary movements through the lens of key historical events. From the blinding glory of the Sun King Louis XIV to the Existentialist Angst of Sartre and Camus, we will explore the theme of Absolute Power (17th century), The Enlightenment (18th century), Romanticism & Realism (19th century) and Modern Times (20th century to present day). Lessons and activities will integrate language, content, and culture. Students will be able to apply their learning to a number of contexts

## **FRENCH GLOBAL ECONOMY AND BUSINESS**

**Semester (Seniors Only)/Year Course - Level of Instruction: ACC/CPA - Credit Value 5.0**

**Prerequisite: The successful completion of French 4 ACC/CPA with an acceptable level of demonstrated proficiency on required goals and objectives.**

This curriculum is designed to facilitate students' understanding of the basic concepts related to the organizational and managerial structure of Francophone businesses, the basic terminology related to management and organization. Students will be able to understand the Francophone companies in Europe and in our global economy. The course will focus on the following themes: advertising and marketing, globalization, journalism, money and stock market, fashion, food, transportation, major industries, NGO.

## **AP FRENCH LANGUAGE & CULTURE**

**Year Course – Level of Instruction: AP– Credit Value: 5.0**

**Prerequisite: Successful completion (B+ or better) of French 4 or French Elective & strong performance on diagnostic exam (When required for eligibility):**

**Open to students in grades 10-12**

The AP French course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. AP French course engages students in an exploration of culture in both contemporary and historical on texts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books, music) and intangible (e.g. laws, conventions, institutions; practices (patterns of social interactions within a culture); and perspectives (values, attitudes and assumptions that underlie both practices and products).

The three modes of communication (Interpersonal, Interpretive and Presentational) defined in the Standards for Foreign Language Learning in the 21<sup>st</sup> Century are foundational to the AP French course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the ACTFL Performance Guidelines for K-12 Learners.

## **ITALIAN 1**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

**Prerequisite: None**

**Open to students in grades 9-12**

In this course, students will learn the fundamentals of the Italian language. Students will be presented with a variety of vocabulary and grammatical structures. The course will cover such themes as family, student life, leisure life and Italian culture. Through these themes students will explore, use and expand on conversational topics and skills such as expressing likes and dislikes, inquiring for information, and talking about weather/clothing/activities. Throughout the course students will listen, read, speak and write in Italian. This course is a level one course which focuses on progressing a student from Novice-Low proficiency to at least a Novice-High proficiency.

## **ITALIAN 2**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

**Prerequisite: Italian 1**

In this course students continue to develop their listening, speaking, reading, and writing skills. Acquisition of new vocabulary and new linguistic components will give the students many opportunities to apply these fundamental skills in practical situations, such as narrating past events and describing personal preferences and needs. Much of the classroom time will be spent communicating in Italian. Cultural settings will provide additional opportunities to use Italian as a means of communication. This course is a level one course which focuses on progressing a student from Novice-High proficiency to at least an Intermediate-Low proficiency.

## **ITALIAN 3**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

**Prerequisite: Italian 2**

During the course of the year, students expand their skills, accuracy and level of sophistication in listening, speaking, reading, and writing in Italian. Most of the class time will be spent communicating in Italian. Students will fine tune and elaborate on the fundamentals learned and presented to them in levels 1 and 2. Focus will now be placed on student output. Students will share, on a daily basis, what they have learned via auditory sources or written sources, in both written and oral presentational modes. The importance of interpersonal communication (both written and spoken) will be emphasized. This course is a level one course which focuses on progressing a student from Intermediate-Low proficiency to at least an Intermediate-Mid/High proficiency.

## **ITALIAN 4 “Bel Paese”**

**Year Course - Level of Instruction: 4 ACC /CPA - Credit Value 5.0**

**Prerequisite: Italian 3 ACC/CPA**

Come experience the great films, music and food of Italy while examining its ever-changing culture through topics such as: society, family, relationships, and the world around us. Each unit will contain short movies, music, and food relating to contemporary life in Italy. Be prepared to discuss your opinion in Italian regarding all that you've watched, listened to, and tasted. This course will allow the Italian language learner to continue to master the Italian language in a new contemporary way.

## **AP Italian**

**Year Course - Level of Instruction: AP - Credit Value: 5.0**

**Prerequisite: Successful completion of Italian 3 or 4 (B+ or better) & strong performance on diagnostic exam (When required for eligibility).**

**Open to students in grades 10-12**

The AP Italian course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. The AP Italian course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books, music) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are fundamental to the AP Italian course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre- Advanced range as described in the ACTFL Performance Guidelines for K–12 Learners.

## **LATIN 1**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

**Prerequisite: None**

**Open to students in grades 9-12**

In Latin 1, students learn the basic structure and vocabulary of the language in order to read and translate Latin texts effectively. Students develop oral, aural, and writing skills as tools to improve reading. They will examine authentic written sources from Ancient Rome as well as stories about daily life and mythology. Students will acquire a foundation in grammar and vocabulary. Students learn to recognize links to Romance languages and modern-day life.

## **LATIN 2**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

**Prerequisite: Latin 1**

In Latin 2, the more complex aspects of Latin grammar and syntax are studied as preparation for reading authentic texts. Featured are stories about Roman life in a variety of settings, mythology, and selections from Latin authors. Emphasis continues to be placed on the study of derivatives from Latin and Greek, along with ties to Romance Languages.

## **LATIN 3**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

**Prerequisite: Latin 2**

Students undertake a further study of Latin grammar, syntax, and vocabulary, along with the development of the analytical skills required for close readings of classical texts. A selection of texts from Latin authors spanning two thousand years provides the basis of the year's work. Students will discuss themes, analyze characters, and identify the context and significance of short passages. The use of literary devices, along with the historical, political and social settings for the texts will be discussed.

## **LATIN 4**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

**Prerequisite: Latin 3**

Students review Latin grammar, syntax, and vocabulary for further practice in the close readings of classical texts. Authors studied include Virgil, Catullus, Horace, and Martial. As in Latin 3, students will discuss themes, analyze characters, and identify the context and significance of short passages. Other activities include recognition of literary devices, discussion of pertinent background material, and scansion of poetry.

## **AP LATIN VERGIL & CAESAR**

**Year Course - Level of Instruction: AP - Credit Value: 5.0**

**Prerequisite: Successful completion (B+ or better) of Latin 3 or 4 & strong performance on diagnostic exam (When required for eligibility).**

**Open to students in grades 10-12**

AP Latin is designed to provide advanced high school students with a rich and rigorous Latin course, approximately equivalent to an upper-intermediate (typically fourth or fifth semester) college or university Latin course. AP Latin students prepare and translate the required Latin readings with an accuracy that reflects precise understanding of the Latin in all its details; they also read and comprehend passages at sight, even if not with full understanding of every detail. These two types of study powerfully reinforce each other. The course thus allows time for regular, sustained, and integrated practice at sight-reading. Throughout the course, students develop their language skills through various activities: precise, literal translation of prepared poetry and prose; reading with comprehension of sight passages, both poetry and prose; and written analyses that demonstrate the results of critical reading in clear and coherent arguments supported by textual examples.

The course is centered around literature from Rome's Late Republican Period. The first is Caesar's *Gallic War*, a prose work which recounts the famous dictator's rise to power through his conquest of Gaul. The second is Vergil's *Aeneid*, an epic.

## **GRECO-ROMAN MYTHOLOGY A&B**

**Semester Course - Level of Instruction: ACC/CPA - Credit Value 2.5**

**Prerequisite: None**

In this course students not only learn the major myths within the Greco-Roman tradition but also investigate the philosophical, sociological, and psychological underpinnings of these traditional stories and connect them to their historical context and to contemporary narratives. Students will increase their cultural literacy as they become conversant with the deities, heroes, monsters, and villains of the Greco-Roman mythical pantheon, and trace their use in the art and literature. Additionally, students will acquire Greek and Roman vocabulary to describe mythical concepts used in literary criticism, sociology, and art history. Students may take either Mythology A or B or both in any order. These courses do not fulfill world language graduation requirements.

## **SPANISH CPB 1**

**Year Course - Level of Instruction: CPB - Credit Value 5.0**

**Prerequisite: None**

In this introductory course, students will study how to communicate with Spanish-speakers on a basic level. Throughout the four themes of the course, we will focus on the following skills: presentational and interpersonal speaking, comprehension of authentic materials, and writing simulations. The aim is for students to develop the necessary skills to use Spanish in meaningful ways and experience a world language by learning useful vocabulary and studying the basic structures of the language.

## **Spanish CPB 2**

**Year Course - Level of Instruction: CPB - Credit Value 5.0**

**Prerequisite: CPB 1**

Building on the skills acquired in level 1, students will continue to gain confidence in their authentic use of Spanish. Students will develop a more complex understanding of the skills needed to become proficient in a world language. Students will strive to refine their comprehension, speaking, reading, and writing abilities.

## **SPANISH CPB 3**

**Year Course - Level of Instruction: CPB - Credit Value 5.0**

**Prerequisite: CPB 2**

This course will strengthen the skills developed in levels 1 and 2, as well as introduce new concepts that will allow students to use Spanish in more complex situations. Students will not only review familiar themes, but also explore new aspects of the Spanish-speaking world,

## **SPANISH CPB 4**

**Year Course - Level of Instruction: CPB - Credit Value 5.0**

**Prerequisite: CPB 3 or CPB 3/4**

At this level, students will reap the benefits of their years of Spanish by perfecting the skills they need beyond the classroom. All modes of communication will continue to support language acquisition and proficiency.

## **SPANISH 1**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

**Prerequisite: None**

**Open to students in grades 9-12**

This course will introduce students to the language and culture of the Spanish-speaking world. Focus is targeted on the study of a variety of topics including: greetings, classroom objects, numbers, time, personal descriptions, the body, colors, clothing, the family, food, and the arts. All aspects of language acquisition are stressed including written, oral, reading and auditory skills. Students are given the opportunity to take risks in the target language in simulated, yet practical situations. Students will be placed in meaningful, realistic situations where they must use their language skills for authentic communication purposes. Language is used in order to begin to understand the diversity of Hispanic cultures.

## **SPANISH 2**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

**Prerequisite: Spanish 1**

This course will reinforce what was taught in Spanish I and further develop all aspects of language acquisition, including written, oral, reading and auditory skills. Focus is targeted on the study of a variety of topics including: Travel and Leisure, Workforce, Education, Careers, Families & Communities, Science & Technology, Health and Medicine. Students are given the opportunity to take risks in the target language in simulated, yet practical situations. Students will be placed in meaningful, realistic situations where they must use their language skills for authentic communication purposes.

### **SPANISH 3**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

#### **Prerequisite: Spanish 2**

This course will further develop all aspects of language acquisition, including written, oral, reading and auditory skills. Focus is targeted on the study of a variety of themes including: Personal and Public Identities, Families and Communities, Healthy Lifestyles, Impact of Technology on Daily Life and the Environment, Art and Music. Students will make connections to other content areas, as well as compare and gain perspectives on the Spanish-speaking world.

### **SPANISH 4**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

#### **Prerequisite: Spanish 3**

This course will emphasize all aspects of language acquisition, including written, oral, reading and auditory skills. Focus is targeted on the study of a variety of themes including: Personal and Public Identities, Contemporary life, Construction of Gender, Science and Technology. Students are fully engaged in exploring real-world issues and solving authentic problems using the available digital and/or environmental resources. Emphasis is placed on learner-centered strategies that promote personal goal setting and self-monitoring, student action, and issues resolution. Students will make connections to other content areas, as well as compare and gain perspectives on the Spanish-speaking world.

### **SPANISH ART AND CULTURE**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

#### **Prerequisite: Level 4**

This course is designed to further students' progress in the development of the four language skills while deepening their insight into art and culture of the Spanish-speaking world. Through exposure to works by modern writers and painters of the target culture, students will be exposed to the similarities and differences in the cultures of the people who speak the Spanish language. This class encompasses the study of short stories, plays, poems, songs, magazine articles, web-based realia and artwork. Students will gain greater insight into the structure of the Spanish language, learn to appreciate Spanish art / writing, and lay the foundation for discussion of artistic / literary style and analysis.

### **CONVERSATION VIA CINEMA, THEATRE AND LITERATURE**

**Year Course - Level of Instruction: ACC/CPA - Credit Value: 5.0**

#### **Prerequisite: Level 4**

"Why movies, theatre and literature? There have been numerous studies showing that authentic language is the best "comprehensible input". Cinema and Literature offer natural language in context of history and the evolution of Spanish speaking societies. This course will consist of an overview of the role that directors and authors from varied backgrounds have taken in to interpret Hispanic culture and history. We will be able to analyze how people of other cultures deal with war, politics, emotions, gender roles and family while enhancing communication skills in all modes of the Spanish language. In preparation for watching films and reading the short stories, students will study Spanish and Latin American history and Literature movements that will provide a backdrop for the settings of each piece studied in class.



## **SPANISH GLOBAL ECONOMY AND BUSINESS**

**Year Course/Semester (Seniors Only) - Level of Instruction: ACC/CPA -**

**Credit Value: 5.0**

**Prerequisite: Level 4**

In the Spanish business and global economy course students will have the opportunity to learn about basic business and economics principles, as well as study the economies and business practices of Spanish-speaking countries. The course also includes applicable ideas for business in our ever-changing modern world. Within the course students will discuss specific economic industries of Spanish-speaking countries and study the complex process of globalization. Students will have the opportunity through reading, writing, speaking and listening to gain new insights and share their thoughts and opinions with classmates. The course will focus on the following themes: economy, globalization, advertising/marketing and success.

## **AP SPANISH LANGUAGE AND CULTURE**

**Year Course - Level of instruction: AP - Credit Value: 5.0**

**Prerequisite: Successful completion (B+ or better) of Spanish 4 or Spanish Elective & strong performance on diagnostic exam (When required for eligibility).**

**Open to students in grades 10-12**

The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books, music) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the ACTFL Performance Guidelines for K-12 Learners.

## **AP SPANISH LITERATURE AND CULTURE**

**Year Course - Level of instruction: AP - Credit Value: 5.0**

**Prerequisite: Successful completion (B+ or better) of AP Spanish Language & Culture & Strong analytical skills**

**Open to students in grades 10-12**

The AP Spanish Literature & Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in Spanish language literature. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic writings. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the Standards for World Language Learning in the 21st Century. The overarching goals of the course are to provide students with ongoing and varied opportunities to further develop their proficiency across the full range of language skills — with special attention to critical reading and analytical writing — and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.

## RELATED ARTS



### FINE ARTS OFFERINGS

*Fine Arts courses can be defined in two general terms: 2D and 3D. 2D is a term used for art that is typically flat, such as drawing and painting, printing or pastel; we also offer digital art courses, considered two-dimensional because it is based on design and photo manipulation. 3D, on the other hand, refers to three-dimensional works, typically objects or forms, such as those made in sculpture or crafts like jewelry, pillows, vessels, carvings, and maquettes. CPA, ACC, Honors, and AP are options no matter what course of interest you would like to pursue. We offer a series of courses designed to guide students in the development of talent, technical skills and clarity of vision. The courses explore aesthetics, art criticism, art history, and art production. Successful completion of course objectives will serve as a strong basis for advanced study.*

2D (Two-Dimensional Art)	3D (Three-Dimensional Art)
CPA/Acc	CPA/Acc
Design & Composition	Cultural Crafts Exploration (Fall)
Art Exploration I	American Handicrafts (Spring)
Art Exploration II	Crafts Concentration (Jewelry) (Fall)
	Artisanal Crafts (Ceramics) (Spring)
Digital Art & Design (I)	Foundations of Sculpture (Fall)
Advanced Digital Art & Design (II)	3D Material and Design (Spring)
HONORS	HONORS
Honors Art I (Drawing)	Honors Crafts I
Honors Art II (Painting)	Honors Crafts II
Honors Art III (Portfolio)	
Art Consortium	Honors Sculpture I
	Honors Sculpture II
AP	AP
AP Studio Art I	AP 3D Art and Design I
AP Studio Art II	AP 3D Art and Design II
Unified Art (CPA/ACC) —New!	

Dance I, Dance II

#### **Important Note Regarding ACC Credit in CPA/ACC designated fine art courses**

*Students have the opportunity to earn performance-based accelerated-level credit by satisfying more challenging objectives requiring more work and higher standards of achievement. Students must receive 95% or better during the first quarter. Decisions based on teacher discretion and student performance made by the course's first progress report.*

## CPA/Acc ART COURSES

### UNIFIED ART

**Spring Semester Course - Level of Instruction: ACC/CPA - Credit Value: 2.5**

**Prerequisite: 2 semesters of an art course**

**Open to students in grades 10-12**

Unified Art is a semester course for students who have fulfilled their art requirement and are interested in helping others and working with students of differing abilities (Regular Education and Special Education). Students in this course will learn to communicate effectively with others, be flexible, plan, and organize to help ALL the students in the class find success through art. Projects might include: ceramic sgraffito plate design, group collaborative projects for the school, and student taught art lessons. (also on page 16)

### DESIGN & COMPOSITION

**(2D)**

**Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5**

**Prerequisite: None**

**Open to students in grades 9-12**

Design & Composition is a one-semester course that focuses on the elements and principles of design and how to integrate them into creating cohesive compositions and designs.

Various mediums are used throughout the course. Projects might include: Personal Patterns, Mandalas, Zentangle Art, Surface Design, Paper Molas, Printmaking with Stamps, Posters, Map/Signage creation, and Mixed Media Photography/Fine Art

### ART EXPLORATION I

**(2D)**

**Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5**

**Prerequisite: None**

**Open to students in grades 9-12**

Art I Exploration is a course that is appropriate for students interested in being introduced to a variety of artistic skills and techniques. This is a one-semester foundations course and focuses on developing an understanding of observational drawing skills, perspective, basic painting, drawing and printmaking techniques and color theory. The elements and principles of art and design are introduced in this course and infused into each unit. Some light independent work and personal sketchbook drawings may be expected.

### ART EXPLORATION II

**(2D)**

**Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5**

**Prerequisite: Art I Exploration (2D)**

**Open to students in grades 9-12**

Art II Exploration is a one-semester foundation course that ***builds upon*** the skills and understandings developed in Art I Exploration. This is a one-semester foundations course and focuses on developing a deeper understanding of observational drawing skills, perspective, painting, drawing and printmaking techniques and color theory. The elements and principles of art and design are explored in more depth in this course and infused into each unit. Some light, independent work and personal sketchbook drawings may be expected.

### DIGITAL ART & DESIGN

**(2D)**

**(aka Digital Art & Design I)**

**Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5**

**Prerequisite: None**

**Open to students in grades 9-12**

This course will focus on the visual communication of ideas and concepts in graphic and photographic format using state of the art technology and applications. Students will exercise their problem-solving skills as they develop an understanding of symbolism, composition and non-verbal communication. Students will understand how to solve the same complex problems that Graphic Designers, Advertising Designers, Illustrators and Photographers face. All work will be produced using Adobe Illustrator and Photoshop on the Macintosh. Some digital video applications may be used such as iMovie and Adobe Premiere Pro. Students will also design a simple website to showcase their accomplishments throughout the semester.

## **ADVANCED DIGITAL ART & DESIGN**

**(2D)**

**(aka Digital Art & Design II)**

**Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5**

**Prerequisite: Digital Art & Design I**

**Open to students in grades 9-12**

This course will build on the foundation of knowledge and experience learned in the prerequisite course Digital Art & Design I. Students will continue to add to their website sophisticated art works in the areas of graphic design, illustration and photography, as well as digital drawing and painting. Basic animation, 3D and motion graphics will also be introduced. All work will be produced using Adobe Illustrator, Photoshop, Adobe After Effects, iMovie, and Adobe Premiere Pro on the Macintosh.

## **CULTURAL CRAFTS EXPLORATION**

**(3D) (Fall Semester)**

**(aka Cultural Crafts)**

**Semester Course - Level of Instruction: CPA/Acc - Credit Value: 2.5**

**Prerequisite: None**

**Open to students in grades 9-12**

This is a semester course that explores crafts from around the world. A variety of techniques and materials will be included creating both functional and non-functional works. Projects will include hand sewing, machine sewing, weaving, metalworking, ceramics, needlepoint and beadwork.

## **AMERICAN HANDICRAFTS (II)**

**(3D) (Spring Semester)**

**(aka American Crafts)**

**Semester Course - Level of Instruction: CPA/Acc - Credit Value: 2.5**

**Prerequisite: None**

**Open to students in grades 9-12**

This is a semester course that focuses on American crafts. A variety of techniques and materials will be included creating both functional and non-functional works. Projects will include hand sewing, working with wire, rug making techniques, ceramics, cross stitch, mosaics, and beadwork.

## **CRAFTS CONCENTRATION**

**(3D) (Fall Semester)**

**(aka Crafts Concentration I – Jewelry)**

**Fall Semester Course - Level of Instruction: CPA/Acc - Credit Value:**

**2.5 Prerequisite: None**

**Open to students in grades 9-12**

This one semester course focuses on a stronger understanding and creation of jewelry making. Students will further their techniques and use of materials with a higher level of concentration on design, concept, and craftsmanship. Projects might include: Bead making, kumihimo, wire working, cut sheet metal.

## **ARTISANAL CRAFTS**

**(3D) (Spring Semester)**

**(aka Crafts Concentration II – Ceramics)**

**Spring Semester Course - Level of Instruction: CPA/Acc - Credit Value:**

**2.5 Prerequisite: None**

**Open to students in grades 9-12**

A one semester course that focuses on a stronger understanding of creating with Ceramics. Students will strengthen their skills, techniques, and understanding of materials with a higher level of concentration on design, concept, and craftsmanship. Typical projects are pinch pots, free-form coiling, slab vessels, tile making, and high fire glazing.

## **FOUNDATIONS OF SCULPTURE**

**(3D) (Fall Semester)**

**Semester Course - Level of Instruction: CPA/Acc - Credit Value: 2.5**

**Prerequisite: None**

**Open to Students to Grades 9-12**

This semester course is designed to give the student experience in the creation of three-dimensional art using conventional media and techniques. Carving, hand building, modeling, and construction will be explored using clay, paper, cardboard, plaster, wood, wire and found objects. Students create conceptual art as well as representational works of art. Students should expect to do some homework, light drawing, research and reference gathering.

### **3D MATERIAL AND DESIGN**

**(3D) (Spring Semester)**

**Semester Course - Level of Instruction: CPA/Acc - Credit Value: 2.5**

**Prerequisite: None**

**Open to Students to Grades 9-12**

This semester course is similar to Foundations in Sculpture. Students explore various materials and techniques for 3-dimensional art and design which includes creating both functional and non-functional works of art. Students should expect to do some homework, light drawing, research and reference gathering.

---

### **HONORS/Acc ART COURSES**

*Honors art curriculum is designed for the advanced student, who is academically committed to the intellectual, technical and creative rigor needed for advancement in art.*

### **HONORS ART I**

**(2D)**

**(aka Honors Art I Drawing)**

**Year Course - Level of Instruction: Acc - Credit Value: 5.0**

**Prerequisite: Departmental Recommendation & Drawing Assessment**

**Open to students in grades 9-12**

Honors Art I Drawing is a rigorous year-long, honors-level course appropriate for students who are serious about developing a high level of skill in realism. Observational drawing is the cornerstone of this course. Keeping a sketchbook/journal is required for work done in and out of class throughout the year. Projects will require time spent at home on a regular basis. The course will also touch upon a variety of media including graphite, charcoal, pastel, pen & ink, watercolor, and printmaking. The course is designed to prepare students for portfolio development and to progress to Honors Art II Painting or for application to AP Drawing /2D I.

### **HONORS ART II**

**(2D)**

**(aka Honors Art II Painting)**

**Year Course - Level of Instruction: Acc - Credit Value: 5.0**

**Prerequisite: Honors Art I Drawing or AP Drawing/2D I and Departmental Approval Open to students in grades 9-12**

Honors Art II is a rigorous year-long, honors-level course appropriate for students who are serious about expanding their artistic abilities. With an emphasis on color, students will explore a variety of paint media including acrylic, oil, and gouache, as well as printmaking techniques, both with and without a press. Projects will often require time spent at home. Course assignments are intended to yield portfolio quality work. Opportunities for artistic focus and self-expression expand as the student progresses

### **HONORS ART III**

**(2D)**

**(aka Honors Art III Portfolio)**

**Year Course - Level of Instruction: Acc - Credit Value: 5.0**

**Prerequisite: Honors Art II or AP Drawing/2D II and Departmental Approval Open to students in grades 11, 12**

Honors Art III Portfolio is a course designed for the advanced art student who enjoys and wishes to continue to develop their technical skills and exploration in the arts. Students independently choose a concentration theme and creatively design and develop their own projects. Students choose the media they wish to work with, while demonstrating their technical skills and creative independence. Students research artists and subjects of personal interest for inspiration. Benchmark deadlines and frequent individual and group critiques.

## **ART CONSORTIUM**

**(2D)**

**Year Course - Level of Instruction: Acc - Credit Value: 5.0**

**Prerequisite: Honors Level or AP Level Art class and Dept recommendation**

Art Consortium is an accelerated level art course specifically designed for seniors who are used to working at an accelerated level or above in their prior art courses. This course provides a high-level, multimedia experience intended to expand the students' art experience in both 2D and 3D media. Projects include creating a sculpted maquette and diorama, developing a piece of wearable art, working with a teacher/client to develop a site-specific work of art for the school, and exploring a variety of printmaking techniques. Students should be self-motivated, willing to devote some time outside of class and excited to challenge themselves creatively and independently throughout the year. There is no summer work required for this course.

## **HONORS CRAFTS I**

**(3D)**

**Year Course - Level of Instruction: Acc - Credit Value: 5.0**

**Prerequisite: Previous crafts courses and Departmental Recommendation**

This is a year course designed for the advanced art student with a serious interest in crafts. Students will be challenged to build upon previously learned crafts techniques to create complex projects at a high level of craftsmanship. Fiber, clay, glass and metal are the basic materials that will be used, but more sophisticated techniques will be employed. A commitment to additional work hours beyond classroom time is necessary.

## **HONORS CRAFTS II**

**(3D)**

**Year Course – Level of Instruction: Acc-Credit Value: 5.0**

**Prerequisite: Previous crafts courses and Departmental Recommendation**

This is a year course designed for the advanced craft student to continue mastering skills acquired in Honors Crafts I. Students will use previously learned crafts techniques and learn new techniques to create complex projects at a high level of craftsmanship using a combination of materials. A commitment to additional work hours beyond classroom time is necessary. Students are recommended for Honors Crafts II based on the strength of their portfolio, including craftsmanship and complexity of completed projects.

## **HONORS SCULPTURE I**

**(3D)**

**Year Course - Level of Instruction: Acc - Credit Value: 5.0**

**Prerequisite: Departmental Recommendation**

**Open to Students in grades 9-12**

This is a year course designed for the advanced art student with a serious interest in 3-dimensional arts. Projects will include representational and conceptual art, functional and non-functional works of art including the use of clay, stone, plaster, paper, cardboard, wire, metal, wood and found objects. Students must work at a rigorous pace and be extremely self-motivated. Students should anticipate light drawing and designing, class critiques and project development both during class and outside of class. A commitment to additional work hours beyond classroom time is necessary.

## **HONORS SCULPTURE II**

**(3D)**

**Year Course – Level of Instruction: Acc-Credit Value: 5.0**

**Prerequisite: Departmental Recommendation/Completion of 3D Honors I**

**Open to students in grades 9-12**

This course is designed to continue mastering skills acquired in Honors 1-3D Concepts and exploring 3-dimensional art and design. With the introduction of new skills, projects will include representational (portraiture) and conceptual art, functional (industrial and product design) and non-functional works of art including the use of clay and raku. Students must work at a rigorous pace and be extremely self-motivated. Students should anticipate light drawing and designing, class critiques and project development both during class and outside of class. A commitment to additional work hours beyond classroom time is necessary.

## ADVANCED PLACEMENT (AP) ART COURSES

*The AP Art curriculum is designed for the highly engaged student, who is academically committed to the intellectual, technical and creative rigor needed for college-level coursework and college-level demands of their time.*

### AP STUDIO ART I

(2D)

(aka AP Drawing I)

**Year Course - Level of Instruction: AP – Credit Value: 5.0**

**Prerequisite: Honors Art I Drawing/2D and departmental recommendation**

**Offered to students in grades 10, 11 & 12**

AP Studio Art I is a highly demanding course suited for students who have a passion for developing a high level of art skills in a variety of media, have demonstrated a high level of skill in observational drawing and are extremely self-motivated. Students should plan to spend significant time on projects outside of class. This course continues to build upon the drawing skills developed in Honors Art I, while introducing students to the skills and knowledge to successfully utilize a wide range of media. Creative thinking is highly stressed as students develop unique visual solutions to creative challenges. Students must maintain a grade of B or better to remain in the course. Successful completion of this course, and departmental approval, is required to move to AP Studio Art II. Weekly sketchbook work and periodic written assignments are included in the course, and finished work is due approximately every other week. Summer work is required as well.

### AP STUDIO ART II

(2D)

(aka AP Drawing II)

**Year Course – Level of Instruction: AP – Credit Value: 5.0**

**Prerequisite: AP Studio Art I and departmental recommendation**

**Offered to students in grades 11 & 12**

AP Studio Art II is a highly demanding course that builds upon the drawing skills, and creative thinking skills, developed in AP Studio Art I. In addition to in-class projects that address a wide variety of media, students create an inquiry-driven independent body of work outside of class. This body of work is referred to as the "Sustained Investigation" and focuses on the deep exploration of a student-chosen theme through the development of approximately twelve pieces of art. Students are required to document the process of their experience, including their research, exploration, practice and revision. The completed portfolio must be submitted to College Board in the spring. This course is suitable for students who are extremely self-motivated, have significant time available outside of class to devote to the course, and have a passion for personal growth, exploration and expression through drawing related media. Students must maintain a grade of B or better to remain in the course, and must complete summer work before beginning the course. Students are required to participate in the Annual AP Studio Art Show in May, and are also required to participate in various art competitions, visit and report on exhibit and museum visits and maintain an on-going creative journal.

**AP 3D ART & DESIGN I****(3D)****Level of Instruction: AP – Credit Value: 5.0 Prerequisite: 3D Honors I, 3D Honors II, and departmental recommendation****Offered to students in grades 10, 11 & 12**

AP 3D art and Design is a highly demanding course suited for students who have a passion for developing a high level of art skills in a variety of media, have demonstrated a high level of skill in sculpture using clay, metal, mixed media, paper cardboard. Students must be extremely self-motivated and students should plan to spend significant time on projects outside of class. This course continues to build upon the sculpture building/design skills developed in 3D Honors I & II while introducing students to the skills and knowledge to successfully utilize a wide range of media. Creative thinking is highly stressed as students develop unique visual solutions to creative challenges. Students must maintain a grade of B or better to remain in the course. Successful completion of this course, and departmental approval, is required to move to AP 3D Art and Design II. Weekly sketchbook work and periodic written assignments are included in the course, and finished work is due approximately every other week. Summer work is required as well.

**AP 3D ART AND DESIGN II****(3D)****Year Course – Level of Instruction: AP – Credit Value: 5.0 Prerequisite: AP 3D Art and Design I and departmental recommendation Offered to students in grades 11 & 12 .**

AP 3D Art and Design II is a highly demanding course that builds upon sculpture using clay, metal, mixed media, paper cardboard., and creative thinking skills, developed in AP 3D Art and Design I. In addition to in-class projects that address a wide variety of media, students create an inquiry-driven independent body of work outside of class. This body of work is referred to as the "Sustained Investigation" and focuses on the deep exploration of a student-chosen theme through the development of approximately twelve pieces of art. Students are required to document the process of their experience, including their research, exploration, practice and revision. The completed portfolio must be submitted to College Board in the spring. This course is suitable for students who are extremely self-motivated, have significant time available outside of class to devote to the course, and have a passion for personal growth, exploration and expression through 3D related media. Students must maintain a grade of B or better to remain in the course and must complete summer work before beginning the course. Students are required to participate in various art competitions, report on exhibit and museum visits and maintain an ongoing creative journal.

**DANCE****DANCE I****See Guidance - Level of Instruction: CPA/Acc - Credit Value: 2.5****Open to students in grades 9-12**

The intention of this course is to provide a meaningful experience and breadth of knowledge of dance so that students may apply their knowledge to the creation of dance. Areas of study include Jazz, Modern, Hip Hop, choreography, and improvisation, professional lectures, performances by professional dance troupes and field trips. Students have a choice of either doing a solo with a 5-Day Journal, or to dance in the annual Winter or Spring Dance Concert with a 3-Day Journal for their Final Exam but they are not required to do both.

**DANCE 2****See Guidance - Level of Instruction: CPA/Acc - Credit Value: 2.5****Open to students in grades 9-12****Students receive Art Credit**

The intermediate level dance course is designed for students with a good foundation in dance. Preferably students who have completed Dance 1 Foundation. Students have a choice of either doing a solo with a 5-Day Journal, or to dance in the annual Winter or Spring Dance Concert with a 3-Day Journal for their Final Exam but they are not required to do both.



## **BUSINESS EDUCATION**

Business Law (ACC/CPA)

\*Business Economics (ACC/CPA)

\*Sports & Entertainment Marketing (ACC/CPA)

\*Sports & Entertainment Marketing (ACC/CPA)

Financial Literacy 1 (ACC/CPA)

### **BUSINESS LAW**

**Semester Course - Level of Instruction: CPA/Acc - Credit Value: 2.5**

**Prerequisite: None**      **Open to students in grades 10, 11 & 12**

**Fulfills Financial Literacy Requirements**

Business Law is a one semester introductory course that explores the fundamentals of the law. Connections to real world business situations help students understand the relevance and importance of issues and concepts presented. Personal law topics are also explored, targeting legal issues that affect the students' lives. Illustrations of major functions, procedures, and substance of personal law are discussed and help develop students' critical thinking and legal problem solving skills. Students will gain an understanding of different types of legal and ethical issues, the court system, and the difference between criminal and tort law. Students will also explore the law of contracts and examine different types of contracts.

In a cooperative learning environment, students participate in a variety of learning activities, including case studies, projects, Internet exercises, research, role-plays, mock trials, debates, tests, quizzes, reports, and presentations. As a result, students develop their communications, listening, and interpersonal skills. Attention is paid to team building, project management, time management, and real-world applications with hands-on experiences that challenge students to apply legal precedents, interpret legal discussions, and apply critical thinking skills.

### **BUSINESS ECONOMICS**

**Semester Course - Level of Instruction: CPA/Acc - Credit Value: 2.5**

**Prerequisite: None**

**Open to students in grades 9, 10, 11 & 12**

**Fulfills Financial Literacy Requirements**

Business Economics is a one semester introductory course that explores the fundamentals of economics and business. The course examines business and its environment from a social, ethical, economic, and international perspective. Connections to real-world situations help students understand the relevance and importance of issues and concepts presented.

Students gain an understanding of the different forms of business ownership, focusing on franchises, proprietorships, partnerships, and corporations. Management responsibilities are also examined to help develop students' critical thinking and business problem solving skills. Financial management topics are explored. Topics are discussed around economics and business as students will experience them in their lives. Attention is given to team building, project management, time management, accountability, and real-world applications with hands-on experiences that challenge students to apply economics and business concepts, interpret business discussions, and apply critical thinking skills.

## **SPORTS AND ENTERTAINMENT MARKETING**

**Semester Course - Level Instruction: CPA/Acc - Credit Value: 2.5**

**Prerequisite: None**

**Open to students in grades 10, 11 & 12**

**Fulfills Financial Literacy Requirements**

Sports and Entertainment Marketing explores the concepts and theories of marketing as they relate to the world of sports and entertainment. Students gain an understanding of how sports and entertainment industries operate and how they impact the economy. Students also develop an understanding of basic principles of marketing, the components of the marketing mix, and the significance of product, price, promotion, and place (distribution). They explore the elements of market segmentation.

Students will participate in a variety of learning activities, including case studies, projects, Internet exercises, research, role-plays, tests, quizzes, reports, and presentations. Students develop their communications and interpersonal skills. Attention is given to team building, project management, time management, and personal marketing. Critical thinking, problem solving, and decision making as well as key workplace competencies, such as responsibility, self-management, leadership, and ethical practices are discussed and emphasized.

## **FINANCIAL LITERACY 1**

**Semester Course – Level Instruction: CPA/Acc – Credit Value: 2.5**

**Prerequisite: None**

**Open to students in grades 9, 10, 11 & 12**

**Fulfills Financial Literacy Requirements**

Financial Literacy is a one semester introductory course that is designed to equip students with the financial literacy skills needed to effectively manage their personal finances and help them make sound financial decisions. Students will develop an understanding of social, psychological and physiological contexts that influence financial decisions. Students will learn about the financial tools needed to analyze, plan and manage their financial resources at different life stages.

Discussion topics include: Joining the Workforce; Taxes; Savings and Checking Accounts; Types of Credit; Cost of College; Investing; Insurance; and Budgeting.

# MUSIC



**AP Music Theory**  
**Choral Music**  
**Instrumental Music – Band**  
**Instrumental Music Orchestra**  
**Music Theory 1 & 2 (Musicianship 1 & 2)**  
**Music and Technology 1 & 2**

## **PERFORMANCE ENSEMBLES**

**Year Course – Level of Instruction: ACC/CPA Credit Value: 5.0**

**Prerequisite: None**

**Open to students in grades 9 – 12**

All music performance groups (Band, Chorus, Orchestra) are included in school rank determination and may be taken at either the CPA or ACC level. The class work is the same for both, however the ACC level requires a commitment to additional and more intensive study. An ACC level student will develop an individual performance contract for each marking period and participate in monthly recitals. Membership in Wind Ensemble, Orchestra or Chamber Strings may also be required in addition to exemplary participation in Band, Chorus, or Orchestra. Selection for ACC level is by audition with the Music Department staff.

**BAND:** Open to any student interested in playing a wind, brass or percussion instrument. Course requirements include participation at all band events. Ensembles include Fall Band (all students grades 9-12), Concert Band (Grade 9), and two Symphonic Bands (Grades 10-12). Select ensembles by audition from students enrolled in Concert Band or Symphonic Band include Wind Ensemble and Jazz Band.

**CHORUS:** Open to any student interested in singing. Course requirements include participation at all chorus events. Ninth grade chorus is a separate ensemble and meets during its own period. Chorale is selected by audition from members of the Miller Chorus or Cantica Nova.

**ORCHESTRA:** Open to any student who already plays violin, viola, cello or string bass. Course requirements include participation at all orchestral events. The Chamber Strings are selected by audition from members of the Orchestra.

## **MUSIC AND TECHNOLOGY I**

**Year Course - Level of Instruction: ACC - Credit Value: 5.0**

**Prerequisite: None**

**Open to students in grades 9-12**

This course will develop an understanding of how technology has influenced music and the industry over the past century, how it continues to evolve, and how technology enhances music's aesthetic experience. Students will take a hands-on approach to learning through working in our new music technology lab with industry leading hardware and software, including Garage Band, Sibelius, and Logic. Throughout the year this course will include participation in authentic learning experiences including the creation of original music compositions and arrangements, as well as compact discs and movies, all utilizing the same hardware and software applications used by professional sound engineers. At the conclusion of the course, students will create a comprehensive electronic portfolio of their work.

## **MUSIC AND TECHNOLOGY 2**

**Year Course - Level of Instruction: ACC - Credit Value: 5.0**

**Prerequisite: Music and Technology 1**

This course will continue to develop more advanced skills that were introduced in Music and Technology 1. Students will focus on recording technologies, podcasting, film scoring, orchestration, composition, and arranging. Work on independent projects will be tailored to individual student interests within the scope of the curriculum. Students will develop more comprehensive skills with software and hardware associated with GarageBand, Logic, and Sibelius.

## **MUSIC THEORY 1 (MUSICIANSHIP 1)**

**Semester Course - Level of Instruction: ACC- Credit Value: 2.5**

**Prerequisite: None**

**Open to students in grades 9-12**

This course will give the student exposure to the fundamentals of music theory, music history and appreciation. It is designed to introduce a student to the special types of thinking processes necessary to analyze a performing art form. The history portion will include a chronology of historical periods in music and a review of major composers. The theory portion will include basic notation, scales (major & minor), intervals, triads, sight singing, dictation and basic four-part analysis. **THIS COURSE IS A PREREQUISITE FOR MUSIC THEORY 2 (Musicianship 2).** Students currently enrolled in one of the school's performance ensembles may not enroll for a theory course in lieu of their performance ensemble without written permission from the Director of Music.

## **MUSIC THEORY 2 (MUSICIANSHIP 2)**

**Semester Course - Level of Instruction: ACC - Credit Value: 2.5**

**Prerequisite: Music Theory 1 (Musicianship 1)**

It is recommended that this course be taken consecutively with Music Theory 1 (Musicianship 1), since it is a continuation of the musical concepts studied in Music Theory 1 (Musicianship 1). Successful completion of Music Theory 1 is required. Theoretical concepts will include (but not limited to) non-chord tones, cadences, seventh chords, melodic structure, four-part analysis and an introduction to four-part writing in the styles of J.S. Bach. Composition and improvisation may be included during the semester. A more in-depth emphasis on sight-singing and dictation will also be implemented. Students currently enrolled in one of the school's performance ensembles may not enroll for a theory course in lieu of their performance ensemble without written permission from the Director of Music. **THIS COURSE IS A PREREQUISITE FOR AP MUSIC THEORY**

## **ADVANCED PLACEMENT MUSIC THEORY**

**Year Course - Level of Instruction: AP - Credit Value: 5.0**

**Prerequisite: Music Theory 2 (Musicianship 2) and Departmentally administered qualifying exam.**

**Open to students in Grades 10-12**

This course is designed to meet the needs of students who wish to further their knowledge in Music Theory. Successful completion of Music Theory 2 (Musicianship 2) and a departmentally administered qualifying exam is required. The ultimate goal of the AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best promoted by integrated approaches to the student's development of: aural, sight-singing, written, compositional and analytical skills through listening, performance, written, creative and analytical exercises. Considerable emphasis will be on four-part writing and more sophisticated and creative tasks such as: melodic and harmonic dictation, composition of a bass line for a given melody, realization of a figured bass, realization of Roman numeral progression, analysis and sight-singing. This offering will prepare the student to take the AP Music Theory Exam. Students currently enrolled in one of the school's performance ensembles may not enroll for a theory course in lieu of their performance ensemble without written permission from the Director of Music.

# HEALTH AND PHYSICAL EDUCATION

Physical Education and Health are required courses of study in the state of New Jersey. To qualify for the Millburn High School diploma, a student must pass four years of the required program.



## PHYSICAL EDUCATION

Physical Education is a coeducational program. Students in grades 9-12 will be offered specific activities by marking period. Students will have the opportunity to select particular activities that include fitness and strength training, yoga/pilates, archery and Adventure Education which includes cooperative team building, a variety of team and individual activities, and dance.

## INDEPENDENT STUDY – PHYSICAL EDUCATION

Students who wish to pursue independent study in physical education must complete all appropriate forms during the first two weeks of the first semester. No applications will be accepted after that date. These forms may be obtained from the Health and Physical Education Department. If approved, students will be scheduled for study hall during their physical education class. Students who fail to attend study hall will be removed from independent study. Students Must Participate In Health Education For One (1) Marking Period.

Independent study contracts in physical education will be approved only for high school students involved in an individualized, rigorous training program of at least 18 hours per week which prepares them for competition in a sport on an elite or national level. Traveling teams or individualized strength training programs will not be approved.

## PHYSICAL EDUCATION OPT OUT

- Students in grade 10-12 who are on a Millburn athletic team may opt out of physical education during that season to take a study hall in order to obtain extra time for academic work. Opt Out is not an option for Health classes.
- Grade 9 students do not have this option.
- Opt Out is designed to enable students to meet existing academic demands: students are advised to not increase the challenge of their course load.
- Those on a Fall team may opt out of PE during Quarter 1. Winter team members may opt out of PE during Quarters 2 and 3 (until their sport is done). Spring team members may opt out of PE during Quarters 3 and 4 (until their sport is done). Students are not eligible for PE Option if they are currently failing PE.
- Students opting out of PE will be assigned a study hall and Senior Privilege may not be invoked nor "guidance days" used.
- Students will earn a Pass/Fail each quarter based primarily on their participation on the athletic team and attendance in Study Hall. Students who leave a team are to resume PE the next day. Students are not to be granted PE options if they already have a study hall or if the student is a senior and is scheduled for less than seven classes.
- Excessive absences in the Opt Out Study Hall will result in revoking Opt Out and a return to Physical Education

## **VARSITY EXEMPTION (GR 9)**

Varsity exemption excuses freshman from physical education only on days of 'varsity' competition. Freshman will have an opportunity to do academic work in a study hall. This recognizes the extra time and commitment associated with varsity competition. Students must submit a note from their coach or the Athletic Director to their physical education instructor attesting to their varsity status. The note may be submitted for the entire team by the coach. In sports where all team members might attend competitions, or even compete, a distinction is made for those athletes who are potential 'point scorers.

## **PE MEDICAL EXEMPTION**

Any student unable to participate in PE due to a medical condition or injury must be placed on PE Medical Exemption through the nurse's office. This requires proper documentation from a physician. Student on medical exemption will remain in a PE course and complete written alternative assignments.

## **HEALTH EDUCATION**

The Millburn High School Health Education curriculum is based on the philosophy that students need to develop an understanding of various health related topics in order to maintain a healthy lifestyle. It is the goal of Health Education Department and our Health Instructors to stay current with the constant changes in scientific data that occur in many of the health-related fields. It is imperative that students are able to make healthy, educated and responsible decisions concerning their lifestyles for today and in the future. Students will receive one full marking period of health.

## **FRESHMAN HEALTH**

The ninth grade curriculum will include male/female reproductive systems, mental health disorders, stress management, personality, self-esteem, emotions, human sexuality, drug/alcohol use, misuse and abuse, decision-making skills, refusal skills, sexually transmitted infections, AIDS education, and teen dating abuse awareness.

## **SOPHOMORE HEALTH**

All tenth grade students will take a Drivers' Theory Course. The course is designed to develop an awareness in students of the many physical, psychological, environmental, legal, social; and economic factors that are involved when an individual gets behind the wheel of an automobile.

## **JUNIOR HEALTH**

The eleventh grade curriculum will include human anatomy and physiology functions of the male and female reproductive systems, dating/relationships, sexual behavior, marriage, abstinence, contraception, pregnancy and birth, sexually transmitted infections, drug/alcohol use, misuse and abuse, cancer, heart disease, AIDS education, decision-making skills, and food/nutrition.

## **SENIOR HEALTH**

The twelfth grade curriculum broadens the student's awareness of such topics as drug/alcohol addiction, sexual abuse, building healthy relationships, sexuality and AIDS. It emphasizes the concept that maturity implies responsible behavior and reflects a person's level of growth in meeting the challenges of society. The purpose of the course is to help prepare the seniors for life after graduation.

# **SCHEDULING WORKSHEET**

## **FIRST SEMESTER**

Course Number	Course Name

## **SECOND SEMESTER**

Course Number	Course Name

## SCHEDULING WORKSHEET

### FIRST SEMESTER

Course Number	Course Name

### SECOND SEMESTER

Course Number	Course Name



## NOTES

## NOTES

**INSIDE BACK COVER - BLANK**

**BACK COVER - BLANK**