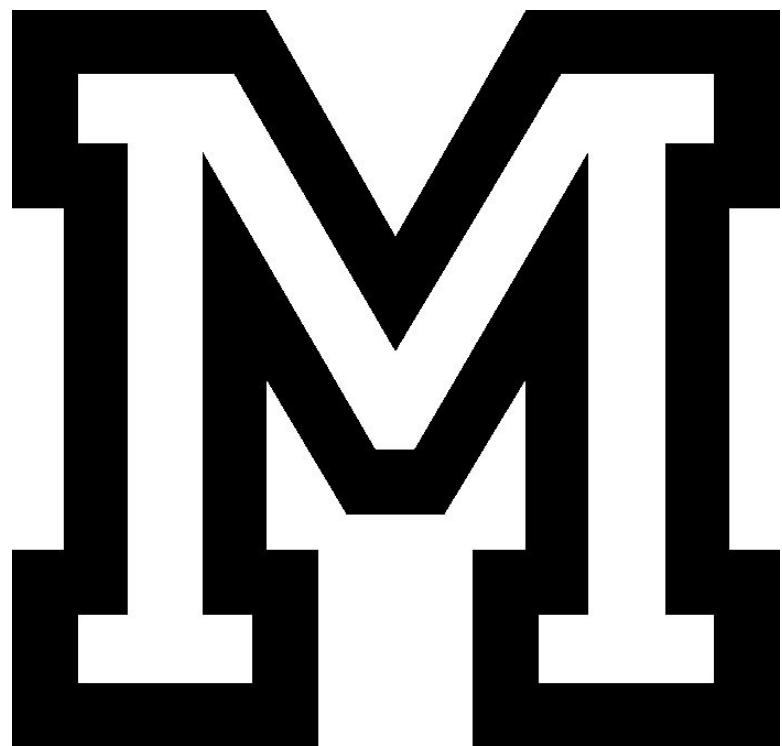


Tab 1



MONTCLAIR HIGH SCHOOL
Program of Studies
2026-2027

HIGH SCHOOL ADMINISTRATION

Jeffrey Freeman, Principal
Mirta Alsina, Assistant Principal
Reginald Clark, Assistant Principal
Jeffrey Gannon, Assistant Principal
Elizabeth Marflak, Assistant Principal
Matthew Belford, Athletic Director
Maria Meo, Supervisor of Pupil Services

SCHOOL COUNSELING DEPARTMENT

Jennifer Griffith, Director of School Counseling
Kari Devine, School Counselor
Whitney Gibbs, School Counselor
Lauren Csuka, School Counselor
Chanda Fields, School Counselor
Dana Labonia, School Counselor
Erica Rago, School Counselor
Debbie Jaramillo, School Counselor
Bryan Hardy, School Counselor
Hugh Witter, School Counselor

CHILD STUDY TEAM

Arlene Luna, LDTC
Maureen O'Connell, LDTC
Jeffrey Heike, Social Worker
Claudia Knierling, Psychologist (OOD)
Kristin Koenigsfest, Psychologist
Margaret Omariba, LDTC
Dr. Lindsay Reddington, Psychologist
Dr. Janet Schultz-Leon, Psychologist
Paige Hakimian, School Psychologist
Shirley Tantawi, LDTC (OOD)
Sari Mahr, Speech Pathologist
Sarah Breagy, Occupational Therapist

SMALL LEARNING COMMUNITY LEAD TEACHERS

Sabrina Conti (C.S.J.)
Anne Baney-Giampoala & Kaitlin Schultz, Civics and Government Institute (CGI)



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

Jeffrey A. Freeman
Principal

Dear Students, Parents, Caregivers and Guardians:

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

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

Our academic programs have sustained a standard of excellence that supports high levels of student achievement, including recognition as National Merit Scholars and National Achievement Scholars for outstanding African American and Hispanic students. Many MHS students regularly attend various Governor's Schools, reflecting their academic strength and leadership potential. Montclair High School fields a very competitive Federal Reserve Bank Fed Challenge team, alongside strong performances in Model United Nations and Mock Trial competitions. MHS music students consistently audition for and are selected to participate in Regional and All-State Band and Orchestra ensembles. In addition, Montclair High School offers more than 30 athletic programs and over 100 extracurricular clubs and organizations, providing a wide range of opportunities that support student engagement, growth, and achievement beyond the classroom.

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

Sincerely,

Jeffrey A. Freeman
Principal



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WWW.MONTCLAIR.K12.NJ.US

Jennifer P. Griffith
Director of School Counseling

Dear Students:

Welcome to Montclair High School's Program of Studies!

At Montclair High School, we are committed to providing every student with an education that paves the way for future success. With a rich array of academic and elective opportunities, our goal is to empower students to explore their interests, sharpen their skills, and prepare for the challenges and opportunities of the 21st century.

This Program of Studies is designed to be a valuable resource, offering a comprehensive overview of the courses and programs available. It's here to help you make informed decisions as you plan your academic journey for the next school year.

We know that academic rigor plays a key role in college admissions and career readiness. That's why the School Counseling Department encourages all students to challenge themselves by selecting the most rigorous courses they can manage successfully, while keeping a healthy balance with extracurricular activities and personal responsibilities. Choosing the right courses is an important decision, and we strongly recommend thoughtful discussions with your family, teachers, and school counselor. Ultimately, your course choices should reflect your needs, goals, and passions.

Every student at Montclair High School is assigned a dedicated school counselor. Your counselor's primary role is to support you academically, ensuring you are on track to meet both state and local graduation requirements, while also guiding you toward your post-secondary aspirations through the course selection process.

Remember, this guide is here for you to use in partnership with your school counselor. Together, we'll map out a path that sets you up for success-both now and in the future.

Welcome to an exciting journey of growth and discovery at Montclair High School!

Sincerely,

Jennifer P. Griffith
Director of School Counseling

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HOW TO USE THE PROGRAM OF STUDIES

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

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

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

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

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

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

DOUBLE-DROP NINE PERIOD SCHEDULE

Students will be scheduled for nine periods on a rotating double-drop schedule. Each day, a total of six periods will occur, thus one morning class and one afternoon class will rotate out of the schedule. There will be a single lunch period for the entire school community, allowing all students and staff to eat, socialize, and recharge at the same time. Students must enroll in, and successfully complete all basic graduation requirements established by the New Jersey Department of Education.

COURSE FLOWCHARTS

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

GRADUATION REQUIREMENTS

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

The State of New Jersey graduation requirements are as follows:

1. Earn at least 120 credits (**MHS requires 122 credits per Board Policy5460).**
2. 20 credits of courses listed in the Program Of Studies under English Language Arts.
3. 15 credits of courses listed in the Program Of Studies under Mathematics (including Algebra I, Geometry and a course that builds upon Algebra I and Geometry skills).
4. 15 credits in Social Studies (5 credits in World History and 10 credits in US History).
5. 15 credits of courses listed in Science (5 credits in Biology and an additional 10 credits of laboratory/inquiry based science).
6. 5 credits in World Languages.
7. 2.5 credits in Financial Literacy (*See Appendix A for courses that satisfy this requirement*).
8. 3.75 credits per year of health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8
9. 5 credits in the Visual and Performing Arts (*See Appendix A for courses that satisfy this requirement*).
10. 5 credits in 21st Century Life and Careers, or Career-Technical Education (*See Appendix A for courses that satisfy this requirement*).
11. Students shall demonstrate proficiency in BOTH English Language Arts (ELA) and Mathematics by meeting the requirements outlined in Appendix C.

PLANNING FOR A COLLEGE EDUCATION

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

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

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

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

CREDIT REQUIREMENTS, COURSE SELECTION, AND SCHEDULING GUIDELINES

Students in grades 9 through 11 should maintain a yearly workload of a minimum of 35 credits when academic scheduling permits (students need to complete 15 credits at the end of the first semester and 30 credits at the end of the year to participate in athletics the next season). Seniors, provided they are on track to graduate, may maintain a workload of 30 credits.

The credit requirements for promotion are as follows:

Freshman (9 th Grade)	Promotion from 8th grade
Sophomore (10 th Grade)	25 credits
Junior (11 th Grade)	50 credits
Senior (12 th Grade)	85 credits
<u>*GRADUATION TOTAL</u>	<u>122 credits</u>

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

COURSE INSTRUCTIONAL LEVELS

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

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

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

COURSE INSTRUCTIONAL LEVELS:

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

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

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

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

COURSE OVERRIDES

Students who wish to take courses at a higher instructional level than they are recommended for must complete the override form in the Genesis Parent Portal. Students can only override instructional levels, not courses. For instance, a student cannot override Geometry to take Algebra II, but can override Geometry to take Geometry H. Counselors will attempt to honor the override request based upon availability within the master schedule. Students who elect to override into a course must remain in that course for a minimum of one quarter, before requesting a change back to a lower level. If a schedule change to a lower level is made, the grade from the override course will transfer to the new class, as part of the student's academic record.

GRADE POINT AVERAGE (GPA)

The grade point average (GPA) is computed at the end of the 11th grade and then again at the end of the 12th grade. All MHS subjects are used in determining a student's GPA except courses with a "pass/fail" mark. Students should be aware that the end of junior year GPA is based upon three years of courses. The higher the final grade and the higher the academic level, the higher the GPA will be.

HOME INSTRUCTION

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

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

CONTRACTING FOR HONORS

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

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

TECHNICAL AND JOB-ORIENTED PROGRAMS

Students, while in high school, can gain specialized skills, which will lead to employment either upon graduation or after a year or two of additional education. Such opportunities at Montclair High School include electronics, digital imaging, web design, business support services, automotive work, and carpentry. Young people who wish

to equip themselves through these programs should prepare themselves in grades 9 and 10 with relevant mathematics and science courses.

Essex County Vocational Technical School (ECVTS) Shared-Time Program Overview

The Shared-Time Program at **Essex County West Caldwell Tech** provides students with a unique opportunity to enroll in Career & Technical Education (CTE) programs while continuing their regular studies at their home high school. This program is only available at the **West Caldwell Tech** campus and is open exclusively to students applying during their freshman year.

Program **Details:**
Shared-Time students attend CTE courses for three periods per day, with freshmen and sophomores attending morning classes (Periods 1-3) and juniors and seniors attending afternoon classes (Periods 7-9). Students complete their remaining coursework at their home high school for the rest of the day. Most programs consist of four years of study, equipping students with the technical skills and knowledge needed for entry-level jobs or further education in their chosen field.

The program also emphasizes workplace readiness skills, offering students opportunities such as state-board licensure in cosmetology, job shadowing, and work-based structured learning experiences in various CTE areas.

Eligibility Requirements:

- General education students must be on track for graduation to ensure they can complete all requirements within four years.
- The program is open to general education, special education, and English learner students in their freshman year.
- Students must complete the application process to be considered, though admissions for certain programs may remain open on a space-available basis.

Equal Opportunity Statement:

All students have equal access to ECVTS programs, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status, as per 34 C.F.R. Part 100, Appendix B, Section IV-A. Additionally, no qualified individual with a disability will be excluded or discriminated against under any federally funded program or activity (34 C.F.R. Part 104.4(a)(b)).

Students interested in the Shared-Time Program must apply during their freshman year and meet all program and graduation requirements. This program provides a valuable pathway for students to explore careers, gain technical skills, and prepare for success in both the workforce and higher education.

INDEPENDENT STUDY

Students who have demonstrated maturity and responsibility may be permitted to decide what use to make of their non-class time each day. The student who proves eligible for this freedom will have a valuable opportunity to utilize the full resources of the school, faculty and community to prepare him/herself for the greater independence and self-monitoring that most young people will assume upon completing high school. Independent Studies can only be offered for courses that have a curriculum written that has been approved by

the Board of Education. It must be a course that is already offered at Montclair High School, but does not fit into the student's schedule. If you are interested in pursuing an Independent Study, please see your School Counselor for more information.

EXTERNAL COURSEWORK

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

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

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

SPECIAL PROGRAMS

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

Montclair Academic Dual Enrollment Program (MADE)

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

Essex County College Dual Enrollment Program at Essex County College (ECCDE)

Essex County Dual Enrollment is a dual enrollment program between Montclair High School and Essex County College. High school seniors have the opportunity to take courses during the school day at Essex County College, including Computer Science, Math, English Writing, Psychology, Anthropology, Sociology, Political Science, German, Music, and Earth and Environmental Studies. High school seniors can concurrently earn 20 MHS credits and 12 Essex County College credits in their senior year. Students must apply to this program through the School Counseling Office in their junior year.

Essex County College Dual Enrollment Afterschool Program at Montclair High School (ECCDE-MHS)

Essex County College Dual Enrollment is a dual enrollment program between Montclair High School and Essex County College. **High school juniors and seniors have the opportunity to take courses after school at Montclair High School.** Essex County College courses are selected by MHS staff based on collective student interest. Choices span across nearly all areas of campus, including Computer Science, Math, English Writing, Psychology, Anthropology, Sociology, Political Science, German, Music, and Earth and Environmental Studies. High school juniors and seniors can concurrently earn 35 MHS credits and up to 9 Essex County College credits in their junior or senior year. Students can apply to this program through the School Counseling Office in their junior or senior year.

C.I.P

The Career Internship Program (C.I.P.) is offered to all Seniors in good academic and behavior standing by offering real-world experience through internships with organizations within a 50-mile radius of Montclair High School. Students will receive a passing score at the end of their senior year based on completion of their internship.

WESTON SCIENCE SCHOLARS

Grades 9, 10, 11

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

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

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

WESTON HEALTH INTERNSHIP PROGRAM (W.H.I.P)

Grades: Rising Seniors

The goal of this program is to provide motivated Seniors an opportunity to intern and be exposed to a variety of healthcare environments and professions. Montclair Public School Rising Seniors can have the opportunity to intern and be exposed to a multitude of health professions in medicine. This is a non-tuition-based program. The areas of observation will include: Radiology, Pharmacy, Respiratory, Dental Clinic, Physical Therapy, Nursing, ICU, Emergency Dept. and Administration. There will also be an opportunity to shadow a physician for 1 week.

NINTH GRADE ACADEMY

All ninth-grade students at Montclair High School are considered members of the **Ninth Grade Academy**. This program serves as a bridge to a successful high school, college, and career experience. Located primarily in the George Inness Annex, the Ninth Grade Academy provides a safe and supportive environment where students can make the significant academic, emotional, and social transitions associated with their first year of high school.

The Academy is designed to help students build the skills, confidence, and desire to succeed. With a small learning environment, it offers an intensive academic experience coupled with a level of personalized support and encouragement that ensures students are on track for success. This smaller setting makes it easier to address school adjustment issues and provide tailored support for each student.

The Ninth Grade Academy has its own dedicated team, including an assistant principal, school counselors, a student assistance counselor, and a nurse—all of whom are familiar with and sensitive to the unique challenges that ninth graders face during this important stage of their development.

SMALL LEARNING COMMUNITIES

The goal of Montclair High School's ***Design for the 21st Century*** is to create a rigorous learning environment in which all students learn, to which all students feel connected and in which all students are invested. As a part of this effort, several courses have been developed into small learning communities (SLCs). Some of the elements usually found in these SLCs are that they are interdisciplinary, multi-year, and team-taught. Because of the greater amount of time spent in them, SLCs provide students the opportunity to develop a closer relationship with their teachers and fellow students in the community. There are currently only three Small Learning Communities at Montclair High: Ninth Grade Academy, Civics & Government Institute (CGI) and Center for Social Justice (CSJ). Please note, students enrolled in CSJ or CGI who wish to leave the Small Learning Community must first consult their School Counselor to schedule an exit meeting with the SLC Lead Teacher.

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

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

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

Full Year – 15 Credits

Prerequisite: CGI Statement of Interest

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

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

In the second period elective component of CGI, known as Government Studies, students participate in a variety

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

The Civics and Government Institute provides an educational environment through which students can develop an understanding of their roles as functioning members of the community, state, nation, and the world. For more information, please contact Mr. Reginald Clark at 973-509-4001.

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

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

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

Full Year – 15 Credits

Prerequisite: Review of CSJ Interest Form

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

ENGLISH DEPARTMENT GRADES 9-12

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

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

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

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

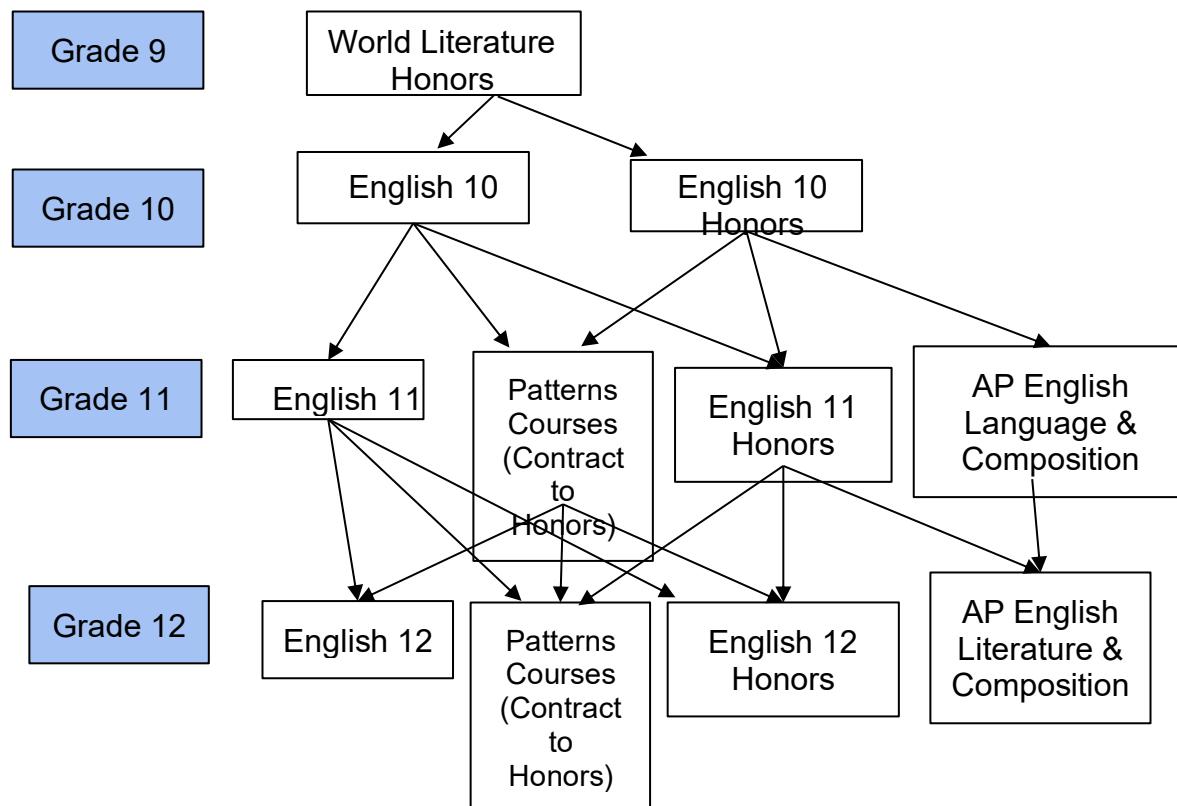
General course requirements anticipate that students will be expected to:

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

English Department - Guidelines for Level Placement

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

ENGLISH LANGUAGE ARTS COURSE FLOWCHART



Patterns Courses

Semester Options:	Full Year Options:
African American Lit I/II Film and Literature Short Stories Sports and Literature Women's Literature Hip Hop as Modern Lit Jewish Literature Literature of the Diaspora *Essay and Skill Development *Read, Write Think *Creative Writing	Humanities H Philosophy H

* Elective Courses - credits do not count towards ELA graduation requirements

GRADE 9

WORLD LITERATURE H (1001H)

Full Year - 5 Credits

Prerequisite: None

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

WORLD LITERATURE (81001)

Level: Resource

Full Year - 5 Credits

Prerequisite: Recommendation by the Child Study Team

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

GRADE 10

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

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

ENGLISH 10 (1002)

Full Year - 5 Credits

Prerequisite: Successful completion of World Literature

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

ENGLISH 10 (81002)

Level - Resource

Full Year - 5 Credits

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

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

ENGLISH 10 H (1002H)

Full Year - 5 Credits

Prerequisite: Successful completion of World Literature H

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

GRADES 11 AND 12

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

ENGLISH 11 (1003)

Grade 11

Full Year – 5 Credits

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

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

ENGLISH 11 H (1003H)

Grade 11

Full Year – 5 Credits

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

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

ENGLISH 11 (81003)

Grade 11 Level - Resource

Full Year – 5 Credits

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

This course is a resource replacement class taught by a dually certified teacher. The English 11 curriculum and instructional strategies will be modified based on student needs. The goals and objectives identified in each student's IEP will be addressed throughout the course. Explicit, systematic vocabulary instruction will occur on a weekly basis. Students will examine themes of racial and social injustice, explore how systems of oppression and individual experiences impact identity and explore how issues of race and class intersect. Through reading novels, poetry, and short stories students will develop vocabulary; demonstrate ability to identify main ideas, and develop critical thinking and analytic skills. Writing will be an integral part of the

course. Students will focus on daily writing tasks, notetaking, and academic and workplace communication. Real world application of skills are also reinforced throughout this course.

AP ENGLISH LANGUAGE AND COMPOSITION (1003AP)

Grade 11

Full Year – 5 Credits

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

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

ENGLISH 12 H (1004H)

Grade 12

Full Year – 5 Credits

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

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

ENGLISH 12 (1004)

Grade 12

Full Year – 5 Credits

Prerequisite: Successful completion of English 11 or a series of Patterns courses.

This course is designed to offer a program of study for seniors in preparation for college and/or the world of work. The program is composed of four units: Creation of Self in Society, Great Migrations, Voices of Genocide, and From the Page to the Stage. Students will be expected to hone their reading, writing, and speaking skills in this course.. Traditional and alternative modes of assessment will be employed.

ENGLISH 12 (81004)

Grade 12 Level: Resource

Full Year - 5 Credits

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

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

AP ENGLISH LITERATURE AND COMPOSITION (1004AP)

Grade 12

Full Year - 5 Credits

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

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

PATTERN COURSES:

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

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

AFRICAN-AMERICAN LITERATURE I (1101)

Grades 11, 12

(Honors by contract)

Semester - 2.5 Credits

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

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

AFRICAN-AMERICAN LITERATURE II (1102)

Grades 11, 12

(Honors by contract)

Semester - 2.5 Credits

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

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

FILM AND LITERATURE (1106)

(NON-NCAA APPROVED)

Grades 11, 12

(Honors by contract)

Semester - 2.5 Credits

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

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

writing assignments are provided. Knowledge of filmmaking concepts and an understanding of the processes involved in film production are at the core of this course.

HIP HOP AS MODERN LITERATURE (1119)

Grades 11, 12

(Honors by contract)

Semester – 2.5 credits

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

Through reading, analysis, discussion, and writing, students will explore the beginning and the rise of Hip-Hop as a genre of poetry. Students will analyze how Hip-Hop poetry formed its identity and how its form and function developed geographically and culturally. Students will explore how Hip-Hop serves as a provocateur for social change and a perpetrator of social norms, expectations and stereotypes, comparing its growth with other forms of poetry from other literary periods. This course will use various literary works, film, and art to explore the genre through a historical and Post-Modern lens.

JEWISH LITERATURE (1120)

Grades 11, 12

(Honors by contract)

Semester – 2.5 credits

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

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

LITERATURE OF THE DIASPORA (1121)

Grades 11, 12

(Honors by contract)

Semester – 2.5 credits

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

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

PHILOSOPHY AND COMPOSITION (1108)

Grades 11, 12

(Honors by contract)

Full Year – 5 Credits

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

Philosophy and Composition is a full year English course—with an option of contracting to Honors—that introduces students to philosophical reflection and examination of some central questions of human existence. Throughout the course, students will consider: 1) The basics of philosophy and its relationship to science; 2) logic and reasoning; 3) the existence of god(s); 4) the mind-body problem and consciousness; 5) understanding artificial intelligence; 6) moral theories and applied ethics; and 7) the meaning of life. The class is largely discussion based. Assignments consist of reading and annotating short texts that mix both classical and modern philosophers, writing personal connections to the content, creating structured arguments, “thought experiments,” and film analysis. All content will be approached from multiple perspectives to include diverse, yet logical, views and beliefs.

SATIRE AND DYSTOPIAN LITERATURE (1113)

Grades 11, 12

(Honors by contract)

Semester— 2.5 Credits

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

Satire and Dystopian Literature is a semester-length course that investigates the literature of social criticism and political protest, as it is created in all forms (drama, poetry, fiction, film) and all literary time periods (Classical to contemporary). Sarcasm, wit, and irony are focal points through which students examine the experiences of those who seek to expose and perhaps improve the human condition. Students read and analyze a wide variety of authors and works, from ancient Greek comedy to 18th century novels, as well as satirical websites, films, and television programs. In its second semester, the course examines the dystopia—a subgenre of Menippean satire—to further explore how writers create imagined worlds that reflect current societal woes

SHORT STORIES (1114)

Grades 11, 12

(Honors by contract)

Semester – 2.5 Credits

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

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

SPORTS AND LITERATURE (1116)

Grades 11, 12

(Honors by contract)

Semester— 2.5 Credits

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

This English course is designed to offer a rigorous program of study for Juniors and Seniors in preparation for college and/or the world of work. Students will be tasked with using both fiction and non-fiction texts to

examine and analyze the influence of sport on our society, and understand how this is reflected through literature. Topics covered include sport and race, sport and gender, sport and nationalism, and sport and education, in addition to others. Students will be expected to read and comprehend literature, in addition to utilizing the writing process in order to perform critical analysis.

WOMEN'S LITERATURE (1117)

Grades 11, 12

(Honors by contract)

Semester - 2.5 Credits

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

This course introduces students to the history, tradition, and forms of literature written by women, and will examine the effects of gender on literature. Students will examine how women authors have used their writing to give voice to their experiences with the pressures of societal expectations, growing up, love, marriage, and motherhood and will consider how gender intersects with race, ethnicity, class, sexual orientation, and other factors in shaping identity. Students will explore a rich and diverse range of writers and works to identify the recurrent images, themes and styles of an evolving canon. Works of poetry, prose, drama, non-fiction and film will be studied. A project focused on feminist utopia will culminate the semester.

CREATIVE WRITING (1105) *Elective Course

Grades 11, 12

(Honors by contract)

Semester - 2.5 Credits

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

This course is designed for the student with some mastery of writing skills who wishes to explore forms of writing such as poetry, drama, short stories, and creative non-fiction. Students are exposed to and read examples of these different forms and are enabled to comprehend, interpret, and evaluate a variety of texts. Class time is devoted to unique experiments, instruction in writing new forms, and workshop situations where students may critique each other's work and revise their own. Students are given the opportunity to present their creative ideas and class members listen and respond. Students reflect on their own writing and assess their own learning through metacognitive exercises. Multimedia sources and technological tools are used to facilitate and enhance learning. Projects require students to research, write and produce a creative project in the form of a blog, podcast, or digital story/poem/essay.

ESSAY AND SKILL DEVELOPMENT 12 (1104) *Elective Course

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

Semester - 2.5 Credits

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

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

modeled.

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

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

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

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

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

This is a course designed to help students develop skills in the areas of reading, writing and thinking. Skills such as pre-writing, mapping main ideas, free writing, and revision and editing are covered in detail.

Discussions, both oral and expository, are at the core of the course, and students are encouraged to express their ideas through journal entries, essays, small group interactions, and collaborative learning. This is a workshop course that gives students a chance to have daily experiences in the reading and writing process.

ENGLISH SKILL DEVELOPMENT COURSES:

MULTISENSORY READING

A – 9th (8825W); B - 10th (8826W); C – 11th (8827W); D – 12th (8828W)

Grades 9-12

Full Year - 5 Credits

Prerequisite: Recommendation by the Child Study Team

This course provides remediation and improvement of reading skills through multi-sensory instruction using a combination of the Wilson Reading Program, Orton-Gillingham, and Lindamood-Bell Instruction. Basic reading skills, such as using context clues, decoding, encoding, visualizing what the sentence and paragraphs are about, increasing reading fluency with sentences and paragraphs, identifying the main idea and developing comprehension and inference skills are addressed through the reading program. The Wilson Reading Program is sequenced building on previously learned skills. Each skill is tested through dictation at the end of the book post-test which varies throughout the year. The Orton-Gillingham delves into the study of morphology such as prefixes, suffixes, root words, Anglo-Saxon, French, etc. Morphology is assessed during the midterm and final and considered the Post Tests.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL):

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

Grades 9-12

Full Year - 5 Credits

Prerequisite: None

These courses are for students whose first language is not American English. The objective of these courses is the acquisition of listening, speaking, reading and writing skills and full Academic command of the English language. Students acquire learning strategies and study skills for all subject area classes.

Completing these courses enables the students to achieve success in school and in the community. Students in Intermediate and Advanced levels may contract for honors credit.

ENGLISH AS A SECOND LANGUAGE

These courses are for students whose native language is not English. The objective of these courses is the acquisition of listening, speaking, reading and writing skills and full academic command of the English language. Students acquire learning strategies and study skills for all subject area classes. Emphasis is placed on reading comprehension, models of academic writing and vocabulary development. The WIDA Screener/ACCESS for ELLs 2.0 determines eligibility for these courses.

English as a Second Language (ESL) Program
Grade Levels 9-12: Newcomer A-B, Beginner A-B, Intermediate A-B, Advanced A-B, Transitional
Full Year -5 Credits

Prerequisite: Qualifying score on WIDA Screener or ACCESS

The English as a Second Language (ESL) Program offers five leveled courses designed to meet the diverse language proficiency needs of Multilingual Learners (MLLs) in grades 9–12. Each course provides intensive instruction focused on developing English proficiency, academic language, and literacy skills necessary for success in content-area classes and graduation requirements.

The ESL Program meets New Jersey Department of Education (NJDOE) English Language Arts (ELA) standards and fulfills the state requirement for a High-Intensity ESL Program, providing students with a minimum of two daily periods of dedicated English instruction. This includes a core ESL course paired with an additional ESL tutorial.

Instruction is differentiated by proficiency level and emphasizes listening, speaking, reading, and writing, as well as academic vocabulary and critical thinking skills aligned with grade-level expectations. The program supports students' linguistic growth while promoting access to rigorous academic content and successful integration into mainstream coursework.

ESL NEWCOMERS: A(1086A) and B(1086B)

Grades 9-12

Full Year - 5 Credits

Prerequisite: Qualifying score on WIDA Screener or ACCESS

This course is specifically designed for new ESL students. Instruction develops foundational skills in listening, reading, speaking, writing, and vocabulary with an additional focus on American culture. There is an emphasis on a real-world application of these skills. Starting with simple readings, students move on to more challenging and level appropriate fiction and non-fiction selections. Students will develop sentence and paragraph writing methods-with some focus on learning grammatical structures. Specifically targeting writing skills to develop informational/explanatory, argumentative, and narrative writing.

ESL BEGINNERS: A(1087A) and-B(1087B)

Grades 9-12

Full Year - 5 Credits

Prerequisite: Qualifying score on WIDA Screener or ACCESS

This course is designed for beginner level students. Emphasis will be placed on the target language and communication in a safe environment. Objectives include the development of skills in all four language domains (listening, reading, speaking, and writing). Starting with basic readings, students move on to more challenging, and level appropriate fiction and non-fiction selections. Students will have the opportunity to develop strategies to improve organizational skills in speaking and writing, and many opportunities to expand and practice new vocabulary. Strategies for identifying text structures and developing informational/explanatory, argumentative, and narrative writing will be integral parts of the course.

ESL INTERMEDIATE: A (1088A) and -B(1088B)

Grades 9-12

Full Year - 5 Credits

Prerequisite: Qualifying score on WIDA Screener or ACCESS

This intermediate-level course is designed to develop reading and writing skills for intermediate students. Students develop reading fluency, accuracy, comprehension and expand their vocabulary by reading passages, short stories, articles, and novels. Students learn about the writing process and the elements of short stories, such as plot, setting, and character development. Students will develop writing skills that are needed to produce coherent essays. Focus will be on process writing (pre-writing activities, revising, and editing), and low stakes exploratory and reflective writing. Speaking and listening skills will be developed through interactive class discussion and formal presentations.

ESL ADVANCED: A(1089A) and B(1089B)

Grades 9-12

Full Year - 5 Credits

Prerequisite: Qualifying score on WIDA Screener or ACCESS

This course meets the needs of students who have mastered an intermediate level of competency in English. Listening, speaking, reading, and writing skills at a more sophisticated level are acquired. The expectation at this level is that students have achieved basic interpersonal communication skills in English and will require an intensive program of cognitive academic language skills. This course offers extensive opportunities to continue language development at a rapid rate. Students are expected to read and comprehend various types of texts, as well as write for a variety of purposes.

TRANSITIONAL ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESL)

(1090) Grades 9-12

Full Year - 5 Credits

Prerequisite: Qualifying score on WIDA Screener or ACCESS

This class serves as a transition for students who have achieved an advanced proficiency in English listening, reading, and speaking. Students in this class focus on various forms of written academic English. Students will write various essays and a formal research paper. Students will learn skills that will enable them to succeed in high school and beyond. The class will widen and improve familiarity with literary genres and works encouraged in high school and expected for entering college students

ESL SUPPORT (1086)

Grades 9-12

Full Year – 5 Credits

Prerequisite: Enrollment in ESL Program

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

WORLD LANGUAGES DEPARTMENT GRADES 9-12

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

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

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

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

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

1. Respond appropriately to instructions and questions as spoken at a reasonable speed by the teacher and, with practice, by native speakers on tape as well as continue to build skills toward an increased proficiency.

2. Initiate, sustain, and bring to closure an elementary conversation. They will also be able to respond in the major time frames to questions and statements as well as understand the concepts and details of connected prose (narratives and dialogues) in a familiar context that may contain unfamiliar material.
3. Engage in dialogues and/or role-playing situations (e.g., simple introductions, restaurant visits, doctor's office visits, travel situations, asking for directions, shopping).
4. Write, under controlled conditions, simple notes, letters, postcards, synopses, narratives and dialogues in the major time frames.

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

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

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

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

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

1. Comprehend, communicate, and participate in a conversation conducted totally in the target language as well as read and comprehend the literary works studied.
2. Answer questions accurately based on material studied, participate in oral discussions on current

- events, and discuss with a certain degree of knowledge the literary works studied.
3. Sustain understanding of connected discourse on a number of topics pertaining to different times and places.
 4. Write well-constructed essays in the target language.

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

1. Comprehend and interact on topics discussed in class such as current events or a book read by the entire class using a wide range of vocabulary and idioms on non-specialized subjects of general interest.
2. Read with comprehension everyday materials and unabridged literary masterpieces from authors mandated by the Advanced Placement College Board.
3. Express themselves logically with increasing accuracy in multiple formats in a variety of time frames.
4. Write essays of reasonable accuracy on subjects dealt with in the readings or class discussion.
5. In moving from one level to another, it is possible for a student to participate in total immersion programs outside of Montclair High School. Should a student opt for a program outside of the high school, it is important that the student check with the Language Department representative or someone in the Guidance Department to determine eligibility for credit. Students coming from outside the district are eligible to take an exam/test to determine placement in the appropriate language level.
- 6.
7. **PLEASE NOTE:** Students who elect to change levels must have a written request from their parents/guardians. The written request should include a just reason for the change and be approved by the department representative/supervisor and the Director of Guidance. It is strongly urged that students follow the recommendation of the teacher for level placement in order to be successful.
- 8.

WORLD LANGUAGE COURSE FLOWCHART

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

World Languages

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

MANDARIN COURSES:

MANDARIN I H (2041H)

Grades 9-12

Full Year – 5 Credits

Prerequisite: None

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

MANDARIN II H (2042H)

Grades 9-12

Full Year – 5 Credits

Prerequisite: Mandarin I H

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

MANDARIN III H (2043H)

Grades 10, 11, 12

Full Year – 5 Credits

Prerequisite: Mandarin II H

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

MANDARIN IV H (2044H)

Grades 10, 11, 12

Full Year - 5 Credits

Prerequisite: Mandarin III H

Mandarin IV H incorporates the knowledge and communicative skills built during Mandarin I, II, and III to form a challenging and enjoyable course. Students' four language skills are trained to coordinate with each other in more challenging stimulations. Reading and writing of Chinese characters have become the focus of the course. Extensive cultural facts and ideology form an important part of the course.

AP CHINESE LANGUAGE AND CULTURE - (2045AP)

Grades 10, 11, 12

Full Year - 5 credits

Prerequisite: Mandarin IV H

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

SPANISH COURSES:

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

SPANISH I (82051)

Grades 9-12 Level – Resource

Full year—5 credits

Prerequisite: Recommendation by the Child Study Team

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

SPANISH I (2051)

Grades 9-12

Full Year - 5 Credits

Prerequisite: None

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

SPANISH I H (2051H)

Grades 9-12

Full Year - 5 Credits

Prerequisite: None

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

SPANISH II (2052)

Grades 10, 11, 12

Full Year - 5 Credits

Prerequisite: Spanish I

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

SPANISH II H (2052H)

Grades 9-12

Full Year - 5 Credits

Prerequisite: Spanish I H or equivalent from middle school

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

SPANISH III (2053)

Grades 10, 11, 12

Full Year - 5 Credits

Prerequisite: Spanish II

Spanish III Academic is designed for students who have successfully completed Spanish 2 Academic and are interested in continuing their study of Spanish through a proficiency-based curricular approach. The course presents itself with a language-based approach with its emphasis on proficiency on all three academic

modes outlined in the NJCCCS: Interpersonal, Interpretive, and Presentational. The major units of study include: vocabulary development, comprehensive verb conjugations, guided compositions, reading comprehension, and role-playing activities. The curriculum reflects vocabulary building, and other grammatical structures are emphasized to further improve conversational skills in the language. Spanish III offers units on Hispanic figures as well as readings and the culture of Spain and Latin America.

SPANISH III H (2053H)

Grades 9-12

Full Year - 5 Credits

Prerequisite: Spanish II H

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

SPANISH IV (2054)

Grades 10, 11, 12

Full Year - 5 Credits

Prerequisite: Spanish III

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

This course concludes the Academic Language series. Students will not be eligible to advance to AP Spanish V – Language & Culture. To enroll in AP Spanish V-Language & Culture, students must first complete Spanish IV Honors.

SPANISH IV H (2054H)

Grades 9-12

Full Year - 5 Credits

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

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

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

AP SPANISH V - Language & Culture (2055AP)

Grades 10, 11, 12

Full Year - 5 Credits

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

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

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

AP SPANISH VI - Literature & Culture (2056AP)

Grades 9-12

Full Year - 5 Credits

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

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

SPANISH VI HH - Cinema (2056HH)

Grades 10-12

Full year - 5 credits

Prerequisite: AP Spanish V - Language

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

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

Our main goal is to expand and strengthen oral proficiency in the Spanish language by focusing on

listening comprehension, interactive verbal communication, and essential writing skills. Literary short stories and certain songs will be reviewed in coordination with some of the films.

FRENCH COURSES:

FRENCH I H (2001H)

Grades 9-12

Year - 5 Credits

Prerequisite: None

The beginning course starts with conversational French and continues with an emphasis on listening and speaking. Basic grammatical constructions and vocabulary from themes of everyday living allow students to express themselves on subjects of common interest. The cultural components of the course are built into the various lessons. Conversational patterns cover the basic constructions and present the essentials of the present tense, the *futur proche* of regular and some irregular verbs. In addition, subject pronouns, adjectives, the negatives and the interrogatives are studied. Vocabulary is expanded through typical activities of French-speaking youngsters and listening and speaking are integrated with reading and writing.

FRENCH II H (2002H)

Grades 9-12

Year - 5 Credits

Prerequisite: French I H or equivalent from middle school

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

FRENCH III H (2003H)

Grades 9-12

Full Year - 5 Credits

Prerequisite: French II H or equivalent from middle school

French III is a proficiency-based course designed to advance students' language skills in alignment with the five World-Readiness Standards: Communication, Cultures, Connections, Comparisons, and Communities. Through thematic units, students actively engage in interpretive, interpersonal, and presentational modes of communication to achieve an intermediate-low proficiency level. Emphasis is placed on developing the ability to understand and create with the language at the sentence level, enabling students to express ideas, opinions, and preferences in culturally authentic contexts. Learners explore topics such as personal and past life events, daily routines, city life, and intercultural understanding through travel, gaining meaningful insights into Francophone products, practices, and perspectives. The course fosters critical twenty-first-century skills, including problem-solving, global awareness, and citizenship, while making connections across disciplines and enhancing cultural competence.

FRENCH IV H (2004H)

Grades 9-12

Year - 5 Credits

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

This course allows students to develop and master three modes of communications: interpretive, interpersonal, and presentational. Students will study both the oral and written expression of the language through culturally relevant concepts by reading excerpts from literature or newspapers, using authentic French data and by discussing current events, values and cultural behaviors. The daily and practical use of the French language through the use of authentic context via internet news sites, videos, art, and music in class will help prepare students for the advanced study of the French language in AP French V – Language and Culture. Students at this level continue developing an ability to function with reasonable independence in the language.

AP FRENCH V - Language & Culture (2005AP)

Grades 9-12

Full Year - 5 Credits

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

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

FRENCH VI HH - LITERATURE (2006HH)

Grades 11, 12

Full Year – 5 credits

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

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

GERMAN COURSES:

GERMAN I H (2011H)

Grades 9-12

Year - 5 Credits

Prerequisite: None

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

GERMAN II H (2012H)

Grades 9-12

Year - 5 Credits

Prerequisite: German I H

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

GERMAN III H (2013H)

Grades 9-12

Year - 5 Credits

Prerequisite: German II H

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

GERMAN IV H (2014H)

Grades 9-12

Year - 5 Credits

Prerequisite: German III H

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

ITALIAN COURSES:**ITALIAN I H (2021H)**

Grades 9-12 Level – Honors

Full Year - 5 Credits

Prerequisite: None

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

ITALIAN II H (2022H)

Grades 9-12

Full Year - 5 Credits

Prerequisite: Italian I H

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

ITALIAN III H (2023H)

Grades 9-12

Full Year - 5 Credits

Prerequisite: Italian II H

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

ITALIAN IV H (2024H)

Grades 9-12

Full Year - 5 Credits

Prerequisite: Italian III H

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

LATIN COURSES:**LATIN I H (2031H)**

Grades 9-12

Full Year - 5 Credits

Prerequisite: None

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

LATIN II H (2032H)

Grades 9-12

Full Year – 5 Credits

Prerequisite: Latin I H

The second year Latin course continues the study of grammar and vocabulary with the reading of simplified stories based on excerpts from classical Latin Literature. Intermediate grammar is mastered through a variety of drills and other practice activities. Students study cultural and historical backgrounds and English derivatives. Students are required to give oral presentations on Roman sites, the Roman government, the military, and the expansion of the Empire.

LATIN III H (2033H)

Grades 9-12

Full Year - 5 Credits

Prerequisite: Latin II H

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

culture.

LATIN IV H (2034H)

Grades 9-12

Full Year - 5 Credits

Prerequisite: Latin III H

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

MATHEMATICS DEPARTMENT

GRADES 9-12

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

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

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

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

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

HIGH SCHOOL MATH COURSE SEQUENCE

Students may take Computer Science courses in addition to Math courses.
See program planning guide descriptions for prerequisites.

Middle School	Grade 9	Grade 10	Grade 11	Grade 12
Algebra B Accel (*Opt Geo. Accel.)	Algebra 2/Trig H	AP Precalculus/Calc (formerly Trig/Calc)	AP Calc BC AP Calc AB	Calc III HH AP Stats
		AP Precalculus	AP Calc AB Calc H	AP Calc BC AP Stats
	Algebra 2 H (*Opt. Geo. H)	Precalculus H AP Precalculus	AP Calc AB	AP Calc BC AP Stats
			Calc H	AP Stats
Algebra B Accel. or Algebra B	Geometry H	Algebra II/Trig H	AP Precalculus/Calc (formerly Trig/Calc)	AP Calc BC AP Calc AB AP Stats
		Algebra II H	AP Precalculus Precalculus H	Calc H AP Calc AB Probability & Stats H AP Stats
	Geometry	Algebra II H		AP Calc AB Calc H Prob & Stats H Prob & Stats AP Stats
		Algebra II	Precalculus	Calc H Prob & Stats H Prob & Stats
Algebra B	Algebra I H	Geometry H	Algebra II H	Precalculus H Probability & Statistics H AP Precalculus
	Algebra I	Geometry	Algebra II	Precalculus Probability & Statistics
Math Foundation	Algebra I RCS Algebra I ICS	Geometry RCS Geometry ICS	Algebra II RCS Algebra II ICS	Applied Math RCS Precalculus ICS Probability & Statistics ICS

ALGEBRA I HONORS (4001H)

Grades 9

Full Year - 5 credits

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

Proficiencies:

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

ALGEBRA I (4001)

Grades 9

Full Year – 5 credits

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

Proficiencies:

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

ALGEBRA I (84001)

Grades 9, 10 Level - Resource

Full Year – 5 credits

Prerequisite: Recommendation by the Child Study Team

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

Problem-solving concepts are emphasized throughout the course.

GEOMETRY HONORS (4002H)

Grades 9, 10

Full Year – 5 credits

Prerequisite: Successful completion of an Algebra I Honors course with a ≥ 95 average

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

Proficiencies:

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

GEOMETRY (4002)

Grade 9, 10

Full Year – 5 credits

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

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

Proficiencies:

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

GEOMETRY (84002)

Grades 10, 11 Level - Resource

Full Year – 5 credits

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

Geometry 8451 is a resource center replacement class that is taught in the resource center program. It is designed for students who require individualized and small-group instruction. The goals and objectives in each student's IEP will be addressed throughout the course. Students will develop knowledge of fundamental geometric concepts like points, lines, planes, rays, segments and angles and corresponding postulates and theorems. Students will be introduced to postulates related to angle-pair relationships. Students will learn to use deductive reasoning through proofs, identify and apply properties of geometric relations in plane and space, comprehend two-dimensional and three-dimensional shapes and solve real-world problems involving area, perimeter, surface area, volume and coordinate-geometry. They will also learn some basic constructions.

ALGEBRA II/TRIGONOMETRY HONORS (4003TRH)

Grades 9, 10

Full Year – 5 credits

Prerequisite: Successful completion of an Algebra B accelerated course with a ≥ 90 and successful completion of Geometry Honors with a ≥ 90 average

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

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

ALGEBRA II HONORS (4003H)

Grades 9, 10, 11

Full Year – 5 credits

Prerequisite: Successful completion of an Algebra B course with a ≥ 85 or Algebra 1 course at the high school with a ≥ 85 and successful completion of Geometry Honors with a ≥ 75 average or successful completion of Geometry with a ≥ 90 and successful completion of Algebra I H with a ≥ 85 .

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

ALGEBRA II (4003)

Grades 10,11

Full Year – 5 credits

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

Algebra II is a rigorous course that goes in-depth into solving and graphing polynomial, rational, radical, and exponential equations. Topics covered include functions, linear equations, systems, polynomials, rational expressions, irrational and complex numbers, quadratics, exponential and logarithmic functions, and laws of exponents as well as systems of equations. Multiple-step problem-solving is emphasized. Strong skills in Algebra are a firm prerequisite, including solving single-variable linear equations and operating with signed numbers, fractions, and radicals. Homework is assigned regularly, as independent practice is essential to mastery of Algebra II skills.

Algebra II (84003)

Grades 11, 12 Level - Resource

Full Year – 5 credits

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

This course is a resource center replacement class that is taught in the resource center program. It is designed for students who require individualized and small-group instruction. The goals and objectives in each student's IEP will be addressed throughout the course. Students will deepen their knowledge of Algebra I concepts of evaluating algebraic expressions, properties of exponents, operations on polynomials, solving and graphing linear equations, writing linear equations in all three forms, solving systems of linear equations, solving linear inequalities, solving absolute value equations and factoring. Students will learn topics like long division of polynomials, synthetic division, remainder theorem, modeling with linear functions, quadratic functions and exponential functions. Other topics covered include radicals, complex numbers, solving quadratic equations graphically and algebraically, transformations of functions using an online graphing calculator ([desmos.com](https://www.desmos.com)), solving rational exponent and radical equations. Students will also demonstrate an ability to solve multi-step word problems.

AP PRECALCULUS/ INTRO. TO CALCULUS (4004APC)

Grades 10, 11, 12

Full Year – 5 credits

Prerequisite: Successful completion of Algebra II/Trigonometry Honors with a ≥ 85 average

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

PRECALCULUS HONORS (4004H)

Grades 10, 11, 12

Full Year – 5 credits

Prerequisite: Successful completion of Algebra II Honors with a ≥ 85 average

or Algebra II/Trigonometry Honors ≥ 75 average.

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

Proficiencies for Pre-Calculus Honors:

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

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

PRECALCULUS (4004)

Grades 11, 12

Full Year - 5 credits

Prerequisite: Successful completion of Algebra II

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

AP PRECALCULUS

Grades 10, 11 & 12

Full Year – 5 Credits

Prerequisite: Successful completion of Algebra II H with a ≥ 90 average or Algebra 2/Tri with a ≥ 80 average

*Upon successful completion of AP Precalculus students will be well-prepared for further advanced mathematics courses. AP Calculus BC is not permitted as the next step in their progression. Students seeking to enroll in AP Calculus BC **must meet the prerequisite of AP Precalculus/Calc (formerly Trig/Calc), or AP Calculus AB.**

Course overrides to bypass this progression will not be honored, as this constitutes a content override rather than a level override.

AP Precalculus prepares you for other college-level mathematics and science courses. During the course, students will explore everyday situations using mathematical tools and lenses. Students will develop an understanding of modeling and functions, and examine scenarios through multiple representations. The course framework outlines content and skills needed for careers in mathematics, physics, biology, health science, social science, and data science. Students should have successfully completed algebra and

geometry courses. In particular, students should be able to demonstrate proficiency with linear functions, polynomial addition and multiplication, factoring quadratic trinomials, using the quadratic formula, solving right triangle problems involving trigonometry, solving linear and quadratic equations and inequalities, algebraic manipulation of linear equations and expressions, and solving systems of equations in two and three variables. Students should also be familiar with piecewise-defined functions, exponential functions and rules for exponents, radicals (e.g., square roots, cube roots), and complex numbers.

APPLIED MATHEMATICS (8412)

Grades 11, 12

Full Year – 5 Credits

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

Applied Mathematics is designed for students who need to fulfill the third-year graduation requirement or who still need additional reinforcement of basic math skills. It is a resource center replacement class that is taught in the resource center program. The goals and objectives in each student's IEP will be addressed throughout the course. The course will focus on the contemporary uses of mathematics and on the processes of mathematical modeling. The intent of the course is to add significant value to students' mastery of algebra and geometry, expand their knowledge through various interactive platforms and strengthen their problem-solving techniques. The Applied Math curriculum is a mixture of Algebra 1, Geometry and Algebra 2.

AP CALCULUS (BC) (4007APC)

Grades 11, 12

Full Year -5 credits

Prerequisite: Successful completion of AP Precalculus/Intro. to Calc (Trigonometry & Intro to Calculus) with ≥ 88 average or AP Calculus AB with ≥ 87

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

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

AP CALCULUS (AB) (4007APA)

Grades 11, 12

Full Year- 5 credits

Prerequisites: Successful completion of AP Precalculus/Intro. to Calc (Trigonometry & Intro to Calculus H) with a ≥ 80 average, PreCalculus Honors with a ≥ 90 average, or AP Precalculus with a ≥ 80 . Please note that students who take Calculus H are not eligible to take AP Calculus AB.

This course will provide the student with a rigorous course in calculus at an accelerated pace in preparation for the AP Examination in AB Calculus. At the completion of the course, the student will understand the

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

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

CALCULUS HONORS (4007H)

Grades 11, 12

Full Year - 5 credits

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

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

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

CALCULUS III HIGH HONORS (4008HH)

Grade 12

Full Year – 5 credits

Prerequisite: Successful completion of AP Calculus BC with an average of ≥ 90

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

ADVANCED PLACEMENT STATISTICS (4005AP)

Grades 11, 12

Full Year - 5 credits

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

This course provides in-depth instruction at a fast pace in a cooperative learning environment. It is intended for students who have a strong mathematics background equivalent to Algebra II. This AP course is designed to prepare students to take the Advanced Placement College Board examination in Statistics. The instruction in this course is technology and calculator-based. This course is equivalent to an introductory non-calculus

based statistics courses offered by the mathematics departments at many colleges and universities. Those students intending to major in psychology, sociology, health sciences or business may wish to consider taking this course. Those intending to major in the sciences, engineering, and mathematics, or computer science will find this course to be an effective preparation for the upper-level calculus-based statistics course they will take in college. Those students planning to take an AP science course in their senior year will benefit greatly from AP Statistics in their junior year. The approach taken in this course will allow students to build interdisciplinary connections with other subjects and with their world outside school.

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

Only 11th graders, who will concurrently take another math class during junior year, should enroll in AP Statistics. Otherwise, students should take AP Statistics as a senior.

PROBABILITY AND STATISTICS HONORS (4005H)

Grades 11, 12

Year - 5 credits

Prerequisites: Successful completion of Algebra II H with a ≥ 75 average or Pre-Calculus H with a ≥ 75 average or successful completion of Algebra II with a ≥ 95 or Pre-Calculus with a ≥ 95 .

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

PROBABILITY AND STATISTICS (4005)

Grades 11, 12

Full Year - 5 credits

Prerequisites: Successful completion of Algebra II or Pre-Calculus

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

perform exploratory data analysis, apply and interpret techniques of statistical inference, and critique and interpret various research design models. Note, that 11th-grade students seeking to obtain a 4th year of math as a senior should NOT enroll in this class. It is recommended students take their “next” math class in progression.

HEALTH, PHYSICAL EDUCATION & WELLNESS

GRADES 9-12

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

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

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

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

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

PHYSICAL EDUCATION COURSES:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evaluation Procedures

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

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

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

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

ADAPTIVE PHYSICAL EDUCATION (9-12)

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

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

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

HEALTH

Grade 9

Quarter- 1.25

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

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

Quarter- 1.25

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

Grade 11

Quarter- 1.25

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

Grade 12

Quarter- 1.25

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

Course Requirements

Students will be expected to:

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

Evaluation Procedures

Health class marking period grades will be determined by:

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

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

SCIENCE DEPARTMENT
Grades 9-12

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

Placement:

Course selection is based on a number of criteria:

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

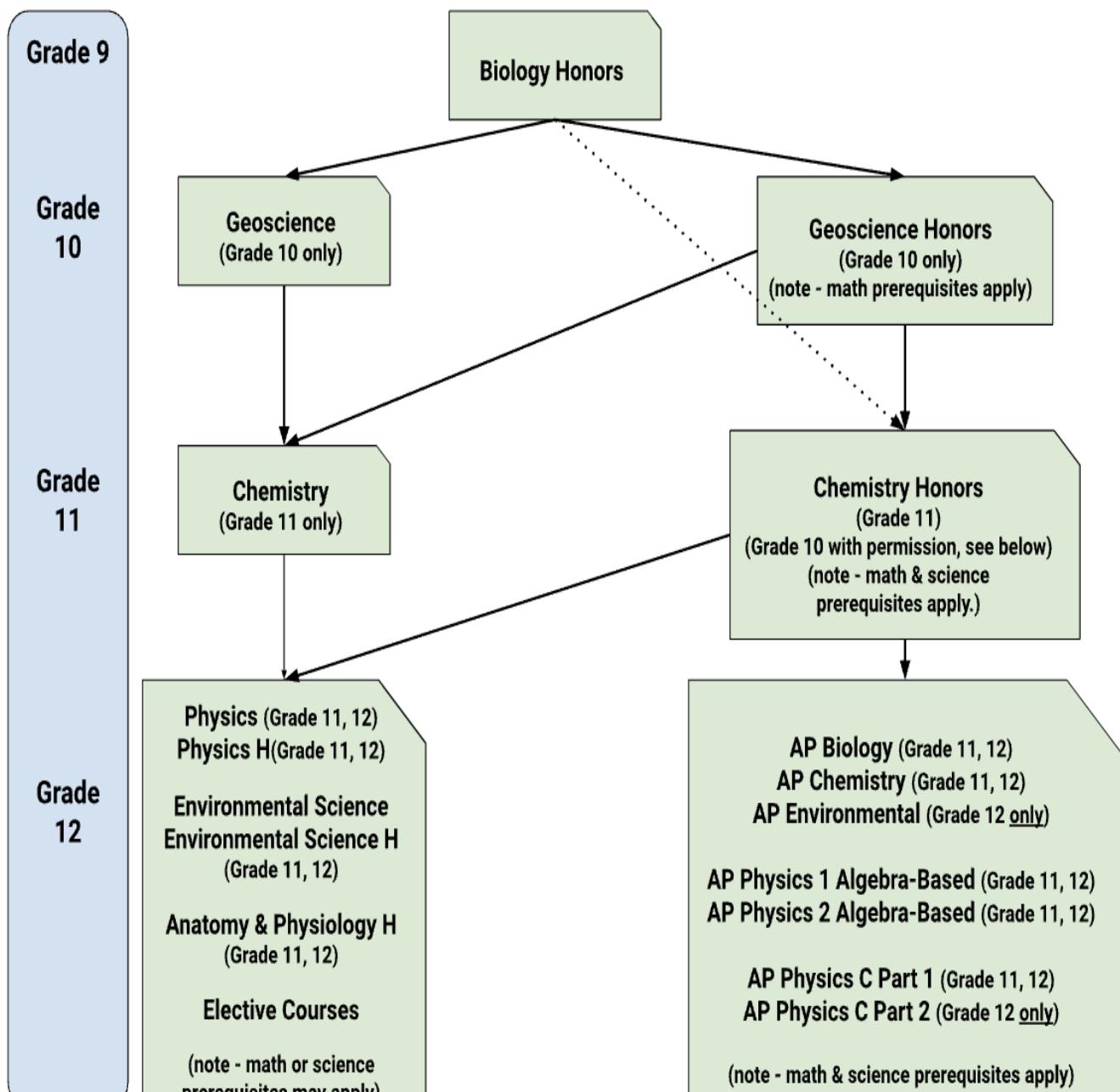
Sequence:

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

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

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

SCIENCE COURSE FLOWCHART



BIOLOGICAL SCIENCES:

AP BIOLOGY (6001AP)

Grades 11 & 12 Level – Advanced Placement

Full Year - 6 Credits

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

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

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

BIOLOGY H (6001H)

Grade 9 (only) Level –Honors

Full Year- 5 Credits

Prerequisite: None

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

BIOLOGY (86001)

Grade 9 Level – Resource

Full Year - 5 credits

Prerequisites: Successful completion of 8th grade Science and recommendation by the Child Study Team

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

ELECTIVE COURSES:**ANATOMY AND PHYSIOLOGY H (6006H)**

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

Full Year with Lab – 6 credits

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

The course is designed for students interested in health care careers and/or the human body.. The goal of this course is to provide students with a solid foundation of human anatomy and physiology. The course will focus on 1) structure-function relationships of molecules, cells, tissues and organs, 2) homeostasis, 3) interrelationships of a body's organ systems. Students will research pathological/diseased states of each organ system covered in the course to better understand how the fundamental principles above apply to the human body. Students can opt to take the course at the High Honors level and earn 4 college credits through the Project Acceleration program at Seton Hall University if they earn a C or higher in the course. Students may be able to use these credits to satisfy a lab science course requirement in college. A midterm and final are required for all students enrolled in the course. The course is intended for juniors and seniors and pre-requisites are a B or better in Biology Honors and Chemistry.

MARINE BIOLOGY (6105)

Grade 12 Level – Academic (Honors by contract)

Semester - 2.5 credits

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

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

BIOETHICAL ISSUES (6103)

Grade 12 Level – (Honors by contract)

Semester - 2.5 credits

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

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

GEOSCIENCES

GEOSCIENCE H (6002H)

Grade 10 (only) Level – Honors

Full year - 5 credits Prerequisites:

B or better in Honors Biology;

A in Algebra I H or

A in Geometry Academic or

B or better in Honors Geometry and/or

C or better in Honors Algebra II

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

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

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

GEOSCIENCE (6002)

Grade 10 (only)

Full year - 5 credits

Prerequisites: Honors Biology

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

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

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

GEOSCIENCE (86002)

Grades 10, 11, 12 Level – Resource

Full year - 5 credits

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

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

AP ENVIRONMENTAL SCIENCE (6004AP)

Grades 12 Level – Advanced Placement Full

Year - 6 credits

Prerequisites: Students MUST meet the following criteria:

- C or better in Honors Chemistry
- B or better in Honors Biology

- **B or better in Honors Algebra II**
- **B or better in US History II**

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. The course is highly quantitative and relies on multiple uses of several statistical analyses, dimensional analysis, and percent change. AP Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. However, it is also a college-level course and does not provide a review of topics from courses previously taken. For further details on course content, please refer to the AP Environmental Science Course Description published by the College Board.

ENVIRONMENTAL SCIENCE H (6004H)

Grades 11, 12 Level – Honors

Full Year – 5 credits

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

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

ENVIRONMENTAL SCIENCE (6004)

Grades 11, 12

Full Year – 5 credits

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

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

ENVIRONMENTAL SCIENCE (86004)

Grades 11, 12 Level – Resource

Full Year – 5 credits

Prerequisites: Recommendation by the Child Study Team

Environmental Science (86004) is a resource center replacement class that is taught in the resource center

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

ELECTIVE COURSES:

ASTRONOMY (6101)

Grade 12 Level – Academic

Semester - 2.5 credits

Prerequisites:

C or above in Honors Geoscience and/or Honors Chemistry

B or above in Geoscience Academic and/or Chemistry Academic

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

PHYSICAL SCIENCES

AP CHEMISTRY (6003AP)

Grades 11, 12 Level – Advanced Placement

Full Year with Lab - 6 credits

Prerequisites: B or better in Honors Chemistry and successful completion of Algebra II Honors with a B or better.

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. This course has a very minimal review of the topics of Chemistry Honors. The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. It is expected that students take the advanced placement examination in May. For further details on course content, please refer to the AP® Chemistry Course Description published by the College Board.

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

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

CHEMISTRY H (6003H)

Grades 10, 11, 12 Level –Honors

Full Year with Lab - 6 credits

Prerequisites:

Sophomores:

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

Juniors:

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

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

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

CHEMISTRY (6003)

Grades 11, 12

Full Year – 5 credits

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

This is a course designed to meet graduation requirements for laboratory science credit. It will provide students with an extensive overview of atomic structure, nomenclature, chemical reactions, the mole, gas laws, applications of chemistry to diverse careers and technological innovations, the periodic table (its

development and organization), acid and base behavior as well as science-math integrated skills. Students enrolled in the course will spend time each week in a laboratory setting that will develop their skills in measurement, observation, documentation, critical thinking and hypothesis formation. Students will be expected to record their observations, draw conclusions, and interpret data. In addition to possessing strong study skills, students should be able to work collaboratively and independently on those projects that require deductive skills, computation, research and analysis. A basic knowledge of the metric system, unit-analysis, algebra and variable isolation, spatial sense, exponents, square roots, fractions, decimals, graph development and graph analysis is expected.

CHEMISTRY (86003)

Grades 11, 12 Level – Resource

Full Year - 5 credits

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

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

AP PHYSICS 1 (6005AP)

Grades 11, 12 Level – Advanced Placement

Full Year with Lab – 6 credits

Prerequisites:

B or better in Honors Chemistry or Honors Physics, and at least 91 in Honors Algebra II

Co-requisites: Trig/Calc H, Calc AB or Calc BC

AP Physics 1: Algebra-Based is the equivalent to a first-semester college course in algebra-based physics. This is the start of a two-year sequence in Physics for students with exceptional math/science skills. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, linear momentum, universal gravitation, energy, power, oscillations, fluids, and fluid mechanics. Emphasis is placed on the use of trigonometry, algebra, geometry, and graphical analysis to solve problems and analyze data. Strong math and problem-solving skills are an absolute necessity. Prior skills needed for proficiency therefore include those learned in algebra and trigonometry. It is further recommended that only students that have performed above average in their math courses consider taking this course. In addition to frequent homework and assessments, the students will be required to produce informal and formal lab reports.

AP PHYSICS 2 (6005AP2)

Grades 11, 12 Level – Advanced Placement

Full Year with Lab – 6 credits

Prerequisite: B or better in AP Physics 1

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

and nuclear physics.

AP PHYSICS C - PART I (6005APC1)

Grades 11 & 12 Level – Advanced Placement Full Year with Lab - 6 Credits

Prerequisites: 92 or better in Trig/CaHonors, 85 or better in Calculus AB or Calc BC

This is the start of a two-year sequence in Physics for students with exceptional math/science skills. It is designed to be the equivalent of the first semester of an introductory college physics course usually taken by physics/engineering majors during the first year of college. In addition to covering the required text material, students will be involved in general laboratory activities. Topics covered include measurement, vectors, motion, force, momentum, energy, work, angular motion, angular inertia, oscillations, and universal gravitation. Emphasis is placed on the use of calculus, trigonometry, algebra and geometry to solve problems and analyze data. Strong math and problem solving skills are an absolute necessity. Required foundational skills for proficiency include, but are not limited to, trigonometry, differentiation, and basic integration. It is recommended that the students considering this course either complete Trig/Calc Honors, Calculus AB, or Calculus BC prior to this course. It is further recommended that only students that have performed above average in their math courses consider taking this course. In addition to frequent homework and assessments, the students will be required to produce informal and formal lab reports.

AP PHYSICS C - PART II (6005APC2)

Grade 12 Level – AP

Full Year with Lab - 6 Credits

Prerequisites:

B or better in AP Physics C (part I)

Students who have taken AP Physics 1 may take this course if they have met math requisites and have the recommendation of their Physics teacher.

B or better in Calculus AB or higher

Co-requisites: AP Calculus BC or higher

This course is designed to be the equivalent of the second semester of an introductory college physics course usually taken by physics/engineering majors during the first year of college. Since this course builds skills and knowledge learned in AP Physics C Part I, only students that have either a) successfully completed AP Physics C Part I or b) have done extremely well in AP Physics 1 and have completed Trig/Calc Honors should consider taking this course. In addition to covering the required text material, students will also be involved in general laboratory activities. Topics covered include electric forces, electric fields, magnetism, electromagnetism, electricity and circuits. Emphasis is placed on the use of calculus, trigonometry, algebra and geometry to solve problems and analyze data. Prior skills needed to achieve proficiency therefore include those learned in these courses. Strong math and problem solving skills are an absolute necessity. Since the ability to perform integration is a necessity it is strongly recommended that students first complete an upper level course in calculus. It is further recommended that only students that have performed above average in their math courses consider this course.

PHYSICS H (6005H)

Grades 11, 12 Level – Honors

Full Year with Lab - 6 Credits

Prerequisites: B or better in Honors Algebra II and Honors

Geometry Co-requisites: Trig/Calc H or Honors PreCalculus

This course is for juniors and seniors who are interested in practical applications of science and math. Class meets six times per week including four lectures and one double-period lab. The main goal of the course is to instill within students the ability to accurately predict and calculate the resulting motion of objects under various physical conditions. Specific topics covered include: Vectors, Kinematics, Newton's Laws, Dynamics & Statics, Momentum, and Energy. Although this is a science class, the use of advanced math and problem solving skills is necessary to correctly depict these physical concepts. It is essential to have a strong comprehension of Algebra & Geometry. Trigonometry functions are heavily used during second, third, and fourth marking periods.

PHYSICS (6005)

Grades 11, 12

Academic Full Year - 5 Credits

Prerequisite: B or better in Algebra II

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

ELECTIVE COURSES

FORENSIC SCIENCE (6104)

Grade 12 Level – (Honors by contract)

Semester - 2.5 credits

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

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

STEM PROJECT BASED LEARNING H (PBL/L)

Grades 10, 11, 12 Level - Honors

Full Year– 5 credits (PBL)

Full Year – 4 credit (PBLL)

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

WESTON SCIENCE SCHOLARS

Grades 9, 10, 11

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

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

This program has been developed for the academically talented and high achieving students with significant potential in science, mathematics and related fields. Students are offered hands-on participation in a laboratory under the guidance of Montclair State University faculty scientists and mathematicians. The scholars will engage in current and intensive scientific research over the course of a five-week period in the summer. In addition to original research, scholars study a mathematics component relative and pertinent to their research. To further the research experience, the scholars will also participate in hands-on mini laboratory activities or workshops as part of their summer cohort. In addition, other non-research activities of the program include spring and fall field experiences to ensure continuity and build on knowledge acquisition from prior science courses. Scholars will be required to complete 20 hours of community service which will be approved by the directors and due by December 1st of the academic year. Students who wish to apply must exhibit a strong interest and skills in the fields of science and mathematics as evidenced by recent grades or other indicators. The scholars must also exhibit excellent written and verbal communication skills, as evidenced through the evaluation of an essay and a formal interview. A student's demonstration of hard work, responsibility, and

enthusiasm plus the ability to work well with others will also be evaluated. As a requirement, students will present their findings at 2 evenings of colloquia and write an abstract of their findings. In order to be considered for acceptance into the program, candidates must also submit a formal written application and request math and science teacher recommendations. Applications will be available in January of each year. It is suggested that interested students and their parents/caregivers attend a January Open House for further explanation of the program.

SOCIAL STUDIES DEPARTMENT

Grades 9-12

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

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

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

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

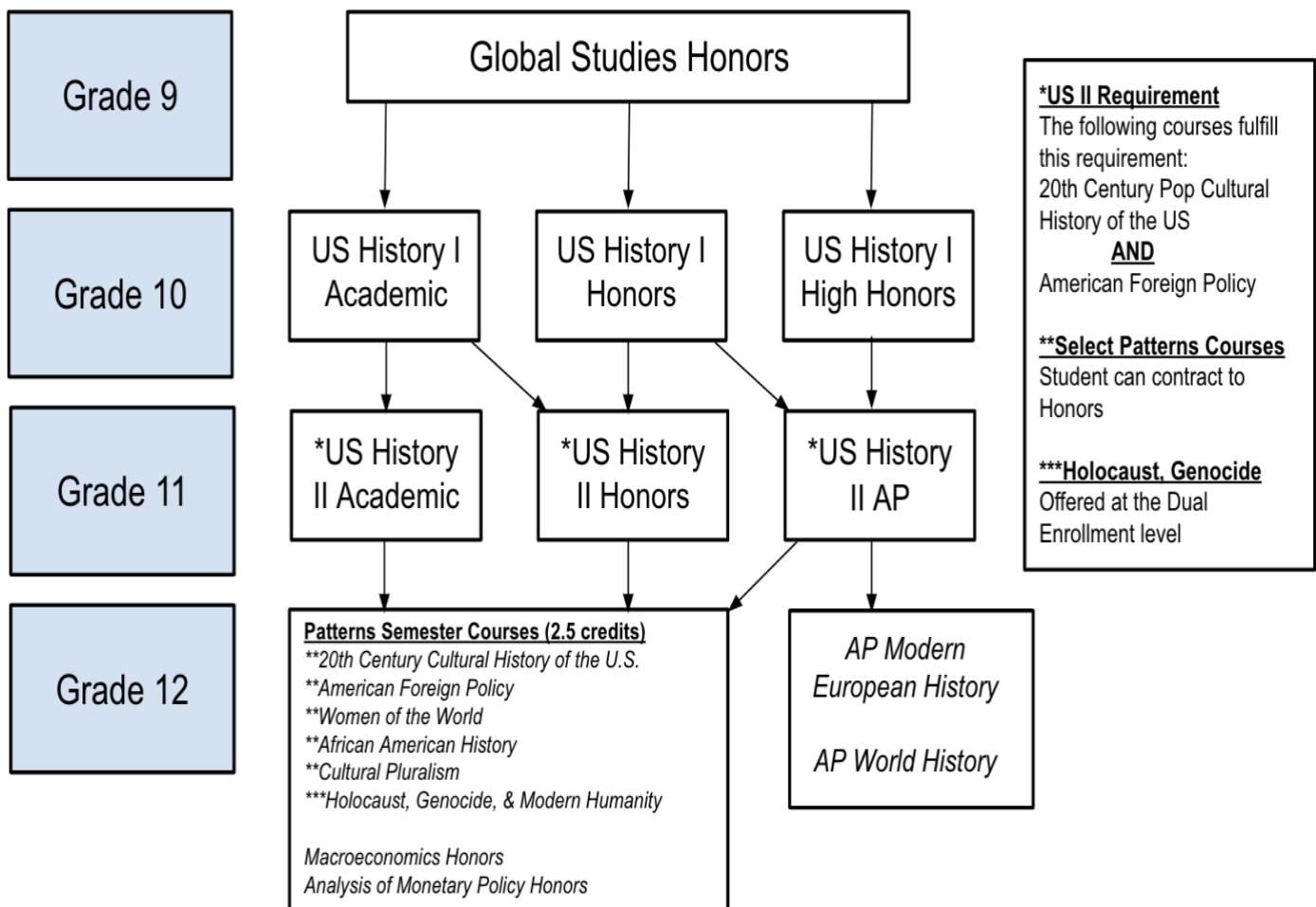
There are a host of electives to choose from including: African American History, Macroeconomics, Cultural Pluralism, Women of the World, AP Modern European, AP World History, Holocaust, Genocide and Modern Humanity.

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

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

See pages 21-23 for Civics and Government Institute and Center for Social Justice course descriptions.

SOCIAL STUDIES COURSE FLOWCHART



SOCIAL STUDIES REQUIRED COURSES:

GLOBAL STUDIES H (7001H)

Grade 9 Level - Honors

Full Year - 5 credits

Prerequisite: None

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

GLOBAL STUDIES (87001)

Grade 9 Level – Resource

Full Year - 5 credits

Prerequisite: Recommendation by the Child Study Team

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

U. S. HISTORY I (7002)

Grade 10

Full Year - 5 Credits

Prerequisite: None

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

U.S. HISTORY I (87002)

Grade 10- Level - Resource

Full Year - 5 credits

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

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

U.S. HISTORY I H (7002H)

Grade 10 Level – Honors

Full Year - 5 credits

Prerequisite: None

This is an exploration of American history from the roots of revolution to the dawn of “modern America” at the turn of the 20th Century. Historical inquiry and thematic approach enable students to evaluate evidence and analyze how our nation progressed, both domestically and internationally. The vehicles to accomplish this study will take many forms, including but not limited to primary source

and historical readings, film debates, cooperative and individual assignments and essay writing. Unit themes includes: *We the People: Establishing a New Nation*, which covers the road to Revolution and the Revolutionary War itself, development of the Articles of Confederation and Constitution, and applications of the Bill of Rights; *Expansion and Reform*, which covers westward expansion of the territory beyond the 13 original states, the changing political, economic and social reasons for moving into each territory and the issues for Native Americans during this time period as well as the growing reform movement in the mid-1800s; *Civil War and Reconstruction*, which covers the political and social issues that led to the Civil War, the War itself and how the accomplishments and failures of Reconstruction are tied to the Civil Rights Movement in the 20th Century; and finally *Industrialization and Urbanization*, which includes an exploration of the rise of big business and robber barons in the late 1800s and how immigration and urbanization led to the labor movement. This course is for students who want an in-depth understanding of American History. This satisfies one year of the two- year US History requirement.

U.S. HISTORY I HH (7002HH)

Grade 10 Level – High Honors

Full Year – 5 credits

This course will cover American history from 1491-1877, adhering to the Key Concepts from the College Board's AP U.S. History Curriculum Framework as it serves as the first part of a two-part AP course. Students are expected to matriculate into **AP U.S. HISTORY II (7003AP)**. Teachers will use the key concepts within the various periods to build students' understanding of the learning objectives that will be assessed on the AP Exam at the end of their junior year. Units covered include: the American continent before the arrival of Europeans, colonial and native societies that emerged in North America, colonial reaction to British control resulting in the American republic, the republic expanding democratic ideals, and the regional tensions over slavery that led to a civil war, the course and aftermath of which transformed American society. Willing and academically prepared students will focus on an in-depth study of the nation's history in which they will need to read and analyze at an advanced level a vast range of material including college level textbooks, historical essays, and primary sources. Students are expected to write clearly developed essays and document based questions that present an understanding of complex issues as part of this academically challenging coursework. This satisfies one year of the two-year U.S. History requirement.

U.S. HISTORY II (7003)

Grade 11

Full Year - 5 credits

Prerequisite: US History I

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

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

U.S. HISTORY II (87003)

Grade- 11 Level – Resource

Full Year - 5 credits

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

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

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

U.S. HISTORY II H (7003H)

Grade 11 Level - Honors

Full Year - 5 credits

Prerequisite: US History I

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

AP U.S. HISTORY II (7003AP)

Grade 11 Level - Advanced Placement

Full Year - 5 credits

Prerequisite: US History I H or US History I HH

This course is the continuation of American history from US History I HH; therefore, students are required to both possess the content, and further develop the skills acquired in U.S. History I HH. This course, the second part of a two-year course of study, focuses on the years 1898 to the present. It explores American industrialization, expansion overseas, World War I and the Versailles Treaty, international leadership vs. isolationism, the Twenties, the Great Depression, and the New Deal. It continues with World War II, and the postwar world and the Cold War, Civil Rights, the counterculture of the 60s, Vietnam, Watergate, Reaganomics, the age of the Internet, and concludes with an introduction to the early 21st Century. This course is designed for those students who have a particular aptitude and interest in American History, which can be rigorous in its demands. Students must know how to properly write SAQs, FRQs, and DBQs, successfully answer prompt-based questions, read historical material analytically and critically, weigh historical evidence and interpretations, and arrive at conclusions on the basis of informed judgments. To stimulate curiosity and understanding many interpretive essays and primary sources are included in the materials. Because this course is geared towards the AP exam, a strong emphasis is placed on standardized tests, analysis of content knowledge, and essay writing. And as the second half of American history, students must possess and build upon the content and skills acquired in U.S. History I. This satisfies the second year of the two-year U.S. History requirement.

SOCIAL STUDIES ELECTIVES:

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

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

20th Century Cultural History of the United States (7103) and American Foreign Policy (7105)

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

THE HOLOCAUST, GENOCIDE, AND MODERN HUMANITY (7109)

Grades 11-12 Level – (Honors by contract)

Semester – 2.5 credits

This course will introduce the history of the European Holocaust and address the wider questions surrounding genocides and human rights in the modern world. Examination of these events in comparative context and discussion of their impact on modern cultural, political, and intellectual developments will take place. Students will be exposed to some of the greatest moral and ethical dilemmas in modern history to examine the notion of our humanity. Students will explore how an understanding of genocide challenges societies to be more tolerant, pluralistic, and open. Ultimately, this course seeks to uncover the various themes and patterns of genocide, honor those who have been lost in ethnic conflicts, and remember their history and legacy in order to prevent this pattern from occurring again.

The Units of study include: Identity and Society, Genocide in Historical Context, the Holocaust, Case Studies in Genocide, Justice and Legacy, Modern Humanity and Human Rights.

Montclair High School's Holocaust, Genocide, & Modern Humanity class is offered as a dual enrollment class at Kean University. Our class will coincide with Kean's college course: *ID 1800: Holocaust, Genocide, and Modern Humanity*. If you so choose, students will be charged a reduced rate of \$100 per credit for the 3-credit ID 1800 course for a total cost of \$300. Students will submit payment for the course to Kean University at the time of registration. Upon successful completion of this course, you will receive three (3) college credits and an official college transcript. It is NOT required for you to do this, only an option. If you choose this option, you will also get High Honors credit for this semester class.

20th CENTURY CULTURAL HISTORY OF THE UNITED STATES (7103)

Grade 11 Level – (Honors by contract)

Semester – 2.5 credits

Prerequisites: United States History I

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

development.

AMERICAN FOREIGN POLICY H (7105)

Grade 11-12 Level – (Honors by contract)

Semester – 2.5 credits

Prerequisites: United States History I

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

AP AFRICAN AMERICAN STUDIES (7113AP)

Grade 11-12 Level - Advanced Placement

Full Year - 5 credits

Prerequisite: None

Explore the rich tapestry of African American history and culture through the AP African American Studies course. Delve into the origins of the African Diaspora, tracing the journey from early African kingdoms to the challenges faced in the contemporary world. This interdisciplinary course is structured around four thematic units, each offering a chronological exploration of key periods and events. In Unit 1, students uncover the roots of the African Diaspora, spanning from approximately 900 BCE to the 16th century, examining the early interactions and migrations that shaped African American experiences. Unit 2 focuses on the era of Freedom, Enslavement, and Resistance, spanning from the 16th century to 1865. Students analyze the complexities of slavery, resistance movements, and the quest for freedom during this tumultuous period. Unit 3 explores The Practice of Freedom from 1865 to the 1940s, examining the post-Civil War Reconstruction era, Jim Crow laws, and the emergence of cultural and social movements striving for equality and justice. Unit 4 delves into the Movements and Debates of the 20th and early 21st centuries, analyzing significant events such as the Civil Rights Movement, Black Power Movement, and ongoing debates surrounding racial justice and identity.

Throughout the course, students engage in critical analysis of primary sources, texts, and diverse perspectives, honing their interdisciplinary analytical skills and gaining a deeper understanding of the multifaceted African American experience.

AP MODERN EUROPEAN HISTORY (7101AP)

Grade 11- 12 Level – Advanced Placement

Full Year - 5 Credits

Prerequisite: None

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

AP WORLD HISTORY (7102AP)

Grade 12 Level - Advanced Placement

Full Year - 5 credits

Prerequisite: None

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

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

AP HUMAN GEOGRAPHY

Grades 11 – 12 Level - Advanced Placement

Full Year 5 credits

Prerequisite: None

AP Human Geography is a yearlong course that provides conceptual and thematic analysis of spatial relationships between human beings and the world they live in. We will be looking at patterns on a wide array of topics which include population, migration, culture, language, religion, ethnicity ,political geography, economic development, industry, urban geography and agriculture. Special emphasis is placed on theories and their applications. Case studies are local, regional and global - giving you an understanding of how eight billion of us live and work within the globe's various regions. This is an AP course and you will find yourself challenged academically and growing in terms of analytical study, and independent research.

AP PSYCHOLOGY (7112AP)

Grade: 12

Level

- Advanced

Placement

Full Year - 5 Credits

Prerequisite: None

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. Using a student-centered approach, the class engages in discussion, in-class experiments, project based learning, research, and authentic experiences in the field of psychology.

AFRICAN AMERICAN HISTORY (7104)

Grades 10 -12 Level – (Honors by contract)

Semester - 2.5 credits

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

CULTURAL PLURALISM (7107)

Grades 11 and 12 Level – (Honors by contract)

Semester - 2.5 credits

Cultural Pluralism is a semester elective designed to study the diverse cultures that make up the United States as well as tackle the complexities that we face striving to become a more just and equal nation. American society is powerfully structured by inequalities based on gender, race, and class. From a sociological perspective, gender, race, and class intersect to structure individuals and groups' life advantages and disadvantages. This course is designed to reveal how they do so in institutional arenas such as work, the family, education, health, the criminal justice system, sexuality, popular culture and more. Students will explore literature, film, documentaries, music, and current periodicals to study these issues. Throughout this class we will emphasize our own lives and experiences. How does our diversity shape us and affect what it is to be an American?

WOMEN OF THE WORLD (7111)

Grades 10-12 Level – (Honors by contract)

Semester - 2.5 credits

Women of the World is a semester elective designed to study the diversity of women's global experience in the 21st Century and the complexities that we face in striving to become a more just and equal world. By placing race, gender, and sexuality at the center of our analysis, this class introduces some basic concepts and perspectives in women and gender studies. We will seek to understand the interlocking systems of racism, sexism, ethnocentrism, heterosexism, ageism, ableism, colonialism and globalization; and how feminist movements have resisted these inequalities and worked to create new systems of change. The course is designed to highlight the similarities and differences across contexts, to have us appreciate how history has shaped who we are, and to understand how our current political, social and economic contexts also profoundly shape our realities and lives.

We will use literature, films, podcasts, documentaries, and music to study women's issues with an emphasis on our own lives and experiences.

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

MICROECONOMICS H (7114H)

Grades 10 – 12

Level – Honors Semester - 2.5 credits

Microeconomics is an engaging course that helps students understand how individuals and businesses make economic decisions and how markets work. The class focuses on the interaction between buyers and sellers in different markets and explores how the government can step in to address problems like market failures. Students will learn key topics like supply and demand, market structures, consumer behavior, production costs, and the government's role in the economy. Both written explanations and graphs will be used to analyze these concepts. Real-world examples and case studies make the lessons practical and relevant to everyday life. This is a challenging course designed for students who are motivated and ready to take on advanced work. Prerequisites include a strong foundation in algebra and statistics. It's a great choice for those planning to take microeconomics in college or preparing for the AP exam in microeconomics. Often students from this course participate in the Fed Challenge and Euro Challenge programs in affiliation with the Federal Reserve System in NYC. **This course satisfies the Financial Literacy requirement.**

MACROECONOMICS (7110H)

Grades 10 – 12

Level – Honors Semester - 2.5 credits

Prerequisite: Microeconomics

Macroeconomics is a course that helps students understand the big picture of how entire economies work, giving students a thorough understanding of the principles that apply to an economic system as a whole. It introduces important concepts and policies that affect economies on a national and global level. Students will learn about topics like national income, price levels, economic growth, and international trade. The course also focuses on how the government and the Federal Reserve use tools like taxes, spending, and controlling the money supply to guide the economy. These policies aim to encourage growth, create jobs, and keep prices stable. Students taking this course should have a solid background in algebra and statistics. Prerequisites include a strong foundation in algebra and statistics. This is a challenging class designed for motivated students ready to do advanced work. It's an excellent choice for those planning on studying economics in college or preparing for the AP exam in macroeconomics. Often students from this course participate in the Fed Challenge and Euro Challenge programs in affiliation with the Federal Reserve System in NYC. **This course satisfies the Financial Literacy requirement.**

THE SCHOOL OF VISUAL AND PERFORMING ARTS GRADES 9-12

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

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

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

- to. the accomplishments of women, ethnic, racial and cultural communities; and the physically and mentally challenged.
14. Recognize and understand that artists and arts institutions contribute to and preserve our cultural heritage as well as influence the contemporary arts.

As general course requirements, students are expected to:

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

AMPHITHEATER: YEARBOOK

AMPHITHEATER: YEARBOOK I (3221)

AMPHITHEATER: YEARBOOK II (3222)

AMPHITHEATER: YEARBOOK III (3223)

Grades 11, 12

Level - (Honors by contract)

Full-year - 5 credits

Prerequisite: None

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

VISUAL ARTS

ART FOUNDATIONS (3205)

Grades 9 - 12 Level - (Honors by contract)

Semester - 2.5 credits

Prerequisite: None

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

DRAWING (3208) (*Formally Drawing and Composition*)

Grades 9 - 12 Level - (Honors by contract)

Semester - 2.5 credits

Prerequisite: None

Drawing is a course designed to develop students' observational drawing skills and improve accuracy through a variety of studio projects including still life, perspective, portraiture, figure drawing and landscape. A wide range of drawing media will be used to explore visual expression through mark-making, line quality, and value. Students will develop an understanding of composition by applying the Elements of Art and the Principles of Design to their work. In addition to technical drawing activities, students will learn art-centered vocabulary to aid in the constructive criticism of their work. A variety of artists will be studied to explore their art historical importance and relevance to each student's work.

PAINTING I (3243)

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

Semester - 2.5 credits

Prerequisite: None

This course is designed to introduce students to the basic elements of painting, how those elements relate to picture making, and the steps necessary to effectively execute a composition with paint. Students will explore color theory and various techniques as well as the importance of process through a series of scaffolded lessons and projects. As students gain proficiency, projects are designed to encourage more independent thinking and the exploration of each student's artistic voice. There are no prerequisites for this course. However, basic drawing skills are helpful but not necessary.

PAINTING II (3244) Grades - 9 - 12 Level - (Honors by contract)

Semester - 2.5 credits

Prerequisite: Painting I

The goal of Painting II is to shift the responsibility of creative direction from the instructor to the student while continuing to develop their abilities in the application, design, and understanding of painting. This will be accomplished by establishing group assignments which will develop into more independently aligned projects as the semester progresses. Painting Two will cover more advanced technical and aesthetic issues of painting with an emphasis on the physical, compositional and conceptual components of pictorial invention. Group and individual critiques will continue as an integral part of the curriculum, with an emphasis on looking at and discussing art objectively. Projects will be enhanced by readings and research assignments to support the development of an individual approach to painting.

FIBERS AND TEXTILE DESIGN (3209)

Grades 9-12 Level - (Honors by contract)

Semester - 2.5 Credits

Prerequisite: None

This course will examine the breadth of art forms and processes related to fibers and textiles. Cultural and historical influences will be investigated as an integral role in the development of these art forms over time. The

elements of art and the principles of design are used to analyze, design, create and evaluate fibers as an important and relevant art form. This course combines aesthetics, art criticism, and art history with the studio production of fiber elements and design projects. Projects may include weaving processes, surface design, and non-woven processes.

CERAMICS I (3206) (*formally Ceramics*)

Grades 9 - 12 Level - (Honors by contract)

Semester - 2.5 credits

Prerequisite: None

This studio course is designed to give students a hands-on introduction to clay and techniques, with an emphasis on traditional hand-building techniques. Students will gain a historical perspective of the role of both clay and potter through the study of various world cultures. The concept “form follows function” will be explored through this work, with the goal of making functional pieces of pottery. The role of decorative surface treatments and glazing methods will also be studied; students will employ these methods in the completion of their own three-dimensional clay works.

CERAMICS II H (3219H) (*formally Advanced Ceramics*)

Grades 10, 11, 12

Semester - 2.5 credits

Prerequisite: Ceramics I

Advanced Ceramics is a hands-on studio course designed to strengthen the traditional hand-building skills acquired in Ceramics, as well as introduce students to the potter's wheel. Students are encouraged to refine their personal aesthetic, craftsmanship, concepts and methods. This course will explore advanced building techniques and the completion of works through carefully considered surface treatments and glazing methods.

Students increase their artistic range with the addition of new materials and techniques, and will also have the opportunity to work independently to develop their thoughts and ideas.

SCULPTURE (3211)

Grades 10, 11, 12 Level - (Honors by contract)

Semester - 2.5 Credits

Prerequisite: Ceramics I

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

an emphasis will be placed on an exploration of materials, their physical properties, and their expressive potential.

WEB DESIGN (3214)

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

Semester - 2.5 credits

Prerequisite: None

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

DIGITAL DESIGN AND IMAGING (3207)

Grades 9-12 Level - (Honors by contract)

Semester - 2.5 credits

Prerequisite: None

In Digital Design and Imaging, students will build on their knowledge of art, design, and computer skills using illustrative and photo manipulation software. Students will become familiar with developing ideas, incorporating the Elements and Principles of Art and Design within digital work. Students will also have a basic understanding of CAD, demonstrating their knowledge of creating 2 Dimensional work to build a 3 Dimensional print, utilizing computer-aided design. This course is designed for students with a basic understanding of computers and to expand students' understanding on how art is experienced through 2 Dimensional and 3 Dimensional art compositions.

GRAPHIC DESIGN (3229)

Grades 9 - 12 Level- (Honors by contract)

Semester - 2.5 credits

Prerequisite: None

Graphic Design provides students with a comprehensive introduction to the dynamic and creative world of graphic design. Through a series of hands-on projects, discussions, and explorations, students will delve into the fundamental principles and practices that define effective visual communication.

CAD (Computer Aided Design) (3242)

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

Semester - 2.5 credits

Prerequisite: None

Welcome to the world of Computer-Aided Design (CAD). This course introduces students to the fundamentals of 3D design through TinkerCad, an accessible online 3D modeling platform. Students will learn how to create, scale, and combine digital shapes to bring their ideas to life while developing strong spatial reasoning and creative problem-solving skills. In addition to mastering the basics of digital modeling, students will also gain hands-on experience with industrial-grade 3D printers, exploring how professional-level technology transforms digital designs into real-world objects. By the end of the course, students will be proficient in TinkerCad, confident in their ability to design and 3D print objects, and will be prepared to advance into more complex areas of 3D design and fabrication. This course is an elective and available to all students for Fine Art or Practical Art Credit.

PHOTOGRAPHY (3240)

Grades 10 - 12 Level- (Honors by contract)

Semester - 2.5 credits

Prerequisite: None

Photography introduces students to the fundamentals of photography, covering basic technical skills, artistic principles, and creative expression. Students will explore various photographic techniques, learn about the history of photography, and develop a portfolio of their own work.

CREATIVE CODING (3241)

Grades 10 - 12 Level- (Honors by contract)

Semester - 2.5 credits

Prerequisite: None

Creative Coding provides students with a comprehensive introduction to the dynamic and creative world of graphic design. Through a series of hands-on projects, discussions, and explorations, students will delve into the fundamental principles and practices that define effective visual communication.

ART I H (3201H)

Grades 9 - 12

Full Year - 5 credits

Prerequisite: Art Foundations and Departmental Recommendation through Portfolio Review

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

ART II H (3202H)

Grades 10, 11, 12

Full Year - 5 credits

Prerequisite: Art I H

Art II is an advanced-level course designed to develop and refine students' drawing, painting, and critique skills through a hands-on studio art experience. An emphasis will be placed on the exploration of materials through process. Students will be introduced to a variety of media including, but not limited to, charcoal, ink, soft pastel, oil pastel, watercolor, acrylic, and mixed media collage. Projects will be presented in the context of art historical references and contemporary art practices.

AP ART AND DESIGN (3225AP)

Grade 11, 12 Level - Advanced Placement

Full Year - 5 credits

Prerequisite: Art II Honors OR Departmental Recommendation through Portfolio Review

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

SENIOR PORTFOLIO DEVELOPMENT H (3212H, Fall)

Grade 12

Semester - 2.5 credits

Prerequisite: Art II Honors OR Departmental Recommendation through Portfolio Review

Senior Portfolio is designed for 12th-grade students only. This course is for students who are interested in developing their artistic abilities and/or pursuing a career in an art-related field. Students will work independently to prepare a portfolio for entry to art school or art studies in college. Students will also complete research projects to further their understanding of art concepts and develop their creative voice through the refinement of their work.

AP ART HISTORY (3224AP)

Grades 10, 11, 12

Full year - 5 credits

Prerequisite: Global Studies

AP Art History is designed to introduce students to the nature of art, its function and meaning, art-making processes, interpretation, and responses to art. Through the investigation of diverse artistic traditions of cultures from prehistory to the present, this course fosters an in-depth understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms. Through research, discussion, reading, and writing about art students will be able to construct an understanding of individual works as well as the interconnections of art-making processes and products throughout history. Students who possess a strong interest in art, history, visual analysis, and thesis writing are encouraged to enroll. A high degree of commitment to college-level academic standards is required and students are strongly encouraged to take the Advanced Placement Examination.

THEATER ARTS:

ACTING I (3217)

Grades 9 – 12 Level – (Honors by contract)

Semester – 2.5 credits

Prerequisite: None

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

ACTING II (3218) (*Formally Advanced Acting*)

Grades 9 – 12 Level – (Honors by contract)

Semester – 2.5 credits

Prerequisite: Acting I

This course is a continuation of acting, with an emphasis on performance styles throughout Theatre History. Students will continue to focus on building ensembles and the acting craft while creating original work. Fulfills half of the Visual and Performing Arts graduation requirement.

ACTING III (3220)

Grades 10 – 12 Level – (Honors by contract)

Semester – 2.5 credits

Prerequisites: Acting I & II

This course utilizes Acting Skills to explore Theatre for Social Change, including devising an original piece speaking to a topic important to the students. Skills focused on include ensemble work, character work and devising and collaborative writing.

TECHNICAL THEATER (3213)

Grades 9-12 Level – (Honors by contract)

Semester – 2.5 credits

Prerequisite: None

This class will serve as an introduction to the various elements that occur "backstage" of a theater production. Students will learn their way around a theater and a stage, jobs in the theater and the foundations of stage management. The course will touch upon the basics of multiple areas of design, including sets, costumes and lighting. Creative assignments will accompany the academic work.

FILM MAKING (3215)

Grades 10 -12 Level – (Honors by contract)

Semester – 2.5 credits

Prerequisite: None

This class is an introduction to many aspects of film and filmmaking including: various jobs in the film industry; basics of cinematography (angles, composition); elements of lighting and sound; screenplay format. Students will work towards articulating how filmmaking techniques affect an audience's understanding and experience of the films they watch.

DANCE

All incoming freshmen and/or upperclassmen with little or no dance training must enroll in an introductory class before proceeding to more advanced courses. All students enrolled in dance classes will be required to dress in dance attire for every class. Students must wear clothing that is non-restrictive and allows the instructor to see the student's posture and positions of the body clearly. Proper examples would be: leotards, tights, unitards, leggings, jazz pants, tanks, sweatpants or T-shirts.

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

INTRODUCTION TO DANCE TECHNIQUES (538)

Grades 9- 12 Level – (Honors by contract: only if performing arts credit)

Full Year - 3.75 credits/5 credits

Prerequisite: None

This is an introductory dance course for students who intend to increase their knowledge, technical ability, flexibility, strength, and coordination while exploring self-expression through movement. Students will learn foundational technique, concepts and terminology of dance emphasizing postural alignment, balance, quality and flow of movement sequence. Students will develop improvisational and choreographic skills as new movement concepts are developed. A variety of music and sound will be used during this course. Teaching units will include foundational levels of modern dance, contemporary dance, ballet, jazz, musical theatre, cultural forms and dance writing with additional conditioning instruction in Pilates and Yoga.

INTERMEDIATE DANCE TECHNIQUE: IMPROVISATION AND CHOREOGRAPHY (537)

Grades 10-12 Level – (Honors by contract: only if performing arts credit)

Full Year - 3.75 credits/5 credits

Prerequisite: One year of study at MHS

Intermediate Dance Technique is a structured technique course for students with prior training in movement and dance. The class will utilize concepts from an array of genres and forms to emphasize student knowledge and move students towards kinesthetic proficiency. Warm-up exercises focus on alignment, placement, balance and student independent demonstration of movement concepts. Center floor work includes an adagio; turn sequences and traveling movement combinations for power, strength and speed. Choreography phrases (choreography) will combine movement sequences and patterns, composed of learned movement and encourage student's use of the floor. Teaching units will include intermediate levels of modern dance, contemporary dance, ballet, jazz, musical theatre, cultural forms and dance writing with additional conditioning instruction in Pilates and Yoga. As a regular feature of class throughout the year, students will be guided through exercises, which develop skills in the areas of improvisation, choreography and critique.

ADVANCED DANCE TECHNIQUES (533)

Grades 9-12 Level – (Honors by contract: only if performing arts credit)

Full Year - 3.75 credits/5 credits

Prerequisite: Spring audition

Advanced Dance is a structured technique course for students who demonstrate a mature focus and strong technical ability in movement and dance. The class will utilize concepts from an array of genres and forms to emphasize student knowledge and move students towards kinesthetic mastery. Warm-up exercises are highly structured. Center floor work and traveling phrases emphasize turning, rhythmic phrasing, dynamic changes and syncopation of movement for power, strength and speed. Teaching units will include advanced levels of modern dance, contemporary dance, ballet, jazz, musical theatre, cultural forms and dance writing with additional conditioning instruction in Pilates and Yoga. As a regular feature of class throughout the year, dancers are guided through activities which develop improvisational, partnering and choreographic skills in preparation for repertory work. During the final marking period, students will create and critique collaborative movement-based and/or thematic dances that reflect their personal interests, artistic and technical abilities.

MUSIC

MUSIC APPRECIATION (3236)

Grades 9 - 12 Level – (Honors by contract)

Semester - 2.5 credits

Prerequisite: None

This course offers students a well-rounded survey of major periods and styles of music from around the world and throughout turning points in American cultural history. Current events, topics, and issues within the music industry will also be addressed. Throughout these stylistic and topical units, students will learn about the rich and diverse history, culture, and influence of music in Montclair and the surrounding region. Attending some free or low-cost live music events in town throughout the semester is strongly encouraged. Students will also be introduced to the fundamentals of piano, harmony, and recording arts, with opportunities to delve further into any of these instruments or skills at their own pace as the semester progresses.

MUSIC THEORY I H (CLASSICAL BASED) (3237)

Grades: 10-11

Full Year- 5 credits

Prerequisite: None

Music Theory I, introduces students to the fundamental concepts of music theory, sight-singing, and basic piano skills, building a comprehensive foundation for further study in music and transitioning into AP Theory. This course emphasizes understanding musical notation, rhythm, intervals, scales, key signatures, and chords, while also developing ear training skills and sight-singing abilities. Students will engage in practical exercises that connect theory to practice, including basic piano activities to reinforce theoretical knowledge and improve musical dexterity. By the end of the course, students will have a solid understanding of musical structures, enhanced aural skills, and beginner-level piano proficiency, preparing them for more advanced studies in music. Students will not be required to read music to enter this class.

****Key Components:****

- Music Theory fundamentals: notation, scales, intervals, chords
- Ear training and sight-singing
- Introduction to piano keyboard skills

AP MUSIC THEORY (3237AP)

Grades 11-12

Full Year - 5 credits

Prerequisite: Music performance experience and/or Music Theory I with teacher recommendation

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

MUSIC THEORY II HH (3238HH)

Grades 12

Full Year – 5 Credits

Prerequisite: AP MUSIC THEORY

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

INSTRUMENTAL MUSIC

INTRODUCTION TO BAND (BRASS AND WOODWINDS) (3231)

Grades 9-11

Full Year- 2.5 credits

Rental required for certain options

(Trumpet, French Horn, Trombone, Euphonium, Tuba, Flute, Clarinet, Oboe, Bass Clarinet, Alto Saxophone, Tenor Saxophone)

Prerequisites: 0- 3 years experience and teacher recommendation

A beginner band course is an introduction to Band. Students will progressively develop the skills necessary to perform confidently in a public setting, with a final performance at graduation. Students will learn instrument familiarization and setup, developing sound production, learning music theory basics, technique development, ensemble playing and rehearsals, and preparing for performances. By the end of the course, students will have gained a strong foundation in both individual and ensemble playing, and they will be ready to showcase their progress in a celebratory graduation performance. This final concert will mark their accomplishment and highlight their growth as musicians.

BAND H (3231H)

Grades- 9 – 12

Full Year - 5 credits

Prerequisite: Prior music group experience or Introduction to Band

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

ORCHESTRA H (3230H)

Grades 9 – 12

Full Year -5 credits

Prerequisite: Prior music group experience- strings

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

VOCAL MUSIC:

MIXED CHORUS (3232) / CHORUS (3233)

Grades 9 – 12

Semester - 2.5 credits / 5 credits

Prerequisite: Open to any student who enjoys singing and/or is interested in learning introductory accompaniment skills on common rock band instruments such as guitar, drum kit, and piano; student is willing to accept the responsibility of group participation and practice routines.

This course is designed for students who wish to participate in a music ensemble with opportunities for both vocal and instrumental performance. It is open to students with little or no formal musical training who are interested in singing recreationally, as well as students seeking to strengthen their vocal and theoretical skills in preparation for more advanced musical experiences, including audition-based ensembles.

With a modern rock band-influenced approach, Chorus integrates instrumental accompaniment into a large vocal ensemble setting, allowing students to sing and play simultaneously while developing collaborative performance skills. This course supports students at varying ability levels and provides a strong foundation for continued growth in both vocal and instrumental musicianship.

CHOIR H (3234)

Grades 9 – 12

Full Year - 5 Credits

Prerequisite: Audition prior to admission

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

MADRIGAL CHOIR H (3235H)

Grades 9 – 12

Full Year - 5 Credits

Prerequisite: Audition prior to admission

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

production. Students must display proper rehearsal etiquette, and a high level of commitment to the ensemble's occasional performances outside of school.

SPECIAL EDUCATION DEPARTMENT GRADES 9-12

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

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

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

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

STUDY SKILLS (8824)

Grades- 9-12

Full Year - 5 credits

Prerequisite: Recommendation by the Child Study Team

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

SKILLS FOR LIFE AND WORK (8901SC)

Grades- 11, 12

Semester 5 credits

Prerequisite: Recommendation by the Child Study Team

Life skills are the abilities and behaviors that help you deal effectively with the events and challenges of everyday life. They are the skills that allow you to handle everything from interactions with others to navigating the workforce. This course is designed to prepare students for the world of work. It helps students to evaluate their interests as they relate to future career selection. Self-assessment of the student's skills, attitudes, and abilities as they relate to job choices, is included in class discussions. Students are introduced

to career resource materials and are encouraged to set realistic career goals. Practical skills such as completing job applications, preparing for job interviews, and writing resumes are developed. Skills required for keeping a job are developed and the importance of each is stressed: attitude, attendance, and punctuality, dressing appropriately, getting along with co-workers and being reliable. Practice is also provided in looking for a job. Problem solving situations that may occur on the job are presented for solution.

WORK STUDY (8999)

Grades- 11, 12

Semester – credit varies

Prerequisite: Successful completion of Skills for Life and Work and recommendation by the Child Study Team Student must be at least 16 years of age

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

SELF-CONTAINED PROGRAM

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

COMMUNITY BASED INSTRUCTION (CBI):

The CBI program is for students with significant disabilities ages 18-21. The students' IEP team will consider participation in the CBI program after the student has met their graduation requirements unless the target group to be served has significant disabilities and may need an alternative program. They will remain in high school with a desire to engage in the program requirements as set by the school district and advisory team. The IEP team must consider the postsecondary goals of each student and determine if the student's individual needs will be addressed through such a program. The CBI program facilitates connections to community options and will provide opportunities to become a part of the community. It may also facilitate connections to training programs. The Montclair Transition Program provides students who have individualized education plans (IEP's) the opportunity to gain the life skills and confidence to become active, productive and welcome citizens in their local communities. Our program activities are comprehensive and include instruction in several areas; however, a substantial emphasis is on employment preparation.

CAREER AND TECHNICAL EDUCATION

Grades 9-12

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

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

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

The general proficiencies that the students will gain are:

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

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

INTRODUCTION TO MARKETING (3006)

Grades 9-12 Level – (Honors by contract)

Semester - 2.5 credits

Prerequisite: None

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

INTRODUCTION TO ADVERTISING (3020)

Grades 9-12 Level - (Honors by contract)

Semester - 2.5 credits

Prerequisite: None

This course provides students with the understanding of advertising from the viewpoint of social theory. Students study advertising's political, economic, social and cultural role in modern society. They examine the social role of advertising in consumer societies and focus on advertising's mediation of the modern consumer/object relationship, the satisfaction of needs, and the effort to instill the desire for a product. The study of various media will be explored along with research through use of computer technology.

JOURNALISM I (1108) *Starting 26-27 SY meets the 21st Century/ C.T.E graduation requirements

Grades 11, 12

(Honors by contract)

Full Year - 5 Credits

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

Students evaluate the basic elements of newsworthiness and fair/balanced reporting. They analyze and evaluate the essential features of journalistic writing in a variety of news sources (print, broadcast, digital, and podcasting) for accuracy, brevity, clarity, and structure. As readers, listeners, viewers and reporters, students learn the foundations of ethical reporting practices. Finally, students explore how the First Amendment influences other constitutional rights, assists reporters and citizens, and remains essential for the true and accurate dissemination of information in a democracy. Journalism I students begin their work as novice reporters, contributing news, features, opinion-editorials, and photography to the student-run newspaper, *The Mountaineer* (digital).

This course is not credited toward the English requirement for graduation. ***This course meets the 21st Century Life and Career Skills credit requirement for graduation (Effective 26-27 school year.)**

JOURNALISM II (1109)

Grade 12

(Honors by contract)

Full Year - 5 Credits

Prerequisite: Journalism I

Students learn critical skills for consuming, researching and sharing news and information. As novice reporters, students will analyze and evaluate the essential features of journalistic writing from a variety of sources for: brevity and clarity, content, topics or themes, credible and multiple information sources, effective use of language, rhetorical strategies, structural elements and organization (in print, broadcast, digital, and podcasting). Students will explore how the First Amendment influences other constitutional rights, assists reporters and citizens, and is essential for the flow of information in a democracy. Journalism II students contribute news, features, opinion-editorials, and photography to the student-run newspaper, *The Mountaineer* (digital).

This course is not credited toward the English requirement for graduation. ***This course meets the 21st Century Life and Career Skills credit requirement for graduation (Effective 26-27 school year.)**

INTRODUCTION TO BUSINESS (3005)

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

Semester - 2.5 credits

Prerequisite: None

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

ENTREPRENEURIAL STUDY (3009)

Grades 9-12 Level - (Honors by contract)

Semester – 2.5 Credits

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

FINANCE (3019)

Grades 9-12 Level - (Honors by contract)

Semester - 2.5 credits

Prerequisite: None

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

COMPUTER SCIENCE I HONORS (4101H)

Grades 9-12

Semester - 2.5 credits

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

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

Grades 11, 12

Full Year – 5 credits

Prerequisites: Successful completion of Algebra II/Trig H with a ≥ 80 average or Algebra II H with a ≥ 95 average.

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

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

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

Students should be comfortable with functions and the concepts found in the uses of function notation. This course also builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course. This course includes a substantial laboratory component in which students design solutions to

problems. Students should be prepared to spend up to 3 hours per week beyond the standard class period completing labs.

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

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

Grades 10 - 12

Full Year – 5 credits

Prerequisites: Successful completion of Algebra IIH with a ≥80 average

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cyber-security concerns, and computing impacts. AP Computer Science Principles also allows students to use current technologies to create computational artifacts for both self-expression and problem-solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

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

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

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

CULINARY ARTS I (3027)

Grades 9-12 Level - (Honors by contract)

Semester - 2.5 credits

Prerequisites: None

This course introduces students to food and nutrition through cooking and research. Students will come to have an understanding of food and kitchen safety, the basic chemical composition of food, and which foods provide nutrients necessary for healthy growth. Knife safety and cutting skills, math and measurement and recipe development will be included. Careers in the food industry including food science will also be explored.

This course does not satisfy Science requirements for graduation.

CULINARY ARTS II (3028)

Grades 9-12 Level — (Honors by contract)

Semester - 2.5 credits

Prerequisites: Culinary I

This course continues the foundations developed in Culinary I. More advanced cooking techniques will be utilized and there will be a more in-depth study of nutrition. In addition to traditional food science careers, we will explore other food related entrepreneurial careers, including various social media outlets and other relevant technologies.

This course does not satisfy Science requirements for graduation

CARPENTRY 1A(3015)**CARPENTRY 1B (3016)****CARPENTRY 2A (3017)****CARPENTRY 2B (3018)**

Grades 9-12 Level - (Honors by Contact)

Semester – 2.5 credits

Prerequisite: In order for student to matriculate through the carpentry sections, one must complete Carpentry 1A

The Carpentry classes are structured to introduce students to shop safety, carpentry tools, and carpentry processes. The students will be engaged in several projects culminating their skills to build more complex projects. The fundamentals of carpentry, safety, accuracy, plumb, level and square will be emphasized throughout the course. The curriculum and practice of the craft demands students to implement various skills from Basic Math, Geometry, Physics and Architecture. It is a hands-on, project-based class that helps reinforce the academics.

The Advanced course focuses on projects that students want to build. This involves research, design and of course assembling. The final section focuses on the fundamentals of house construction, i.e layout , order of operations, materials, and pricing.

AUTOMOTIVE I (3029)

Grades 10, 11, 12 Level - (Honors by Contract) Full Year – 5 credits

Semester - 2.5 credits

Prerequisite: None

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

AUTOMOTIVE II (3030)

Grades 10, 11, 12 Level – (Honors by Contract)

Full Year – 5 credits

Prerequisite: Completion of Automotive I

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

ROBOTICS (3001, 3002H, 3003H, 3004H)

Grades 9-12 Level- Academic/Honors

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

Robotics II (3002H) Full Year 2nd year students (5 credits)

Robotics III (3003H) Full Year 3rd year students (5 credits)

Robotics V (3004H) Full Year 4th year students (5 credits)

Semester & Full Year– 2.5 & 5 credits

Prerequisite: Completion of Robotics I with a B or better is necessary for students to matriculate to

Robotics II-IV.

Robotics I: is intended to attract students who are self-motivated learners, those who can work as team members and also independently, and those who have an interest in any field that uses technology, engineering principles, and problem solving. The class focus is on machine shop operations and basic electrical circuits. Hands-on projects and labs will be required for this course.

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

POWER TECHNOLOGY (3025)

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

Semester – 2.5 credits

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

INTRODUCTION TO ARCHITECTURE & DESIGN (3010)

Grades 9-12 Level (Honors by contract)

Full Year–5 credits

Prerequisite: None

This introductory course is for students interested in architecture and design with a concentration on the creative process. Coursework focuses on enhancing drawing skills in sketching and learning constructed perspectives throughout the design assignments. Students explore the design process through projects ranging from graphics to product design to design concepts for buildings. They are encouraged to be curious about the design of the world around them. Students are also introduced to a diverse group of historical architects and their notable works in an effort to expand their ideas about design and world architecture. Students will also learn architectural drafting and model building for some projects. This course may be chosen to meet the graduation requirements for fine art or practical art credit.

ARCHITECTURAL DESIGN I 1/H (3011/3011H)

Grades 10, 11, 12 Level – Honors

Full Year-5 credits

Prerequisite: Introduction to Architecture & Design or consent of the instructor.

The course continues to focus on the architectural design process working on projects at a residential and

commercial level. Three-dimensional projects are chosen that further a student's understanding of the role of architecture in forming the urban fabric and the importance of social context in design. The process of design is emphasized throughout. All projects involve writing exercises, sketching, drafting, model building and applied mathematics. Design projects range from commercial facades to Tiny Homes to pavilions and more with an emphasis on students understanding the details and materials of construction. This course may be chosen to meet graduation requirements for fine art or practical art.

ARCHITECTURAL DESIGN II H (3012H)

Grades 10, 11, 12 Level – Honors

Full Year–5 credits Level - Honors

Prerequisite: Architectural Design I

The course focuses on architectural design and the creative process for a variety of design challenges. Three-dimensional projects are chosen that further a student's understanding of the process of design and emphasis is placed on the ability to reflect on a design program, analyze conflicting design requirements, and develop a sustainable solution. Project development encourages increasing ideas on structure and materials. The expectation is that students draw and design in more detail on their projects.

ARCHITECTURAL DESIGN III H (3013H)

Grade 12 Level – Honors

Full Year–5 credits

Prerequisite: Architectural Design I & II

The course is recommended for students who are interested in pursuing studies in the design fields of architecture, engineering, and product design. Course work focuses primarily on architectural studies with a structural and civil engineering component in addition to the social and historic aspects of architectural design. Projects will draw from a variety of integral disciplines including furniture, theater, landscape, and exhibition design and apply ideas from various fields such as science, math, culture. Students pursuing a higher education in the architecture or design field will also receive assistance on their portfolios.

MEDIA CENTER

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

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

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

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

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

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

APPENDIX A

Graduation Requirements for Fine and Performing Arts and
21st Century Life & Skills

S - semester course FY - full year course

***Also satisfies the 21st Century Life & Skills**

Fine and Performing Arts

Course Name (Number)

- Acting I, II, III (3217, 3218, 3220) *S*
- *Amphitheatre I, II, III (3221, 3222, 3223) *FY*
- *Introduction to Architecture & Design H (3010H)
- *Architectural Design IH, IIH, IIIH (3011H, 3012H, 3013H)
- Art Foundations (3205) *S*
- AP Art History (3224AP) *FY*
- Art IH, IIH, IIIH (3201H, 3202H, 3203H) *FY*
- Introduction to Band (Brass and Woodwinds) (3231)
 - *Band H (3231H) *FY*
- Ceramics I (3206), Ceramics II (3219H) *S*
- Chorus (3233), Chorus H (3234H)
- *Computer Aided Design - CAD(3242) *S*
 - Creative Coding (3241) *S*
- Dance Course Offerings (5000s) *FY*
- *Digital Imaging and Design (3207) *S*
 - Drawing (3208) *S*
- Fibers and Textile Design (3209) *S*
 - *Film Making I (3215) *S*
 - Graphic Design (3239) *S*
 - Honors Choir (3234H) *FY*
 - Madrigal Choir H (3235H) *FY*
 - Mixed Chorus (3232)
 - Music Appreciation (3236) *S*
 - *AP Music Theory (3237AP) *FY*
 - Music Theory I (Classical Based) (3237)
 - Music Theory II HH (3238HH) *FY*
 - *Orchestra H (3230H) *FY*
 - Painting (3243) *S*
 - Painting II (3244)
 - Photography *S*
 - Sculpture (3211) *S*
 - Senior Portfolio H (3212H) *S*
 - AP Art and Design (3225AP) *FY*
 - *Technical Theater (3213) *S*
 - *Web Design (3214) *S*

21st Century Life & Skills

Course Name (Number)

- Microeconomics H (7014H) *S*
- Macroeconomics H (7110H) *S*
 - Carpentry 1A (3015) *S*
 - Carpentry 1B (3016) *S*
 - Carpentry 2A (3017) *S*
 - Carpentry 2B (3018) *S*
- Computer Science I H (4101H) *S*
- AP Computer Science Principles (4101APP) *FY*
- AP Computer Science A (4101APA) *FY*
 - Culinary Arts 1 (3027) *S*
 - Culinary Arts II (3028) *S*
 - Finance (3019) *S*
- Entrepreneurial Study (3009) *S*
- Government Studies/CGI Elective *FY*
- Introduction to Advertising (3020) *S*
- Introduction to Business (3005) *S*
- Introduction to Marketing (3006) *S*
 - Journalism I (1108) *FY*
 - Journalism II (1109) *FY*
- Peer Leadership (3023) *FY*
- Power Technology (3025) *S*
- Robotics I, II, III, IV (3001H, 3002H, 3003H)
- Social Justice Lab/CSJ Elective *FY*
 - Automotive I (3029)
 - Automotive II (3030)

All courses highlighted in RED are new or updated in the right department for the 26-27 School Year.

APPENDIX B

Graduation Requirements in the Area of Financial Literacy

Entrepreneurial Study (3009)

Finance (3019)

Introduction to Business (3005)

Introduction to Marketing (3006)

Junior Electives in CGI and CSJ

Microeconomics H (7014H)

Macroeconomics H (7110H)

APPENDIX C

Classes of 2023–2026 High School Graduation Assessment Requirements

Class of 2023 (Updated July 2022)

On Tuesday, July 5, 2022, Governor Murphy signed P.L.2022, c.60 (ACS for A-3196/S-2349), which requires the State Board of Education to administer the New Jersey Graduation Proficiency Assessment (NJGPA) as a field test for the class of 2023. There is no graduation assessment requirement for any student who is expected to graduate with the class of 2023. Students in the class of 2023 must still meet all the other State and local graduation requirements, including but not limited to credit, curriculum, and attendance requirements. The graduation assessment requirements for the classes of 2024 and 2025 remain in place.

Class of 2024 and 2025 (Updated May 2023)

On May 3, 2023, the State Board of Education approved the graduation ready cut score for the ELA and mathematics components of the NJGPA, as well as the menu of alternative assessments and aligned cut scores.

The requirements in this section were adopted by the New Jersey State Board of Education on September 8, 2021 for the classes of 2023–2025.

English Language Arts and Literacy (ELA)

If, after completing the New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the ELA component, such students may access the following pathways:

- Second Pathway: By meeting the designated cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER; or
- Third Pathway: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Mathematics

If, after completing the required New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the mathematics component, such students may access the following pathways:

- Second Pathway: By meeting the designated cut score on a substitute competency test such as the PSAT, SAT, ACT, or ACCUPLACER; or
- Third Pathway: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.



Second Pathway



Note: This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

Students who sat for the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics by meeting the designated cut score on one of the assessments on the menu of substitute competency tests in the table for the second pathway (below).

Second Pathway—Menu of Substitute Competency Tests

Note: Cut Scores Approved by the New Jersey State Board of Education on May 3, 2023

ELA	Mathematics
One of the following: <ul style="list-style-type: none">• ACT Reading ≥ 17• Accuplacer WritePlacer ≥ 5• Accuplacer WritePlacer English Second Language ≥ 4• PSAT10 Evidence Based Reading and Writing (EBRW) ≥ 420• PSAT10 Reading ≥ 21• PSAT/NMSQT EBRW ≥ 420• PSAT/NMSQT Reading ≥ 21• SAT EBRW ≥ 450• SAT Reading ≥ 23	One of the following: <ul style="list-style-type: none">• ACT Math ≥ 17• Accuplacer Elementary Algebra ≥ 49• Accuplacer Next-Generation QAS ≥ 250• PSAT10 Math Section or PSAT/NMSQT Math Section ≥ 420• PSAT10 Math or PSAT/NMSQT Math ≥ 21• SAT Math Section ≥ 440• SAT Math Test ≥ 22

Third Pathway

Note: This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

Students who completed the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics through a portfolio appeal in grade 12.

Third Pathway—Portfolio Appeals

New Graduation Requirement for Class of 2025 through Class of 2027

For Montclair High School graduating classes of 2025 through 2027, each graduating high school senior is required by law, as part of New Jersey's new graduation requirement P.L. 2023, c.295, to complete the Free Application for Federal Student Aid (FAFSA) or the NJ Alternative Financial Aid Application (NJAFAA) in order to receive a diploma.

The FAFSA gives students access to the largest source of financial aid to pay for college or vocational school. Through completing the FAFSA, students can be considered for federal financial aid, including Pell grants, work-study programs, and loans. In addition, many states and colleges, as well as some private financial aid providers, use FAFSA information to determine students' eligibility for aid.

The FAFSA is an opportunity to have access to the resources that are needed to consider and enter postsecondary education – whether it be 2-year, 4-year, or technical school. In addition, students who are NJ residents but do not meet the requirements for FAFSA, may consider the NJAFAA as an option. The NJAFAA enables students to receive state financial assistance to support their post-secondary college and career goals.

If you do not qualify for the FAFSA/the NJ Alternative Financial Aid Application or you wish to request that your student be waived from this graduation requirement parents/guardians should complete the FAFSA/NJAFAA Waiver Form. The form must be submitted it to your student's school counselor by May 31st of your student's senior year.

FAFSA completion benefits ALL students:

The U.S. Department of Education's Office of Federal Student Aid provides more than \$120 billion in grants, loans, and work-study funds each year to help pay for college or career school. Visit StudentAid.gov today to learn how to pay for your higher education. The FAFSA must be completed to apply for grants, loans, and work-study. All financial information is kept confidential. Many students are eligible to receive financial aid from the federal government to help pay for college or career school. Age, race, or field of study will not affect eligibility for federal student aid.

Many college/university websites and fafsa.gov provide a financial aid estimator to estimate how much financial assistance students may receive. Financial need increases with college cost and some colleges can

cost more than \$65,000 a year. Many of these colleges, state agencies, and scholarship foundations require the FAFSA to award scholarships and grants to middle- and upper-middle-class students attending expensive schools. The most generous private colleges, for example, award need-based aid to some students from families earning more than \$200,000 a year. FAFSA is a prerequisite for Direct Unsubsidized Loans, Grad PLUS Loans, and Parent PLUS. These loans are available without regard to demonstrated financial need and

have lower interest rates than private loans.

NJAFAA may be an option for some students:

Complete the NJAFAA application if you are not a United States citizen or eligible noncitizen and meet all of the following criteria:

- Attended a New Jersey high school for at least three (3) years
- Graduated from a New Jersey high school or received the equivalent of a high school diploma in New Jersey
- Registered for Selective Service (male students only)
- Are able to file an affidavit stating that you have filed an application to legalize your immigration status or will file an application as soon as you are eligible to do so

Many colleges/universities can assist with the FAFSA/NJAFAA applications. We partner with Sussex County Community College & the Higher Education Student Assistance Authority (HESAA) to provide a FAFSA information night in the fall and SCCC also offers FAFSA Workshops to help students and families complete the application.

If you do not qualify for the FAFSA/ NJ Alternative Financial Aid Application OR are requesting this requirement to be waived, parents/guardians should complete the FAFSA/NJAFAA Waiver Form and submit it to their student's school counselor by May 1st of the student's senior year.

Important Links:

General FAFSA information: <https://studentaid.gov/>

FAFSA filing and eligibility requirements: <https://studentaid.gov/understand-aid/eligibility/requirements>

FAFSA Application: <https://studentaid.gov/h/apply-for-aid/fafsa>

NJAFAA Application: <https://www.hesaa.org/Pages/NJAlternativeApplication.aspx> her Education Student Assistance Authority: <https://www.hesaa.org>