

NEW MILFORD
HIGH SCHOOL

Program of Studies

2015-2016 Academic Season



Educational Options for a Changing World

One Snyder Circle
New Milford, New Jersey 07646

MISSION STATEMENT



Education With a Purpose

The New Milford Public School District provides relevant, innovative and rigorous educational opportunities to students at all grade levels.

The District is resolute in its attention to the development of the whole child by providing a comprehensive range of experiences essential to building capacity for independent and responsible living.

The program is designed to prepare all students to meet or exceed NJCCCS, think critically, master the challenges of life-long academic, cultural, social, economic, emotional and professional advancement, as well as constructive participation as citizens in an interdependent global society.

The District embraces family and community as active partners in a unified effort to develop students into self-directed, self-confident adults on their journeys to becoming the next generations of entrepreneurs, builders, artists, designers, inventors, scientists, educators, caregivers, protectors, workers and leaders.

Critical aspects of a New Milford education include:

- Recognizing the balance between academic achievement in math, science, humanities and the arts, and character development, ethics, service learning, social and civic responsibility, and career planning;
- Stressing the development of academic literacy, critical thinking, cooperative learning and problem solving as vital life skills;
- Encouraging students to collaborate with others in classrooms designed to promote global cooperation and communication;
- Promoting the processing and communication of information in verbal, graphic, and technological formats.

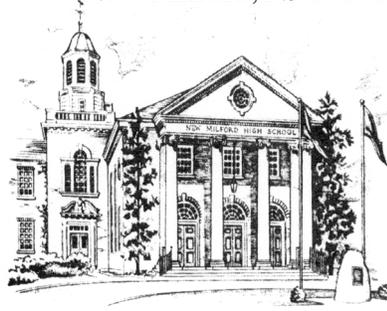
Essential strategies to achieve New Milford's educational mission focus on:

- Demonstrating the interconnected nature of the world through the cross-curricular study of math, science, language, arts, humanities, business, community, and the natural environment;
- Using differentiated study patterns that make curricula come alive and prepare students to transition effectively from one level to the next;
- Implementing classroom practices that present challenging coursework through active, student-centered inquiry in a safe, nurturing atmosphere;
- Providing dynamic, supportive, appropriately-equipped, technology-rich environments that stimulate student learning;
- Leveraging the comprehensive network of resources available through all stakeholders, including students, parents, teachers and the community.

NEW MILFORD HIGH SCHOOL

One Snyder Circle
New Milford, NJ 07646

*Louis Manuppelli
Principal*



*Gerald Perrone
Vice Principal*

Message from Mr. Manuppelli

Welcome to New Milford High School's new Program of Studies. The central focus of New Milford High School is to provide students with the best education possible in a way that is relevant, engaging, authentic, student-centered and innovative in its approach to promoting an appreciation for life-long learning. New Milford High School's commitment to excellence requires not only respect for the individuality of students and staff from diverse cultural, economic, social, racial, intellectual, linguistic and educational perspectives, but also a sustained effort to leverage that diversity toward the achievement of universal goals.

The school's dedicated staff provides each student with the tools necessary to lead productive lives in today's ever-changing society. It is the school's responsibility to nurture and guide students to be the best they can be. With approximately 675 students, the size of New Milford High School is ideal for students to receive the proper attention they deserve in a safe learning environment that draws upon the active involvement of the entire school community for the success of its students.

All students at New Milford High School are encouraged to enroll in a wide range of challenging courses in preparation for college and career. With many exciting elective courses catering to varied student interests, numerous co-curricular and extra-curricular activities, including 21 varsity sports, 20 clubs, Advanced Placement courses, college credit opportunities, a community service program, and a partnership with BergenPAC resulting in one of the best musical theatre programs in the state, New Milford High School is exemplary in its attention to the development of the whole child.

The teachers, the administrators, students and parents take tremendous pride in the school, what it has to offer, and its accomplishments, most recently over 14 new course offerings and the creation of the Academies@NMHS, which officially launched in September 2011. New Milford High School looks forward to hearing from interested parents, students, and community members and encourages all to contact the school by phone or email with any questions or concerns.

Louis Manuppelli
Principal

INTRODUCING



The Academies @ New Milford High School

Education With a Purpose

Danielle M. Shanley

Director of Curriculum and Instruction

Overview

The *Academies @ New Milford High School* represent a bold, new direction for education in the New Milford Public School District, one that considers student interest, national need and global demand for highly qualified graduates capable of competing at the most challenging levels. Beginning in September, 2011, the **Academy of Arts and Letters**, the **STEM Academy**, and the **Academy for Global Leadership** offer concentrated studies in well-defined, career-focused areas directly connected to university majors and workforce need. The Academies @ NMHS cultivate emerging professionals who exhibit the knowledge, skill, character and work ethic necessary for success in the global marketplace.

Profile of a New Milford Academy Student

An Academy **Student** at New Milford High school demonstrates interest and aptitude in a career-focused area, exhibits evidence of a sound work ethic, possesses a record of exemplary conduct and attendance, and expresses a willingness to immerse oneself in a concentrated course of study during a four-year period.

Special Diploma Designation

Upon successful Completion of **targeted courses*** in an Academy sequence over a four year period, students receive special Academy designation on their high school diplomas. (*A special credit calculation may be applied to Academy students of the Classes of 2013 and 2014, in consideration of the reduced opportunity to accrue credits over a full four-year period.)

Cornerstones of the *Academies @ NMHS*

In addition to the array of career-focused curricula associated with each of the Academies, there are special features that further define the Academy experience.

- Professional mentorships
- Opportunities for dual credit
- Access to resources outside the school setting
- Relationships with partnering institutions and organizations, such as BergenPAC, St. Thomas Aquinas, and FDU
- Master classes, workshops, and other related field study
- Capstone Senior Project

The Education Endorsement

Teachers have the unique ability to promote opportunity for all children and make a lasting impact, now and into the future. Each of the three academies embraces a lifelong passion for learning, the possibility for future careers in education, and offers opportunities to inspire the teachers and caregivers of tomorrow through an **endorsement** in Education. To nurture many New Milford HS students' interests in teaching as a profession, students in any of the *Academies@NMHS* take a minimum of two courses, inclusive of Tomorrow's Teachers, to qualify for the Education Endorsement. Other courses include Early Childhood Development, Sociology, Psychology, approved VHS offerings and independent study.

Admissions Standards

Admissions to The *Academies@NMHS* is open to all New Milford students. Applicants are required to submit an Application for Designation signed by the student and the student's parent. Applicants are asked to explain why enrollment in the Academies is important, and what they hope to gain from the experience. They must also describe what personal attributes they possess, and what they have done in the school community to illustrate their interests in a particular designation. Student applicants must secure one teacher supporter signature. Beginning with the graduating class of 2012, students may apply and are eligible for Academy designation.

THE ACADEMY OF ARTS & LETTERS



Education With a Purpose

The Academy of Arts and Letters

Studies in the Humanities are interdisciplinary and include courses in literature, cultural studies, history, and the arts. The study of humanities may lead to the answers of complex questions, such as, how does the past influence the present and the future? How does life imitate art? Why do some titles, essays, speeches, characters, songs, films, plays, and performers endure time while others do not? A student in The Academy of Arts and Letters is not just one who completes a series of Liberal Arts courses, but one who investigates, through critical analysis, and finds value in differing interpretations, perspectives, cultures, and opinions.

There are two concentrations within the program, **Humanities** and **Performing Arts**. A **Humanities** concentration may prepare students for professions in many fields including but not limited to: law, diplomacy, politics, journalism, education, literature, psychology, activism, environmentalism, and broadcasting. The **Performing Arts** concentration appeals to students who demonstrate talents and passions for the performing arts, including opportunities for the performer to use the artist's own body, face and voice, or use musical instruments, clay, metal, paint, and technology for exploration and creative expression.

Students interested in The Academy of Arts and Letters possess the desire to create, question, respond, critique and communicate with others in writing, in speaking and through works of art. The program encourages self-reflection, a self-reflection which in turn helps develop personal consciousness and/or an active sense of civic duty.

As a capstone experience, we encourage students to reach across disciplines and cultures to deepen their understanding of a work of literature, a time period in history, a figure in history or art, a genre, or an artistic milieu through independent or work related study, internship or travel.



The Science, Technology, Engineering and Mathematics (STEM) Academy

Studies in The Science, Technology, Engineering and Mathematics (STEM) Academy are interdisciplinary in nature and include a variety of required and electives courses. According to both the United States National Research Council and the National Science Foundation, the STEM fields are collectively considered core technological underpinnings of an advanced society. In many forums (including political/governmental and academic) the strength of the STEM workforce is viewed as an indicator of a nation's ability to sustain itself. STEM studies may lead to the answers of complex questions: What is our place in the universe? How do bioethical issues impact our society? How do the many disciplines assist us in our ability to compete in a global society?

A student in The STEM Academy is not just one who completes a series of math and science courses, but one who enjoys learning through investigation, scientific, technological and mathematical inquiry, and through discovery and analysis. The STEM Academy may prepare students for professions in many fields including but not limited to: psychology, biochemistry, medicine, engineering, accounting, education, architecture, aeronautics, statistics, computer sciences, food sciences, and applied mathematics. Core and elective offerings will appeal to students who find themselves drawn to these disciplines. These students possess an innate curiosity to inquire, investigate, problem solve, create, experiment, apply, and reflect on and critique their findings. The goal for STEM students is to cultivate a group of future leaders who possess the ability to think critically as a result of deep analysis. The program encourages the students to engage in self-reflection, which in turn, helps develop solid content knowledge, personal consciousness, ethical behavior and active contribution to the STEM workforce. As a capstone experience, we encourage students to reach across disciplines and cultures to deepen their understandings of an area under the STEM umbrella through independent or work related study, internship or travel.



The Academy for Global Leadership

Studies in The Academy for Global Leadership (AGL) are interdisciplinary and include a variety of core and elective courses in **business**, world affairs, world languages, humanitarian studies, global perspectives in literature and ethics. Students within the AGL have the option for an additional Business concentration through participation in project-based business courses. The goal of the AGL is to prepare a new generation of critical thinkers for effective and ethical leadership, ready to act as global citizens in addressing international and national issues across cultures. A study in AGL may lead to the answers of complex questions, such as: What is the role of the US in world diplomacy and the ethical treatment of human beings? How do we promote ethical business practices nationally and internationally? Are we within our rights to impose the American values of democracy and capitalism on other nations?

Students in The Academy for Global Leadership complete a series of core and elective courses cultivating written and oral communication skills, interpersonal skills, problem solving, diplomacy, multicultural sensitivity, tolerance, acceptance and the differences between critical and normative thinking. There is an emphasis on research, international study and debate. Value is placed on both individual progress and on collaborative efforts, as students are exposed to the rigors and challenges of a diverse, interdependent world. Coursework should allow students to identify, cultivate and assert their leadership qualities in preparation for professions in many fields including but not limited to: international business, foreign affairs, world languages, humanitarian efforts, economics, public speaking, library studies, law, politics, and education.

The program encourages the students to engage in critical thinking and self-reflection, which in turn, helps develop multicultural awareness, business acumen, ethical behavior and active contribution to a global society. As a capstone experience, we encourage students to reach across disciplines and cultures to exercise their leadership abilities through independent or work related study, internship, networking or travel.



The guidance counselors believe that every student is a unique individual and students should be considering their future plans when choosing their courses. We encourage students not only to speak with parents/guardians, teachers, and counselors, but also to research their career options and possible college major. Each personalized course of study should be based on the students' abilities, aspirations, academic record, and interests.

New Milford High School offers students an opportunity to meet their educational goals as well as begin the post-secondary planning process.

The Course Selection Process

Students should begin planning their course selections by defining the following goals:

- "What are my educational goals?" If a student is planning on going to college, he or she must be certain that all college requirements have been met.
- "What are my strengths and weaknesses as indicated by my grades and test scores?"
- "What career goals am I considering?" If a student is undecided, he or she should use the elective program to explore various courses which may lead to a career interest. How will my post-graduate plans (college, trade school, vocational school or technical schools) help me meet achieve those?

Add/Drop Procedures

Students will receive their schedule for the following school year early June. After schedules are distributed, students will be able to participate in a "Move Up" day that will afford the students the opportunity to walk through the courses they have selected for the following school year, meet the teachers and understand the requirements of the courses.

- The **first** add/drop period is the last week full of school.
- The **second** add/drop period is the first full week of school.
- The **third** add/drop period is the first full week of the third quarter (**second semester courses only**).

All drop/adds require signatures from the student, parent, guidance counselor and administrator. The student must continue to attend all scheduled classes until he/she has been issued a new schedule from his/her guidance counselor. All schedule changes are dependent upon seat availability. Teacher requests will not be granted.



Requirements for a Diploma

Graduation from New Milford High School with a state-endorsed diploma requires the successful completion of a program of studies in grades nine through twelve.

Minimum requirements for graduation, as established by the State of New Jersey and the New Milford Board of Education are set at 130 credits.

- One credit year of English for each year of enrollment, up to four credit years – 20 credits
- Three credit years of Mathematics – 15 credits
- Two credit years of United States History – 10 credits
- One credit year of Modern World History – 5 credits
- Three credit years of Science (5 credits of biology laboratory science is required) – 15 credits
- One credit year of Physical Education and Health/Driver Ed for each year of enrollment – 20 credits
- One credit year of Visual and/or Performing Arts – 5 credits
- One credit year of World Language – 5 credits (It is recommended that all college bound students have at least two (2) credit years of World Language – 10 credits)
- One credit year in 21st Century Life and Careers or Career-Technical Education – 5 credits
- Personal Financial Literacy (beginning with the Class of 2014) – Embedded in the elective program - 2.5 credits
Five courses meet the PFL requirements. Personal Financial Literacy, Personal Finance Math, Economics, Business Practice Firm, Family Consumer Science, and a PFL self guided on-line course for students in grades 10-12th.

In addition to the above coursework, students must pass all of the New Jersey State mandated assessments, including the High School Proficiency Assessment (HSPA) and specific subject End of Course assessments (EOC).

No credit (full or partial) will be given for a course unless a passing grade of “D” or better is achieved. All courses offered for credit must be at the high school level, and no single course may satisfy more than one of the requirements listed above.



Four Year Course Planning Worksheet

Use this planning guide to review graduation requirements, and develop a tentative four-year course of study. Make revisions as student's plan and interests change.

Grade 9		Grade 10	
Diverse Voices in Poetry and Prose		The American Experience through Literature	
Biology		Chemistry	
Math		Math	
Modern World History		US History 1	
World Language		World Language	
Physical Education/Health		Physical Education/Health	
Elective*		Elective*	
Sub Total Credits 35		Sub Total Credits 70	

Grade 11		Grade 12	
Explorations in Contemporary American Works		Global Perspectives in Literature	
Science		Science elective	
Math		Math elective	
US History 2		Social Studies elective	
World Language		World Language	
Physical Education/Health		Physical Education/Health	
Elective*		Elective*	
Independent Study		Independent Study	
Sub Total Credits 105+		Total Credits 140 +	

Required Electives

*Personal Financial Literacy (PFL)		*21st Century Life & Careers/Career Tech
*Visual and/or Performing Art(s)		



Planning for College

Since entrance requirements for colleges vary according to the specific school, students and parents should become familiar with the different college requirements. Student, in collaboration with their families and counselors, should begin early to determine college requirements and plan to build these into their course of study. Counselors have many resources to help parents and students with this task. Collegeboard and other Internet sites are valuable tools in helping to develop a plan.

Selective/competitive colleges recommend that students have 20+ academic courses. Take note of testing requirements for colleges of interest to you. A challenging academic schedule should include the following:

- 4 years of English
- 3-4 years of Social Studies
- 4 years of Science
- 4 years of Mathematics
- AP Courses
- 3+ years of the same World Language

Core Courses for less competitive or non competitive colleges

- 4 years of English
- 3 years (or more) of Social Studies
- 3 years (or more) of Science (including Biology and Chemistry)
- 3 years (or more) of Mathematics (Algebra I, Geometry and Algebra II)
- 2 years (or more) of the same World Language

Ninth Grade

- ◆ Work with guidance counselor and parents to develop an appropriate 4 year plan.
- ◆ Begin research using Collegeboard.

Tenth Grade

- ◆ Register for PSAT.
- ◆ Create account on Collegeboard's MyRoad to review PSAT answers.
- ◆ Use Collegeboard's MyRoad to take a career interest survey.
- ◆ Visit college campuses.

Fall – Junior Year

- ◆ Register for PSAT.
- ◆ Plan when/where to take SAT and/or ACT.
- ◆ Continue research using Collegeboard especially for college's admission requirements.
- ◆ Visit college campuses.



Spring - Junior Year

- ◆ Register for SAT and/or ACT.
- ◆ Take appropriate AP and SAT II assessments.
- ◆ Continue college research using Collegeboard and college specific websites.
- ◆ Visit college campuses.
- ◆ Consider early decision or early action.
- ◆ Request letters of recommendation.
- ◆ Take SAT II (if required).
- ◆ Register on-line with scholarship search engine (fastweb.com, collegescholarships.com, collegeboard.com, etc.)
- ◆ Register with the NCAA Clearinghouse if you're planning on participating in a Division I or II collegiate athletic program.
- ◆ Request teacher letters of recommendation before senior year. Teachers need time to write your recommendation. The summer break is the perfect time for teachers to write about you.

Early Fall - Senior Year

- ◆ Complete senior activity sheet/build resume.
- ◆ Follow up on letters of recommendation.
- ◆ Discuss college choices with your counselor.
- ◆ Create a list of colleges to which you will apply; file applications.
- ◆ Request admission interviews (if available).
- ◆ Retake SAT and/or ACT.
- ◆ Listen for announcement from the Guidance Department pertaining to visiting college representatives, scholarship news, application deadlines, etc.
- ◆ Take SAT II (if required).

Late Fall - Senior Year

- ◆ Submit the majority of your applications by early November.
- ◆ Retake SAT and/or ACT (if necessary).

Winter - Senior Year

- ◆ Apply for financial aid (FAFSA) on January 1st.
- ◆ Complete all college applications.
- ◆ Apply for local/community-based scholarships.



Gifted and Talented

New Milford High School recognizes students with gifts and talents in many areas. All of The Academies @NMHS offer advanced/Honors level classes, AP offerings, VHS and independent study. Prerequisites for access to these advanced, specialized courses and experiences vary and include, but are not limited to: academic record, teacher recommendations, standardized test scores, portfolios, applications and interviews. Pre- requisites are identified in the course description section of this program. In addition to some opportunities during the school day, additional offerings will be presented throughout the year in each area of specialization for graduation credit.

Advanced Placement and College Credit Program

The Advanced Placement Program offers students an opportunity to pursue advanced courses that are eligible for college credit. Participating colleges grant credit hours and/or advanced college placement to students who obtain high scores on the AP examinations. Advanced Placement courses are intended for students who demonstrate the aptitude, skills, interest and superior achievement within a given subject/discipline. Students taking AP courses are expected to prepare for success on the corresponding AP exams administered by The College Board. Beginning September 2011, students will be reimbursed for the cost of exams on a scholarship basis, for scores of 3 or better.

Students may also participate in the Fairleigh Dickinson College's Middle College Program or Saint Thomas Aquinas College's High School Extension Program. A variety of courses are offered each year where students can earn college credit in participating courses. The cost of the program is borne by the student's family.

Independent Study

- Students may have the opportunity to participate in an Independent Study.
- Independent Study is only for courses not offered at NMHS.
- Credits will be granted based on the work completed, time invested and successful completion of the proposed study.
- Grades for Independent Study will be assigned by building/district administration.
- Packets will be available in the guidance office.
- Students must adhere to the application deadlines.
- Administrative approval is necessary.

Virtual High School

Virtual High School (VHS) is an online learning environment that offers courses on a wide range of subject areas. Each of the 25 students from NMHS who will participate in VHS will be assigned to the library for one period each day to work on their VHS course. Most VHS courses are semester-long (two marking periods). Therefore, each VHS student will take one course in the fall and another course in the spring

VHS offers students the opportunity to take exciting classes and study with students from all over the world. The courses are self-guided and students are responsible to complete the work independently. For more information and a list of available courses, go to <http://govhs.org>.



Option Two

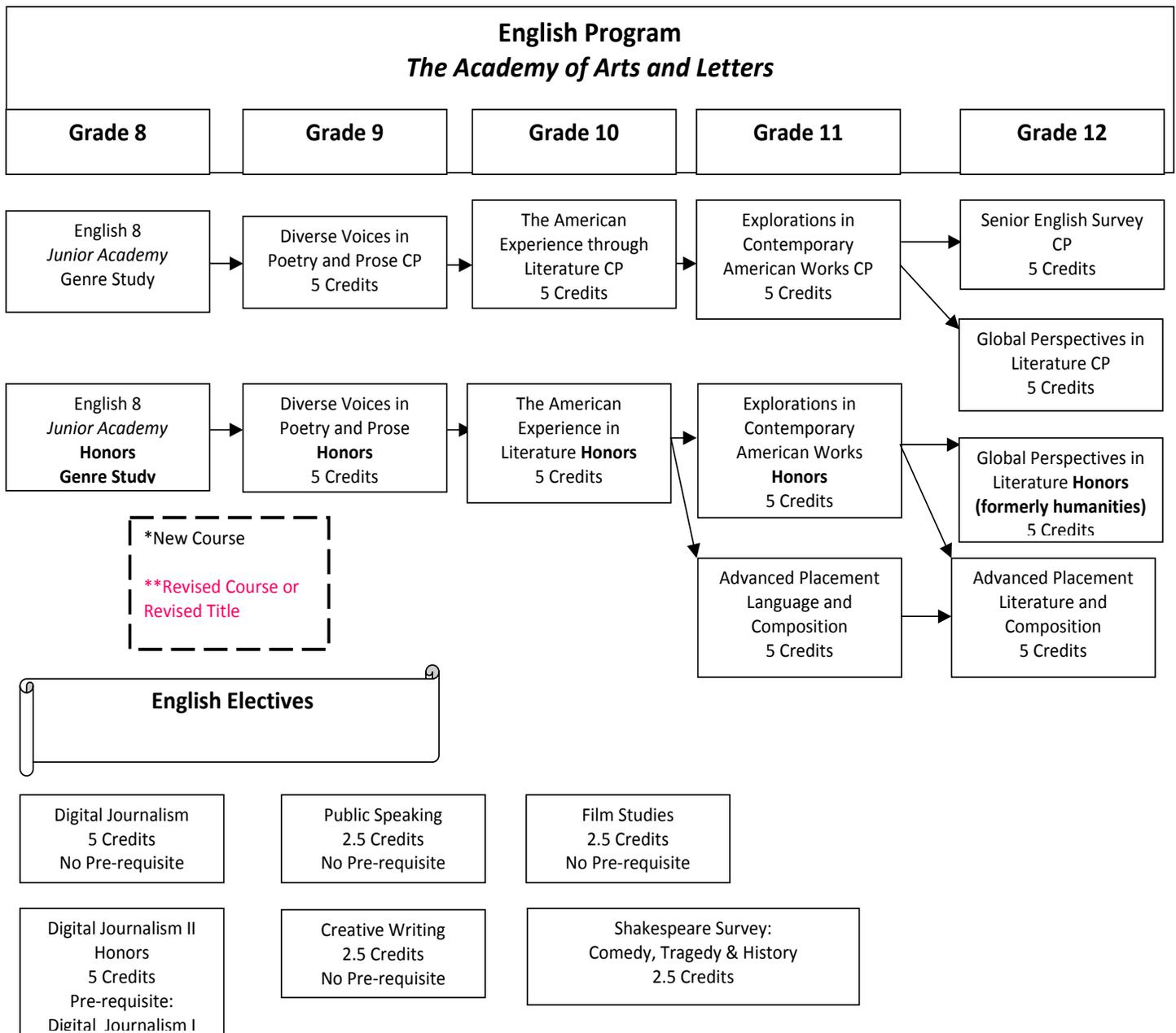
Option Two, or program completion, permits district boards of education to determine and establish curricular activities or programs aimed at achieving the Core Curriculum Content Standards and the National Common Core Standards for promotion and graduation purposes. N.J.A.C. 6A:8-5.1 directs district boards of education to develop, adopt, and implement requirements for a State-endorsed diploma. Traditionally, this has consisted of a series of “credits” in required content areas, with the State dictating a minimal number of credits needed for graduation from high school. Local school districts are permitted to establish additional course or credit requirements. Credits are based on seat time; that is, if a class meets five times per week for 40 minutes or more, the student is awarded five credits for successful completion of the class. Option Two serves as an alternative to traditional high school courses and involves in-depth experiences that may be provided by school district personnel or instructors not employed by the school district. Option Two may include, but is not limited to, one or more of the following: interdisciplinary or theme-based programs, independent study, magnet programs, student exchange programs, distance learning, internships, community service, co-curricular or extra-curricular programs, and/or other structured learning experiences. In addition, N.J.A.C. 6A:8-5.1(a)1ii(3) permits district boards of education to recognize successful completion of an accredited college course that assures achievement of the knowledge and skills delineated in the Core Curriculum Content Standards or includes learning that builds on and goes beyond the standards.

This program allows the district to design and/or approve educational experiences that serve as an alternative to traditional instruction and provide meaningful learning experiences that support student achievement. Option Two allows schools to provide a superior education for all students through the use of multiple and diverse paths.

Option Two credits may take the place of required course for graduation or for elective credits. Students interested in Option Two should speak with their guidance counselors about the application and approval process. Applications will be reviewed by an established committee consisting of the High School Principal and/or designees as well as curriculum specialists and/or content area teachers. Option Two courses may be awarded credit with or without a grade, which may or may not affect Grade point average. Each application is evaluated independently. Students must adhere to due dates for applications and complete all necessary documentation as per established timelines.



Flow Chart of Courses Offered Through the English Department





Diverse Voices in Poetry & Prose - College Prep

Prerequisite: None

Full Year

5 credits

Grade 9

This course emphasizes written composition and the study of world literature. Writing assignments are predominantly in-class experiences; by the end of course, students will become independent writers who regularly incorporate appropriate syntax and diction throughout well-organized essays. Students are expected to present ideas orally, both formally in speeches or presentations and informally in class discussions. Vocabulary acquisition is also emphasized through the context of works studied. The reading selections of the course represent a broad spectrum of **world and multicultural** voices in poetry and the many genres of prose. This college preparatory course is theme based and interdisciplinary in nature. Students in all English Courses are expected to produce at least one process piece of writing each marking period connected to the works studied. Students will complete a research project using Modern Language Association (MLA) format. Comprehension, critical thinking, and literary analysis are reinforced, as well as independent reading.

Diverse Voices in Poetry & Prose - Honors

Prerequisite: Teacher Recommendation

Full Year

5 credits

Grade 9

This course is designed to provide the reading, writing and critical thinking skills necessary to read and interpret a broad spectrum of **world and multicultural** voices in poetry and the many genres of prose. This course is theme based and interdisciplinary in nature. The purpose of the Diverse Voices in Poetry and Prose Honors curriculum is to facilitate expository and persuasive writing skills through refining grammar, sentence structure, paragraph development, sophistication and style. Vocabulary acquisition is also emphasized through the context of works studied. The literature component consists of various literary genres: the novel, the memoir, the short story, drama, nonfiction, and poetry. Students will organize and present several well-developed, thesis-driven, multi-paragraph essays. At this level, students will complete a research project using Modern Language Association (MLA) format. In-depth literary analysis is strongly emphasized. Independent reading is also required.

The American Experience through Literature - College Prep

Prerequisite: None

Full Year

5 credits

Grade 10

The reading selections of the course represent a survey of **American literature from the colonial period to the Civil War**. Common themes in American literature that reflect the historical themes of the period studied in the Social Studies classes constitute the core of the course. Various genres are read to include fiction, nonfiction, poetry, and drama. Students are introduced to the critical reading and writing sections of standardized tests to prepare for both the High School Proficiency Assessment (HSPA) and the SAT. Students in this course will focus on expository and persuasive writing skills through refining grammar, sentence structure, paragraph development, sophistication and style. Vocabulary acquisition is also emphasized through the context of works studied. The course emphasizes expository and persuasive writing skills through a series of assignments including a research paper done as a collaborative project with the Social Studies Department. Attention in this project is given to paragraph development, sentence structure, the mechanics of grammar, and research and documentation skills using MLA format.

The American Experience through Literature - Honors

Prerequisite: Teacher Recommendation

Full Year

5 credits

Grade 10

This course emphasizes critical analysis and close reading and delves beyond plot development into interpretation and analysis through the synthesis of the literary works studied. Writing assignments reflect the development of analysis and application of



literary criticism with an emphasis on expository and persuasive essays. The literary works will be explored through a thematic curriculum. In addition, students will produce an interdisciplinary research paper, written in conjunction with the American History I classes using Modern Language Association (MLA) format. Reading selections constitute a survey of **American literature ranging from the colonial period to the early 1900's**. Students are introduced to the critical reading and writing sections of standardized tests to prepare for both the PARCC and the SAT. Vocabulary acquisition is also emphasized through the context of works studied. Independent reading is also required.

Exploration in Contemporary American Works - College Prep

Prerequisite: None

Full Year

5 credits

Grade 11

This course emphasizes expository and persuasive writing skills. Attention is given to paragraph development, sentence structure, and the elements of the persuasive essay as a preparation for the New Jersey State HSPA exam administered in 11th grade. Vocabulary acquisition is also emphasized through the context of works studied. The reading selections are designed to give an overview of **classic American literature from the Civil War to contemporary works**. A chronological and thematic approach continues the interdisciplinary study that connects the American history curriculum with the English curriculum. Various genres are studied including fiction, nonfiction, poetry, and drama. Students are introduced to the critical reading and writing sections of standardized tests to prepare for both the PARCC and the SAT. Independent reading is also required. Students will also compose a literary analysis research paper in MLA format.

Exploration in Contemporary American Works - Honors

Prerequisite: Teacher Recommendation

Full Year

5 credits

Grade 11

This honors level course is a combination of contemporary American literature and a survey of British literature. American literary themes covered will vary from the quest for self-knowledge, the relationships between family members, man and his role in society to accountability for one's own actions. Authors studied include classic, as well as contemporary authors, poets, playwrights and nonfiction writers. The aim of the British literature survey is to expose the student to some of the earliest English writings culminating in the Victorian era. Students will study the 19th century novel, short stories, poetry, nonfiction, and Shakespearean plays. This course is theme based and interdisciplinary in nature. Students will organize and present several well-developed, thesis-driven, multi-paragraph essays. At this level, students will complete a research project using Modern Language Association (MLA) format. In-depth literary analysis is strongly emphasized. Independent reading is required.

Advanced Placement Language and Composition

Prerequisite: Teacher Recommendation

Full Year

5 credits

Grades 11-12

In this introductory, **college level** course, students will be required to read and analyze a variety of texts arranged thematically to allow a greater understanding of the context of the works. Through their close reading and analysis of essays, speeches, novels, poems, documentaries and visual texts from authors of different genders, backgrounds and time periods, students will gain a better understanding of rhetoric and argument. In addition, students will improve their writing abilities through a variety of assignments including, but not limited to, research papers, debates, speeches, journals, memoir writing, persuasive, synthesis, and rhetorical analysis papers. Students are expected to participate in class discussions by providing questions, comments or observations on a daily basis. Students in the AP Language and Composition course are expected to make the commitment to taking the AP Language and Composition Examination administered by the *CollegeBoard*.



Senior English Survey - College Prep

Prerequisite: N/A

Full Year

5 credits

Grade 12

This course emphasizes expository and persuasive writing skills. Attention is given to paragraph development, sentence structure, and the elements of **quality writing for college or the workplace**. Vocabulary is developed in context through the study of a variety of contemporary poetry, prose and film. Thematic units drive the course; appropriate reader responses are expected to drive mature class discussions. Students will focus on the personal/college essay, technical writing, resume writing, interviewing skills, working collaboratively, reading critically, and communicating effectively through presentations and debate. Students will compose appropriate, original works for this course. An expository research paper emphasizing research and documentation skills is a required component of the course and a requisite for graduation.

Global Perspectives in Literature - College Prep

Prerequisite: Teacher Recommendation

Full Year

5 credits

Grade 12

The course emphasizes expository and persuasive writing skills and literary analysis of world literature. A research paper that emphasizes research and documentation skills is a required component of the course and a requisite for graduation. Preparation for the SAT test and the college application essay is also included. The reading selections constitute a survey of British and world literature from the Anglo-Saxon period to contemporary times. A variety of genres and media experiences are studied which include fiction, nonfiction, memoir, poetry and film. Vocabulary acquisition is also emphasized through the context of works studied.

Global Perspectives in Literature – Honors (formerly “Humanities”)

Prerequisite: Teacher Recommendation

Full Year

5 credits

Grade 12

This course has been designed for senior students who demonstrate advanced skills in reading, writing, and critical thinking. The course explores the heritage and literature of many cultures around the world from Sumerian, Babylonian, Persian, Arabic, Hindu, Greek and Roman. The course emphasizes the cultural history of these peoples and how it is reflected in the various pieces of literature studied. The course also emphasizes reader-responses to literature in the forms of artistic re-creations, musical selections, poetry, and written essays. An oral presentation by each student where the student identifies his own cultural heritage and discusses a piece of literature from that culture is a major component of the course. This course is theme based and interdisciplinary in nature. Students will organize and present several well-developed, thesis-driven, multi-paragraph essays. At this level, students will complete a literary analysis research project using Modern Language Association (MLA) format. The literature studied includes various genres: the novel, the memoir, the short story, drama, nonfiction, and poetry. Independent reading is also required.

Advanced Placement Literature and Composition

Prerequisite: Teacher Recommendation

Full Year

5 credits

Grade 11-12

This rigorous, college level English course engages students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students deepen their understanding of the way writers use language to provide both meaning and pleasure for their readers. As they read, the students consider the works’ structure, style and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. The goals of the writing assignments are to increase



students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. Emphasis is placed on stylistic maturity. This course includes intensive study of representative works from various genres and periods, concentrating on works and authors of recognized literary merit. Reading in the AP course is both thorough and deliberate with focus on the work's complexity, richness of meaning and analysis of literary form. Students in the AP Literature and Composition course are expected to make the commitment to taking the AP Language and Composition Examination administered by the CollegeBoard.

Digital Journalism – College Prep

Prerequisite: None

Full Year

5 credits

Grades 9-12

This English elective course will provide students with the opportunity to create and publish digital journalistic writing. A study of the origins and evolution of journalism from the beginnings of civilization through today, with a special focus on how the advent of Digital Journalism has defined and changed the means by which people receive their news, and how the effects of this on our culture, will be the core of the course. Students will participate in individual, class and group activities to increase awareness and appreciation for the history that has shaped the reporting of the news of today and beyond. The aspiring journalists who elect this course will practice and produce journalistic investigation, interviewing, writing, editing, layout and production of the **NMHS digital newspaper on a regular basis.**

Digital Journalism II – Honors

Prerequisite: Digital Journalism

Full Year

5 credits

Grades 9-12

This course will give the student the opportunity to expand on the study and application of the skills learned in Digital Journalism. Students will expand their horizons beyond mere reporting; an added focus on production value will be emphasized. Students will be expected to work cooperatively on stories to cover various angles/perspectives from which a story can be read/heard/seen. Students will manipulate audio tracks and add sound effects using audio editing software in an effort to make an audio news story as captivating as possible to the listening audience. There will be an emphasis on Video Reporting and added production value through advanced Video Editing. Examples include individual story perspectives edited together to create the illusion of a live dialogue, multiple on-screen personalities working together in the same frame, and reports submitted from different locations edited together to create the illusion of a dialogue. Students will also add visual effects to video using a green screen and video editing software. The process of creating this content will include research, group discussion, active listening, and the careful consideration of what production value can be added or removed from news stories in various formats.

Film Studies – College Prep

Prerequisite: None

Semester

2.5 credits

Grades 9-12

This course seeks to encourage an enjoyment and deeper understanding of the history of and the different types of films (silent, narrative, the musical, documentary, and modern film) that make up American cinema history. Students will learn and appreciate how films work artistically, technically, and socially. This course investigates "the meaning of film," the history of film and the ideology surrounding its creation and production. Students will analyze the aesthetics of film through a series of written assignments, class discussions and internet-based projects and research.



Public Speaking – College Prep

Prerequisite: None

Semester

2.5 credits

Grades 9-12

Public Speaking engages students in different types of public speaking such as interpretive reading, declamation, original oratory, extemporaneous speaking, toast making and debating. The course prepares the students to speak for a variety of audiences with emphasis on preparation, enunciation, pronunciation, expression, eye-contact, selection of topics, and body language. Students will be able identify the qualities (including ethos, pathos and logos) of effective speeches and skilled orators. The beginning of the course focuses on research of the art of rhetoric, as well as oral and physical exercises to improve projection, pace, articulation body language and the interaction of technology. Students will dissect the written and spoken work of great orators, as well as write original work and present speeches. Personal goal setting, self evaluations and peer feedback are important in reaching the objectives. Activities build on each other to hone skills necessary for Lincoln Douglass type debates. This is a performance course.

Creative Writing – College Prep

Prerequisite: None

Semester

2.5 credits

Grades 9-12

This single semester elective utilizes teacher-generated exercises to motivate and inspire students to write creatively in various forms. Writing will be encouraged as a means to express one's thoughts, ideas, and feelings on various topics which will be generated through journal writing, free-writing, and discussion. Students will be expected to write and to share their work openly with the class, and to comment and constructively to criticize their own work and the work of others. An integral part of this course involves developing students' awareness and appreciation of classic and contemporary poetry, literary devices, and peer-generated work. Skills in peer and self evaluation, editing, proofreading, and revision are developed throughout the course. The class is organized as a workshop where a portfolio of work is produced. In addition, students are encouraged to publish their work in school-sponsored publications.

Shakespeare Survey: Comedy, Tragedy & History

Prerequisite: None

Half Year

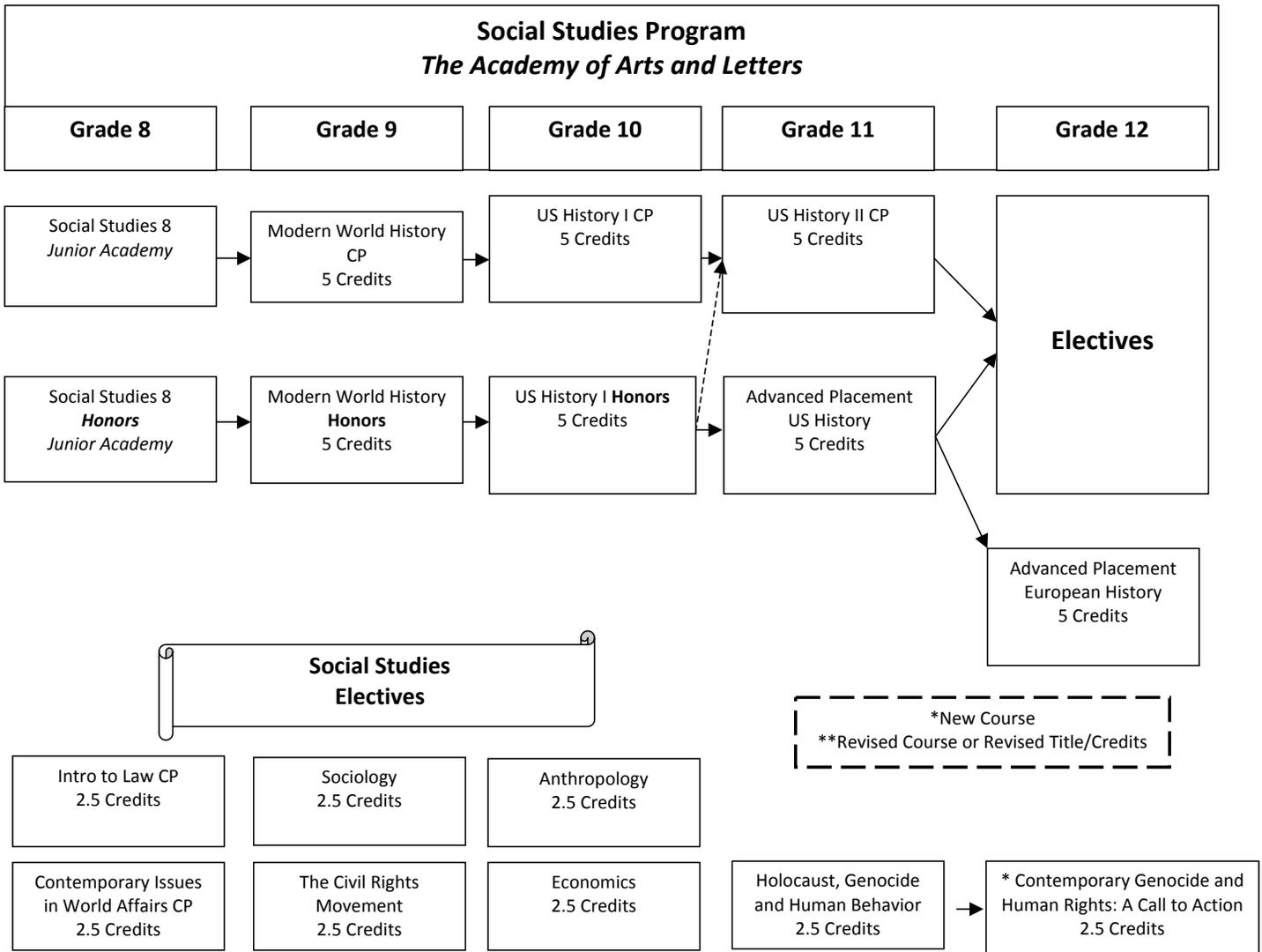
2.5 credits

Grade 10-12

Comedy, Tragedy and History is a course that will include the critical reading, writing and in class practical performance of two Shakespeare comedies, one tragedy and one history. (The selection of plays will not be read or have been read in any other courses of study in the high school curriculum.) Students will learn the language, the vocabulary, the rhythm, and the customs, concerns and culture of Shakespeare's Elizabethan England. Through repeated active connection and student engagement in reading aloud and in scene acting, the student will learn and appreciate that Shakespeare's words are where the power lies—and in turn they will hopefully discover this about themselves.



Flow Chart of Courses Offered Through the Social Studies Department



SOCIAL STUDIES



Education With a Purpose

Modern World History – College Prep

Prerequisite: None

Full Year

5 credits

Grade 9

This course is intended to present to the students an understanding of the chronological events, time periods and geographical areas that are necessary to the study of Modern World History. The content of this course covers the period from the 16th century to the contemporary period focusing on the major cultural, social, economic, political, and religious developments. The purpose of the course is to have the student see the connection between American History and World History and to see the interconnections of events throughout history from one world area to another. Many of our traditions, customs, institutions and beliefs are based on our immigrant heritage and our interaction with other nations. The intent of the course is to prepare the student to understand the contemporary world by acquiring a global historical background. Specific areas of study will include the rise of Modern Europe, the age of Imperialism and Modernization, the periods of wars and conflicts and contemporary world problems.

Modern World History - Honors

Prerequisite: Teacher Recommendation

Full Year

5 credits

Grade 9

The first semester covers the significant changes in Europe starting in the 16th century. The topics include: the Age of Monarchs, the rise of National States, the Age of Reason, the period of Revolution and Reaction, the Industrial Revolution and the political changes during the 19th century. The second semester includes a world view study of the 19th, 20th and 21st centuries dealing with the nations and empires of European and non-European powers, the world wars and conflicts and the rise of new ideologies throughout each century. A specific area of study will deal with the Modern Contemporary World and its problems, such as the Superpowers, War and Peace, Area Conflicts, Global Wealth and Resources and Human Rights.

United States History I – College Prep

Prerequisite: None

Full Year

5 credits

Grade 10

The first semester covers the founding of the United States and the American Constitutional System. Study includes the organization and functioning of our early governments (local, state, and national), the democratic processes and the successive problems of democratic growth in the development of the American society and culture.

The second semester focuses on the emergence of the American nation as a unified entity and the constitutional crises that led to civil war. Concerns of this semester are industrial, social, economic, political and religious as the American culture reaches the centennial point.

United States History I - Honors

Prerequisite: Honors Modern World History or Teacher Recommendation

Full Year

5 credits

Grade 10

Study begins with an examination of the British colonial system and its effects on the American society with special emphasis on the 1763-1775-time period. The course continues with the chronological study of the American Revolution, the period of the Articles of Confederation government, and the Constitutional period with an in-depth study of the Constitution. The remaining portion of the year emphasizes the growth and development of the American society in political, economic and social terms and the development of a foreign policy throughout the first half of the 19th century. A chronological approach is followed by studying the administration of presidents Washington to Lincoln and the major themes of the time period, including the development of the political party system, American foreign policy issues, examples of "Manifest Destiny", the development of Sectionalism, the causes of the Civil War and the period of Reconstruction. The student is expected to become proficient in all areas of course content: test-taking, written assignments, reading of primary and secondary historical material and research papers.



United States History II – College Prep

Prerequisite: United States History I

Full Year

5 credits

Grade 11

This course is a natural continuation of United States History I, and includes our nation's history from 1865 to the present. The course is approached chronologically with emphasis placed on the following topical areas: the Reconstruction era, the Second Industrial Revolution, the closing of the West, the Progressive era, the Expansionist era, World War I and II, Post War period and the development of the Cold War, domestic and foreign policy and the changing world of the 70's, 80's, 90's and contemporary events.

Advanced Placement United States History

Prerequisite: Honors United States History I

Full Year

5 credits

Grade 11

Advanced placement United States History is a college level course which has been designed for those students who have exhibited exceptional ability, skills, interest and achievement in Social Studies. The student who enrolls in this course must be willing to extend oneself beyond the norm of a typical class environment. This course begins with a brief review of the content of the Honors American History 1 course. A chronological study combined with a topical approach is the primary focus as the student progresses through the study of the second half of the 19th century concentrating on the period of Reconstruction and the economic development of the American society. The coming of the 20th century brings Industrial, Social, and Economic Development and Change, International Expansion, the causes and consequences of the World Wars, and Foreign Policy issues affecting the American Society. The student is expected to become proficient in all areas of course content: test-taking, written assignments, reading of primary and secondary historical material and research papers. Students in the AP U.S. History course are expected to make a commitment to taking the AP U.S. History Examination administered by the CollegeBoard.

Advanced Placement European History

Prerequisite: AP U.S. History

Full Year

5 credits

Grade 12

This Advanced Placement, college level course will afford the student the opportunity to study the evolution and development of European History from the Renaissance to the Present in its social, political, diplomatic, economic, intellectual and artistic manifestations. Working individually and/or in groups, and using all available technologies, students will undertake research, write essays and term papers, make oral presentations and participate in debates – all aimed at mastering content, raising awareness of trends in European History, fostering appreciation of European culture(s), and sharpening research, writing, oral/communication, analytical and critical thinking skills. Students in the AP European History course are expected to make a commitment to taking the AP European History Examination administered by the CollegeBoard.

Introduction to Law – College Prep

Prerequisite: None

Semester

2.5 credits

Grade 10-12

This Business and Consumer Law course will provide students with basic knowledge of the law. It will focus on the structure of the law, as well as important decisions handed down by the courts. A practical component of the course will focus on various laws that provide protections to consumers and employees in everyday life. Students will be given an introduction to the American judicial system, and the role of litigation in solving problems.



Contemporary Issues in World Affairs – College Prep

Prerequisite: None

Semester

2.5 credits

Grade 10-12

A Contemporary Issues course is offered as an elective for eleventh and twelfth grade students as an introduction to the complexities of the modern world. The course will offer insights into current issues facing various regions of the world as determined by current events. The goal of the course is to provide background on events that occur now and to provide insight as to the role the U.S. takes in these events.

Holocaust, Genocide and Human Behavior – College Prep

Prerequisite: None

Semester

2.5 credits

Grade 10-12

The Holocaust is one of the turning points in human history, whose influence in our lives remains some sixty years after the end of World War II. This course builds on the introduction to the Holocaust and genocide studied in U.S. History II and addresses the historical, sociological and psychological implications of the Holocaust as well as its impact on human behavior. Among these are: its origins, the role of anti-Semitism and racism; who were the perpetrators, victims and bystanders; patterns of resistance; the response of the United States and other countries; and the universal lessons for today. Additionally, case studies of the Armenian Genocide, the Cambodian Genocide, the Rwandan Genocide and the Sudanese Genocide will be studied within this framework.

Contemporary Genocide and Human Rights: A Call to Action - College Prep

Prerequisite: Successful Completion of Holocaust, Genocide and Human Behavior

Semester

2.5 credits

Grade 10-12

Human rights violations and genocides did not end with the perpetrators of the Holocaust being brought to justice at the end of WWII. This course builds upon the introduction to the UN and human rights that students studied in the Holocaust, Genocide and Human Behavior course and addresses essential questions about the contemporary protection of international human rights and the continuing problem of genocide in the world community. Students taking this course will examine in depth the role of the UN and the other international organizations, as well as actions of world governments, studying a wide range of sources including historic documents, literature, films, and survivor testimonies. Student-centered discussions, independent research, group projects and a comprehensive social action projects help students develop a personal understanding of genocide and human rights in today's world.

Anthropology - College Prep

Prerequisite: None

Semester

2.5 credits

Grade 10-12

An Anthropology course is offered as an elective for eleventh and twelfth grade students as an introduction to the theories of the origin of man and how cultures have developed throughout the world. The course will offer insights into the variety of human societies and the factors that have encouraged their development. The goal of the course is to provide students with an opportunity to understand the valuable contributions made by various groups throughout the world, to recognize certain universal traits among us, and to evaluate actions that individuals take as regards prejudice and discrimination.



Economics – College Prep

Prerequisite: None

Semester

2.5 credits

Grade 10-12

An Economics course is offered as an elective for students as an introduction to the principles that form the backbone of the US economy and our role in the international economy. Economic decision-making is fundamental to all fields of endeavor and this course will provide students with a basic vocabulary, an introduction to microeconomic and macroeconomic theories, and the awareness of current issues facing the U.S. economy. Effective economic decision-making is more likely to occur if students understand and can apply economic concepts to issues that will arise. **This course fulfills the Personal Financial Literacy requirement.**

Sociology – College Prep

Prerequisite: None

Semester

2.5 credits

Grade 10-12

The first marking period will emphasize both basic sociology and culture. In the study of basic sociology, socialization is the investigation of the process by which people become social beings, how people become what they are, and how they behave. Included are such topics as the effects of extreme isolation, development of the self-concept, the social self, a concept of morality, and an understanding of norms and roles. There are many experiments and field studies to personalize the content. Then, going from the individual to the larger societal unit is culture: the way of life of a given people. The study includes: social practices which can be found in all cultures, the idea that all people feel their own way of life is superior to all others and the need for cultural understanding, both nationally and internationally. Problems selected for in-depth study in the second marking period are: the nature of prejudice, racial and ethnic relations, criminology, social class, marriage and the family. Specific topics and content included are personalized based on the interests of the class.

Independent Study - Holocaust Study Tour

Prerequisite: Holocaust course, Application process and BOE approval

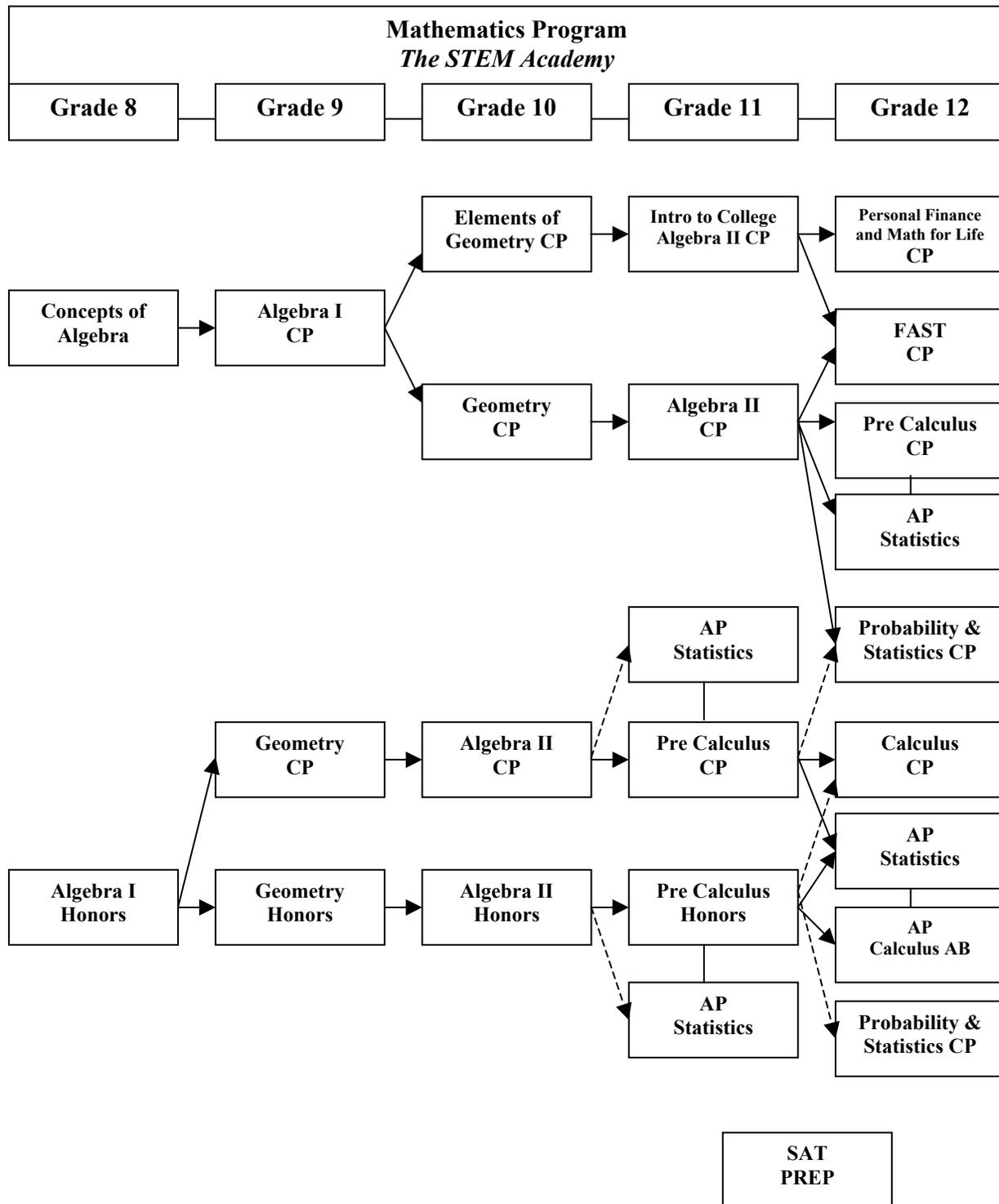
2.5 Credits

Grades 11-12

The desire to continue Holocaust studies often extends beyond the semester class we currently offer to our students. Many students apply to complete a small group, study tour project that includes research and European travel to Holocaust sites in the Czech Republic, Poland and Germany. Students visit several concentration camps, killing centers and ghettos that existed during the Nazi era. The students dedicate months of their time completing researching and writing, attending and/or facilitating speaking engagements, creating and leading public presentations, and documenting many hours of personal reflections about these experiences. As these young adults move on in life, they take with them authentic encounters with history shaped by the experience and the voices of Holocaust survivors. This program has been changing the lives of New Milford students for the past seven years.



Flow Chart of Courses Offered Through the Mathematics Department





Algebra 1 – College Prep

Prerequisite: Grade 8 Pre Algebra

Full Year

5 credits

Grade 9

This course is designed for the grade-level math student. The curriculum provides a sound foundation of algebraic skills and concepts necessary for an understanding of all future mathematics to be studied. Abstract and numerical reasoning is emphasized. Graphing calculators are employed to extend concepts. Students learn a variety of problem solving techniques and will apply arithmetic principles to specific algebraic topics.

Algebra I - Honors

Prerequisite: Pre Algebra and teacher recommendation

Full Year

5 Credits

Grade 9

Algebra I Honors is a rigorous course designed for mathematically talented students who have the conceptual and computational background and maturity to pursue an honors-paced subject. The curriculum covers a rigorous foundation in skills involving the real number system, signed numbers, simplifying algebraic equations, solving equations, verbal problems, graphing linear equations, polynomials, factoring, simplifying rational algebraic expressions and quadratic equations. Graphing calculators are employed to extend concepts. Students learn a variety of problem solving techniques and will apply arithmetic principles to specific algebraic topics. Standardized test preparation is integrated throughout the course.

Elements of Geometry – College Prep

Prerequisite: Elements of Algebra I

Full Year

5 credits

Grade 10

Elements of Geometry is a college preparatory course in the fundamentals of geometry. Emphasis is placed on repetition and experiential learning through a differentiated problem solving approach. Students will develop an understanding of plane and solid geometry through the use of definitions, observations and theorems. This is a hands-on geometry course based on investigation and discovery, problem solving, cooperative learning and challenge. All topics expected in a Euclidean geometry course are covered. Current educational technology is utilized in many investigations, activities and projects. Skills acquired in Algebra I will be further strengthened throughout the course. Problem solving will be emphasized to encourage higher level thinking skills. Standardized test preparation is integrated throughout the course.

Geometry – College Prep

Prerequisite: Algebra I

Full Year

5 credits

Grade 10

This college preparatory course emphasizes topics inherent to Euclidean geometry. This is a hands-on geometry course based on investigation and discovery, problem solving, cooperative learning and challenge. Current educational technology is utilized in many investigations, activities and projects. Knowledge of geometry will be developed with an emphasis on its logical structure and problem solving with consideration of both the inductive and deductive methods of reasoning as applied to formal proofs. Skills acquired in Algebra I will be further strengthened throughout the course. Problem solving will be emphasized to encourage higher



level thinking skills. Standardized test preparation is integrated throughout the course.

Geometry - Honors

Prerequisite: Honors Algebra I

Full Year

5 credits

Grade 9

This rigorous course emphasizes topics inherent to Euclidean and solid geometry. Knowledge of geometry will be developed with an emphasis on its logical structure, using critical thinking skills and problem solving strategies with consideration of both the inductive and deductive methods of reasoning as applied to formal proofs. Problem solving will be emphasized to encourage higher level thinking skills. Standardized test preparation is integrated throughout the course.

Introduction to College Algebra – College Prep

Prerequisite: Elements of Geometry

Full Year

5 credits

Grade 11

This course involves the application and further development of the fundamentals of Algebra I CP and basic concepts of Algebra 2. Knowledge is expanded through the use of problem solving and critical thinking applications. It presents a unified treatment of algebra and analytical geometry that exhibits the logical structure of mathematics. It includes those topics essential for further study of mathematics. The graphing calculator is integrated into the curriculum to model real world problems. Closely aligned with The Core Curriculum Standards in Mathematics, Standardized test preparation is integrated throughout the course to better prepare the student for the PARCC, SAT and ACT tests.

Algebra II – College Prep

Prerequisite: Geometry

Full Year

5 credits

Grade 11

This course is designed for the strong grade-level mathematics student. Course objectives are to solidify concepts of Algebra I CP through review, extension and application problem solving. It presents a unified treatment of algebra and analytical geometry that exhibits the logical structure of mathematics. Topics include: linear and quadratic equations, functions, systems of equations and inequalities, matrices, polynomial functions, rational functions, radical equations, probability, and introduction to conic sections and to exponential and logarithmic functions, The graphing enhanced curriculum allows for modeling of real world problems. Standardized test preparation is integrated throughout the course.

Algebra II - Honors

Prerequisite: Honors Geometry

Full Year

5 credits

Grade 10

This is a rigorous course designed for the advanced mathematics student. It will provide the student with in-depth instruction at an accelerated pace. This course involves a comprehensive study of mathematics in preparation for Pre-calculus H. Topics include: linear and quadratic equations, functions, systems of equations and inequalities, matrices, polynomial functions, rational functions, radical equations, exponential and logarithmic functions, probability, conic sections, and trigonometry. The graphing enhanced curriculum



allows for modeling of real world problems. Standardized test preparation is integrated throughout the course.

Pre-Calculus - Honors

Prerequisite: Honors Algebra II

Full Year

5 credits

Grade 11

This rigorous math course will provide the students with a comprehensive study of mathematics in preparation for a course in Advanced Placement Calculus. The Pre-calculus Honors course consists of the following topics: extensions of algebra, limits, continuity, derivatives, implicit differentiation, exponential and logarithmic functions, derivatives of exponential and logarithmic functions, trigonometric functions and their inverses, analytic trigonometry, derivatives of trigonometric functions and their inverses, additional topics in trigonometry, parametric equations, and polar equations. Students will use graphing calculators extensively in this course.

Personal Finance and Life Mathematics – College Prep

Prerequisite: Introduction to College Algebra

Full Year

5 credits

Grade 12

This course is designed to investigate the uses of mathematics in students' everyday lives as well as in certain phases of business and finance. In addition to limited career exploration, topics of study include: consumerism, banking, home-buying, investing, insurance, and basic economics. The emphasis in general is on practical mathematical applications and the role of financial institutions in the "real" world. Basic statistics are applied to the study of mathematics in business and finance. This fourth year math course fulfills the Personal Financial Literacy Requirement.

Probability and Statistics – College Prep

Prerequisite: Algebra II or Introduction to College Algebra with Teacher Recommendation

Full Year

5 credits

Grade 12

Probability provides concepts and methods for dealing with uncertainty and for interpreting predictions based on uncertainty. Probabilistic measures are used to make marketing, research, business, entertainment and defense decisions. The study of statistics should provide an understanding of which measures are appropriate for a given problem and what such measures as mean, variance and correlation can tell them about a problem. The study of probability should provide students with a basis of understanding from which to make informed observations about the likelihood of events, and to interpret and judge the validity of statistical claims.

Functions, Algebra, Statistics and Trigonometry (F.A.S.T) – College Prep

Prerequisite: Algebra II or Introduction to College Algebra with Teacher Recommendation

Full Year

5 credits

Grade 12

The Functions, Algebra, Statistics and Trigonometry course was developed specifically for students who need an extra year of mathematics to reinforce and extend their algebraic skills prior to taking pre-calculus. This course will cover functions in depth including: transcendental and non-transcendental, complex and trigonometric. Statistical methods through data analysis will also be



investigated and interpreted.

Pre-Calculus – College Prep

Prerequisite: Algebra II

Full Year

5 credits

Grade 11-12

Pre-calculus CP is a college preparatory course that introduces aspects of higher mathematics. It is a rigorous course that extends students' Algebra II CPA and basic trigonometry knowledge. Pre-calculus is a study of mathematical theory and applications designed to prepare students for Calculus and higher mathematics. The Pre-calculus CPA course consists of the following topics: extensions of algebra; trigonometric functions and their inverses; analytic trigonometry; and functions, matrix algebra, exponential and logarithmic functions, polynomial functions, and rational functions. Students will use graphing calculators extensively in this course.

AP Statistics

Prerequisite: Grade of A in Algebra II or a grade of B or better in Algebra II Honors and / or teacher recommendation

Full Year

5 credits

Grade 11-12

The aim of this AP course is to provide students with a learning experience equivalent to that obtained in most introductory college statistics courses, which have become a requirement for many college majors. The course involves four major topics: exploring data, planning a study, anticipating patterns, and statistical inference. In addition to mastering skills and understanding concepts, each student will develop an awareness of the importance of this subject in the real world, improve communication skills to convey decisions and ideas, and apply this knowledge in the future. AP Statistics is available to students who have successfully completed Algebra 2. It may be taken concurrently with Pre Calculus (CP or Honors) or Calculus (CP or AP).

Calculus – College Prep

Prerequisite: Grade of B or better in Pre-Calculus

Full Year

5 credits

Grade 12

This course introduces the student to calculus of a single variable. The course is problem-driven in response to the calculus reform movement and integrates applications to management, life, and social science in exercises throughout the course. Functions are presented graphically, numerically, and algebraically to give students the benefit of alternate interpretations. The graphing calculators are used extensively.

Advanced Placement Calculus AB

Prerequisite: "B" in Honors Pre-Calculus or Teacher Recommendation

Full Year

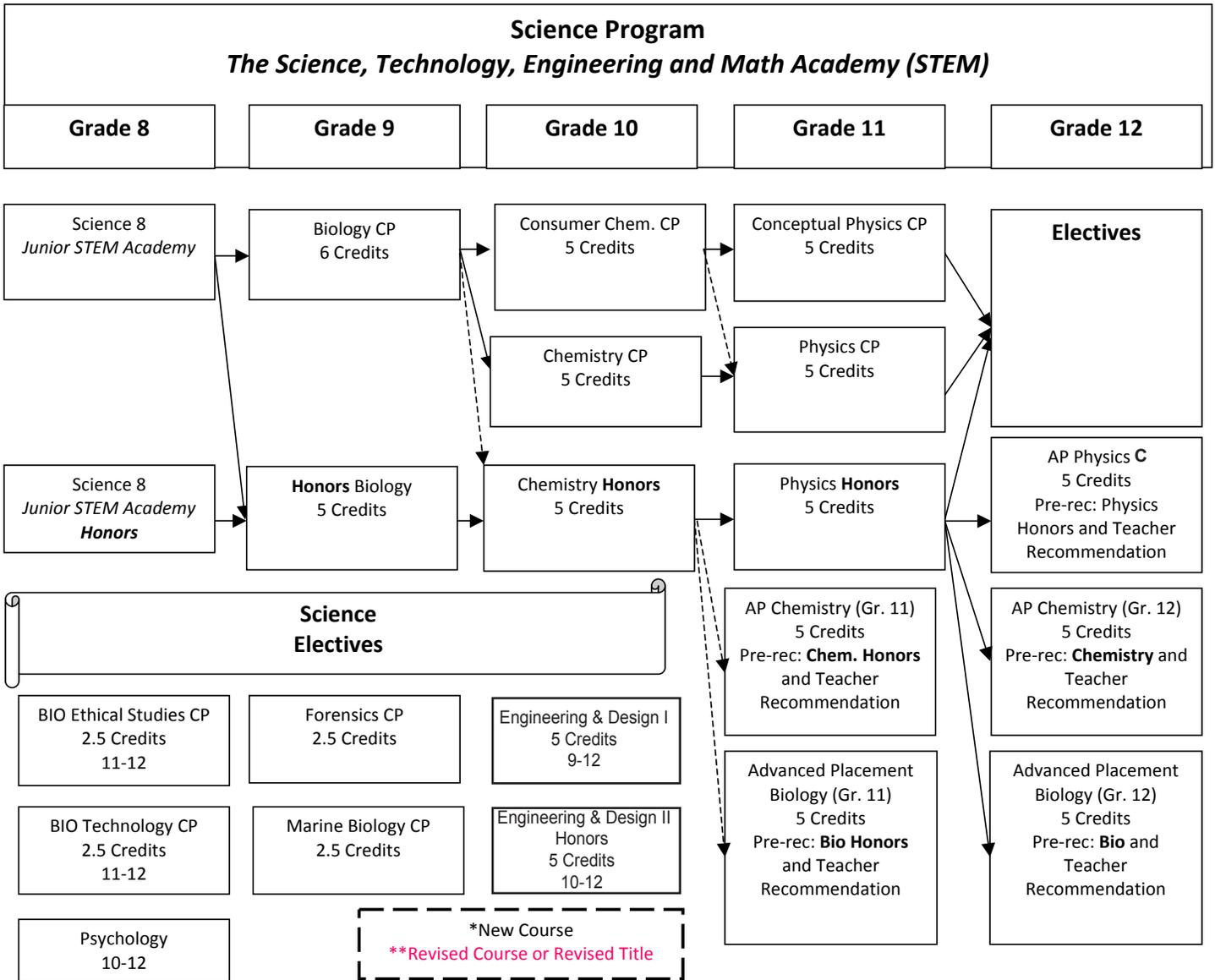
5 credits

Grade 12

This is a college level course in calculus taught 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. It is expected that students who successfully complete the course will have developed proficiency in the following areas: evaluate limits, derivatives, and integrals, apply derivatives to related rates, optimization problems, and velocity, apply integrals to area, volume, and differential equations, and become proficient in the use of a graphing calculator. Students in the AP Calculus AB course are expected to make a commitment to taking the AP Calculus AB Examination administered by the CollegeBoard.



Flow Chart of Courses Offered Through the Science Department





Biology – College Prep

Prerequisite: None

Full Year

6 credits

Grade 9

This lab-based course is a comprehensive introduction to the study of life for students who plan to attend a four-year college or university and are dedicated to scientific study. Biology CP helps students acquire a clear understanding of biological concepts, develop an awareness of the relevance of biology in their everyday lives, and foster an appreciation of the complexity of living things. Through active learning, students will strengthen their ability to problem-solve and think both critically and creatively. This course touches upon the molecular and cellular basis of life, animal and plant systems, human anatomy and physiology, reproduction and development, genetics, evolution, and the diversity of living organisms. Current topics in biology are threaded throughout the curriculum. Students enrolled in this course will be required to take the NJBCT (New Jersey Biology Competency Test).

Biology - Honors

Prerequisite: Teacher Recommendation

Full Year

6 credits

Grade 9

Biology Honors is a rigorous study of the basic theories and foundation of life processes. Biology topics to be covered include, but are not limited to: molecular structure, microbiology, cell physiology, invertebrate and vertebrate animals, genetic continuity, evolution, ecology, and the unity of life. A major component of the course includes laboratory work and investigation, including dissections and microscope use. This course also incorporates current events, recent discoveries, and advancements in the understanding and development of living organisms. Honors Biology requires students to work independently and cooperatively both inside and outside of the classroom. Students enrolled in this course will be required to take the NJBCT (End of Course Biology exam).

Consumer Chemistry – College Prep

Prerequisite: Biology

Full Year

5 credits

Grade 10

Consumer Chemistry CP is an introductory, lab-based Chemistry course that covers topics including, but not limited to: matter, atomic theory, periodic table, chemical reactions, organic chemistry, food chemistry, and acid-base chemistry. This course emphasizes scientific literacy, conceptual understanding and application, critical thinking, problem-solving skills, and lab techniques in order to understand the chemical reactions that occur in the community around us.

Chemistry – College Prep

Prerequisite: Biology

Full Year

6 credits

Grade 10

This lab-based course provides a comprehensive foundation in chemistry for students planning to attend a four-year college. Instruction emphasizes the understanding of chemical principles and methods for conducting quantitative analysis and executing laboratory experiments. Topics covered in the course include stoichiometry, gas laws, chemical reactions, solutions, atomic structure, molecular architecture, bonding, kinetics, and chemical equilibrium.



Chemistry - Honors

Prerequisite: Honors Biology

Full Year

6 credits

Grade 10

This lab-based course engages students in a rigorous study of matter – its structure and interaction. Students learn about chemical principles through experiments, demonstrations, independent study, and class discussion. Students in Chemistry Honors must work collaboratively and individually to analyze data and make inferences about the laws of chemistry. Topics covered in the course include, but are not limited to: stoichiometry, gas laws, chemical reactions, solutions, atomic structure, molecular architecture, bonding, acid-base chemistry, thermo-chemistry, kinetics, and chemical equilibrium.

Conceptual Physics – College Prep

Prerequisite: Consumer Chemistry

Full Year

6 credits

Grade 11

This lab-based course is a hands-on approach to learning about the laws that govern objects found in the world around us. Each new topic is studied by an exploration of the behavior of matter through laboratory activities, an explanation of the concepts that produce the observed behavior, and the application of these principles to real world situations and mathematical problem-solving.

Physics – College Prep

Prerequisite: Chemistry

Full Year

6 credits

Grade 11

This lab-based course is a challenging introduction to the study of physical laws governing our universe. Understanding of the concepts and principles involved and the ability to apply those concepts and principles to the solution of basic problems are the major goals of this course. Students in Physics CP learn about physical principles through class discussions, demonstrations, experiments and independent study. Students must work collaboratively and individually to collect and analyze data and make inferences about the laws of physics. Topics covered in the course include, but are not limited to: mechanics, fluids, electricity, optics, and waves.

Physics - Honors

Prerequisite: Honors Chemistry

Full Year

6 credits

Grade 11

This lab-based course is a challenging introduction to the study of physical laws governing our universe. Understanding of the concepts and principles involved and the ability to apply those concepts and principles to the solution of complex problems are the major goals of this course. Students in Physics Honors learn about physical principles through class discussions, demonstrations, experiments, group work, and independent study. They must work collaboratively and individually to collect and analyze data and make inferences about the laws of physics. Topics covered in the course include, but are not limited to: mechanics, fluids, thermodynamics, electricity, magnetism, and waves.

Advanced Placement Chemistry

Prerequisite: Honors Chemistry and Teacher Recommendation

Full Year

6 credits

Grade 11-12

This college level, AP Chemistry course is designed to emulate the General Chemistry lab-based course offered at 4-year colleges and universities. The course contributes to the development of students' abilities to think clearly and express their ideas, orally and in writing, with clarity and logic. Major topics covered in the course include, but are not limited to: Structure of Matter, States of Matter, and Chemical Reactions. Understanding of the concepts and principles of chemistry, application of knowledge to laboratory work, and the solution of complex problems are the main components of this college-level course. All AP Chemistry students are expected to make a commitment to taking the AP Chemistry Examination administered by the College Board.



Advanced Placement Biology

Prerequisite: Honors Biology and Teacher Recommendation

Full Year

6 credits

Grade 11-12

This full year, college level, lab-based course is equivalent to a two semester introductory college-level Biology course in both content and expectations. AP Biology follows the syllabus prescribed by The College Board. It is designed to incorporate major themes of biology throughout the curriculum as students develop an understanding of biology as a process. Major topics of study include: molecules and cells, heredity and evolution, and organisms and populations. Students enrolled in AP Biology are expected to make a commitment to taking the AP Biology examination administered by the CollegeBoard.

Advanced Placement Physics C

Prerequisite: Honors Physics and Teacher Recommendation

Full Year

6 credits

Grade 11-12

Advanced Placement Physics B is a college level, algebra-based Physics class designed to emulate the General Physics laboratory course offered by 4-year colleges and universities. Emphasis is placed on the students' deep conceptual understanding of the physical principles and their ability to apply these concepts towards complex problems. Topics covered in this course include: Newtonian Mechanics, Fluid Mechanics /Thermal Physics, Electricity and Magnetism, Waves and Optics, Atomic and Nuclear Physics. The course will include a double period laboratory each week that will be used variously to introduce, reinforce, and apply concepts taught in the classroom. Students in AP Physics B are expected to make a commitment to taking the AP Physics B Examination administered by the CollegeBoard.

Bio Ethical Studies – College Prep

Prerequisite: None

Semester

2.5 credits

Grade 11-12

This course will allow students to explore ethical issues associated with current and developing scientific technologies. Largely, current events based, the course will present the biology behind such topics as stem cell research, raising and slaughter of livestock, genetically engineered food, etc. Students will then analyze the ethics associated with wide-spread implementation of these practices. Students will work individually and in groups to research and analyze controversial issues, present their findings through written and oral formats and interact with the school community as they gather and present information. This course offers an additional choice in science electives. Although it is a stand- alone course, students might desire to take it along with its counterpart course, Bio Technology.

Bio Technology – College Prep

Prerequisite: Chemistry

Semester

2.5 credits

Grade 11-12

This course will give students the opportunity to conduct advanced, hand-on science that typical introductory biology courses are unable to provide. Topics will be explored through research, hand-on laboratory practices, and current studies and findings. Units of study will include but are not limited to: Microscopy, Cellular Biology, Genetic Engineering, and Biomedical Technology. This course offers an additional choice in science electives. Although it is a stand-alone course, students might desire to take it along with its counterpart course, Bio Ethics.



Forensics – College Prep

Prerequisite: None

Semester

2.5 credits

Grade 11-12

This elective is intended to provide students with an understanding of the science behind crime detection. This lab-based course will examine how certain pieces of evidence help link the victim and suspect to the crime scene. Forensic Science is also an interdisciplinary course that incorporates subject matter from mathematics, Biology, Chemistry, and Physics in a hands-on approach to analyze physical evidence and solve crimes. Laboratory exercises will include techniques commonly employed by forensic investigators to examine physical evidence such as glass, soil, handwriting, fingerprints, gunshot residue, ballistic calculations, blood spatter, hairs, fibers, and DNA evidence.

Marine Biology – College Prep

Prerequisite: None

Semester

2.5 credits

Grade 11-12

This semester course is a scientific exploration of the world's oceans. It begins with a microscope examination of the factors affecting salinity, density, temperature, and solubility. These factors control both the number and kind of life that the ocean supports. The course then examines the ocean macroscopically, exploring the ways that the ocean interacts with the earth's atmosphere and exosphere. Marine Science offers a view of fundamental principles of ocean science; the geography and geology of ocean basins; chemistry of sea water; physical dynamics of currents, waves, and tides; coastal processes; and the biology of diverse ecosystems such as deep sea vents, coral reefs, and estuaries. Students in the course examine marine biodiversity and biology as well as the structure and function of the ocean ecosystem. Finally, students research the role of law, government, and human communities in managing the ocean's resources.

Engineering and Design I

Prerequisite: Algebra, Physical Science, or Biology

Full Year

5 credits

Grade 9-12

The goal of the Engineering and Design I curriculum is for students to gain appreciation of the practices, techniques and thought processes that engineers employ to solve problems and create products for the improvement of the living standards of society. The course will be project-driven and the underlying STEM concepts will be taught in the context of the engineering projects rather than as standalone topics. Emphasis will be placed on contextual problem solving and technical documentation. Students will learn the core skills of engineering by completing two overlapping and interconnected sections - Foundations of Engineering Design, and Design and Management of Engineering Projects.

Engineering and Design II

Prerequisite: Engineering and Design I

Full Year

5 credits

Grade 10-12

This second section will depend upon the skills developed during the foundations of Engineering Design section. Students will apply engineering concepts to complete an engineering project. The projects may be selected from a list of projects or participate in a recognized engineering competition to fulfill the requirements of this course.

Psychology

Prerequisite: None

Semester

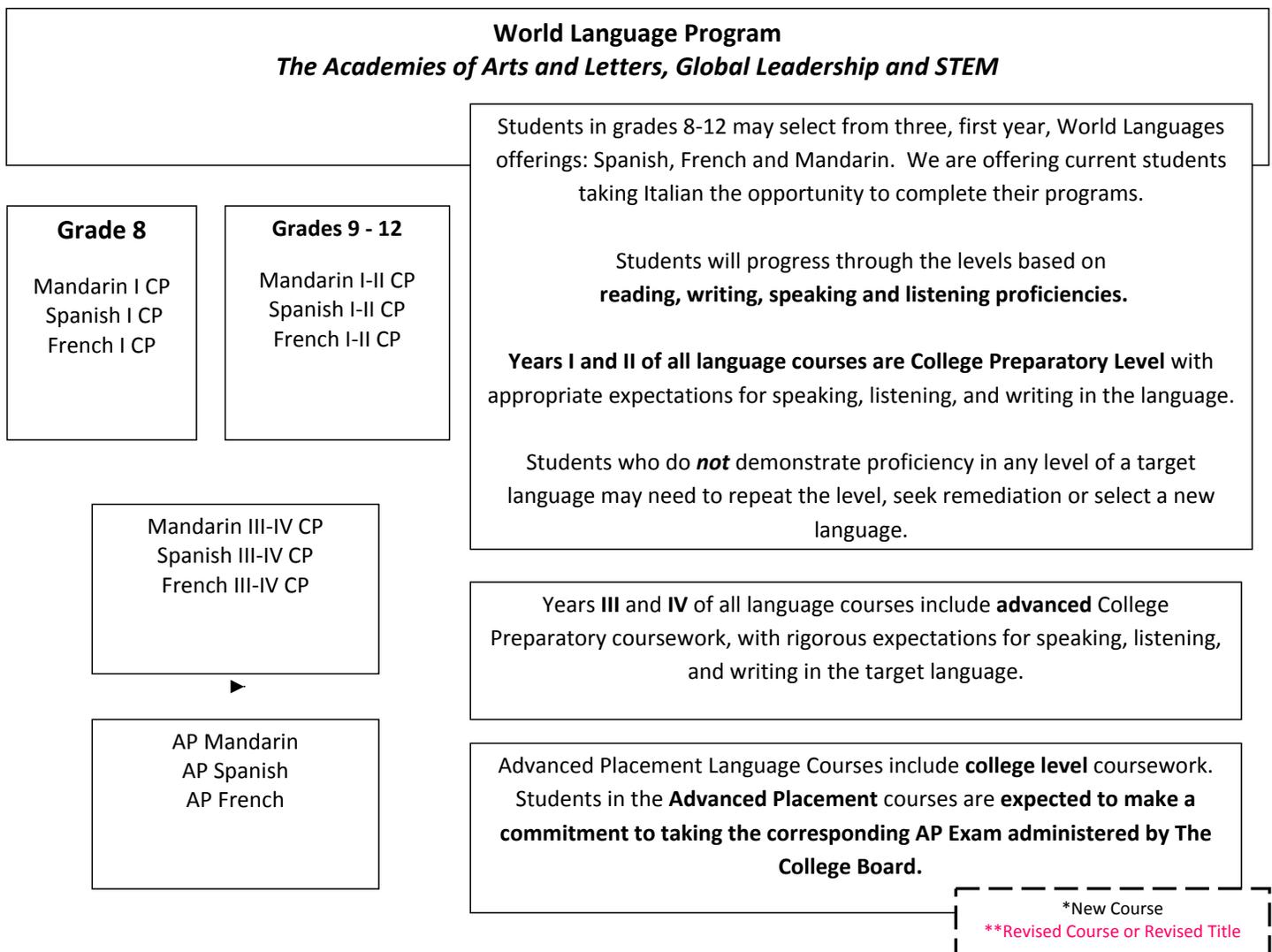
2.5 credits

Grade 10-12

This course is designed to introduce students to the field of Psychology and the core concepts within the science. Students will explore individual behavior, and the psychological basis for how individuals think, feel and react to certain stimuli. Topics covered include social psychology, perception, states of consciousness, memory and learning. Emphasis will be placed on research methods, stages in childhood and adolescence, how the brain works, altered states of consciousness, psychological testing, and psychological disorders.



Flow Chart of Courses Offered Through the World Language Department





Madarin Chinese Language and Culture I – College Prep

Prerequisite: None

Full Year

5 credits

Grade 9

This course is an introduction to spoken and written “Mandarin” Chinese, the Putonghua (common language) of modern China. Mandarin I is designed to develop students’ listening, speaking, reading and writing skills in the target language. Students will achieve this goal by employing audio-visual materials as well as computer software in conjunction with vocabulary development and the study of grammar. In addition, students will learn about the rich variety embedded in the Chinese culture. To maximize learning, an array of teaching materials and approaches will be used in the classroom, including role playing, dialogue presentations, etc. Classroom participation and homework preparation is essential. The class is conducted primarily in Mandarin, and students are expected to speak Mandarin, as often as possible, to the best of their abilities. Students may take this course as a survey course, or they may take it as the first year of their selected language.

Spanish I/French I – College Prep

Prerequisite: None

Full Year

5 credits

Grade 9

This course provides students with the fundamental background required to understand, to speak, to read, and to write a world language. Students will be introduced to the four basic skills of understanding, speaking, reading and writing. The emphasis during the first year is on oral/aural development. Culturally meaningful authentic materials are used as the core for thematic units of World Language study through conversational skills. Correct structure is reinforced.

Spanish II/French II– College Prep

Prerequisite: Spanish I/French I

Full Year

5 credits

Grade 9-10

Level II of a world language extends the fundamentals of Level I. Listening is extended to more difficult dialogue, narrative and description; speaking, to diversified expression of fact, interpretation and comment; reading, to varied types and topics; writing, to more complex and freer prose. Content and vocabulary expand background knowledge dealing with geographical, historical and cultural aspects of the regions and/or countries where the language is used. All work is aimed at increasing knowledge and understanding of the cultural milieu of the language studied. This course helps to solidify the basis of the foreign language study to enable the student to communicate more freely in the target language and pursue the advanced levels.

Mandarin Chinese Language and Culture II – College Prep

Prerequisite: Successful Completion of Mandarin I

Full Year

5 credits

Grade 9

Chinese Language and Culture II is designed for the student who has finished Mandarin I or its equivalent. The course will emphasize the further advance of the student’s oral and written proficiencies. The instruction at this level intends to provide the student with greater facility in all the language skills. The student will learn to use the language in various social settings. Cultural tasks will be incorporated into more appropriate learning situations of Chinese customs.



Mandarin Chinese III - College Prep

Prerequisite: Successful Completion of Mandarin Chinese II

Full Year

5 credits

Grade 10-12

Chinese Language and Culture III is designed for the student who has finished Mandarin II or its equivalent. The course will emphasize the further advance of the student's oral and written proficiencies. The instruction at this level intends to provide the student with greater facility in all the language skills. The student will learn to use the language in various social settings. The three modes of communication (Interpretive, Interpersonal, Presentational) and the study of the cultures of Chinese-speaking people are integral to the course. The course will reflect both State and National Standards for World Language learning. Cultural tasks will be incorporated into more appropriate learning situations of Chinese customs.

Spanish III/ French III/ College Prep

Prerequisite: Spanish II/French II/

Full Year

5 credits

Grade 10-11

The advanced World Language program offers a more challenging and intensive study of the target language and culture. **The Level III language class, conducted almost exclusively in the target language**, will enhance students' abilities to communicate with proficiency through listening, speaking, reading and writing. It will provide students with a review of important grammatical materials, covered in greater depth, and more complex patterns. Guided and free-style compositions and **intensive conversation practice** constitute an integral part of the course work. This course provides a culturally enriched program in which oral, written and reading proficiency as well as cultural awareness are developed.

Spanish IV/French IV/Mandarin Chinese IV – College Prep

Prerequisite: Spanish III/French III/Mandarin Chinese III

Full Year

5 credits

Grade 11

Students who elect a fourth year of a language are dedicated to their own proficiencies in listening, speaking, reading and writing in the target language. **Intensive conversational practice, intensive reading for comprehension and discussion, and guided composition are required.** Grammatical structures previously studied are reviewed. Additional complex grammar patterns and structures are developed and/or reinforced at this level. Reading will be enhanced by the continuation of the study of literature and culture. An appreciation of the culture will form an integral part of the world language learning experience. **This level is conducted almost exclusively in the target language.**

Advanced Placement Spanish/ Advanced Placement French / AP Mandarin

Prerequisite: Spanish IV/French IV / Mandarin IV

Full Year

5 credits

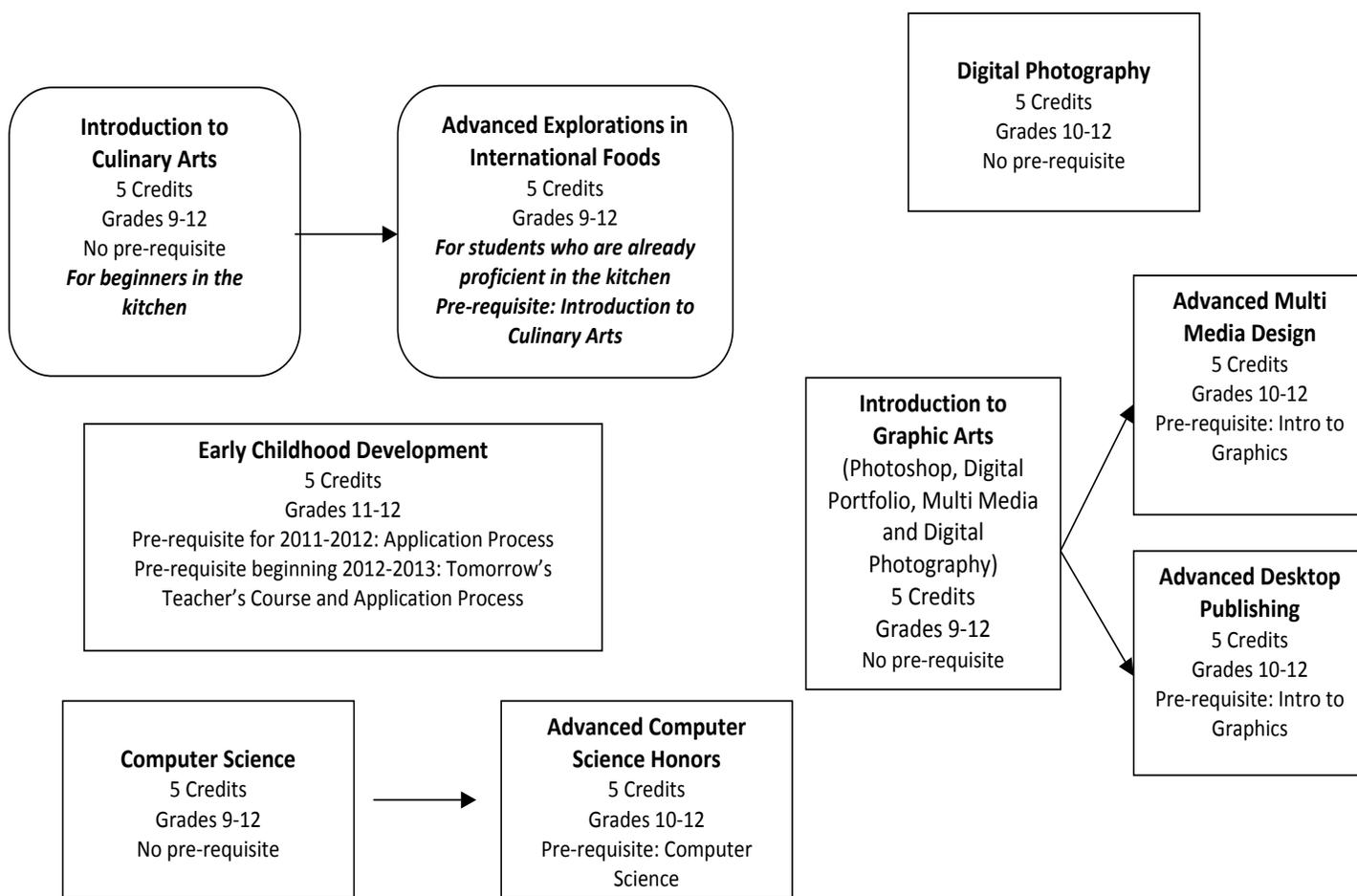
Grade 12

Advanced Placement Spanish and French are intensive, college level courses designed for the serious student who aims to develop proficiency in listening, speaking, writing, and reading in high school, and into college. Course content will reflect intellectual interests shared by the students and teacher (the arts, current events, literature, sports, etc.). Materials will include audio and video recordings, films, newspapers, magazine, literary short stories, short novels, and excerpts from Spanish/French literature. Correct structure will be reviewed and reinforced; fine points and nuances will be introduced with the aim of developing proficient use of most grammatical forms and processes: verb tenses and moods, pronouns, prepositions, negation, comparison, sequence of tenses, idioms. Students who elect this course are expected to make a commitment to taking the AP Language exam administered by the CollegeBoard.



Flow Chart of Courses Offered Through the Business Department

21st Century Life and Careers/Practical Arts *Academies of Global Leadership, Arts and Letters and STEM*





Computer Skills & Applications

Prerequisite: None

Semester

2.5 credits

Grade 9-12

Students who elect this course will spend one semester learning basic computer skills related to word processing, spreadsheets and presentation software designed to equip the learner with basic technology tools essential to high school success. During this time, students will investigate and learn basic business, consumer and financial skills designed to help students become more informed consumers who are better equipped to understand and manage income, credit, risk, debt and insurance. The course will also help students make connections between the economy and government policy as it affects them individually. Throughout the semester, students will focus on learning life skill fundamentals of technology and finance.

Business Skills & Applications

Prerequisite: None

Semester

2.5 credits

Grade 9-12

Business Skills & Applications will introduce students to the exciting and challenging world of business. This course is a board survey of the fundamentals of business. Throughout the semester topics will be studied relating to business policy, management, marketing, and finance. Students will create a business idea and write a business plan. Through the information and hands-on activities in this course, students will increase their preparation to be a knowledgeable consumer, well-prepared employee, and an effective citizen in our economy. This course will serve as a pre-requisite for other business courses offered in high school as well as prepare students for future employment and entrepreneurship.

Principles of Accounting

Prerequisite: Business Strategy

Semester

2.5 credits

Grade 10-12

Principles of Accounting is an academic course, designed to give a student a degree of occupational proficiency in general business and accounting. The students will learn the following basic accounting concepts: financial statements, theory of debit and credit, general journal, general ledger, and generally accepted accounting principles (GAAP). Problem solving is employed through the use of application problems and computer software programs in order to complete the accounting cycle for a sole proprietorship. These skills will prepare students to continue studies in the field of accounting.

The World of Marketing/Advertising – Product, Price, Place and Promotion

Prerequisite: Business Skills & Applications

Semester

2.5 credits

Grade 10-12

The World of Marketing/Advertising is a semester elective course, designed to introduce the students to explore the field of Marketing, Advertising and related careers. The students will learn about the 4 P's of the Marketing Mix (Product, Price, Place, and Promotion.) Additionally, students will focus on the planning and implementation of a successful advertising campaign. Students will be exposed to media, methods of research, budgets, and evaluations that are used to sell a product or service.



Business Practice Firm - Honors

Prerequisite: Business Strategy and one other Business course

Full Year

5 credits

Grade 11-12

The Business Practice Firm (BPF) is a Capstone, simulated business course that mirrors the real world. The BPF is a company set up by students with the assistance of a teacher/facilitator. The “companies” function like “real” businesses – they only difference is that students conduct business with other BPFs (schools, colleges) in a closed network. Linked by technology, each BPF conducts all operations necessary to run a business: finance, purchasing, marketing, economics and human resources. In an authentic office setting, the student/employee engages in simulated business transactions with other firms both here and abroad. This course

Personal Financial Literacy

Prerequisite: None

Half Year

2.5 credits

Grade 9-12

Students will investigate key concepts associated with personal finance and micro-economics through a variety of lessons which are aligned with state and national core curriculum content standards. These concepts are necessary for all students to be successful now and throughout their adult lives. The structure of many of the lessons simulates real-world situations. This configuration helps students develop into wise and knowledgeable consumers, savers, decision-makers, and money managers.

Personal Financial Literacy - On-Line

Prerequisite: None

Half Year

2.5 credits

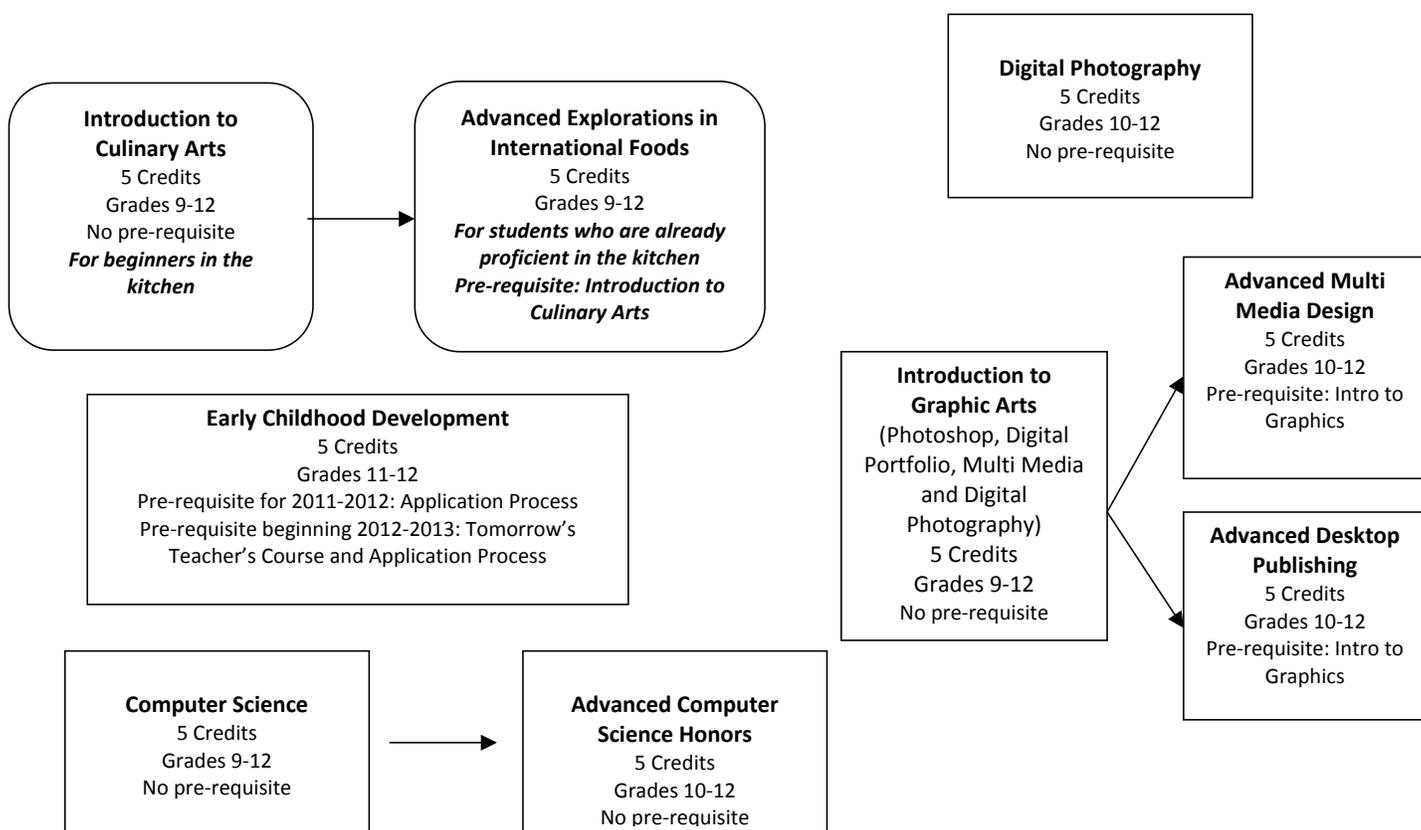
Grade 10-12

This is a self guided on line course. Students will investigate key concepts associated with personal finance and micro-economics through a variety of lessons which are aligned with state and national core curriculum content standards. These concepts are necessary for all students to be successful now and throughout their adult lives. The structure of many of the lessons simulates real-world situations. This configuration helps students develop into wise and knowledgeable consumers, savers, decision-makers, and money managers.



Flow Chart of Courses Offered Through Practical Arts

21st Century Life and Careers/Practical Arts *Academies of Global Leadership, Arts and Letters and STEM*





fulfills the **Personal Financial Literacy** requirement.

21st Century Life & Careers/Practical Arts Department

Digital Photography

Prerequisite: None

Full Year

5 credits

Grade 9-12

This course will explore multiple aspects within the world of photography. A historical perspective of photography will be covered including the study of multiple photographers and their styles. This course will explore photography using manual methods along with digital and technical resources to instruct students in the use of cameras. Students will be instructed in the use of manual 35 mm SLR cameras as well as Digital SLR cameras. Students will be proficient in the use of image editing software where they will be responsible for photo assignments. Assignments may consist of working with the school's yearbook, newspaper, website, etc. Students will be responsible to build a portfolio both hard copy and digitally.

Introduction to Culinary Arts

Prerequisite: None

Full Year

5 credits

Grade 9-12

Culinary Arts is an entry level course in food and nutrition. It encompasses safety, sanitation, nutrition, use of equipment, and principles of measurement. The course will cover food preparation techniques in some or all of the following areas: grains, fruits and vegetables, dairy products, eggs and meat. There will be an emphasis on time management, safety, nutrition and meal planning, including the significance of food as it relates to various cultures. The students plan, prepare, and serve foods representing various regions of the United States. This class includes a balance of class work, demonstration, and hand-on experiences.

Advanced Explorations in International Foods

Prerequisite: Intro to Culinary Arts

Full Year

5 credits

Grade 10-12

International Foods is designed for students who desire to advance their skills in the culinary field and survey foods from the many ethnic regions of the world including Italy, France, the Middle East, Spain, Latin America, Asia, India, and Eastern Europe. The course features an overview of the history, geography, climate and economics that influence the foods of each culture. Students will learn advanced food preparation skills while improving their time management in the kitchen. This course focuses on the planning, preparation and service of specialties from each cuisine and the techniques particular to the cuisine. Special techniques including attention to plating, garnishing, and cake decorating are taught.

Introduction to Graphic Arts

Prerequisite: None

Full Year

5 credits

Grade 9-12

This course introduces industry standard hardware and software for production and design in Graphic Arts Communication. Areas of interest to be covered will include current industry uses in design, layout, typography, word processing, illustration, imaging for production, and multimedia and web design. Upon completion, students will be able to understand and use the computer as a fundamental design and production tool. This course will touch upon all areas of graphic arts in an introductory fashion. Furthermore, this course will serve as a prerequisite to the other advanced courses offered in Graphic Arts.



Advanced Multi Media Design

Prerequisite: Introduction to Graphic Arts (B or better with teacher recommendation)

Full Year

5 credits

Grade 10-12

This course introduces the fundamentals of multimedia/web design and production for computer-related presentations. Topics include interface design, typography, storyboarding, scripting, simple animation, graphics, digital photography, digital audio/video, web site components and copyright issues. This course focuses on the use of visual programs to create interactive multimedia products. Significant time is spent on intermediate to advanced training as well as the synchronization of visual software and components. Students are required to plan, design, and implement major projects and a final presentation is required. Upon completion, students will be able to individually demonstrate the ability to design and produce multimedia presentations and interactive web sites.

Advanced Desktop Publishing

Prerequisite: Introduction to Graphic Arts (B or better with teacher recommendation)

Full Year

5 credits

Grade 10-12

This course covers advanced design and layout concepts utilizing illustration, page layout, and imaging software in graphic arts. Advanced techniques will further develop skills learned in Introduction to Computer Graphics. Emphasis will be placed on enhancing and further developing those skills. Students will develop an understanding of the advanced design elements and principles, composition and typography through exercises and projects. The focus will be on visual thinking, exploring the relationship between type and image, and developing multiple solutions to a given problem. Areas to be covered will include advanced photo reproduction along with advanced layout and graphic design. Upon completion, students will be able to select and utilize appropriate software for advanced design and layout solutions that may be needed in conjunction with other areas of study.

Early Childhood Development

Prerequisite: Application process

Full Year

5 credits

Grade 11-12

This course will concentrate on the study of early childhood from prenatal development, infancy and toddler hood through preschool age children. At the mid-year point, an actual playschool lab is set up and run with three, four and five year old children. High school students, under the guidance of the teacher, will run the lab. This course emphasizes quality parenting and childcare skills in a hands-on, cooperative environment.

Tomorrow's Teachers – College Prep

Prerequisite: Teacher Recommendation

Full Year

5 credits

Grade 11-12

Tomorrow's Teachers, a nationally recognized elective course for high school juniors and seniors who aspire to become teachers, was developed by the Center for Education, Recruitment, Retention and Advancement (CERRA) in South Carolina. Twenty-three states are currently using this curriculum to introduce high school students to the teaching profession. As of the fall of 2010, Fairleigh Dickinson University began offering college credits to New Jersey high school students who successfully complete Tomorrow's Teachers. The course focuses on four themes: Experiencing the Learner; Experiencing the Profession; Experiencing the Classroom; and Experiencing Education. Those themes are explored through nonfiction study, field experiences, observations, self-reflection, student teaching, and film critique. This course may be of interest to students who are seeking an Education Endorsement in The *Academies@NMHS*.



Family Consumer Science

Prerequisite: None

Full Year

5 credits

Grade 9-12

Family and Consumer Science is a survey course designed to provide the student with the opportunity to explore several fundamental areas: Careers, Personal Finance, Foods, Simple sewing, Interior Design and Human Development. Emphasis is placed on developing basic skills through hands-on learning. In each course segment, students are exposed to real life situations and choices that relate to their own personal interests and experiences and orient the student toward personal development exposing career possibilities. A systems approach utilizing both personal mastery and team learning techniques is used to enable the student to gain expertise in self awareness, problem solving, interpersonal relations, and resource management. Students will investigate and learn basic personal and consumer financial skills designed to help students become more informed consumers who are better equipped to understand and manage income, credit, risk, debt and the costs of running a home. Throughout the semester, students will focus on learning life skill fundamentals of personal finance and financial literacy. This course fulfills the **Personal Financial Literacy requirement**.

Computer Science CP

Prerequisite: None

Full Year

5 credits

Grade 9-12

In this course, students will explore the foundations of computer programming and computational thinking. It is designed to be the first computer science course for students who have never programmed before. During this full year course students will learn to program using the following computer languages; C++, Java, and Dreamweaver Web Design. Students who select this course have an interest in computer science and coding. This course satisfies the graduation requirement for 21st Century Life & Careers.

Advanced Computer Science Honors

Prerequisite: B or better in Computer Science and teacher recommendation

Full Year

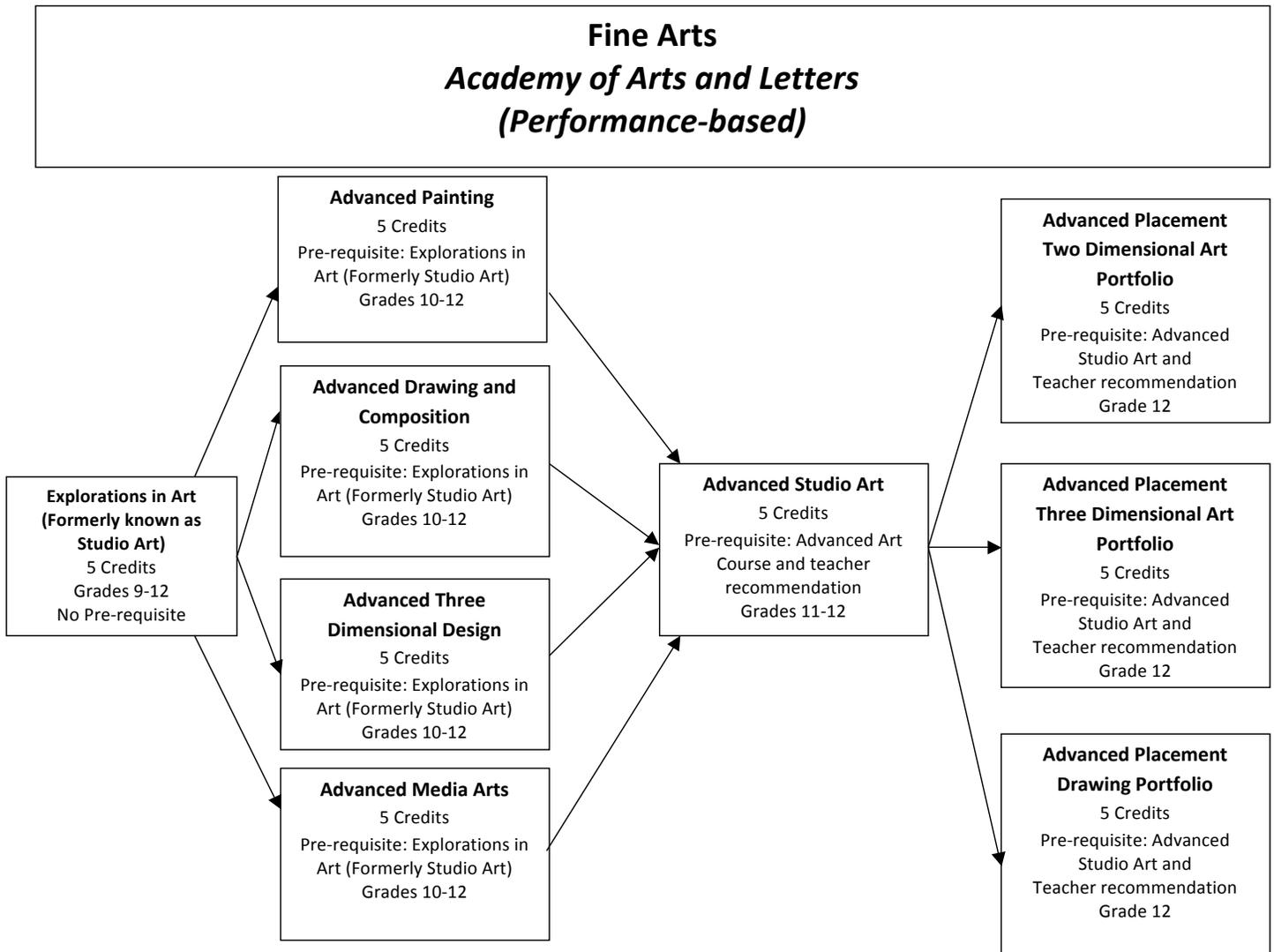
5 credits

Grade 10-12

This advanced course continues where the prerequisite Computer Science course ended. Here, students will cover the basic concepts and elements of the Java programming language and gain experience writing programs that are well documented according to industry standards. The students will be encouraged to work both independently and collaboratively to solve practical problems that illustrate application-building techniques. This course is intended to teach and reinforce crucial academic skills to help students strengthen their background in computer science prior to taking an Advanced Placement course slated for 2016-17.



Flow Chart of Courses Offered Through Fine Arts





Exploration in Art

Prerequisite: None

Full Year

5 credits

Grade 9-12

In this course students will be introduced to drawing, painting, three-dimensional and two-dimensional design. Students will learn the elements of art and principles of design and demonstrate the concepts learned to solve two-dimensional and three-dimensional spatial problems. This course will serve as a precursor to further explorations of the arts. Students will also be exposed to art history and its significance to the art making process. An introduction to career opportunities as related to the two-dimensional and three-dimensional arts such as: graphic, architectural, environmental; industrial and interior design and visual arts will be explored.

Upon completion students will be able to:

- Understand the elements of art and principles of design.
- Produce quality work which demonstrates the concepts learned.
- Handle a variety of materials successfully.
- Recognize periods, artists and styles relevant to art history.
- View art as a context within which they can study relationships between the past, themselves, their environments and make real life connections.

Advanced Painting

Prerequisite: Explorations in Art

Full Year

5 credits

Grade 10-12

Students desiring Painting II will work on more serious and in-depth pieces. The overriding thrust will be the development of personal integrity to be expressed in an individual style of painting. Various media and mixed media paintings will be explored throughout the year including tempera resist, painting on textured surfaces, pastels on sandpaper, large oil paintings, etc. The students will appreciate the art and influences of different cultures and historical periods. They will also be exposed to career opportunities. Students interested in graphic design, architecture, interior design, animation, art education, photography, industrial design, fine art, etc. need this class to develop a portfolio.

Advanced Drawing, Composition and Design

Prerequisite: Explorations in Art

Full Year

5 credits

Grade 10-12

This course offers the student the opportunity to focus and gain further experience in developing their drawing skills. This course will advance the students understanding of drawing techniques introduced in Explorations in Art with emphasis on but limited to observational drawings, linear perspective and drawing as a form of expression. It will also serve the student to progress toward more sophisticated matters of technique, expression, style and art historical consciousness. An introduction to career opportunities as related to two-dimensional arts related to drawing such as: graphic, architectural, environmental; industrial and interior design and visual arts will be explored.

Upon completion students will be able to:

- Develop a keen sense of seeing, observing the space and form and their translation into the language of the arts.
- Develop a strong compositional sense.



- Develop a high degree of drawing skills.
- Explore personal sources of meaning as subject.
- Understand and manipulate the elements of art and principles of design as related to drawing.
- Produce quality work which demonstrates the concepts learned.
- Handle a variety of materials successfully.
- Recognize periods, artists and styles relevant to art history.
- View art as a context within which they can study relationships between the past, themselves, their environments and make real life connections.

Advanced Three Dimensional Design

Prerequisite: Explorations in Art

Full Year

5 credits

Grade 10-12

In this course students will improve and progress their knowledge and skills in spatial problem solving. With emphasis on advancing the students basic understanding of three dimensional construction introduced in Explorations in Art. Students will understand and develop structural and spatial exploration with paper, clay, wire, found objects and other materials related to three-dimensional materials. It will also serve the student to progress toward more sophisticated matters of technique, expression, style and art historical consciousness. An introduction to career opportunities as related to the three-dimensional arts such as: architectural, environmental, industrial and interior design will be explored.

Upon completion students will be able to:

- Create cohesive three-dimensional compositions.
- Demonstrate the application of learned concepts as they relate to space, mass, form, and volume.
- Develop a keen sense of seeing, observing the space and form and their translation into the language of the arts.
- Explore personal sources of meaning as subject.
- Handle a variety of materials successfully.
- Recognize periods, artists and styles relevant to art history.
- View art as a context within which they can study relationships between the past, themselves, their environments and make real life connections.

Advanced Media Arts

Prerequisite: Explorations in Art

Full Year

5 credits

Grade 10-12

In this course students will further explore the basic building blocks, elements of art and principles of design, introduced in Explorations in Art. Using a variety of materials, techniques and digital media students will manipulate these tools to make creative works of art. Students will apply line, shape, form, value, texture, space and color to develop and create artwork that communicates ideas, meanings and or purpose. It will also serve the student to progress toward more sophisticated matters of technique, expression, style and art historical consciousness. An introduction to career opportunities as related to the two-dimensional arts such as: graphic, architectural, environmental; industrial and interior design and visual arts will be explored.

Upon completion students will be able to:

- Understand and manipulate the elements of art and principles of design.
- Create cohesive two-dimensional compositions.
- Demonstrate the application of learned concepts through quality work.



- Develop a keen sense of seeing, observing the space and form and their translation into the language of the arts.
- Explore personal sources of meaning as subject.
- Handle a variety of materials successfully.
- Recognize periods, artists and styles relevant to art history.
- View art as a context within which they can study relationships between the past, themselves, their environments and make real life connections.

Advanced Studio Art

Prerequisite: Advanced Art Course and Teacher Recommendation

Full Year

5 credits

Grade 11-12

This course is designed to provide an intense study for those who may be considering art as a career. Students interested in majoring in graphic design, architecture, interior design, fashion animation, art education, photography, industrial design, fine art, etc. need this class to prepare their portfolio for college entrance. Students who are serious and want to advance their skills are welcome. There are assigned projects which are more involved and on a larger scale. Time is provided for the student to propose independent projects. The students must have self discipline to experiment, research, and work in a wider variety of media. What the students will learn in this class will help them with self evaluation. They will express their creativity while developing their own recognizable style. Students will appreciate and understand the works of modern masters and how they use the principles of elements in art. Students, who wish, will be able to have their portfolios reviewed by college admission advisors from major art schools. The final exam will be the art lab portfolio to be exhibited in the high school's annual art show.

AP ART OPTIONS:

Advanced Placement Drawing

5 credits

Grade 12

Advanced Placement Two Dimensional Design

5 credits

Grade 12

Advanced Placement Three Dimensional Design

5 credits

Grade 12

Prerequisite: Advanced Studio Art and Teacher Recommendation

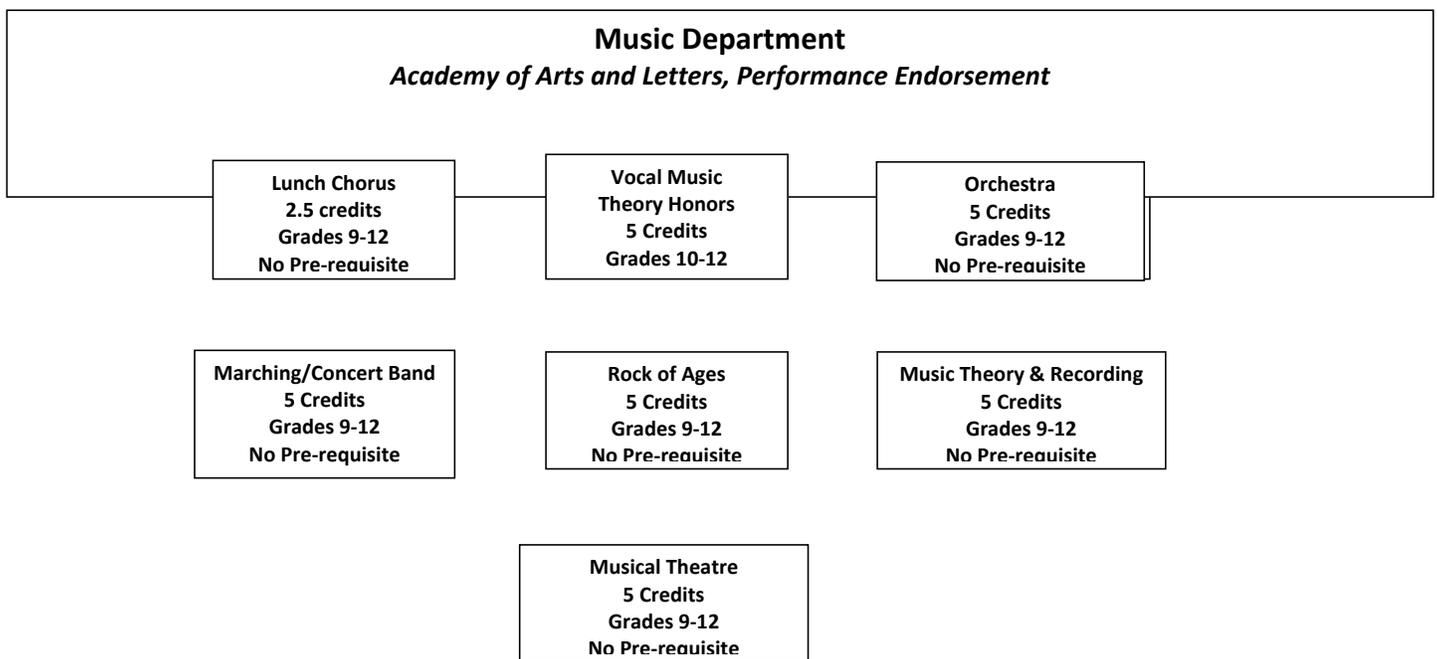
Students may receive advanced placement credit by submitting a prepared portfolio. The portfolio is graded by an Advanced Placement Review Board. Areas judged in the final portfolio are as follows:

- Six quality works in a variety of media which show a range of problems in composition.
- Twelve concentration pieces are required in their portfolio. They will choose an area of concentration showing a plan of action which they will explore independently.
- Examples: self portraits, landscapes, printing, etc. They will include a written documentation of their ideas and inspirations.
- Twelve breadth pieces are also required. The breadth pieces will include varied media and techniques such as ads, pastels, printing, water colors, mixed media, etc.

In conclusion, students will use design concepts and develop their own individual style while learning a variety of advanced techniques. Students who wish to take this course can begin early. Work from outside classes can be submitted. Students who do well in this course may earn college credits. Students are required to exhibit their best pieces in the high school's annual art show.



Flow Chart of Courses Offered Through the Music Department





Chorus

Prerequisite: None

Full Year

2.5 credits

Grade 9-12

The Chorus class is for students who enjoy singing and who wish to perform choral compositions of the highest caliber possible. The repertoire ranges from Medieval to pop. This course meets each school day during half of the lunch period. Which half is dependent upon the student's vocal section. Vocal training, diction, balance and tone quality are stressed. Performances include concerts, workshops, festivals and special programs as available. Students have the opportunity to try out for the County, Region 1 and All-State Choruses. Participation in both the winter and spring concerts is mandatory.

Vocal Music Theory Honors

Prerequisite: Audition

Full Year

5 credits

Grade 10-12

This Class is offered to members of the Chorus. The Vocal Music Theory Honors is an auditioned group from the Chorus. Although the course is only for juniors and seniors, sophomores are invited to audition at the discretion of the teacher. Those who, through an audition process, are members of the County, Region or All-State Choruses automatically gain entrance to the program. In addition to a diverse repertoire, vocal training and performance etiquette, students in the class are taught sight-singing, music theory, vocal techniques and aural dictation to better their musicianship. They also meet with the entire class on specific days, after school, to work on music that will be performed. Since this is a performance based class by audition only, these students will have ample opportunities, in-district and in the community at large, to perform and present evidence of their instruction. Students have the opportunity to try out for the County, Region 1 and All-State Choruses. Participation in both the winter and spring concerts is mandatory.

String Orchestra

Prerequisite: None

Full Year

5 credits

Grade 9-12

The High School String Orchestra is available to students who have achieved an acceptable level of performance in orchestra instruments. Students looking to begin the study of a string instrument can do so at the discretion of the teacher. Students can be in both Orchestra and Band which take place during zero period. The music repertoire is diverse. Students learn to build on their skills. Practice at home is encouraged. Performances include concerts, workshops, and special programs when they are available. Participation in the winter and spring Concerts is mandatory.

Marching/Concert Band

Prerequisite: None

Full Year

5 credits

Grade 9-12

The NNHS Band is available to students who have achieved acceptable performance skills in woodwind, brass, keyboard and percussion instruments. After concentrated and powerful rehearsal, the band performs at numerous concerts and events throughout the year. The first marking period (fall season) is dedicated to the football halftime program. There is a summer camp right before school begins that is also included. The winter and spring portions prepare students to participate in various town and public events. A variety of styles are explored including concert, festive, jazz, rock, fusion and Latin types of music. Students should have a musical background of some sort in reading and performance. Most students are encouraged to enroll in band all for four years of high school as part of a continuum of music practice. Participation in all football games, winter and spring concerts is mandatory.



Rock of Ages

Prerequisite: None

Full Year

5 credits

Grade 9-12

This course fulfills the performing art requirement for the non-performer, and will give the student the opportunity to study popular culture through the prism of Rock and Roll music. A study of the origins of Rock music over the decades beginning in the 50s through today, with a focus on how it has defined and changed popular culture. Students will participate in individual, class and group activities that increase awareness and appreciation for the history that has shaped the music of today and beyond. This will include research, film study, active listening and presentation.

Music Theory and Recording

Prerequisite: None

Full Year

5 credits

Grade 9-12

This music elective encompasses music theory, music appreciation, and recording technology. A strong desire and interest in music is required. Students will learn the fundamentals of music theory, aural skills and basic reading. Writing an effective review and understanding music styles is presented. Recording and producing original music through various software applications are developed. Several site visits are incorporated. A real-world approach to music is the key to success in this widely diverse course.

Musical Theatre

Prerequisite: None

Full Year

5 credits

Grade 9-12

To provide an additional Performing Arts elective for those interested in Musical Theater. Students will explore the history of the musical theater through acting, singing, dancing, stage direction and behind-the-stage study. This class will explore the many aspects of the musical theater. Students will act, sing, dance, investigate sound, lightening, set and costume design, as well as back stage duties. Students will research the history of musical theater, landmark musical productions, performances, characters and respected innovations throughout the history of musical theater. Students will explore basic music theory, sight singing, and acting methods. After being exposed to the areas of musical theater, the students will choose an area to pursue in greater depth culminating in a final project. This course fulfills the Fine and Performing Arts requirement.

PHYSICAL EDUCATION



Education With a Purpose

Physical Education 9/Health 9

Prerequisite: None

Full Year

5 credits

Grade 9

Our Physical Education program is based on the New Jersey Core Curriculum Content Standards. The courses that are offered embrace team and individual sports, aerobics, games, and relays as well as knowledge tests. The Physical Education department stresses the importance of physical fitness through daily calisthenics. These workouts are designed to strengthen and condition the large muscle groups of the body. Project Adventure is also utilized throughout the year. Project Adventure is a program that focuses on teamwork and leadership using adventure skills of responsibility. Activities take place indoors as well as outdoors. The Health Education offered to ninth grade students emphasizes the importance of being physically fit, first aid training, personal health issues, nutrition and a balanced diet. The nature and effect of alcohol, tobacco, narcotics and dangerous drugs is introduced.

Physical Education 10/Drivers Education 10

Prerequisite: Physical Education 9/Health 9

Full Year

5 credits

Grade 10

Fundamental skills of team and individual sports are stressed with some additional emphasis on skill work. Physical fitness is highlighted through aerobic activities. Daily calisthenics continue to provide students with body conditioning and muscle tone. Driver education is a requirement for each tenth grade student. This course encompasses all phases of driving including car maintenance, insurance, car buying and pedestrian safety. Time is spent investigating the effects of tobacco, alcohol and drugs on the driver.

Physical Education 11/Health 11

Prerequisite: Physical Education 10/Drivers Education 10

Full Year

5 credits

Grade 11

Physical Education 11 enables each student to receive instruction in areas that embrace team sports, individual sports, aerobics and leisure time recreational activities. Increased physical activity is a must for all students in high school. Physical Fitness is an integral part of the program for all students. Students look to improve their personal fitness at all times. Project adventure continues to progress for each student.

Health 11 offers each student an opportunity to interpret the scientific principles which underline recommended health practices. Students are encouraged to develop a sense of individual responsibility for their own health and safety. Mental and emotional health is explored with an emphasis on drug use and abuse is investigated in this context. Human reproduction, sexually transmitted diseases and social relationships are researched and discussed.

Physical Education 12/ Health 12

Prerequisite: Physical Education 11/Health 11

Full Year

5 credits

Grade 12

Physical Education 12 continues to instruct students in team sports, individual sports, aerobic exercise, sports knowledge information tests, and leisure time activities. Increased attention is given to lifetime recreational sports. Instruction includes a variety of activities that can be used at any time. Calisthenics continue to provide fitness for all students. Improving personal well being becomes essential to the whole body concept.

PHYSICAL EDUCATION



Education With a Purpose

Good Standards of healthful and safe living of the individual, family, and community is the foundation for this course. Students are encouraged to investigate drug abuse from a social, emotional and psychological point of view. Using examples of controversial topics allows for students to make decisions while exploring the presentation of all available factual information and the pressures of present-day society. All of our classes help to build self confidence and develop lifelong skills. An increase in fitness skills and the importance of physical health will allow our students to develop characteristics for the future. The overall whole body and knowledge of skills that will improve this concept will continue throughout a student's high school career.

Teen Pep

pre-requisite: application process

Full Year

5 credits

Grades 11-12

New Milford High School is one of over 50 high schools and community-based organizations in the United States that implements the Teen Prevention Education Program (Teen PEP). This peer-to-peer learning experience and structured program equips students with the knowledge, skills, attitude and behaviors necessary to facilitate lessons on avoiding pregnancy, contracting HIV/AIDS and other sexually transmitted infections, and make healthy choices when facing difficult decisions. The curriculum uses a variety of trust building exercises, student centered activities, role playing and small group discussions to address important life skills and challenges. Students in the program attend a retreat and become teachers for their younger HS peers. Due to the nature of the program and the maturity level needed to become a peer educator, interested students are screened and interviewed before being accepted.

Option 2 – "Opt-out" of Physical Education

Prerequisite: Application Process

Full or Partial Year

1.25 – 3.75 credits

Grades 9-12

This option allows students to attend to the demands of homework or studying during their regular physical education period within the school day, or take another half year elective course. Athletes may elect to apply for a physical education waiver during the athletic season. Athletes are defined as anyone who participates in intensive, organized athletic activities, including but not limited to: school sponsored sports, gymnastics, skating, diving, martial arts, swimming, dancing, etc. Year-round athletes may waive up to three markings periods of PE. Students may waive PE only, NOT health. Waiver applications may be found in the guidance or athletic offices.

Independent Study in Dance

Prerequisite: Independent Study Application and BOE approval

Full Year

3.75 credits

Grade 10

Through a blossoming performing arts partnership with BergenPAC, we are able to bring professional dance instructors to NMHS to offer classical and contemporary dance classes after school. This does not replace the required Health requirement all students must fulfill each year, but may count towards Option 2 opt-out credit for PE. Ballet technique is essential to the foundation of all dance: jazz, modern, lyrical, ballroom, and theatrical. Students will study and practice original choreography from some of the most defining Broadway musicals in our history: Jerome Robbins' West Side Story, Michael Bennet's A Chorus Line and Adam Shankman's Hairspray! Students will be able to identify the signature movements and styles of dance legends like Bob Fosse (Chicago, Damn Yankees, Pippin), Michael Kidd (Guys and Dolls, The Music Man), and the groundbreaking, Agnes De Mille (Oklahoma, Carousel, Brigadoon). The culminating performance will be influenced by the choreographers and techniques studied in a live performance on the stages of the BergenPAC. Grades for the independent study are assigned by building/district administration based on work conducted in the studio, rehearsal and performances.

