

MORRISTOWN HIGH SCHOOL

Program of Studies



MORRISTOWN HIGH SCHOOL



Mission:

The core value and primary purpose of Morristown High School, with its large and diverse population, is to foster a community in which learning is meaningful, challenging and lifelong, and where the expectations of growth, individual understanding, excellence and creativity exist for all students and staff in a dynamic and academic environment. This mission will be achieved through a research-based process of continuous and collaborative planning, implementation and evaluation.

We believe that:

- Family and community partnerships are essential for learning.
- Active participation by students is critical to the learning process.
- A successful high school culture fosters lifelong learning.
- Expectations of excellence apply to all students and staff.
- Each learner is unique.
- In a community of learners, no student is anonymous and no teacher is isolated.
- Professional growth is essential for quality teaching.
- A safe and positive school environment is non-negotiable.
- Respect for others is fundamental.



ABRIDGED VERSION:

The abridged version is designed to have ALL the content in the Registration & Graduation Information section. The Course Description section has been removed/modified and a course listing appropriate to you has been added. For the complete course listing, see the note below regarding the full version located on the Morristown High School Website. If you are viewing this online, Here is the link to the [current version](#).



To Download a Digital Version of the Program

Navigate your internet browser to:

<http://www.morristownhighschool.org>

- On the right hand side of the main page, there is a link that says
"Program of Studies" -- Click on that to open the PDF version.
- That digital version will contain the most up to date information and links.



Registration & Graduation INFORMATION

INTRODUCTION

The Program of Studies was designed to aid you in planning your academic program. Morristown High School course offerings provide a wide variety of learning opportunities which allow you to make discriminating selections because decision-making is an important part of the total learning process.

The courses you select each year are important. Your counselor, with the assistance of your teachers, case managers and parents/guardians, can help you select the courses that best fit your own talents, needs, interests and future goals. Plan to find out as much as you can about courses you are interested in and discuss them in school and at home before you sign up for any course.

For those not planning on attending a two or four year college, but instead plan to enter the world of work, it is essential to plan your high school educational program so you are best prepared to qualify for college admission. Be sure to discuss your plans and course interests with your counselor who will assist you in meeting your goals. Although college selection usually occurs during the senior year, start working for your future goals as a freshman. Keep in mind that a broad spectrum of courses in academic and elective studies will enhance your preparation for college as well as your candidacy. College admission counselors will expect your high school records to show quality of academic performance and participation in extra-curricular activities. Remember, every year in high school counts. This includes the senior year. Students should plan to take courses each year in the core content areas (language arts, science, mathematics, social studies and world language).

For students planning to enter the career world immediately after high school, it is equally important for you to plan early to meet your future goals. Your counselor will inform you of the benefits of our work experience and internship programs such as Cooperative Business Education, Community Employment, Senior Options and Independent Study. Counselors are also available to assist students with post secondary opportunities such as applying to technical/ vocational schools in their area of interest, the military or employment options.

PHILOSOPHY OF COUNSELING



The Morristown High School Counseling Center is committed to the total development of the child. We encourage the fulfillment of intellectual aspirations by developing competence in our students through placement in academically challenging programs. We endeavor to help each student achieve his/her potential as a distinct entity, according to individual interests and abilities. We strive to prepare each student to make intelligent decisions regarding their post-secondary plans and to be aware of the rich variety of vocational choices. We believe the counseling process must include deliberate nurturing of such essential virtues as integrity, honor, self-discipline and respect for authority. We endeavor to promote respect, understanding and appreciation of diversity. We assist each student to recognize a responsibility to one's self and community.

GUIDANCE AND COUNSELING PROGRAM

Morristown High School is noted for its outstanding record of college placements and academic counseling offered through its guidance and counseling department. The department provides students, parents and faculty with a variety of services that enable the student to fully participate in the educational program. Students are assigned to a guidance counselor in the 9th grade and remain with that counselor throughout their four years at MHS. This arrangement fosters a strong and collaborative rapport between student and counselor, as well as a familiarity and comfort that supports our goal of providing services to the "whole" student. We believe that students are much more than their transcript, therefore getting to know them beyond their academic achievements is a priority.

Conferences between the student and counselor are held routinely. Parents are welcome to meet with their child's guidance counselor by appointment. Specific counseling services are offered to assist each student to make healthy and effective choices as they transition to the high school environment. The counseling staff provides assistance to parents and students in many areas such as: academic planning, orientation to the school, career counseling and planning, personal and social/emotional counseling, college, technical, and vocation school planning and placement, and financial aid and scholarship information. Specific assistance in the area of substance abuse and crisis intervention is readily available through the services of two student assistance counselors, Mrs. Karen Jones Williams and Mrs. Susan Mele.

MHS PROGRAM OPTIONS

Morristown High School offers a variety of program options. Descriptions for these program offerings are listed below.

ADVANCED PLACEMENT PROGRAM

AP courses are college level courses, with a higher level of expectation than Honors and college preparatory courses. Upon completion of these courses, students should plan to take the appropriate AP Exam. A score of 3 on a scale of 1-5 may result in placement and/or credit at the college level. Some colleges may require a minimum score of 4 to be eligible for college credit while some colleges do not grant credit for any AP courses, regardless of the score achieved. AP courses are available to sophomores, juniors and seniors who meet the appropriate prerequisites. There is summer preparation work required for many of the AP courses. AP courses are granted additional weight in the GPA calculation.

Students who choose to enroll into an Advanced Placement course are making a commitment to the entire scope and sequence of the work. It is essential that when considering an Advanced Placement course, students speak with their counselor, AP teachers and department supervisors to gather as much information and perspective about what to expect through the AP experience, as possible.

Students are responsible for the examination fees for the AP Exam(s). If there is a financial hardship, please advise your school. The following represents our Advanced Placement offerings for the 2019-20 school year:

AP English Language	AP Psychology	AP Chemistry	AP Latin Vergil
AP English Literature	AP Calculus AB	AP Environmental Science	AP Spanish Language
AP European History	AP Calculus BC	AP Physics - Exam C	AP Spanish Literature
AP United States History	AP Computer Science A	AP Physics - Exam C -M/E & M	AP Music Theory
AP Government & Politics	AP Computer Science Principles	AP French Language	AP Studio Art: Drawing
AP Microeconomics	AP Statistics	AP Human Geography	AP Studio Art: 2-D
AP Macroeconomics	AP Biology	AP Italian Language	AP Studio Art: 3-D



VERY IMPORTANT

On occasion, a student will enroll in an AP course only to realize that it is not what he/she expected or desires. If a student decides to withdraw from an AP course, they may do so through Friday, **September 27, 2019**. After September 27, 2019, withdrawals from an AP course will be indicated on the student's official transcript as a grade of "W" (withdrawn passing) or "Z" (withdrawn failing). A "Z" (Withdrawn Failing) will be calculated into and will affect the student's final GPA.

HONORS COURSES

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

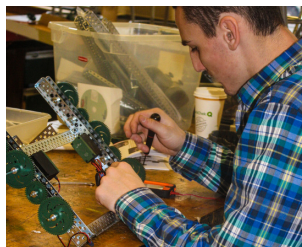
Honors level courses are granted additional weight in the GPA calculation. Placement in Honors level courses is based in part on students meeting appropriate prerequisites, previous grades earned in the subject area and teacher recommendation. Parental input also plays a role in the placement of students into the Honors program.

COLLEGE PREPARATORY (CPrep) COURSES

VERY IMPORTANT



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



THE MORRISTOWN HIGH SCHOOL FRESHMAN EXPERIENCE

OVERVIEW

The Freshmen Experience is the first step in preparing future Morristown High School graduates to be ready to take their place as productive citizens in the world. Graduates will possess the marketable skills and knowledge necessary to succeed in the 21st century, will demonstrate character and integrity in everything they do, and will be equipped with essential tools with which to build happier, more fulfilling lives.

GOALS

The Freshmen Experience will provide personalized support to incoming Freshmen in order to ensure a smooth transition to life at the high school level. The overall purpose of the Freshmen Experience is to provide a personalized and supportive small learning community to all incoming 9th grade students. This will ensure their academic, emotional, and social well being and success during the ninth grade and for the remainder of their high school years. The goal is to make personal connections with students, promote a small and supportive learning community, and enhance opportunities for students and staff to interact.

Specifically, the goals of the Freshmen Experience are to:

- Encourage students to challenge themselves academically.
- Provide support and assistance in goal setting and career planning.
- Improve study skills, organizational skills, and time management.
- Improve students writing, critical thinking, and problem solving skill sets.
- Assist students in maintaining a healthy balance between academic and extracurricular/community activities.
- Develop a more conducive environment that enhances rapport with teachers, students, parents, and support staff.
- Build a working network of support to promote student achievement and success.
- Reduce academic failures and disciplinary incidents.
- Support the overall transition for students, both academically and socially, to the Morristown High School community.

PERSONAL LEARNING COHORTS & LEADERS

The Freshmen Experience will divide the freshmen population into four cohorts of approximately 100 students; each cohort group will have a Personal Learning Team consisting of a teacher from each of the core subject areas (Mathematics, Science, English, and Social Studies). Teacher schedules in each cohort will be arranged so that teachers have common planning time during their prep periods. During this time teachers will meet to focus on the specific needs of their students in the cohort. Each cohort will have a leader who will coordinate group logistics, arrange meetings/parent conferences, and intercede in the academic and social development of the students. In order to assist the students and teachers with the developmental needs of the students, counselors, case managers, and student support personnel will also be assigned to each cohort.

SPECIAL EDUCATION SERVICES

Special education services are provided to students who have been identified as having educational disabilities. Services are accessed through an Individualized Education Program (IEP), developed in compliance with state and federal regulations, which reflects the necessary levels of support to enable the student to make progress on individually determined goals and objectives that are based on the New Jersey Core Curriculum Content Standards. The Child Study Team case manager, school counselor, and teachers will participate with parents in determining which levels of service are appropriate. Several levels of service are available to students:

CONSULTATION

To receive this level of service, students enroll in the appropriate core content course and "Consultation Services" is written into the IEP. A special education teacher, working with the content area teacher, provides appropriate modifications and strategies to enable the content teacher to address the student's needs. The special education teacher will participate in instructional periods as needed based on individual student need; and will assess progress, continue to assist with planning, and provide any necessary additional modifications, throughout the course.

IN-CLASS RESOURCE

In-class resource is a collaborative teaching approach that brings together a general education teacher with content expertise in a core content area and a special educator who is able to modify assessments, assignments and instruction for students within the class whose IEPs require this level of service. The special education teacher is present for every class period, in order to support the learning of students with educational disabilities who are enrolled in the course.

RESOURCE CENTER CLASS

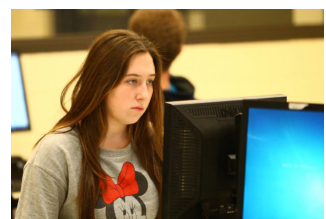
Students who need a more supportive and individualized approach to instruction may receive parallel courses in a resource center setting from a special or general education teacher who is highly qualified in the content area. Courses are designed to meet New Jersey Core Content Standards, State graduation requirements and Morristown High School curriculum requirements. The use of accommodations, modifications, small group instruction and a multi-modal approach to learning enhances the instruction.

SELF-CONTAINED CLASSES

Some students' IEPs require them to take courses that follow a specialized, functional curriculum in order to meet their educational needs. These courses, while drawn from the New Jersey Core Curriculum Content Standards, do not contain all the elements present in general education or resource center classes, but emphasize functional outcomes with a strong community context.

ENGLISH LANGUAGE LEARNER (ELL)/BILINGUAL EDUCATION

These support programs are designed for students whose native language is not English and are in the process of learning English as a second language. These students will be assessed and, when recommended, may receive instruction and support in an ELL and/or Bilingual academic environment.



VOCATIONAL/TECHNICAL PROGRAMMING

Morris County School of Technology is a four-year, full-time comprehensive career and technical high school with ten Academies located in Denville and two satellite Academies in Butler and Rockaway. Students who are interested in attending the Morris County School of Technology must apply as 8th graders. If accepted, students may attend on a share time or full time basis. Areas of study include, but are not limited to the following:

FULL TIME ACADEMIES

Academy for Computer & Information Sciences
Academy for Culinary Arts
Academy for Design
Academy for Education & Learning
Academy for Environmental Studies
Academy for Finance & International Business
Academy for Health Care Sciences

Academy for Law & Public Safety
Academy for Mathematics, Science, and Engineering
Academy for Sports Medicine
Academy for Veterinary Science
Academy for Visual and Performing Arts - Dance
Academy for Visual and Performing Arts - Multi-Media

SHARE TIME PROGRAMING

- Auto Body & Collision Repair
- Auto Service Technology
- Carpentry
- Computer Aided Design and Drafting (CADD)
- Cosmetology
- Electrical Trades
- Engineering, Design, and Advanced Manufacturing
- Fundamentals of Building & Grounds Maintenance
- Fundamentals of Food Services
- Fundamentals of Retail & Supermarkets Careers
- Plumbing and Pipe Fitting
- Share Time Program Connection
- Welding

Applications are available through MCST or the middle school Guidance Department. For more information go to the Morris County School of Technology website at: <http://www.mcvts.org>.

SPECIAL PROGRAMING at MHS

Early Graduation

Students will have the option to double up in English in their junior year and receive a diploma after the junior year. Students do not have to take an extra PE class, for the requirement for PE is for 3.75 credits for each year of attendance.

Career Internships

All seniors will have the option of ending their classes after the end of AP exams. They will submit an application detailing a career internship that is unpaid, is supervised by an adult other than their parent and is connected to a potential career interest.

Leave Early

Seniors who have met graduation requirements may take fewer than 40 credits, but no less than 30 credits. Their schedule will be adjusted so that a free period(s) may occur at the end of the school day "OFF period 4" will be entered on the student schedule, on either an A-day, B-day, or both.

Peer Group Connection (PGC) - 5 credits

Prerequisite: Application review and selection by supervisors of the program

PGC is a school-based primary, prevention program to help guide freshmen through the transition into high school. It helps to provide peer support in team mentoring to adolescents. It is a curriculum integrated life skills program that operates as an accredited leadership course that is designed by the Princeton Center for Learning. The curriculum addresses the many issues of substance abuse, violence prevention, dating violence, bullying, peer pressure, prejudice, leadership development, and character education. It encourages students to build competence, critical thinking, decision making skills, conflict resolution skills, self-motivation and resilience. It addresses important transitions in young people's lives, by building an important set of practices that reinforce healthy values. Student leaders facilitate weekly reach-out sessions for younger students. Students interested must apply in the second quarter of their junior year. Invariably there are many more applicants than positions available.

The application process includes:

- essay questions
- staff feedback
- a review of attendance and discipline records
- interview
- staff recommendations
- a completed application

Students are carefully selected to represent the diverse groups within the student population. Students selected include a variety of men, and women who participate in activities, in and out of school. This can include an assortment of extra-curricular activities, and/or sports, and/or volunteering opportunities, and are of varying academic abilities, as well as being responsible, caring individuals who can serve as positive role models for their peers.

STUDENT TECHNOLOGY INTEGRATION TEAM - 5 credits CCFL

Prerequisite: application process/teacher recommendation

The Student Technology Integration course is a hands-on study of technology integration in an educational context. Students will be required to assess problem sets throughout the day and define the best approach to addressing or solving the problem. In addition to solving problems for students and teachers, students will be required to complete and maintain several running projects that address problems or solutions in educational technology integration. In this course students will not only be helping, but creating, curating and organizing information and content for the faculty and students. This may come in the form of helping a teacher build and maintain a blog or class wiki. It may be exploring an application for one of your teachers. It may be building a set of instructional videos and books for the school to use. In short, those enrolled in the course will have plenty of work to do as they provide technical assistance, offer professional development and co-teach alongside our faculty.

CHOOSING YOUR COURSES

Each student will be assigned a time period for course selection conferences with counselors. Students and parents/guardians should also keep the following points in mind when planning the academic program for the upcoming year:

- Make course selection decisions based on teacher recommendations, passion for the course of study, and current and past academic performance.
- Discuss specific subject area choices with counselors, case managers, teachers, and/or department supervisors who can share valuable insight into the nature of specific courses.
- Choose courses, not teachers – it is not advisable to choose or refuse to take a course based on your perception of a particular instructor. Each choice should be based on the merits of the course content and its value to the student's specific needs. [Requests for teacher-specific course requests will not be honored.](#)
- Make sound initial choices. Low enrollment totals may lead to the cancellation of a course.
- All students will be scheduled for a minimum of 40 credits per year ([seniors may elect to take fewer than 40 credits, but must carry no less than 30 credits](#)).
- Remember that students may only adjust their course selections before the designated due date in the **Spring of 2019 (TBD)**.

As noted above, the important process of selecting an academic program is one which involves many people and requires several months of preparation and consultation. Student course selections should be made only after serious deliberation among student, parents/guardians, teachers, the school counselor, and when applicable, the case manager. [The selected program should be designed to meet the student's educational goals and interests.](#) Exploration of students' strengths and areas of academic and post-secondary interest will take place through the use of Naviance inventories. Each chosen inventory is developmentally appropriate and provides insights for course planning. Students are encouraged to discover how these assessments can support their MHS experience. Counselor led instruction regarding these tools will take place annually.

STUDY HALL

Current sophomores selecting courses for their junior year can elect to have one 80 minute study hall as part of their schedule. The following parameters apply:

- This is available for Juniors only.
- Study Hall cannot be combined with PE Opt-Out.
- Students must have a minimum of 80 earned credits.
- Students who misuse the study hall may be removed and assigned to a class.

SCHEDULE CHANGES



The need for schedule changes will only be considered under special circumstances. Any inquiries regarding scheduling should be directed to the student's counselor. Course selection changes may occur, after consultation with the counselor prior to **April 2019**. Once the course selection process has concluded, the student's program will only be adjusted/changed if there is an error or omission to the requested program.

Important Note: [The determination for a counselor to make a final schedule change after the close of the course selection period will be based on the following criteria:](#)

- To accommodate a student's academic ability/needs
- Teacher recommendation
- Level change: i.e. English 1CP to English 1H, Algebra 2H to Algebra 2CP. This type of change should take place only after consultation with the student, parent/guardian, counselor, teacher and department supervisor
- To accommodate a student's IEP or 504 Plan
- If there is an error or definite need for a change in the schedule. Examples might include a missing required course, two or more courses in conflict, failure or loss of credit in a pre-requisite course, course not being offered due to low enrollment, or the student has not been scheduled for 40 credits.

DROPPING/ADDING COURSES



The scheduling process at MHS is a thoughtful and deliberate matter. Students are given advice from teachers, counselors, supervisors and, when appropriate, case managers. Through this thorough communication process, students are well-prepared to select coursework that best represents their interests, goals, and graduation requirements. The master schedule is a direct product of the student's course selections. Therefore once the selection process is complete, it is vital to limit changes.

Every effort will be made to accommodate a student's requests for electives; however this is not always possible. It is important for the student to be prepared to provide a list of preferences for electives when meeting with his/ her counselor.

In May, students will receive their complete schedule for the next school year. Students are expected to review the schedule with their guidance counselor, as well as their parent/guardian. Once all parties are in agreement, the individual schedule is locked. All requests for a change in schedule of any type must be requested in writing using the appropriate form and signed by the parent/guardian. **The Drop/Add period for the 2019-2020 school year will begin on Thursday, September**

5th and ending on Friday, September 13th, 2019. Requests to drop or add courses after the September deadline will not be permitted until the start of MP2.

Outlined below are the only acceptable reasons for course changes during the Drop/Add period.

- Course failures that prohibit progress to the next sequential course.
- Summer (enrichment) courses that allows progress to the next sequential course.
- Scheduling error or an incomplete schedule (fewer than 40 credits).
- Senior students who are in need of a course(s) to fulfill graduation requirements.

All 9th, 10th & 11th graders need to maintain a minimum course load of 40 credits.

Due to the high volume of students taking Driver's Education, placement of the course cannot be changed to accommodate requests.

Note: Level change requests (i.e. Algebra 1CP to Algebra 1H; US History 1H to US History 1CP) must be submitted for approval by **November 2, 2019**. Requests will be considered and processed at the end of the first marking period. In the event of a course level change, the first marking period grade will be used in the calculation of the final grade for the new level.



VERY IMPORTANT

Once students' schedules are officially available, only changes upheld by the criteria outlined above will be sanctioned. No elective changes will be permitted after spring schedules are confirmed.



TRANSFER STUDENTS/ TRANSFER GRADES:

All courses taken and completed outside of Morristown High School will appear on a student's official transcript with the transfer code of "TR" preceding the course title. **These courses will not carry assigned weight and will not be calculated into the cumulative GPA.** This would include all coursework completed in another school/district, courses taken for enrichment purposes, credit recovery courses, as well online and college/university coursework. Only coursework approved by the Morris School District Board of Education and delivered by district personnel will be assigned weighted value and therefore, count in a student's overall GPA.

Students who transfer to Morristown High School must complete no less than 6 semesters of coursework at MHS to be included in the 12th grade, decile rankings. **Students who are registered at MHS for less than 6 consecutive semesters** will receive official transcripts listing the coursework from their sending school, as well as Morristown High School, **but will not receive a decile rank.**

COURSE ACCELERATION REQUIREMENTS:

- Select a preparatory program and course that includes 120 hours of "seat time"
- Course must be aligned with MHS curriculum
- Online courses must be accredited and have an evaluative component
- Attach syllabus outline/description of requested course including the number of credits and instructional time
- Supervisor must approve course prior to enrollment
- Guidance Counselor must be informed of plans prior to June 1, 2019
- Parent/guardian responsible for the cost of program and/or course to accelerate
- It is your responsibility to provide MHS with a transcript/report card upon completion of course
- Student must earn a "B" or better in order to be placed in the next consecutive course
- Students seeking to take AP Biology without first taking Biology H must apply through the Supervisor of Science, Mr. Brian Young, brian.young@msdk12.net.
- **Deadline is June 1, 2019**

Note: Courses taken for acceleration WILL NOT satisfy the stated Morristown High School graduation requirements. Any courses taken prior to the 9th grade will NOT be noted on the student's transcript. Courses taken for acceleration will be recorded on the student's transcript with a grade and credit, but will NOT be calculated in the student's GPA.



To Download a Digital Version of the Program

Navigate your internet browser to:

<http://www.morristownhighschool.org>

- On the right hand side of the main page, there is a link that says **"Program of Studies"** -- **Click on that to open the PDF version.**
- That digital version will contain the most up to date information and links.

STATE TESTING



Students will be able to demonstrate proficiency in English Language Arts and Mathematics by meeting ONE of the criteria in each column: All students enrolled in Biology are required to take the New Jersey Biology Competency Test (NJBCT) during the school year they are taking the course.

The Class of 2020 can demonstrate graduation assessment proficiency through the same alternative means as those in the Classes of 2016 through 2019, provided that students in the Class of 2020 take all PARCC assessments associated with the high-school level courses for which they were eligible.

High School Graduation Assessment Requirements Class of 2019

ENGLISH LANGUAGE ARTS (ELA)	MATHEMATICS
ANY one of the assessments listed below can be used for the ELA graduation Requirement. Passing Scores are in Blue	ANY one of the assessments listed below can be used for the Mathematics graduation requirement. Passing Scores are in Blue
PARCC ELA Grade 9 ≥ 750 (Level 4)	PARCC Algebra I ≥ 750 (Level 4)
PARCC ELA Grade 10 ≥ 725 (Level 3)	PARCC Geometry ≥ 725 (Level 3)
PARCC ELA Grade 11 ≥ 725 (Level 3)	PARCC Algebra II ≥ 725 (Level 3)
SAT Critical Reading (taken before 3/1/16) ≥ 400	SAT Math taken before 3/1/16 ≥ 400
SAT Evidence-Based Reading and Writing Sect, taken 3/1/16 or later ≥ 450	SAT Math Section taken 3/1/16 or later ≥ 440
SAT Reading Test, taken 3/1/16 or later ≥ 22	SAT Math Test (taken 3/1/16 or later) ≥ 22
ACT Reading or ACT PLAN Reading* ≥ 16	ACT or ACT PLAN* Math ≥ 16
Accuplacer WritePlacer ≥ 6	Accuplacer Elementary Algebra ≥ 76
Accuplacer WritePlacer ESL ≥ 4	PSAT10 Math or PSAT/NMSQT Math, Taken before 10/1/15 ≥ 40
PSAT10 Reading or PSAT/NMSQT Reading, taken before 10/1/15 ≥ 40	PSAT10 Math or PSAT/NMSQT Math, Taken 10/1/15 or later ≥ 22
ACT Aspire Reading* ≥ 422	ACT Aspire Math* ≥ 422
ASVAB-AFQT Composite ≥ 31	ASVAB-AFQT Composite ≥ 31
Meet the criteria of the NJDOE Portfolio Appeal	Meet the criteria of the NJDOE Portfolio Appeal

*Note: * Test is no longer administered but can be used for the graduating year.*

This information is correct as of December 2016, Please consult the [NJDOE Website](#) for current information

Class of 2020 High School Graduation Assessment Requirements

The Class of 2020 can demonstrate graduation assessment proficiency through the same alternative means as those in the Classes of 2016-19, provided that students in the Class of 2020 take all PARCC assessments associated with high school level courses for which they are eligible.*

ENGLISH LANGUAGE ARTS (ELA)	MATHEMATICS
PARCC ELA Grade 9 (must take if eligible*) and , PARCC ELA Grade 10 (must take if eligible*) and , PARCC ELA Grade 11 (must take if eligible*)	PARCC Algebra I (must take if eligible*) and , PARCC Geometry (must take if eligible*) and , PARCC Algebra II (must take if eligible*)
If passing score is not met on at least one of the three, then the student can use any ONE the following.	If passing score is not met on at least one of the three, then the student can use any ONE the following.
SAT Reading	SAT Math
ACT Reading or ACT PLAN Reading**	ACT or ACT PLAN Math**
Accuplacer WritePlacer	Accuplacer Elementary Algebra
Accuplacer WritePlacer ESL	PSAT10 Math or PSAT/NMSQT Math
PSAT10 Reading or PSAT/NMSQT	ACT Aspire Math**
ACT Aspire Reading**	ASVAB-AFQT Composite
ASVAB-AFQT Composite	Meet the criteria of the NJDOE Portfolio Appeal
Meet the criteria of the NJDOE Portfolio Appeal	
<i>Note: "Eligible" is defined as a student who is enrolled in a high-school level course for which there is a PARCC test. This includes all of these courses: Algebra I, Geometry, Algebra II, ELA 9, ELA 10, and ELA 11. ** Test is no longer administered but can be used for the graduating year. This information is correct as of December 2016, Please consult the NJDOE Website for current information</i>	

Starting with the Class of 2021, students will need to meet the high school graduation assessment requirements by passing PARCC ELA Grade 10 and PARCC Algebra I. If students are unable to pass one or both of those assessments, they will be able to access the portfolio appeals process to meet the assessment requirements, but only if they take all PARCC assessments associated with the high-school level courses for which they were eligible* (see chart below).

Class of 2021 and Beyond High School Graduation Assessment Requirements

Starting with the Class of 2021, students will need to meet the high school graduation assessment requirements by passing PARCC ELA Grade 10 and PARCC Algebra I. If students are unable to pass one or both of those assessments, they will be able to access the portfolio appeals process to meet the assessment requirements, but only if they take all PARCC assessments associated with the high-school level courses for which they were eligible* (see chart below).

ENGLISH LANGUAGE ARTS (ELA)	MATHEMATICS
PARCC ELA Grade 10 (must take and pass) If passing score is not met on PARCC ELA Grade 10, then the student must have taken PARCC ELA Grade 9 and , PARCC ELA Grade 10 and , PARCC ELA Grade 11 before they can	PARCC Algebra I (must take and pass) If passing score is not met on PARCC Algebra I, then the student must have taken PARCC Algebra I and , PARCC ELA Geometry and , PARCC Algebra II (if eligible*) before they can
Meet the criteria of the NJDOE Portfolio Appeal	Meet the criteria of the NJDOE Portfolio Appeal

*Note: "Eligible" is defined as a student who is enrolled in a high-school level course for which there is a PARCC test. This includes all of these courses: Algebra I, Geometry, Algebra II, ELA 9, ELA 10, and ELA 11. ** Test is no longer administered but can be used for the graduating year. This information is correct as of December 2016, Please consult the [NJDOE Website for current information](#)*

GRADUATION REQUIREMENTS

The Board of Education of the Morris School District has established high school graduation requirements, which are consistent with state and district goals, objectives, and proficiency standards. More specifically, in order to graduate from Morristown High School and receive a state-endorsed Board of Education diploma, a pupil must:

A. Successfully earn a minimum 120 credits

B. Successfully complete a program of studies in grades nine through twelve, which shall include, but not be limited to:

Core Curriculum Content	Minimum Course and Credit Requirement
Language Arts Literacy	A minimum of 20 credits (5 credits each year), including English 1, 2, 3, 4
Mathematics	A minimum of 15 credits including Algebra and Geometry. Beginning with the Class of 2016, 5 credits of Algebra 2 or content that builds on Algebra 1 and Geometry
Social Studies	10 credits of United States History and 5 credits of World History
Science	A minimum of 15 credits including: <ul style="list-style-type: none"> • 5 Credits of Biology • 5 Credits of Chemistry, Environmental Science or Physics • 5 Credits of additional lab science
World Language	A minimum of 5 credits (within the same language)
Visual and Performing Arts	A minimum of 5 credits
Career Education, Consumer, Family & Life Skills	A minimum of 5 credits
Financial Literacy	2.5 credits
Health & Safety Physical Education	3.75 credits each year of enrollment

Current graduation requirements may be subject to change.

Courses that are coded can be used for credit in the following curriculum areas as detailed in the Graduation Requirements:

LAL	Language Arts Literacy	VPA	Visual and Performing Arts
MA	Mathematics	CCFL	Career Education, Consumer, Family & Life Skills
SS	Social Studies	FL	Financial Literacy
SC	Science	HSPE	Health, Safety and Physical Education
WL	World Language		

NCAA INFORMATION

College bound athletes need to be sure they have the kind and number of courses required to meet NCAA eligibility requirements. Students should check with their counselors for NCAA information or go to www.eligibilitycenter.org. Courses that are coded with NCAA have met the requirements for Core Courses as set by NCAA and submitted by MHS. In addition, the NCAA uses a sliding scale in regard to GPA and SAT/ACT scores. Approved MHS courses are also included on the NCAA web site.

EXAMS

A final exam is given in all semester and full year courses. The final exam grade will be combined with marking period grades for the final course grade. All students will take final exams in all required courses. There will be no exemptions for any exam.

There are no final exams in physical education/health courses. Performance in physical education/health courses serves as the basis for grades. Students are required to be appropriately dressed for the respective activity, attend class on a regular basis, actively participate and demonstrate good sportsmanship.

THE GRADING SYSTEM

Report cards are mailed to your home four times a year after each marking period. The grades are:

Letter Grade	Numerical Equivalent	Letter Grade	Numerical Equivalent or Explanation
A+	97-100*		
A	93-96		
A-	90-92	S	Satisfactory
B+	87-89	U	Unsatisfactory
B	83-86	X	Audit (no credit)
B-	80-82	E	Excused or Exempt
C+	77-79	I	Incomplete
C	73-76	R	Credit denied – Attendance Violation
C-	70-72	W	Withdrawn Passing
D+	67-69	M	Medically Excused
D	63-66	Z	Withdrawn Failing
D-	60-62		
F	59 or below		

** Percentages subject to change by Morris School District Board of Education*

In the event of a medical excuse or extensive absence, it is the student's responsibility to meet with the teacher to arrange for make-up work. Prior to an expected medical absence of more than two weeks, with proper documentation, home instruction will be provided.

Course	Grade	Weighting/Grade Value	Credits	Quality Points
English 3H	A	4x1.25=5	5	25
Chemistry	B+	3.3	5	16.5
US History AP	A	4x1.5=6	5	30
Phys. Ed.	A	4	5	20
Ceramics	B	3	2.5	7.5
Photo Imaging	B	3	2.5	7.5
French 4	A-	3.7	5	18.5
Algebra 2	A	4	5	20
Pre Calculus	B	3	5	15
TOTALS			40	160
				GPA = 4.00

CLASS RANK

Morristown High School does not rank its student population. The students' weighted GPAs are calculated and a decile distribution for the senior class is published.

REQUIREMENTS FOR PROMOTION

Credits will clarify a student's grade level status. In order for a student to move on to the next grade level (promotion), each student must meet the following benchmarks:

Grade	Minimum Credits Earned
10	30
11	60
12	90
120 credits needed to graduate	

Students who do not attain their respective benchmarks will remain in the same grade for the following year. This includes the AEP room assignment. The student will be retained as a 9th, 10th, 11th or 12th grader. This ensures that students are being tested within the standardized testing program appropriately. Grade levels will not change at the end of the first semester.

HONOR ROLL ELIGIBILITY

- High Honor Roll requires grades of "A-" or better in all subjects (may have grade of "M" in physical education)
- Honor Roll represents grades of "B-" or better in all subjects (may have grade of "M" in physical education)
- Honor Roll eligibility is based on the marking period grades for each marking period and appears on a student's report card.

NATIONAL HONOR SOCIETY

To be eligible for the Saul Swanger Chapter of the National Honor Society (NHS), students must fulfill requirements in four areas: scholarship, character, leadership and service.

- 3.7 weighted GPA: This represents a 90-92 average. If a student has a grade of "C" in a class, the student is still eligible for NHS if the weighted GPA requirement of 3.7 is met. This will be calculated at the end of the first semester of junior year for junior applicants and at the end of the first quarter of senior year for senior applicants.
- 45 hours of community service: These hours are cumulative from July 1st after graduation from Grade 8 to March of the junior year or, in the case of senior applicants, to October of the senior year. Work done for family members cannot be included as part of the 45 hours. To document the community service hours a letter from each organization must be submitted on letterhead stationary signed by the student's supervisor.
- Demonstrated leadership, preferably in school activities: Applicants must actively participate in a minimum of one school-based activity (club, sport, musical program, etc.) each semester of school enrollment. Leadership in non-school sponsored activities will be considered on a case by case basis. The emphasis is on the quality of active leadership, not on a list of multiple club affiliations.
- Demonstrated good character: This means upholding the principles of morality and ethics, showing positive support of school rules and policies, municipal ordinances and state laws, as well as demonstrating respect for others, honesty in academic work and good sportsmanship.

Please see the [Student Handbook](#) for the selection process.

ATTENDANCE REQUIREMENTS

The Morristown High School attendance policy as stated in the [Student Handbook](#) can have bearing upon students earning credit in courses. Students in violation of the high school attendance policy are in jeopardy of not receiving credit in any course affected by excessive absenteeism. Please see the [Student Handbook](#) for specific information.



To Download a Digital Version of the Program

Navigate your internet browser to:

<http://www.morristownhighschool.org>

- On the right hand side of the main page, there is a link that says
"Program of Studies" -- Click on that to open the PDF version.
- That digital version will contain the most up to date information and links.

NOTES:

Course Directory by
DEPARTMENT

BUSINESS EDUCATION	2
CONSUMER, FAMILY & LIFE SKILLS	3
ENGLISH/LANGUAGE ARTS LITERACY	4
ESL / BILINGUAL EDUCATION	6
HEALTH, SAFETY & PHYSICAL EDUCATION	8
MORRISTOWN HIGH SCHOOL HUMANITIES ACADEMY	9
MATHEMATICS	10
MUSIC EDUCATION	12
SCIENCE	13
STEM ACADEMY	17
SOCIAL STUDIES	18
TECHNOLOGY EDUCATION	20
VISUAL ARTS	23
WORLD LANGUAGES	24

BUSINESS EDUCATION

SPORTS & ENTERTAINMENT MARKETING

2.5 credits CCFL or FL

This is an introductory business course. The sports and entertainment industries are two of the most profitable and exciting in the United States. Sports and Entertainment Marketing explores the fields of sports and entertainment through the exploration of marketing concepts. The course discusses marketing, target marketing, segmentation, sponsorship, event marketing, sales and promotions, sponsorship proposals, and the implementation of sports and entertainment marketing plans. Students examine current domestic and international trends.

ENTREPRENEURSHIP

2.5 credits CCFL or FL

This is an introductory business course. This course helps students gain an understanding of the business/marketing principles necessary to start and operate a business. Students will first learn basic economic principles related to business ownership. They will identify and assess common traits and skills found in entrepreneurs, explore business opportunities, and compare the risks and rewards of owning a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, determining feasibility of an idea utilizing research, developing a plan to organize and promote the business and its products/services, and finally, to understand the capital required, the return on investment desired, and the potential for profit.

INTERNATIONAL BUSINESS

2.5 credits CCFL or FL

This is an introductory business course. International Business defines the nature of international business and the environments in which it is conducted. The economic, cultural, and political factors that affect international business are explored. Management of global organizations, importing and exporting, international trade is discussed. Different roles that individuals play in the global economy are examined. Students will obtain the skills and knowledge needed to compete in a global society.

BUSINESS ORGANIZATION AND MANAGEMENT

5 credits CCFL or FL

This is an intermediate level business course. This course exposes students to major concepts in business such as marketing, finance, management, and economics. The course provides students a comprehensive overview of business and a head start into the business world. Students will participate in a virtual stock market simulation where they buy and sell stocks. Additionally, this course focuses on career exploration of basic finance, economics, law and marketing.

BUSINESS FINANCE AND MARKETING H

5 credits CCFL or FL

Prerequisite: Completion of 9th grade

This honors level course exposes students to major concepts in finance and marketing. The course is designed for students interested in majoring in business. The course will prepare students who plan to pursue a career in finance, marketing, investing, advertising, sales, market research, new product development, or general business management. Additionally, this course will help prepare students for business interviews and will expose students to potential internships that exist.

PERSONAL FINANCE

2.5 credits CCFL or FL

Personal Finance presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help students make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success. Understanding and managing personal finances is key to one's future financial success!

Business Education Suggested Course Menu

Introductory Courses	Intermediate Courses	Advanced Courses
Entrepreneurship	Business & Organization Management	AP Macroeconomics
International Business		
Personal Finance	Business Finance & Marketing	AP Microeconomics
Sports & Entertainment Marketing		

Note: The 2.5 credit Personal Finance Literacy graduation requirement can be fulfilled by taking: Personal Finance, Entrepreneurship, or AP Macroeconomics. Some courses are offered on a rotating basis.

AP MACROECONOMICS

NCAA - 5 credits CCFL or FL

Prerequisite: Completion of 10th grade and completion of Algebra 1 with a minimum of B-.

The purpose of the AP Macroeconomics course is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of the national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. This course prepares students for the AP Macroeconomics exam.

AP MICROECONOMICS

NCAA - 5 credits CCFL or FL

Prerequisite: Completion of AP Macroeconomics

The purpose of the AP Microeconomics course is to give students a thorough understanding of the principles of economics that apply to the

functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. This course prepares students for the AP Microeconomics exam.

Social Media Marketing

5 Credits - Dual Enrollment Centenary College

This course provides an overview of Social Media and its application to the business setting. The course will include a hands-on view of Social Media Marketing tools and Social Media platforms, while incorporating current topics from this dynamic field. The main focus will be on using Social Media for business and leveraging Social Media from a marketing perspective, including listening to customers and building brands on the social web.

CONSUMER, FAMILY & LIFE SKILLS

CULINARY ARTS 1

5 credits CCFL

Culinary Arts 1 is the entry level course of a 3 year certification program. This course is designed to give students an introduction at the areas of foods and food services. Students will explore topic areas of nutrition, food preparation, culinary laws, safety & sanitation principles, and food service careers. Culinary Arts is a subject where all students can relate to as part of daily life skills. This project-based course has students use their critical-thinking, problem solving, and other key workplace competencies such as responsibility, self-management, leadership, and integrity throughout all aspects of this project based course.

CULINARY ARTS 2

5 credits CCFL

Prerequisite: Culinary Arts 1

Culinary Arts 2 is the second level of a 3 year CTE certification program. Students will integrate knowledge knowledge, skills and practices required for basic food preparation techniques in the content area of Nutrition and Wellness.

CULINARY ARTS 3

5 credits CCFL

Prerequisite: Culinary Arts 2

Culinary Arts 3 is the third level of a 3 year CTE certification program. Students will integrate knowledge knowledge, skills and practices required for basic food preparation techniques in the content area of Nutrition and Wellness.

INTERNATIONAL FOOD & SPORTS NUTRITION

5 credits CCFL

This course is designed to offer students a better understanding about the

world they live in through cultural awareness and food preparation. Students explore foreign and ethnic food with consideration given to the staple food of a region and style of preparation. Unique food preparation methods and interdisciplinary learning with World Languages and World Cultures is an added dimension to this course. In addition, this course confronts the problem of misinformation regarding sports nutrition which permeates our society. In addition it provides information on how topics such as body composition, the right diet, and the right weight play a major role in an athlete's optimal performance. This course helps "crack the myths" surrounding nutrition in sports and shows how the Dietary Guidelines for Americans can be emphasized and incorporated into our sports programs here at Morristown High School as well as in future performance.

TRANSITION SKILLS

5 credits CCFL

Prerequisite: Teacher Recommendation

The Transition Skills program offers students the opportunity to learn a variety of skills that will enable them to successfully transition to postsecondary experiences. The curriculum specifically addresses the needs of individual learners and will encompass the following: Community Based Instruction for general knowledge, social and recreational purposes, career exploration through Structured Learning Experiences, functional academics in the areas of reading, writing, math, daily living skills, health and safety, social skills and decision-making, and self-advocacy skills.

Consumer, Family & Life Skills Course Sequencing

Culinary Arts 1* ➡ Culinary Arts 2 ➡ Culinary Arts 3

International Foods & Sports Nutrition

** Culinary Arts 1 scheduling priority is given to Freshmen and Sophomores
These offerings may be subject to change.*

ENGLISH/LANGUAGE ARTS LITERACY

ENGLISH 1 ENGLISH 1CPrep ENGLISH 1H

NCAA - 5 credits LAL

Prerequisite for English 1: Completion of 8th grade

Ninth grade English introduces the student to various literary genres and emphasizes instruction in literary techniques and critical analysis of literature, mastery of grammatical structure and mechanics, usage and vocabulary development. The learner is required to demonstrate proficiency in critical analysis and synthesis through essays, research, oral presentations and creative projects. All English classes offered at the high school embrace the definition of literacy in the 21st Century. Through an inquiry-based curriculum the student will be situated to ethically accrue, archive, analyze, produce and share information in public forums.

ENGLISH 2 ENGLISH 2CPrep ENGLISH 2H

NCAA - 5 credits LAL

Prerequisite: English 1

Tenth grade English provides students with a critical examination of American literature and other works targeting the "coming of age" theme. Additionally, this course requires creative and critical thinking and expects the student to be an active participant. The student is expected to demonstrate proficiency in the explication and analysis of texts and to effectively express literary interpretations orally, in writing and through multi-media presentations. Specific pieces focus on both shorter and longer writings in argumentation and compare/contrast. All English classes offered at the high school embrace the definition of literacy in the 21st Century. Through an inquiry-based curriculum the student will be situated to ethically accrue, archive, analyze, produce and share information in public forums.

ENGLISH 3 ENGLISH 3CPrep ENGLISH 3H

NCAA - 5 credits LAL

Prerequisite: English 2

Eleventh grade English presents a selection of literature designed for an emerging love of literature, independent inquiry and critical and creative thinking. Eleventh grade English explores American literature and selected core texts deepen the analysis of essential questions and course themes. The student is expected to demonstrate proficiency in literacy. Each student will engage in a writing intensive experience. All learners will write a personal narrative for college essay preparation, a resume, multiple short and longer analytical essays and argumentative essays.

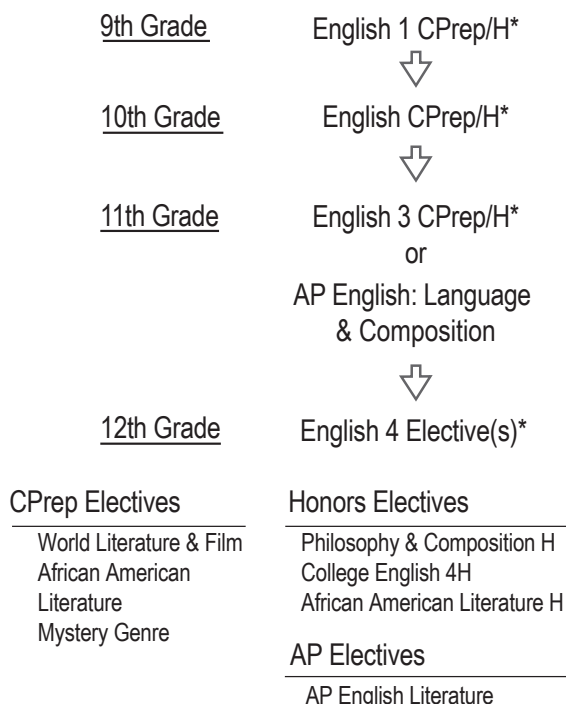
AP ENGLISH LANGUAGE & COMPOSITION

NCAA - 5 credits LAL

Prerequisite: English 2

This course is a college level survey of both non-fiction and fictional pieces with an emphasis on critical thinking and writing in preparation for the AP exam in English Language and Composition. Students admitted to the course must clearly demonstrate superior ability to think, dialogue, and write analytically about the literature. Course texts include: Shakespeare, Faulkner, Jefferson, King, Malcolm X, Hughes, Woolf, Angelou, Fitzgerald, and many more. Students must write analytical essays. Summer reading and annotating is required and assessed.

Language Arts Sequencing



*Language Arts electives can be taken in addition to each grade level English requirement. Electives include: Acting 1 and 2, Creative Writing 1 and 2, and Public Speaking. There are opportunities to take more than one Language Arts course in a year. These offerings may be subject to change.

Note: Students may move between "levels" as long as prerequisites are met.

ENGLISH 4 ENGLISH 4CPrep: WORLD LITERATURE

NCAA - 5 credits LAL

Prerequisite: English 3

The World Literature course places a focus and emphasis on analyzing the culture in which the literature and film was generated. Every culture around the world has its own unique customs, values, beliefs, and worldview. While many of the differences that we perceive are simply trappings or superficial differences like food and holidays, appearances are not always what they seem. Often there are underlying values, beliefs and traditions that manifest themselves in what we see. These may be the product of a long and complicated history, recent political events, geography, climate, or religion, just to name a few. This course attempts to have students understand these cultures through the film and literature produced within them. In this course, there will be a special emphasis placed on watching foreign film to focus on unique auditory and visual aspects of a culture that students might otherwise be unfamiliar with, or to which they might not have been exposed. Clothing, climate, environment, geography, music, the cadence of a language are all things that would be lost in text that has been translated into English. Instructional methods and assessments will include, but are not limited to, class discussion, formal and informal writings, research projects, tests, quizzes and oral presentations.

ENGLISH 4CPrep: MYSTERY GENRE

NCAA - 5 credits LAL

Prerequisite: English 3

Everybody loves a mystery! This course is designed for students who would like to delve into the Mystery Genre. Students will explore the development of the mystery story from its inception to the present. In addition, students will examine the concept of mystery as it applies to fiction and nonfiction. The course will focus on teaching students to think critically, to improve analytical reading comprehension skills, and to analyze and compose complex pieces of writing. The structure of the mystery is the perfect tool for teaching structure and in depth analysis. Students will be expected to read self-selected titles in addition to the required course titles.

ENGLISH 4H: PHILOSOPHY & COMPOSITION

NCAA - 5 credits LAL

Prerequisite: English 3

Seniors stand on the cusp of change. No matter what the next stage of their lives involves, they will all be leaving the familiar confines of their K-12 educational experience. The choices they make in the next few years will shape their life opportunities, and a greater understanding of themselves and the world in which they live will help them to "follow their bliss." Philosophy and Composition will help students understand the search for meaning inherent in human existence. Classic and contemporary writers including Socrates, Shakespeare, Huxley and Sartre have encouraged humans to examine the meaning of life on both an individual and collective level. This course will introduce students to the essentials of philosophy, the great thinkers throughout history, the writers and leaders they inspired, and the ways philosophical thought has shaped cultures and civilizations to the present day. Students will examine all types of literature and film to help them develop a greater understanding of themselves as they move into their futures with intention. Instructional methods and assessments will include, but are not limited to, class discussion, formal and informal writings, research projects, tests, quizzes and oral presentations.

ENGLISH 4H: BRITISH LITERATURE & SHAKESPEARE

NCAA - 5 credits LAL

Prerequisite: English 3

This course will give students the opportunity to look closely at the broader literature of Britain over many centuries, with a close critical focus on William Shakespeare. Students will be exposed to poetry, drama, novels, and essays so that they can explore the literature with the social and political contexts of the time in order to analyze how categories like gender, sexuality, nationality, race and class operate with the literature of British tradition. Students will be exposed to art, architecture, literary criticism, and film in order to enrich their learning experience of the literature itself. Students will be expected to interpret and closely read in order to compose well-developed analytical papers that synthesize the social and political climates of the period with that of the literature. Instructional methods and assessments will include, but are not limited to, class discussion, formal and informal writings, research projects, tests, quizzes and oral presentations.

ENGLISH 4CPrep: AFRICAN-AMERICAN LITERATURE

ENGLISH 4H: AFRICAN-AMERICAN LITERATURE

NCAA - 5 credits LAL

Prerequisite: English 3

African-American Literature examines the history of African Americans from their African heritage to the present. Through historical investigations and an analysis of literature, students develop an understanding and appreciation for the heritage of African Americans, the widespread injustices they suffered and the contributions they made to the development of the United States. In addition, students will investigate the impact of the African-American experience on race relations in the United States today. Course topics will include a survey of African-American literature and will focus on some key themes of the texts. Students will develop an understanding of and an appreciation for African-American literature while sharpening their critical thinking, speaking, and writing skills.

AP ENGLISH LITERATURE

NCAA - 5 credits LAL

Prerequisite: English 3

This course is a college level survey of literature with emphasis on critical thinking and writing in preparation for the Advanced Placement Examination in English Literature. Students admitted to this course must clearly demonstrate superior ability to think, dialogue, and write analytically about the literature. The course includes texts by Shakespeare, Dostoyevsky, Camus, Austen, Huxley, Kafka and Conrad, as well as other classics and contemporary authors. Students must be willing to read independently and write analytical essays. This course requires a literary criticism research paper. Summer reading is required and assessed.

ENGLISH 1

ENGLISH 2

ENGLISH 3

ENGLISH 4

5 credits LAL

Students are introduced to and increase competency with a variety of functional reading materials designed to enhance their experiences within the community through reading for meaning in community contexts and practical applications, reading for pleasure, and reading to learn. Fiction, non-fiction, and purposed reading (research skills) are emphasized. Written expression is taught to develop communication skills, advocacy/self-advocacy, and self-expression. Concepts of HS English follows the English Language Arts curriculum for grades 9-12. In subsequent years, students explore and develop more complex functional uses for text and written language in the community. Credit for these courses may be awarded for Structured Learning Experience / work experience, accomplished in a school or community environment that draws upon and enhances skills taught in this course.

ACTING 1

2.5 credits VPA

This course stresses the fundamentals of acting including movement, voice, character development and scenes from plays. Script interpretation is stressed. The student is trained to think and react through the use of improvisation. Emphasis is placed on identifying the precise goals and actions of a character. The course includes an overview of the theater and history of drama.

ACTING 2

2.5 credits VPA

Prerequisite: Acting 1

This course stresses performance skills and experiences. Students will expand upon their acting skills as they study character and scene analysis. Advanced scene work will span the Greek tragedies through contemporary theatre. Play production will be introduced and the entire professional theatrical process examined. A directing component will enable the students to select and structure their own projects. Students will become involved in acting, coaching, writing and directing performances for stage, radio and television.

PUBLIC SPEAKING

NCAA - 2.5 credits VPA

Students in this course focus on speeches for three purposes: to inform, to entertain and to persuade. They will analyze and present speeches written by professional speechmakers and famous personalities. They will write and deliver their own speeches. Students learn about the dynamics of group discussion. Parliamentary procedure is also part of the curriculum. This course benefits students who are considering careers in which they will speak in public or before large groups of people. Related courses include any of the Broadcasting sequence.

CREATIVE WRITING 1

NCAA - 2.5 credits VPA

Creative Writing 1 is an introductory course designed to teach the fundamental principles of creative writing and the writing process. Students develop skills in description, narration and poetry producing

short prose pieces, descriptive essays, autobiographical and biographical essays, fictional narratives and poetry. The writing process is taught in a workshop format where students are expected to edit, critique and share their writings. Students are required to word process their writings and to keep a regular journal. Students produce a comprehensive exit portfolio of writings and are encouraged to enter contests and seek publication of their material.

CREATIVE WRITING 2

NCAA - 2.5 credits VPA

Prerequisite: Creative Writing 1

Creative Writing 2 is an advanced writing course. Students function as professional writers producing two independent writing projects: a long fictional story, and a poetry collection of various poetic forms and techniques. The culminating project is a published book, a poetry chapbook, a short story collection, a novella or script for placement in our library. Students participate in an intensive workshop format where they engage in critiquing, editing and revision. Students are encouraged to enter contests and seek publication of their material.

INSTRUCTIONAL SEMINAR - Freshmen Experience

5 credits

Prerequisite: Established Placement Criteria

The English Instructional Seminar course is designed to offer support to students in their English classes. English Instructional Seminar provides students with research-based reading and writing instruction, with the end result of increased proficiency in these areas. Students will develop these skills through individualized instruction and guidance.

ESL / BILINGUAL EDUCATION

NEWCOMER ESL

2.5 credits - 5 credits LAL

This entry level course provides students who are new to the building with basic English language as well as information and vocabulary related to the school community. Enrollment runs on a rolling basis, with a transition to ESL when students are ready.

ESL

5 credits LAL

This sequence of classes provide students with vocabulary rich, thematic units, which prepare them for the ACCESS assessment. WIDA standards are targeted. English language learners begin to communicate in English, develop learning strategies for both academic and social settings, and become familiar with American high schools and culture.

BILINGUAL LANGUAGE ARTS

5 credits LAL

This sequence of classes focuses heavily on genre reading and writing strategies, which target mainstream Language Arts standards. Students have the opportunity to develop scaffolded skills such as paragraph and essay development, citing evidence from text, and reading for comprehension.

ESL COMMUNICATIONS 1-2

2.5-5 credits CCFL

This conversational course focuses on necessary conversational skills related to the workforce, including the difference between Academic and Social English. Emphasis is placed on the language needed for successful employment and retention. Students learn behaviors and language associated with the American workforce, as well as different career paths and associated education.

ALGEBRA I PART 1/BIL

5 credits MA

This is an introduction to the fundamental concepts and processes of Algebra. Topics include order of operations with signed numbers, algebraic expressions, solving simple equations, graphing, linear equations, and linear inequalities. The intent is to prepare the student for Algebra 1. Spanish will be used to assist students' ability to comprehend the concepts taught.

ALGEBRA I PART 2/BIL

NCAA - 5 credits MA

Algebra 1/Bil is a college preparatory study of Algebra 1 skills plus basic skills and concepts. Topics in this course are approached so the student may receive a traditional Algebra 1 curriculum in order to meet the Morris School District's graduation requirements and receive the additional tools necessary to succeed on the mathematics portion of the state mandated testing. The tools will include and focus on how to interpret and respond to questions that require critical thinking and a well-constructed response. Spanish will be used to assist the students' ability to comprehend the concepts taught.

ALGEBRA 2/BIL

NCAA - 5 credits MA

Prerequisite: Algebra 1/Bil

Algebra 2/Bil is a college preparatory study of Algebra 2 plus basic skills and concepts. Topics are approached so the student may continue studying advanced Algebra topics and receive additional tools that will allow the student to show success on the mandated mathematics state testing, as well as SAT's. The tools will include and focus on how to interpret and respond to questions that require critical thinking and a well-constructed response. Spanish will be used to assist the students' ability to comprehend the concepts taught.

GEOMETRY/BIL

NCAA - 5 credits MA

Prerequisite: Algebra 1/Bil

Geometry/Bil is a college preparatory study of deductive proofs, the role of definitions and undefined terms and the meaning and use of necessary and sufficient conditions. Geometry is presented as a logical system of thought, building a hierarchy of proven theorems based on fundamental vocabulary definitions, undefined terms and assumptions. There is a systematic development of Euclidean Geometry governing triangles, quadrilaterals, polygons, and circles. A unit of inequalities is also included and the geometric basis of trigonometry is introduced. Spanish will be used to assist the students' ability to comprehend the concepts taught.

ENVIRONMENTAL SCIENCE/BIL

NCAA - 5 credits SC

Prerequisite: Concurrent with Beginner or Intermediate ELL

Environmental Science/Bil is the suggested course for the Introduction to ELL or Beginner ELL high school science student. The student will gain an understanding of the basic concepts, skills, attitudes and values of the environment while they are learning English skills and vocabulary. Environmental science is a lab science that exposes students to the different world ecosystems and the living and nonliving interactions within an ecosystem. The student will conduct experiments, collect and analyze data, and participate in a variety of activities that address the environmental issues of present day society including waste management, population dynamics, world animal trade and acid rain, with an emphasis on world geography. Spanish will be used to assist the students' ability to comprehend the concepts taught.

PHYSICAL SCIENCE/BIL

NCAA - 5 credits SC

Physical Science is the study of the structure and composition of matter in the physical world. The course will introduce students to matter, energy and how they interact in the world around us. The course teaches principles of science through critical thinking, lab investigation, and problem solving. Students will explore scientific processes, atomic structure and properties of matter, work, energy, and forces of motion. Physical Science is a lab-based science course offering a cooperative learning environment. Spanish will be used to assist the student's ability to comprehend the concepts taught during second language acquisition.

BIOLOGY/BIL

NCAA - 5 credits SC

Prerequisite: Environmental Science/Bil or Physical Science/Bil

Biology/Bil is an introductory lab science course in the life sciences, utilizing a combination of differentiated instruction, hands-on cooperative learning, laboratory exploration, projects, alternative assessments and traditional learning strategies. Students will explore biological themes such as lab safety and equipment, microscopy, chemistry as it relates to living things, cells, genetics, plants and animals, human biology

and career opportunities. Spanish will be used to assist the students' ability to comprehend the concepts taught. Students taking Biology are required to take the New Jersey Biology Competency Test. This state mandated assessment is given in the late Spring each year.

UNITED STATES HISTORY 1/BIL

NCAA - 5 credits SS

Students in United States History 1/Bil study chronologically and topically the history of the United States from the settlement of Jamestown through the western frontier of the late 1800's. Students will understand and appreciate the contributions made by diverse people in the development of the social and political democracy of the United States. This class is designed to support the development of English literacy skills. Spanish will be used to assist the students' ability to comprehend the concepts taught.

UNITED STATES HISTORY 2/BIL

NCAA - 5 credits SS

Prerequisite: U.S. History 1/Bil

Students continue the study of the United States from the Industrial Revolution through the present. Students continue to focus on contributions made by a diverse people in developing the social and political democracy in the United States. An integrated civics unit is part of this course. The focus is on the individual's role in the political, social, and economic life of the United States. This class is designed to support the development of English literacy skills. Spanish will be used to assist the students' ability to comprehend the concepts taught.

WORLD HISTORY/BIL

NCAA - 5 credits SS

This course is designed for students who need further development in social studies skills. The course surveys the period from the Renaissance/Reformation to the modern era and emphasizes global studies and cultural systems with attention to Europe, Latin America, Africa, Asia, and the Middle East. Cooperative and independent learning experiences challenge students to analyze the components of diverse cultural systems (e.g., history, geography, demography, economics, political cultural norms and values) and to identify interrelationships among these systems in the modern era. This class is designed to support the development of English literacy skills. Spanish will be used to assist the students' ability to comprehend the concepts taught.

PERSONAL FINANCE/BIL

2.5 credits FL or CCFL

Personal Finance presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help students make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success. Understanding and managing personal finances is key to one's future financial success. Spanish will be used to assist the students' ability to comprehend the concepts taught.

HERITAGE SPANISH 1-3

NCAA - 5 credits WL

This program is intended to capitalize on the linguistic assets Heritage Speakers of Spanish bring to the world language classroom setting and to further enhance students' existing competencies in the Spanish language. Students will be able to express facts, ideas, and feelings in a manner that is intelligible, and develop specialized vocabulary through the study of other disciplines, as well as interpret

and analyze different literary genres. Students will also increase their awareness and appreciation of different Hispanic cultures. Students will compare and contrast language functions between Spanish and English and enhance their language skills in both languages. They will be able to explore language differences in grammar rules, syntax, etc. Spanish

is used exclusively in the classroom. The learners will use various methods and strategies to acquire and improve the target language (i.e. internet, Spanish television, radio, newspapers and magazines, written and oral classroom presentations, paraphrase and summarize ideas or concept from literary works, and research tasks).

HEALTH, SAFETY & PHYSICAL EDUCATION

PHYSICAL EDUCATION 9 AND 10

1.25 credits HSPE per quarter

The physical education curriculum for our freshmen includes some required courses in the areas of fitness, lifetime conditioning, and water safety procedures through our 9th grade swimming class. The students can then select the activities they would like to participate in throughout the rest of the year. These activities include a variety of individual and team sports, fitness and conditioning units and swimming. Student will also be introduced to our indoor Project Adventure challenge classes. Every student is required to participate in daily warm-ups that include cardiovascular training and core conditioning.

The physical education curriculum for our sophomores includes required classes in swimming (stroke instruction), and fitness and lifetime conditioning. The students can then select the activities they would like to participate in throughout the rest of the year. They can choose from a variety of individual and team sports, fitness and conditioning units, and swimming, and both indoor and outdoor Project Adventure challenge classes. Every student is required to participate in daily warm-ups that include cardiovascular training and core conditioning.

HEALTH 9: PERSONAL HEALTH AND DEVELOPMENT

1.25 credits HSPE

The 9th grade health curriculum is centered on personal health and development. Students will learn about adolescence/adulthood, personal identity, self-esteem, personal hygiene, effective communication, relationships, stress reduction, suicide prevention, sexual activity, pregnancy, dating violence, substance abuse, addiction and treatment, STDs, bullying, and personal health choices. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle. The purpose of this course is to help the students learn concepts about health and wellness issues and to develop skills that will enable them to practice behaviors that will contribute to their well-being.

DRIVER EDUCATION

1.25 credits HSPE

Driver Education Theory provides instruction aimed at instilling a positive safety conscious attitude towards operating a motor vehicle. In addition, it provides instruction in the Motor Vehicle Code of

New Jersey, culminating in the administration of the New Jersey State Law Knowledge exam. This course is required for graduation. Driver Education is scheduled with Physical Education 10.

PHYSICAL EDUCATION 11 AND 12

1.25 credits HSPE per quarter

We offer a total elective physical education program for our 11th and 12th graders at MHS. Students will come out of physical education class for one marking period in order to take their health class. The other three marking periods students will have the opportunity to select the activities they wish to participate in. They can choose from a variety of individual team sports, strength and fitness classes. In the area of swimming, they may participate in our Water Safety Instruction class, lifeguard training class, water games and conditioning unit, or become involved with our Cooperative Program with Woodland or Alexander Hamilton schools when our students work with the elementary students in learning how to swim.

HEALTH 11: WELLNESS

1.25 credits HSPE

The 11th grade health curriculum is centered on Wellness. Topics to be covered are: "Who Am I?," choices, conflict resolution, stress and stress reduction, suicide awareness, nutrition, tobacco, alcohol and drugs, and STDs. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle. The purpose of this course is to help the students learn concepts about health and wellness issues and to develop skills that will enable them to practice behaviors that will contribute to their well-being.

HEALTH 12: ADULTHOOD

1.25 credits HSPE

The 12th grade health curriculum is centered on Adulthood. Topics to be covered are: abusive relationships, adulthood, healthy living, health and career services, and organ donation. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle. The purpose of this course is to help the students learn concepts about health and wellness issues and to develop skills that will enable them to practice behaviors that will contribute to their well-being.

MORRISTOWN HIGH SCHOOL HUMANITIES ACADEMY

Humanities Academy is a 4 year honors program. Students take part in an experience that teaches them the intricacies of the Thinking Process and culminates in a senior project that is shared with the Morristown community and beyond. Students begin by learning about the fundamentals of (design) Thinking, and move on to practicing the process and conducting in-depth self-directed research projects. The skills and habits of mind learned in the Academy are aligned with any possible problem students could face in their academic or professional lives.

**Students will need to complete the prerequisite classes in order to advance through the program.*

Year 1: **HUMANITIES - Introduction to Process Thinking** *5 credits CCFL*

Prerequisite: Grade 9 or 10 only

This course is an introduction to the Humanities Academy. Students will learn methods by which to take control of their own life and learning. The process of design thinking is a methodical, effective, and efficient way to learn how to learn, while being reflective and mindful of the process. This allows for repeated replication and transference to new applications. With its bias towards action, the emphasis is on applied knowledge, experimentation, and developing creative solutions. It can be adapted to all subjects and disciplines and works with creations, solutions to problems, or deeper learning and mastery.

The course will begin with elements of design thinking, vocabulary, definitions, mindsets and attitudes, which will then be practiced and combined into the complete process. Students will continue with guided applications, exercises and activities, as they move into more independent practice. As they begin to become more comfortable and fluid with the process, they will begin to apply it to their other courses, interconnected cross-curricular projects, and designing real solutions to real world problems.=

Year 2: **HUMANITIES 10H - Application and Experimentation** *5 credits, CCFL*

Prerequisite: Humanities - Intro to Process Thinking, Grade 10 only

In this second year course, students will utilize their understanding of (design) Thinking and begin to adapt it to a wide range of passion-based projects. Students will be provided a framework that discusses the different available types of project, and plan to complete roughly one per marking period.

Students will not do this work in a vacuum. A wide variety of anchor activities, group critique sessions, and teacher conferences will help guide them along the way. Close attention to what has been learned by each student will culminate in a student-led presentation at the end of each marking period which will include both their successes and failures, as well as the habits of mind they think were most acutely developed through their activity within the project.

While students may have been quite adept at using their available resources to complete a project in the past, far greater emphasis on doing the work themselves, without reliance on others, will be key to maximizing the true success of the various projects. The value of the product itself in this capacity will be secondary to the validity of the process. To this end, students will be asked to attempt projects that may be outside of their typical comfort-zone. By exploring a wide variety of projects and project types, students will be ready for the deeper questions that await in subsequent sections of the Academy.

The course will begin with a review of the elements of (design)

Thinking, followed by a series of mindfulness and work ethic building activities and discussions. This will eventually give way to a more workshop or studio-like approach, where the block will be used for making progress on their individual projects, strategizing with their classmates, or conferencing with the teacher.

Students will be expected to participate in the Humanities night at the end of the year, where they will create an exhibit of their favorite project, along with evidence of the skills and abilities they developed over the course of their work.

Year 2: **HUMANITIES 11H - Action Research**

NCAA - 5 credits

Prerequisite: Humanities 10H, Grade 11 only

If you really love the subject matter, a project can help you discover as much about yourself as you do about the topic. Humanities 11 is a course in which students will delve into a variety of topics of interest to discover which one ignites their passion. Through the research and discovery process students will become more expansive learners, effective researchers, and disciplined planners. Students will explore several topics of their own choosing and complete the research component of the project they will construct in their senior year.

Year 4: **HUMANITIES 12H - Workshop**

5 credits

Prerequisite: Humanities 11H, Grade 12 only

This course is the culmination, climax and conclusion of The Humanities Academy experience. While originality, creativity and rigorous critical thinking are hallmarks throughout, this course extends and elevates those through a most unusual, unique and challenging approach. While the objective is simple and straightforward, the process is likely to be something that students have never before experienced. Students will design and produce a monumental capstone project to bring closure to the Academy experience and finalize their senior year. The entire process will begin in September and end in June. The concepts and mediums for the projects will be selected by the students themselves in response to a big question that must interpreted, articulated and answered by the project itself. Upon completion they will be presented to peers and teachers for review and evaluation. Ultimately, the projects will be presented, during a night time exhibition, to a large audience of friends, family, faculty, students and other members of the Morristown community. These projects will be of professional, museum worthy quality. Past projects have included original films, concertos, plays, painting and sculpture exhibitions, published books, performance art and website design.

MATHEMATICS

ALGEBRA 1

ALGEBRA 1CPrep

ALGEBRA 1H

NCAA - 5 credits MA

Algebra 1 is a one year course designed to provide students with the necessary knowledge and skills to be prepared for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, logic, reasoning, and effective communication in the study of patterns, functions, and algebra. This course builds on the concepts of rational and irrational numbers, data analysis, probability, linear equations, measurement, spatial relationships, patterns, and algebraic concepts. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course will fulfill the algebra requirement and one of the mathematics credits required for high school graduation. It is aligned to the Common Core State Standards.

GEOMETRY

GEOMETRY CPrep

GEOMETRY H

NCAA - 5 credits MA

Prerequisite: Algebra 1

This one year course provides study in Euclidean Geometry and the logical development of the inductive and deductive systems of reasoning. Emphasis is on developing visualization abilities, analytical skills, and logical reasoning. Continual development and review of algebraic skills are an integral part of this course. Various instructional techniques are utilized through activity based methods. Students will extend their ability to make mathematical connections through problem solving. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course is aligned to the Common Core State Standards and will fulfill one of the mathematics credits required for graduation.

ALGEBRA 2

ALGEBRA 2CPrep

ALGEBRA 2H

NCAA - 5 credits MA

Prerequisite: Algebra 1

This one year course in Algebra 2 continues and expands upon the concepts and procedures learned in Algebra 1. It has the primary goal to develop competence in using variables and functions to model numerical patterns and quantitative relations. Emphasis is on the study of polynomial, rational, exponential, and logarithmic functions, systems of equations and inequalities, and series. Connections to other areas of mathematics and applications to other disciplines are integrated into the course. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course is aligned to the Common Core State Standards. This course will fulfill one of the mathematics credits required for high school graduation.

ALGEBRA 3/TRIGONOMETRY CPrep

NCAA - 5 credits MA

Prerequisite: Geometry & Algebra 2

Algebra 3/Trigonometry follows the Geometry and Algebra 2 sequence. The course includes equations, functions (polynomial, rational, trigonometric), solving triangles using trigonometry, trigonometric identities. Students can take either Algebra 3/Trigonometry or Pre-Calculus.

PRE-CALCULUS CPrep

PRE-CALCULUS H

NCAA - 5 credits MA

Prerequisite: Geometry & Algebra 2

This is a one-year course designed for students to explore advanced mathematical topics on functions, development of the trigonometric functions through the use of the concept of circular functions, graphical characteristics of the trigonometric functions - including translations, amplitude, change of period, domain, range, and sums and differences of functions, inverse trigonometric functions - notations and graphs, trigonometric identities, including addition and double-angle and half-angle formulas, use of degree and radian measures, solution of trigonometric equations, polar coordinates and vectors; solution of problems related to force and navigation, matrices and determinants, higher degree equations, logarithmic functions, rational functions, summation notation, mathematical induction, the conic sections (parabola, ellipse, hyperbola), translations and rotations of the axes and curve sketching. Students can take either Pre-Calculus or Algebra 3/Trigonometry.

CALCULUS CPrep

NCAA - 5 credits MA

Prerequisite: Pre-Calculus

Calculus is an advanced level mathematics course for students with the desire and skill to study higher mathematics and understand the concepts and applications used to investigate dynamic situations and problems. The material is approached graphically, algebraically, geometrically and verbally. Topics include: functions, limits, continuity, graphing, logarithmic and exponential functions, the derivative and its applications, the analysis of polynomials and algebraic functions using calculus, and integrals and their evaluation and application. The use of the graphing calculator is an essential tool for the course.

AP CALCULUS AB

NCAA - 5 credits MA

Prerequisite: Pre-Calculus

This rigorous and fast-paced course provides knowledge of and experience with the concepts, methods and applications of calculus. Topics include limits, and finding and applying derivatives and integrals. AP exam practice and calculator use are integral components of this course.

AP CALCULUS BC

NCAA - 10 credits MA

Prerequisite: Pre-Calculus

This extremely rigorous and fast-paced course provides knowledge and experience with the concepts, methods and applications of calculus. It uses the topics of AP Calculus AB as a base and moves into parametric, polar and vector functions, slope fields and Euler's method, and sequences and series with emphasis on Taylor and MacLaurin series. AP exam practice and calculator use are integral components of the course.

MATH APPLICATIONS AND PROBLEM SOLVING

5 credits MA

Prerequisite: Teacher recommendation

This course is designed for students with IEPs in Grade 12 who need additional practice using math applications on practical, applied problems. The focus will be on basic operations, simple equations, and practical geometry. Students' needs will drive the course's emphasis.

MATH 1
MATH 2
MATH 3
MATH 4
5 credits MA

Students are introduced to and gain competency with a variety of functional mathematics skills that will support life skill development and enhance their ability to participate in community activities. Age-appropriate, community based uses of mathematics will be emphasized, including money skills, time, practical counting, basic operations, personal money management, and application of mathematical knowledge to everyday activities. District curriculum for Algebra 1, Geometry, and Math Applications and Problem Solving are followed. Credit for these courses may be awarded for Structured Learning Experience (SLE)/work experience, accomplished in a school or community environment, that draws upon and enhances skills taught in this course.

STATISTICS CPrep

NCAA - 5 credits MA or CCFL

Prerequisite: Geometry and/or concurrent with Algebra 2

Students study the vocabulary, nature and use of statistics, data organization, descriptive measures, probability, discrete random variables, the normal distribution, sampling and estimating, with special emphasis on applications in the sciences and humanities.

AP STATISTICS

NCAA - 5 credits MA or CCFL

Prerequisite: Algebra 2H

AP Statistics is a course for our advanced mathematics students who have completed Algebra 2 Honors and wish to master a full year of statistics at a college level. The purpose of the course is to prepare students for the Advanced Placement examination in Statistics. Students study the nature and use of statistics through graphical and numerical descriptive data analysis, data production by experimental or observational study design, and probability and inference from probability



This icon in the course description represents the course being designated as a Project Lead The Way certified curriculum/course.

models to estimation and tests of significance. The recommended time to take the course is in the junior or senior year.

COMPUTER SCIENCE ESSENTIALS

5 credits CCFL-PLTW - Project Lead The Way Course
Prerequisite: Algebra 1, Open to Students in grades 9-12

The Computer Science Essentials course will empower students to develop computational thinking skills that prepare them to advance to AP Computer Science Principles and AP Computer Science A. Course content will align to the Computer Science Teachers Association K-12 standards and newly released K-12 Computer Science Frameworks.

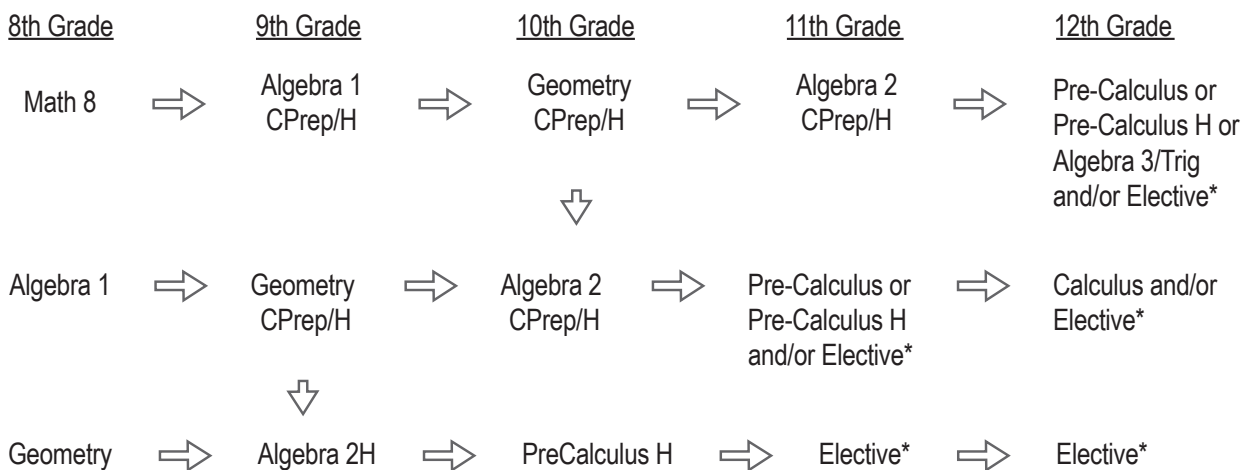
In Computer Science Essentials, students will experience the major topics, big ideas, and computational thinking practices used by computing professionals to solve problems and create value for others. They will use a visual programming language and advance to text-based programming. Throughout the course, students will have opportunities to apply computational thinking practices and collaborate, just as computing professionals do to create products that address topics and problems important to them.

AP COMPUTER SCIENCE PRINCIPLES

5 credits CCFL - PLTW - Project Lead The Way Course
Prerequisites: Computer Science Essentials, and/or Algebra 2, and or Teacher Recommendation.

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the

Mathematics Suggested Course Sequencing



* Mathematics Electives include but are not limited to: AP Calculus AB, AP Calculus BC, AP Statistics, Statistics, Linear Algebra H, Computer Science Essentials and AP Computer Science Principles. There are opportunities to take more than one math course in a year. These offerings may be subject to change. Students may move between "levels" as long as prerequisites are met.

opportunity to use technology to address real-world problems and build relevant solutions. All students are encouraged to take the AP Computer Science Principles exam in May.

AP COMPUTER SCIENCE A



5 credits CCFL

Prerequisites: STEM students – Computer Science Essentials and/or Algebra 2 with demonstrated proficiency.

In this Advanced Placement Course, students will be enabled to develop skills in writing logically structured, well-documented programs using the object oriented programming in the JAVA programming language. AP Computer Science A is recommended for students who have a strong interest in Computer Science and engineering, and are willing to spend the extra time beyond the classroom this course requires. All students are encouraged to take the AP Computer Science A exam in May.

CYBERSECURITY



5 credits CCFL - PLTW - Project Lead The Way Course

Prerequisite: Computer Science Essentials, Open to Students in grades 10-12

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who

can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

LINEAR ALGEBRA H

NCAA - 5 credits MA

Prerequisite: AP Calculus AB or BC

Linear Algebra H is a common mathematics course taken after Calculus. It is required for many college majors, including chemistry, physics, mathematics, engineering, and computer science. In our course, students will investigate linear systems, matrices, linear transformation, bases, vectors and vector spaces, determinants, eigenvalues and eigenvectors.

After completing Linear Algebra, which is a one semester college course, students will present ideas for guided projects. Suggestions for projects will include a study of combinatorics, python (programming language) differential equations, and multivariable calculus. Students will create and submit individual syllabi with benchmarks of progress to be measured against. It is anticipated that students will use MIT OpenCourseWare and/or independent study programs to focus and direct their learning.

INSTRUCTIONAL SEMINAR - Freshmen Experience

5 credits

Prerequisite: Placement Criteria

The Mathematics Instructional Seminar course is designed to offer support to students in their Mathematics classes. Mathematics Instructional Seminar is designed to provide students with practice related to both basic and problem solving skills, with the end result of increased math proficiency. Students will develop the above mentioned skills through individualized instruction and guidance.

MUSIC EDUCATION

SYMPHONIC BAND

5 credits VPA

Symphonic Band serves as an introduction to the high school band program for young musicians. Students must have prior experience on a band instrument to be eligible for this group. The music used progresses from medium to the more difficult. Techniques and fundamentals are stressed while providing music that is enjoyable to perform. The experience provided should allow most students to progress to the Wind Ensemble. Weekly small group lessons during half of the lunch block and at least 3 evening concerts and participation in the graduation band are required as part of the Symphonic Band class.

WIND ENSEMBLE

5 credits VPA

Prerequisite: Symphonic Band or equivalent experience

The Wind Ensemble includes students with demonstrated proficiency in wind and percussion instruments. In Wind Ensemble, student musicians learn the finer points of interpretation and performance. The music used is diverse and includes standard band literature. Weekly small group lessons during half of the lunch block and at least 3 evening concerts and participation in the graduation band are required as part of the Wind Ensemble class.

ORCHESTRA

5 credits VPA

The Orchestra includes students with prior experience performing on the violin, viola, cello or string bass. The Orchestra explores and

performs works by composers in a variety of styles while emphasizing technique and musical interpretation. Weekly small group lessons during half the lunch block and 3 evening concerts are required as part of the Orchestra's performance activities.

CONCERT CHOIR

5 credits VPA

Students will meet basic requirements including voice quality, vocal technique, sight-reading ability and blend. Concert Choir is an evenly balanced chorus of both young men and young women. Music ranges from classical to jazz to show tunes. At least 2 evening concerts and competitions are required as part of the Concert Choir's performance activities.

GUITAR

5 credits VPA

Guitar class is for students who wish to learn to play guitar. The class accommodates 9th to 12th grade students. The course includes units of study in various styles, standard note reading, guitar tablature, improvisation, and composition.

PIANO

5 credits VPA

Piano is offered in our music technology classroom within a lab setting, providing a comprehensive musicianship approach toward basic and intermediate piano performance. This course will enable

Music Ensembles Sequencing

Symphonic Band ➡ Wind Ensemble

Music Theory
& Harmony ➡ AP Theory

Orchestra or Concert Chior are other electives that may be taken multiple times for credit.

Other offerings include Guitar, Piano, and Music Technology. These offerings may be subject to change.

students to begin and continue to develop piano performance skills and accompaniment techniques. Beginners are welcome.

MUSIC THEORY AND HARMONY

5 credits VPA

In this class students will learn the fundamentals of writing music,

including the construction of scales and chords. Elementary solfeggio and interval recognition are also included. As the class progresses, the basics of four-part writing are taught so students can compose their own music.

AP MUSIC THEORY

5 credits VPA

Prerequisite: Minimum 2-3 years study of a musical instrument/voice and interview/assessment with the instructor

AP Music Theory involves students in an in-depth study of music at an advanced level. Students develop writing and listening skills through work in notation, 4 part writing, chord structure, analysis, historical contexts, and composition. AP Music Theory is recommended for students who are interested in studying music in college. This course prepares students for the AP Music Theory exam.

MUSIC AND TECHNOLOGY

5 credits VPA

This course explores the various uses of technology in the music world of the 21st Century. Extensive hands-on work will be done using computers and synthesizers to arrange, compose, and orchestrate music with Apple's Garage Band and Make Music's Finale. Recording studio techniques will also be learned as well.

SCIENCE

PHYSICS CPrep

PHYSICS H

NCAA - 5 credits SC

Prerequisite: Completion of Algebra 1 in Grade 8 or currently enrolled in Algebra I H

Physics is the study of motion, dynamics, energy, sound and light. This course requires the students to apply Algebra to explain natural phenomena both qualitatively and quantitatively. Laboratory experiments are an essential part of the course and computer-interfaced data collection equipment is utilized. This course is for the Class of 2016 and beyond.

CHEMISTRY CPrep

CHEMISTRY H

NCAA - 5 credits SC

Prerequisite: Physics; Math: Algebra 1

Chemistry is the science of the structure and composition of matter and the changes it undergoes. This course teaches chemical principles through critical thinking, lab experience and problem solving. Chemistry enables students to understand the nature of matter around them and the changes that this matter undergoes. Students will explore atomic theory, matter, chemical reactions, energy changes, kinetics and equilibrium. Chemistry is a laboratory-based science offering a cooperative learning environment.

AP CHEMISTRY

NCAA - 10 credits SC

Prerequisite: Physics, Chemistry, Pre-Calculus or Pre-Calculus concurrently, or Teacher Recommendation

This is a college level course in chemistry. It is designed for students who are interested and will pursue a career in science. This course will cover in depth the atomic structure, the different types of reactions, the qualitative aspect of chemistry, chemical equilibrium, thermodynamics,

kinetic, and electrochemistry. AP Chemistry places a heavy emphasis on chemical principles and quantitative problem solving. The students will gain understanding of the usefulness of chemistry in their major areas of study as well as the significant application in the real world. A scientific calculator is recommended. The ultimate goal of this course is to prepare the student for the

AP Chemistry exam. Summer work may be required.

BIOLOGY

BIOLOGY CPrep

BIOLOGY H

NCAA - 5 credits SC

Prerequisite: Chemistry or teacher recommendation

Biology is a laboratory science oriented course designed to acquaint students with the fundamental concepts of the structure, characteristics and basic needs of living organisms. Students will demonstrate a mastery of the course proficiencies through successful completion of projects, course activities and performance based assessments. Areas of study include: biological principles, careers in biology, cells, genetics, evolution, taxonomy, ecology, micro-organisms, plants, animals and human biology. Summer work may be required.

AP BIOLOGY

NCAA - 10 credits SC

Prerequisite: Biology A or H or teacher recommendation, Chemistry A or H

AP Biology is designed to be the equivalent of a college introductory course usually taken by biology majors during their first year in college. Students who show themselves to be qualified on the AP examination may be permitted to undertake upper level courses as college freshmen, or having fulfilled a basic requirement for a laboratory science course, may be able to undertake other courses to pursue their major. AP Biology includes the topics regularly covered in a college biology course for majors. Topics of study are determined by the AP Biology College

Development Committee and include the following: molecules and cells (25%), heredity and evolution (25%), and organisms and populations (50%). The course aims to provide students with conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Summer work may be required.

AP PHYSICS EXAM C: Mechanics

NCAA - 5 credits SC

Prerequisite: Chemistry, Physics H; Math: Calculus or Calculus concurrently

The AP Physics C: Mechanics course is a college level class designed for highly motivated students who have a strong interest in Physics CPnd mathematics. Topics include: kinematics and dynamics in one and two dimensions, work and energy, momentum, rotational motion, gravity and planetary motion, and oscillations. Differential and integral calculus are used throughout the course. The course is designed for students who are planning to major in highly technical fields during college, and the ultimate goal of this course is to prepare the student for the AP Physics C: Mechanics exam. Summer work may be required.

AP PHYSICS EXAM C: Mechanics/Electricity & Magnetism

NCAA - 10 credits SC

Prerequisite: Chemistry, Physics H; Math: Calculus or Calculus concurrently

The AP Physics C: Mechanics/Electricity & Magnetism course is a college level class designed for highly motivated students who have a strong interest in Physics CPnd mathematics. The two major areas of study are Mechanics and Electricity & Magnetism. The Mechanics topics include: kinematics and dynamics in one and two dimensions, work and energy, momentum, rotational motion, gravity and planetary motion, and oscillations. The Electricity and Magnetism topics include: electrostatics, electric potential and potential energy, electrical circuits, magnetic fields and electromagnetism. Differential and integral calculus are used throughout the course. The course is designed for students who are planning to major in highly technical fields during college, and the ultimate goal of this course is to prepare the student for both the AP Physics C: Mechanics and AP Physics C: Electricity & Magnetism exams. Summer work may be required.

ENVIRONMENTAL SCIENCE

ENVIRONMENTAL SCIENCE CPrep

NCAA - 5 credits SC

This course is designed to provide students with the scientific principles, concepts, and methodologies to understand the interrelationships of the natural world. The intent is for students to gain a global awareness of the confounding variables that exist in the environment and examine alternative solutions for resolving and/or preventing conflict among such variables. Topics to be covered include energy consumption, sustainable resources, global warming, water and air pollution, waste management, impacts of deforestation on biodiversity, and other environmental issues occurring on a local and global scale. The course will include lab and field experiences. This course can be used to fulfill graduation requirements. Summer work may be required. Students can either enroll in Environmental Science or AP Environmental Science. They cannot receive credit in both courses.

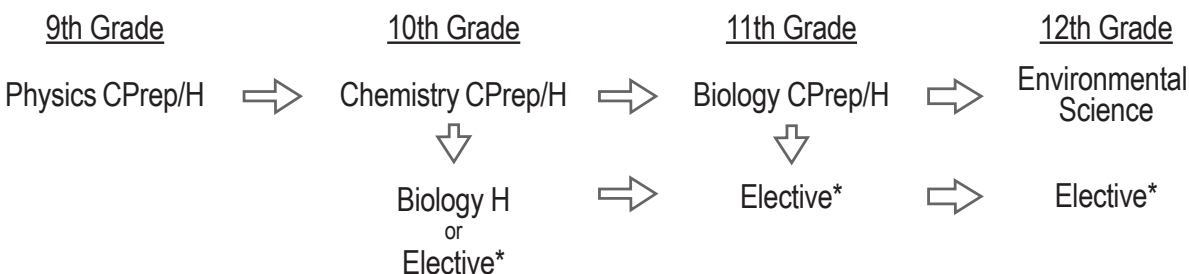
AP ENVIRONMENTAL SCIENCE

NCAA - 10 credits SC

Prerequisite: Chemistry & Biology, Algebra 1 & Algebra 2

AP Environmental Science is designed to be the equivalent of a college introductory course usually taken during the first year in college. Students who show themselves to be qualified on the AP examination may be permitted to undertake upper level courses as college freshman, or having fulfilled a basic requirement for a laboratory science. AP Environmental Science is a rigorous science course that stresses scientific principles and analysis to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. Summer work may be required. Students can either enroll in Environmental Science or AP Environmental Science. They cannot receive credit in both courses.

Science Course Sequencing



* Science Electives include: AP Biology, AP Chemistry, AP Environmental Science, AP Physics, Anatomy and Physiology H, Research Science 1H, Research Science 2H, Environmental Science, Forensics, Marine Biology, Principles of Engineering, Astronomy, Aerospace Engineering, and Nanoscale Science & Engineering. There are opportunities to take more than one Science course in a year. These offerings may be subject to change. Students may move between "levels" as long as prerequisites are met.

PHYSICAL SCIENCE

NCAA - 5 credits SC

Prerequisite: Environmental Science

Physical Science is the study of the structure and composition of matter in the physical world. The course will introduce students to matter, energy, and how they interact in the world around us. The course teaches principles of science through critical thinking, lab investigation, and problem solving. Students will explore scientific processes, atomic structure and properties of matter, work, energy and forces of motion. Physical Science is a lab-based science course offering a cooperative learning environment.

SCIENCE 1

SCIENCE 2

SCIENCE 3

SCIENCE 4

5 credits SC

Students are introduced to the practical applications of concepts from Environmental Science, Biology, Physical Science, Chemistry and Physics, as they are used in home, community, and workplace settings. Such areas as weather, food preparation, maintenance and cleaning, health and wellness, environmental protection, horticulture, and home improvement will be addressed. Project-based learning strategies will be employed. Students completing a Biology cycle will either take the Biology End of Course exam or participate in an Alternate Proficiency Assessment process for Biology. Credit for these courses may be awarded for Structured Learning Experience (SLE)/work experience, accomplished in a school or community environment, that draws upon and enhances skills taught in this course.

THE STEM ACADEMY COURSES LISTED BELOW ARE OPEN TO ALL STUDENTS, HOWEVER PRIORITY WILL BE GIVEN TO ACADEMY STUDENTS.

PRINCIPLES OF ENGINEERING H

NCAA - 5 credits CCFL



Prerequisite: Completion of 9th grade and completion of Physics CP or H

This survey course of engineering exposes students to major concepts they will encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community. Students will use state of the art robotics equipment to explore the underlying mathematics and physics of machinery. Students will design, create, test and evaluate gears, pulley, and sprocket machines. They will also study energy transfer, stress, strain, and fluid power systems. Summer work may be required.

FORENSICS

NCAA - 2.5 credits CCFL

Prerequisite: Completion of 9th grade

The Forensics course is designed to provide students with the scientific principles, concepts, and methodologies to understand the interrelationships between genetics and forensic science. The intent is for students to gain a working knowledge of genetic composition and organization of DNA in protein production. Forensics will allow an in-depth study to evaluate current events in research and biotechnology. This course is designed to challenge students with topics such as fingerprinting, DNA analysis, blood typing, comparative anatomy, and chemical analysis of drugs, poisons, and trace evidence. This is an elective lab science course that does not fulfill the state graduation requirement.

NEUROSCIENCE

NCAA - 2.5 credits CCFL

Prerequisite: Completion of 9th grade

Neuroscience is designed to take the student on an educational journey from the development of the animal nervous system to its complex expression in higher-level organisms. It is meant to be

incorporated in a learning environment implementing cross-curricular ideas from biology, metaphysics, and philosophy. This course will provide students with the scientific principles, concepts, and methodologies to understand the interrelationships between the central nervous system and its connection to consciousness. The intent is for students to explore an awareness of brain development, signal transduction and retention, memory, and the development of multisensory expression. All students will attempt to answer questions such as "Who am I?" "What is my level of awareness?" and "How may I elevate my current state of awareness and consciousness?"

MARINE BIOLOGY

NCAA - 2.5 credits CCFL

Prerequisite: Completion of 9th grade

This course will provide an introduction to the flora, fauna and operation of the marine environment. Selected groups of marine organisms will be used to develop an understanding of biological principles and processes that are basic to all forms of life in the sea. The ocean's role in our climate and weather will also be discussed as well as the importance of ocean currents and upwelling. This is an elective lab science course that does not fulfill the state graduation requirement.

ASTRONOMY

NCAA - 2.5 credits CCFL

Prerequisite: Completion of 9th grade

This course will introduce students to a wide array of topics ranging from the history and achievements of ancient astronomy through the scientific revolution, to our current understanding of our solar system, the life cycles of stars and galaxies, and the origin and fate of the universe as a whole. Activities, projects, presentations and labs will be integrated into traditional classroom instruction. Observations will also be a significant part of the course and multiple daytime and nighttime observing sessions are planned. Students will also be required to make their own naked eye observations of astronomical phenomena. Students interested in learning about the universe and their place in it are encouraged to enroll. This is an elective lab science course that does not fulfill the state graduation requirement.

NANOSCALE SCIENCE AND ENGINEERING H

NCAA - 5 credits CCFL

Prerequisite: Completion of 9th grade and Physics CP or H

Nanoscale Science and Engineering (NSE) utilizes concepts from physics, organic chemistry, molecular biology, and the research, inquiry and design processes to investigate materials adapted within or developed at the molecular or nanoscale. The advanced scientific and technological performance skills developed and refined in this course will serve students well for decades to come regardless of their choice of career. Students apply knowledge gained throughout the course in a final presentation about the future of the industry and their professional goals. This course will be especially critical for students following any of the STEM Academy elective tracks, since the interdisciplinary exploration of nanomaterial applications throughout NSE ranges from water filtration membranes (Sustainability track) to pharmaceuticals (Biomedicine track) to nanomotors (Computer Science track). This course will be developed and implemented in affiliation with the Soft Materials Lab at Stevens Institute of Technology. Summer work may be required.

AEROSPACE ENGINEERING H



NCAA - 5 credits CCFL

Prerequisite: Physics CP or H and Principles of Engineering

Aerospace Engineering Honors explores the evolution of flight, navigation and control, flight fundamentals, aerospace materials, propulsion, space travel, and orbital mechanics. In addition, this course presents alternative applications for aerospace engineering concepts. Students employ critical reading, thinking and writing, problem solving, collaboration, and the research, design and inquiry processes to analyze, design, and build aerospace systems. Students apply knowledge gained throughout the course in a final presentation about the future of the industry and their professional goals. The prior completion of Principles of Engineering is recommended for this course. Summer work may be required.

DYNAMICS OF HEALTH CARE IN SOCIETY H

NCAA - 5 credits SC

Prerequisites: Biology, Chemistry, or teacher recommendation

Dynamics of Healthcare provides an orientation to health care services and careers. The course shows how all health care providers acquire professional competence in dealing with the issues and problems they face as well as the role they play as informed consumers. The second component of this course, Clinical Rotations, will provide a practicum for students to experience a clinical setting and put into practice the observation, communication and professional skills acquired in career and technical experiences. Students will complete a minimum of 10 hours of supervised activities, participate in discussion groups and complete weekly journal entries. This course is a college course offered through Rutgers Health Science Careers Program. The number of college credits earned is contingent upon Rutgers' requirements, labs and final exam.

MEDICAL TERMINOLOGY

NCAA - 5 credits SC

Prerequisite: Physics, Co-requisite: Dynamics of Healthcare

Medical Terminology is the study of words that pertain to body systems, anatomy, physiology, medical processes and procedures and a variety of diseases. It provides specialized language for the health care team, enabling health care workers to communicate in an accurate, articulate and concise manner. This course is designed to give the students a comprehensive knowledge of word construction, definition and use of terms to all areas of medical science. The course includes but is not limited to terms to anatomy of the human body, functions of health and disease, and the use of language in processing medical/

dental records and claim forms. This course is a college course offered through Rutgers Health Science Careers Program. The number of college credits earned is contingent upon Rutgers' requirements, labs and final exam.

ANATOMY & PHYSIOLOGY H

NCAA - 5 credits SC

Prerequisites: Biology H, Chemistry H or teacher recommendation

Note: Successful completion of AP Biology is recommended prior to this course

Anatomy and Physiology H is the study of the structure and function of the human body. This course follows a sequential development of the major body systems in an organized and structured curriculum. The course is designed to give students a selective overview of human anatomical structure and an analysis of human physiological principles. Students will also be introduced to health care professions as part of this course. Please note that animal dissection is a major component of this course. This is a college course offered by Rutgers and taught by high school staff. Summer work may be required. This course is a college course offered through Rutgers Health Science Careers Program/UMDNJ (University of Medicine and Dentistry of New Jersey). The number of college credits earned is contingent upon Rutgers' requirements, labs and final exam.

RESEARCH SCIENCE 1H - Practices & Experimentation

NCAA - 5 credits CCFL

Prerequisites: Successful completion of one honors science and mathematics course

This rigorous course introduces the research science process with a focus on advanced research skill development. Pursuit of an in-depth understanding of scientific topics in order to participate in a community of science research is required. Emphasis is placed on techniques and methods of research-based experimentation. After learning research protocol and how to write scientifically, students will research, write, design, conduct and evaluate an individual and a class research project. Completion of this course requires the student to present their research and investigation in a symposium utilizing multimedia and to write a research paper on their individual project. Students who are intrinsically motivated, creative and hard-working will be successful in this course. This course is an excellent means of preparation for the student who is interested in participating in regional science fairs and competitions.

RESEARCH SCIENCE 2H - SCIENTIFIC ANALYSIS

NCAA - 5 credits CCFL

Prerequisite: Research Science 1H

This academically based scientific course builds upon the practices and principles addressed in Research Science 1H which introduced research science from the fundamental perspective with a focus on research skill development. Emphasis in this course is placed on techniques and methods to help students analyze, interpret, and draw conclusions based upon his/her research project. Students will acquire a base knowledge in analyzing and interpreting investigative data gathered in their research project. Upon completion of the course, the research analysis will then be presented in a symposium utilizing multimedia. This course is an excellent means of preparation for the student who is interested in participating in regional science fairs and competitions.

STEM ACADEMY

The STEM (Science, Technology, Engineering and Mathematics) Academy at Morristown High School offers a unique interdisciplinary experience for students who wish to pursue a rigorous sequence of STEM courses while engaging in professional presentations, field experiences, mentors and research projects, along with other STEM enrichment activities. The STEM Academy offers a rich suite of courses arranged into several tracks of learning such as Engineering, Sustainability, Architecture, Biomedicine, Research Science, and Computer Science.

Entering freshmen that qualify for the STEM Academy commit to a four-year program of study that requires additional STEM coursework yet is flexible enough to allow for non-STEM electives. STEM Academy students need to complete their required coursework for their chosen track to graduate with Honors from the STEM program. STEM Academy students enter Intro To STEM H in ninth grade. By tenth grade, students choose a track and arrange the required track courses as a cohesive sequence of elective studies.

INTEGRATED STEM

5 credits CCFL

Prerequisite: Concurrent enrollment in Physics CP/H

This course introduces the research science process by focusing on literacy and interdisciplinary connections among the STEM (Science, Technology, Engineering and Mathematics) fields. Emphasis is placed on the development of students who can successfully engage in critical thinking, reading writing and technical analysis in both individual and group settings. These STEM literacy skills will be practiced through the investigation of both historical and current research in the fields of STEM with a specific focus on interdisciplinary connections and the fields represented by available STEM Academy tracks. Completion of this course requires the student to engage in both individual and team-based activities including research analysis projects and analytical conversations with scientists actively engaging in STEM research. This course is designed to prepare students to choose, design and implement an elective direction within the STEM Academy tracks. Students who are intrinsically motivated, creative, and adept at situational analysis will excel in this course.

STEM Academy Course Menu

Core classes for all tracks include: Integrated STEM, Physics, Chemistry and Biology

Biomedicine Track

AP Biology
Anatomy & Physiology
Forensics
Neuroscience
*Research Science I & II

Engineering Track

Engineering & Robotics
3D CAD & Engineering
Principles of Engineering
Aerospace Engineering
Nanoscale Science & Engineering

Architecture Track

Engineering & Robotics
3D CAD & Engineering
Wood Design
Architectural Design
*Design Studio

Sustainability Track

Engineering & Robotics
Alt. Energy & Sustainable Design
Marine Biology
AP Environmental Science
*Research Science I & II

Computer Science Track

Computer Science Essentials
Robotics
AP Computer Science Principles
*Design Studio

Tracks are tentative as of date of publication. All STEM Academy students will be required to complete Intro to STEM Research along with one complete track of courses and participation in regular STEM Academy activities, i.e. field trips and guest speakers. There are opportunities to take more than one science or math course in a year, i.e. sophomores in the Biomedicine track will likely double up in science to take AP Biology and move their track electives to senior year. These offerings are subject to change.

** Designates courses that can be taken to pursue individual projects and research in STEM related fields.*

SOCIAL STUDIES

WORLD HISTORY

WORLD HISTORY CPrep

WORLD HISTORY H

NCAA - 5 credits SS

World History surveys the period from the Renaissance/Reformation to the modern era. The course is anchored by the concept of global citizenship. World History emphasizes global studies and cultural systems with attention to Europe, Latin America, African, Asia and the Middle East. Cooperative and independent learning experiences challenge students to analyze the components of diverse cultures' cultural systems (e.g., history, geography, demography, cultural norms and values) and to identify inter-relationships among these systems in the modern era. All social studies courses at MHS emphasize that students can only learn history by "doing" history, that is to say, students must be active participants in the educational process; examining primary and secondary data, debating, role-playing, identifying and considering critical questions and drawing their own conclusions through a process of critical thought.

UNITED STATES HISTORY 1

UNITED STATES HISTORY 1CPrep

UNITED STATES HISTORY 1H

NCAA - 5 credits SS

United States History 1 is a survey of the history of the United States from the settlement of Jamestown through the western frontier of the late 1880s. Emphasis is placed on the scaffolding of core social studies skills such as the ability to acquire, evaluate, and assess information. The student will demonstrate proficiency in developing action research and presenting reasoned arguments using evidence clearly and effectively in writing, orally and through multi-media presentations. Through an analysis of essential questions and core themes, the course is intended to develop an informed, discriminating citizenship essential to effective participation in the democratic processes of governance and the fulfillment of the nation's democratic ideals. The honors level course also serves as preparatory course for AP United States History 2.

UNITED STATES HISTORY 2

UNITED STATES HISTORY 2CPrep

UNITED STATES HISTORY 2H

NCAA - 5 credits SS

Prerequisite: US History 1

The course will continue the study of American History from the Industrial Revolution through the present. United States History 2 is taught within a global framework, with historical comparisons in different time periods given special attention. The course infuses concepts from other social sciences, including geography, political science, economics, psychology, sociology, and anthropology to deepen the study of American History. Through an analysis of essential questions and core themes, the course is intended to develop an informed, discriminating citizenship essential to effective participation in the democratic processes of governance and the fulfillment of the nation's democratic ideals.

AP UNITED STATES HISTORY 2

NCAA - 5 credits SS

Prerequisite: US History 1

Prerequisite: Completion of US History 1

This course includes a mandatory extensive summer assignment. It is designed for academically talented students who are interested in history. The content, similar to United States History 2A/H, is presented in a manner more challenging to the students. Students will be expected

to complete a substantial amount of independent reading, including the evaluation of historical documents and sources. Students will present reasoned arguments using evidence clearly and effectively in an essay format. This course prepares students to take the AP United States History exam. All students are expected to take the AP exam in the Spring.

SOCIAL STUDIES 1

SOCIAL STUDIES 2

SOCIAL STUDIES 3

SOCIAL STUDIES 4

5 credits SS

Students are introduced to aspects of practical learning in the areas of civic responsibility, local political awareness, voting, persuasion, community service, and self-advocacy. Written communication skills are employed and enhanced through projects designed to explore students' effectiveness at intervening on behalf of themselves and others. The course sequence aligns with the curriculum for World History, United States History 1 and United States History 2. Credit for these courses may be awarded for Structured Learning Experience (SLE)/(work experience), accomplished in a school or community environment, that draws upon and enhances skills taught in this course.

AFRICAN-AMERICAN HISTORY CPrep

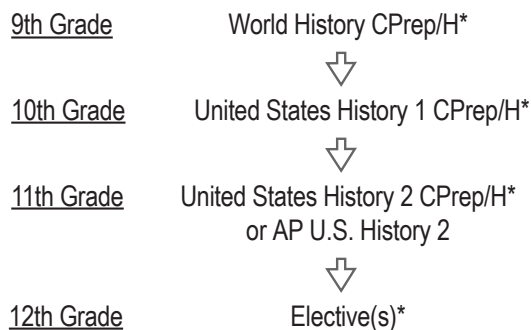
AFRICAN-AMERICAN HISTORY H

NCAA - 5 credits SS

Prerequisite: Completion of 10th grade

African-American History examines the history of African Americans from their African heritage to the present. Students develop

Social Studies Sequencing



CPrep Electives

African American History
How Sports Explain the World
Introduction to Psychology
Latinx History
Psychology: Abnormal
& Personality
Psychology: Gender Studies
Sociology
World at War

Honors Electives

African American History
Holocaust & Genocide
Studies
Latinx History

AP Electives

AP European History
AP Human Geography
AP Psychology
AP U.S. Government & Politics

*Social Studies electives can be taken in addition to each grade level Social Studies requirement each year.

Note: Students may move between "levels" as long as prerequisites are met. These offerings may be subject to change.

an understanding and appreciation for the heritage of African Americans, the widespread injustices they suffered and the contributions that they made to the development of the United States. In addition, students will investigate the impact of the African-American experience on race relations in the United States today.

HOLOCAUST AND GENOCIDE STUDIES H

NCAA 5 credits

Prerequisite: Completion of 9th grade

This course explores the emergence, evolution, underlying causes, and means of confronting and coming to terms with genocide and other crimes against humanity in the twentieth century. We will discuss the emergence of genocide; the mass murder of the Armenians in the Ottoman Empire; the Nazi Holocaust of the Jews and the mass murder of the handicapped and the Gypsies; instances of communist-induced genocides, with an emphasis on the case of Cambodia; and the recent genocide in Rwanda. We will then examine cases of war crimes by the Japanese and German military in World War II; mass crimes perpetrated by the Soviet regime against its own citizens; and the emergence and conceptualization of "ethnic cleansing," with a special emphasis on the case of the former Yugoslavia. From there we will move on to more general interpretations of the genocide and other crimes against humanity, and discuss the manner in which they can be confronted through retribution, restitution, and other instruments of justice.

HOW SPORTS EXPLAIN THE WORLD

2.5 credits

The issue of blending sports into a history course has often been regarded as unproductive, unscholarly and non-academic. However, sports are often a reflection of the politics, ethical issues, economics and contemporary issues that exist in the U.S. and around the world. This course will aim to prove how sports affect, have been affected, and reflect social, political, economic, and moral issues through current events, literature, primary resources, and presentations from those involved in sports and the issues surrounding their sport.

LATINX HISTORY: INTERACTIONS IN THE WESTERN HEMISPHERE CPrep and H

5 credits

Prerequisite: US History 1

Latinx History: Interactions in the Western Hemisphere is a five-credit elective history course which is divided into four major units of study and a culminating student-driven inquiry project. This course will examine Latin America¹ and its interaction with the United States, both through historical investigations and via discussions about contemporary issues. This class will explore identity and national formation as central issues in US and Latin American history, with an emphasis on Latinx cultural and social identity in the US. An inquiry-based approach to historical and current events through discussion and document analysis will facilitate an assessment of the interrelationship between culture and identity, history and politics, tension and cooperation both between the US and Latin America and within Latinx communities in the US.

PSYCHOLOGY: INTRODUCTION TO PSYCHOLOGY

NCAA 2.5 credits SS

Prerequisite: Completion of 9th grade

This is a one-semester course that introduces students to the ways in which humans think, feel and behave. Students will bring their own experiences and interest, and will learn to use psychological principles to analyze current events, literature and other media, historical events, and social relationships. By focusing on the diversity of the human mind

¹ As defined by the Center of Latin American Studies, University of Chicago, Latin America in this document will be defined as encompassing Mexico, Central America, South America and the Caribbean.

and consciousness, this introductory course will encourage students to see the world through a psychological lens. Students seeking to further their understanding of psychology with a more challenging, academically rigorous course may choose to take the AP Psychology course after completing this introductory course.

PSYCHOLOGY: GENDER STUDIES

NCAA 2.5 credits SS

Prerequisite: Completion of 10th grade

This course will present psychological concepts related to gender, including, for example, research on the question of "nature vs. nurture" in gendered behavior; lifespan development and vocational choice (with relation to gender expectations and biological imperatives); identity formation and self-actualization; the role of violence, including intimate partner violence; and gender-relative psychological problems and disorders (e.g., eating disorders, antisocial personality disorder, etc.). The course will allow students to explore the ways in which they, themselves, have been exposed to and influenced by biological forces and social expectations of gender, as well as the manner in which these influences shape the larger culture.

PSYCHOLOGY: ABNORMAL AND PERSONALITY

NCAA 2.5 credits SS

Prerequisite: Completion of 9th grade

This one semester course will present psychological concepts related to abnormal psychology and personality. This purpose of this course is to introduce students to fundamental concepts and scientific principles underlying abnormal behavior. It will also focus on the consistency in people's behavior overtime and the traits that differentiate one person from another, which makes us uniquely ourselves. The course will be designed to present various clinical presentations of psychopathology that may occur throughout human development. It will introduce students to the major psychological disorders, as we have defined them, and provide an overview of their primary symptoms and etiological theories. The goal is also to help students consider the implications of labeling behavior as "abnormal".

SOCIOLOGY

NCAA - 2.5 credits SS

Prerequisite: Completion of 9th grade

Sociology examines the basic structure of the world in which the student lives from a sociological point of view. Students will develop an understanding and appreciation of the cultural norms and values, the adolescent in contemporary America, the basic institutions in which they live, social stratification, and the implications of change in the 21st century.

WORLD AT WAR

NCAA 2.5 credits SS

Prerequisite: Completion of 9th grade

The study of World War II will emphasize this event as the single most important event in the history of the world. Students will read and analyze the seven years of violence where empires toppled, millions died, and governments of the world were redefined. They will study the concepts of technological development and its influence on world development. They will analyze how the events of such a war affected the world then and continue to affect it now.

AP EUROPEAN HISTORY

NCAA - 5 credits SS

Prerequisite: Completion of US History 1

This is an Advanced Placement course designed for students with an interest in European history. The course will follow the prescribed outline as provided by the College Board. This outline covers the

political, intellectual, cultural and economic developments in Europe from approximately 1450 to the present. Students with no previous honors or AP history experience should have a very strong teacher recommendation. This course prepares students to take the AP European History exam.

AP HUMAN GEOGRAPHY

NCAA- 5 credits SS

Prerequisite: Completion of World History

The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Sophomores and Juniors may take this course to fulfill their World History core requirement for the 2014-2015 school year only. Freshmen are not eligible to enroll in this course. Seniors may take this course as an elective.

AP PSYCHOLOGY

NCAA 5 credits SS

Prerequisite: Completion of 10th grade

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals as outlined by the College Board. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This course prepares students to take the AP Psychology exam.

AP US GOVERNMENT & POLITICS

NCAA - 5 credits SS

Prerequisite: US History 1

AP United States Government and Politics is an intensive study of the formal and informal structures of government and the processes of the American political system, with an emphasis on policy-making and implementation. This course is designed to prepare students for the AP Exam. Students should understand the major policy areas and debates in American government today. A core requirement is for students to prepare a written and oral presentation of the assigned policy area. Students must answer numerous free-response questions with essays that demonstrate their ability to analyze and interpret the structure and actors within American government and politics. These essays prepare students for the essay section of the AP United States Government and Politics exam. Beginning with the class of 2016, this course is an elective course and cannot be used to satisfy the US History graduation requirement.

TECHNOLOGY EDUCATION

BROADCASTING 1: Television & Radio

5 credits CCFL or VPA

This course introduces students to the broadcasting industry of television and radio. Television broadcasting has students participating in individual and group activities and learning how to operate professional Broadcast TV Studio cameras and remote camcorders, video switchers, audio mixers, and lighting equipment. They are also taught editing techniques using one of the industry's leading computer editing programs, Final Cut Pro. Learning how to direct, write scripts, handle interviews and perform on television are also part of this course. Radio Broadcasting has students participating in individual and group activities, creating their own radio shows while acquiring production and on-air performance skills. They work with broadcasting equipment, including professional CD players, computer DJ programs, digital audio editors and more. An important part of the course is the opportunity for students to acquire a simulated FCC type broadcasting license, which will qualify them for on-air positions with the high school's own radio station, WJSV-FM, 90.5.

BROADCASTING 2: Colonial Corner

5 credits CCFL or VPA

Prerequisite: Broadcasting 1

This course offers students the opportunity to create the school television program, "Colonial Corner." Students will face deadlines, produce professional videos highlighting Morristown High School events, and learn how to work in a group environment. The course will stress the importance of "production values", where students continually improve their video making skills. Students will have the opportunity to write segments, host shows, and develop skills used in the broadcasting industry.

BROADCASTING 3: Filmmaking

5 credits CCFL or VPA

Prerequisite: Broadcasting 2

In this course, students experience: Discovery of what makes a well-made film, the utility and beauty of symbolism, camera operation and production values, basic filmmaking techniques, script writing, the use of appropriate music, editing techniques, film critiquing, teamwork, leadership and employable skills and design principles and elements,

CAD 1

5 credits CCFL or VPA

Computer Aided Design (CAD 1) empowers students with the knowledge and skills necessary to complete problems in various areas of technical design using the problem solving design loop. Students learn concepts and skills found in architecture, engineering, commercial art, applied design, and various trades. Emphasis is placed on the development of the skills of sketching and computer drafting using Auto CAD to complete several different types of technical and non-technical drawings. Students begin the development of a portfolio.

CAD 2: 3D CAD & Engineering Design

5 credits CCFL or VPA

Prerequisite: CAD 1

Students enrolled in CAD 2: 3D CAD and Engineering Design complete activities in creative design, materials analysis, technical research and documentation. Students will also be given the opportunity to apply engineering principals to create designs and prototypes to substantiate their ideas. Students will apply their new foundation of

knowledge to direct applications, and utilization of 3D CAD to create technical drawings consistent with industry standards. Students will use solid modeling CAD programs to create solutions, based on real-life problems and continue the design process through the prototyping level. Finally, students will be able to visualize, realize, and redefine the solution's characteristics so they can re-design and finish with an optimal solution by applying model making and/or 3D printing to their 3D CAD designs.

CAD 2: Architectural Design

5 credits CCFL or VPA

Prerequisite: Completion of 9th Grade

CAD 2: Architectural Design students will complete research so they can design a structure and produce a set of drawings using REVIT Architecture. Building Information Modeling (BIM) will be explored to help design, visualize and simulate their ideas. Students will learn and apply several model making techniques resulting in a scaled model of their building design. They will also create renderings and animated walk throughs. Sustainable design principles are studied and applied. Careers relating to architecture are investigated and internships are made available to interested students. All students are also given the opportunity to confer with a licensed practicing architect.

CAD 3: DESIGN STUDIO H

5 credits CCFL or VPA

Prerequisite: Either 3D CAD and Engineering Design, Architectural Design, Robotics, or Alternative Energy and Sustainable Design

CAD 3: Design Studio H is the culmination of a three year course of study into various areas as they relate to design. Students write design briefs for problems they identify in areas of personal, college or career interest including but not limited to environmental design, engineering design, textile design, industrial design, landscape design, architectural design, community planning and development and product design. After identifying problems in an area of special interest students finish applying the problem solving design loop by completing necessary research and constructing an in depth solution including, three dimensional computer generated models and solid form models. Students are evaluated using portfolio assessments that are based on their own design briefs and journal entries. Portfolios for college admission or employment interviews are completed.

GRAPHIC DESIGN 1

5 credits CCFL or VPA

Graphic Design I uses computers to design a variety of projects/products typically found in the Graphic Design industry. This course is for students interested in a career in computers, art students looking for a digital graphics class, web design students, or even a student looking for something new to try. Projects include Posters, travel posters, digital images, greeting cards, typography and lettering, logo, cartoons and photograph manipulation. This course creates a simple web portfolio. If you are looking for a similar course using same skills, see the Photographic Imaging 1 class.

GRAPHIC DESIGN 2

5 credits CCFL or VPA

Prerequisite: Graphic Design 1

Graphic Design 2 allows students to grow their abilities either widely or deeply in the design programs; Photoshop, Illustrator, InDesign, and Acrobat. In this course, students become more individual in their design skills and production skills. Prototyping will become a new facet of the design process in Graphics 2. Projects include; logos, posters, infographics, whimsical design, book covers, package design and more.

GRAPHIC DESIGN 3

5 credits CCFL or VPA

Prerequisite: Graphic Design 2

This course presents an opportunity for students to build a portfolio that reflects a growing understanding of the design process. Students continuously work on developing a professional portfolio with the emphasis on the design process to creatively, efficiently and effectively communicate a message through a product. The class structure is studio-based and through hands-on experimentation, collaborative learning and individual projects, students will engage in advanced problem solving, develop abstract thinking skills, and become adept as visual communicators. Emphasis on prototyping increases in this course. If you haven't taken a photo course yet, you should think about that as a design student.

GRAPHIC DESIGN 4

5 credits CCFL or VPA

Prerequisite: Graphic Design 3

Graphic Design 4 is focused on the needs of a senior design student who is independently engaging in projects related to Graphic Design. Students will create projects that are rooted in their passions as well as projects that assist the efforts of the school community. Projects assessment occurs through the student's portfolio entries for each project.

PHOTOGRAPHIC IMAGING 1

5 credits CCFL or VPA

Photographic Imaging 1 is a comprehensive study of the art, craft and technology of photography. Students will utilize both film and the latest in digital imaging equipment to learn how to create photographs. Students will acquire efficient work practices and technical skills needed to produce excellent black and white and color prints to develop a printed portfolio of their work. Once a basic understanding of Adobe Photoshop, digital image capture, workflow and and printing are established, students will enjoy the freedom to explore both the creative potential and various career opportunities offered in photography. A similar course that uses similar skills would be Graphic Design.

PHOTOGRAPHIC IMAGING 2

5 credits CCFL or VPA

Prerequisite: Photographic Imaging 1

Photographic Imaging 2 will continue to foster excellence in the art, craft and technology of photography. Students will work toward a certification in Adobe Photoshop; utilize digital SLRs, studio lighting, and explore the latest in digital imaging equipment with an emphasis on sharpening their photographic skills. Students will gain knowledge regarding the production of photographs that are well composed, captured and printed. Students will work to conceptualize and produce photographs that are both creative and technical, as well as explore different ways to present their work including the creation of a digital portfolio to share with others.

PHOTOGRAPHIC IMAGING 3

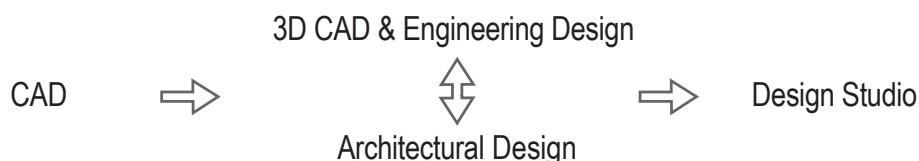
5 credits CCFL or VPA

Prerequisite: Photographic Imaging 2

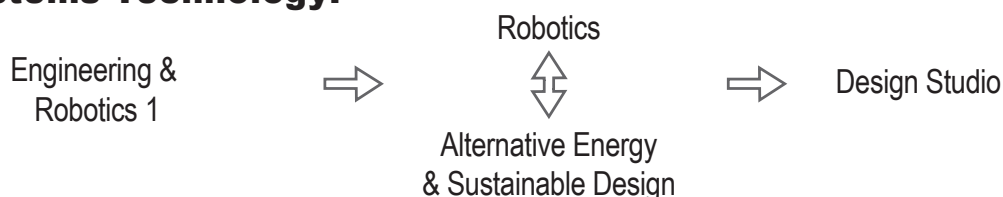
Students will explore photography to create a body of work that is distinctively their own. Students will work with the teacher to create a portfolio of work that will be used to seek college entry or photographic employment. This course will feature an emphasis on communication through visual images. Students will learn how to capture an event and digitally process images for display or print media. Students will take pictures for events and real world assignments using digital SLRs and will create and maintain both a digital and printed portfolio of their work. Students can also work towards an Adobe Certification in Adobe Photoshop.

Technology Education Suggested Course Sequencing

CAD/Engineering/Architecture:



Systems Technology:



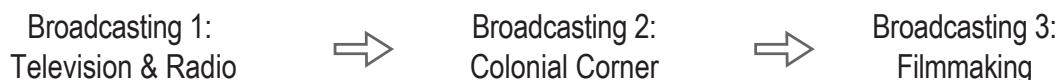
Wood Design:



Photographic Imaging:



Broadcasting:



Graphic Design:



These offerings may be subject to change.

ENGINEERING & ROBOTICS 1

5 credits CCFL

Students enrolled in Introduction to Systems Technology 1: Technology & Design are introduced to the basic concepts, terminology and processes used in electronics. This program emphasizes the application of mathematical theorems and applied physics toward the design and analysis of electronic circuits. The course emphasizes a combination of classroom theory and hands-on laboratory design and analysis experiments.

ENGINEERING & ROBOTICS 2

5 credits CCFL

Prerequisite: Engineering & Robotics 1

In Systems Technology 2: Robotics, students will be involved in activities that require the application of the Problem Solving Design Loop as well as develop group participation, language arts, science, and mathematics skills through real-life problem solving activities. The course will also give students the opportunity to build and test advanced level devices that employ both AC and DC concepts, and digital circuitry. Appropriate safety and presentation of electronics information will be emphasized.

ALTERNATIVE ENERGY & SUSTAINABLE DESIGN

5 credits CCFL

Prerequisite: Engineering & Robotics 1

In this course students will focus on issues surrounding alternative energy sources and technologies. They will engage in activities of designing and building systems that harness, process, maintain, and distribute energy. Students will explore how energy systems impact and influence environmental, economic, political, and social systems.

WOOD DESIGN 1

5 credits CCFL or VPA

This course is designed to be useful to any student interested in woodworking, manufacturing, engineering, art and design. Wood Design 1 introduces students to a basic overview of general project design and tool use. Projects will be designed and built using the problem solving design loop model, and each student will take home their completed projects. Students will cover basic skills in the area of power tools, hand tools, woodturning, Cabinetry, CAD software and CNC operation.

WOOD DESIGN 2

5 credits CCFL or VPA

Prerequisite: Wood Design 1

This course is for students who would like to further study and develop Woodworking and Problem Solving skills. In this course, students will be able to develop their skills in three distinct areas of study: Traditional Woodworking, Modern Woodworking and Woodturning. They may spend time furthering their skills operating and designing projects for the CNC machine, designing and building furniture, or creating turned projects using the lathe. Each quarter of study will give each student a unique skill set in designing projects for the next quarter. New tools and operations, as well as more advanced manufacturing techniques will be covered in this class. Assignments are designed to

build on previous knowledge in order to continue to increase student's skills and problem solving ability.

WOOD DESIGN 3

5 credits CCFL or VPA

Prerequisite: Wood Design 2

This course is for students who want to further their study of one or more of the areas of specialization covered in Wood Design 2. At the start of this course, students will have spent four quarters studying either one discipline of woodworking, or multiple disciplines. This gives each student a unique approach to beginning Wood Design 3. This course will be broken into the same disciplines as in Wood Design 2; Traditional Woodworking, Modern Woodworking and Woodturning. The units for this course are for students who focused on four quarters of the same discipline in the previous course. If a student were to switch disciplines, they would finish the quarter sequence outlined in Wood Design and Technology 2. A year long portfolio will be developed in order to show the progress made in their individual discipline.

WOOD DESIGN 4

5 credits CCFL or VPA

Prerequisite: Wood Design 2 or Wood Design 3

This course is for students to showcase the skill they have acquired and highlight their strengths. Work will be done collaboratively to highlight each student's abilities, and expectations will be more related to business. The Problem Solving and Design Loop will be followed as the backbone of the course. Students in this course will get to know the skill set of each of their fellow classmates and use that knowledge to create better work. Teams will work together as if in business together trying to understand client needs, communicate design ideas clearly, keep to an agreed schedule and budget as well as deliver a desired product.

VISUAL ARTS

VISUAL ART 1

5 credits VPA

This course is a foundation class designed for students who will pursue an art or art related career, or for those who enjoy the personal and expressive aspect of art. Through the exploration of a variety of materials and techniques, students discover their own strengths. Units of study include: line drawing and shading, color mixing, painting in watercolor and tempera, perspective, printmaking, calligraphy and an experience with ceramics. Design, composition, art history and critique are integral parts of each unit. This course is a prerequisite for most of the other offerings in the Visual Arts program.

VISUAL ART 2

5 credits VPA

Prerequisite: Visual Art 1

More challenging than Visual Art 1, this course is for students who wish to build more advanced skills in drawing, painting and design. Units of study include extensive drawing from observation using line and shading, drawing the face and the figure from life, color theory, still life, landscape painting and two dimensional design. Originality is stressed as students begin to develop a personal style. Art history, criticism and writing about art are parts of each unit.

VISUAL ART 3H

5 credits VPA

Prerequisite: Visual Art 2 and approved portfolio

Visual Art 3H is designed for the serious, highly motivated, and/or gifted art student who intends to prepare for a career in art and will need a comprehensive portfolio. Students will explore a broad range of media, refine technical skills and develop a personal style at an advanced level. Units of study include drawing and painting from life, illustration, graphic design and sculpture. Students will also participate in the study of art history, aesthetics and critique in greater depth, and increase their knowledge of career opportunities in the arts. As with any honors class, students are expected to work independently outside of class in order to meet course requirements. All work produced must be suitable for portfolio use and can satisfy some requirements for the AP Studio Art portfolio.

AP STUDIO ART: Drawing

AP STUDIO ART: 2-D

AP STUDIO ART: 3-D

5 credits VPA

Prerequisite: Art 3 H and Portfolio Approval

This course is a challenging college level studio experience in which students must work toward mastery of technique as well as personal growth and expression. As with any AP course, students who elect to take Studio Art must be highly committed and strongly self-

Visual Arts Suggested Course Sequencing

Visual Art 1 ➡ Visual Art 2 ➡ Visual Art 3-H ➡ AP Studio Art: Drawing

Visual Arts electives are: Painting, Drawing, and Ceramics; students not continuing with the sequence above may enroll in any of these electives. Elective titles are subject to change.

disciplined. The swift pace of this program will require that students work independently outside of class as well as in the studio environment. Students must choose to focus on one of the following portfolios: 2-D Design, 3-D Design, or Drawing. This course prepares students for submission of an AP portfolio. Students have the option of taking one or more concentrations during their high school career.

CERAMICS

5 credits VPA

This very popular course offers students opportunities to produce works of art in the medium of ceramics. To do this students will use hand building methods, and also be introduced to wheel throwing. The art concepts presented benefit students in a variety of career areas: product design, architecture, interior design, engineering, merchandising, as well as having fine arts applications. Students who enjoy the expressive aspect of art will experience aesthetic and personal development. The opportunity to further develop throwing skills is provided, as well as new methods of surface decoration. The goal of the class is for students to develop their own unique mode of expression in the medium of ceramics. Those planning a career in any of the visual arts should include this course as part of their high school program of studies.

DRAWING

5 credits VPA

The World is not flat! In this hands-on course, students are challenged to explore three dimensions. Students model with clay and plaster, construct with paper, wire and wood, and learn to carve and polish alabaster. Master sculptors from the past and present are studied.

Emphasis is on process, problem solving and self-expression. Sculpture is a foundation for a variety of careers including architecture, fashion, product design and model making, and an essential course for anyone majoring in an art or design field. In addition, drawing is a course of study suited to students interested in fine art, graphic design, architecture and fashion. Observational drawing is emphasized. The three primary goals of the course are to learn to judge proportion, to create volume and to produce the illusion of space and depth, as well as to develop an honest personal style. Assignments focus on a variety of subject matter such as figure, landscape, portrait and still life drawing. Students will have the opportunity to experiment with a number of media from pencil and charcoal to pen and ink. Art history and criticism are an integral part of the course.

PAINTING

5 credits VPA

This course is designed for students who wish to pursue a special interest in painting in a variety of media. Students will work with acrylic, oil and watercolor. All paintings are original and generated from observation. The student will develop a personal style, study the historical significance of various painting media and cultivate a technical and aesthetic awareness of each medium worked with. Art history and critiquing are infused throughout the course. Students also produce paintings originating from life, but with emphasis on invention and experimentation. Students will complete landscapes, self-portraits and a painting offering social commentary. A multimedia approach is encouraged and may include computer manipulated imagery, collage, assemblage and/or photography. Suitable for students in need of unique, original portfolio quality work required for admission to art school.

WORLD LANGUAGES

FRENCH 1 CPrep

NCAA - 5 credits WL

This course is designed to develop the ability to comprehend, speak, read and write everyday basic French. Simple conversations, grammatical concepts, short readings, writing exercises and cultural information are used to attain these goals.

FRENCH 2 CPrep

NCAA - 5 credits WL

Prerequisite: French 1

This is a continuation of French 1. Emphasis is placed on more complex grammatical structures. The focus is on improving speaking, writing, reading and listening skills. Short literary readings and simple poetry are introduced.

FRENCH 3 CPrep

NCAA - 5 credits WL

Prerequisite: French 2

The focus of this course is on acquiring proficiency in oral/aural skills. Grammatical concepts are reinforced through composition writing, summaries and creative writing projects. Short literary readings are used to encourage class discussion and critical thinking in the target language.

FRENCH 4 CPrep

NCAA - 5 credits WL

Prerequisite: French 3

The focus of this course is on the acquisition of proficiency in the French Language. Complex grammatical structures are studied and are reinforced through composition writing and discussion in the target language. The course includes the further French vocabulary

and language structure, the comprehension of spoken French in conversational situations, and the fluent and accurate expression of ideas in French, both orally and in writing. Short literary readings, including both short stories and poetry, are used to stimulate class discussion and encourage critical thinking in the target language. Class is conducted in French.

FRENCH 5H

NCAA - 5 credits WL

Prerequisite: French 4

This course is a companion course to French AP and designed to further develop the advanced students' competence in French. The course engages the student in more advanced grammatical concepts and in-depth vocabulary development. Further, this course is aimed at developing student proficiency in conversational French and written communication. As this class is conducted entirely in French, students are immersed in the language.

AP FRENCH LANGUAGE

NCAA - 5 credits WL

Prerequisite: French 5H

This course is designed to challenge and develop the intellectual potential of the competent student. Discussions and writings on a college level are included. An outstanding and comprehensive verbal facility is expected. Emphasis is placed on complex grammatical structures, listening skills and reading comprehension. The course is designed to prepare students for the AP Language exam in the spring. Class is conducted in French. This course is a companion course to French 5H.

ITALIAN 1 CPrep

NCAA - 5 credits WL

This course is designed to develop the ability to comprehend, speak, read and write basic Italian. Simple dialogs, short readings, writing activities and basic grammatical concepts are introduced. The study of Italian culture is also an integral part of the course.

ITALIAN 2 CPrep

NCAA - 5 credits WL

Prerequisite: Italian 1

A continuation of Italian 1, this course introduces more complex grammatical structures with an emphasis on improving oral/aural skills. Short literary passages and a more in-depth study of culture are presented.

ITALIAN 3CPrep

NCAA - 5 credits WL

Prerequisite: Italian 2

This course presents to the student a panoramic view of Italy, its people, customs, culture, and literature. From the founding of Rome to present day Italy, a focus on Italy and its people is an integral part of the course. Grammatical concepts are reinforced through composition writing, summaries and creative writing projects.

ITALIAN 4CPrep

NCAA - 5 credits WL

Prerequisite: Italian 3

This course involves more advanced grammatical concepts as well as short stories and cultural study. A review of grammar, more in-depth vocabulary development, conversation and writing skills are reinforced. Class is conducted in Italian.

ITALIAN LITERATURE H

NCAA - 5 credits WL

Prerequisite: Italian 4

This course provides an introduction to classic Italian literature through course specific designed units. Using various written and visual resources, students examine Italian literary history and way of life in the past and present, and compare and contrast it to their own. Each unit focuses on a specific period in Italian literature, and incorporates all aspects of language arts proficiencies (reading, writing, speaking, listening, and viewing). As the course is conducted almost completely in Italian, it additionally aims to develop student proficiency in written and oral communication skills by enhancing vocabulary, fluency, grammar, and pronunciation. This course uses a variety of materials from a broad spectrum of written, visual, and audio resources to support the curriculum.

AP ITALIAN LANGUAGE AND CULTURE

NCAA - 5 credits WL

Prerequisite: Italian Literature H

The AP Italian Language and Culture course is designed for the advanced and motivated student to develop proficiency in all areas of language acquisition. The students will learn complex grammatical structures necessary for written and oral communication. Its aim is to develop students' reading, writing, listening, and speaking skills within a cultural frame of reference reflective of the richness of Italian and culture according to the six themes outlined by the College Board AP Italian exam. Students will be able to understand spoken Italian in various contexts, comprehend and analyze a variety of literary works, and express themselves coherently in both formal and informal spoken and written Italian. Class is conducted in Italian. This course prepares students for the AP Italian Language and Culture Exam.

LATIN 1CPrep

LATIN 2CPrep

LATIN 3CPrep

LATIN 4CPrep

NCAA - 5 credits WL

Students in this course sequence will learn the basic mechanics of Latin grammar and vocabulary, and will also gain an understanding about how these concepts have affected the development of the English language. Students in these courses will also excavate the rich history and culture of the Italic people during the Roman Empire in an effort to understand their enduring influence on our lives.

These classes are true self-paced environments, where students will come to learn responsibility for their own pacing and, ultimately, for their own learning. Students will be responsible for demonstrating proficiency in three distinct areas: Grammar/Translation, Vocabulary/Derivatives, and Culture/History. We expect that students will achieve proficiency on every objective in this sequence, and we will work individually with students in order to help them achieve this goal. Those students who demonstrate advanced and accelerated levels of mastery in the language may select Honors credit for the class. Those students who choose the Honors option commit to completing this course sequence in two years.

Technology is a vital component of this class and students are expected to learn about and to use web 2.0 tools appropriately, e.g. Canvas, GoogleDocs, GoogleSites, Picasa, et al. Ample instruction is provided on their use in class.

ADVANCED LATIN: Literature H

NCAA - 5 credits WL

Prerequisite: Basic proficiency in Latin Prose and Poetry or successful completion of AP Latin: Vergil

Four masters of Latin Literature Honors will be studied in this course: Catullus, Horace, Ovid and Cicero. On the surface, Catullus' poems are simple, straightforward, and fun to read, but his works represent a narrative complexity that is imbued with a range and depth of emotion that can only be considered within the entire scope of humanity. The selected works will include Ovid's *Metamorphoses*, a driving force behind the Renaissance, Horace's masterful *Odes* and *Satires*, and Cicero's amazing trial work, *Pro Caelio*. Students enrolling in this class will read the selected pieces in the original Latin. Students will be expected to translate reading assignments, to learn vocabulary and syntax related to the readings, as well as to understand and apply stylistic terms in order to enhance one's appreciation of the texts.

AP LATIN: Vergil & Caesar

NCAA - 5 credits WL

Prerequisite: Latin Prose and Poetry or Advanced Latin: Literature H, or permission of instructor

This class will focus on the collapse of the Roman Republic and the subsequent construction of the Roman Empire under Augustus through the eyes of two important Latin works by Caesar and Vergil. Through Julius Caesar's *Gallie Wars*, we will evaluate Caesar's attempt to tame the often treacherous and always unpredictable region of ancient Gaul. We will evaluate his effectiveness as a military leader and draw parallels between ancient and modern warfare. As a counterpart to Caesar's work, Vergil's *Aeneid* is, without question, the quintessential work of Roman Literature. Through an examination of the Trojan War and the foundational myth of Aeneas, *The Aeneid* is a celebration of Italian prowess, Augustus' regime, and the power of man to triumph over oppressions.

This class will explore both texts in the original Latin in preparation for the Advanced Placement examination. Students will be expected to translate reading assignments, to learn vocabulary and syntax related to the readings, as well as to understand and apply stylistic terms in order to enhance one's appreciation of the text. Additional research will be completed on both the Roman Republic as well as the Augustan period in order to place the works within their historical contexts.

SPANISH 1CPrep

NCAA - 5 credits WL

This course is designed to develop the ability to comprehend, speak, read and write everyday basic Spanish. Dialogue learning, grammatical points, short readings, writing exercises and cultural information are used to attain these goals.

SPANISH 2CPrep

NCAA - 5 credits WL

Prerequisite: Spanish 1

This course is a continuation of Spanish 1 with emphasis on additional vocabulary and grammar skills. Comprehension, speaking, reading and writing skills are augmented. Short readings are studied in the target language. Cultural information is infused through audiovisual and printed materials. Students should expect to become increasingly proficient in listening and speaking skills.

SPANISH 3CPrep

NCAA - 5 credits WL

Prerequisite: Spanish 2

Spanish 3 places increased dependence upon the student to understand spoken and written Spanish. Continued emphasis is placed

upon the reading of short selections and exploring content and grammar through written and oral responses in Spanish. Additional grammatical principles are presented.

SPANISH 4CPrep

NCAA - 5 credits WL

Prerequisite: Spanish 3

In Spanish 4, a higher degree of teacher-student and student-student communication in speaking, reading writing and listening is emphasized. More complex grammatical structures are presented. Emphasis is placed upon the reading of short stories, vocabulary enhancement, and writing skills. This course is conducted in Spanish.

SPANISH 5H

NCAA - 5 credits WL

Prerequisite: Spanish 4 or Heritage Spanish 3 with a B-

This course will provide students the opportunity to enhance their skills in communication, comprehension, and presentation through study of modern and classic language. Students will study short stories, novels, poems, music, art, internet sites and film. The course will take a whole language approach organized around themes and topics relevant to high school age language learners. This course is conducted in Spanish.

AP SPANISH LANGUAGE

NCAA - 5 credits WL

Prerequisite: Spanish 4 or Heritage Spanish 3

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

AP SPANISH LITERATURE

NCAA - 5 credits WL

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

MANDARIN CHINESE 1

NCAA - 5 credits WL

This course is designed to develop the ability to comprehend, speak, read and write everyday basic Mandarin Chinese. Simple conversations, grammatical concepts, short readings, writing exercises and cultural information are used to attain these skills.

World Language Suggested Course Sequencing

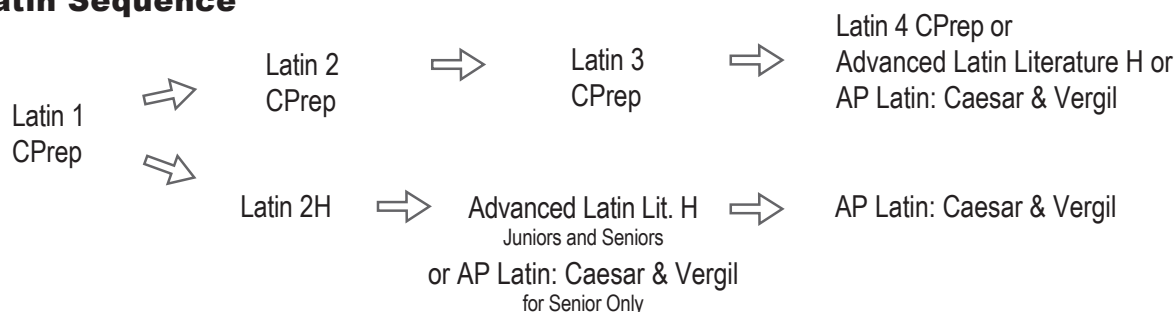
French Sequence



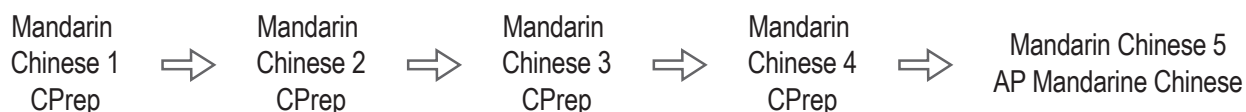
Italian Sequence



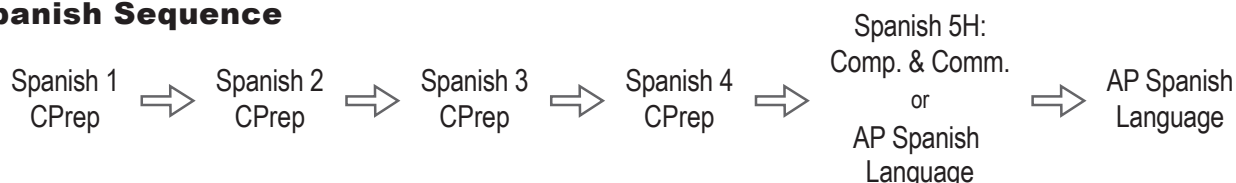
Latin Sequence



Mandarin Chinese



Spanish Sequence



Students who have taken French, Italian, Spanish, or any other language in middle school will continue the sequence of these courses at either Level 2 or 3 based on teacher recommendation. Students taking all languages for the first time will begin at Level 1. Students may move between "levels" as long as prerequisites are met or with teacher recommendation.

MANDARIN CHINESE 2

NCAA - 5 credits WL

Prerequisite: Mandarin Chinese 1

This course is designed as a continuation of Mandarin Chinese 1. It focuses on more complex structures with an emphasis on improving communication skills. The study of Chinese culture is an integral part of this course.

MANDARIN CHINESE 3

NCAA 5 credits WL

Prerequisite: Mandarin Chinese 2

As a continuation of Mandarin Chinese 2, this course is designed to enhance students' communication skills. Grammatical concepts are enforced through composition writing, summaries and creative writing projects. This course focuses on reading and writing on a higher

level. Students will continue to study the Chinese culture to enrich understanding and generate interest in learning the language.

MANDARIN CHINESE 4

NCAA - 5 credits WL

Prerequisite: Mandarin Chinese 3

As a continuation of Mandarin Chinese 3, this course is designed to enhance students' communication skills. Grammatical concepts are enforced through composition writing, summaries and creative writing projects. This course focuses on reading and writing on a higher level. Students will continue to study the Chinese culture to enrich understanding and generate interest in learning the language.

MANDARIN CHINESE 5

NCAA - 5 credits WL

Prerequisite: Mandarin Chinese 4

This course follows the presently offered Mandarin Chinese 4. The foundation sequence covers the core grammar of the language, develops sensitivity to culturally appropriate behavior, introduces extensive vocabulary and usage as a basis for conversational and reading development, and provides a guide to the principles and practice of reading and writing Chinese characters. In Chinese 5, students will consolidate and further expand conversational usage and grammatical and cultural knowledge encountered in prior courses in the sequence.

AP MANDARIN CHINESE

5 credits WL

Prerequisite: Mandarin Chinese 4

This course is designed to challenge and develop the intellectual potential of the competent students who have finished 4 levels of Mandarin or have already achieved advanced proficiency in the target language. Discussions and writings on a college level will be utilized. This course will be conducted in Chinese. An outstanding comprehensive verbal ability is expected. Introductions of Chinese literature, history and philosophy, etc. will be incorporated throughout the course. This course will prepare the students for the AP Chinese Language and Culture exam.

Family Educational Rights and Privacy Act (FERPA)

[Family Policy Compliance Office \(FPCO\) Home](#)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.
- Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.
- For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).
- Or you may contact us at the following address:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Elective Options – 2019-2020

BUSINESS – Fulfills CCFL or FL requirements

Business. Organization & Management	5 credits
Sports & Entertainment Marketing	2.5 credits
Entrepreneurship	2.5 credits
International Business	2.5 credits
Personal Finance	2.5 credits
Business Finance and Marketing Honors *	5 credits
AP Microeconomics*	5 credits
AP Macroeconomics*	5 credits
Social Media Marketing (Dual Enrollment)	5 credits

CONSUMER, FAMILY AND LIFE SKILLS

Fulfills CCFL requirement

Culinary Arts 1	5 credits
Culinary Arts 2*	5 credits
Culinary Arts 3*	5 credits
International Food & Sports Nutrition	5 credits

MUSIC EDUCATION – Fulfills VPA requirement

Symphonic Band	5 credits
Wind Ensemble*	5 credits
Orchestra	5 credits
Concert Choir	5 credits
Guitar	5 credits
Piano	5 credits
AP Music Theory*	5 credits
Music and Technology	5 credits
Music Theory/Harmony	5 credits

TECHNOLOGY – Fulfills CCFL or VPA if noted (+)

Broadcasting 1	5 credits
Broadcasting 2*	5 credits
Broadcasting 3*	5 credits
CAD 1 +	5 credits
CAD 2: 3D CAD & Engineering Design* +	5 credits
CAD 2: Architectural Design* +	5 credits
CAD 3: Design Studio-H* +	5 credits
Engineering and Robotics 1	5 credits
Engineering and Robotics 2*	5 credits
Alternative Energy & Sustainable Design*	5 credits
Wood Design 1 +	5 credits
Wood Design 2* +	5 credits
Wood Design3* +	5 credits
Advanced Wood Design & Mfg.* +	5 credits
Graphic Design 1 +	5 credits
Graphic Design 2* +	5 credits
Graphic Design 3* +	5 credits
Graphic Design 4* +	5 credits
Photographic Imaging 1 +	5 credits
Photographic Imaging 2* +	5 credits
Photographic Imaging 3* +	5 credits

VISUAL ARTS – Fulfills VPA requirement

Visual Art 1	5 credits
Visual Art 2*	5 credits
Visual Art 3H*	5 credits
AP Studio Art: Drawing*	5 credits
AP Studio Art: 2D*	5 credits
AP Studio Art: 3D*	5 credits
Ceramics	5 credits
Drawing*	5 credits
Painting	5 credits

STEM ACADEMY- Fulfills CCFL Requirement

Integrated STEM	5 credits
Research Science 1H – Practices & Experiment*	5 credits
Research Science 2H – Scientific Analysis*	5 credits

PERFORMING ARTS – Fulfills VPA requirement

Acting 1	2.5 credits
Acting 2*	2.5 credits

Academic Electives

ENGLISH/LANGUAGE ARTS LITERACY

Fulfills VPA if noted (+)

Creative Writing 1 +	2.5 credits
Creative Writing 2 * +	2.5 credits
Public Speaking +	2.5 credits

MATH – Fulfills CCFL if noted (#)

AP Statistics * #	5 credits
Statistics * #	5 credits
Linear Algebra H * #	5 credits
Cybersecurity *#	5 credits
Computer Science Essentials * #	5 credits
AP Computer Science A* #	5 credits
AP Computer Science Principles * #	5 credits

SCIENCE – Fulfills CCFL if noted (#)

AP Environmental Science*	10 credits
AP Biology*	10 credits
AP Chemistry*	10 credits
AP Physics, Exam C* - Mech/ Elec & Mag	10 credits
AP Physics Exam C, Mechanics*	5 credits
Principles of Engineering H* #	5 credits
Forensics *#	2.5 credits
Neuroscience* #	2.5 credits
Astronomy * #	2.5 credits
Marine Biology **	2.5 credits
Anatomy & Physiology H*	5 credits
Nanoscale Science & Engineering* #	5 credits
Aerospace Engineering H* #	5 credits
Dynamics of Healthcare in Society H*	5 credits
Medical Terminology*	2.5 credits

SOCIAL STUDIES

AP Human Geography*	5 credits
AP European History*	5 credits
AP US History 2*	5 credits
African-American History CP*	5 credits
African-American History Honors*	5 credits
Sociology*	2.5 credits
World at War*	2.5 credits
Psychology: Gender Studies*	2.5 credits
Psychology: Abnormal & Personality	2.5 credits
Psychology: Intro to Psychology	2.5 credits
AP Psychology*	5 credits
How Sports Explain the World	2.5 credits
AP Government & Politics*	5 credits
Holocaust & Genocide Studies Honors*	5 credits
Latinx History* - Interactions in the W. Hemisphere	5 credits

HUMANITIES ACADEMY (only)

Humanities 12H* - Workshop	5 credits
Humanities 11H* - Action Research	5 credits
Humanities 10H* - Application & Experimentation	5 credits
Humanities 9H - Intro to Thinking	5 credits

+ = Fulfills VPA requirement

= Fulfills CCFL requirement

*** = Please check the Program of Studies for the prerequisite**

FOUR-YEAR PLAN WORKSHEET

Rev. 8/12

STUDENT:

COUNSELOR:

Subject Area	Minimum Credits Needed	Grade 9	Grade 10	Grade 11	Grade 12
English/Language Arts	20				
Social Studies	15				
Science	15				
Mathematics	15				
World Language	5				
Physical Education Health & Safety	15 5				
Career Education, Consumer, Family & Life Skills (CCFL)	5				
Visual & Performing Arts (VPA)	5				
Financial Literacy (FL) (beginning with the class of 2014)	2.5				
Electives					
Total Credits Needed to Pass	120 to Graduate	30 to enter 10 th grade	60 to enter 11 th grade	90 to enter 12 th grade	120 to Graduate
Total Scheduled					