

New Milford High School Program of Studies 2025-2026



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New Milford, New Jersey 07646

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Ms. Michelle Williams, Counselor

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Table of Contents

Principal's Message	1
Requirements for Graduation	2
Financial Literacy Requirement	2
Dual Enrollment Courses	3
Early Graduation	3
ELS (English Language Services)	3
Minimum Credits Per Year	3
NCAA Eligibility	3
Pupil Records	3
State Testing Requirements	3
Advanced Placement Courses	4
Guidelines for Grade Level Determination and Graduation	4
Grading System	4
Grade Point Average (GPA) and Weighting Procedures	5
The Academies @ New Milford High School	6
Scheduling Information	9
Curriculum Course Offerings:	
Business Education	10
English	12
Mathematics	17
Option 2:Alternative Forms of Credit	23
Physical Education and Health	24
21st Century Skills and Careers	26
Science	29
Social Studies	34
Visual and Performing Arts	41
World Languages	48
4-Year Planning Worksheet	56

Principal's Message

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

Our school's dedicated staff provides each student with the tools necessary to lead productive lives in today's ever changing society. It is the school's responsibility to nurture and guide students to be the best they can be. With approximately 600 students, the size of New Milford High School is ideal for students to receive the proper attention they deserve in a safe learning environment that draws upon active involvement from the entire school community for the success of its students.

All students at New Milford High School are encouraged to enroll in a wide range of challenging courses in preparation for college and careers. With many exciting elective courses catering to varied student interests, we offer numerous co-curricular and extracurricular activities, including 21 varsity sports, and 20 clubs and activities. We are also proud to offer advanced placement courses, dual enrollment courses, an Option II program, community service program, senior internship program, Academies@NMHS Program and an associates degree partnership with Bergen Community College.

The teachers, administrators, students and parents take tremendous pride in our school, what it has to offer, and its accomplishments. New Milford High School looks forward to hearing from interested parents, students, and community members and encourages all to contact the school by phone or email with any questions or concerns. To learn more of what our school culture is like, check out the following social media and school resources listed below.

New Milford High School Website: <https://www.newmilfordschools.org/NewMilfordHighSchool>

New Milford High School Facebook Page: <https://www.facebook.com/NewMilfordHS>

Principal Manuppelli's Twitter Account: [@PrincipalNMHS](#)

Louis Manuppelli

Louis Manuppelli

Principal

Requirements for the New Milford High School Diploma

All students must complete 130 credits for graduation, including:

English

20 credits

Mathematics

15 credits

- Required Course Sequence: Algebra I (grade 8 or 9); Geometry; Algebra II/Trig or equivalent

Science

15 credits

Social Studies

15 credits

- Required Course Sequence: Modern World History (grade 9); U.S. History I (grade 10); U.S. History II (grade 11)

World Languages

5 credits

Physical Education/Health/Driver Education

20 credits (5 credits per year)

Visual & Performing Arts

5 credits (This requirement includes all Fine Art and Music & Performing Art classes, and some Digital Media classes)

21st Century Life and Careers

5 credits (This requirement includes all Business Education, Teacher Education, 21st Century Skills & Careers)

Financial Literacy

2.5 credits

Courses that fulfill this requirement:

1. Personal Financial Literacy (s) (2.5 credits) ~ grades 9-12
2. Family Consumer Science (5 credits) ~ grades 9-12
3. Economics (s) (2.5 credits) ~ grades 10-12
4. An approved online summer course (2.5 credits)

(s) semester course

Other Information

Dual Enrollment Courses—New Milford has partnered with several colleges/universities to provide an opportunity for students to earn college credit by taking college-level classes in high school. Students who enroll in these courses that are affiliated with a college/university are responsible for tuition as required by the institution, if applicable. New Milford teachers have been approved by the respective college/university to teach dual enrollment courses.

Early Graduation—Students who are considering early graduation should discuss the matter with their counselor as early as possible, preferably no later than the end of sophomore year. To initiate this process, students must complete [the application](#), addressing the reasons for this decision.

ELS—The English Language Service program is designed to improve the English language skills of Multilingual learners (MLs) by developing a level of proficiency in the four language domains: listening, speaking, reading, and writing. The New Milford Public School District uses a multi-step process for the identification of eligible MLs, including a Statewide home language survey and English language proficiency assessment (WIDA ACCESS 2.0).

Minimum Credits per Year—All students must take a minimum of seven courses per semester, including English and Health/Physical Education, unless they are seniors and meet the criteria for a senior privilege.

NCAA Eligibility—The NCAA Eligibility Center certifies the academic credentials of all students who want to play sports at an NCAA Division I or II institution. In order to practice, play and receive an athletic scholarship, students need to meet certain academic benchmarks. These academic benchmarks are defined as core courses. A core course must be an academic course that receives high school graduation credit in a combination of these areas: English, mathematics, natural/physical science, social science, foreign language, comparative religion or philosophy. A core course must also be taught at the college preparatory level or higher. For more information, please visit the Eligibility Center website: <https://web3.ncaa.org/ecwr3/>, as well as the NCAA section of the School Counseling web page.

Pupil Records—Parents and guardians have the right to review their child's official school records; adult pupils (18 years of age and older) have the right to review their own official records. Persons interested in examining individual records should write a letter addressed to the School Counseling Department requesting an appointment to see a counselor to review those records. After graduation, New Milford will only retain academic and medical records. Under New Jersey Administrative Code regarding pupil records, educational, occupational, and military recruiters shall have access to school facilities and student information directories. A parent or adult pupil may make a request in writing to the principal, stating that the student's name does not appear in student information directories.

State Testing Requirements for Graduation—All eleventh grade students are required to take the New Jersey Graduation Proficiency Assessment (NJGPA). More information on state testing requirements can be found on the New Jersey Department of Education assessment website found [here](#).

Advanced Placement Courses

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

If students are planning to register for one or more Advanced Placement (AP) courses, the following should be kept in mind: AP courses are equivalent to college courses; they are extremely rigorous. All students are expected to take the AP examination(s) in May.

Guidelines for Grade Level Determination and Graduation

To enter Grade 10

Students will have earned a minimum of 35 credits by the end of their ninth grade year, including English 9.

To enter Grade 11

Students will have earned a minimum of 70 credits by the end of their tenth grade year, including English 10.

To enter Grade 12

Students will have earned a minimum of 105 credits by the end of their eleventh grade year, including English 11.

To graduate

Students will have earned 130 credits.

Grading System

To determine grades for student work within a semester, for the semester grade itself, and for the end of year final grade, numerical grades from 50-100 are used and are converted to letter grades.

- To determine the average for year-long classes, each marking period grade will receive a 22% weighting, the first semester assessment will receive a 6% weighting, and the final assessment will receive a 6% weighting.
- To determine the average for semester classes, each marking period grade will receive a 47% weighting and the final assessment will receive a 6% weighting.
- For full year courses no grade lower than a 50 will be recorded for the first three marking periods.
- For semester classes no grade lower than a 50 will be recorded for the first marking period of the semester.

Grade Point Average and Weighting Procedures

To determine Grade Point Average (GPA), the final letter grades from all courses, except those designated Pass/Fail, are used. The GPA is cumulative and is computed at the end of the second, fourth, sixth, seventh, and eighth semesters.

The weighting system assigns quality points based upon the level of the course taken. Courses labeled Honors receive an additional one half quality point (0.5), and those labeled Advanced Placement receive one additional Point (1.0).

GPA Quality Points

GRADES		COURSE LEVEL			
			Regular/College Prep	Honors	AP
97-100	A+	=	4.00	4.50	5.00
93-96	A	=	3.77	4.27	4.77
90-92	A-	=	3.55	4.05	4.55
87-89	B+	=	3.33	3.83	4.33
83-86	B	=	3.00	3.50	4.00
80-82	B-	=	2.67	3.17	3.67
77-79	C+	=	2.33	2.83	3.33
73-76	C	=	2.00	2.50	3.00
70-72	C-	=	1.67	2.17	2.67
65-69	D	=	1.00	1.50	2.00
64 or below	F	=	0	0	0

Overview

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

Profile of an Academy Student

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

Special Diploma Designation

Upon successful completion of targeted courses in an Academy sequence over a four year period, students receive special Academy designation on their high school diplomas.

Cornerstones of the Academies@NMHS

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

- Professional mentorships;
- Opportunities for dual credit;
- Access to resources outside the school setting;
- Relationships with partnering institutions, organizations, and local colleges/universities;
- Master classes, workshops, and other related field study;
- Senior Capstone Project

The Education Endorsement

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

Admissions Standards and Criteria

Admissions to The Academies@NMHS is open to all New Milford students. Applicants are required to submit an Application for Designation signed by the student and the student's parents. Applicants are asked to explain why enrollment in the Academies is important, and what they hope to gain from the experience. They must also describe what personal attributes they possess, and what they have done in the school community to illustrate their interests in a particular designation.

The Academy of Arts and Letters

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

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

Students interested in The Academy of Arts and Letters possess the desire to create, question, respond, critique and communicate with others in writing, in speaking and through works of art. The program encourages self-reflection, a self-reflection which in turn helps develop personal consciousness and/or an active sense of civic duty. As a capstone experience, we encourage students to reach across disciplines and cultures to deepen their understanding of a work of literature, a time period in history, a figure in history or art, a genre, or an artistic milieu through independent or work related study, internship or travel.

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

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

A student in The STEM Academy is not just one who completes a series of math and science courses, but one who enjoys learning through investigation, scientific, technological and mathematical inquiry, and through discovery and analysis. The STEM Academy may prepare students for professions in many fields including but not limited to: psychology, biochemistry, medicine, engineering, accounting, education, architecture, aeronautics, statistics, computer sciences, food sciences, and applied mathematics. Core and elective offerings will appeal to students who find themselves drawn to these disciplines. These students possess an innate curiosity to inquire, investigate, problem solve, create, experiment, apply, and reflect on and critique their

findings. The goal for STEM students is to cultivate a group of future leaders who possess the ability to think critically as a result of deep analysis. The program encourages the students to engage in self-reflection, which in turn, helps develop solid content knowledge, personal consciousness, ethical behavior and active contribution to the STEM workforce. As a capstone experience, we encourage students to reach across disciplines and cultures to deepen their understanding of an area under the STEM umbrella through independent or work related study, internship or travel.

The Academy for Global Leadership

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

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

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

Scheduling Information

Add/Drop Procedures

All add/drops require forms to be completed including signatures from the student, parent, and in some cases the teacher. The student must continue to attend all scheduled classes until they have been issued a new schedule from their school counselor. All schedule changes are dependent upon seat availability. Teacher requests will not be granted.

For Elective Courses:

- The first add/drop period is from September 5-10, 2025
- The second add/drop period is for second-semester courses only from January 30-February 4, 2026

For Academic Courses:

- This is for students who may feel they are academically misplaced and wish to drop down a level only
- If a student completed a waiver to obtain entrance into a course, they are not able to drop down and must remain in the course, as per the waiver
- The deadline for academic misplacement is October 15, 2025

Additional Guidelines

- The following are not valid reasons for a schedule change:
 - Teacher preference
 - Changing a course from one period to another
- Students are unable to drop an elective course after September 10, 2025
- A year-long or semester course will not be recorded on the permanent record, provided the course is dropped by the deadlines noted above
- Post-deadline drops will be entered on the permanent record as a withdrawal/failure (WF) and will receive no credit

Important Notes Concerning Course Selection

- When selecting courses, students should think in terms of a four year, high school program of courses, the rigor of the courses and how the program will prepare them for their goals after high school.
- All students must take a minimum of seven courses per semester, including English and Health/Physical Education. Therefore, students should review the entire Program of Studies and complete the 4-Year Worksheet at the end of this guide before meeting with their school counselor.
- All course offerings are subject to adequate student enrollment. The necessary enrollment may vary depending upon the nature of the course. Consequently, all students must select at least two alternative electives should their first choice not be possible.

Curriculum Course Offerings

Business Half-Year Electives

Business Skills & Strategy

Grades 9-12

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

Prerequisite: None.

Personal Financial Literacy

Grades 9-12

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

Prerequisite: None.

Computer Skills and Applications

Grades 9-12

Computer Skills and Applications will introduce students to basic and advanced computer skills related to word processing, spreadsheets, and presentation software designed to equip the learner with basic technology tools essential to success in high school, college and careers. During this time, students will investigate and learn basic business, consumer financial skills, and foundations in economics designed to help students become more informed consumers who are better equipped to understand and manage income, credit, risk, debt and college costs. Throughout the semester, students will focus on learning life skill fundamentals of technology and new technologies to support personal finance.

Prerequisite: None.

Marketing Strategies

Grades 10-12

This course will focus on understanding and effectively using strategies of marketing. The course is designed to provide you key concepts of and learning experiences with social media marketing. Also presented are foundational elements of marketing and concepts on digital marketing practices. By gaining an understanding of foundational concepts; creating practical, hands-on projects; and experiencing social media marketing through an online simulation, you will have a foundation to help you succeed in social media and digital marketing today and in your professions.

Prerequisite: None.

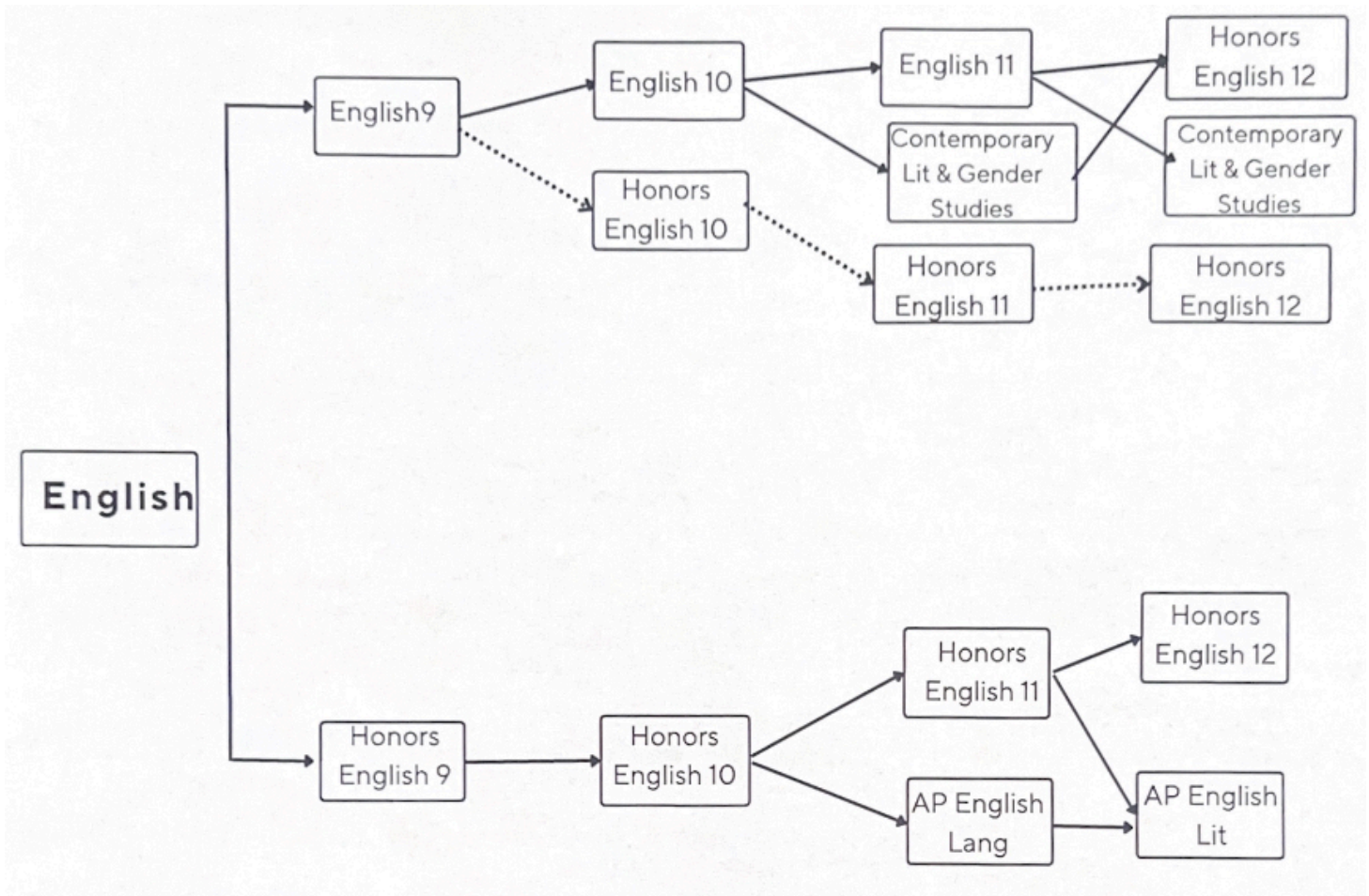
Web Design

Grades 10-12

Everyone now has a presence online, and knowing how to construct and maintain a basic website is a necessary skill for every professional. In this course, students learn basic skills in Web design programming (HTML and CSS) and Web graphics by developing individual projects. The emphasis is on front-end Web design and learning about different formats and platforms as well as browser compatibility. Each student designs and builds a professional portfolio and/or project website.

Prerequisite: None.

English Full-Year Courses



English 9

Grade 9

English 9 provides a wide range of language arts skills in the areas of speaking, listening, writing, reading, and technology as established by the New Jersey Student Learning Standards. The course emphasizes the critical reading and thinking skills involved in the study of appropriate age-level World Literature with increasing text complexity, in a variety of genres including fiction and nonfiction: novels, plays, short stories, poetry, and memoirs. The course also emphasizes contextual vocabulary acquisition and a variety of writing skills. Basic elements of grammar, mechanics, and usage are emphasized throughout the writing process. Various methods of assessment including common skill based benchmarks are used. Students are expected to access and incorporate a variety of appropriate technology.

Prerequisite: Successful completion of English 8.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Honors English 9

Grade 9

Honors English 9 provides a wide range of language arts skills in the areas of speaking, listening, writing, reading, and technology as established by the New Jersey Student Learning Standards. The course emphasizes the critical reading and thinking skills involved in the intensive study of challenging appropriate age-level World Literature with increasing text complexity, in a variety of genres including fiction and nonfiction:

novels, plays, short stories, poetry, and memoirs. The course also emphasizes contextual vocabulary acquisition and a variety of writing skills, focusing on students organizing and presenting several well-developed, thesis-driven, multi-paragraph essays that are refined in grammar, sentence structure, sophistication, and style. Various methods of assessment including common skill based benchmarks are used. Students are expected to access and incorporate a variety of appropriate technology. Comprehension, critical thinking, and literary analysis are reinforced, as well as independent reading.

Prerequisite: Minimum grade of a '90' in 8th Grade English and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

English 10

Grade 10

English 10 provides a wide range of language arts skills in the areas of speaking, listening, writing, reading, and technology as established by the New Jersey Student Learning Standards. The course emphasizes the critical reading skills involved in the study of early American Literature in a variety of genres including novels, plays, poems, short stories, and memoirs. The course also emphasizes developmental vocabulary acquisition and expository writing skills, with a particular concentration in the persuasive essay and research done in conjunction with the Social Studies Department. Various methods of assessment including common skill based benchmarks are used. Students are expected to access and incorporate a variety of appropriate technology.

Prerequisite: Successful completion of English 9.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Honors English 10

Grade 10

Honors English 10 provides a wide range of language arts skills in the areas of speaking, listening, writing, reading, and technology as established by the New Jersey Student Learning Standards. The course emphasizes the critical reading and thinking skills involved in the intensive study of challenging appropriate age-level American Literature with increasing text complexity, in a variety of genres including fiction and nonfiction: novels, plays, short stories, poetry, and memoirs. The course also emphasizes contextual vocabulary acquisition and a variety of writing skills, focusing on students organizing and presenting several well-developed, thesis-driven, multi-paragraph essays that are refined in grammar, sentence structure, sophistication, and style, with a particular concentration in the persuasive essay and research done in conjunction with the Social Studies Department. Various methods of assessment including common skill based benchmarks are used. Students are expected to access and incorporate a variety of appropriate technology. Comprehension, critical thinking, and literary analysis are reinforced, as well as independent reading.

Prerequisite: Minimum grade of a '90' in English 9 and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

English 11

Grade 11

English 11 provides a wide range of language arts skills in the areas of speaking, listening, writing, reading, and technology as established by the New Jersey Student Learning Standards. The course emphasizes the critical reading skills involved in the study of various texts that focus on the internal conflict of diverse characters and the connections that can be made with them, focusing on a variety of genres including novels, plays, poems, short stories, and memoirs. The course also emphasizes contextual vocabulary acquisition and a variety of

writing skills. Basic elements of grammar, mechanics, and usage are highlighted throughout the writing process. Various methods of assessment including common skill based benchmarks are used. Students are expected to access and incorporate a variety of appropriate technology.

Prerequisite: Successful completion of *English 10*.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Honors English 11

Grade 11

Honors English 11 provides a wide range of language arts skills in the areas of speaking, listening, writing, reading, and technology as established by the New Jersey Student Learning Standards. The course emphasizes the critical reading and thinking skills involved in the intensive study of challenging appropriate age-level literature with an emphasis on the internal conflict of diverse characters and the connections that can be made with them, focusing on a variety of genres including fiction and nonfiction: novels, plays, short stories, poetry, and memoirs. The course also emphasizes contextual vocabulary acquisition and a variety of writing skills, focusing on students organizing and presenting several well-developed, thesis-driven, multi-paragraph essays that are refined in grammar, sentence structure, sophistication, and style. Various methods of assessment including common skill based benchmarks are used. Students are expected to access and incorporate a variety of appropriate technology. Comprehension, critical thinking, and literary analysis are reinforced, as well as independent reading.

Prerequisite: Minimum grade of a '90' in *English 10* and *Teacher Recommendation Required*.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

English 12

Grade 12

English 12 exposes the learner to the philosophy, arts and literature of many cultures around the world—including the student's own heritage. It is hoped that the learner will integrate the power of a culture's literature, art, and belief system to stimulate an ongoing curiosity and a critical response. It is further hoped that students will learn about the world and its peoples and will teach their own classmates about their own personal heritage and culture. It is further intended that as a result of their exposure, reading and responding, the students will recognize and appreciate the human element of a culture (as opposed to the scientific side) and, as such, broaden their exposure to and acceptance of various human beliefs and behaviors culminating in a philanthropic view of the world and a better understanding of themselves.

Prerequisite: Successful completion of *English 11*.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Honors English 12

Grade 12

Honors English 12 is an Honors Level course in which students are expected to read, write, speak and listen at an advanced level. Students in this class will examine world literature through intensive study of several representative works from various genres and periods, and through extensive writing experiences. The humanities program will provide students with the opportunity to consider how authors throughout the centuries have played with language to record and create imaginative, intellectual, and emotional experiences. They will have the opportunity to recognize that while readers create their works in the context of particular times and places, their works are often a response to or reaction to texts that preceded their own. As the course is

intended for students who have been recommended to take an Honors level course, a particular focus will include the study of effective composition writing, a strong background in grammar, an advanced style of sentence patterns, a strong vocabulary, and listening and speaking skills, which indicate an advanced level of critical thinking. Each of these skills meets NJ Student Learning Standards. Students will be evaluated with a variety of assessment strategies.

Prerequisite: Minimum grade of a '90' in English 11 and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

AP English Language and Composition

Grades 11

AP Language & Composition is a rigorous introductory college level course where students will be required to read and analyze a variety of non-fiction texts arranged thematically to allow a greater understanding of the context of the works. Through their close reading and analysis of daily and weekly essays, speeches, excerpts and visual texts from authors of different genders, cultural backgrounds and time periods, students will gain a better understanding of rhetoric and argument. In addition, students will improve their writing abilities through a variety of assignments including, but not limited to debates, speeches, argumentative, synthesis, and rhetorical analysis papers. Students are expected to participate in class discussions by providing questions, comments or observations on a daily basis. Weekly reading and writing will be assigned. Students enrolled in the AP Language and Composition course are expected to make a commitment to taking the AP Examination administered by the College Board in May.

Prerequisite: Minimum grade of a '90' in Honors English 10 and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

AP English Literature and Composition

Grades 12

AP Literature & Composition is a rigorous, college level English course that engages students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students deepen their understanding of the way writers use language to provide both meaning and pleasure for their readers. As they read, the students consider a writing piece's structure, style and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. The goals of the writing assignments are to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. Emphasis is placed on stylistic maturity. This course includes intensive study of representative works from various genres and periods, concentrating on works and authors of recognized literary merit. Reading in the AP course is both thorough and deliberate with focus on the work's complexity, richness of meaning and analysis of literary form. Students enrolled in the AP Literature and Composition course are expected to make a commitment to taking the AP Examination administered by the College Board in May.

Prerequisite: Minimum grade of a '90' in Honors English 11 and Teacher Recommendation Required or completion of AP English Language and Composition.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

English Half-Year Electives

Creative Writing

Grades 9-12

Creative Writing is an elective course where students can explore their writing capabilities in a workshop environment. The exercises and formal pieces completed in this course will facilitate an improvement in the fluidity, cohesiveness and depth of their writing, both in and outside of the classroom. Students will learn to revise their work using concrete, sensory details and appropriate choice of diction, syntax, purpose, and audience.

Prerequisite: None.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Film Studies

Grades 9-12

Film Studies is a semester elective course that seeks to encourage an enjoyment and deeper understanding of different types of films (silent, narrative, the musical, documentary, and modern film) and the film distribution system through a critical understanding of how films work artistically, technically and socially. This course investigates "the meaning of American film," the history of American film and the ideology surrounding its creation and production. Students will conscientiously analyze the aesthetics of film through a series of films, written assignments, class discussions and internet-based projects and research. Ultimately, this course seeks to encourage an enjoyment and critical understanding of a variety of film genres up to modern day.

Prerequisite: None.

Public Speaking

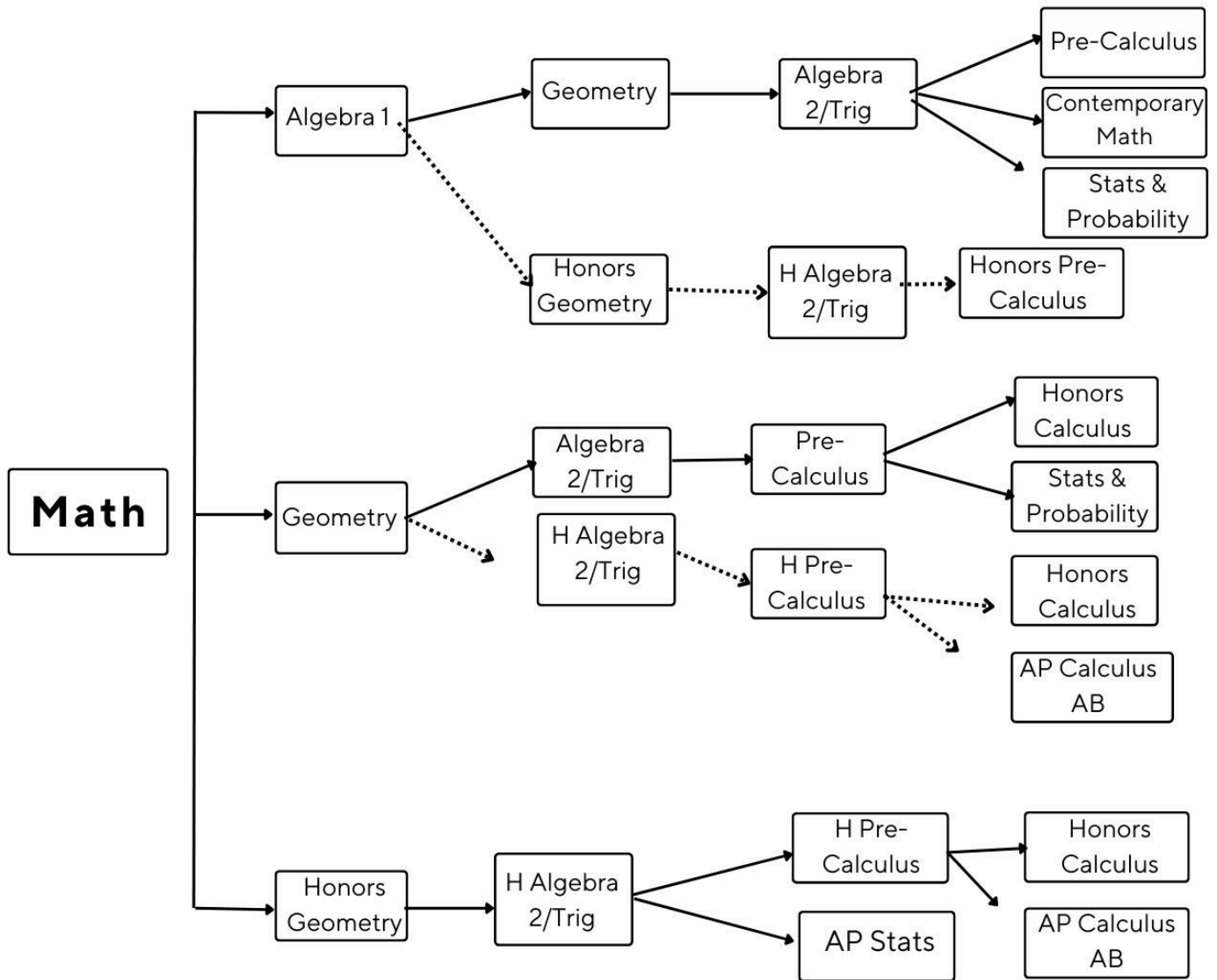
Grades 9-12

Public Speaking is an elective course that prepares students to speak in a variety of contexts, with emphasis on speaking with appropriate poise, voice, life, eye contact, gestures, and speed as well as delivering meaningful content. The beginning of the course focuses on research of the art of rhetoric, as well as oral and physical exercises to improve projection, pace, articulation, body language, and the interaction of technology. Students will dissect the written and spoken work of great orators, analyzing the qualities that make them effective (including ethos, pathos, and logos) as well as write original work and present speeches. Formal presentations include informative speeches, planning and executing half and full period lessons to each the class, formal group debates, and a mock graduations speech performed in the auditorium.

Prerequisite: None.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Mathematics Courses



Notes on doubling up:

- Step 1: Must have a grade of a "90," a link-it score of a "bubble" or above
- Step 2: A final grade of "90" or above
- Step 3: An NJSLA score of "meeting or exceeding" (750 or above), which will be confirmed over the summer

If you are in Algebra 1 and meet the above criteria, you will go into Geometry and Honors Algebra 2/Trig.

If you are in Honors Algebra I and meet the above criteria, you will go into Honors Geometry and Honors Algebra 2/Trig

Algebra 1

Grade 9

Algebra I is a course that allows students to continue to build onto their foundational mathematical knowledge. Students develop the tools needed to succeed on the New Jersey Student Learning Assessment, (NJSLA). Topics in Algebra I include modeling, interpreting and solving equations, functions and transformations, systems of equations and inequalities, modeling with statistics, piecewise-defined functions, and sequences. Emphasis is placed on teaching concepts in a real-world context to ensure relevance, understanding, and mastery of the material.

Prerequisite: Successful completion of Math 8.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Geometry

Grades 9-10

Geometry is a course designed for students to continue to build onto their foundational mathematical knowledge. Topics in Geometry include transformations, similarity and congruence, angles, lines and the transversal, logic and proof, and measurement in triangles, circles, and quadrilaterals. Emphasis is placed on teaching concepts in a real-world context to ensure relevance, understanding, and mastery of the material.

Prerequisite: Successful completion of Algebra I.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Honors Geometry

Grades 9-10

Honors Geometry is a rigorous course designed for students, who have the conceptual and computational background and maturity to complete the curriculum at an enhanced pace and depth. Students develop the tools needed to succeed on the New Jersey Student Learning Assessment, (NJSLA). Topics in Geometry include transformations, similarity and congruence, angles, lines and the transversal, logic and proof, and measurement in triangles, circles, and quadrilaterals. Emphasis is placed on teaching concepts in a real-world context to ensure relevance, understanding, and mastery of the material.

Prerequisite: Minimum grade of a '90' in Algebra 1 and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Algebra II/Trig

Grades 10-11

Algebra II/Trig is a course that allows students to continue to build onto their foundational mathematical knowledge. Students develop the tools needed to succeed on the New Jersey Graduation Proficiency Assessment, (NJGPA). Topics in Algebra II include modeling with statistics, functions and transformations, interpreting polynomial functions (linear, quadratic, cubic, quartic, quintic), interpreting non-polynomial functions (exponential, rational, radical, trigonometric, logarithms), probability, and sequences and series. Emphasis is placed on teaching concepts in a real-world context to ensure relevance, understanding, and mastery of the material.

Prerequisite: Successful completion of Geometry.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Honors Algebra II/Trig

Grades 10-11

This course will provide the student with in-depth instruction at an accelerated pace. This course involves a comprehensive study of mathematics in preparation for Pre-Calculus Honors. Topics include: linear and quadratic equations, functions, systems of equations and inequalities, matrices, polynomial functions, rational functions, radical equations, exponential and logarithmic functions, probability, conic sections, and trigonometry. The graphing enhanced curriculum allows for modeling of real-world problems. Standardized test preparation is integrated throughout the course.

Prerequisite: Minimum grade of a '90' in Geometry and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Pre-Calculus

Grades 11-12

Pre-Calculus allows students to apply their foundational mathematical knowledge. Topics in Pre-Calculus include trigonometric functions, trigonometric identities and equations, polar and parametric equations, vectors, conic sections, sequences and series, systems and matrices, and a preview of the limit, derivative, and integral of a function. Emphasis is placed on teaching concepts in a real-world context to ensure relevance, understanding, and mastery of the material.

Prerequisite: Successful completion of Algebra II/Trig.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Honors Pre-Calculus

Grades 11-12

Honors Pre-Calculus is designed for students, who have the conceptual and computational background and maturity to complete the curriculum at an enhanced pace and depth. Topics in Honors Pre-Calculus include trigonometric functions, trigonometric identities and equations, polar and parametric equations, vectors, conic sections, sequences and series, systems and matrices, and a preview of the limit, derivative, and integral of a function. Emphasis is placed on teaching concepts in a real-world context to ensure relevance, understanding, and mastery of the material.

Prerequisite: Minimum grade of "90" or better in Algebra II/Trig and teacher recommendation.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Contemporary Math

Grade 12

Contemporary Mathematics is a comprehensive program designed to enhance students' algebraic reasoning skills while exploring diverse mathematical concepts with real-life applications. This course integrates key elements from Algebra, Geometry, Statistics and Finance to provide a well-rounded mathematical foundation. Topics covered in Contemporary Mathematics include linear, polynomial, exponential, and logarithmic functions, as well as practical applications in geometry, financial mathematics, and probability. The curriculum aims to reinforce and expand on students' algebraic abilities, preparing them for challenges they may encounter in their daily lives and future academic pursuits.

Prerequisite: Successful completion of Algebra II/Trig.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Honors Calculus

Grade 12

Honors Calculus is designed to expose students to a different branch of mathematics. Students enrolled in this class will generate a solid understanding of the material by exploring the following five broad categories: limits and continuity, derivatives, applications of derivatives, integrals, and applications of integrals. Emphasis will be placed on teaching concepts in a real-world context to ensure relevance, understanding, and mastery of the material.

Prerequisite: Successful completion of Honors Pre-Calculus or Minimum grade of “90” or better in Pre-Calculus and teacher recommendation.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

AP Calculus AB

Grade 12

AP Calculus AB is designed for students, who have the conceptual and computational background and maturity to complete the curriculum at an enhanced pace and depth. Students enrolled in this course will generate a solid understanding of the material by exploring the following five broad categories: limits and continuity, derivatives, applications of derivatives, integrals, and applications of integrals. Emphasis will be placed on teaching concepts in a real-world context to ensure relevance, understanding, and mastery of the material. Students enrolled in the AP Calculus AB course are expected to make a commitment to taking the AP Examination administered by the College Board in May.

Prerequisite: Minimum grade of ‘90’ or better in Honors Pre-Calculus and teacher recommendation.

Approved for NCAA DI and DII athletic eligibility (please refer to page3).

Mathematics Full-Year Electives

Physical Computing

Grades 9-12

Physical computing introduces students to the concepts of circuitry and programming. The goal of the course is to show students how to set up and program an Arduino microcontroller. Through the use of various devices that can be attached to the Arduino, students will be taught the relationship between their programming skills and their circuitry skills. This is an excellent course for students who are interested in creating things with their hands and learning more about programming.

Prerequisite: None.

Statistics and Probability

Grades 11-12

Statistics and Probability is an elective course that allows students to continue to build onto the foundational knowledge from Algebra I, Geometry, and Algebra II. This class introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics studied include exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Emphasis will be placed on teaching concepts in a real-world context to ensure relevance, understanding, and mastery of the material.

Prerequisite: Successful completion of Algebra II/Trig.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

AP Statistics

Grades 11-12

AP Statistics is designed for students, who have the conceptual and computational background and maturity to complete the curriculum at an enhanced pace and depth. This class is a college-level course, preparing students for the Statistics AP exam offered by CollegeBoard, which they are expected to take. Topics include exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Emphasis will be placed on teaching concepts in a real-world context to ensure relevance, understanding, and mastery of the material. AP Statistics is available to students who have successfully completed Algebra II. Students enrolled in the AP Statistics course are expected to make a commitment to taking the AP Examination administered by the College Board in May.

Prerequisite: Minimum grade of a '90' or better in Algebra II/Trig or Pre-Calculus and teacher recommendation.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

AP Computer Science A

Grades 11-12

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. Students enrolled in the AP Computer Science A course are expected to make a commitment to taking the AP Examination administered by the College Board in May.

Prerequisite: Minimum grade of '90' or better in Honors Computer Science and teacher recommendation.

AP Computer Science Principles

Grades 11-12

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems, including the internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Students enrolled in the AP Computer Science Principles course are expected to make a commitment to taking the AP Examination administered by the College Board in May.

Prerequisite: Minimum grade of '90' or better in Honors Computer Science and teacher recommendation.

Mathematics Half-Year Electives

Intro to Computer Science

Grades 10-12

Computer Science is an introductory course to computer programming. Several broad concepts are taught, including how computers process information, how computers display information, binary and hexadecimal numbers, and the structure of programming. The first part of the course teaches students basic programming skills in Scratch. The second, larger part of the course focuses on the Python programming language, and how to use data structures, variables, functions, and methods to write programs. Special emphasis is placed on planning to program, as well as pseudocode and documentation.

Prerequisite: None.

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

Prerequisite: Minimum grade of '90' or better in Computer Science and teacher recommendation.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Option 2: Alternative Forms of Credit

New Milford High School provides a superior education by utilizing multiple and diverse paths to success for all children. Students are encouraged to explore educational experiences that are meaningful and relevant, and that provide opportunities to explore and achieve at high levels. N.J.A.C.6A:8-5.1(a)1ii, commonly known as “Option Two,” permits district boards of education to establish curricular activities or programs aimed at achieving the New Jersey Student Learning Standards for promotion and graduation purposes.

Option 2 serves as an alternative to traditional high school courses. Option 2 programs will allow students to obtain credit for learning experiences outside of the traditional classroom environment. These experiences provide real-world connections not available in the school setting. This regulation requires a set of policies and procedures that permit a student or group of students to meet or exceed the core standards in any subject area through alternative activities. Option 2 cannot be used to replace courses offered at NMHS, but rather to enhance the existing curriculum. The following are the current opportunities under Option 2.

Courses for Advancement/Enrichment

Grades 10-12

Students may apply to take an outside course to include on their transcript and/or to advance a course level. A common example of advanced coursework is the student who takes an additional mathematics course to advance to the next level of math or a world language that is not offered for study at our high school. Advancement/Enrichment classes can be taken in-person or virtually. The cost is borne by the student’s parent(s)/guardian(s). The grade earned from any approved program and/or any college/university will appear on the student’s transcript and will be factored into their grade point average (GPA).

Prerequisite: Prior approval must be obtained using the Advancement/Enrichment [course application](#).

Independent Study

Grades 10-12

Independent Study offers additional educational experiences for high school students, in a particular discipline or area of interest, to increase their knowledge above and beyond the current curricular offerings. Independent Studies can be done either inside or outside of the high school and must be supervised by a New Milford High School faculty member or other approved outside professional/mentor. Examples of Independent Studies include: Student Tech Team, advanced independent research or experience, etc. Independent Study experience will appear on the student’s transcript. Upon completion the student will earn both credit and either a “Pass” or “Fail” (P or F) which will not be factored into their GPA.

Prerequisite: Prior approval must be obtained using the Independent Study [application](#).

Alternative Physical Education (TBD)

Grades 10-12

N.J.S.A. 18A:35-5 requires each Board of Education to conduct as a part of the instruction in their public school courses in health, safety, and physical education. N.J.S.A.18A:35-8 states that at least two and one-half hours of each school week shall be aggregated to time spent in a Physical Education class. According to N.J.A.C. 6A:8-5.1, the graduation requirements for the content area of Health, Safety, and Physical Education, high school students must complete 3.75 credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week each year. Students cannot opt out of their Health class.

Prerequisite: Prior approval must be obtained using the Alternative Physical Education [application](#).

Physical Education and Health Courses

Our Physical Education program is based on the New Jersey Student Learning Standards. Students will take three marking periods of Physical Education and one marking period of Health.

Physical Education 9

Grade 9

Ninth Grade Physical Education is an integral part of a student's overall education. Team and individual sports, movement, fitness, skill development, team building, safety and sportsmanship are presented as a foundation of learning. Activities will be conducted indoors using the gymnasiums and weight room as well as all the outdoor facilities. Knowledge/skills tests will be given throughout the marking period. This program is a progressive and sequential curriculum that provides students the opportunity to acquire the knowledge needed for a healthy and active lifestyle.

Health 9

Grade 9

Health Education, taken during the student's freshman year for one marking period, is focused on developing a healthy lifestyle that includes physical, mental, emotional, environmental, spiritual and social wellness. This curriculum will develop lifelong benefits by demonstrating how daily choices affect student's present and future health.

Physical Education 10

Grade 10

Tenth Grade Physical Education is an integral part of a student's overall education with movement, fitness, skill development, safety and sportsmanship as a foundation of learning. A major emphasis will be placed on continued skill development and knowledge of the individual/group activities.

Drivers Education 10

Grade 10

Driver Education Theory provides instruction aimed at developing a positive safety conscious attitude towards driving a motor vehicle. It provides instruction on the Motor Vehicle Codes of New Jersey and the basic functioning of the automobile. At the conclusion of the course, the administration of the New Jersey State Law Knowledge exam will be given.

Physical Education 11

Grade 11

Eleventh Grade Physical Education is an integral part of a student's overall education with movement, fitness, skill development, safety and sportsmanship as a foundation of learning. A major emphasis will be placed on mastering skill development and knowledge of the individual activities with a focus on the individual's overall fitness level.

Health 11

Grade 11

Health Education, taken during the student's junior year, focuses on the basic skills of first aid. During junior health students will study the inner workings of the human body, life threatening emergencies, and communicable and non-communicable diseases. Upon completion of this course students will have the option to become First Aid/CPR certified.

Twelfth Grade Physical Education is an integral part of a student's overall education with reinforcement of movement, fitness, skill development, safety and sportsmanship as a foundation of learning. Increased attention is given to lifetime recreational sports as well as an individual's overall fitness level. The program is designed to meet the needs of the individual student while giving them a well-rounded experience.

Health 12

Grade 12

Health Education, taken during the student's senior year, provides students with an essential knowledge base that includes physical, social and mental awareness. Strategies that will benefit student's present and future health and well-being will be explored. Topics of discussion and debate will include Family Planning, Dating Violence and Domestic Abuse, Relationships and Independent Living.

Physical Education and Health Full-Year Electives

Introduction to Sports Medicine

Grades 10-12

Fundamentals of Sports Medicine is a full year, elective course designed for the student who is interested in the study of anatomy and physiology as well as being interested in pursuing a career in the health field. Topics covered include the study of the human body, exercise physiology, kinesiology, athletic injury evaluation, rehabilitation of athletic injuries, nutrition and pharmacology. The human skeletal and muscular systems are covered in great detail. Lab experiences are an essential learning tool and include blood pressure and heart rates, reflexes, joint assessments, various taping techniques, modalities, splinting and wrappings. This course serves as an introductory course for anyone interested in the field of athletic training, physical therapy, pre-med, and nursing or any student with a possible interest in sports injury and rehabilitation.

Prerequisite: None.

Physical Education and Health Half-Year Electives

Peer-to-Peer Physical Education

Grades 10-12

This is an elective course offered to students interested in working with their peers with special needs. Students will be in a semester course of physical education while assisting in multiple health classes offered throughout those marking periods. Students will continue to participate in their own physical education/health class throughout the year. Individuals selected will be asked to assist special needs students with physical skill sets, interpretations of instructions, rules, and game play. Students will be integral in enhancing communication, decision-making skills, team-work, and sportsmanship. It is a physical education/health program that provides a safe environment for all students while also helping our special needs students to integrate socially into our high school population.

Prerequisite: None.

21st Century Skills & Careers Full-Year Courses

Family and Consumer Science

Grades 9-12

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

Prerequisite: None.

Childhood Development

Grades 11-12

This course is designed for students who enjoy working hands-on with children and will concentrate on the study of childhood from prenatal development, infancy and toddlerhood through preschool age children. The students will plan lessons based on child development theorists and implement them. Students will visit the preschool during the extended block periods.

Honors Tomorrow's Teachers

Grades 11-12

Tomorrow's Teachers, a nationally recognized elective course for high school juniors and seniors who aspire to become teachers, was developed by the Center for Education, Recruitment, Retention and Advancement (CERRA) in South Carolina. Twenty-three states are currently using this curriculum to introduce high school students to the teaching profession. The course focuses on four themes: Experiencing the Learner; Experiencing the Profession; Experiencing the Classroom; and Experiencing Education. Those themes are explored through nonfiction study, field experiences, observations, self-reflection, student teaching, and film critique.

Prerequisite: Completion and acceptance through an application process.

Note: This is a Dual Enrollment course and is affiliated with a college/university. Students who enroll in this course are responsible for the tuition as required by each college/university, if applicable. New Milford High School teachers have been approved by the respective college/university to teach dual enrollment courses. For this Bergen Community College course the cost of tuition is approximately \$224.25 for the course. Tuition is subject to change.

21st Century Skills & Careers Half-Year Courses

Culinary Arts

Grades 9-12

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

Prerequisite: None.

International Foods

Grades 10-12

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

Prerequisite: None.

Digital Darkroom and Editing

Grades 9-12

Digital Darkroom and Editing provides opportunities for students to explore multiple aspects within the world of digital photography and image manipulation. Students will have some instruction in the use of digital SLR cameras, however the main focus will be on raster, or pixel based, image editing and manipulation. Students will become proficient in the use of Adobe Photoshop, the industry-standard raster image editing software. Beginning with the 2025-2026 school year this course will also be able to fulfill the Visual and Performing Arts requirement.

Prerequisite: None.

Digital Photography

Grades 9-12

Digital Photography explores the artistic and technical aspects of digital photography including manual camera settings, composition, lighting, and editing, while also developing students' artistic eye for producing high-quality captivating photographic images. Students will be responsible for completing projects using digital interchangeable lens cameras. They will acquire knowledge of how manual camera settings and lenses function and affect the appearance of photographs. Students will learn how to adjust settings in camera for a variety of situations to achieve a desired result. Students will become proficient in utilizing common composition techniques such as rule of thirds, leading lines, diagonals, and framing. Students will utilize computer applications (primarily Adobe Lightroom Classic) in order to organize and edit their digital photographs. This course is an elective and meets the state mandate requirement for 21st Century Learning which is a graduation requirement. *Beginning with the 2025-2026 school year this course will also be able to fulfill the Visual and Performing Arts requirement.*

Prerequisite: None.

Introduction to Graphic Communications

Grades 9-12

Intro to Graphic Communications provides opportunities for students to create digital graphics for a variety of purposes using industry standard software for graphic arts. Students will be using Apple computers and various software applications for illustration, graphic design, and desktop publishing. Topics will include principles of design, branding, layout, color theory, typography, and vector illustration. Students will be expected to complete assignments in class by designing within specific parameters. *Beginning with the 2025-2026 school year this course will also be able to fulfill the Visual and Performing Arts requirement.*

Prerequisite: None.

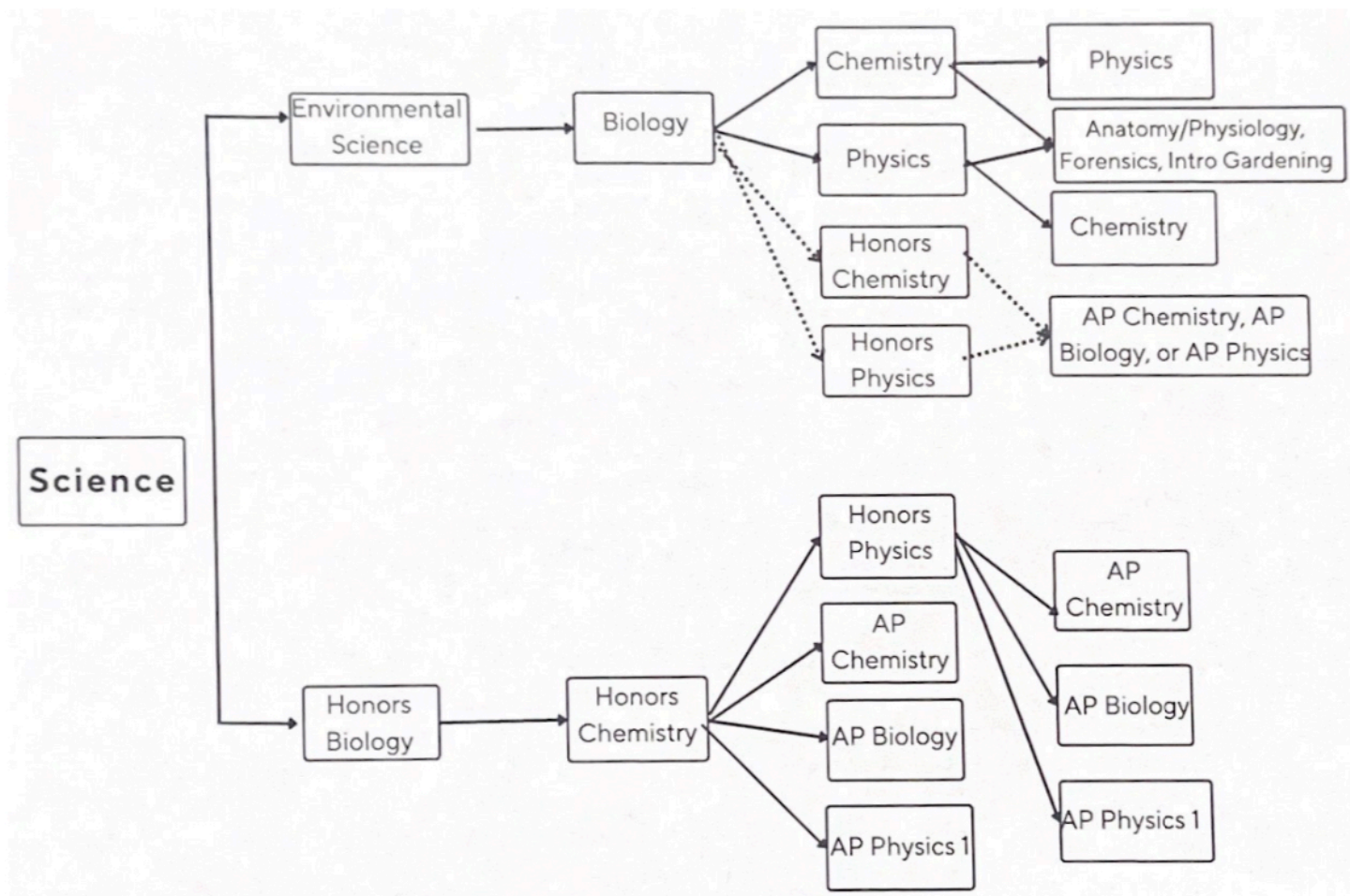
Video Production

Grades 9-12

Video Production provides opportunities for students to explore aspects of video production from initial concept development to the polished final cut. This course will equip students with the essential skills and knowledge to bring ideas to life on screen by covering topics including: fundamentals of visual storytelling, pre-production planning, camera operation and framing techniques, lighting and sound design, editing and post-production. Students will work in groups to produce short videos in various formats such as news reports, interviews, product reviews, how-to videos, etc. Students will be recorded and projects will be shared with the school community. All students will need to participate in front of the camera as well as behind the camera. Students will use school provided recording equipment, Apple computers, and video editing applications. This course is an elective and meets the state mandate requirement for 21st Century Learning which is a graduation requirement. *Beginning with the 2025-2026 school year this course will also be able to fulfill the Visual and Performing Arts requirement.*

Prerequisite: Successful completion of Digital Media

Science Core Courses



Environmental Science

Grade 9

Environmental Science explores the interrelatedness of people and the earth. Students will learn about characteristics of populations, energy and civilization, renewable and nonrenewable energy sources, biodiversity, agricultural methods and pest management, water management, air, aquatic and terrestrial pollution, and climate change, with environmental ethics, risk, economics, and environmental concerns woven throughout each topic. This course will develop students' abilities to identify emerging global issues, understand interconnections on Earth, analyze environmental decisions, solve problems using risk management & economics, explore the history of energy consumption, analyze & evaluate nonrenewable & renewable energy sources, identify causes for loss of biodiversity, apply principles of water management, and explore waste management methods. Students will demonstrate critical thinking, collaboration, communication, and digital literacy as they act as scientists by experimenting, observing, collecting, and analyzing data, then sharing their findings with each other.

Prerequisite: Successful completion of Science 8.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Biology

Grade 10

This lab-based course is a comprehensive introduction to the study of life. The course investigates a myriad of scientific topics including the molecular and cellular basis of life, heredity, ecology and evolution using a phenomenon-driven storyline that weaves together the various aspects of Biology. A focus of the class will be on scientific investigations. Learners will design a series of their own experiments, collect and analyze data, draw their own conclusions, and share their findings with their peers.

Prerequisite: Successful completion of Environmental Science.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Honors Biology

Grade 9-10

This lab-based course is a comprehensive introduction to the study of life. The topics covered in Honors Biology will be the same as in Biology, but with a greater focus on the details in preparation for the advanced study of Biology. The course investigates an in-depth look of many scientific topics including the molecular and cellular basis of life, heredity, ecology and evolution. A focus of the class will be on scientific investigations. Learners will design a series of their own experiments, collect and analyze data, draw their own conclusions, and share their findings with their peers.

Prerequisite for Freshmen: Enrollment in Honors Geometry.

Prerequisite: Minimum grade of a '90' in Environmental Science and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Chemistry

Grade 11-12

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

Prerequisite: Successful completion of Biology.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Honors Chemistry

Grade 11-12

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

Prerequisite: Minimum grade of a '90' in Environmental Science and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Physics

Grade 11-12

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

Prerequisite: Successful completion of Biology.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Honors Physics

Grade 11-12

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

Prerequisite: Minimum grade of a '90' in Biology or Chemistry and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Anatomy & Physiology

Grades 11-12

Anatomy and Physiology is a rigorous course that requires students to utilize a high level of memorization skills to learn a large quantity of specific anatomical detail. The course is geared towards students with an interest in the various healthcare professions. It is the study of the structure, shape and function of body parts and their relationships to each other. Students will investigate the body from multiple standpoints and understand how the human body functions to maintain homeostasis.

Prerequisite: Successful completion of Biology.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

AP Chemistry

Grades 11-12

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

Prerequisite: Minimum grade of a '90' in Honors Chemistry and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

AP Biology

Grades 11-12

This full year, college level, lab-based course is equivalent to a two semester introductory college-level Biology course in both content and expectations. AP Biology follows the syllabus set forth that focuses on learners developing skills through science practices and the understanding of the concepts within the four big ideas of biology. The units of study include biochemistry, cell structure and function, cellular energetics, cellular communication, heredity, genetics, evolution, and ecology. Students enrolled in the AP Biology course are expected to make a commitment to taking the AP Examination administered by the College Board in May.

Prerequisite: Minimum grade of a '90' in Honors Biology and Honors Chemistry and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

AP Physics 1: Algebra Based

Grades 11-12

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

Prerequisite: Minimum grade of a '90' in Honors Physics and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Science Half-Year Core Courses

Forensics

Grades 11-12

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

Prerequisite: None.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Medical Science

Grades 11-12

Medical Science is a one-semester science elective. This course catered to students looking to continue their education in the science, math, engineering, and medical fields after high school. It offers students an introductory look at organic chemistry, biochemistry, pharmaceutical science, scientific research, and scientific applications, which are higher-level critical thinking required for college science and medical majors. During the course, students will learn the importance of organic compounds, such as proteins, carbohydrates, fatty acids,

DNA, and RNA. In addition, they will learn about viruses and vaccine production, various diseases and cures, drug applications, different body functions, nutrition, and various applications to everyday life and control. All units integrate multiple investigative experiments, student-driven research, labs, and hands-on projects.

Prerequisite: Successful completion of Biology and the first semester of Chemistry.

Introduction to Gardening/Horticulture

Grades 11-12

Introduction to Gardening/Horticulture is a one-semester science elective. It offers students the opportunity to gain practical experience in planning, planting and maintaining a vegetable and/or flower garden. Students will learn to assess and create a site plan for a potential garden site. Using that plan, they will select plants suited to the environmental conditions; they will learn to space plants, plan and execute succession plantings according to maturity times, and familiarize themselves with appropriate companion plants, proper care of their plants, and pests and diseases that may impact the growth of those plants. Students will also learn properties of healthy soil, plant structure and function and propagation techniques. While the majority of the course focuses on edible plants, a final unit will include basic landscaping elements and the ecological importance of gardening with native plants. All units integrate multiple investigative experiments, labs and hands-on projects.

Prerequisite: None.

Science Full-Year Electives Courses

Engineering and Design I

Grades 9-12

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

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Engineering and Design II

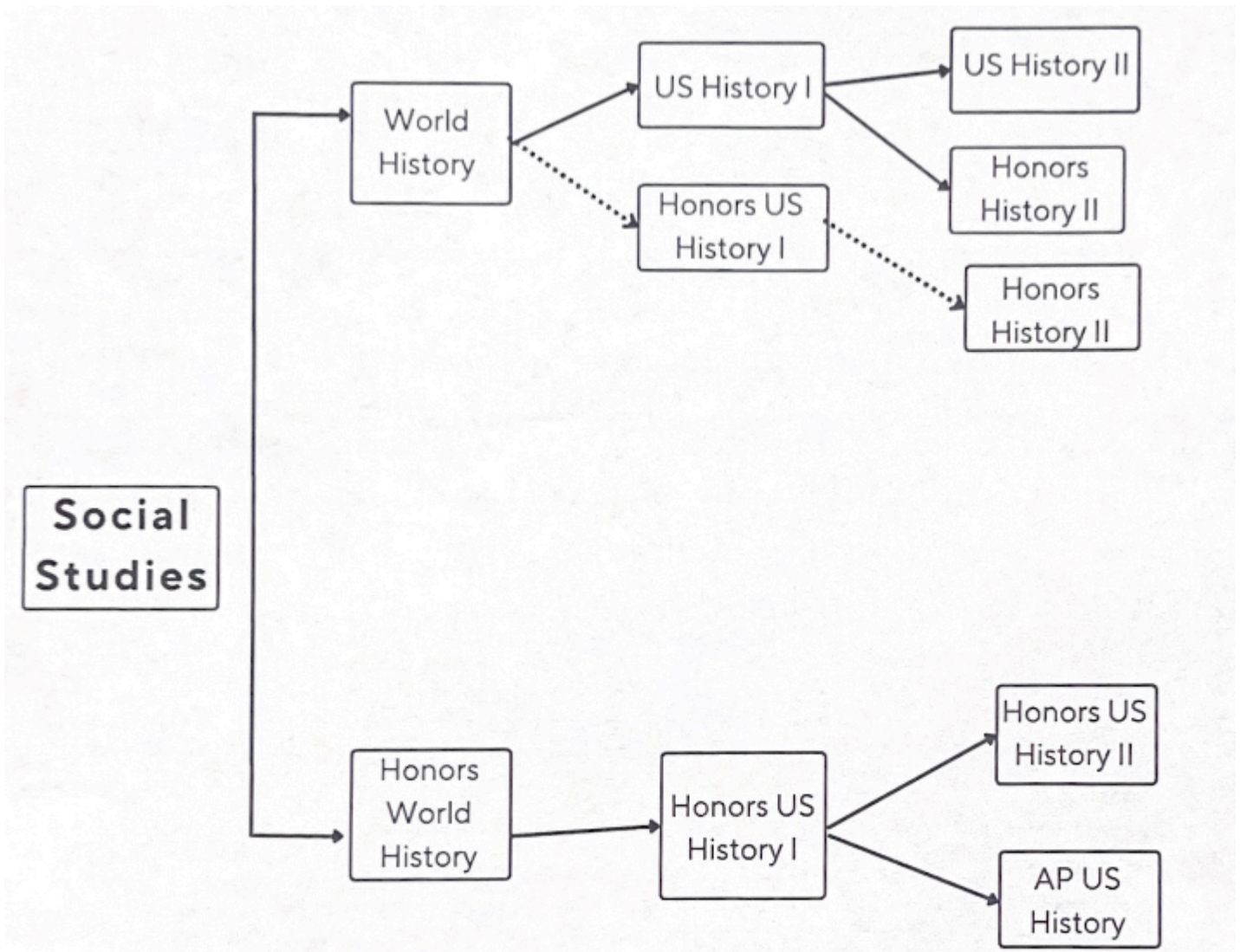
Grades 10-12

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

Prerequisite: Successful completion of Engineering and Design I.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Social Studies Core Courses



Modern World History

Grade 9

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

Prerequisite: Successful completion of Social Studies 8.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Honors Modern World History

Grade 9

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

Prerequisite: Minimum grade of a '90' in Social Studies 8 and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

United States History I

Grade 10

The first semester covers the founding of the United States and the American Constitutional System. Study includes the organization and functioning of our early governments (local, state, and national), the democratic processes and the successive problems of democratic growth in the development of American society and culture. The second semester focuses on the emergence of the American nation as a unified entity and the constitutional crises that led to Civil War. Concerns of this semester are industrial, social, economic, political and religious as the American culture reaches the centennial point. A research paper will be required to be completed for the successful completion of the course.

Prerequisite: Successful completion of Modern World History.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Honors United States History I

Grade 10

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

Prerequisite: Minimum grade of a '90' in Modern World History and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

United States History II

Grade 11

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

Prerequisite: Successful completion of United States History I.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Honors US History II

Grade 11

Honors US History II is a full-year course designed to provide students with content and practical knowledge of US history, practice in critical thinking activities, and experience in effective writing techniques that will better prepare them for their future educational areas. Concepts and ideas such as examining and evaluating the desire to match European imperial expansion, progressivism, war, various economic and political systems such as capitalism, communism and socialism, democracy and others will be discussed and studied in depth. Students will be expected to synthesize and evaluate such information, as well as consider the development and impact of economics, technology, geography, and human rights on US history. The course will explore US foreign policy and students will develop personal conclusions and formulate policy statements. In doing so, students will make connections between the past and present and learn to make informed decisions as productive citizens in local, national, and global communities. Students will enhance their critical thinking, analyzing and synthesizing skills often through document analysis along with Document Based Question (DBQ) and open answer essay writing. Additionally, the use of maps, charts, timelines and other visual aids will be utilized and skills such as creating power points and outlining and essay writing will be developed.

Prerequisite: Minimum grade of a '90' in US History I and Teacher Recommendation Required.

Note: Students are permitted to take this course for high school credit only. If students would like to receive Bergen Community College credit, they are responsible for the tuition as required. For this Bergen Community College course the cost of tuition is approximately \$224.25 for the course plus the registration fee. Tuition subject to change.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

AP United States History

Grades 11-12

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

enrolled in the AP US History course are expected to make a commitment to taking the AP Examination administered by the College Board in May.

Prerequisite: Minimum grade of a '90' in Honors US History I and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Social Studies Full-Year Electives

Honors Holocaust, Genocide and Human Behavior

Grades 10-12

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

Prerequisite: None.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

AP United States Government and Politics

Grades 10-12

AP US Government and politics provides a college-level nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study US foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

Prerequisite: Minimum grade of '90' in any Honors Social Studies class and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

AP Economics

Grades 11-12

AP Economics is a college level course that will allow students to investigate the choices and decision making processes that individuals, businesses, and governments must make in today's ever-evolving global economy. Students will be introduced to a wide variety of economic ideologies, terminology, and theories and will be required to use varied methods of analysis while exposing them to the practical applications of economics. AP Economics is a full year course that will include both microeconomics and macroeconomics. The first part of the course will cover microeconomics which focuses on the behaviors and the decision making process of individuals and firms. This includes supply and demand functions, profit and profit maximization, market structure, production possibilities, and market failures. The second part of the course will cover

macroeconomics which focuses on both the domestic and international economy as a whole. Students will study how fiscal and monetary policy impacts economies, measure economic health and progress, investigate international economies and trade, and analyze general economic trends and market movements. Students enrolled in the AP Economics course are expected to make a commitment to taking the AP Examination administered by the College Board in May. Students will be prepared to take both the AP Macroeconomics and AP Microeconomics exams.

Prerequisite: Minimum grade of '90' in any Honors Social Studies class or Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

AP European History

Grade 12

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

Prerequisite: Minimum grade of a '90' in AP US History and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Social Studies Half-Year Electives

Introduction to Law

Grades 10-12

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

Prerequisite: None.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Human Development

Grades 10-12

Human Development is a semester elective course in the social studies department offered to sophomores, juniors and seniors. The course will explore the self, society, and the interaction between the two. The course will focus on the complexities and diversity of human thought and behavior. Major theories and the individuals who researched the theories will form the basis for the beginning portion of the course. The final unit will involve the study of abnormal psychology.

Prerequisite: None.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Economics

Grades 10-12

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

Prerequisite: None.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Sociology

Grades 10-12

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

Prerequisite: None.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Introduction to Social Justice Issues

Grades 10-12

In this course, students will explore multiple definitions of social justice and methods used to promote social change. Students begin by evaluating how self and group identities shape individual perception and communities by investigating social identities and the agents of socialization. Students evaluate power dynamics by analyzing the distribution of wealth and power. Students investigate how public policy is developed to identify how lawmakers, community organizations, lobbyists, and popular movements shape policy and create a platform to affect social change. Furthermore, students will examine the historical importance and the contemporary relevance of struggles to overcome inequality and injustice. Students apply their understanding of social justice by identifying existing issues present in their own school and community. Students evaluate emerging social justice movements on a local, state, national, and global level by studying social justice issues, movements, pedagogy, and case studies. Lastly, this course will consider the impact that the arts and social movements have on each other. Students will learn skills to proactively address issues of social justice, focusing on effective group and inter-group communication and organizing, development and implementation of action plans, linked learning projects, participation in discussion via community building circles, the critique of media, research, analysis of statistics with meaningful reflection.

Prerequisite: None.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Current Events: Critical Thinking In Today's World

Grades 10-12

The Current Events course provides students with the opportunity to examine contemporary global, national, and local issues in depth. Through critical discussions, media analysis, and collaborative projects, students will explore the impact of current events on politics, society, and culture. This course aims to develop media literacy, critical thinking, and civic awareness, encouraging students to connect historical trends to contemporary issues and become engaged citizens.

Prerequisite: None.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Visual and Performing Arts Courses

Fine Arts Full-Year Courses

Explorations in Art

Grades 9-12

In this course students will be introduced to drawing, painting, three-dimensional and two-dimensional design. Students will learn the elements of art and principles of design and demonstrate the concepts learned to solve two-dimensional and three-dimensional spatial problems. This course will serve as a precursor to further explorations of the arts. Students will also be exposed to art history and its significance to the art making process. An introduction to career opportunities related to the two-dimensional and three dimensional arts such as: graphic, architectural, environmental; industrial and interior design and visual arts will be explored. Upon completion students will be able to: understand the elements of art and principles of design, produce quality work which demonstrates the concepts learned, handle a variety of materials successfully, recognize periods, artists and styles relevant to art history, and view art as a context within which they can study relationships between the past, themselves, their environments and make real life connections.

Prerequisite: None.

Ceramics I

Grades 9-12

This course is for students who love to work with clay. Students will explore all aspects of ceramics from basic hand-building techniques to becoming proficient at the potter's wheel. This is a full year course and no previous experience in clay is necessary. Students will use ceramics to create decorative and functional artwork. They will discover the history of clay from various cultures and art practices. They will also learn about modern ceramic uses in industrial design careers and the use of mold making. Students will apply various glazing, cold patina, and painting methods on the clay's surface. They will assist in the kiln firing process and repurposing clay.

Prerequisite: None.

Ceramics II

Grades 10-12

Ceramics II is for students who enjoyed Ceramics I and want to continue to master their skills with clay. Students will continue to create hand-built forms and will become more comfortable using a potter's wheel. This is a half-year course and previous experience with clay is necessary. Students will create larger work that is stable, highly decorative and functional. They will continue to explore through the application of cold patinas, paints, and glazes onto the surface of clay to create various results and outcomes.

Prerequisite: Successful completion of Ceramics I.

Honors Studio Art

Grades 10-12

This course is designed to provide an intense study for those who may be considering art as a career. Students interested in majoring in graphic design, architecture, interior design, fashion animation, art education, photography, industrial design, fine art, etc. need this class to prepare their portfolio for college entrance. Students who are serious and want to advance their skills are welcome. There are assigned projects which are

more involved and on a larger scale. Time is provided for the student to propose independent projects. The students must have self-discipline to experiment, research, and work in a wider variety of media. What the students will learn in this class will help them with self evaluation. They will express their creativity while developing their own recognizable style. Students will appreciate and understand the works of modern masters and how they use the principles of elements in art. Students, who wish, will be able to have their portfolios reviewed by college admission advisors from major art schools. The final exam will be the art lab portfolio to be exhibited in the high school's annual art show.

Prerequisite: Successful completion of *Explorations in Art* and teacher approval.

Note: Students are permitted to take this course for high school credit only. If students would like to receive Bergen Community College credit, they are responsible for the tuition as required. For this Bergen Community College course the cost of tuition is approximately \$224.25 for the course plus the registration fee. Tuition subject to change.

AP Drawing

Grades 11-12

In this course you'll experiment with a variety of materials and processes as you develop your drawing skills. At the end of the course you'll submit a portfolio that demonstrates the different drawing abilities taught in the course, which include mark-making, line, surface, space, light and shade, and composition. The portfolio is graded by the teacher and also by the Advanced Placement Review Board. Areas judged as final portfolio are as follows: Section 1 Sustained Investigation -15 images and response to prompts (works demonstrate sustained investigation through practice, experimentation, and revision.) Students will choose an area of concentration or interest. This section includes writing prompts that explain the inquiry that guided their work and a description of evidence of practice, experimentation and revision. Section 2 Selected Works- 5 physical works or high quality printed reproductions of physical works and response to prompts. Works each demonstrate synthesis of materials, processes, and ideas using art and design skills. Students enrolled in the AP Drawing course are expected to make a commitment to submitting their portfolio to the College Board in May.

Prerequisite: Two years of art classes, a portfolio submission and departmental approval.

AP 2-D Art and Design

Grades 11-12

In AP 2-D Art and Design you'll develop skills using materials and processes such as graphic design, photography, collage, printmaking, fashion illustration, and others. As the course concludes you'll submit a portfolio that demonstrates your ability to practice, experiment, and revise your own work while communicating your ideas about art and design. The portfolio is graded by the teacher and also by the Advanced Placement Review Board. Areas judged as final portfolio are as follows: Section 1 Sustained Investigation -15 images and response to prompts (works demonstrate sustained investigation through practice, experimentation, and revision.) Students will choose an area of concentration or interest. This section includes writing prompts that explain the inquiry that guided their work and a description of evidence of practice, experimentation and revision. Section 2 Selected Works- 5 physical works or high quality printed reproductions of physical works and response to prompts. Works each demonstrate synthesis of materials, processes, and ideas using art and design skills. Students enrolled in the AP 2-D Art and Design course are expected to make a commitment to submitting their portfolio to the College Board in May.

Prerequisite: Two years of art classes, a portfolio submission and departmental approval.

AP 3-D Art and Design

Grades 11-12

In AP 3-D Art and Design you'll learn how to create art in different disciplines such as sculpture, architectural rendering, ceramics, and others. At the end of the course you'll submit a portfolio that demonstrates your knowledge of art skills using three-dimensional materials. The portfolio is graded by the teacher and also by the Advanced Placement Review Board. Areas judged as final portfolio are as follows: Section 1 Sustained Investigation -15 images and response to prompts (works demonstrate sustained investigation through practice, experimentation, and revision.) Students will choose an area of concentration or interest. This section includes writing prompts that explain the inquiry that guided their work and a description of evidence of practice, experimentation and revision. Section 2 Selected Works- 5 physical works or high quality printed reproductions of physical works and response to prompts. Works each demonstrate synthesis of materials, processes, and ideas using art and design skills. Students enrolled in the AP 3-D Art and Design course are expected to make a commitment to submitting their portfolio to the College Board in May.

Prerequisite: Two years of art classes, a portfolio submission and departmental approval.

Fine Arts Half-Year Courses

Introduction to Drawing and Painting

Grades 10-12

This class is for students desiring to work on more serious and in-depth drawings and paintings. Students will create an individual style of painting using various paints and mediums. Materials that will be explored throughout the year include tempera, acrylic, watercolor and oil painting in a variety of sizes and themes. The students will appreciate the art and influences of different cultures and historical periods and dive deeper into color theory- color schemes and color mixing and art history.

Prerequisite: Successful completion of Explorations in Art.

Introduction to Drawing, Composition and Design

Grades 10-12

This course encourages students to gain further experience in developing their drawing skills. Students will advance their understanding of drawing techniques introduced in Explorations in Art with emphasis on observational drawings, linear perspective and drawing as a form of expression using a variety of drawing materials. These drawing materials include, but are not limited to, charcoal, graphite, colored pencil, and pastel.

Prerequisite: Successful completion of Exploration in Art.

Introduction to Two Dimensional Design

Grades 10-12

This course is for students who are interested in working with a variety of materials and techniques. All of the works of art will be flat and can include but not be limited to the following types of artmaking such as- digital drawing, painting, drawings, hand drawn graphic design work, printmaking and mixed media. Mixed Media is a piece of artwork created with a variety of mediums such as markers, colored pencils, paint and or ink. Students will apply line, shape, form, value, texture, space and color to develop and create artwork that communicates ideas, meanings and or purpose. An introduction to career opportunities related to the two-dimensional arts such as: graphic design, architectural, environmental; industrial and interior design and visual arts will be explored.

Prerequisite: Successful completion of Exploration in Art.

In this course students will improve and progress their knowledge and skills in three-dimensional construction introduced in Explorations in Art. Students will understand and develop structural and spatial exploration with paper, clay, wire, found objects and other materials related to three-dimensional materials. An introduction to career opportunities related to the three-dimensional arts such as: architectural, environmental, industrial and interior design will be explored.

Prerequisite: Successful completion of Explorations in Art.

Music and Performing Arts Full-Year Courses

String Orchestra

Grades 9-10

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

Prerequisite: None.

Honors String Orchestra

Grades 11-12

The High School String Orchestra is available to students who have achieved an acceptable level of performance in orchestra instruments. Students looking to begin the study of a string instrument can do so at the discretion of the teacher. Students can be in both Orchestra and Band which take place during zero period. The music repertoire is diverse. Students learn to build on their skills. Practice at home is encouraged. Performances include concerts, workshops, and special programs when they are available. This group will perform in the NMHS Winter and Spring Concerts. Honors Orchestra Students will have more rigorous requirements in class and are expected to perform materials at the higher level.

Prerequisite: Successful completion of String Orchestra.

Concert Band

Grades 9-10

The Concert Band is an advanced ensemble composed of experienced student wind players and percussionists. The full-year course is based on the wind ensemble concept and the literature written for this medium. The daily objective of the course is to foster and promote musical growth through the playing of an instrument by the student. As a member of the band program, group effort and cooperation is necessary to a successful program. Band is a skilled effort in which each student is expected to show technical and musical growth throughout this course. Instruction concentrates on advanced technical and expressive skills in soloistic, chamber and full ensemble settings. This group will perform in the NMHS Winter and Spring Concerts, as well as the New Milford Tree Lighting, NMHS Graduation, and other school/district-related functions. The course goals of Concert Band are: to heighten each student's aesthetic awareness through the musical arts; to further develop the fundamental musical and technical skills involved in playing a musical instrument; to reinforce and

develop the fundamentals of music theory and listening skills; and to provide students with an ensemble performance experience.

Prerequisite: None.

Honors Concert Band

Grades 11-12

The Concert Band is an advanced ensemble composed of experienced student wind players and percussionists. The full-year course is based on the wind ensemble concept and the literature written for this medium. The daily objective of the course is to foster and promote musical growth through the playing of an instrument by the student. As a member of the band program, group effort and cooperation is necessary to a successful program. Band is a skilled effort in which each student is expected to show technical and musical growth throughout this course. Instruction concentrates on advanced technical and expressive skills in soloistic, chamber and full ensemble settings. This group will perform in the NMHS Winter and Spring Concerts, as well as the New Milford Tree Lighting, NMHS Graduation, and other school/district-related functions. The course goals of Concert Band are: to heighten each student's aesthetic awareness through the musical arts; to further develop the fundamental musical and technical skills involved in playing a musical instrument; to reinforce and develop the fundamentals of music theory and listening skills; and to provide students with an ensemble performance experience. Honors Students will be required to reach higher level benchmarks and perform more challenging repertoire.

Prerequisite: Successful completion of Concert Band.

Music and Performing Arts Half-Year Courses

Chorus

Grades 9-12

The Chorus class is for students who enjoy singing and who wish to perform choral compositions of the highest caliber possible. The repertoire ranges from Medieval to pop. This course meets each school day during half of the lunch period. Which half is dependent upon the student's vocal section. Vocal training, diction, balance and tone quality are stressed. Performances include concerts, workshops, festivals and special programs as available. This group will perform in the NMHS Winter and Spring Concerts.

Prerequisite: None.

Honors Chorus

Grades 11-12

The Honors Chorus class is for students who enjoy singing and who wish to perform choral compositions of the highest caliber possible. The repertoire ranges from Medieval to pop. This course meets each school day during half of the lunch period. Which half is dependent upon the student's vocal section. Vocal training, diction, balance and tone quality are stressed. Performances include concerts, workshops, festivals and special programs as available. This group will perform in the NMHS Winter and Spring Concerts. Honors Chorus students will be required to reach higher level benchmarks.

Prerequisite: Successful completion of Chorus.

Rock of Ages

Grades 9-12

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

Prerequisite: None.

Introduction to Music Theory

Grades 9-12

Music Theory is a half year course designed to cover the basic fundamentals of music theory. Students will learn about the rudiments of music, including pitch, duration, scales, keys, intervals, meter, rhythm and other related areas. No musical experience is required, as this course covers music theory (written & aural) from the “ground-up”. This course is intended for students interested in learning about the inner workings of music theory, and provides the fundamentals needed for students who may be interested in taking higher level Music Theory in later years.

Prerequisite: None.

Musical Theatre

Grades 9-12

This music elective course provides an additional Performing Arts elective for those interested in Musical Theater. Students will explore the history of the musical theater through acting, singing, dancing, stage direction and behind-the-stage study. This class will explore the many aspects of musical theater. Students will research the history of musical theater, landmark musical productions, performances, characters and respected innovations throughout the history of musical theater. After being exposed to the areas of musical theater, the students will choose an area to pursue in greater depth culminating in a final project.

Prerequisite: None.

Dance I

Grades 9-12

This course introduces the fundamental principles of dance including placement, alignment, and the elements of dance with emphasis on strength, coordination, endurance, flexibility, focus, and musicality. This class is designed for students with little to no technical dance experience. All styles are included.

Prerequisite: None.

Piano Lab I

Grades 9-12

Piano Lab provides opportunities for students to start or to continue learning how to play the piano. Students will receive training in piano technique, music reading, basic music theory, history and repertoire of the piano, and apply their growing knowledge and skills to playing pieces and songs ranging from classical to popular within their level of performance. Students without previous piano performance ability will start at a basic level and progress. Those students who already have piano performance ability will progress from their level of playing.

Prerequisite: None.

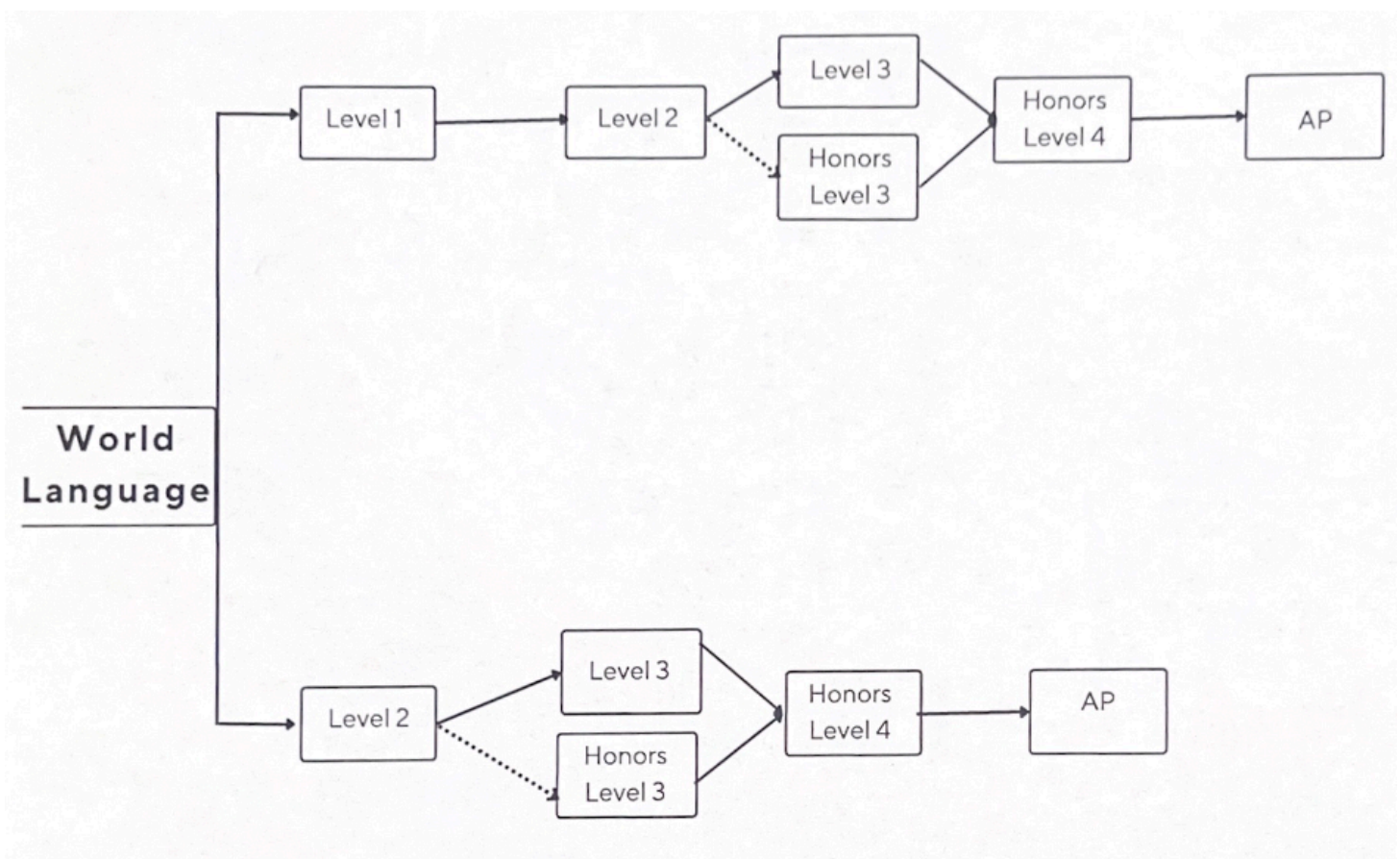
Piano Lab II

Grades 9-12

Piano Lab provides opportunities for students to start or to continue learning how to play the piano. Students will receive training in piano technique, music reading, basic music theory, history and repertoire of the piano, and apply their growing knowledge and skills to playing pieces and songs ranging from classical to popular within their level of performance. Students without previous piano performance ability will start at a basic level and progress. Those students who already have piano performance ability will progress from their level of playing.

Prerequisite: Successful completion of Piano Lab I or Teacher Recommendation Required.

World Language Core Courses



French I

Grades 9-12

French I is an introductory level course for French at the high school level. This course emphasizes the three modes of communication in French, and an appreciation for the cultures of the French speaking (Francophone) population. This course provides students with the fundamental background required to understand, to speak, to read, and to write a world language. Students will be introduced to the four basic skills of understanding, speaking, reading and writing. The emphasis during the first year is on oral/aural development. Culturally meaningful authentic materials are used as the core for thematic units of World Language study through conversational skills.

Prerequisite: None.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Mandarin Chinese I

Grades 9-12

Mandarin Chinese I is an introductory level course for Mandarin at the high school level. This course emphasizes the three modes of communication in Mandarin, and an appreciation for Chinese culture. World language study offers students state, national and international perspectives of their world. Priority is given to conversational skills along with the development of grammar and appreciation of culture.

Prerequisite: None.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Spanish I

Grades 9-12

Spanish I is an introductory level course for Spanish at the high school level. This course emphasizes the three modes of communication in Spanish, and an appreciation for the cultures of the Spanish speaking population. The emphasis during the first year is on oral/aural development. Culturally meaningful authentic materials are used as the core for thematic units of World Language study through conversational skills. World language study offers students state, national and international perspectives of their world. Priority is given to conversational skills along with the development of grammar and appreciation of culture.

Prerequisite: None.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Heritage Spanish I

Grades 9-12

Spanish for Heritage Speakers I is a proficiency-based course involving meaningful use of language for real communicative purposes. Instruction focuses on what students can do with the language and builds upon their Level 1 literacy skills specifically in reading & writing. Students will interact and communicate with others while gaining an understanding of and respect for the cultural perspectives, practices, and products of different cultures. Critical thinking skills will be strengthened through problem-solving, conceptualizing, and reasoning. Connections are made between the various disciplines by incorporating visual and performing arts, health and physical education, language arts literacy, mathematics, science, social studies, and workplace readiness into the classroom. In addition, speaking, reading, listening, and writing skills are focused upon in greater depth and breadth. Students will be required to express themselves in the target language utilizing a variety of time frames, moods, and extensive vocabulary.

Prerequisite: None.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

French II

Grades 9-12

French II is a continuation of studies for students who have shown proficiency in French and successfully completed the entry-level French I course at the high school/middle school level. This course emphasizes the three modes of communication in French, and an appreciation for the cultures of the French speaking (Francophone) population. Listening is extended to more difficult dialogue, narrative and description; speaking, to diversified expression of fact, interpretation and comment; reading, to varied types and topics; writing, to more complex and freer prose. Content and vocabulary expand background knowledge dealing with geographical, historical and cultural aspects of the regions and/or countries where the language is used. All work is aimed at increasing knowledge and understanding of the cultural milieu of the language studied. This course helps to solidify the basis of the foreign language study to enable the student to communicate more freely in the target language and pursue the advanced levels.

Prerequisite: Successful completion of French I.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Mandarin Chinese II is a communicative course for high school students continuing their Chinese language studies. There are two instructional components, culture and language. Cultural instruction is theme-and-project-based, organized around discovering common Chinese geography and comparing it to the United States. Of the four language skills listening, speaking, reading and writing, emphasis is placed on speaking and the development of grammar, with special instruction continuously directed into recognizing and writing 120-150 HSK (the international Chinese Proficiency Test that is world widely used, which is essential for keeping on constructing a solid foundation for the future Chinese learning. The three modes of communication (interpretive, interpersonal, presentational) and the study of the cultures of Chinese-speaking people are integral parts of the course. The Novice-High proficiency levels and sublevels of NCSSFL-ACTFL can-do benchmarks and indicators are used to assess students' progress throughout the year. The benchmarks for this course are also to prepare the second year Mandarin students to sit for the international HSK 2 test, should they choose.

Prerequisite: *Successful Completion of Mandarin Chinese I.*

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Spanish II

Grades 9-10

Spanish II is a continuation of Spanish I. This course emphasizes the three modes of communication in Spanish and an appreciation for the cultures of the Spanish speaking population. The study of world languages offers students local, national and international perspectives of the world. The refinement of conversational skills is prioritized, as well the development of grammar and appreciation of culture. Listening is extended to more difficult dialogue, narrative and description; speaking, to diversified expression of fact, interpretation and comment; reading, to varied types and topics; writing, to more complex and freer prose. Content and vocabulary expand background knowledge dealing with geographical, historical and cultural aspects of the regions and/or countries where the language is used. All work is aimed at increasing knowledge and understanding of the cultural milieu of the language studied. This course helps to solidify the basis of the foreign language study to enable the student to communicate more freely in the target language and pursue the advanced levels.

Prerequisite: *Successful completion of Spanish I.*

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Honors Spanish II

Grades 9-10

Spanish II is a continuation of Spanish I. This course emphasizes the three modes of communication in Spanish and an appreciation for the cultures of the Spanish-speaking population. The study of world languages offers students local, national, and international perspectives of the world. The refinement of conversational skills is prioritized, as well as the development of grammar and appreciation of culture. Listening is extended to more difficult dialogue, narrative, and description; speaking, to diversified expression of fact, interpretation, and comment; reading, to varied types and topics; writing, to more complex and freer prose. Content and vocabulary expand background knowledge dealing with geographical, historical, and cultural aspects of the regions and/or countries where the language is used. All work is aimed at increasing knowledge and understanding of the cultural milieu of the language studied.

Prerequisite: *Minimum grade of '90' or better in Spanish 1 and Teacher Recommendation Required.*

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

French III

Grades 10-12

French III is an intermediate level course for French at the high school level. This course emphasizes the three modes of communication in French and an appreciation for the cultures of the French speaking population. New vocabulary is introduced to maintain and improve the student's ability to communicate. More emphasis is placed on oral and written compositions. Students are familiarized with the history of the country and the spread and influence of its language throughout the world. Topics dealing with current events, culture, and civilization are studied and discussed. Emphasis on correct use of structure is continued through the study of culturally meaningful authentic materials.

Prerequisite: Successful completion of French II.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Honors French III

Grades 10-12

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

Prerequisite: Minimum grade of '90' or better in French II and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Mandarin Chinese III

Grades 10-12

Mandarin III is an intermediate level course for Chinese at the high school level. Emphasis will be placed on oral and written compositions. There are two instructional components, culture and language. The cultural instruction is theme-and-project-based, organized around discovering Chinese social life and comparing it to the respective counterparts of the outside world. Students are guided by the cultural essential questions to form groups and select themes to work on the project on their own. Language learning continues with increased emphasis on correct use of sentence structures through the study of culturally meaningful and authentic materials related to the twelve daily scenarios belonging in four units that are presented in the third volume of Discovering Chinese Pro series. The three modes of communication (interpretive, interpersonal, presentational) and the study of the cultures of Chinese-speaking people are integral parts of the course. The Intermediate-Low proficiency levels and sublevels of NCSSFL-ACTFL can-do benchmarks and indicators are used to assess students' progress throughout the year. The benchmarks for this course are to prepare the third year Mandarin students to sit for the international HSK 2 or 3 test, should they choose.

Prerequisite: Successful completion of Mandarin Chinese II.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Honors Mandarin Chinese III

Grades 10-12

Honors Mandarin Chinese III is an honors level course for Chinese at the high school level that offers a more challenging and intensive study of the Mandarin language and culture. Emphasis will be placed on oral and written compositions. There are two instructional components, culture and language, both aligned with the six themes of AP requirements, respectively Global Challenges, Beauty and Aesthetics, Families and Communities, Personal and Public Identities, Science and Technology and Contemporary Life. Language learning continues with increased emphasis on correct use of sentence structures through the study of culturally meaningful and authentic materials related to the twelve daily scenarios. The three modes of communication (interpretive, interpersonal, presentational) and the study of the cultures of Chinese-speaking people are integral parts of the course. The Intermediate-Low proficiency levels and sublevels of NCSSFL-ACTFL can-do benchmarks and indicators are used to assess students' progress throughout the year. The benchmarks for this course are to prepare the third year Mandarin students to sit for the international HSK 2 or 3 test, should they choose.

Prerequisite: Minimum grade of '90' in Mandarin Chinese II and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Spanish III

Grades 10-12

Spanish III is an intermediate level course for Spanish at the high school level. This course emphasizes the three modes of communication in Spanish and an appreciation for the cultures of the Spanish speaking population. New vocabulary is introduced to maintain and improve the student's ability to communicate. More emphasis is placed on oral and written compositions. Students are familiarized with the history of the country and the spread and influence of its language throughout the world. Topics dealing with current events, culture, and civilization are studied and discussed. Emphasis on correct use of structure is continued through the study of culturally meaningful authentic materials.

Prerequisite: Successful completion of Spanish II.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Honors Spanish III

Grades 10-12

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

Prerequisite: Minimum grade of '90' or better in Spanish II and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Honors French IV

Grades 11-12

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

Prerequisite: Successful completion of Honors French III and Teacher Recommendation Required.

Note: This is a Dual Enrollment course and is affiliated with a college/university. Students who enroll in this course are responsible for the tuition as required by each college/university, if applicable. New Milford teachers have been approved by the respective college/university to teach dual enrollment courses. For this Ramapo College course the cost of tuition is approximately \$509.44 for the course. Tuition is subject to change.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Honors Mandarin Chinese IV

Grades 11-12

Honors Mandarin Chinese Culture IV offers a more challenging and intensive study of the Mandarin language and culture. The Level III language class, conducted almost exclusively in the target language, will reinforce and supplement the student's oral and written language skills through performing a series of genuine cultural and social tasks focusing on comparing and contrasting various aspects of modern China to the United States. The tasks are aligned with the six themes of AP requirements, respectively Global Challenges, Beauty and Aesthetics, Families and Communities, Personal and Public Identities, Science and Technology and Contemporary Life. The instruction is organized around task/project based communicative activities that allow the students to gain fluency, accuracy and complexity of the language in performing different language functions. The lessons designed to implement the instructions are themed-based, reflecting National Standards 5Cs as well as three modes of communications (interpretive, interpersonal, presentational). The text students will use, refer to or create goes beyond language to different aspects of modern China's society. The Intermediate-Low proficiency levels and sublevels of NCSSFL-ACTFL can-do benchmarks and indicators are used to assess students' progress throughout the year.

Prerequisite: Successful completion of Honors Mandarin Chinese III and Teacher Recommendation Required.

Note: This is a Dual Enrollment course and is affiliated with a college/university. Students who enroll in this course are responsible for the tuition as required by each college/university, if applicable. New Milford teachers have been approved by the respective college/university to teach dual enrollment courses. For this Ramapo College course the cost of tuition is approximately \$509.44 for the course. Tuition is subject to change.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Honors Spanish IV

Grades 11-12

Honors Spanish IV is an advanced level course for Spanish at the high school level for students who are dedicated to their own proficiencies in listening, speaking, reading and writing in the target language. Intensive conversational practice, intensive reading for comprehension and discussion, and guided composition are

required. Grammatical structures previously studied are reviewed. Additional complex grammar patterns and structures are developed and/or reinforced at this level. Reading will be enhanced by the continuation of the study of literature and culture. An appreciation of the culture will form an integral part of the world language learning experience. This level is conducted almost exclusively in the target language.

Prerequisite: Successful completion of Honors Spanish III and Teacher Recommendation Required.

Note: This is a Dual Enrollment course and is affiliated with a college/university. Students who enroll in this course are responsible for the tuition as required by each college/university, if applicable. New Milford teachers have been approved by the respective college/university to teach dual enrollment courses. For this Ramapo College course the cost of tuition is approximately \$509.44 for the course. Tuition is subject to change.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

AP French Language & Culture

Grades 11-12

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

Prerequisite: Successful completion of Honors French IV and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

AP Chinese Language & Culture

Grade 12

AP Chinese Language and Culture is a full-year course taught exclusively in Chinese. It will use authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources such as literature, essays, and magazine and newspaper articles. With the aims of providing students with various opportunities and a diverse learning experience to further develop their proficiencies across the three communicative modes and the five goal areas, this course strives to equip students both linguistically and culturally so to prepare them to successfully speak, read and converse in Chinese in the school setting and real-life situations. Developing the students' appreciation and awareness of both contemporary and historical Chinese culture is therefore a big integrating part throughout the entire course. The course content covers the following themes: School, Family, Festival, Customs, Travel, Transportation, People, Society, Famous People, History, Literature and Arts, which reflects various intellectual aspects in cultural celebrations, beliefs, career, family relationship, human communities, global issues, current events, environmental concerns, art and music appreciation, literature and poetry. Students enrolled in the AP Chinese Language and Culture course are expected to make a commitment to taking the AP Examination administered by the College Board in May.

Prerequisite: Successful completion of Honors Mandarin IV and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

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

Prerequisite: Successful completion of Honors Spanish IV and Teacher Recommendation Required.

Approved for NCAA DI and DII athletic eligibility (please refer to page 3).

Multilingual Learner Courses

ESL Instructional

Grades 9-12

The English Language Service program is designed to improve the English language skills of Multilingual learners (MLs) by developing a level of proficiency in the four language domains: listening, speaking, reading, and writing. Emphasis is placed on oral proficiency in English needed for immediate daily functioning, including topics of high-level interest to the students. Attention will be given to a refinement of both oral and written communication through a variety of exercises and projects on the topics covered in the class. Also, an emphasis on reading and writing, for a variety of purposes including critical thinking, will be emphasized. Success is measured by multiple criteria. A student is considered successful when able to compete with native English speakers in the classroom during content area instruction.

ESL Tutorial

Grades 9-12

Newcomer Multilingual learners in this course receive additional English support in their content area classes. Students have the opportunity to complete coursework and prepare for assessments with guidance.

Four-Year Planning Worksheet

All students must complete 130 credits for graduation

Grade 9

Grade 10

English 9		English 10
Science		Science
Mathematics		Mathematics
Modern World History		US History I
World Language		World Language
Physical Education/Health 9		Physical Education/Drivers Education 10
Elective		Elective
Total Credits = 35		Total Credits = 35

Grade 11

Grade 12

English 11		English 12
Science		Science Elective
Mathematics		Mathematics
US History II		Social Studies Elective
World Language		World Language
Physical Education/Health 11		Physical Education/Health 12
Elective		Elective
Total Credits = 35		Total Credits = 35

Required Elective Areas for Graduation

Personal Financial Literacy (2.5 credits)		21st Century Life & Career Skills (5.0 credits)
Visual/Performing Arts (5.0 credits)		