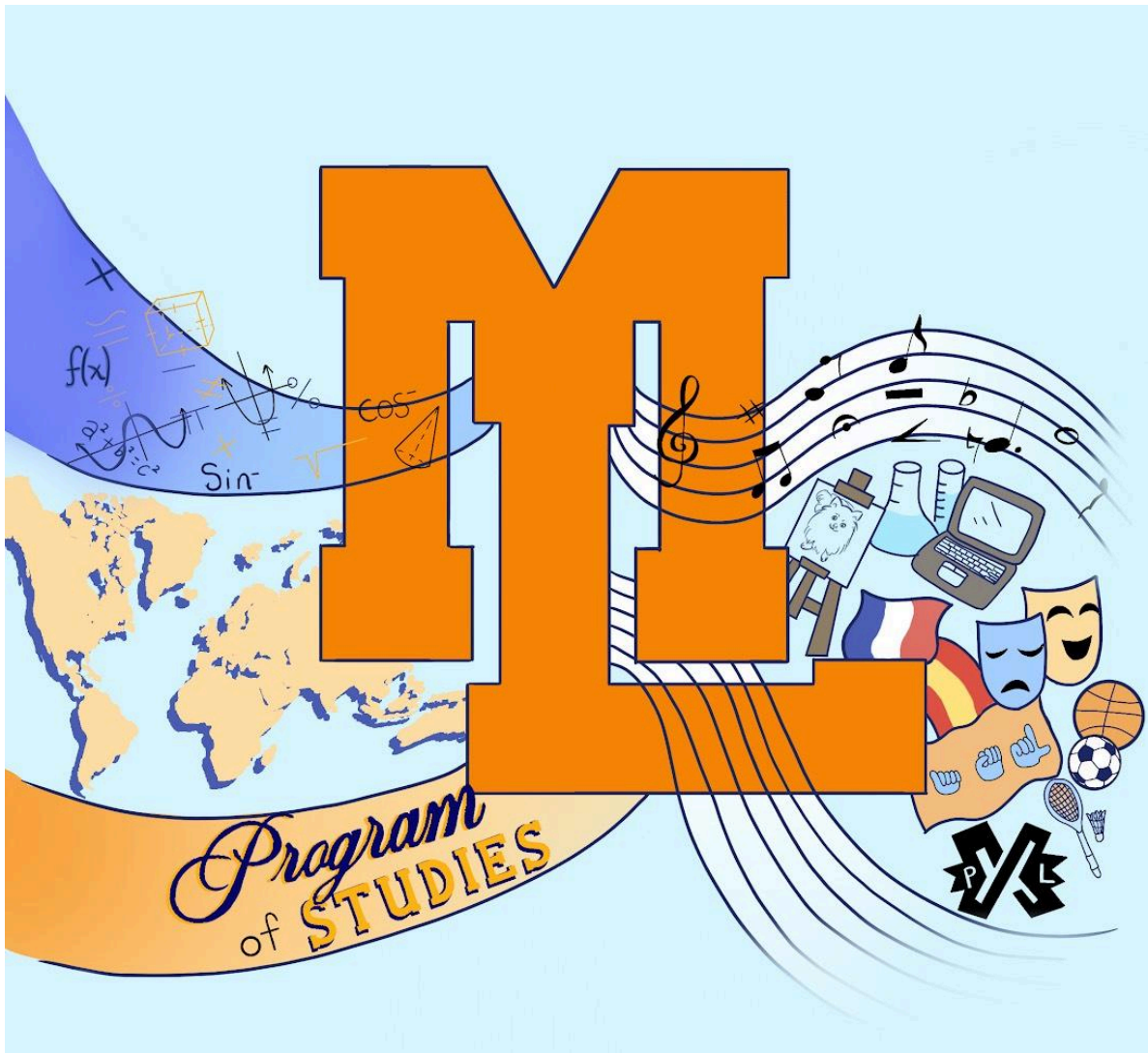


# Mountain Lakes High School



**Program of Studies**  
**2025 - 2026**

## **BOARD OF EDUCATION**

Mrs. Joanne Barkauskas  
Mr. Tom Chiang, Jr.  
Dr. Aruni Don  
Mrs. Sara Forman  
Dr. James Hirschfeld  
Mrs. Aru Kulkarni  
Dr. Lauren Silva McIntyre  
Mrs. Jennifer Parker  
Dr. Purvika Sheth  
Mr. Chris Johnson

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Ms. Ivonne Ciresi - Assistant Superintendent of Schools  
Mr. James Riley - Business Administrator/Board Secretary

## **HIGH SCHOOL ADMINISTRATION**

Mr. Richard Mangili, Principal  
Mrs. Lisa Cortese, Assistant Principal

## **DEPARTMENT ADMINISTRATION**

English & Fine Arts	Mr. Paul Henry
Mathematics, Business, & Computer Science	Ms. Trina Moschella
Science, Family & Consumer Science	Mrs. Lisa Cortese
Social Studies & World Language	Mr. Darrell Fusco
Special Services	Mrs. Kerry DiGiacinto

## **DEPARTMENT OF SCHOOL COUNSELING**

Mr. Raymond Searles, Jr., Director  
Mrs. Zorica Alcott, Administrative Assistant  
Ms. Alyssa DeTrollo, Student Assistance Counselor  
Mrs. Maria Lindsay, Counselor  
Mrs. Lauren Macko, Counselor  
Mrs. Cara Pelchat, Counselor  
Mrs. Gail Weinroth, Counselor

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**CEEB Code: 310855**

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## **INTRODUCTION TO THE PROGRAM OF STUDIES**

Dear MLHS Students and Parents,

Mountain Lakes High School offers a superior education that focuses on academic rigor, social/emotional growth and college and career readiness. An outstanding and dedicated staff, expansive course offerings, and vibrant co-curricular opportunities provide the framework for every student to thrive and to reach their potential. The development and maintenance of our instructional program drives our decision-making and fosters a highly academic environment that permeates our school. Our Program of Studies is designed to stimulate the intellectual growth and curiosity of our students while preparing our young learners for success in their post-high school endeavors.

While partnering with the Mountain Lakes Community, our continued mission is to develop in each student a love for lifelong learning, self-confidence, ethical values and the technological skills to adapt to the challenges in our ever-changing world.

Together, we will continue to prepare our students to meet the needs of the increasingly complex challenges of the 21<sup>st</sup> century.

Go Lakers !

Sincerely,

Richard Mangili  
Principal  
Mountain Lakes High School

### **MISSION STATEMENT**

The Mountain Lakes Public Schools will ensure that all students demonstrate mastery of defined skills and knowledge that will empower them to be productive, responsible, self-directed citizens of the global community. Our district promotes safe and supportive learning environments that challenge and inspire students while cultivating their intellectual curiosity. We are committed to providing adequate resources to maintain the successful educational partnership that exists among staff, family, and community.

Our schools foster the emotional, social, and physical development of our students. A dynamic and continuously evolving curriculum addresses academic preparation and personal resiliency that includes the life-long learning skills of self-awareness, self-direction, and perspective consciousness. Achieving our mission should enable each student to actualize his or her unique potential and to excel in any endeavor he or she undertakes.

### **BELIEF STATEMENTS**

1. Every member of the Mountain Lakes educational community possesses inherent worth; accordingly, mutual respect guides all personal interactions.
2. The ultimate goal of the educational system is to help students achieve their full potential and prepare them to function as mature, self-reliant members of society.
3. Students who so choose should be prepared to enter the college of their choice and succeed there having acquired the requisite literacies and critical thinking skills sought by selective colleges and universities.
4. Students should strive for excellence in all endeavors, but recognize that there are multiple paths to success.
5. Students should practice ethical behavior and integrity in all aspects of their lives.
6. Resources should be provided to teachers to facilitate instruction that meets and exceeds the requirements of the New Jersey Core Curriculum Content Standards, addresses 21st Century Learning Skills, and includes collaborative planning and training opportunities.

### **NON-DISCRIMINATION POLICY**

It is the policy of the Mountain Lakes School District to guarantee equal education opportunity to each child in the public schools. Equal education opportunity refers to all activities and programs conducted or sponsored by the school day or after regular school hours. The district guarantees to all persons equal access to all facilities and all categories of employment in the district regardless of race, creed, religion, sex, ancestry, age, national origin or social or economic status.

## GRADUATION REQUIREMENTS CHART

Students must earn a minimum of 122.5 credits in order to graduate. Students must also take a minimum equivalent of five full year courses plus Physical Education and Health or Driver Education each year. The following **minimum credits** must be completed by the end of the senior year.

<b>Subject</b>	<b>Requirement</b>
<b>English</b>	20 credits <ul style="list-style-type: none"> <li>• 5 credits for each year of enrollment, 9-12</li> </ul>
<b>Mathematics</b>	A minimum of 15 credits <ul style="list-style-type: none"> <li>• 5 credits of Algebra 1 (may be completed in Middle School)</li> <li>• 5 credits of Geometry (may be completed in Middle School)</li> <li>• 5 credits of Algebra 2</li> </ul>
<b>Social Studies</b>	A minimum of 15 credits <ul style="list-style-type: none"> <li>• 5 credits of World Cultures/History</li> <li>• 10 credits of U.S. History</li> </ul>
<b>Science</b>	A minimum of 15 credits <ul style="list-style-type: none"> <li>• 5 credits of Biology</li> <li>• 10 credits of additional lab science</li> </ul>
<b>World Language</b>	A minimum of 5 credits
<b>Visual or Performing Arts</b>	A minimum of 5 credits
<b>21st Century Life &amp; Careers</b>	A minimum of 5 credits
<b>Financial Literacy</b>	A minimum of 2.5 credits
<b>Health &amp; Physical Education</b>	1.25 credit of Health for each year of enrollment 3.75 credits of Physical Ed. for each year of enrollment
<b>Additional Requirements</b>	Satisfactory Completion of NJ Testing Requirement CPR Certification Program

### NEW JERSEY INTERSCHOLASTIC ATHLETIC ASSOCIATION (NCAA) ATHLETIC ELIGIBILITY REQUIREMENTS

The NCAA adheres to strict eligibility requirements for any student who plans to compete at the college level in a Division I or Division II athletics program. College-bound athletes need to be sure they have the number and type of courses required to meet NCAA eligibility requirements. Students should check with their school counselors for NCAA information and visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org) for specific guidelines. Courses in the Program of Studies that are coded with the NCAA have met the requirements for Core Courses as set forth by the NCAA and submitted by MLHS. All potential college athletes are urged to complete the NCAA Clearinghouse registration at the beginning of junior year.

## STANDARDIZED TESTING GRADUATION REQUIREMENTS

### New Jersey High School Graduation Assessment Requirements

Updated May 2023

#### Class of 2025

Pathway 1:

Students must take and demonstrate proficiency in Grade 11 on the New Jersey Graduation Proficiency Assessment (NJGPA), which includes content aligned to the grade 10 New Jersey Student Learning Standards (NJSLs) in ELA, and the NJSLs in Algebra 1 and Geometry. If after completing the New Jersey Graduation Proficiency Assessment a student does not demonstrate proficiency on the ELA or mathematics section, the student may retake the New Jersey Graduation Proficiency Assessment in the following summer or fall.

If, after completing the NJGPA, students did not demonstrate proficiency by passing either the ELA or Math component, students may access the following pathways:

- Pathway 2: By meeting the designated cut score on a substitute competency test (see Table 5 below); or
- Pathway 3: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Pathways 2 and 3 are only available to students who completed the NJGPA in Grade 11.

Note: Under the Individuals with Disability Education Act (IDEA), all students with disabilities must be included in all general state and district-wide assessments. IEPs of students with disabilities will address whether the student must meet the passing score on the state assessments or demonstrate proficiency through an alternate pathway. Students with disabilities whose IEPs specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in their IEPs.

#### Classes of 2026-2028

The New Jersey Department of Education has not yet announced the requirements for the Class of 2026 and beyond.

### ELECTIVE REQUIREMENTS FOR GRADUATION

Students must earn 5 credits in 21st Century Life & Careers, 2.5 credits in Financial Literacy, and 5 credits in Visual & Performing Arts to meet graduation requirements. The following courses fulfill these credit requirements.

<b>21st Century Life &amp; Careers</b>		
<b><i>Business</i></b>	<b><i>Computer &amp; Technology Education</i></b>	<b><i>Family and Consumer Science</i></b>
<ul style="list-style-type: none"> <li>• Intro to Business (2.5 credits)</li> <li>• Business Management (5.0 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Intro to Computer Programming (2.5 credits)</li> <li>• Computer Programming 2 (2.5 credits)</li> <li>• Engineering &amp; Design Principles (5.0 credits)</li> <li>• Graphic Design (2.5 credits)</li> <li>• AP Computer Science A (5.0 credits)</li> <li>• AP Computer Science Principles (5.0 credits)</li> <li>• Shared Time Vo-Tech Courses (20.0 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations of Cooking (2.5 credits)</li> <li>• Advanced Foods (2.5 credits)</li> <li>• Fashion &amp; Design (2.5 credits)</li> <li>• Global Cuisine (2.5 credits)</li> </ul>

<b>Financial Literacy</b>		
<b><i>Business</i></b>	<b><i>Mathematics</i></b>	<b><i>Social Studies</i></b>
<ul style="list-style-type: none"> <li>• Intro to Business (2.5 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Applications of Math w/Financial Literacy (5.0 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• AP Economics (5.0 credits)</li> <li>• Online Economics (2.5 credits)</li> </ul>

<b>Visual &amp; Performing Arts</b>	
<i>Visual Arts</i>	<i>Performing Arts</i>
<ul style="list-style-type: none"> <li>• Foundations of Art (5.0 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Freshman Choir (5.0 credits)</li> <li>• Chamber Orchestra (5.0 credits)</li> <li>• Concert Band (5.0 credits)</li> <li>• MLHS Choir (5.0 credits)</li> <li>• Symphonic Band (5.0 credits)</li> <li>• Wind Ensemble (5.0 credits)</li> </ul>

## GRADING

### **CUMULATIVE GRADE POINT AVERAGE (GPA)**

All courses except Physical Education, courses designated as Pass/Fail, and courses taken outside of MLHS are used to compute Cumulative GPA. Cumulative GPA is calculated by dividing the Total Grade Point Equivalent for All Eligible Courses by the Total Earned Credits for All Eligible Courses.

Cumulative Grade Point Average (GPA) is calculated using the weighted scale below.

Grade	Numerical Value	Advanced Placement	Honors	Other Courses
A+	97-100	5.3	4.8	4.3
A	93-96	5.0	4.5	4.0
A-	90-92	4.7	4.2	3.7
B+	87-89	4.3	3.8	3.3
B	83-86	4.0	3.5	3.0
B-	80-82	3.7	3.2	2.7
C+	77-79	3.3	2.8	2.3
C	73-76	3.0	2.5	2.0
C-	70-72	2.7	2.2	1.7
D+	67-69	1.3	1.3	1.3
D	63-66	1.0	1.0	1.0
D-	60-62	0.7	0.7	0.7
F	0-59	0.0	0.0	0.0

### **ADVANCED PLACEMENT (AP) COURSES**

Advanced Placement (AP) courses are equivalent to college-level courses. When deciding whether or not to enroll in one or more AP courses, a student should carefully consider the time, effort, and commitment required to succeed in each of these rigorous courses. Interest in the material studied in a particular course should be a primary factor in a student's decision to enroll in an AP course. Due to the rigor of the work required, the grades earned in AP courses receive increased weight, as indicated in the above chart. **Every student enrolled in an AP course is expected to register for and take the AP Exam for that course.** Students interested in self-preparing for AP Exams may do so only for AP courses not offered by MLHS.

## **SUMMER COURSES AND GPA**

Students intending to take summer courses for credit must fill out a Summer for Credit Course Application prior to enrolling in credit bearing MLHS Summer Academy courses. This application will be provided by the Summer Academy administrators.

Courses taken for credit are required to meet for 120 class hours for a full year or 5-credit course (60 hours for a semester or 2.5 credit course). Students must earn a final grade of at least 90% in a pre-approved credit bearing course to earn credit; however, the final grade will not be calculated into the student's cumulative GPA. The grade posted will be a "P" (Pass). Credits earned *will* be included on the MLHS transcript.

Courses taken to reclaim credit for a failed course are required to meet for 60 class hours (for a full year or 5 credit course) to meet the requirement for remediation. If successfully completed, both the credits and the grade for this course will be added to the student's transcript and calculated in the cumulative GPA. The failed course will remain on the transcript and the failing grade will remain in the cumulative GPA. Approval must be obtained from the Department Supervisor, the Director of School Counseling, and the Principal prior to enrollment in any summer courses for reclaiming credit.

Summer courses may be taken to improve mastery of concepts of courses that were already completed at MLHS; however, these enrollments will not affect previously earned grades. Grades earned in summer courses for which credit has already been earned at MLHS will not be calculated into the MLHS cumulative GPA, nor will they be averaged into the grade achieved in the previously completed course. Credits earned will not be posted since credit for the course has already been awarded.

Students and parents are highly encouraged to coordinate with their assigned counselors prior to enrollment in any summer courses to ensure that selected courses support the student's academic goals and program, the appropriate applications are submitted, and the necessary approvals are obtained. Summer college courses taken during a high school career will not be included on the MLHS transcript. Please note that any summer courses taken outside of Mountain Lakes High School will not be included on a student's transcript and will not be counted towards a student's grade point average or earned credits.

### **CLASS RANK**

Mountain Lakes High School does not provide class rank. If class rank is required for college scholarships or military academy admission purposes, a student may request that his/her rank be released directly to the institution or organization.

## **GENERAL ACADEMIC INFORMATION AND PROCEDURES**

Mountain Lakes High School recognizes that, at times, students experience circumstances that fall outside typical scheduling parameters or that require flexibility in academic programming. Accordingly, teachers, counselors, and administrators work together with families to ensure that all students receive the services required to assist them in meeting with success. Detailed information regarding course auditing, dual credit, home instruction, incomplete grades, and make-up work is provided to aid students and parents in navigating any special or extenuating circumstances, and School Counselors are available to address questions and concerns.

### **AUDITING**

No credits or grades are given for an audited class. A course may be audited for the purpose of strengthening a particular area of study or for enrichment. Auditing is not an option to be used in order to avoid a course being used in a student's cumulative grade point average. This option must be initiated and approved at the beginning of the school year or the semester prior to the start of the course. An application stating the student's goals and approval of the teacher and administrators must be submitted to the Department Supervisor, the Director of Counseling, and the Principal for final approval.

### **HOME INSTRUCTION**

Students become eligible for Home Instruction when the student's doctor provides the school district with a required written statement, which must include the reason why the student is absent from school (mononucleosis, surgery, etc.) as well as the projected length of absence. Instruction is provided for students when the doctor indicates that the absence will be 10 days or more in duration. Instruction can begin only after the school physician has verified eligibility. This information should be brought to the Counseling Department where home instruction application and eligibility reports will be filled out and checked by the nurse. Then the forms and note will be sent to the Department of Special Services in order for the home instruction arrangements to be processed.

When students are participating in an in-patient facility, that facility should send the doctor's statement directly to the attention of the Director of Special Education via Rose Dunn at [rdunn@mlschools.org](mailto:rdunn@mlschools.org).

### **INCOMPLETE GRADES**

An incomplete grade ("IC") must be made up within 10 school days after the close of the marking period. In case of extended illness, additional time may be granted to a student for make-up work. Teachers shall judge each case on its individual merits. Final resolutions of student incomplete and grade changes should be coordinated through the Director of School Counseling.



### **MAKE-UP WORK**

When a student has been absent from school, all missed work should be made up. It is the student's responsibility to consult with his/her teachers about make-up assignments. It is the responsibility of both the student and the teacher to arrange times for make-up work. In the event that a student misses a test during an excused absence, it is the student's responsibility to contact the teacher immediately upon his or her return to school in order to arrange for a make-up test. Teachers are expected to exercise good judgment in making such arrangements and to consult with the pupil's other teachers when a lengthy illness has created a large amount of make-up work to be done in a short period of time. School Counselors are available to assist both the student and the teachers in facilitating the student's transition back to school and in creating a manageable schedule for making up all missed assignments and assessments.

### **PROGRAM INFORMATION**

In addition to the typical programs offered, MLHS provides specialized programs designed to meet the unique needs of each student.

### **DUAL ENROLLMENT**

Mountain Lakes High School is proud to offer dual enrollment options for students seeking college credit. The MLHS administration has strengthened its partnership with Syracuse University Project Advance, and we are continuing our exploration of additional partnerships to expand our offerings.

Dual Enrollment partnerships with other institutions allow our students the potential to earn up to three (3) college credits. The participating colleges/universities approve the curriculum, textbooks, and teachers, and students must meet their particular criteria in order to receive college credit. Students enrolled in these classes are required to register for college credit at a reduced fee. Please note that individual colleges and universities have specific guidelines dictating whether or not they will accept credits earned through a dual enrollment program. As students plan their academic programming, they should consult with their school counselors regarding the potential to apply college credits earned through dual enrollment to future educational institutions.

Dual Enrollment courses for 2025-2026 are as follows:

<b>Syracuse University Project Advance</b>	
<i>MLHS Course</i>	<i>Syracuse Applicable Course(s)</i>
Entrepreneurship Honors	EEE 360 - Introduction to Entrepreneurship & Emerging Enterprises (3 credits)
Forensic Science Honors	CHE 113 - Forensic Science (3 credits)

### **SYRACUSE PATHWAY PROGRAM**

#### **GUARANTEED ORANGE**

The Guaranteed Orange program rewards SUPA, Syracuse University Summer College and Accelerated Semester Online students for their initiative, hard work and enthusiasm for Syracuse University. To reward their dedication, Syracuse University offers eligible students guaranteed admission to Syracuse University's College of Arts and Sciences. Students applying to other colleges within Syracuse University will not be guaranteed admission but will receive full consideration for those programs and applicable scholarships.

You qualify for Guaranteed Orange if you:

- Have completed or plan to complete at least 6 credit hours through SUPA, Syracuse University Summer College or Accelerated Semester Online by the end of your high school senior spring semester. Students who completed a combination of courses from these programs that equals at least 6 credits are also eligible.
- Achieved at least a 3.0 grade point average (GPA) in the courses that you completed.
- Must have achieved an overall high school GPA of 3.7 (on a 4.0 unweighted scale) or 4.7 (on a 5.0 weighted scale) at the conclusion of your junior year.
- Apply to Syracuse University by the deadlines.

\*Students enrolled in dual enrollment courses are strongly encouraged to participate with Syracuse University Project Advance.

## **INDEPENDENT STUDY**

Students in grades 10-12 may apply for the opportunity to do independent work in school, using teachers as consultants. An Independent Study may take place over the course of a full year (5 credits) or over the course of a semester (2.5 credits). Approval of students for an Independent Study will be based on several factors:

- Purpose
- Intellectual Ability
- Aptitude for Inquiry
- Imagination
- Curiosity
- Viability of Proposal

Previous academic accomplishments, supervisor recommendation, and personal interviews will be considered strongly in determining a student's acceptance into the program. Students will work with a teacher who will direct the student's research and assess his/her achievement. Independent Study may include a course offered by an approved institution of higher education. Academic credits are earned for all Independent Study on a pass/fail basis.

## **LAKE DRIVE PROGRAM FOR STUDENTS AT MLHS**

The Lake Drive Program for Secondary Deaf & Hard of Hearing Students at MLHS offers a curriculum designed to foster academic and social skills which are prerequisite to a successful post secondary education in an academic or vocational/technical program. Housed at the high school, the program offers a wide variety of services for deaf/hard of hearing students in grades nine through twelve. An individual educational plan is devised in conjunction with each student's sending district. Both mainstream and self-contained classes are available in all academic areas. Self-contained classes are taught using a total communication approach, by trained teachers of the deaf. Interpreters and assistive listening devices are available for mainstreamed classes, extra curricular activities, school assembly programs and special evening programs.

## **OPTION II: PHYSICAL EDUCATION**

Recognizing that our scholar athletes are involved in rigorous academic and athletic programs, the MLHS administration and Physical Education Department have designed an option for scholar athletes to be exempt from PE classes while **in season**. Separate applications are required for each quarter of PE, and, while both MLHS sports and non-MLHS sports qualify for consideration, non-MLHS sports require additional paperwork.

### **Policy Stipulations:**

- Option II PE is available to freshmen, sophomores, juniors, and seniors.
- Students must report to an assigned, supervised study hall in lieu of PE class.
- Students cannot substitute another course for PE/Option II.
- Students cannot be exempt from Health/Driver's Education. During the quarter a student is enrolled in Health/Driver's Education, he/she may not participate in Option II.
- If a student leaves a team for any reason during or prior to the season, he/she must notify his/her School Counselor immediately and return to PE class. Failure to do so will result in Loss of Credit in PE class.
- If a student is carrying fewer than 32.5 credits, that student is ineligible for Option II PE.
- The grade earned will appear on the student's transcript as a "P" (Pass) or an "F" (Fail) and will not be calculated into the MLHS cumulative GPA. Credits earned will be included on the MLHS transcript.

## **SEAL OF BILITERACY**

The New Jersey Seal of Biliteracy is an acknowledgment by the New Jersey Department of Education that a student has achieved mastery of two or more languages. Interested students must sit for a state-approved language proficiency exam on which they achieve the Intermediate Mid-level according to the American Council on the Teaching of Foreign Languages' Proficiency Guidelines. Information and an application will be provided in the American Sign Language 3 Honors, AP French, AP Latin, and AP Spanish.

## VOCATIONAL COURSES / SHARED TIME PROGRAM

The MCVSD Share Time Career and Technical Education (CTE) Programs offer half-day, specialized training as part of a student's junior and senior year high school program. MCVSD offers a variety of Share Time CTE programs, most of which are located at the Morris County School of Technology in Denville. Additional Share Time CTE programs offered are in partnership with the County College of Morris and Pequannock High School.

<i>County College of Morris Campus</i>	<i>Denville Campus</i>	<i>Pequannock Campus</i>
<ul style="list-style-type: none"> <li>● Criminal Justice</li> <li>● Culinary Arts &amp; Hospitality</li> <li>● Cybersecurity &amp; Information Protection</li> <li>● Engineering Design and Advanced Manufacturing</li> </ul>	<ul style="list-style-type: none"> <li>● Auto Body &amp; Collision Repair</li> <li>● Automotive Service Technology</li> <li>● Carpentry</li> <li>● Cosmetology</li> <li>● Electrical Trades</li> <li>● Exercise Science</li> <li>● Fundamentals of Food Services</li> <li>● HVAC</li> <li>● Plumbing and Pipefitting</li> <li>● Welding Technologies</li> </ul>	<ul style="list-style-type: none"> <li>● Allied Health</li> </ul>

Each of the Share Time CTE programs has a focused 2-year curriculum in the respective career area. The programs are guided by Advisory Councils which consist of business and industry partners, representatives from post-secondary institutions, students, parents and other important stakeholders. The Share Time CTE programs offer opportunities for students to earn industry-recognized credentials which can lead to employment while also preparing students to succeed in a variety of post-secondary education options. Students enrolled in a Share Time program earn 20 credits per year enrolled.

## SCHEDULING

### COURSE SELECTION/SCHEDULING TIMELINE

Starting in February and running through March, each student will meet with his/her School Counselor to enter course requests for the following school year. Prior to this meeting, teacher recommendations, scheduling materials, and the Program of Studies, are made available to parents/guardians and students so that they can discuss individual academic, college, career, and personal goals to make informed decisions regarding scheduling options. Once all course requests are entered by the end of March, class sections are created in April, the master schedule is designed over the upcoming months. Finalized schedules are released in August. **Please note that some courses listed in the Program of Studies may not be offered due to insufficient enrollment or other reasons.**

### COURSE PLACEMENT APPLICATIONS

A [Course Placement Application](#) is available to a student who has not met the prerequisite(s) for a course but who would like to be considered for enrollment in a higher level course. Course Placement Applications require the student to provide grades for Quarter 1 and Quarter 2 as well as a parent signature. The student is also asked to explain his/her interest in the course and to detail any extenuating circumstances that caused him/her to fall short of the prerequisite(s). Course Placement Applications are available through the Counseling Department and must be approved by the Department Supervisor, the Director of Counseling, and the Principal. **Submission of a completed form does not guarantee enrollment in the course requested.**

### CRITERIA FOR CHANGING STUDENT SCHEDULES

Students are expected to honor their commitments and to attend and satisfactorily complete the courses which they requested during counseling conferences. After receipt of schedule, changes will not be made for reasons of convenience. Only educationally sound changes will be considered according to the guidelines listed below:

- A recommendation from the Child Study Team requires a change.
- A recommendation from an administrator for disciplinary, attendance, or instructional reasons requires a change.
- A change in placement is determined by the appropriate Supervisor.
- The schedule includes a clerical error.

Preferential schedule changes will not be considered for any of the following reasons:

- The student has a preference for a given teacher.
- The student wishes to rearrange periods for convenience.

## **ADD/DROP & WITHDRAWAL**

The following procedures and time frames apply to adding, dropping, and/or withdrawing from a course.

### **Semester Courses**

- A semester course may be added up until 10 school days from the first day of the school year for Semester 1 or from the first day of Semester 2.
- After 10 school days from the start of the semester, an additional semester course may not be added
- A semester course may be dropped up until the mid-point of Quarter 1 for a Semester 1 course and up until the mid-point of Quarter 3 for a Semester 2 course. When a course is dropped within the permitted time frame, it will not appear on the student's transcript.
- When a student withdraws from a semester course after the permitted time frame, the course will be listed as a Withdraw Pass (WP) or a Withdraw Fail (WF) on the transcript, depending upon the student's grade at the time of the withdrawal.

### **Full Year Courses**

- A full year course may be added up until 15 school days from the first day of the school year.
- After 15 school days, an additional full year course may not be added.
- A full year course may be dropped up until the last day of Quarter 1. When a course is dropped within the permitted time frame, it will not appear on the student's transcript.
- When a student withdraws from a full year course after the permitted time frame, the course will be listed as a Withdraw Pass (WP) or a Withdraw Fail (WF) on the transcript, depending upon the student's grade at the time of the withdrawal.

### **Special Considerations**

- All schedule change requests must be made to a student's school counselor. All changes require approval by a parent and the Director of School Counseling.
- It should be noted that a Senior who withdraws from a course is placed in a unique position. If a transcript for a Senior has already been sent to a college or university such that the dropped course appeared on the official transcript as a course in progress, it will be necessary for the college or university to be informed of the dropped course. The integrity of official transcripts mandates such action. The School Counseling Department, in conjunction with the student, is responsible for informing the college or university of this change in the student's programming.

## **TRANSFERRING LEVELS**

- When a student transfers from one level of a course to another (i.e. Honors to College Prep, AP to Honors), this transfer must take place no later than the last day of Quarter 1 or when mandated through the IEP process.
- When a student transfers from one level to another, the grades in the original course will transfer to the new course. No weighted grade point equivalent will be given to grades from the original course or to the Quarter 1 grade when the student remains in the original course through to the end of Quarter 1.
- If a transfer from a less rigorous level to a more rigorous level is warranted, such a transfer must take place within the first 15 days of school or with a teacher recommendation. Such a transfer must be approved by the Department Supervisor, the Director of Counseling, and the Principal.

## **COURSE OFFERINGS AND DESCRIPTIONS**

The following pages provide brief descriptions of all courses offered at Mountain Lakes High School. Grade level requirements are noted, as are the number of credits awarded for full year courses (5 or 6 credits), semester courses (2.5 Credits), and quarterly courses (1.25 credits). Teacher recommendations and prerequisite coursework are required for enrollment in Honors and Advanced Placement level courses.

### **BUSINESS**

#### **Introduction to Business**

*Prerequisite: None*

**Grade Level 9-12  
2.5 Credits**

In this introductory course, students will delve into the fundamental principles of business by examining real-world scenarios that illustrate the intricacies of planning and launching products or services within today's dynamic business landscape. The curriculum provides an overview of entrepreneurship, focusing on individuals who initiate new ventures. Additionally, it explores diverse business structures, including partnerships, franchises, and corporations. The course introduces students to various leadership models within the business realm and delves into essential concepts of marketing and advertising. As a culminating project, students will craft their own commercial.

Furthermore, the course addresses techniques for attaining financial well-being through effective personal financial management, covering topics such as budgeting, understanding credit scores, and basic investing. Notably, this course satisfies the Financial Literacy requirement.

#### **Business Management**

*Prerequisite: Introduction to Business*

**Grade Level 10-12  
5 Credits**

The Business Management course aims to equip students with a comprehensive understanding of the principles, procedures, and skills essential for a successful business venture. The curriculum covers fundamental business concepts, including pricing and inventory management, explored through a computer simulation focused on managing a football stadium. Students will delve into various topics such as supply and demand, business ethics, risk management, financial statement analysis, and marketing.

In addition to theoretical knowledge, the course emphasizes practical skills development. Students will learn and regularly practice effective public speaking techniques. Throughout the course, students will actively engage in managing all aspects of a real business as a class, providing a hands-on learning experience. Furthermore, they will enhance their professional toolkit by applying their learning to create success stories, develop a resume, and build a LinkedIn page. By the end of the course, students will have not only acquired a solid foundation in business management but also practical skills and tools to navigate the professional world confidently.

#### **Entrepreneurship Honors:**

##### **Dual Enrollment: Syracuse University Project Advance**

*Prerequisite: Business Management AND Department Recommendation*

*OR completion of Digital Marketing Honors AND Sports & Entertainment Management Honors*

**Grade Level 11-12  
5 Credits**

This course establishes a foundational understanding of the pivotal role entrepreneurs and entrepreneurship play in the 21st-century global economy. Throughout the semester, students engage in assessing, exploring, critiquing, and celebrating entrepreneurship as a multifaceted phenomenon, emphasizing it as a mindset, attitude, and behavior.

Students discover the versatility of entrepreneurship across organizational contexts, with a focus on sustainable practices. Key learning areas include the inception of new ventures, their establishment, and factors contributing to success. Emphasis is placed on entrepreneurship as a manageable process applicable in virtually any organizational setting, spanning sustainable entrepreneurship and the entrepreneurial evolution over the life cycles of people's careers, organizations evolving from start-ups to sizable corporations, and societies progressing from undeveloped to post-industrial.

The principal focus is on the creation of new ventures, examining how they come into being and the factors associated with their success. Additionally, the course uniquely integrates insights from various disciplines, fostering a blend of theory and practical application. Students are encouraged to formulate and defend their conclusions, enhancing their understanding of entrepreneurship's interdisciplinary nature. Furthermore, students will refine their public speaking skills, gain knowledge about investment strategies through simulations, and practice interview skills to enhance their communication proficiency.

**Digital Marketing Honors**

*Prerequisite: Business Management*

**Grade Level 11-12****2.5 Credits**

The Digital Marketing course is designed to provide students with a foundational understanding of digital marketing and an introduction to the dynamic and rapidly expanding career landscape in this field. Students will delve into the fundamental concepts and principles underlying the digital experience, concentrating on acquiring the tools and skills essential for tackling business challenges and creating marketing prospects.

This course offers hands-on experience in various aspects, including but not limited to eCommerce, media planning, branding, online advertising, display advertising, digital campaigns, social media marketing, search engine optimization, and mobile media. Students will gain practical insights into applying digital marketing strategies across these domains.

**Sports and Entertainment Management Honors**

*Prerequisite: Business Management*

**Grade Level 11-12****2.5 Credits**

The Sports and Entertainment Management course is tailored to help students broaden their comprehension of marketing concepts and theories, with a focus on their application to the management of sports and entertainment events. The coursework emphasizes essential skills pertinent to the sports business domain, including sales, marketing, revenue generation, athlete and talent management, and event operations.

By following a business-centric curriculum, the program readies students for a variety of potential career paths within the multi-billion-dollar sports and entertainment industry. This prepares them to navigate and contribute to the diverse aspects of this dynamic field.

## **COMPUTER AND TECHNOLOGY EDUCATION**

### **Aviation & Aerospace**

*Prerequisite: None*

**Grade Level 9-12**

**5.0 credits**

The Aviation & Aerospace course will cover 10 units that provide students with an introduction to aerospace studies, aviation careers, the role of government in aviation safety, and an accident case study. The first semester is 'Launching into Aviation' and the second is 'Exploring Aviation and Aerospace.' Aviation & Aerospace is the first of four courses that would lead students into one of two career and technical education pathways: pilot or unmanned aircraft systems (drones).

### **Introduction to Flight and Unmanned Aircraft Systems**

*Prerequisite: None*

**Grade Level 10-12**

**5.0 credits**

This course will explore the types of aircraft in use today and learn how aircraft are made and how they fly, including the forces of flight, stability, aircraft controls, and maneuvering objects at altitude. Students will gain inquiry-based experiences that will allow them to explore the science of flight, the mechanics of flying both manned and unmanned systems (UAS). Students will earn simulator time and fly unmanned aircraft systems as part of the requirements of the course.

### **Engineering & Design Principles (formerly Engineering & Design 1)**

*Prerequisite: None*

**Grade Level 9-12**

**5 Credits**

This year-long introductory course immerses students in the exciting world of engineering and design through hands-on, problem-solving experiences. Using the engineering design process, students will identify real-world problems, research solutions, and create models or prototypes to address them. Through a variety of projects in areas such as structural engineering, robotics, mechanical systems, and electronics, students will develop essential skills including critical thinking, technical communication, and teamwork.

Students will gain proficiency in design principles and tools, including hand sketching, engineering drawings, and Computer-Aided Design (CAD) software. They will apply these skills to design, develop, build, test, and present innovative solutions to challenges. Along the way, students will deepen their understanding of the connections between science, technology, engineering, and design, preparing them for future STEM opportunities.

### **3D CAD for Engineering and Innovation**

*Prerequisite: None*

**Grade Level 10-12**

**5 Credits**

This course expands students' knowledge of engineering design principles and advanced tools used in 3D Computer-Aided Design (CAD). Students will learn to create detailed 3D models, develop technical drawings, and design functional prototypes using industry-standard CAD software. Through hands-on projects, students will apply the engineering design process to solve real-world challenges in areas such as product development, structural design, and mechanical systems.

In addition to mastering CAD tools, students will explore foundational engineering concepts, material properties, and manufacturing processes. Collaboration, critical thinking, and presentation skills will be emphasized as students work in teams to design, prototype, and present their solutions. This course is highly recommended for students interested in engineering, architecture, or design-related careers.

### **Introduction to Computer Programming**

*Prerequisite: None*

**Grade Level 9-12**

**2.5 credits**

Introduction to Computer Programming is a foundational computer science course, requiring no prior experience in the field. This course will introduce students to the fundamentals of computer programming, with an emphasis on helping students develop logical thinking and problem-solving skills. Students will learn to design, code, and test their programs while applying mathematical concepts. This course is similar to the first semester of AP Computer Science Principles, but is simplified and moves at a slightly slower pace.

The primary objective of Intro to Computer Programming is to familiarize students with foundational concepts in computer science and showcase its transformative power. Class time is dedicated to collaborative and individual programming, fostering a comfortable learning environment. The course employs a combination of Java and Processing, a language based on Java. Topics include representations of spaces and colors (e.g., RGB color), programming tools (e.g., the Processing IDE), variables, data types, mathematical operations, boolean expressions, and conditional statements. Upon completing this course, students have the option to advance to Computer Programming 2 within the same academic year.

## **Computer Programming 2**

*Prerequisite: Introduction to Computer Programming*

**Grade Level 9-12**

**2.5 credits**

Computer Programming 2 serves as a natural continuation of the Introduction to Computer Programming course. In addition to learning how to create more powerful programs by expanding on concepts learned in Introduction to Computer Programming, this course explores Artificial Intelligence, which is a quickly growing field within computer science.

In this course, students will explore key aspects of Artificial Intelligence, including machine learning, large language models, bias in models, and the impacts they have on our society. Students will learn how to incorporate basic Artificial Intelligence algorithms into their own work, and will develop a series of projects that illustrate the variety of ways Artificial Intelligence can be used to optimize and predict information and processes.

## **Graphic Design**

*Prerequisite: None*

**Grade Level 9-12**

**2.5 Credits**

This course will introduce students to the fundamentals of design process, practice, and theory. Students will learn how to use design thinking methodologies and user-focused research to identify and solve problems and apply design principles of color theory, composition, hierarchy, shape and layout to create visually appealing products. Graphic Designers play a key role in shaping the layout and production of both print and digital publications, displays, packaging, and advertisements.

As technology has advanced, Graphic Design as an industry has expanded to include a stronger emphasis on User Interaction and User Experience (UI/UX) design - particularly as it applies to digital applications. This course will use Figma to explore interaction design in mobile and web applications in addition to traditional industry standards such as the Adobe Creative Suite.

## **Robotics**

*Prerequisite: None*

**Grade Level 9-12**

**5 Credits**

This foundational Robotics course adopts a hands-on approach to acquaint students with fundamental concepts in mechanical engineering and computer science. Participants will delve into basic electronics, engage in robot design, and construct prototypes within a project-based environment. The course encourages students to build prototypes and employ simulation software for design testing. Core concepts in the course include robotic systems, sensors and I/O, degrees of freedom, and programming. In addition to technical skills, students will hone critical thinking and communication abilities through the analysis and presentation of results.

## **AP Computer Science Principles**

*Corequisite: Advanced or Honors Mathematics course*

**Grade Level 10-12**

**5 Credits**

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. This course introduces students to the central ideas of computer science by focusing on 5 big ideas: Creative Development, Data, Algorithms and Programming, Computer Systems, and the Impact of Computing. Students learn to design and evaluate solutions and 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. This course is taught in Python and does not require prior programming experience. Students who enroll in AP Computer Science Principles are expected to register for and take the AP Computer Science Principles Exam. Please note that priority for enrollment in this course is given to students in grades 11 and 12.

## **AP Computer Science A**

*Prerequisites: Department Recommendation AND Introduction to Computer Programming and Computer Programming 2 OR AP Computer Science Principles*

**Grade Level 10-12**

**5 Credits**

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language and utilizes both the labs provided by the College Board and numerous other resources. AP Computer Science is targeted at students interested in computer science regardless of their anticipated college major. AP Computer Science A is equivalent to a first-semester, college-level course in computer science. Students who enroll in AP Computer Science A are expected to register for and take the AP Computer Science A Exam.



**Honors Advanced Data Structures**

*Prerequisites: Department Recommendation AND AP Computer Science A*

**Grade Level 11-12****5 Credits**

Honors Advanced Data Structures is the continuation of AP Computer Science A. This course covers advanced data structures such as two-dimensional arrays, Linked Lists, Sets, Maps, Stacks, Queues, Binary Trees, and hashing. Algorithms to traverse, insert, delete, search, and sort using each of these data structures will be analyzed for average efficiency. Students will also work with case studies to gain experience with large programs comprising several classes.

## ENGLISH

### **English 9**

*Prerequisite: None*

**Grade Level 9**

**5 Credits**

Ninth Grade English provides students with experiences in literacy that build on the strong foundation established in the middle grades. Students read and compose complex texts representing various genres. As they read and write, literature serves as both a mirror and a window, helping students to grow in their awareness of themselves and in their appreciation of the perspectives and experiences of those around them. English 9 is a thematically driven course with a focus on core literacy skills (reading, writing, listening, speaking, and critical viewing) which prepares all students for further success in the language arts and in literacy skills across the curriculum. Students build upon foundational research practices established in previous grades with a focus on embracing ethical practices for source management, text reference and integration, and citation. Students wishing to pursue advanced-level study in 10th grade must complete the 9th grade portfolio evaluation process and receive a recommendation from their teacher.

### **English 10**

*Prerequisite: English 9*

**Grade Level 10**

**5 Credits**

English 10 develops students' reading, writing, speaking, and listening skills through an exploration of themes of power in literature. By examining the role of individual, interpersonal, and structural power as portrayed from a variety of perspectives in literature, students increase their sophistication as readers. Focused study is also applied to the writer's craft. In addition to building analytical skills, students reinforce their skills of research and argumentation. Students produce and share proficient work by giving particular consideration to peer editing and revision, and the appropriate and strategic use of technology. Students develop sophistication in language and communication skills. Finally, students engage in independent reading to discern their own preferences and encourage their development as life-long learners.

### **English 10 Honors**

*Prerequisites: English 9 AND Department Recommendation AND Completion of Honors Portfolio*

**Grade Level 10**

**5 Credits**

English 10 Honors is an accelerated study of the content of English 10. The reading and writing expectations are more advanced than in English 10. Students will be required to demonstrate an advanced level of self-motivation and assume responsibility for their learning.

### **English 10: AP Seminar**

*Prerequisites: English 9 AND Department Honors Recommendation AND Application Process including Qualifying Writing Assessment*

**Grade Level 10**

**5 Credits**

AP Seminar, which fulfills the sophomore year of English requirements, is a foundational course in the AP Capstone Program that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments and to produce research-based compositions and presentations. To receive AP weighting, students who enroll in AP Seminar must complete all coursework, must take the AP Seminar Exam in May, and must also enroll in AP Research for the junior or senior year in fulfillment of the two-year AP Capstone Certificate Program.

### **English 11**

*Prerequisite: English 10*

**Grade Level 11**

**5 Credits**

Eleventh Grade English is designed to provide students with experiences in literacy that continue to extend their range and confidence as both readers and writers in dealing with increasingly complex texts. Students interact with more sophisticated texts, continue to develop style and voice in their writing, and strengthen their ability to engage with the ideas represented in what they read. The study of literature in English 11 is organized thematically, and students engage in an interrogation of the concept of the American Dream as represented in literature from a variety of perspectives. Students also continue to gain experience as researchers, engaging in ethical practices of research and composition as they turn their attention to preparing for college level research practices.

### **English 11 Honors**

*Prerequisites: English 10 AND Department Recommendation OR Approved Course Placement Application including Qualifying Writing Assessment.*

**Grade Level 11**

**5 Credits**

English 11 Honors is an accelerated study of the content of English 11. The reading and writing expectations are more advanced than in English 11. Students will be required to demonstrate an advanced level of self-motivation and assume increased responsibility for their learning.

**English 11: AP Language and Composition**

*Prerequisites: English 10 AND Department Recommendation OR  
Approved Course Placement Application including Qualifying Writing Assessment.*

**Grade Level 11  
5 Credits**

The Advanced Placement Language and Composition course emphasizes skilled reading and critical analysis of prose. Students will be instructed in the reading, interpretation, and analysis of a wide variety of complex prose texts written in a range of periods, disciplines, and rhetorical contexts. The development of effective expository, analytical, and argumentative writing styles and approaches is one of the primary objectives of this course. Teacher recommendation is required for admission. Students who enroll in AP Language and Composition are expected to register for and take the AP Language & Composition Exam.

**English 12**

*Prerequisite: English 11*

**Grade Level 12  
5 Credits**

Twelfth Grade English is designed to provide students with experiences in literacy that continue to extend their range and confidence in dealing with increasingly complex texts, as both readers and writers. At this point in their learning journey, students are developing independent reading and writing skills that will prepare them fully for college and workplace. Students continue to refine their style and voice through composition of personal narratives among other types of writing. The study of literature in English 12 is organized thematically, and students round out their high school literature study by investigating representations of identity as they find expression in literary fiction, non-fiction, popular media, and other genres. Students are challenged to come to a fresh understanding of themselves and the world around them through reading, writing, discussion, and creative production. They further develop their research skills, ensuring that they are fully prepared for college-level research practices that conform to the highest standards of academic integrity.

**English 12 Honors**

*Prerequisites: English 11 AND Department Recommendation OR  
Approved Course Placement Application including Qualifying Writing Assessment.*

**Grade Level 12  
5 Credits**

English 12 Honors is an accelerated study of the content of English 12. The reading and writing expectations are more advanced than in English 12. Students will be required to demonstrate an advanced level of self-motivation and assume increased responsibility for their learning.

**English 12: AP Literature and Composition**

*Prerequisites: English 11 AND Department Recommendation OR  
Approved Course Placement Application including Qualifying Writing Assessment.*

**Grade Level 12  
5 Credits**

The Advanced Placement course in English Literature and Composition involves students in the close reading and critical analysis of literature in preparation for the College Board Advanced Placement examination. By deepening their understanding of literature, students will develop critical standards. Regular writing assignments will include predominantly analytical pieces. This course is open to seniors only. Students who enroll in AP Literature & Composition are expected to register for and take the AP Literature & Composition Exam.

**AP Seminar (Elective)**

*Prerequisites: Teacher Recommendation or completion of an Honors course*

**Grade Level: 11-12  
5 Credits**

This course is for any student who wishes to sharpen college-level research, writing, collaboration, and presentation skills at an advanced level. AP Seminar is the first course in the AP Capstone Program that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing diverse perspectives. Students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments and to produce research-based compositions and presentations. To receive AP weighting, students who enroll in AP Seminar (Elective) must complete all coursework and must take the AP Seminar Exam in May. Juniors who successfully complete all the requirements of AP Seminar (Elective) may choose to enroll in AP Research for their senior year in fulfillment of the two-year AP Capstone Certificate Program.

**AP Research**

*Prerequisite: Successful completion of all requirements of AP Seminar*

**Grade Level 11-12**  
**5 Credits**

AP Research is the culminating course in the AP Capstone Program, a program that includes AP Seminar. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of 4000-5000 words and a presentation with an oral defense. To receive AP weighting, students who enroll in AP Research must complete all coursework including the academic paper, presentation, and oral defense (all of which constitute the AP Exam Score). Though students do not sit for a traditional “exam,” they must register for the AP Research Assessment. NOTE: AP Research is an elective and does not meet the graduation requirements for grade 11 English or grade 12 English.

**Communications 9**

*Prerequisite: None*

**Grade Level 9-12**  
**1.25 Credits**

Communications 9 is a quarter course that will provide students in the Lake Drive Program at Mountain Lakes High School with information as they transition into high school. Students begin with an orientation to high school staff, schedule and procedures. Students will learn about the history of The Individuals with Disabilities Education Act (IDEA), formerly called P.L. 94-192 or the Education for all Handicapped Children Act of 1975, and how the laws provide students with rights as a deaf person. Students will learn how to be an active participant in their Annual Review Meetings as their Individual Education Plans (IEP) are created. Understanding how to appropriately utilize an educational sign interpreter in the school settings and the history of deaf education and Deaf culture are also integrated into the course.

**Communications 10**

*Prerequisite: None*

**Grade Level 10-12**  
**1.25 Credits**

Communications 10 is a quarter course that will provide students in the Lake Drive Program at Mountain Lakes High School with information about hearing loss. Students will learn the anatomy of the ear, the types of hearing loss, and how to read an audiogram. At the completion of the course the students will be able to identify and explain their hearing loss in order for them to be independent consumers in the future.

**Communications 11**

*Prerequisite: None*

**Grade Level 11-12**  
**1.25 Credits**

Communications 11 is a quarter course that will provide students in the Lake Drive Program at Mountain Lakes High School with information about the agencies that will provide support as they transition out of high school. Students will learn about the New Jersey Division of Vocational Rehabilitation Services (DVRS) and the services that they can provide. Students will be encouraged to contact their DVRS deaf specialist based in the county they reside in. Students will learn about The American with Disabilities Act (ADA), their rights, how the law protects them as deaf individuals, and Section 504 of the Rehabilitation Act.

**Communications 12**

*Prerequisite: None*

**Grade Level 12**  
**2.5 Credits**

Communications 12 is a semester course that will provide students in the Lake Drive Program at Mountain Lakes High School support as they transition out of high school. This course focuses on post secondary transition, post secondary options including technical school, community college and 4 year college. Students learn about different degrees and certifications. The course also supports students with the college application process, including FAFSA, how to schedule a tour, requesting letters of recommendations and the cost of college. Students are required to identify safety, target and reach schools. Other topics include resume writing, essay writing, interview skills, job and scholarship applications.

**Creative Writing and Spoken Word Poetry**

*Prerequisite: None*

**Grade Level 9-12**  
**2.5 Credits**

Students will explore creative writing of all types including poetry, short fiction, personal narrative. In addition, this course will introduce the art of Spoken Word Poetry and Slam Poetry. Students will have an opportunity to focus on the creative genre of their choice producing a final collection of original work which can be used as a portfolio for colleges and universities.

**Film Studies**

*Prerequisite: None*

**Grade Level 9-12****2.5 Credits**

Film Studies focuses on the elements and techniques of filmmaking. Film, while commonly viewed as pure entertainment, is also a valid and serious art form. Therefore, the course approaches this art form from three critical perspectives: analytical, historical/cultural, and aesthetic. Students will learn about the entire filmmaking process, including the planning, composition, and production of individual shots and sequences. A wide range of films, from feature-length narratives to animated, experimental, and documentary shorts, will be shown to illustrate the material covered in classroom discussions. Throughout the study, students will come to understand the various styles and techniques that characterize a particular film period, the establishment of film genres, and the accomplishments of noted artists in film. Most importantly, the student in this class will not only learn *about* film, but will be actively engaged in *making* film throughout the semester. Students will develop a portfolio of their work throughout the semester.

**Journalism in the Digital Age**

*Prerequisite: None*

**Grade Level 9-12****2.5 Credits**

Our society is saturated by digital journalism, which helps to deliver current events and news in a variety of ways. The Core Skills of Journalism are just the beginning of this course. Students will have the opportunity to learn about Traditional Journalism (news, sports, feature writing, opinion...), Podcasting, Multimedia Journalism (audio/video), Interviewing Skills, Publishing with Wordpress, Blogging, and other forms of digital and traditional journalism. Students will not just learn about journalism. They will BE journalists, and their efforts will contribute content for the MLHS Student Newspaper which is a digital publication. This is also an excellent way to begin finding a place on the Mountaineer Editorial Staff, an excellent addition to the college-ready resume. Students will complete the course with a portfolio of their own work.

**Learning Strategies**

*Prerequisite: None*

**Grade Level 9-12****1-5 Credits**

This course is designed to help students acquire better study and organizational techniques, to review basic academic skills, to learn and practice self advocacy skills, to learn transitional skills, and to provide curriculum support in academic classes. Academic credits are earned on a pass/fail basis and are based on the number of meeting sessions.

**Public Speaking**

*Prerequisite: None*

**Grade Level 9-12****2.5 Credits**

Public Speaking is a class designed to nurture the hesitant speaker as well as further the abilities of students already familiar with the skills needed to speak in front of an audience. Students will learn how to craft and deliver speeches for a variety of purposes and audiences. Progress will be charted through self- and peer-evaluations as well as the video recording of speeches. This course will provide students with practical speaking skills for high school, college, and the workplace. They will develop self-confidence that will grow as they become more effective speakers.

**Reading Strategies**

*Prerequisite: None*

**Grade Level 9 - 12****2.5 Credits**

Reading Strategies is a semester course that will provide students in the Lake Drive Program at Mountain Lakes High School additional opportunities to practice skills related to reading comprehension and written language. Students will translate experiences designed to facilitate language enrichment into the written word. Reading and writing activities will enhance reading comprehension and written expression skills.

## **FAMILY AND CONSUMER SCIENCE**

### **Fashion and Image**

*Prerequisite: None*

**Grade Level 9-12**

**2.5 Credits**

Students will develop an understanding of the principles of fashion design and the roles that color, line, design, and texture play in influencing fashion decisions and creating optical illusions. Students will examine the relationships of society, media, culture, technology and material resources to the history of design. This course covers basic fashion illustration and descriptions. Understanding and application of textile profiles will be incorporated into projects. In the laboratory setting, this class will include an introduction to safety, equipment, terms and construction techniques necessary to create several simple projects or a portfolio. Students will explore the fashion district and will consider career opportunities in the fashion industry. Fashion from the early 20<sup>th</sup> century fashion houses to contemporary designers will be studied.

### **Foundations of Cooking (formerly Nutrition)**

*Prerequisite: None*

**Grade Level 9-12**

**2.5 Credits**

This laboratory course is designed to help students acquire food science knowledge and skills including kitchen safety awareness, understanding of food preparation tools and techniques, food handling guidelines, and assessment of nutritional choices. Students will gain an appreciation for the food spectrum and be able to apply basic principles of the culinary world and of informed consumer decision-making.

### **Advanced Foods**

*Prerequisite: Foundations of Cooking*

**Grade Level 9-12**

**2.5 Credits**

This laboratory class allows students the opportunity to reinforce skills and knowledge gained in Food and Nutrition. Students will develop sophisticated culinary skills and advanced baking techniques. The emphasis will be on preparing whole meals from the seven culinary regions of the United States. Topics include cultural diversity in foods, food technology, healthy eating, careers in the food industry, and consumer economics. This course will offer opportunities for problem solving, creativity, and leadership.

### **Global Cuisine**

*Prerequisite: Foundations of Cooking*

**Grade Level 9-12**

**2.5 Credits**

This laboratory class will allow students to build on skills gained from the Food and Nutrition class. Students will broaden their understanding of the evolution of cuisine from international lands. They will research the factors affecting the variety of food associated with various countries. Emphasis will be on geography, availability, culture, customs, celebrations, and cooking methods. This research will allow them to use the basic food preparation techniques and nutrition facts to prepare and serve basic meals and desserts associated with people of diverse cultures.

## MATHEMATICS

### **Algebra 1 (Enriched, Advanced, Honors)**

*Prerequisite: Department Recommendation*

*OR Approved Course Placement Application Required for Advanced or Honors*

**Grade Level 9-10**

**5 Credits**

This course will prepare students with a solid algebraic foundation necessary for advanced mathematics courses. Students will explore properties of the real number system and rational numbers and their relationships. Topics include the arithmetic of polynomials, rewriting expressions, solving systems of equations, as well as solving and representing equations and inequalities graphically. Additionally, students will study linear and quadratic functions and engage in a foundational exploration of exponential functions. The foundations of statistics, such as interpreting categorical and quantitative data, and linear models, will also be investigated. Throughout this course, emphasis will be placed on mathematical reasoning and mathematical modeling, as well as problem-solving in real-world settings. The Advanced course is taught at a faster pace and challenges students with more rigorous work. The Honors course is designed for students who have mastered previous learning standards, exceeded expectations, and it will present further challenges requiring advanced analytical thought.

### **Geometry (Enriched, Advanced, Honors)**

*Prerequisite: Algebra I and Department Recommendation*

*OR Approved Course Placement Application Required for Advanced or Honors*

**Grade Level 9-10**

**5 Credits**

This course emphasizes topics inherent to the Euclidean plane and solid geometry. There is a focus on using deductive reasoning and proofs to develop a conceptual understanding of geometric properties. Topics include similarity and congruence, the transformation of such figures, angle relationships, perpendicular lines, parallel lines, properties of triangles, other polygons, and circles, as well as exercises with constructions and loci. Coordinate geometry will be developed and applied algebraically. Students will study applications in the area of 2-dimensional shapes, as well as the surface area and volume of 3-dimensional figures. Foundational trigonometry will also be explored. Throughout this course, emphasis will be placed on mathematical reasoning, mathematical modeling, and problem-solving in real-world settings. The Advanced course is taught at a faster pace and challenges students with more rigorous work. The Honors course is designed for students who have mastered previous learning standards, exceeded expectations, and it will present further challenges requiring advanced analytical thought.

### **Algebra 2 (Enriched, Advanced, Honors)**

*Prerequisite: Algebra 1*

*Pre/Corequisite: Geometry*

*Department Recommendation OR Approved Course Placement Application Required for Advanced or Honors*

**Grade Level 9-11**

**5 Credits**

Building on the understanding of linear, exponential and quadratic functions from Algebra 1, this course will extend the study of functions to include polynomial, rational, and radical functions. The learning standards in this course continue the work of modeling situations and solving equations. Building on the understanding of trigonometric ratios and circles from Geometry, students will extend trigonometry to model periodic phenomena. Students will explore the effects of transformations on graphs of functions and will learn to identify appropriate models for given situations. The learning standards in this course require development of models more complex than those of previous courses. This course will also relate the data representations and summary statistics learned in prior courses to different types of data and probability distributions. Students will also explore methods of data collection including, samples, surveys, experiments and simulations. A graphing calculator and various other technologies will be used throughout this course. The Advanced course is taught at a faster pace and challenges students with more rigorous work. The Honors course is designed for students who have mastered previous learning standards, exceeded expectations, and it will present further challenges requiring advanced analytical thought.

### **Precalculus (Enriched, Advanced, Honors)**

*Prerequisite: Algebra 2 AND Department Recommendation*

*OR Approved Course Placement Application Required for Advanced or Honors*

**Grade Level 10-12**

**5 Credits**

Precalculus extends the study of linear, exponential, quadratic, polynomial, rational and radical functions to trigonometric functions, parametric functions, and conic sections. Students will learn to verify trigonometric identities and use these identities to solve trigonometric equations. Students will explore the relationships within the Law of Sines and Law of Cosines, and will be introduced to vectors and basic vector operations. This course also extends the development of data analysis skills, including the study sampling techniques, graphical displays, summary statistics, probability distributions, confidence intervals, and significance testing. The course will end with an introduction to the study of Calculus through an exploration of the continuity of functions, evaluation of limit values, and the formal definition of a derivative. The Advanced course is taught at a faster pace and challenges students with more rigorous work. The Honors course is designed for students who have mastered previous learning standards, exceeded expectations, and it will present further challenges requiring advanced analytical thought.

**Calculus**

*Prerequisite: Precalculus AND Department Recommendation  
OR Approved Course Placement Application*

**Grade Level 11-12  
5 Credits**

This course serves as a high school level introduction to differential and integral calculus. This course differs from AP Calculus AB and AP Calculus BC in both the range of topics and the depths in which they are studied. The topics of this course focus upon the central ideas of calculus, such as limits, slopes of tangent lines, rates of change, areas under curves. Students will also deepen their knowledge and understanding of functions and how they are used to represent real-world phenomena.

**AP Calculus AB**

*Prerequisite: Precalculus Advanced or Honors AND Department Recommendation  
OR Approved Course Placement Application*

**Grade level 11-12  
5 Credits**

AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. The course focuses on students' understanding of calculus concepts and provides experience with methods and applications. The big ideas of calculus (e.g., modeling change, approximation and limits, analysis of functions) are emphasized and a multi-representational approach is taken to express concepts, results, and problems graphically, numerically, analytically, and verbally. Exploring connections among these representations builds a deep understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems to build arguments and justify conclusions. The course maintains an emphasis on clear communication of methods, reasoning, justifications, and conclusions throughout. Students who enroll in AP Calculus AB are expected to complete the AP Exam. Students who have previously earned credit for Calculus cannot enroll in this course.

**AP Calculus BC**

*Prerequisite: Precalculus Honors AND Department Recommendation  
OR Approved Course Placement Application*

**Grade Level 11-12  
5 Credits**

AP Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. The course focuses on students' understanding of calculus concepts and provides experience with methods and applications. The big ideas of calculus (e.g., modeling change, approximation and limits, analysis of functions) are emphasized and a multi-representational approach is taken to express concepts, results, and problems graphically, numerically, analytically, and verbally. Exploring connections among these representations builds a deep understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems to build arguments and justify conclusions. AP Calculus BC applies the content and skills previously learned to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series. The course maintains an emphasis on clear communication of methods, reasoning, justifications, and conclusions throughout. Students who enroll in AP Calculus BC are expected to complete the AP Exam. Students who have previously earned credit for Calculus cannot enroll in this course.

**Probability and Statistics**

*Prerequisite: Algebra 2*

**Grade Level 11-12  
5 credits**

Probability & Statistics introduces students to the basic concepts and logic of statistical reasoning and gives the students introductory-level practical ability to choose, generate, and properly interpret appropriate descriptive and inferential methods. In addition, the course helps students gain an appreciation for the diverse applications of statistics and its relevance to their lives and fields of study.

**AP Statistics**

*Prerequisite: Algebra 2 AND  
Corequisite: Precalculus AND  
Department Recommendation OR Approved Course Placement Application*

**Grade Level 11-12  
5 Credits**

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. Students who have already earned credit for Probability and Statistics cannot enroll in this course.



**Multivariable Calculus Honors**

*Prerequisite: AP Calculus AB or BC OR*

*Department Recommendation OR Approved Course Placement Application*

**Grade Level 12****5 Credits**

Multivariable Calculus is a course designed to study the topics from regular calculus extended into three or more dimensions. The class will prove very beneficial for those students interested in advancing their studies in physics, engineering, or applied mathematics at the university level. The course begins with Euclidean geometry in three dimensions. Topics to be studied include points, lines, and planes, as well as dot and cross product. Functions of two variables will be plotted and analyzed. Contour plots and level curves in various dimensions will be analyzed as well. Part of the course will cover differentiation in multiple dimensions, including the analysis of partial derivatives and tangent planes. Topics such as the chain rule will be extended into n-dimensions. The remainder of the course will also be devoted to the analysis of multiple integrals and how to physically interpret them. The relation to volume will be studied. Physical interpretations of these concepts – like center of mass – will be thoroughly developed. A strong relation to physics concepts will be fostered.

**Applications of Math with Financial Literacy**

*Prerequisite: Algebra 2*

**Grade Level 12****5 Credits**

This course provides a survey of topics in mathematics including statistics, discrete mathematics, and everyday applications of mathematics. This course culminates in a thorough study of financial literacy. All topics lend themselves to a student's development of problem solving, communication, reasoning, and modeling skills. By modeling real world scenarios, students will embrace mathematics as a useful tool in decision-making. Successful completion of the course fulfills the graduation requirement for financial literacy.

**Math for Independent Living**

*Prerequisite: None*

**Grade Level 10-12****2.5-5.0 Credits**

Math for Independent Living is offered as both a semester course or a full year course for students in the Lake Drive Program at Mountain Lakes High School. This course provides application of mathematics into the real world. Students continue to master their mathematics skills as they apply them to real life situations. Topics include essential living expenses, budgeting, income, banking, transportation, and other key topics. Successful completion of this course fulfills the graduation requirement for financial literacy.

## **PERFORMING ARTS**

### **Freshman Choir**

*Prerequisite: None*

**Grade Level 9  
5 Credits**

Freshman Choir is designed as an introductory course integrated within the high school choral program. It is designed to teach the fundamentals of choral singing in preparation for the advanced choral ensembles. Emphasis will be placed on vocal technique, such as breath support, tone, intonation, vowel production, diction, musical terms and symbols, sight-reading and musicality. These elements will be taught through daily vocal exercises and choral repertoire representative of all periods of music, medieval to contemporary. All Choir members are required to attend rehearsals and concerts.

Students may enroll in **BOTH** Freshman Choir (2.0) **AND** Concert Band (3.0) **OR** Chamber Orchestra (3.0)

### **Chorus**

*Prerequisite: None*

**Grade Level 10-12  
5 Credits**

The purposes of the high school choral program are to offer students experiences in the development of good vocal habits and to provide an overview of a variety of examples of fine choral literature. Students will refine their vocal skills through exercises and experiences in pitch awareness, breath control, phrasing, balance, blend, posture, interpretation, and performance materials. Repertoire will be representative of all periods of music, medieval to contemporary. All Choir members are required to attend rehearsals and concerts.

Students may enroll in **BOTH** Chorus (2.0) **AND** Symphonic Band (3.0) **OR** Wind Ensemble (3.0) **OR** Chamber Orchestra (3.0).

### **Chamber Choir (Honors)**

*Prerequisites: Membership and Enrollment in MLHS Choir; Department Recommendation/Audition*

**Grade Level 10-12  
5 Credits**

This course is only open to students through audition or by invitation of the instructor. This course is designed to give serious singers with fine vocal skills the opportunity to perform musically challenging literature. The course literature will range from that of the 16<sup>th</sup> century to the present. Students are expected to have good to excellent sight singing skills and tonal memory. Moreover, because the literature is difficult, students are expected to have superior self-motivational skills. Because the ensemble must be a balanced one, each year students will audition for available openings. Attendance at all scheduled performances is a must. Moreover, students must be prepared to perform during the high school graduation ceremony and other school events. Students will also be required to work on individual repertoire. The instructor reserves the right to re-audition ensemble members each year. Honors credit in Chamber Choir is available for Grades 11-12.

### **Concert Band**

*Prerequisite: None*

**Grade Level 9  
5 Credits**

This class is offered to students who are freshman musicians of band instruments, or who are learning a new instrument. Classes will meet every day and will work through a concept-based program designed to comprehensively teach the fundamentals of music, as well as music to be performed in concert. The students will work on the skills necessary to excel on their instruments, including scales, rhythms, sight reading, tone quality, dynamics, and balance. Concert Band Members are required to play with the Pep Band at all home football games. All Concert Band students are required to attend small group lessons once a week.

Students may enroll in **BOTH** Concert Band (3.0) **AND** Freshman Choir (2.0) **OR** Chamber Orchestra (2.0)

### **Chamber Orchestra**

*Prerequisite: Must have experience playing chosen instrument*

**Grade Level 9-12  
5 Credits**

Chamber Orchestra is designed to develop each student's technical ability and performance skills needed to be a capable and responsible member of the musical community. Students will work on advancing technique in the following areas: posture, tone production, phrasing, bow control, as well as rhythmic and aural acuity. The program will offer students the opportunity to gain a better understanding and appreciation for orchestral literature, the self-discipline to practice at home, and the ability to be creative through music. In addition to daily group rehearsal, all Chamber Orchestra students are required to attend small group lessons once a week. Emphasis will be placed on individual growth that meets the needs of each instrumental music student in order to provide the student with the necessary skills to continue musical performance for lifelong enjoyment and recreation. In order to maintain equity of credit-bearing scheduling opportunities, freshmen who enroll in Chamber Orchestra will participate in Zero Period class and will be scheduled for a Study Hall during the period in which Concert Band runs. Strings are not an element of the Band Program classes.

Students may enroll in **BOTH** Chamber Orchestra (3.0) **AND** Symphonic Band (2.0) **OR** Wind Ensemble (2.0) **OR** Chorus (2.0).

**Chamber Orchestra Honors**

*Prerequisite: Audition and Department Recommendation*

**Grade Level 11-12****5 Credits**

Honors Chamber Orchestra will be open to students via auditions and teacher recommendation. These students should perform at an advanced level of technique and musicianship, approaching the study of music with a high level of reflection and perspective. Students will complete written assignments such as developing concert program notes, detailed performance reflections and musicology research assignments. Additional quarterly performance requirements are in place including solo repertoire and ensemble performance-based assessments.

Students may enroll in **BOTH** Chamber Orchestra (3.0) **AND** Symphonic Band (2.0) **OR** Wind Ensemble (2.0) **OR** Chorus (2.0).

**Symphonic Band**

*Prerequisite: None*

**Grade Level 10-12****5 Credits**

The purpose of the Symphonic Band is to provide students with an overview and understanding of band literature from all compositional periods. The students will continue to improve on the skills and techniques learned in elementary and middle school, as well as the beginning level of the high school band program. In addition, students will use music as a way to improve self-discipline, teamwork, and appreciation of music and its role in society. Symphonic Band members are required to play with the Pep Band at all home football games. All Symphonic Band students are required to attend small group lessons once a week. Seating is by audition.

Students may enroll in **BOTH** Symphonic Band (3.0) **AND** Chamber Orchestra (2.0) **OR** Chorus (2.0).

**Symphonic Band Honors**

*Prerequisite: Audition and Department Recommendation only*

**Grade Level 11-12****5 Credits**

In Symphonic Band Honors, students consider and perform music at an advanced level. For example, they approach performance as listeners, as conductors, and not simply as producers of music. They write performance reflections and conduct research. Students prepare auditions for advanced band ensembles and practice and perform solo repertoire as well. Additional quarterly performance requirements are in place including solo repertoire, project based assignments, and performance-based assessments.

Students may enroll in **BOTH** Symphonic Band (3.0) **AND** Chamber Orchestra (2.0) **OR** Chorus (2.0).

**Wind Ensemble**

*Prerequisite: Department Recommendation and/or Audition*

**Grade Level 10-12****5 Credits**

The Wind Ensemble is an advanced ensemble. The ensemble will provide the appropriate educational setting for students to work on music suited for a higher performance level. This smaller group will allow students to play more independently and learn literature that is appropriate for a Wind Ensemble's instrumentation. Students will continue to develop the skills and techniques learned in previous band classes. Wind Ensemble members are required to play with the Pep Band at all home football games. All Wind Ensemble students are required to attend small group lessons once a week. Seating is by audition.

Students may enroll in **BOTH** Wind Ensemble (3.0) **AND** Chamber Orchestra (2.0) **OR** Chorus (2.0).

**Wind Ensemble Honors**

*Prerequisite: Audition and Department Recommendation only*

**Grade Level 11-12****5 Credits**

In Wind Ensemble Honors, students consider and perform music at an advanced level. For example, they approach performance as listeners, as conductors, and not simply as producers of music. They write performance reflections and conduct research. Students prepare auditions for advanced band ensembles and practice and perform solo repertoire as well. Additional quarterly performance requirements are in place including solo repertoire, project based assignments, and performance-based assessments.

Students may enroll in **BOTH** Wind Ensemble (3.0) **AND** Chamber Orchestra (2.0) **OR** Chorus (2.0).

**AP Music Theory**

*Prerequisites: Department Recommendation AND 5 Credits in Visual and Performing Arts completed at MLHS during the regular academic calendar year AND Entrance Examination*

**Grade Level 10-12**  
**5 Credits**

In AP Music Theory, a great variety of musical activities may be employed in any given class: performing, listening, analyzing, and composing. Particular emphasis is placed on writing music, believing that in composing one faces the most vivid and essential musical questions. In individual ways, we integrate hearing with analysis and analysis with performing. This course provides an in-depth examination of tonal harmony and analysis of the 17<sup>th</sup> and 18<sup>th</sup>-centuries, thus giving students an understanding of how music is composed.

The course is designed to develop a student's ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best promoted by integrated approaches to the student's development of aural, sight-singing, written, compositional and analytical skills presented through listening, performance, writing, and analytical exercises. Students who enroll in AP Music Theory are expected to register for and take the AP Music Theory Exam.

**Introduction to Music Appreciation**

*Prerequisite: None*

**Grade Level 9-12**  
**2.5 Credits**

This course is designed to provide high school students with an inclusive and engaging exploration of music. For students with limited previous exposure to instrumental music, the course will also provide introductory instrumental instruction, allowing students to engage with music-making directly. Introduction to Music Appreciation will focus on the basics of music appreciation primarily through visual and vibratory stimuli and experiences that do not prioritize auditory appreciation, as well as instrumental practice and performance. Students will explore the cultural and historical significance of music; learn about key musical genres, artists, and composers; and engage directly in music creation through hands-on instrumental lessons. The goal is to ensure that all students can connect with and appreciate music.

## **PHYSICAL EDUCATION, HEALTH & SAFETY**

### **Physical Education 9-12 3 Marking Periods**

**Grade Level 9-12  
3.75 Credits**

The program in physical education strives to develop a sense of importance and enjoyment of physical fitness in each student. The course utilizes both individual and team activities. The program's development of physical fitness, coordination, knowledge of rules, confidence, cooperation, and enjoyment of activity are all important aspects. Project Adventure activities are utilized to develop a feeling of mutual trust, group initiative, and problem-solving.

The program will also focus on a Wellness program for students in Mountain Lakes High School that is offered to all students, grades 9-12, and is specifically designed to emphasize personal and mental health, physical wellness, and safety for all students. Students will be able to cultivate the knowledge and skills to become individuals with health and physical literacy that aid in developing healthy and successful lives.

Additionally, the program promotes the development of a complete person; physically, mentally, socially, and emotionally. Focusing on mental health and the relationship between physical and psychological health to enhance students' understanding, attitudes, and behaviors that promote health, well-being, and human dignity. Students will develop all the skills and knowledge to participate in lifelong fitness; enhance their knowledge of cardiovascular activities, injury, and disease prevention. Cultivating fitness habits that support individuals to plan and stay healthy throughout their lifetime. Students will self-evaluate and build/create personal fitness goals that will facilitate their understanding of the relationship between physical activity and long-term wellness alongside goal setting. The goal is to develop BUT maintain physical fitness levels that will provide opportunities for self-expression, enjoyment, and emotional satisfaction.

### **Health 9: Human Development MP2**

**Grade Level 9  
1.25 Credits**

Topics in Human Development include human growth and reproduction, abstinence, contraception, sexually transmitted diseases, acquaintance rape, teen pregnancy, and drugs.

Specifically, the program will provide a comprehensive health course focusing on human development education which enables 9th-grade students to understand the physical, biological, emotional, and social aspects of human health, growth, and development. Students will have the opportunity to cultivate the knowledge and skills to become individuals with health and physical literacy that aid in developing healthy, safe, and drug-free lives.

This health program will cover mental health, human sexuality, pregnancy, health conditions, disease, alcohol, and drugs. Focusing on mental health in how bullying, growth development, stress, sexual orientation, peer pressure, suicide prevention, and decision-making all play a crucial part in mental wellness. By teaching about different values, self-respect, dignity, and conflict resolution, students will better understand how to manage their mental health. The core of Human sexuality will be about the reproductive system, sexual response cycle, sexual abuse/harassment, and self-examination (male and female). The pregnancy unit consists of prevention, abstinence, and contraceptives. We will dive into the emotional, social, and physical changes your body goes through during pregnancy. Other topics that will be covered will be health conditions and disease, focusing on cancer and sexually transmitted disease awareness and prevention. The last unit, Alcohol and drugs, will teach students about drugs, their effects on the body, and the dangers of misjudgment.

### **Health 10: Driver Education (Theory) MP 1**

**Grade Level 10  
1.25 Credits**

This course consists of 30 hours of classroom instruction in the fundamentals of driving. The course stresses safety, courtesy, driving laws, insurance, and awareness of the dangers of drinking and driving and proper driving techniques. The student will take the written test for his/her New Jersey driving permit in class. Upon completion of the course, the student may take 6 hours of behind-the-wheel instruction with the Easy Method Driving School.

The driver's education course is designed to prepare students for the State required Driver' Education test. The scope and sequence of the course include safe driving, driver responsibilities, rules and regulations, responsible citizenship, driving in adverse conditions, and handling emergencies. In addition, we will briefly review some additional tips on the car accident crisis action plan. Students will understand responsibilities, and that driving is a privilege, not a right. By the end of the course, students will understand the rules and regulations of the road and safety protocols to ensure the safety of all road users.

**Health 11: Current Health Issues**  
**MP 4**

**Grade Level 11**  
**1.25 Credits**

Topics in Current Health Issues include disease, lifestyle, drugs, and environmental concerns. This course follows the American Heart Association modulus on first aid, CPR, and AED training.

First Aid/CPR/AED course incorporates the latest science and teaches students to recognize and care for a variety of first aid emergencies such as burns, cuts, scrapes, sudden illnesses, seizures, head, neck, and back injuries, heat, and cold emergencies and how to respond to breathing and cardiac emergencies for victims. In addition, students will understand what it looks like to have an allergic reaction, asthma attack, diabetes, low/high blood sugar, and fainting. It is essential also to know how to provide first aid for an amputated ligament, snake bites, and bone fractures. By the end of this unit, students will receive a certification from Heart Saver for CPR.

Mental Health first aid is just as important as physical first aid. Students will have the opportunity to learn skills on how to help someone who is emotionally distressed. Students will go through a series of lessons that will give them a certification to provide mental health first aid.

**Health 12: Human Relationships**  
**MP 3**

**Grade Level 12**  
**1.25 Credits**

The Human Relationships course is geared toward 12th-grade students and brings the importance of relationships in all aspects of life for their future endeavors. This program addresses various issues relating to mental health/illnesses, preparing for college life, establishing healthy relationships, and global issues. In Mental Health, students will understand various mental illnesses such as anxiety, depression, OCD, PTSD, bipolar, schizophrenia, and eating disorders. College life will consist of campus safety (dorms, parties (alcohol, and drugs), resources available, pledge life, stress management, and fire safety. We want students to have the opportunity to learn skills that will allow them to be aware of their surroundings at all times, be safe, smart, and responsible when making decisions and know what to do in an emergency. Students will be challenged to become introspective and examine the consequences of choice and their decisions. Stress management will be covered as well as introducing healthy ways to manage stressors that arise in college. These skills will help prepare them for their future and the challenges of college life and as family life. Having healthy relationships is just as important; students will understand all aspects of healthy relationships, from abusive relationships (verbally and sexually), to domestic violence and sexual orientation. In this unit, we will also review/remind students about STDs and consent.

**Policies and Procedures for Medically Excused Absences**

In order to keep students who have been medically excused from class connected with the goal of life-long wellness and a healthy lifestyle, students must complete assignments when they are excused from participation in Physical Education classes. For both short-term and long-term Medical Exclusions, students will be assigned online Physical Education. During the normally scheduled PE period the medically excused student will be assigned to a Study Hall and will complete and submit work that fulfills the Core Curriculum Standards for Physical Education.

## **SCIENCE**

### **Astronomy**

*Prerequisite: None*

**Grade Level 11-12  
2.5 Credits**

Astronomy is the study of stars, planets, comets, and galaxies and the phenomena that exist outside the Earth's atmosphere. Students will study astronomy in an active, participatory manner, similar to research scientists. Topics discussed will involve some knowledge of basic chemistry and physics. Astronomy gives students an opportunity to investigate answers to questions that are as old as mankind itself. As one of the oldest sciences, its roots trace back through time to prehistoric cultures. The science of astronomy explores the events and phenomena that occur beyond our own planet.

### **Contemporary Biology**

*Prerequisite: None*

**Grade Level 9-12  
6 Credits**

Contemporary Biology is a college preparatory course. Although this course addresses the concepts found in the traditional biology course, the emphasis is on the practical, using everyday experiences and examples throughout its presentation. This is accomplished through numerous laboratory experiences, demonstrations, hands-on activities, computer assisted learning as well as major projects involving research. Thus, Contemporary Biology is a course that will provide the individual student with numerous opportunities for success while studying relevant topics such as human anatomy and physiology, plant growth and reproduction, the relationships of living things to their environment and social issues regarding the environment. Motivation is achieved through this high-interest, practical, activity-oriented curriculum. Student performance will be evaluated using a variety of assessments, including teacher-generated tests and quizzes, examinations, laboratory activities, homework, research projects, and class participation. As a summary experience, there will be two half-year examinations, which will represent 20% of the students' grades for the year.

### **Biology**

*Prerequisite: Department Recommendation*

**Grade Level 9  
6 Credits**

Biology is the study of life on the planet Earth. This is a standard college preparatory life science course. Among the concepts covered in the course are the structures and functions of cells, the biochemical basis of life, the characteristics of various organisms, the classification of organisms, genetics (including molecular genetics) and heredity, evolution and ecological relationships. The unity and diversity of life are emphasized. Various biological processes such as photosynthesis, respiration, circulation, digestion and nervous response are investigated. Laboratory investigations include studies of cells using the microscope, the examination of live and preserved organisms, and the analysis of genetic problems.

### **Biology Honors**

*Prerequisite: Department Recommendation or Approved Course Placement Application*

**Grade Level 9  
6 Credits**

This comprehensive and intensive course is specifically designed for the 9th grade student who not only has an interest in science, but also has already demonstrated previous high-level achievement in science and in writing. The basic topics are similar to the Biology course; however each area in this rigorous course is treated with more in-depth study along with more advanced laboratory work. In addition to developing laboratory techniques and interpreting data, the writing up of experiments is stressed. Students are scheduled for two extended periods for laboratory work. It is expected that students who enroll in this course will be proficient readers, well organized, capable of abstract reasoning, and highly motivated.

### **Contemporary Chemistry**

*Pre/Corequisite: Algebra 1*

**Grade Level 10-12  
6 Credits**

Contemporary Chemistry is a college preparatory course. Although this course addresses the concepts found in the traditional chemistry course, Contemporary Chemistry is designed for practical applications to life in modern society. Motivation is achieved through a high interest, practical, activity-centered approach, which includes demonstrations, laboratory experiences, and class activities in addition to the traditional lecture. Student performance will be evaluated using a variety of assessments, including teacher-generated tests and quizzes, examinations, laboratory activities, homework, research projects and class participation. As a summary experience, there will be a final examination, which will represent 20% of the students' grades for the year.

### **Chemistry**

*Pre/Corequisite: Algebra 1 AND Department Recommendation*

**Grade Level 10-12  
6 Credits**

This Chemistry course serves as a comprehensive college preparatory course. The basic principles of conceptual and experimental Chemistry are emphasized, and topics of study will include the fundamentals of physical and chemical changes of matter, the theory behind chemical reactions and molecular bonding, and basic formula and equation writing. Students will develop their critical thinking and problem solving skills by applying abstract chemical concepts to extensive laboratory work. Students are also taught and encouraged to write cogent and analytical laboratory reports, thereby fostering the growth of their written communication skills. Overall, the course provides students with a solid foundation for future science courses.

**Chemistry Honors**

*Corequisite: Algebra 2 Honors AND*

*Department Recommendation OR Approved Course Placement Application*

**Grade Level 10-12****6 Credits**

This is a comprehensive and intensive course in experimental and conceptual chemistry. The work includes the history and methods of science and ranges over the nature of atoms, molecules, and reactions. Among the major topics are structure, nuclear chemistry, quantum chemistry, bonding, formula and equation writing, stoichiometry, change of state, thermo-chemistry, solutions, kinetics, equilibrium, and electrochemistry. Understanding the periodic table, developing laboratory techniques, interpreting data, and writing up experiments are stressed. The extensive laboratory work ranges from investigating the fundamental laws of chemical change to the analytical chemistry of acid-base titration and the determination of reaction rates. Modes of instruction include lecture, laboratory, demonstration, group discussion, and student board work. It is expected that students who enroll in this course will be able readers and proficient in basic algebra.

**Environmental & Sustainability Science**

*Prerequisites: Contemporary Biology OR Biology AND Contemporary Chemistry OR Chemistry*

**Grade Level 11-12****6 Credits**

Environmental & Sustainability Science is intended to bring the outside world into the classroom in a way that engages, involves, and empowers the students – no matter what their ability levels. Environmental & Sustainability Science uses real case studies, current data, engaging inquiry activities, and rich multimedia support in order to drive home each concept. The aim of the class is to make Environmental & Sustainability Science personal, actionable, and inspiring. Students will gain an understanding of Environmental Science, current economics and environmental policy, Earth's environmental systems, ecology, humans and the environment, and how we can use Sustainability Science to ensure a livable, productive planet Earth now and for future generations.

**Forensic Science Honors**

**Dual Enrollment: Syracuse University Project Advance**

*Prerequisites: Biology Honors and Chemistry Honors OR*

*Department Recommendation*

**Grade Level 11-12****6 Credits**

In this course students will discover the unique ways to analyze blood; how to deconstruct organic and inorganic evidence; the many uses of DNA; drug chemistry and toxicology; how to compare fibers, paints, glass, and soil; and much more. Lab assignments are techniques in forensic investigation, including identifying food dyes by paper chromatography, classifying carbohydrates, and performing qualitative tests for amino acids, proteins, and other chemicals. Being a fan of "CSI" is not a requirement; being a motivated student with Internet access is.

**Forensic Science & Criminal Psychology**

*Prerequisites: Contemporary Biology or Biology AND Contemporary Chemistry or Chemistry*

**Grade Level 11-12****6 Credits**

This full year science course will be geared towards junior and senior students with a high interest in the criminal justice system and criminalistics. This comprehensive course includes aspects of Biology, Chemistry, Physics, Anatomy and Physiology along with various other studies of science. Learning within the class will be carried out through student involvement in classroom discussions, independent case study readings, hands-on laboratory activities, student made crime scene videos along with various other resources using technology. The first half of the year will encompass the field of forensic science along with the various ways to connect evidence within a crime. The second half of the year will encompass criminal psychology and investigative patterns used to identify possible suspects for a crime. Students will read articles and view documentaries on some of the most well known cases in our history and identify how criminal psychologists have learned from these cases.

**Human Anatomy and Physiology Honors**

*Prerequisites: Biology and Chemistry*

**Grade Level 11-12****6 Credits**

Human Anatomy and Physiology is a college preparatory course designed for the Junior or Senior student with a genuine interest in the biological sciences, or a strong interest in a possible career choice for which a background in Anatomy and Physiology might be of value. The course will be targeted at the general level student at Mountain Lakes, so that, with appropriate effort, most of our students could successfully complete the course. Human Anatomy and Physiology will be a survey of human systems, their functions, and mechanisms of action. Emphasis will be placed on integration of systems, homeostatic mechanisms, and failures of those mechanisms that lead to disease. Laboratory activities will be an integral part of the course, and will include dissections, mechanical, and chemical activities, as well as cardiovascular and pulmonary activities related to exercise and fitness. Topics covered will include a review of cell biology, the integument, muscle anatomy and physiology, the nervous system, the senses, the cardiovascular system, the excretory system, hormonal control physiology, the reproductive systems, and human development. NOTE: Students who may have struggled in Biology and/or Chemistry will have difficulty in this course.



**Physics**

*Prerequisite: Biology and Chemistry OR*

*Contemporary Biology and Contemporary Chemistry AND Department Recommendation*

*Pre/Corequisite: Algebra 2*

**Grade Level 11-12****6 Credits**

This is a college preparatory course in physics, which is designed to interest and benefit all students. The student explores topics such as space, time, motion, energy, light, waves, sound, electricity and modern physics by means of a variety of activities. Included are laboratory experiments, numerous demonstrations, and computer-aided experiments.

**Physics & Concepts**

*Prerequisites: Contemporary Biology or Biology AND Contemporary Chemistry or Chemistry*

*Corequisite: Algebra 2*

**Grade Level 11-12****6 credits**

Physics & Concepts is a laboratory-based physics course that is writing intensive. Standard topics in mechanics, thermodynamics, waves, optics, electricity, magnetism, and modern physics will be covered. The course will require some use of algebra and geometry but the emphasis will be on written descriptions of the physics of everyday phenomena.

**AP Biology**

*Prerequisite: Biology Honors or Department Recommendation*

**Grade Level 11-12****6 Credits**

The Advanced Placement Biology course is a rigorous course for those students who have a background, ability and motivation to take a first-year college biology course. The syllabus is outlined in the CEEB Advanced Placement Course Description booklet. In-depth studies and experimentation will prepare students for the Advanced Placement Examination in order for them to qualify for college credit and/or placement. Extensive laboratory sessions are scheduled relating to topics covered in lecture and discussion periods are included. Major areas of study include molecular, cellular, organism, and populational biology. Students who enroll in AP Biology are expected to register for and take the AP Biology Exam.

**AP Chemistry**

*Prerequisites: Chemistry Honors or Department Recommendation*

**Grade Level 11-12****6 Credits**

The AP Chemistry course is essentially a first-year college chemistry course designed to prepare the student for the Advanced Placement Examination. The content includes the items specified in the CEEB Advanced Placement Course Descriptions booklet. Specifically, the course involves review and elaboration of principles encountered in chemistry and physics, especially in the area of atomic structure, bonding, equilibrium, and kinetics, thermodynamics and electrochemistry. Students are expected to spend at least six hours a week in textbook study, problem solving and laboratory reports outside of class. Students who enroll in AP Chemistry are expected to register for and take the AP Chemistry Exam.

**AP Environmental Science**

*Prerequisites: Department Recommendation*

*OR Biology Honors and Chemistry Honors AND*

*Algebra 2 Honors or Algebra 2 Advanced*

**Grade Level 12****6 Credits**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.

The AP Environmental Science course is an excellent option for any interested student who has completed two years of high school honors laboratory science — one year of honors life science and one year of honors chemistry. Due to the quantitative analysis that is required in the course, students should also have completed an Algebra II course (Enriched or Honors). The AP Environmental Science course is designed to be the equivalent of a one semester, introductory college course in environmental science. Students who enroll in AP Environmental Science are expected to register for and take the AP Environmental Science Exam.

**AP Physics 1**

*Prerequisites: Biology Honors, Chemistry Honors, and Algebra 2 Honors OR*

*Department Recommendation OR Approved Course Placement Application*

**Grade Level 11-12****6 Credits**

AP Physics 1: Algebra-based is the equivalent of a first-semester college course in algebra-based physics that is designed to be taught over a full academic year. Having a full year enables AP teachers and students to develop a deep understanding of the content and to focus on applying their knowledge through inquiry-based laboratory experiences. The full year also allows time for inclusion of physics content specified by New Jersey State standards. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It also introduces electric circuits. Students who enroll in AP Physics 1 are expected to register for and take the AP Physics 1 Exam.

**AP Physics 2**

*Prerequisites: AP Physics 1 OR Department Recommendation  
OR Approved Course Placement Application  
Corequisite: Calculus or AP Chemistry*

**Grade Level 12  
6 Credits**

AP Physics 2: Algebra-based is the equivalent of a second-semester college course in algebra-based physics that is designed to be taught over a full academic year. Having a full year enables AP teachers and students to develop a deep understanding of the content and to focus on applying their knowledge through inquiry-based laboratory experiences. The full year also allows time for inclusion of physics content specified by New Jersey State standards. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Students who enroll in AP Physics 2 are expected to register for and take the AP Physics 2 Exam.

**AP Physics C**

*Prerequisites: AP Physics 1 OR Department Recommendation  
OR Approved Course Placement Application  
Co-requisite: AP Calculus AB or BC*

**Grade Level 12  
6 Credits**

There are two AP Physics C courses — Physics C: Mechanics and Physics C: Electricity and Magnetism, each corresponding to approximately a semester of college work. Mechanics is typically taught first, followed by Electricity and Magnetism. The courses are taught over the course of a year, with approximately equal time given to each. Both courses will utilize guided inquiry and student-centered learning to foster the development of critical thinking skills and will use introductory differential and integral calculus throughout the course. Permission of instructor is required for admittance into this course. Physics C: Mechanics will provide instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Physics C: Electricity and Magnetism will provide instruction in each of the following five content areas: electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism. Students who enroll in AP Physics C are expected to register for and take both AP Physics C Exams.

## **SOCIAL STUDIES**

### **World Cultures**

*Prerequisite: None*

**Grade Level 9  
5 Credits**

In World Cultures, students will examine the geography, history, religions, ideologies, societies, cultural characteristics and current events/issues for five regions of the world, all of which were colonized or otherwise influenced by Europeans in the 16th through 20th Centuries: Latin America, South Asia, Africa, the Middle East, and East Asia. The course emphasizes historical breadth in connecting ancient to pre-modern and modern materials, seeking deep understanding of unique features of non-Western societies, global awareness, an appreciation of cultural diversity and the development of critical thinking (especially interpretation of primary sources), research, and writing skills. Students wishing to pursue honors-level study in 10th grade must complete the optional 9th grade portfolio.

### **United States History 1**

*Prerequisite: None*

**Grade Level 10  
5 Credits**

This is a survey course in American history from colonial times to the closing of the American frontier after the Civil War. Extensive use is made of primary sources and digital materials. Although the emphasis is primarily historical, some attention is given to the cultural trends in American society. A wide range of evaluative techniques are used.

### **United States History 1 Honors**

*Prerequisite: Department Recommendation and Approved Honors Portfolio  
OR Approved Course Placement Application*

**Grade Level 10  
5 Credits**

This is a survey course in American history from colonial times to the closing of the American frontier after the Civil War. Skill development emphasis is placed on reading, composition and discussion. Extensive use is made of primary sources and digital materials. Project and presentation opportunities are numerous and varied. A wide selection of evaluative techniques is employed. Only students who complete the World Cultures Portfolio will be matriculated in this course.

### **United States History 2**

*Prerequisite: United States History 1*

**Grade Level 11  
5 Credits**

A sequel to United States History I, this course surveys American history from the turn of the 20th century to the present. The major theme of the course is the economic and global reach of the United States from the late Gilded Age to our current Information Age. Students will be encouraged to do in-depth work in one of the major study areas. Periodicals and audiovisual aids will be used extensively.

### **United States History 2 Honors**

*Prerequisite: United States History 1 AND Department Recommendation  
OR Approved Course Placement Application*

**Grade Level 11  
5 Credits**

A sequel to United States History I, this course surveys American history from the turn of the 20th century to the present. The major theme of the course is the economic and global reach of the United States from the late Gilded Age to our current Information Age. Students will be encouraged to do in-depth work in one of the major study areas. Periodicals and audiovisual aids will be used extensively. As an honors course, students will be challenged with greater reading assignments and frequent writing tasks that further develop critical thinking skills.

### **AP United States History 2**

*Prerequisites: US History 1 Honors AND Department Recommendation  
OR Approved Course Placement Application*

**Grade Level 11  
5 Credits**

This rigorous survey of American history leads to both the fulfillment of the state's American history requirement and success in the American History A.P. Test. There is a heavy emphasis on both reading and writing about American history. Original source materials and scholarly interpretations are read and discussed on a daily basis. Oral participation in classroom discussion is expected of all students, and considerable effort must be devoted to the development of research and analytical papers outside of class. This program is intended for students who possess very good communication and thinking skills, and who are well motivated toward the study of American history. Students who enroll in AP United States History 2 are expected to register for and take the AP United States History 2 Exam.

**Criminal Justice System in Modern America Honors**

*Prerequisite: Honors or AP Department Recommendation*

**Grade Level 11-12****2.5 Credits**

The objective of this course is to provide a comprehensive overview and understanding of the United States Criminal Justice System. In context to the philosophical underpinnings of the U.S. Constitution and the historical, social, and political development of the United States, this course will examine the three major components of the criminal justice system: (1) police and law enforcement, (2) courts and adjudications, and (3) corrections. The framework of the course will evolve about the concepts of social order and control, theories of criminality, the legislation, enforcement, and adjudication of criminal laws, the remediation of criminal behavior, and the influence of public policy in the administration of justice.

**Holocaust & Genocide Honors**

*Prerequisite: Honors or AP Department Recommendation*

**Grade Level 10-12****2.5 Credits**

Holocaust & Genocide Studies (Honors Seminar) is a semester course exploring the psychological, sociological and political circumstances that have led to genocide. While the course's primary case study is the Nazi genocide of Jews and certain other minority groups during World War II, we will briefly examine other 20th century genocides such as those targeting Turkish Armenians, Bosnian Muslims, and Rwandan Tutsis. Throughout the course, we will consider explanations of why these events happened, and explore how individuals can apply these understandings to their interactions with other people and their participation in civic/political life, with a view toward reducing the likelihood of future genocide.

**Legends, Myths, and Folklore in History**

*Prerequisite: World Cultures*

**Grade Level 10-12****2.5 Credits**

Throughout history, people have told stories of angry gods, harrowing journeys, cunning animals, horrible beasts, and the mighty heroes who vanquished them. Legends, myths, and folklore have provided a way for these colorful stories to spring to life for thousands of years. This course will explore some of history's greatest stories from various world cultures from the Old Norse myths of the Vikings, to Ancient Greek mythology; Japanese traditional folktales to Caribbean folklore; indigenous American legends of the Aztecs to West African fables. Even our own state of New Jersey is host to some unique legends of its own. Students will journey with age-old heroes as they slay dragons, outwit gods, defy fate, fight endless battles, and outwit clever monsters with strength and courage. You'll explore the universality and social significance of myths and folklore and see how these powerful tales continue to shape society even today.

**Personal and Business Law**

*Prerequisite: None*

**Grade Level 10-12****2.5 Credits**

This course examines the relationship between personal ethics, business ethics and the law. The course begins with an overview of where laws originate. Topics include sources of law, types of crimes, tort law, the dual court system, and current events in the field of law. There will also be a practical application of law in relation to individuals and businesses. These topics include contracts, consumer protection, intellectual property, patents, copyrights, trademarks, telemarketing, employment law and equal protection rights of workers. Current, historical and simulated cases of law will be discussed. The use of debates, discussions, role-playing exercises and other group activities will help students meet the objectives of the course.

**Philosophy Honors**

*Prerequisite: Honors or AP Department Recommendation*

**Grade Level 11-12****2.5 Credits**

Western Civilization & Philosophy, inspired by the "Great Books" model of instruction in classic texts, complements the four year MLHS English Literature/Language Arts and Social Studies curriculum by giving students a foundation in the main threads of Western thought from the Ancient through Modern periods. The first half of the course focuses on Ethics, Values, and Epistemology/Theory of Knowledge while the second half of the course focuses on Politics and Economics. Students also get exposure to liberal arts fields in anticipation of exploring future college majors such as Philosophy, Economics, Classical Studies, Anthropology, and Political Science. Finally, it almost goes without saying that the course, above all, provides students the opportunity to think deeply about the core values and perspectives underlying the major contemporary political, ethical, and social discussions facing modern democracies and prepares them to participate in those discussions as informed citizens.

**Psychology/Human Behavior**

*Prerequisite: None*

**Grade Level 10-12****2.5 Credits**

This course will examine selected topics dealing with human behavior in order to provide students with an understanding of how such social science disciplines as Sociology, Anthropology and Psychology investigate behavior. The areas to be covered will include the following: perception, thought, language, learning, the factors affecting intelligence, the cycle of life from childhood to old age, the brain, personality and behavior.

**AP Art History**

*Prerequisite: World Cultures AND Department Recommendation OR*

*Co-requisite: U.S. History I Honors*

*Grades 11 and 12: Completion of an Honors Social Studies course*

**Grade Level 10-12****5 Credits**

This course is designed to be similar to an introductory college-level course in art history. The major focus of the course shall include both Western and non-Western art. Emphasis shall be placed in the fields of architecture, sculpture, painting, and other art forms within their historical and cultural contexts. Students will learn to look at works of art critically, with intelligence and sensitivity, and to articulate what they see and experience. No prior exposure to art history is required. However, students who have done well in other courses in the humanities, such as history and literature, or in any of the studio arts are especially encouraged to enroll. The course also prepares students for the national Advanced Placement examination that affords students to earn college credits with a passing score. Students who enroll in AP Art History are expected to register for and take the AP Art History Exam. This course does not meet the graduation requirement for Fine Arts.

**AP Economics (Micro/Macro)**

*Prerequisite: Department Recommendation OR completion of AP US History 2*

*Pre/Corequisite: Calculus, AP Calculus AB, AP Calculus BC, AP Statistics or Honors Multivariable Calculus*

**Grade Level 12****5 Credits**

This full-year course offers two separate programs of study in economics: one in AP Microeconomics and AP Macroeconomics. The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Upon completion of this full-year course, students are recommended to take one or both AP exams in May. A separate score is reported for each. Students who enroll in AP Economics are expected to register for and take both AP Economics Exams.

**AP European History**

*Prerequisite: Department Recommendation OR completion of an Honors Social Studies course*

**Grade Level 11-12****5 Credits**

This college freshman level course surveys and interprets the evolution of Western Civilization from the Renaissance to the present, examining political, socio-economic and cultural trends. Special attention is given to the emergence of strong nation-states, revolutions and contemporary problems resulting from global wars. Non-western civilizations are examined in terms of their interaction with the west. Students should be highly motivated and possess superior writing skills. Depending on the college or university, students may earn college credits by passing the Advanced Placement Examination prepared by the College Board. Students who enroll in AP European History are expected to register for and take the AP European History Exam.

**AP Psychology**

*Prerequisite: Algebra 2 AND Department Recommendation OR completion of an Honors Social Studies course*

**Grade Level 11-12****5 Credits**

The AP Psychology course introduces students to the systematic scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

**AP United States Government**

*Prerequisites: Department Recommendation OR completion of an Honors Social Studies course*

**Grade Level: 11-12****5 Credits**

AP U.S. Government and Politics is a full-year, introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. Starting in 2020, we will no longer offer the AP Comparative module. Students who enroll in AP United States Government are expected to register for and take the AP United States Government Exam.

**AP World History: Modern**

*Prerequisite: Department Recommendation OR*

*Grade 10: Successful completion of World Cultures AND completion of the World Cultures portfolio*

*Grades 11 and 12: Completion of an Honors Social Studies course*

**Grade Level 10-12****5 Credits**

This college freshman level course offers motivated students the opportunity to immerse themselves in global history with a balanced curriculum that covers Africa, the Americas, Asia, Europe and Oceania. Building on content and skills from Freshmen World Cultures, students will develop an even greater understanding of the evolution of global processes and contacts in different types of human societies. Depending on the college or university, students may earn college credits by passing the Advanced Placement Examination prepared by the College Board. Rising sophomores who matriculate for this course must complete the World Cultures portfolio. Students who enroll in AP World History are expected to register for and take the AP World History Exam.

**Online Economics**

*Prerequisite: None*

**Grade Level 10-12****2.5 Credits**

Online Economics is a one-semester introduction to the basics of personal financial issues. Economics vocabulary, factors of production, supply and demand, determination of price, saving and investment, entrepreneurship, marketplace functions, employment and productivity, money and monetary policy, stock market operations, and other fundamentals of capitalism will be studied. The course will take place completely online and student learning will be completely independent. Key concepts will be explained through streaming video from the Annenberg Collection and Econ Alive! resources. Students must complete both long-term and short-term homework assignments that encourage them to learn the material on their own, fostering independence and initiative.

## VISUAL ARTS

### **Foundations of Art**

*Prerequisite: None*

**Grade Level 9-12**

**5 Credits**

As the prerequisite for all other courses in visual art, Foundations of Art provides an understanding of an array of skills and techniques. Students are introduced to drawing skills, color theory, and the principles of two- and three-dimensional design. Areas of investigation include perspective, portraiture, figure drawing, and still life. A variety of techniques will be explored. Approaches to design, the use of direct observational drawing technique and composition will be emphasized. As skills develop, students will continue in their exploration of various media and techniques including drawing, printmaking, painting, mixed media, ceramics, and sculpture. Throughout the course, production activities using a wide variety of media will focus on the development of drawing skills, craftsmanship, and self-expression.

### **2D Art: Drawing and Painting**

*Prerequisite: Foundations of Art (Beginning Class of 2028)*

**Grade Level 10-12**

**2.5 Credits**

This course offers exploratory and focused experiences related to drawing and painting. The students will use a wide variety of media, including pencil, charcoal, chalk and oil pastels, acrylic paints and watercolors. The emphasis of this course is to build skill competency while promoting individual growth and creativity. The students will work with a variety of visual references, including the still life, photo resources, and life drawing as they build a strong background of skills and techniques, working toward expanding their personal creative abilities and imagination.

### **3D Design and Ceramics**

*Prerequisite: Foundations of Art (Beginning Class of 2028)*

**Grade Level 10-12**

**2.5 Credits**

3D Design and Ceramics I is a course designed for the student who is interested in a variety of three-dimensional media to produce both functional and nonfunctional 3D art. It includes an exploration of various methods of ceramic hand-building, an introduction to the use of the potter's wheel, the creation of ceramic sculpture, experimentation with the various methods of handling clay, understanding the properties of glazes, a study of the history of ceramic art, and the contemporary uses of clay as well as basic scientific principles of ceramic art. Students will explore a variety of 3D design and sculpture concepts including mass, volume, form, plane, light, texture, and function. These concepts will be reinforced through a range of styles, creative approaches, techniques, and media. Working artists of today will be introduced, as well as key historical art figures.

### **Contemporary Crafts**

*Prerequisite: Foundations of Art (Beginning Class of 2028)*

**Grade Level 10-12**

**2.5 Credits**

A creative course for the student who desires a hands-on experience in art, Contemporary Crafts will be enriching to fine arts majors as well as those seeking to enhance their high school year by learning new skills through creative experiences. The course will acquaint the student with a variety of art experiences, which may include jewelry/metals, fiber arts, functional art, clay, or printmaking. The course will explore traditional approaches in each area studied, as well as the contemporary attitudes that are setting new trends in the art world today.

### **Digital Media Arts and Design**

*Prerequisite: Foundations of Art (Beginning Class of 2028)*

**Grade Level 10-12**

**2.5 Credits**

Digital Media Arts and Design I provides an understanding of an array of skills and techniques. Students are introduced to digital methods of imaging. A variety of techniques will be explored. Approaches to design include an understanding of how design can communicate, promote, persuade, inform, and motivate a consumer to act. Approaches to digital imaging include developing technical skills, considering point of view, artistic direction, and photo editing. Throughout the course, production activities using a wide variety of media will focus on the function of digital visual arts for global communication. Importance will be placed on student growth in aesthetic awareness, compositional understanding, and individual creative expression.

### **Art Portfolio Development Honors**

*Prerequisite Options:*

- 1) *Two full years of art instruction including any combination of Foundations of Art AND 2D Art: Drawing and Painting; Digital Media Arts and Design; or 3D Design and Ceramics; OR*
- 2) *Teacher Recommendation AND Foundations of Art*

**Grade Level 10-12**

**5 Credits**

This course will offer students the opportunity to become immersed in a variety of artistic media and techniques. Possible areas for in-depth exploration include painting, drawing, printmaking, and three-dimensional design. Students will strive to develop a comprehensive portfolio for eventual submission to the College Board Advanced Placement Studio Art program, as well as for inclusion in their college application materials. A summer assignment prior to entry into the course must be completed.

**AP Studio Art**

*Prerequisite: Art Portfolio Development Honors OR*

*5 Credits in Visual and Performing Arts completed at MLHS during the regular academic calendar year*

*AND Department Recommendation based upon presentation of an Art Portfolio*

**Grade Level 11-12****6 Credits**

Advanced Placement Studio Art is an intensive, full-year course designed for the student who has satisfied the prerequisite coursework. This course addresses advanced concepts in drawing, color theory, painting, computer-generated design, printmaking, mixed media, or two- and three-dimensional design. As prescribed by the College Board, the course will result in the development of a portfolio by each student. All students enrolled in AP Studio Art are expected to prepare a portfolio suitable for submission to the College Board. Prior to entry into the course, each student must present a portfolio of work to the department. Students must also work over the summer in preparation for the course. Students are permitted to enroll in AP Studio Art during two different academic calendar years as long as they vary their concentrations. Students who enroll in AP Studio Art are expected to register for and take the AP Studio Art Exam.



## WORLD LANGUAGES

### **American Sign Language (ASL) 1**

*Prerequisite: None*

**Grade Level 9-12**

**5 Credits**

American Sign Language is a visual language with vocabulary, grammar, idioms, and syntax different from English. This course focuses on the development of conversational sign-language skills and the grammatical structure of American Sign Language. Students are exposed to a variety of sign systems and modes of communication used by the Deaf community. This course introduces the history of sign language and the importance of Deaf culture. Class participation is an integral part of the course.

### **American Sign Language (ASL) 2**

*Prerequisite: American Sign Language 1*

**Grade Level 10-12**

**5 Credits**

This is the second course of our three-year ASL program. Students will add to their study of ASL vocabulary and increase proficiency in expressive and receptive conversational skills using more complex grammatical structures. Students will continue to learn about Deaf culture, and Deaf history. ASL has no vocal component; therefore, when students are utilizing the language there will be no voicing allowed. Class participation is an integral part of the course.

### **American Sign Language (ASL) 3 Honors**

*Prerequisite: American Sign Language 2*

**Grade Level 11-12**

**5 Credits**

This is the culminating course of our three-year ASL program. Students will add to their study of ASL vocabulary and increase proficiency in expressive and receptive conversational skills using more complex grammatical structures. Students will continue to learn about Deaf culture, and Deaf history. ASL has no vocal component; therefore, when students are utilizing the language there will be no voicing allowed. Class participation is an integral part of the course.

### **English as a Second Language (ESL)**

*Prerequisite: None*

**Grade Level 9-12**

**2.5 or 5 Credits**

The English as a Second Language Program provides an opportunity for those students needing assistance in learning the English language. The purpose of the program is to provide students with sufficient fluency in all areas of English to be successfully integrated into the mainstream school program. The program is offered in the high school one period each day for the entire school year. Students enter the program through testing and exit upon becoming English proficient.

### **French 1**

*Prerequisite: None*

**Grade Level 9-11**

**5 Credits**

The primary goal of French 1 is to guide students as they acquire linguistic proficiency and cultural sensitivity. By interweaving language and culture, the level 1 curriculum seeks to broaden students' communication skills while deepening their appreciation of other cultures. Students begin to explore societal themes that challenge their own perspectives and practices. The use of the target language becomes less sheltered as students express opinions and draw inferences in the target language. This course is composed of four thematic units. Essential questions anchor each unit. Instructional procedures, techniques, and methods will be differentiated, interactive, and authentic. The students will be exposed to and will explore a variety of informational texts and electronic sources. They will apply technology in the following ways: conducting research, composing thoughts, sorting and organizing information, developing presentations, and following web quests. Assessment will be ongoing and include performance-based tasks, reading comprehension, and writing samples that further demonstrate and confirm the acquisition of language skills.

### **French 2**

*Prerequisite: French 1*

**Grade Level 9-12**

**5 Credits**

French 2 will continue to focus on developing the four skills of listening, speaking, reading, and writing, which were introduced in Level 1. Reviewing past lessons will be an integral part of each new lesson. Technology will be used to enhance the topics covered. Throughout the year, students will reinforce their knowledge of past and present tenses as well as other vocabulary and structures to help them communicate more effectively. Many class activities will involve cooperative practice and critical thinking, and there will be opportunities to develop multicultural awareness by studying the regions of France and French-speaking countries. The course consists of four thematic units, each anchored by essential questions. Instructional procedures, techniques, and methods will be differentiated, interactive, and authentic. Students will be exposed to various informational texts and electronic sources and will learn to apply technology in various ways, such as conducting research, composing thoughts, sorting and organizing information, developing presentations, and following web quests. Assessment will be ongoing and include performance-based tasks, reading comprehension, and writing samples to further demonstrate and confirm the acquisition of language skills.

### **French 3**

*Prerequisite: French 2*

**Grade Level 10-12**

**5 Credits**

French 3 builds upon the four listening, speaking, reading, and writing language skills introduced in Levels 1 and 2. Each new lesson will include a review of past lessons. Technology will be used to enhance the topics covered. The curriculum reinforces the use of past and present tenses, vocabulary, and structures to increase students' proficiency in expressing themselves. The course includes cooperative practice and critical thinking activities, and studying the regions of France and French-speaking countries to develop multicultural awareness. The main objective of French 3 is to guide students as they continue to acquire linguistic proficiency and cultural sensitivity. The curriculum combines language and culture to broaden students' communication skills and deepen their appreciation of other cultures. Students will explore societal themes that challenge their own perspectives and practices. As students progress, the use of the target language becomes less sheltered, allowing them to express their ideas and opinions in the target language.

### **French 3 Honors**

*Prerequisite: French 2 AND Department Recommendation OR Approved Course Placement Application*

**Grade Level 10-12**

**5 Credits**

Honors French 3 will continue to focus on developing the listening, speaking, reading, and writing skills that were introduced in Levels 1 and 2. Each new lesson will include a review of past lessons. Technology will be used to enhance the topics covered. The use of past and present tenses will be reinforced throughout the year, along with other vocabulary and structures, to help students express themselves more effectively. Many class activities will involve cooperative practice and critical thinking, and students will have opportunities to develop multicultural awareness by studying the regions of France and French-speaking countries. As students move to an honors level, they can expect a faster pace, more assignments, and the need for critical thinking to succeed. The primary goal of French 3 Honors is to guide students as they continue to develop their language skills and cultural sensitivity. Combining language and culture, the level 3 Honors curriculum aims to broaden students' communication skills and deepen their appreciation of other cultures. Students will begin to explore societal themes that challenge their own perspectives and practices. The use of the target language will become less sheltered as students express opinions and draw inferences in the target language.

### **French 4**

*Prerequisite: French 3*

**Grade Level 11-12**

**5 Credits**

The Level 4 French course aims to enable students to communicate effectively in the target language. They will learn to create sentences and paragraphs, ask and answer questions, express opinions, summarize, compare, contrast, and perform basic analysis on a given topic. The course will focus on developing proficiency in all four language skills: listening, speaking, reading, and writing. Students will also study French culture and improve their literacy skills. The course will help students develop communicative competence and cultural knowledge through a range of activities that build on the interpretive, interpersonal, and presentational modes of communication. By the end of the course, most students are expected to have achieved an Intermediate-Low to Intermediate-Mid level of proficiency in the language. In-class communication will primarily be conducted in French.

### **French 4 Honors**

*Prerequisite: French 3 AND Department Recommendation OR Approved Course Placement Application*

**Grade Level 11-12**

**5 Credits**

This course will continue to emphasize the four skills of listening, speaking, reading, and writing, which were begun in Levels 1, 2, and 3. Constant reentry of past lessons will be part of each new lesson. Technology will be used to enhance the topics covered. All previously introduced tenses, along with other vocabulary and structures, are reinforced throughout the year to enable students to express themselves more effectively. Many of the class activities incorporate cooperative practice and critical thinking, as well as opportunities to develop multicultural awareness through the study of the francophone regions of the world. Because students are studying at an honors level, the expectation is that the pace is faster, there are more assignments, and critical thinking is necessary for success. By the end of the course, students will be moving towards an intermediate-advanced level of proficiency. The primary goal of French 4 Honors is to guide students as they continue to acquire linguistic proficiency and cultural sensitivity. By interweaving language and culture, the level 4 Honors curriculum seeks to broaden students' communication skills while at the same time deepening their appreciation of other cultures. Students begin to explore societal themes that challenge their own perspectives and practices. The use of the target language becomes less sheltered as students express opinions and draw inferences in the target language.

### **French 5**

*Prerequisite: French 4*

**Grade Level 12**

**5 Credits**

The goals of the French 5 course are for students to develop proficiency in the interpersonal and presentational modes of communication at a pre-advanced level. Students research and present projects on topics of current interest to sharpen and build their communicative skills in the language areas of listening, speaking, reading, and writing. Current topics of interest are researched and discussed through various media that include technology, websites, books, videos, and other authentic print and non-print materials. Individualized instruction will be employed in working with each student to help overcome their grammar, vocabulary, phonetics, and style difficulties. Students can expand their understanding of French literature by reading works of major French writers such as Camus, Merimee, and Voltaire. These readings will help students explore the literary techniques and biographical information reflected in the works of these writers. Films and videos will broaden students' abilities to comprehend the target language from France and the francophone world. At the completion of a Level 5 course, the majority of students are expected to perform in the

Intermediate-Mid to Intermediate-High range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

### **AP French Language and Culture**

*Prerequisite: French 4 Honors OR Department Recommendation OR Approved Course Placement Application*

**Grade Level 12  
5 Credits**

The AP French Language and Culture course is rigorous and taught entirely in French. It requires students to enhance their proficiency in all three communication modes. The course primarily focuses on incorporating authentic resources from the Francophone world to provide a diverse learning experience. Students must use advanced vocabulary and linguistic structures to build proficiency in all communication modes toward the pre-advanced level. The course is divided into thematic units based on recommended contexts and essential questions from the College Board. The study of these units integrates corresponding cultural elements, and activities are directed with cultural connections in mind. Students are expected to have previously been exposed to advanced language structures in the courses leading up to the AP French Language and Culture course; however, a review of the mechanics is done within the contextual framework of each unit if necessary. This course is designed to develop student proficiency in all four language skills to meet the challenge of the Advanced Placement Examination. Students who enroll should register for and take the AP French Exam. This course provides a valuable preparation for those students who wish to continue studying French at the university level.

### **Spanish 1**

*Prerequisite: None*

**Grade Level 9-11  
5 Credits**

The goal of Level 1 courses is for students to be able to communicate in the target language using words, lists, memorized phrases and simple sentences. Level 1 courses are the foundation courses in which basic communication skills pertaining to everyday topics are learned. Students are introduced to the four basic language areas of listening, speaking, reading and writing through the use of active learning strategies, media and technology. Basic language usage and cultural awareness are developed through the sequential building of vocabulary and basic grammatical concepts. At the completion of a Level 1 course, the majority of students are expected to perform in the Novice-Mid to Novice-High range of language proficiency. Students enrolled in these courses are expected to participate in the target language activities in class.

### **Spanish 2**

*Prerequisite: Spanish 1 OR Approved Course Placement Application*

**Grade Level 9-12  
5 Credits**

The goals of Level 2 courses are to be able to communicate in the target language in simple sentences and to handle simple transactions related to everyday life. The four language areas of listening, speaking, reading and writing continue to be developed with an emphasis on expanding vocabulary and improving the student's ability to understand and use important grammatical concepts. Language usage and cultural knowledge continue to be developed through the sequential building of the interpretive, interpersonal and presentational modes of communication. At the completion of a Level 2 course, the majority of students are expected to perform in the Novice-High range of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.

### **Spanish Conversation & Culture 1**

*Prerequisite: Spanish 1 OR Department Recommendation*

**Grade Level 9-11  
5 Credits**

Spanish Communication and Cultures course reviews and expands upon the concepts learned in Spanish 1 to solidify and promote a deeper understanding of the basic language usage, cultural awareness and more complex grammar components. Students continue to work on the four basic language areas of listening, speaking, reading and writing through the use of active learning strategies, language supports, media and technology. At the completion of this course, the majority of students are expected to perform in the Novice-Mid to Novice-High range of language proficiency.

### **Spanish Conversation & Culture 2**

*Prerequisite: Spanish Conversation & Culture 1*

**Grade Level 10-12  
5 Credits**

Basic work began in the first year. The culture of the peninsular and Latino population will be studied through video, music, dance, and student research.

### **Spanish 3**

*Prerequisite: Spanish 2*

**Grade Level 10-12  
5 Credits**

The goals of Level 3 courses are to be able to communicate in the target language using strings of sentences and to ask and answer questions to handle transactions of everyday life. The four language areas of listening, speaking, reading and writing continue to be developed with an emphasis on the development of extensive vocabulary and complex grammatical forms. Cultural competencies are developed through readings, presentations and discussions. At the completion of a Level 3 course, the majority of students are expected to perform in the Novice-High to Intermediate-Low range of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.

**Spanish 3 Honors**

*Prerequisite: Spanish 2 AND Department Recommendation OR Approved Course Placement Application*

**Grade Level 10-12**  
**5 Credits**

The goals of Level 3 Honors courses are to be able to spontaneously produce the target language using strings of sentences and to be able to ask and answer questions to handle transactions of everyday life. Emphasis is placed on understanding and using complex grammatical forms and on the acquisition of extensive vocabulary. Students continue to develop proficiency in the four language skills: listening, speaking, reading and writing and to develop linguistic and cultural competence through the sequential building of interpretive, interpersonal and presentational skills. At this level, students are challenged with more intensive and extensive communicative experiences. At the completion of a Level 3 Honors course, the majority of students are expected to perform in the Intermediate-Low to Intermediate-Mid range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

**Spanish 4**

*Prerequisite: Spanish 3*

**Grade Level 11-12**  
**5 Credits**

The goals of Level 4 courses are for students to be able to communicate and produce the target language by using strings of sentences and simple paragraphs, to ask and answer questions, offer opinions, summarize, compare, contrast, and perform oral or written simple analysis on a given topic. The fourth level of language study is based on activities that develop proficiency in the four communicative skills: listening, speaking, reading and writing. There is extensive study of culture and the development of literacy skills (listening, speaking, reading and writing) at this level. Communicative competence and extensive cultural knowledge are developed through the sequential building of the interpretive, interpersonal and presentational modes of communication. At the completion of a Level 4 course, the majority of students are expected to perform in the Intermediate-Low to Intermediate-Mid range of language proficiency. Students enrolled in these courses are expected to communicate primarily in the target language in class.

**Spanish 4 Honors**

*Prerequisite: Spanish 3 AND Department Recommendation OR Approved Course Placement Application*

**Grade Level 11-12**  
**5 Credits**

The goals of the Level 4 Honors course is to be able to use complex grammatical forms to discuss cultural concepts and to be able to spontaneously discuss opinions and other abstract ideas, This course focuses on the acquisition of extensive vocabulary, the in-depth study of culture, the development of literacy skills (listening, speaking, reading and writing), and preliminary preparation for the Advanced Placement course. All learning activities are designed to further develop communicative competence in the three modes of communication: the interpretive, interpersonal and presentational modes and to strengthen listening, speaking, reading and writing skills. At the completion of a Level 4 Honors course, the majority of students are expected to perform in the Intermediate-Mid to Intermediate-High range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

**Spanish 5**

*Prerequisite: Spanish 4*

**Grade Level 12**  
**5 Credits**

The goals of the fifth level of language and culture study are for students to be able to further develop proficiency in the interpersonal and presentational modes of communication at a pre-advanced level. Students research and present projects on topics of current interest to sharpen and build their communicative skills in the language areas of listening, speaking, reading and writing. Current topics of interest are researched and discussed through various media that include technology, websites, books, videos, and other authentic print and non-print materials. At the completion of a Level 5 course, the majority of students are expected to perform in the Intermediate-Mid to Intermediate-High range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class.

**AP Spanish Language and Culture**

*Prerequisite: Spanish 4 Honors OR Department Recommendation OR Approved Course Placement Application*

**Grade Level 12**  
**5 Credits**

Advanced Placement Language and Culture courses are designed for the students who wish to receive credit or advanced standing in college. This course prepares students to take the Advanced Placement exam in Spanish. Students who enroll should possess a solid command of grammar and competence in listening, speaking, reading and writing the target language. AP courses reflect interest in the arts, current events, literature and sports shared by the students and teacher. Extensive training in the organization and writing of compositions is included. At the completion of an Advanced Placement course, the majority of students are expected to perform in the Intermediate-High to Advanced-Low range of language proficiency. Students enrolled in these courses are expected to communicate in the target language in class. This course provides a valuable preparation for those students who wish to continue study in Spanish at the university level. Students who enroll in AP Spanish are expected to register for and take the AP Spanish Exam.