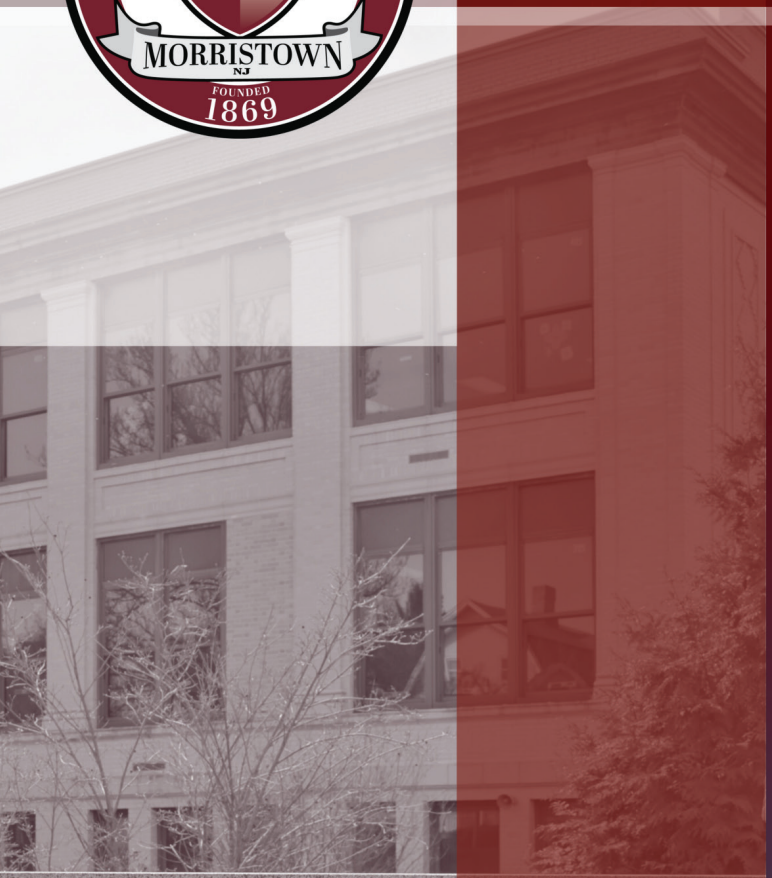


PROGRAM OF STUDIES

2026-2027

50 Early Street
MORRISTOWN, NJ, 07960

https://https://mhs.morrisschooldistrict.org

CEEB CODE:
310840

MORRISTOWN HIGH SCHOOL

OUR SCHOOL AND COMMUNITY

The Greater Morristown is a blended community comprised of Morristown (population ~20,600), Morris Township (population ~23,000) and Morris Plains (population ~6,200). The Greater Morristown area is known for prominent Revolutionary War sites like Fort Nonsense and the New Jersey Brigade Area, Washington's Headquarters Museum (the 18th-century home occupied by Washington and his aides in the winter of 1779–1780), and Jockey Hollow which features an 18th-century farmhouse and reconstructed soldiers' huts. Morristown is a richly diverse community with deep roots and a vibrant connection to local and national visual and performing arts. The community thrives on its rich blend of backgrounds, where affluent professionals, hardworking families, and dedicated individuals from every walk of life come together to create a dynamic and resilient space for all.

Morristown High School is a comprehensive, four-year secondary school located in Morris County, roughly 33 miles outside of New York City. MHS serves a diverse population of approximately 1750 students. The mission of the faculty and administration is to prepare its graduates for a wide variety of post-secondary experiences that require a well-developed global competency. Morristown High School is accredited by the New Jersey Department of Education and is recognized locally and nationally as a premiere education institution. MHS was ranked among the Top 125 schools in New Jersey by Niche.com with highest marks in Academics (A-) and Diversity (A).

As part of our commitment to preparing graduates to take their place as contributing citizens of the world, MHS participates in the NJ State Seal of Biliteracy Program, which grants certification of demonstrated linguistic proficiency in English as well as a second world language. Our official partnership with Council on International Educational Exchange (CIEE) offers students Global Navigator Scholarships for life-changing study abroad experiences, with an emphasis on intercultural awareness and communication skills.

To Download a Digital Version of this document

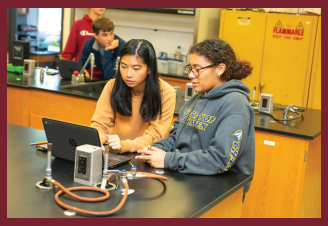
Navigate your internet browser to:

https://mhs.morrisschooldistrict.org/

This document downloaded by selecting **Program of Studies** under the **QUICKLINKS** menu at the upper right.

YOU CAN ALSO POINT YOUR PHONE'S CAMERA to the QR Code to the right.

Layout and printing completed by Jim Boothby *and the MHS Print Shop.*



Registration & Graduation
INFORMATION

INTRODUCTION

At Morristown High School, our counseling staff offers guidance and support in three major areas: academic, personal, and college decision-making. Our goal is to help each student make the most of their high school experience by being an active presence as they strive to reach future goals. We do this by offering perspective through the course selection process; discussing future plans, objectives, and issues; providing information and strategies; and sharing the joy that accompanies achieving students' utmost potential, while also helping them to navigate their concerns when challenges arise. Counselors work in a collaborative approach to support the student learning process and promote academic achievement with consideration of student ability and learning style.

When students arrive at Morristown High School each is assigned to a counselor and will work with this counselor throughout their four years. The MHS Counseling Department is comprised of highly trained educators who share enthusiasm with their students for becoming global citizens who will positively shape the future. We invite all students and families to visit our office to introduce themselves and get to know our counselors and staff.

Our doors are open, and we look forward to working together, sharing in your successes, addressing your questions, and offering you support. We know that we can assist you in making this exciting time of your life meaningful, happy, and productive.

THE SCHOOL COUNSELING PROGRAM

Morristown High School is noted for its outstanding record of college placements and academic counseling offered through its counseling department. The department provides students, parents and faculty with a variety of services that enable the student to fully participate in the educational program. In addition to our school counselors, we also have two College & Career counselors who provide additional resources and insights on the college selection process.

At the start of freshman year, students will be assigned to a cohort. The Cohort arrangement enables teachers and counselors to work together by sharing students and collaborating to meet their needs. The Cohort structure also facilitates making a large high school building feel smaller and more manageable. This arrangement fosters a strong and collaborative rapport between student and counselor, as well as a familiarity and comfort that supports our goal of providing services to the "whole" student. We believe that students are much more than their transcript, therefore getting to know them beyond their academic achievements is a priority.

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

MHS PROGRAM OPTIONS

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

ADVANCED PLACEMENT PROGRAM

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

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

The district will cover the cost of all AP exams for MHS students. The following represents our Advanced Placement offerings for the 2025-26 school year:

African American Studies
Biology
Calculus AB & BC
Chemistry
Chinese Language & Culture
Computer Science A
Computer Science Principles
English Language
English Literature
Environmental Science
European History
French Language
Human Geography
Italian Language & Culture
Macroeconomics
Microeconomics
Music Theory
Physics 1
Physics C: Mechanics
Physics C: Mechanics, Electricity & Magnetism
Psychology
Research
Seminar (English II)
Spanish Language
Spanish Literature
Statistics
Studio Art
U.S. Government & Politics
U. S. History II

ACADEMIC COURSES

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

HONORS COURSES (H)

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

Honors level courses are granted additional weight in the GPA calculation. Placement in Honors level courses is based in part on students meeting appropriate prerequisites, previous grades earned in the subject area and teacher recommendation. The district will cover the cost of all AP exams for MHS students.

POST-SECONDARY COURSES (PS)

College course curricula taught by our trained instructors. Post-secondary courses are designed to provide university level curricula to students in advanced levels of study across various disciplines. This coursework prepares students for the rigorous demands of college-level content invesigation while challenging learners to adopt new integraion strategies & application of concepts.

ANTI-RACIST/MULTICULTURAL COURSE OFFERINGS:

In line with the Morris School Disrtict's commitment to being an anti-racist school district and its pledge to promote social justice, Morristown High School offers a number of anti-racist courses which foster multicultural thinking and development. These courses include units explicitly focused on race, gender, ethnicity, sexual orientation and religion. The curricula provide students with an understanding behind both the history and current significance of these topics. The course instructors explore these topics in depth by providing their own real-world experiences. Their instruction allows students to think beyond the classroom and apply these lessons to everyday life. Visual Arts courses include units on the history and cultural significance of specific indigenous, racial, and ethnic groups as they relate to the various styles of artistic expression. Course instructors provide a safe environment for students to discuss subjects and topics that matter to them. The free exchange of ideas, along with the involvement of positive discussion and critical thinking, allows students to develop a deeper understanding of their peers and the world around them. These courses broaden students' perspectives and allow them to develop higher levels of empathy and understanding. These courses include:

The Anti-racist/Multicultural offerings are tagged with this symbol:

African-American History
English 4: African-American Literature
Latinx History: Interactions in the Western Hemisphere
Holocaust and Genocide Studies
Psychology: Gender Studies
Psychology: Introduction to Psychology
Psychology: Abnormal and Personality
AP Psychology
AP Spanish Language and Culture
AP Spanish Literature
AP African-American Studies

THE MORRISTOWN HIGH SCHOOL FRESHMAN EXPERIENCE

OVERVIEW

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

GOALS

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

Specifically, the goals of the Freshmen Experience are to:

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

PERSONAL LEARNING COHORTS & LEADERS

The Freshmen Experience will divide the freshmen population into two cohorts of approximately 200 students; each cohort group will have a Personal Learning Team consisting of a teacher from each of the core subject areas (Mathematics, Science, English, and Social Studies). Teacher schedules in each cohort will be arranged so that teachers have common planning time during their prep periods. During this time teachers will meet to focus on the specific needs of their students in the cohort. Each cohort will have a leader who will coordinate

group logistics, arrange meetings/parent conferences, and intercede in the academic and social development of the students. In order to assist the students and teachers with the developmental needs of the students, counselors, case managers, and student support personnel will also be assigned to each cohort.

SPECIAL EDUCATION SERVICES

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

IN-CLASS RESOURCE

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

RESOURCE CENTER CLASS

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

SELF-CONTAINED CLASSES

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

ENGLISH AS A SECOND LANGUAGE (ESL)/BILINGUAL EDUCATION

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

VOCATIONAL/TECHNICAL PROGRAMMING

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

FULL TIME ACADEMIES

Academy for Animal Science
Academy for Aviation
Academy for Biotechnology
Academy for Business Administration- Early College
Academy for Computer & Information Sciences
Academy for Culinary Arts
Academy for Design
Academy for Education & Learning
Academy for Environmental Science
Acad. for Global Commerce: Finance & Supply Chain Management
Academy for Government & Leadership
Academy for Healthcare Science
Academy for Law & Public Safety
Academy for Multimedia
Academy for Math, Science, & Engineering
Academy for Performing Arts: Dance
Academy for Performing Arts: Musical Theatre
Academy for Sports Management
Academy for Sports Medicine

SHARED TIME PROGRAMMING

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

Allied Health
Auto Service Technology
Carpentry
Cosmetology
Criminal Justice
Culinary Arts & Hospitality
Cyber Security & Information Protection
Electrical Trades
Engineering, Design, & Advanced Manufacturing
Exercise Science
Fundamentals of Food Service
HVAC
Plumbing & Pipefitting
Welding Technologies

SPECIAL PROGRAMMING AT MHS

EARLY GRADUATION

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

LEAVE EARLY/ARRIVE LATE

Seniors who have met all graduation requirements may take fewer than 40 credits, but no fewer than 30. Rising seniors must request **'OFF Block 1', 'OFF Block 3',** or **'OFF Block 4'** during the course selection process only. Based on the master schedule, senior schedules will show Off Block(s) on an A-day, B-day, or both.

PROJECT LEAD THE WAY PROGRAMMING

Project Lead The Way (PLTW) inspires PreK-12 students to question what's possible. Whether they're designing a car safety belt, programming a robot that can remove hazardous materials from a disaster site, or learning to defend data in today's complex cyberworld, students work collaboratively to develop solutions to important real-world challenges.

Through PLTW's pathways in engineering, and biomedical science, students engage in hands-on, real-world activities, projects, and problems that help them understand how they can apply what they learn in the classroom to everyday life. PLTW programs are designed to inspire students to believe in their abilities, test their limits, and gain career confidence. PLTW Engineering (9-12) empowers students to step into the role of an engineer and adopt a problem-solving mindset, inspiring students to see themselves in a career that improves communities.

Millions of students in more than 11,500 schools across the U.S. are empowered to develop real-world knowledge and skills- including problem solving, critical and creative thinking, collaboration, communication, and ethical reasoning- most critical to their lifelong career success.

PLTW SCIENCE/ENGINEERING COURSE OFFERINGS

Principles of Engineering H

Aerospace Engineering H

PEER GROUP CONNECTION (PGC) - *5 credits - graded as pass/fail*

Prerequisite: Application review and selection by supervisors of the program

PGC is a school-based leadership program in which trained seniors support younger students, those transitioning into high school as well as those in elementary and middle schools.. Through weekly activities and mentoring, these connections help younger students grow academically, socially, and emotionally. Student leaders facilitate weekly reach-out sessions and design lesson plans that promote essential skills such as self-awareness, critical thinking, teamwork, and responsible decision-making.

Students interested in becoming PGC leaders apply during the second quarter of their junior year. The application process includes a video submission, an interview, staff feedback, staff recommendations, a review of attendance and discipline records, and a completed written application.

Students are carefully selected to represent the diverse groups within the student population. Because interest is consistently high, there are always more applicants than available positions.

CHOOSING YOUR COURSES

Prior to meeting with counselors to review course selections, students and parent/guardians will have the opportunity to review teacher course recommendations in PowerSchool and select electives for the 2026-27 school year. Following that window, each student will participate in round robin scheduling. Students and parents/guardians should also keep the following points in mind when planning the academic program for the upcoming year:

- Make course selection decisions based on teacher recommendations, passion for the course of study, and current and past academic performance.
- **Student level reccomendations are based upon performance in the prior, sequential course. An overall grade of B (83%) or higher is the standard guideline for teachers to reccommend to a higher level. Requests for a level change with an average below a "B" are subject to a formal appeal process.**
- Students interested in requesting a course at a level that higher than the teacher recommendation must complete the Course Override Form and receive approval from the Director of Guidance and content area supervisor. Be advised, courses <u>will not</u> be overloaded to accommodate an overrie request. Double level jumps will not be approved (i.e. teacher rec: English 3, student requests: AP English Language and Composition), this request WILL NOT be approved.
- Discuss specific subject area choices with counselors, case managers, teachers, and/or department supervisors who can share valuable insight into the nature of specific courses.
- Choose courses, not teachers. Each choice should be based on the merits of the course content and its value to the student's specific needs. ***<u>Requests for teacher-specific course requests will not be honored.</u>***
- Make sound initial choices. **Low enrollment totals may lead to the cancellation of a course.**

- All students will be scheduled for a minimum of 40 credits per year ***(seniors may elect to take fewer than 40 credits, but must carry no less than 30 credits)***.
- Students and their parent/guardian must confirm course requests through the Course Verification Form by March 18, 2026. Course request changes ***will not be*** honored via email or conversation, it must be completed through the form by the deadline.

As noted above, the important process of selecting an academic program is one which involves many people and requires several months of preparation and consultation. Student course selections should be made only after serious deliberation among student, parents/guardians, teachers, the school counselor, and when applicable, the case manager.

CHANGES DURING COURSE SELECTION PROCESS

The need for changes during the course selction process will only be considered under special circumstances. Course selection changes may occur, prior to March 18, 2026, utilizing the **Course Verification Form** only. Email requests will not be accepted. Once the course selection process has concluded, the student's program will only be adjusted/changed if there is an error or omission to the requested program.

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

- A change to the teacher recommendation
- To accommodate a student's IEP or 504 Plan
- If there is an error or definite need for a change in the schedule. Examples might include a missing required course, two or more courses in conflict, failure or loss of credit in a prerequisite course, course not being offered due to low enrollment, or the student has not been scheduled for 40 credits.

DROPPING/ADDING COURSES

The scheduling process at MHS is a thoughtful and deliberate matter. Students are given advice from teachers, counselors, supervisors and, when appropriate, case managers. Through this thorough communication process, students are well-prepared to select coursework that best represents their interests, goals, and graduation requirements. The master schedule is a direct product of the student's course selections. Every effort will be made to accommodate a student's requests for electives; however this is not always possible. It is important for the student to be prepared to provide a list of preferences for electives when meeting with their counselor.

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

ADDITIONAL INFORMATION WILL BE SHARED ONCE OFFICIAL SCHEDULES ARE RELEASED.

TRANSFER STUDENTS/TRANSFER GRADES

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

COURSE ACCELERATION REQUIREMENTS

- Select a preparatory program and course that includes 120 hours of "seat time"
- Course must be aligned with MHS curriculum
- Online courses must be accredited and have an evaluative component
- Attach syllabus outline/description of requested course including the number of credits and instructional time
- Supervisor must approve course **prior** to enrollment
- Parent/guardian responsible for the cost of program and/or course to accelerate
- School Counselor must be informed of plans prior to the deadline.
- Student must earn a "B" or better in order to be placed in the next consecutive course
- Deadline is May 15, 2026

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

STATE TESTING

HIGH SCHOOL GRADUATION ASSESSMENT REQUIREMENTS

Starting with the Class of 2026, students will need to meet the high school graduation assessment requirements by sitting for and passing the NJGPA ELA and NJGPA Math. If students are unable to pass one or both of those assessments, they will be able to access the portfolio appeals process to meet the assessment requirements, but only if they take the NJGPA. They may also alternatively meet thier benchmarks for graduation, prior to the portfolio process, through achieveing proficiency in one or more of the substitute competency tests. (See table below)

All Current information can be found on the NJDOE website pertaining to this topic.

First Pathway - New Jersey Graduate Proficiency Assessment - NJGPA

Students must take and demonstrate proficiency in grade 11 on the New Jersey Graduation Proficiency Assessment, 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.

A student with disabilities whose IEP states that they are not eligible for the alternate assessment (Dynamic Learning Maps) must take the New Jersey Graduation Proficiency Assessment in grade 11.

ELA	MATHEMATICS
NJSGPA ELA ≥ 725 (Graduation Ready)	NJSGPA Math ≥ 725 (Graduation Ready)

Second Pathway - Menu of Substitute Competency Tests

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

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

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

ELA	MATHEMATICS
One of the following: ACT Reading ≥ 17 Accuplacer WritePlacer ≥ 5 Accuplacer WritePlacer English Second Language ≥ 4 PSAT10 Evidence Based Reading and Writing (EBRW) ≥ 420 PSAT10 Reading ≥ 21 PSAT/NMSQT EBRW ≥ 420 PSAT/NMSQT Reading ≥ 21 SAT EBRW ≥ 450 SAT Reading ≥ 23	**One of the following:** ACT Math ≥ 17 Accuplacer Elementary Algebra ≥ 49 Accuplacer Next-Generation QAS ≥ 250 PSAT10 Math Section or PSAT/NMSQT Math Section ≥ 420 PSAT10 Math or PSAT/NMSQT Math ≥ 21 SAT Math Section ≥ 440 SAT Math Test ≥ 22

Third Pathway - Portfolio Appeals

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

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

ELA	MATHEMATICS
Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

** Testing requirements will be updated for class of 2027 and beyond once the New Jersey Department of Education releases that information.

GRADUATION REQUIREMENTS

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

A. Successfully earn a minimum 120 credits
B. Successfully complete a program of studies in grades nine through twelve, which shall include, but not be limited to:

Core Curriculum Content	Minimum Course and Credit Requirement
Language Arts Literacy - LAL	A minimum of 20 credits (5 credits each year), including English 1, 2, 3, 4
Mathematics - MA	A minimum of 15 credits including Algebra and Geometry. Beginning with the Class of 2016, 5 credits of Algebra 2 or content that builds on Algebra 1 and Geometry
Social Studies - SS	A minimum of 15 credits, including 10 credits of United States History and 5 credits of World History
Science - SC	A minimum of 15 credits including: • 5 Credits of Biology • 5 Credits of Chemistry, Environmental Science or Physics • 5 Credits of additional lab science
World Language - WL	A minimum of 5 credits (within the same language)
Visual and Performing Arts - VPA	A minimum of 5 credits
21st Century Life & Careers	A minimum of 5 credits
Financial Literacy - FL	2.5 credits
Health & Safety Physical Education - HSPE	3.75 credits each year of enrollment

Current graduation requirements may be subject to change.

NCAA INFORMATION

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

DIVISION I REQUIREMENTS

English	Math - Alg 1 or Higher	Natural or Physical Science 1 Year of Lab	Additional English Math or Science	Social Science	Additional Courses: foreign language, comparative religion/ philosophy OR any area previously listed
4 years	3 years	2 years	1 years	2 years	4 years

DIVISION II REQUIREMENTS

English	Math - Alg 1 or Higher	Natural or Physical Science 1 Year of Lab	Additional English Math or Science	Social Science	Additional Courses: foreign language, comparative religion/ philosophy OR any area previously listed
4 years	3 years	2 years	1 years	2 years	4 years

DIVISION III REQUIREMENTS

Division III schools set their own admissions standards and there are no initial eligibility requirements in the division.

In January 2023, NCAA Divisions I and II adopted legislation to remove standardized test scores from initial-eligibility requirements for all student-athletes who initially enroll full time on or after August 1, 2023. Check with the NCAA school you plan to attend regarding whether standardized test scores are necessary for admission or scholarship requirements. A student with an education-impacting disability must meet the same requirements as all other students, but may be provided accommodations to help meet those requirements. To get accomodations you must submit documentation (IEP, 504, etc.).

THE GRADING SYSTEM

Grade reports are posted in Power School four times a year. Interim grade reports appear after MP1 & MP3, semester grade reports are posted after MP2, & MP4. Parents who wish to receive paper copies of report cards must make special request to the Guidance Department at the start of the school year

Letter Grade	Numerical Equivalent
A+	97-100*
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59-50

Letter Grade	Numerical Equivalent or Explanation
X	Audit (no credit)
E	Excused or Exempt
R	Credit denied – Attendance Violation
W	Withdrawn Passing
M	Medically Excused
Z	Withdrawn Failing

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

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

This is a sample GPA Calculation:

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

REQUIREMENTS FOR PROMOTION

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

Grade 10	Grade 11	Grade 12	To graduate
30 credits	60 credits	90 credits	120 credits

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

HONOR ROLL ELIGIBILITY

High Honor Roll requires grades of "A-" or better in all subjects (may have grade of "M" in physical education)

Honor Roll represents grades of "B-" or better in all subjects (may have grade of "M" in physical education)

Honor Roll eligibility is based on the marking period grades for each marking period and appears on a student's report card.

NATIONAL HONOR SOCIETY

Please see the ***Student Handbook*** for the detailed process and eligibility.

ATTENDANCE REQUIREMENTS

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

Course Directory by DEPARTMENT

BUSINESS EDUCATION	2
CONSUMER, FAMILY, & LIFE SKILLS	3
ENGLISH/LANGUAGE ARTS LITERACY	3
ESL & BILINGUAL EDUCATION	6
HEALTH, SAFETY & PHYSICAL EDUCATION	8
AP CAPSTONE DIPLOMA PROGRAM	9
MATHEMATICS	9
MUSIC EDUCATION	12
SCIENCE	13
SOCIAL STUDIES	16
TECHNOLOGY EDUCATION	19
VISUAL ARTS	22
WORLD LANGUAGES	23
ARTISAN ACADEMY	28
THE LIFE DESIGN LAB	29
STEM ACADEMY	30

BUSINESS EDUCATION

SPORTS & ENTERTAINMENT MARKETING

2.5 credits 21stCLC or FL

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

ENTREPRENEURSHIP

2.5 credits FL

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

INTERNATIONAL BUSINESS

2.5 credits FL

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

BUSINESS ORGANIZATION AND MANAGEMENT

5 credits FL

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

BUSINESS FINANCE AND MARKETING H

5 credits FL
Prerequisite: Completion of 9th grade

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

PERSONAL FINANCE

2.5 credits FL

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

BUSINESS EDUCATION COURSES

Introductory Courses:

- Entrepeneurship
- International Business
- Personal Finance
- Sports & Entertainment Marketing

Intermediate Courses:

- Business & Organization Management
- Business Finance & Marketing H
- Social Media Marketing H
- Supply Chain Management H
- Supply Chain Mngmnt Adv. H

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

SOCIAL MEDIA MARKETING H

5 Credits - Open to 11th and 12th grade students

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

SUPPLY CHAIN MANAGEMENT BASIC AND INTERMEDIATE CONCEPTS H - Year 1

5 (MHS) credits 21stCLC/ 3 credits- Dual Enrollment Rutgers University Business School
Prerequisite: Completion of 9th grade

Have you ever wondered how your Amazon order gets to your house? The Rutgers SCM program is designed to help students master all supply chain functional areas and a variety of the latest supply chain strategies and technologies. This course is a project based course and employs project based learning (PBL).This course covers supply chain flow, strategic sourcing and supplier selection, manufacturing strategy decisions, transportation, supply chain disruption supplier relationship management, manufacturing decisions, and warehouse design. Students will present projects to authentic audiences.

SUPPLY CHAIN MANAGEMENT ADVANCED CONCEPTS H - Year 2

5 (MHS) credits 21stCLC/ 3 credits- Dual Enrollment Rutgers University Business School
Prerequisite: Year 1:Supply Chain Management Basic and Intermediate Concepts

The Rutgers SCM program is designed to help students master all supply chain functional areas and a variety of the latest supply chain strategies and technologies. This course is a project based course and employs project based learning (PBL). This course covers material planning, insourcing vs. outsourcing, lean manufacturing, warehouse distribution, inventory management Six Sigma, transportation and e-commerce distribution. Students will present projects to authentic audiences.

***Note:** Be advised that each course is subject to minimum enrollment requirements.*

CONSUMER, FAMILY, & LIFE SKILLS

CULINARY ARTS 1
5 credits 21stCLC

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

CULINARY ARTS 2
5 credits 21stCLC
Prerequisite: Culinary Arts 1

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

CULINARY ARTS 3
5 credits 21stCLC
Prerequisite: Culinary Arts 2

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

CULINARY ARTS 4
5 credits 21stCLC

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

TRANSITION SKILLS
5 credits 21stCLC
Prerequisite: Teacher Recommendation

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

ENGLISH/LANGUAGE ARTS LITERACY

Pre-AP ENGLISH 1/ 1H
NCAA - 5 credits LAL
Prerequisite for English 1: Completion of 8th grade

Designed by the College Board, Pre-AP English I focuses on reading, writing, and language skills that are relevant to students' current work and essential for students' future success. Pre-AP English I introduces the student to various literary genres and emphasizes instruction in reading closely, valuing evidence and noticing language choices. Texts take center stage, preparing students for close, critical reading and analytical writing. The course trains readers to observe small details in a text to arrive at a deeper understanding of the whole. It also trains writers to create complex sentences—building this foundational skill en route to sophisticated, longer-form analyses. The learner demonstrates proficiency through multiple learning checkpoints, performance tasks, and a final exam that assesses the domains of reading, writing, and language.

ENGLISH 2/ 2H
NCAA - 5 credits LAL
Prerequisite: English 1

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

ENGLISH 10: AP SEMINAR
5 credits, LAL
Prerequisite: English 1 (this course will serve to replace English 2A/H offerings)

AP Seminar is a foundational course 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 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. Students are assessed with two through-course performance tasks and one end-of-course exam. All

Literature", "Music is Poetry", and "The Film Critic", this course will challenge students to examine the texts around them in a scholarly light and transcend from passive observer to analytical thinker. This course will also teach students the impact of social media and YouTube on their brains and overall well-being, encouraging them to consider literature and the arts as meaningful alternatives.

ENGLISH 4: MYSTERY GENRE

NCAA - 5 credits LAL
Prerequisite: English 3

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

ENGLISH 4H: PHILOSOPHY & COMPOSITION

NCAA - 5 credits LAL
Prerequisite: English 3

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

ENGLISH 4H: BRITISH LITERATURE & SHAKESPEARE

NCAA - 5 credits LAL
Prerequisite: English 3

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

ENGLISH 4/4H: AFRICAN-AMERICAN LITERATURE

NCAA - 5 credits LAL
Prerequisite: English 3

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

AP ENGLISH LITERATURE

NCAA - 5 credits LAL
Prerequisite: English 3

As dictated by AP College Board, the Morristown High School AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. Through the thematic approaches of the course units, all of which provide diverse voices and approaches to social justice topics, this course guides students in becoming curious, critical, and responsive citizens and readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for a variety of purposes. The reading and writing students do in this course deepens and expands their understanding of how written language functions rhetorically all the while allowing for exploration and engagement in essential questions and understandings of our historical and collective societal past.

ENGLISH (1, 2, 3, and 4)

5 credits LAL

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

ACTING 1

2.5 credits VPA

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

ACTING 2
2.5 credits VPA
Prerequisite: Acting 1

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

Ld LAB

CREATIVE WRITING
NCAA - 5 credits

Creative Writing is a course designed to teach the fundamental principles of creative writing and the writing process. Students develop skills in description, narration and poetry producing short prose pieces, descriptive essays, autobiographical and biographical essays, fictional narratives and poetry. The writing process is taught in a workshop format where students are expected to edit, critique and share their writings. During the second half of the year, students function as professional writers producing two independent writing projects: a long fictional story, and a poetry collection of various poetic forms and techniques. The culminating project is a published book, a poetry chapbook, a short story collection, a novella or script. Students participate in an intensive workshop format where they engage in critiquing, editing and revision. Students are encouraged to enter contests and seek publication of their material.

CREATIVE WRITING 2
NCAA - 5 credits
Prerequisite: Creative Writing 1

In this second year course, experienced writers will delve deeper into the concepts that were introduced in Creative Writing. During this course students will work on refining pieces and becoming more prolific with the editing process. Varying types of writing will be produced including longer works of fiction in varying forms, a chapbook of poetry, and a novella. In addition, this course will introduce the art of spoken word on both a fun and competitive level including participating in the annual Poetry Out Loud contest: a national competition. Students will have the opportunity to focus on the genre of their choice to produce a final collection of original work which can be used to publish or can be used as a portfolio. This course is very student centered and collaborative to create a welcoming, safe environment in which students not only feel some ownership over their continued learning of the writing process and of how to be a writer and an editor, but also feel that their voice matters in creating that environment for themselves, their peers, and their instructor.

Ld LAB

PUBLIC SPEAKING
NCAA - 5 credits

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

THEATRE ARTS PRODUCTION
5 credits VPA

Theatre Arts Production is a full-year, project-based course where students explore all facets of staging a play, from script to performance. Students engage in playwriting, directing, producing, set design, costume and makeup design, and lighting and sound. The course includes the study of theatre history, critical analysis of productions, and culminates in a student-created stage production. Students also gain practical life skills such as drafting, sewing, and construction, which are supplemented by activities like viewing play performances at area theatres, backstage tours, and workshops with theatre professionals.

ESL & BILINGUAL EDUCATION

NEWCOMER ESL
2.5 credits - 5 credis LAL

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

ESL 9-12
5 credits LAL

This sequence of classes provide students with grade-level content and standards, while differentiating linguistically according to student's English-language proficiency levels aligned to the WIDA English-Language Development Standards. The courses expose the students to vocabulary-rich, thematic units, which prepare them for the WIDA ACCESS and state standardized assessments.

ALGEBRA 1/BIL
NCAA - 5 credits MA

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

GEOMETRY/BIL
NCAA - 5 credits MA
Prerequisite: Algebra 1/Bil

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

ALGEBRA 2/BIL

NCAA - 5 credits MA
Prerequisite: Algebra 1/Bil

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

PRINCIPLES OF PRACTICAL MATH/BIL

NCAA - 5 credits MA
Prerequisite: Geometry/Bil

Principles of Practical Math/Bil (POPM) is a problem-based mathematics course that explores the application of mathematics in real-life. Students will work through a variety of core units that require them to gather and analyze data, as well as requiring them to evaluate, build, and use mathematical models connecting to real-world situations and phenomena. POPM incorporates several independent unit clusters that allow students to connect into the exploration of Math in Technology, Politics and Polling, Financial Planning and Stability, as well as other areas. Critical thinking and problem solving skills will be the core focus of the activities within this course. These activities will work to develop mathematical practices and deepen student understanding of the core concepts of Algebra 1 and Geometry. Additionally, POPM will provide an opportunity for students to strengthen their skills for success in a variety of standardized tests and college admissions assessments. Related WIDA ELD Standards and Key Uses are embedded throughout.Spanish will be used to assist the students' ability to comprehend the concepts taught.

BIOLOGY/BIL

NCAA - 5 credits SC

Biology/Bil is an introductory lab science course in the life sciences, utilizing a combination of differentiated instruction, hands-on cooperative learning, laboratory exploration, projects, alternative assessments and traditional learning strategies. Students will explore biological themes such as lab safety and equipment, microscopy, chemistry as it relates to living things, cells, genetics, plants and animals, human biology and career opportunities. Spanish will be used to assist the students' ability to comprehend the concepts taught. Related WIDA ELD Standards and Key Uses are embedded throughout. Spanish will be used to assist the students' ability to comprehend the concepts taught.Students taking Biology are required to take the New Jersey Biology Competency Test. This state mandated assessment is given in the late Spring each year.

EARTH & SPACE SCIENCE/BIL

NCAA - 5 credits SC
Prerequisite: Concurrent with Beginner or Intermediate ELL

The student will gain an understanding of the basic concepts, skills, attitudes and values of the environment while they are learning English skills and vocabulary. Environmental science is a lab science that exposes students to the different world ecosystems and the living and nonliving interactions within an ecosystem. The student will conduct experiments, collect and analyze data, and participate in a variety of activities that address the environmental issues of present day society including waste management, population dynamics, world animal trade and acid rain, with an emphasis on world geography. Related WIDA ELD Standards and Key Uses are embedded throughout. Spanish will be used to assist the students' ability to comprehend the concepts taught.

ENVIRONMENTAL SCIENCE/BIL

NCAA - 5 credits SC
Prerequisite: The completion of Biology/BIL and Earth and Space Science/BIL

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

WORLD HISTORY/BIL

NCAA - 5 credits SS

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

UNITED STATES HISTORY 1/BIL

NCAA - 5 credits SS

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

UNITED STATES HISTORY 2/BIL

NCAA - 5 credits SSPrerequisite: U.S. History 1/Bil

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

HERITAGE SPANISH (1, 2, and 3)

NCAA - 5 credits WL

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

awareness and appreciation of different Hispanic cultures. Students will compare and contrast language functions between Spanish and English and enhance their language skills in both languages. They will be able to explore language differences in grammar rules, syntax, etc. Spanish is used exclusively in the classroom. The learners will use various methods and strategies to acquire and improve the target language (i.e. internet, Spanish television, radio, newspapers and magazines, written and oral classroom presentations, paraphrase and summarize ideas or concepts from literary works, and research tasks).

HEALTH, SAFETY & PHYSICAL EDUCATION

PHYSICAL EDUCATION GRADE 9

3.75 Credits

PE 9 is designed to introduce students to a wide range of physical activities that promote fitness, teamwork, and healthy lifestyle choices. Through a combination of individual and team sports, students will develop fundamental physical skills, improve cardiovascular endurance, strength, flexibility, and coordination. In addition to physical skills, the course emphasizes the importance of teamwork, sportsmanship, and personal responsibility in a variety of settings. Students will participate in activities such as soccer, basketball, volleyball, intro to weight training, swimming, racquet sports and fitness-based challenges. The course also includes education on the role of physical activity in lifelong health.

PHYSICAL EDUCATION (PE) Grades 10, 11, 12

3.75 Credits

PE- Wellness

Wellness is designed to allow students to meet fitness standards and to participate in activities that they can incorporate into their individual lifestyles. Students will discover their own fitness levels and will develop plans for improvement. Students will work within their own target heart rate zone and will increase their heart's functioning ability. Muscles will be worked both for strength and endurance. Flexibility and stress management will be incorporated into the class structure. Proper nutrition for a healthy lifestyle is studied and incorporated into the fitness plans that the students develop. Upon successful completion of the class students will have a respect for all aspects of fitness and will be able to design an individualized program for themselves that will be appropriate for their lifestyle. Learning activities include walking, running, weight room, cardio deck, yoga and body weight circuits.

PE- General Physical Education

General Physical Education is designed for students to apply skills previously learned through active participation in a variety of team sports. Units will include basketball, soccer, volleyball, flag football, racquet sports and ultimate frisbee. Students will gain a deeper understanding of teamwork, strategy and sportsmanship. A key component of the course is development of interpersonal skills such as communication, leadership and collaboration.

PE- Peer 2 Peer

Teacher Recommendation Required

Peer 2 Peer physical education is an inclusive physical education program. Students will be taught to work as partners/peer mentors to assist students with disabilities to actively engage in a general physical education setting. The focus will be on fitness and skill development, at each student's individual level. The class will also promote communication, respect, teamwork and socialization among all students in the class.

PE- High Performance

Teacher Recommendation Required

High Performance Physical Education is designed to allow students of higher skill levels, and more compatible playing strategies to utilize those qualities in team and competitive situations. Students will continue the application of teamwork strategies in previous game units and evaluate the efficacy of those strategies. Depending on the situations, members of the class will act as coaches, referees, and organize tournaments. Students will be expected to be involved in all aspects of the class. This includes but is not limited to team formations, field setup and equipment care. Grading, fitness testing, acceptable dress and attendance will be in line with the general Physical Education class.

HEALTH 9: PERSONAL HEALTH AND DEVELOPMENT

1.25 credits HSPE

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

DRIVER EDUCATION

1.25 credits HSPE

Driver Education Theory provides instruction aimed at instilling a positive safety conscious attitude towards operating a motor vehicle. In addition, it provides instruction in the Motor Vehicle Code of New Jersey, culminating in the administration of the New Jersey State Law Knowledge exam. This course is required for graduation. Driver Education is scheduled with Physical Education 10.

HEALTH 11: WELLNESS

1.25 credits HSPE

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

HEALTH 12: ADULTHOOD

1.25 credits HSPE

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

AP CAPSTONE DIPLOMA PROGRAM

AP Capstone™ is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take.Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

Additionally, student completing the AP Capstone program are eligible to participate in Life Design 4h: Workshop, to convert their research into actual projects for public exhibition.

Ld
LAB

AP SEMINAR

This course will serve to replace English 2/ 2H offerings
5 credit, LAL
Prerequisite: Pre AP English 1

AP Seminar is a foundational course 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 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. Students are assessed with two through-course performance tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1–5 scale) for AP Seminar. (College Board, 2021)

**AP Capstone is a diploma program from the College Board. AP Seminar is the prerequisite to AP Research.*

Ld
LAB

AP RESEARCH

5 Credits LAL
Prerequisite: AP Seminar

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. This course is an elective and does not replace an English 3 or 4 course (College Board, 2021). Completion of this course qualifies students for the AP Capstone Diploma, and participation in Life Design 4H: Workshop.

MATHEMATICS

ALGEBRA 1

NCAA - 5 credits MA

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

ALGEBRA ENRICHMENT

NCAA - 1.25 credits MA (to be taken concurrently with Algebra 1 - 9th Grade)

The purpose of the Algebra Application course is to strengthen the skills necessary for success in Algebra and future math courses. Algebra is the gateway to higher-level mathematics. The Algebra Applications course is designed to provide students with deeper-connection to core algebraic principles. Algebra Applications also strengthens students' prerequisite skills, addresses misconceptions, and develops fundamental knowledge. Students will explore the concept of functions and use them to describe relationships between quantities. The additional areas of the course include mathematical reasoning, modeling of linear equations and systems, and data analysis.

GEOMETRY / GEOMETRY H

NCAA - 5 credits MA
Prerequisite: Algebra 1

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

ALGEBRA 2/ 2H

NCAA - 5 credits MA
Prerequisite: Algebra 1

This one year course in Algebra 2 continues and expands upon the concepts and procedures learned in Algebra 1. It has the primary

goal to develop competence in using variables and functions to model numerical patterns and quantitative relations. Emphasis is on the study of polynomial, rational, exponential, and logarithmic functions, systems of equations and inequalities, and series. Connections to other areas of mathematics and applications to other disciplines are integrated into the course. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation.

PRINCIPLES OF PRACTICAL MATH

NCAA - 5 credits MA
Prerequisite: Geometry

Principles of Practical Math (POPM) is a problem-based mathematics course that explores the application of mathematics in real-life. Students will work through a variety of core units that require them to gather and analyze data, as well as requiring them to evaluate, build, and use mathematical models connecting to real-world situations and phenomena. POPM incorporates several independent unit clusters that allow students to connect into the exploration of Math in Technology, Politics and Polling, Financial Planning and Stability, as well as other areas. Critical thinking and problem solving skills will be the core focus of the activities within this course. These activities will work to develop mathematical practices and deepen student understanding of the core concepts of Algebra 1 and Geometry. Additionally, POPM will provide an opportunity for students to strengthen their skills for success in a variety of standardized tests and college admissions assessment

PRE-CALCULUS/ PRE-CALCULUS H

NCAA - 5 credits MA
Prerequisite: Geometry & Algebra 2

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

CALCULUS/ CALCULUS H

NCAA - 5 credits MA
Prerequisite: Pre-Calculus / Honors level requires teacher recommendation.

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

AP CALCULUS AB

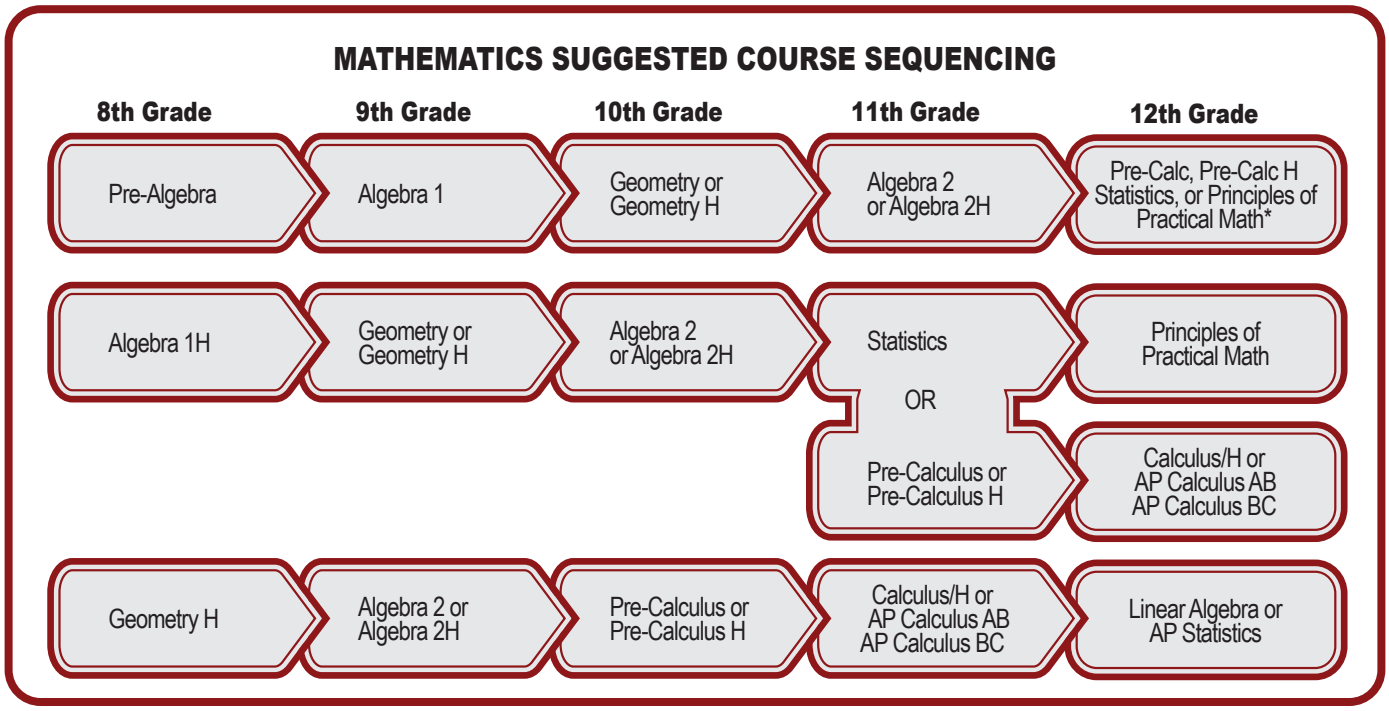
NCAA - 5 credits MA
Prerequisite: Pre-Calculus H & teacher recommendation.

This rigorous and fast-paced course provides knowledge of and experience with the concepts, methods and applications of calculus. Topics include limits, and finding and applying derivatives and integrals. AP Calculus AB is a College Board AP level course designed to prepare students for the AP Calculus AB exam.

AP CALCULUS BC

NCAA - 10 credits MA
Prerequisite: Pre-Calculus H & teacher recommendation.

This extremely rigorous and fast-paced course provides knowledge and experience with the concepts, methods and applications of calculus. It uses the topics of AP Calculus AB as a base and moves into parametric, polar and vector functions, slope fields and Euler's method, and sequences and series with emphasis on Taylor and MacLaurin series. AP Calculus BC is a College Board AP level course designed to prepare students for the AP Calculus BC exam.



Note: *Be advised that each course is subject to minimum enrollment requirements.*

FUNDAMENTALS OF PERSONAL FINANCE

5 credits MA

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

STATISTICS

NCAA - 5 credits MA

Prerequisite: Geometry and/or concurrent with Algebra 2

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

AP STATISTICS

NCAA - 5 credits MA

Prerequisite: Algebra 2H

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

COMPUTER SCIENCE ESSENTIALS

5 credits 21stCLC

Prerequisite: Algebra 1, Open to Students in grades 9-12

The Computer Science Essentials course will empower students to develop computational thinking skills that prepare them to advance to AP Computer Science Principles and AP Computer Science A. Course content will align to the Computer Science Teachers Association K-12 standards and K-12 Computer Science Frameworks. In Computer Science Essentials, students will experience the major topics, big ideas, and computational thinking practices used by computing professionals to solve problems and create value for others. They will use a visual programming language and advance to text-based programming. Throughout the course, students will have opportunities to apply computational thinking practices and collaborate, just as computing professionals do to create products that address topics and problems important to them.

AP COMPUTER SCIENCE PRINCIPLES

NCAA 5 credits 21stCLC

Prerequisites: Computer Science Essentials, and/or Algebra 2, and or Teacher Recommendation.

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. AP Computer Science Principles is a College Board AP level course designed to prepare students for the AP Computer Science Principles exam.

AP COMPUTER SCIENCE A

NCAA -5 credits 21stCLC

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

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

LINEAR ALGEBRA PS (Post Secondary)

NCAA - 5 credits MA/ 3 credits Dual Enrollment, NJIT

Prerequisite: AP Calculus AB or BC

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

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

MUSIC EDUCATION

SYMPHONIC BAND/ SYMPHONIC BAND H

5 credits VPA

The Symphonic Band fosters the highest performance standards while offering its members an opportunity to expand their musical horizons and technical facility on their instruments. Students will learn elements of individual musicianship including tone production, intonation, breathing, posture, articulation, dynamics, phrasing, and expression. Additionally, students will explore ensemble skills including balance, blend, critical and active listening, and aesthetic understanding. High quality contemporary and standard wind band literature make up the musical repertoire performed by the ensemble. Students must have prior experience playing a band instrument or receive special permission from the director to be eligible for this course. Participation in the graduation band, and participation in evening concerts/special performances are required as part of the Symphonic Band Course. Students may receive honors credit for the course upon completion of CP coursework and completion of additional benchmarks.

WIND ENSEMBLE / WIND ENSEMBLE H

5 credits VPA

The Wind Ensemble plays outstanding and challenging works of strong artistic merit. Students incorporate well rounded techniques through advanced repertoire. A high level of musicianship is demanded from every member of the ensemble and it is expected that each student will challenge themselves as the school year progresses. It is recommended that Wind Ensemble students be encouraged to study privately and to participate in solo festivals: All-State, Regional Honor Groups and Chamber Ensembles for additional challenges. Weekly lessons, participation in the graduation band, and participation in evening concerts/special performances are required as part of the Wind Ensemble Course. A seating audition and teacher recommendation are required to participate in the Wind Ensemble. Students may receive honors credit for the course upon completion of CP coursework and completion of additional benchmarks.

ORCHESTRA / ORCHESTRA H

5 credits VPA

The Orchestra includes students with prior experience performing on the violin, viola, cello or string bass. The Orchestra explores and performs works by composers in a variety of styles while emphasizing technique and musical interpretation. Weekly small group lessons during half the lunch block and 3 evening concerts are required as part of the Orchestra's performance activities.

CONCERT CHOIR / CONCERT CHOIR H

5 credits VPA

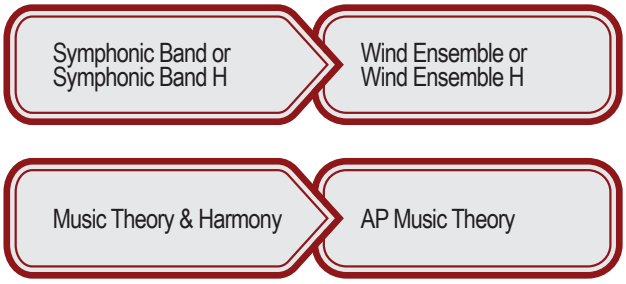
Students will meet basic requirements including voice quality, vocal technique, sight-reading ability and blend. Concert Choir is an evenly balanced chorus of both young men and young women. Music ranges from classical to jazz to show tunes. At least 2 evening concerts and competitions are required as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

PIANO

5 credits VPA

Piano is offered in our music technology classroom within a lab setting, providing a comprehensive musicianship approach toward basic and intermediate piano performance. This course will enable students to begin and continue to develop piano performance skills and accompaniment techniques. Beginners are welcome.

MUSIC EDUCATION COURSE PATHS



Orchestra (H) or Concert Choir (H) are other electives that may be taken multiple times for credit.

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

BACH TO ROCK & BEYOND

5 credits VPA

This course is designed to give students an overview of music history, music theory, musical instruments, and musical cultures. Students will take an in depth look at how music has changed over time and its relation to key historic events and periods in our history. Additionally students will analyze music from various cultures and the role it plays in social justice and democratic practice. This will further develop an appreciation and understanding of what music is and how to be a more educated listener and consumer.

MUSIC THEORY & HARMONY

5 credits VPA

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

AP MUSIC THEORY

5 credits VPA

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

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

MUSIC & TECHNOLOGY

5 credits VPA

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

Note: *Be advised that each course is subject to minimum enrollment requirements.*

SCIENCE

BIOLOGY / BIOLOGY H

NCAA - 5 credits SC

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

SCIENCE COURSE SEQUENCING

9th Grade	10th Grade	11th Grade	12th Grade
Biology Biology H Biology R and/or Science Elective	Chemistry Chemistry H and/or Science Elective	Physics Physics H Biology H (STEM only) Environmental Science and/or Science Elective	Science Elective

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

CHEMISTRY / CHEMISTRY H

NCAA - 5 credits SC
Prerequisite: Biology; Math: Algebra 1

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

PHYSICS H

NCAA - 5 credits SC
Prerequisite: Completion of Biology, Chemistry, and currently enrolled in PreCalculus H

Physics H is the study of motion, dynamics, energy, sound and light. This course requires the students to apply their mastery of mathematical concepts to explain natural phenomena both qualitatively and quantitatively. Detailed laboratory experiments are performed on a routine basis as an essential part of the course. Computer-interfaced data collection equipment is also utilized

AP CHEMISTRY

NCAA -10 credits SC
Prerequisite: Biology, Chemistry, Pre-Calculus or Pre-Calculus concurrently, or Teacher Recommendation

This is a college level course in chemistry. It is designed for students who are interested and will pursue a career in science. This course will cover in depth the atomic structure, the different types of reactions, the qualitative aspect of chemistry, chemical equilibrium, thermodynamics, kinetic, and electrochemistry. AP Chemistry places a heavy emphasis on chemical principles and quantitative problem solving. The students will gain understanding of the usefulness of chemistry in their major areas of study as well as the significant application in the real world. A scientific calculator is recommended. AP Chemistry is a College Board AP level course designed to prepare students for the AP Chemistry exam. Summer work may be required.

AP BIOLOGY

NCAA - 10 credits SC
Prerequisite: Completion of Biology and Chemistry H

AP Biology is designed to be the equivalent of a college introductory course usually taken by biology majors during their first year in college. Students who pass the AP exam may be permitted to undertake upper level courses as college freshmen. AP Biology includes the topics regularly covered in a college biology course for majors. Topics of study are determined by the AP Biology College Development Committee and include the following: molecules and cells (25%), heredity and evolution (25%), and organisms and populations (50%). The course aims to provide students with conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. AP Biology is a College Board AP level course designed to prepare students for the AP Biology exam. Summer work may be required.

AP PHYSICS I

NCAA - 5 credits SC
Prerequisite: Completion of or currently enrolled in PreCalculus H

AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. This course requires the students to apply Algebra to explain natural phenomena both qualitatively and quantitatively. Laboratory experiments are an essential part of the course and computer-interfaced data collection equipment is utilized. AP Physics I is a College Board AP level course designed to prepare students for the AP Physics I exam. Summer work may be required.

AP PHYSICS EXAM C: MECHANICS

NCAA - 5 credits SC
Prerequisite: Biology, Chemistry, Physics H; Math: Calculus or Calculus concurrently

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

AP PHYSICS EXAM C: MECHANICS/ELECTRICITY & MAGNETISM

NCAA - 10 credits SC
Prerequisite: Biology, Chemistry, Physics H; Math: Calculus or Calculus concurrently

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

ENVIRONMENTAL SCIENCE

NCAA - 5 credits SC
Prerequisite: Completion of Biology and Chemistry

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

AP ENVIRONMENTAL SCIENCE

NCAA - 10 credits SC
Prerequisite: Completion of Biology and Chemistry

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

ENVIRONMENTAL SCIENCE
PHYSICAL SCIENCE
BIOLOGY
SCIENCE OF COOKING

5 credits SC

Students are introduced to the practical applications of concepts from Environmental Science, Biology, Physical Science, Chemistry and Physics, as they are used in home, community, and workplace settings. Such areas as weather, food preparation, maintenance and cleaning, health and wellness, environmental protection, horticulture, and home improvement will be addressed. Project-based learning strategies will be employed. Credit for these courses may be awarded for Structured Learning Experience (SLE)/work experience, accomplished in a school or community environment, that draws upon and enhances skills taught in this course. These courses represent a four-year cycle of study in science. Students will navigate through each of the above courses although the starting point in this cycle will vary depending on the year of enrollment.

SCIENCE ELECTIVES

ENGINEERING ESSENTIALS

5 Credits SC

Engineering Essentials is a full-year course designed to be a high school student's first exposure to the PLTW Engineering program and is appropriate for students in grades 9-12. In Engineering Essentials, students explore the work of engineers and their role in the design and development of solutions to real-world problems. The course introduces students to engineering concepts that are applicable across multiple engineering disciplines and empowers them to build technical skills through the use of a variety of engineering tools, such as geographic information systems (GIS), 3-D solid modeling software, and prototyping equipment. Students learn and apply the engineering design process to develop mechanical, electronic, process, and logistical solutions to relevant problems across a variety of industry sectors, including health care, public service, and product development and manufacturing.

PRINCIPLES OF ENGINEERING H

NCAA - 5 credits
Prerequisite: Completion of 9th grade and completion of Physics A or H

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

FORENSICS

NCAA - 2.5 credits SC
Prerequisite: Completion of, or currently enrolled in Biology

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

NEUROSCIENCE

NCAA - 2.5 credits SC

Prerequisite: Completion of 9th grade

Neuroscience is designed to take the student on an educational journey from the development of the animal nervous system to its complex expression in higher-level organisms. It is meant to be incorporated in a learning environment implementing cross-curricular ideas from biology, metaphysics, and philosophy. This course will provide students with the scientific principles, concepts, and methodologies to understand the interrelationships between the central nervous system and its connection to consciousness. The intent is for students to explore an awareness of brain development, signal transduction and retention, memory, and the development of multisensory expression. All students will attempt to answer questions such as "Who am I?" "What is my level of awareness?" and "How may I elevate my current state of awareness and consciousness?" This is an elective lab science course that does not fulfill the state graduation requirement.

MARINE BIOLOGY

NCAA - 2.5 credits

Prerequisite: Completion of, or currently enrolled in Biology

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

ASTRONOMY

2.5 credits SC

Prerequisite: Completion of 9th grade

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

AEROSPACE ENGINEERING H

5 credits SC

Prerequisite: Physics CP or H and Principles of Engineering

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

DYNAMICS OF HEALTHCARE H PS

5 credits SC

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

MEDICAL TERMINOLOGY H PS

5 credits SC

Medical Terminology is the study of words that pertain to body systems, anatomy, physiology, medical processes and procedures and a variety of diseases. It provides specialized language for the health care team, enabling health care workers to communicate in an accurate, articulate and concise manner. This course is designed to give the students a comprehensive knowledge of word construction, definition and use of terms to all areas of medical science. The course includes but is not limited to terms to anatomy of the human body, functions of health and disease, and the use of language in processing medical/dental records and claim forms. This course is a college course offered through Rutgers Health Science Careers Program. The number of college credits earned is contingent upon Rutgers' requirements, labs and final exam.

PATIENT CARE COMMUNICATION H

5 credits SC

Prerequisite: Physics, Dynamics of Healthcare

Patient Care Communication examines key communication techniques utilized to facilitate effective communication between healthcare workers and patients. Students are exposed to relevant federal regulations and accreditation standards, electronic medical records and language lines, as well as verbal and non-verbal communication techniques. This course falls under the Patient Care Technician program with Berkeley College and students will receive college credits from Berkeley upon successful completion of the course.

ANATOMY & PHYSIOLOGY PS

NCAA - 5 credits SC

Prerequisites: Biology H, Chemistry H or teacher recommendation

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

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

SOCIAL STUDIES

PRE-AP WORLD HISTORY & GEOGRAPHY / PRE-AP WORLD HISTORY & GEOGRAPHY H

NCAA- 5 credits

Pre-AP World History and Geography focuses deeply on the concepts and skills that have maximum value for high school, college, careers, and civic life. The course builds students' essential skills and helps to prepare students for a range of history and social science classes. The course offers balanced global coverage from 1450CE through the Modern Era, with Africa, the Americas, Asia, Europe and Oceania all represented. Using Primary and Secondary sources, students will apply the tools of a historian and geographer to examine questions and build arguments.

UNITED STATES HISTORY 1/ 1H

NCAA - 5 credits SS

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

UNITED STATES HISTORY 2 /2H

NCAA - 5 credits SS

Prerequisite: US History 1

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

AP UNITED STATES HISTORY 2

NCAA - 5 credits SS

Prerequisite: US History 1 H/AP

This course includes a mandatory summer assignment. It is designed for academically talented students who are interested in history. The content, similar to United States History 2A/H, is presented in a manner more challenging to the students. Students will be expected to complete a substantial amount of independent reading, including the evaluation of historical documents and sources. Students will present reasoned arguments using evidence clearly and effectively in an essay format. This course prepares students to take the AP United States History exam. All students are expected to take the AP exam in the Spring.

WORLD HISTORY
US HISTORY 1
US HISTORY 2
CITIZENSHIP & COMMUNITY

5 credits SS

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

SOCIAL STUDIES SEQUENCING

9th Grade:
Pre AP World Hist & Geography
Pre AP World History Geog H

10th Grade:
United States History 1/1H*

11th Grade:
U.S. History 2/ 2H*or
AP U.S. History 2

12th Grade:
Elective Choice(s):
See below

Options*:
African American History
History & Culture Through Film
How Sports Explain the World
The Human Mind
Latinx History
Psychology: Abnormal & Personality
Gender Studies
Sociology
World at War

*all electives available at Honors level

Honors Options:
African American History
Holocaust & Genocide Studies
Latinx History
Psychology

AP Options:
AP African American Studies
AP European History
AP Human Geography
AP Macroeconomics
AP Microeconomics
AP Psychology
AP U.S. Government & Politics

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

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

**Indicates that courses are offered at the college prep and honors levels*

***Note:** Be advised that each course is subject to minimum enrollment requirements.*

ABNORMAL PSYCHOLOGY / ABNORMAL PSYCHOLOGY H

NCAA -2.5 credits

Prerequisite: Completion of 9th grade

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

AFRICAN-AMERICAN HISTORY / AFRICAN-AMERICAN HISTORY H

NCAA 5 credits SS

Prerequisite: Completion of 9th grade

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

GENDER STUDIES / GENDER STUDIES H

NCAA -2.5 credits

Prerequisite: Completion of 9th grade

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

HOLOCAUST & GENOCIDE STUDIES H

5 credits / 3 credits Dual Enrollment, Kean University

Prerequisite: Completion of 9th grade

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

HOW SPORTS EXPLAIN THE WORLD / HOW SPORTS EXPLAIN THE WORLD H

2.5 credits

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

LATINX HISTORY: INTERACTIONS IN THE WESTERN HEMISPHERE / LATINX HISTORY: INTERACTIONS IN THE WESTERN HEMISPHERE H

5 credits

Prerequisite: US History 1

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

PSYCHOLOGY H

NCAA -5 credits

Prerequisite: Completion of 9th grade

This full-year course will present psychological concepts related to the human mind and behavior. The purpose of this course is to challenge students to understand the major ideas found in psychology today and recognize how psychologists try to comprehend the world, make new discoveries, and apply psychological knowledge to solve problems. The course covers core concepts balanced in classic studies while providing the opportunity to think deeply about current psychological research. Discussions incorporate and reflect the diversity found in the field of psychology, as well as the diversity of cultures around the world.This is a broad field that involves various topics including foundations, research methods, biopsychology, cognition, lifespan development, learning, emotion, motivation, personality, psychological disorders, treatments, and social psychology. Students will have the opportunity to engage in active learning by using simulations, demonstrations, discussions, written reflections, research, and other forms of hands-on teaching strategies. This course has been designed to provide students with the tools necessary for the study of psychology and to understand the major topics of psychological inquiry. In addition, students will be encouraged to apply the knowledge acquired in this course to other high school courses and to everyday life.

SOCIOLOGY / SOCIOLOGY H

NCAA -2.5 credits

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

HISTORY & CULTURE THROUGH FILM

2.5 Credits

History Through Film is a history elective that explores how filmmakers have portrayed major historical events and eras on screen. Students will analyze films not only for their storytelling and artistic qualities, but also for their historical accuracy, cultural impact, and the messages they communicate about the past. Through guided discussion, reading, and writing assignments, students will compare cinematic depictions to historical reality and develop media literacy skills that help them think critically about how history is represented in popular culture.

THE HUMAN MIND / THE HUMAN MIND H

NCAA -2.5 credits

This is a one-semester course that introduces students to the ways in which humans think, feel and behave. Students will bring their own experiences and interest, and will learn to use psychological principles to analyze current events, literature and other media, historical events, and social relationships. By focusing on the diversity of the human mind and consciousness, this introductory course will encourage students to see the world through a psychological lens. Students seeking to further their understanding of psychology with a more challenging, academically rigorous course may choose to take the AP Psychology course after completing this introductory course.

WORLD AT WAR / WORLD AT WAR H

NCAA -2.5 credits

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

AP AFRICAN AMERICAN STUDIES

NCAA -5 credits

Prerequisite: Pre AP World History

This course examines the 400 year contribution Africans and their descendants made toward the foundation of the U.S. The curriculum includes an interdisciplinary look the history of the African experience in America including the history of civil rights, as well as African American music, literature, the arts and humanities, political science, geography and the sciences. Intersectionality, which refers to how various systems of oppression overlap, will also be a key tenet of the class. This course prepares students to take the AP African American Studies exam.

AP EUROPEAN HISTORY

NCAA -5 credits

Prerequisite: Pre AP World History H, US Hist. 1H, or US Hist. 2H/AP

This is an Advanced Placement course designed for students with an interest in European history. The course will follow the prescribed outline as provided by the College Board. This outline covers the political, intellectual, cultural and economic developments in Europe from approximately 1450 to the present. Students with no previous honors or AP history experience should have a very strong teacher recommendation. This course prepares students to take the AP European History exam.

AP HUMAN GEOGRAPHY

NCAA - 5 credits

Prerequisite: Pre AP World History H, US Hist. 1H, or US Hist. 2H/AP

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

AP MACROECONOMICS

NCAA -5 credits FL

Prerequisite: Pre AP World History H, US Hist. 1H, or US Hist. 2

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

AP MICROECONOMICS

NCAA -5 credits FL

Prerequisite: AP Macroeconomics

The purpose of the AP Microeconomics course is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. This course prepares students for the AP Microeconomics exam.

AP PSYCHOLOGY

NCAA -5 credits

Prerequisite: US Hist.1H, or US Hist. 2H/AP

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

AP US GOVERNMENT & POLITICS

NCAA -5 credits

Prerequisite: Prerequisite: US Hist.1H, or US Hist. 2H/AP

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

***Note:** Be advised that each course is subject to minimum enrollment requirements.*

TECHNOLOGY EDUCATION

BROADCASTING 1: TELEVISION & RADIO

5 credits 21stCLC

This course introduces students to the tools and concepts used in Broadcasting and media creation. Broadcasting 1 allows students to participate in individual and group projects that will teach them how to work in front of and behind the camera creating content such as commercials, interviews, music videos and Green Screen special effects. Students will be introduced to a variety of production techniques and hands-on use of equipment such as tripods, cameras and microphones. They will learn project development and post production editing. Students will also be introduced to potential career paths and opportunities to explore Radio and TV production outside of the class by participating in the WJSV Radio Station or Colonial Corner Club.

BROADCASTING 2: COLONIAL CORNER

5 credits 21stCLC
Prerequisite: Broadcasting 1

Broadcasting 2: Colonial Corner is a class designed to allow students to develop the skills they learned during Broadcasting 1, by producing content for the student-run YouTube Channel; Colonial Corner. Students will work collaboratively to complete video segments for each monthly episode. They will be involved in all aspects of pre-production, production and post-production from brainstorming ideas and pitching content, to choosing a crew, writing and shooting the content and then editing the final segment. These segments are then combined into episodes for broadcast on our Colonial Corner YouTube page. Students will learn advanced production techniques, develop their script and promo writing, and work hands-on in location and studio production environments. They will be utilizing HD cameras, and professional audio gear along with Adobe Premiere editing software; Much of the equipment used for this course is used in colleges and professional production as well. Students will be able to create content by working on projects in the areas of their specific interest, such as sports, music, theater, politics, social issues and school events.

Ld
LAB

BROADCASTING 3: FILMMAKING

5 credits 21stCLC
Prerequisite: Broadcasting 2

In this course, students work towards the production of their own independent film projects that are shown at the annual MHS Student Film Festival. This course allows students to explore both the technical and creative elements of Filmmaking. Students will learn advanced camera and editing techniques as well as script writing, character development,and dramatic structure. Students will also explore the collaborative nature of film production through Directing and working with actors, film critiquing, Project leadership and time management skills

CAD 1

5 credits 21stCLC

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

CAD 2: 3D CAD & ENGINEERING DESIGN

5 credits 21stCLC
Prerequisite: CAD 1

Students enrolled in CAD 2: 3D CAD and Engineering Design complete activities in creative design, materials analysis, technical research and documentation. Students will also be given the opportunity to apply engineering principles to create designs and prototypes to substantiate their ideas. Students will apply their new foundation of knowledge to direct applications, and utilization of 3D CAD to create technical drawings consistent with industry standards. Students will use solid modeling CAD programs to create solutions, based on real-life problems and continue the design process through the prototyping level. Finally, students will be able to visualize, realize, and redefine the solution's characteristics so they can re-design and finish with an optimal solution by applying model making and/or 3D printing to their 3D CAD designs.

CAD 2: ARCHITECTURAL DESIGN

5 credits 21stCLC
Prerequisite:CAD 1& Completion of 9th Grade

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

Ld
LAB

CAD 3: DESIGN STUDIO H

5 credits 21stCLC or VPA
Prerequisite: Either 3D CAD and Engineering Design, Architectural Design, Robotics, or Alternative Energy and Sustainable Design

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

GRAPHIC DESIGN 1

5 credits 21stCLC

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

GRAPHIC DESIGN 2

5 credits 21stCLC
Prerequisite: Graphic Design 1

Graphic Design 2 allows students to grow their abilities either widely or deeply in the design programs; Photoshop, Illustrator, InDesign, and Acrobat. In this course, students become more individual in their design skills and production skills. Prototyping will become a new facet

of the design process in Graphics 2. Projects include; logos, posters, infographics, whimsical design, book covers, package design and more.

Ld LAB

GRAPHIC DESIGN 3

5 credits 21stCLC
Prerequisite: Graphic Design 2

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

Ld LAB

GRAPHIC DESIGN 4

5 credits 21stCLC
Prerequisite: Graphic Design 3

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

PHOTOGRAPHIC IMAGING 1

5 credits 21stCLC

Photographic Imaging 1 is a comprehensive study of the art, craft, technology, and history of photography. Students will utilize the latest in digital imaging equipment to learn how to become "makers" of quality photographs. Students will acquire efficient work practices and technical skills needed to produce excellent black and white and color prints to develop a printed portfolio of their work. Once students have a basic understanding of the Point & Shoot Camera, Adobe Photoshop, importing photos, and the enhancement workflow, students will move on to explore both the creative potential of photo compositing, as well as the professional tools offered in photography including, the digital SLR and portrait studio lighting. Once students complete this foundational course they are encouraged to take Photographic Imaging 2 where a deeper understanding of the professional camera is explored. A similar course, that utilizes related computer skills exclusively, would be Graphic Design 1.

PHOTOGRAPHIC IMAGING 2

5 credits 21stCLC
Prerequisite: Photographic Imaging 1

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

Ld LAB

PHOTOGRAPHIC IMAGING 3

5 credits 21stCLC
Prerequisite: Photographic Imaging 2

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

ENGINEERING & ROBOTICS 1

5 credits 21stCLC

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

Ld LAB

ENGINEERING & ROBOTICS 2

5 credits 21stCLC
Prerequisite: Engineering & Robotics 1

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

ALTERNATIVE ENERGY & SUSTAINABLE DESIGN

5 credits 21stCLC
Prerequisite: Engineering & Robotics 1

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

WOOD DESIGN 1

5 credits 21stCLC

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

WOOD DESIGN 2

5 credits 21stCLC
Prerequisite: Wood Design 1

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

***Note:** Be advised that each course is subject to minimum enrollment requirements.*

TECHNOLOGY ED. COURSE SEQUENCES

Broadcasting Sequence

Broadcasting 1: TV & Radio → Broadcasting 2: Colonial Corner → Broadcasting 3: Film Making

CADD / Engineering /Architecture Sequence

CAD → 3D CAD & Eng. Design and/or Architectural Design → CAD 3: Design Studio

Graphic Design Sequence

Graphic Design 1 → Graphic Design 2 → Graphic Design 3 → Graphic Design 4

Photography Sequence

Photographic Imaging 1 → Photographic Imaging 2 → Photographic Imaging 3

Systems Technology Sequence

Engineering & Robotics 1 → Robotics and/or Alternative Energy & Sustainable Design → CAD 3: Design Studio

Wood Design Sequence

Wood Design 1 → Wood Design 2 → Wood Design 3 → Adv Wood Design & Manufacturing

These offerings are subject to change.

techniques will be covered in this class. Assignments are designed to build on previous knowledge in order to continue to increase student's skills and problem solving ability.

WOOD DESIGN 3

5 credits 21stCLC
Prerequisite: Wood Design 2

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

Ld LAB

WOOD DESIGN 4

5 credits 21stCLC
Prerequisite: Wood Design 2 or Wood Design 3

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

VISUAL ARTS

VISUAL ART 1
5 credits VPA

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

VISUAL ART 2
5 credits VPA
Prerequisite: Visual Art 1

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

VISUAL ART 3H
5 credits VPA
Prerequisite: Visual Art 2 and approved portfolio

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

AP STUDIO ART
5 credits VPA
Prerequisite: Art 3 H and Portfolio Approval

AP Studio Art is a challenging college level studio experience in which students must work toward mastery of technique as well as personal growth and expression. As with any AP course, students who elect to take Studio Art must be highly committed and strongly self-disciplined. The swift pace of this program will require that students work independently outside of class as well as in the studio environment. Students must choose to focus on one of the following portfolios: 2-D Design, 3-D Design, or Drawing. This course prepares students for submission of an AP portfolio. Students have the option of taking one or more concentrations during their high school career.

CERAMICS 1
5 credits VPA

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

CERAMICS 2
5 credits VPA
Prerequisite: Ceramics 1

Ceramics 2 offers a continuation and more in-depth study of the skills, concepts, and techniques acquired in Ceramics 1. Students will be allowed to explore and use varied or alternate media, different firing and glazing techniques, a sustained exploration in functional pottery, and the opportunity to potentially start a business. Observation and analysis of master artworks will be used to aid students in developing an understanding of art history. Students will be asked to keep a sketchbook to record progress, develop conceptual ideas, and develop their personal style. There will be a greater emphasis on personal creativity and incorporating the elements of art and principles of design. A digital portfolio will be compiled along with an artist statement that can be used or built upon for application to art school. Students will learn about careers in art and job opportunities available in the art field.

DRAWING 1
5 credits VPA

Drawing is a course of study suited to students interested in fine art, graphic design, architecture and fashion. Observational drawing is emphasized. The three primary goals of the course are to learn to judge proportion, to create volume and to produce the illusion of space and depth, as well as to develop an honest personal style. Assignments focus on a variety of subject matter such as figure, landscape, portrait and still life drawing. Students will have the opportunity to experiment with a number of media from pencil and charcoal to pen and ink. Art history and criticism are an integral part of the course.

DRAWING 2
5 credits VPA
Prerequisite: Drawing 1

This course is designed for students who have successfully completed the prerequisite Drawing course, have a solid understanding of drawing, and wish to push their skills further. Students will explore advanced techniques in drawing and media, study various styles and art movements, and create a portfolio of diverse works. The focus will be on technical proficiency, creative expression, and conceptual thinking.

VISUAL ART SEQUENCE

Visual Art 1 → Visual Art 2 → Visual Art 3H → AP Studio Art

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

Note: *Be advised that each course is subject to minimum enrollment requirements.*

PAINTING 1
5 credits VPA

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

PAINTING 2
5 credits VPA
Prerequisite: Painting 1

Painting 2 offers a continuation and more in-depth study of skills, concepts and techniques introduced in Painting1. Students will have the opportunity to explore advanced painting methods, experiment with varied media and surfaces, and refine their technical skills through more sustained and challenging studio projects. Emphasis will be placed on personal expression, creative problem solving, and strengthening understanding of color theory and composition. Observation and discussion of master and contemporary artworks will support students in expanding their artistic perspective. Students will build a digital portfolio. The course encourages the development of individual artistic voice while preparing students for advanced art studies, and will learn about potential careers in art and job opportunities in the art field.

WORLD LANGUAGES

FRENCH 1
NCAA - 5 credits WL

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

FRENCH 2
NCAA - 5 credits WL
Prerequisite: French I

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

FRENCH 3/3H
NCAA - 5 credits WL
Prerequisite: French 2

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

FRENCH 4/4H
NCAA - 5 credits WL
Prerequisite: French 3

The focus of this course is on the acquisition of proficiency in the French Language. Complex grammatical structures are studied and are reinforced through composition writing and discussion in the target language. The course includes the further French vocabulary and language structure, the comprehension of spoken French in conversational situations, and the fluent and accurate expression of ideas in French, both orally and in writing. Short literary readings, including both short stories and poetry, are used to stimulate class discussion and encourage critical thinking in the target language. Class is conducted in French.

FRENCH 5H
NCAA - 5 credits WL
Prerequisite: French 4

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

AP FRENCH LANGUAGE
NCAA - 5 credits WL
Prerequisite: French 5H

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

ITALIAN 1
NCAA - 5 credits WL

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

ITALIAN 2
NCAA - 5 credits WL
Prerequisite: Italian I

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

ITALIAN 3/3H
NCAA - 5 credits WL
Prerequisite: Italian 2

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

ITALIAN 4/4H

NCAA - 5 credits WL
Prerequisite: Italian 3

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

ITALIAN LITERATURE H

NCAA - 5 credits WL
Prerequisite: Italian 4

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

AP ITALIAN LANGUAGE & CULTURE

NCAA - 5 credits WL
Prerequisite: Italian Literature H

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

SPANISH 1

NCAA - 5 credits WL

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

SPANISH 2

NCAA - 5 credits WL
Prerequisite: Spanish 1

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

SPANISH 3/3H

NCAA - 5 credits WL
Prerequisite: Spanish 2

Spanish 3 places increased dependence upon the student to understand spoken and written Spanish. Continued emphasis is placed upon the reading of short selections and exploring content and grammar through written and oral responses in Spanish. Additional grammatical principles are presented.

SPANISH 4/4H

NCAA - 5 credits WL
Prerequisite: Spanish 3

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

SPANISH 5 H

NCAA - 5 credits WL
Prerequisite: Spanish 4 or Heritage Spanish 3 with a B-

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

AP SPANISH LANGUAGE

NCAA - 5 credits WL
Prerequisite: Spanish 4 or Heritage Spanish 3

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

AP SPANISH LITERATURE

NCAA - 5 credits WL

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

MANDARIN CHINESE 1

NCAA - 5 credits WL

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

WORLD LANGUAGE COURSE SEQUENCES

FRENCH SEQUENCE

French 1 → French 2 → French 3/3H* → French 4/4H* → French 5H → AP French Language

ITALIAN SEQUENCE

Italian 1 → Italian 2 → Italian 3/3H* → Italian 4/4H* → Italian Literature H → Italian Language & Culture H

MANDARIN SEQUENCE

Mandarin Chinese 1 → Mandarin Chinese 2 → Mandarin Chinese 3 → Mandarin Chinese 4 → Mandarin Chinese 4 → Mandarin Chinese 5 AP Mandarin

SPANISH SEQUENCE

Spanish 1 → Spanish 2 → Spanish 3/3H* → Spanish 4/4H* → Spanish 5H: Comp & Comm or AP Spanish Language → AP Spanish Literature

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

**Instruction in Honors level world language courses is conducted primarily in the target language.*

MANDARIN CHINESE 2

NCAA - 5 credits WL
Prerequisite: Mandarin Chinese 1

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

MANDARIN CHINESE 3

NCAA 5 credits WL
Prerequisite: Mandarin Chinese 2

As a continuation of Mandarin Chinese 2, this course is designed to enhance students' communication skills. Grammatical concepts are enforced through composition writing, summaries and creative writing projects. This course focuses on reading and writing on a higher level. Students will continue to study the Chinese culture to enrich understanding and generate interest in learning the language.

MANDARIN CHINESE 4

NCAA - 5 credits WL
Prerequisite: Mandarin Chinese 3

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

MANDARIN CHINESE 5

NCAA - 5 credits WL
Prerequisite: Mandarin Chinese 4

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

AP MANDARIN CHINESE

5 credits WL
Prerequisite: Mandarin Chinese 4

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

ARTISAN ACADEMY COURSES

The Artisan Academy is a pathway that provides student makers with skill practice towards mastery, resources, peer feedback, and mentoring support to design and produce marketable products before graduation. In addition, the Artisan Academy provides these students with the necessary marketing skills that will support them in developing a profitable enterprise.

The intended population is anyone who has a product idea or intends to develop a product to sell. Future artisans at MHS may not be sure of their plans, but they are creative and have the work ethic and drive to start a potential business, and with time, they can grow it into a meaningful income source.

ARTISAN SKILLS & METHODS

Prerequisite: Instructor Approval

The emphasis of this course is on developing the professional, creative, and technical skills needed to launch and manage an artisan business successfully. Students will explore marketplace technologies and social media to enhance their digital presence. Other topics include cost analysis, niche research, materials research, customer service, legal issues, safety, product photography, bookkeeping, and AI productivity benefits. Students will design packaging and marketing materials, research markets and events, and analyze factors such as location, audience, distance, and timing to determine the best venues for selling their products. Demonstrable characteristics of students include responsibility, self-starting, and independence as learners who can take critique in stride. ***Simultaneous enrollment in the Internship 1 course is required.***

INTERNSHIP 1

Prerequisite: Instructor approval

The course provides dedicated time for students to work hands-on with a content-area teacher to expand in an area or project they are passionate about. Collaboration and mentorship are key components, as students exchange tips and work closely with their mentor teacher to also support classroom operations.

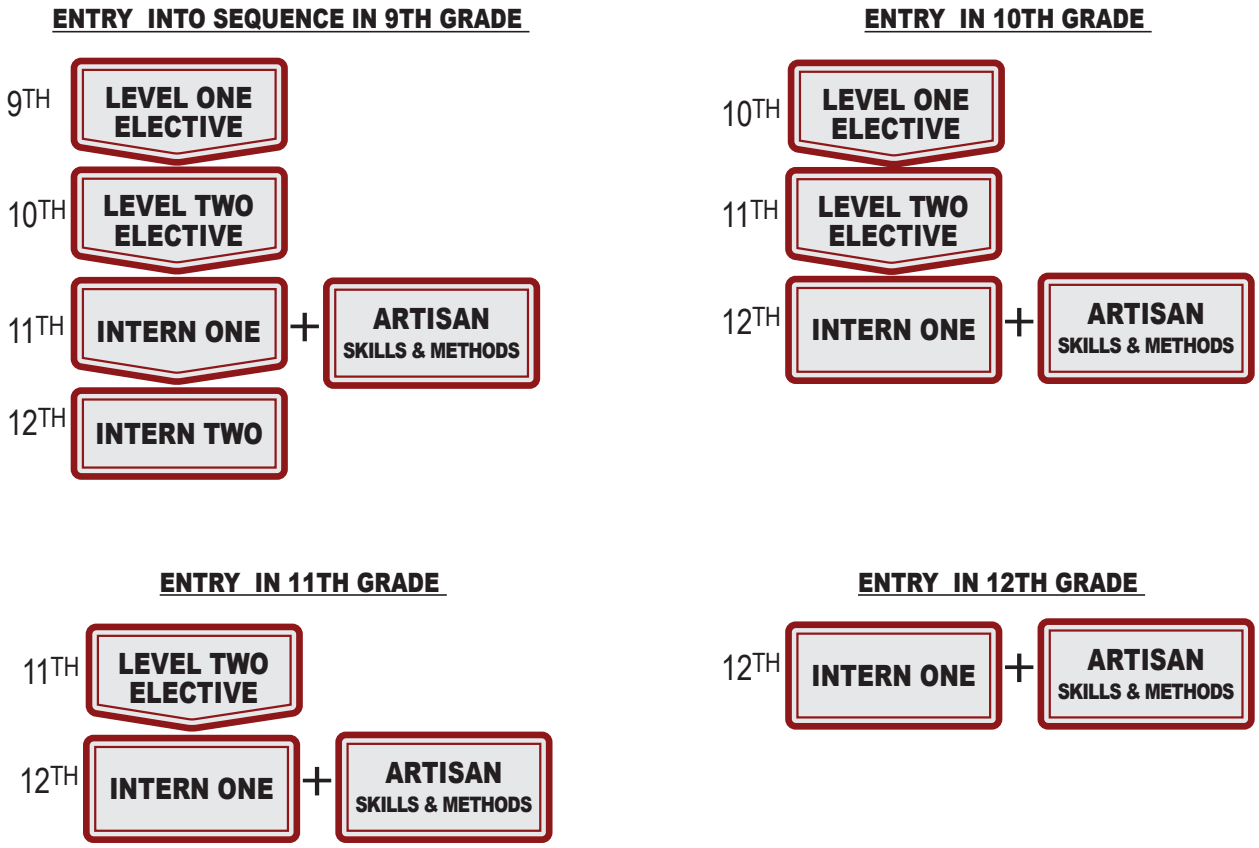
Within the Artisan Academy, this course is designed for senior students who have completed Level 2 coursework within a subject area and have developed/prototyped a product. Enrollment requires demonstrable skills, independence, and acceptance in the Artisan Academy. Artisan critique sessions are held four to five times annually for feedback and progress updates. Artisan Academy students will be enrolled in the Artisan Skills & Methods course at the same time. The ultimate goal is to create products to sell.

INTERNSHIP 2

Prerequisite: Internship 1

A second level of the Internship course for seniors who have completed Internship 1 in their junior year. The course offers more time to continue to grow and build experience in the subject area. Within the artisan Academy, students are expected to continue building their product line or to develop evolutions of original ideas. The time in the lab is used to assist the teacher, hone skills, further improve or produce products, and revise the sales model

ARTISAN DEVELOPMENT ACADEMY COURSE SEQUENCE



Note: *Be advised that each course is subject to minimum enrollment requirements.*

THE LIFE DESIGN LAB @ MORRISTOWN HIGH SCHOOL

The Life Design Lab is a suite of 4 honors level courses that can be taken in a variety of ways. Students take part in experiences that culminate in projects that are shared with the Morristown community and beyond. Students begin by learning about the fundamentals of Design Thinking, and move on to practicing the process and conducting in-depth self-directed projects. The skills and habits of mind learned in the lab are aligned with any possible problem students could face in their academic or professional lives, and incorporate Purpose Pursuit and Life Design.

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

LIFE DESIGN 1H - INTRO TO DESIGN THINKING

5 credits 21stCLC

Prerequisite: Grade 9 or 10 only

This course introduces students to the Life Design Lab and the principles of design thinking. Students learn strategies to take ownership of their learning through reflection, experimentation, and creative problem-solving. Design thinking provides a structured, adaptable process that can be applied across subjects and real-world challenges. The course begins with core design thinking concepts—vocabulary, mindsets, and attitudes—followed by guided practice through activities and exercises. As students gain confidence, they apply the process more independently, using it in their academic courses, cross-curricular projects, and authentic problem-solving experiences.

Year 2:
LIFE DESIGN 2H - APPLICATION & EXPERIMENTATION

5 credits, 21stCLC

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

In this second-year course, students deepen their use of design thinking by applying it to a series of passion-based projects—typically one per marking period. Through anchor activities, group critiques, and teacher conferences, students receive ongoing guidance as they develop, refine, and reflect on their work. Each marking period ends with a student-led presentation highlighting both successes and setbacks, as well as the habits of mind strengthened through the process. The course emphasizes independent work, growth beyond comfort zones, and the value of process over product. Students begin with a brief review of design thinking, then move into a workshop-style setting focused on project development, collaboration, and conferencing. All students will participate in an end-of-year exhibition showcasing one project and evidence of the skills and abilities they have developed.

LIFE DESIGN 3H - ACTION RESEARCH

5 credits

Prerequisites:Life Design 1H, Public Speaking, or AP Seminar

Action Research1 is a course in which students will delve into a variety of topics of interest to discover which one ignites their passion. Through the research and discovery process students will become more expansive learners, effective researchers, and disciplined planners. Students will explore several topics of their own choosing and complete the research component of the project they will construct in their senior year.

LIFE DESIGN 4H - WORKSHOP

5 credits

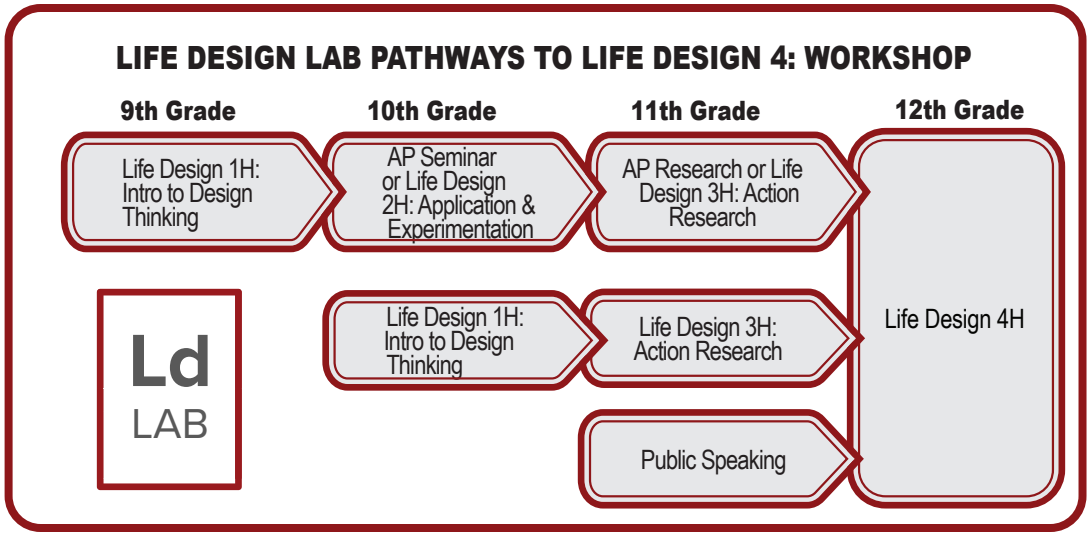
Prerequisite: Life Design 3H, AP Research, or Public Speaking Grade 12 only

This course is the culmination, climax and conclusion of Life DesigThis culminating course brings the Life Design Lab experience to its highest level. Students spend the full year designing and producing a major capstone project that reflects originality, creativity, and advanced critical thinking. Each student selects their own medium and concept in response to a "big question," which their project must interpret and answer. The capstone process runs from September through June and includes periodic reviews with peers and teachers. The year concludes with a public evening exhibition where students present their work to families, faculty, classmates, and the broader Morristown community. Past capstone projects have included original films, musical compositions, plays, art exhibitions, published books, performance pieces, and website designs.

answered by the project itself. Upon completion they will be presented to peers and teachers for review and evaluation. Ultimately, the projects will be presented, during a night time exhibition, to a large audience of friends, family, faculty, students and other members of the Morristown community. These projects will be of professional, museum worthy quality. Past projects have included original films, concertos, plays, painting and sculpture exhibitions, published books, performance art and website design.

Ld LAB

Classes with the Life Design Endorsement prioritize student-selected content, self-pacing, and agency as the basis of instruction. These classes place emphasis on motivation and progress with direct application to the life of the students outside of a school setting, and a future they can be excited about.



Note: *Be advised that each course is subject to minimum enrollment requirements.*

STEM ACADEMY

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

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

INTEGRATED STEM H

NCAA 5 credits

Prerequisite: Concurrent enrollment in Physics CP/H

This course introduces the research science process by focusing on literacy and interdisciplinary connections among the STEM (Science, Technology, Engineering and Mathematics) fields. Emphasis is placed on the development of students who can successfully engage in critical thinking, reading writing and technical analysis in both individual and group settings. These STEM literacy skills will be practiced through the investigation of both historical and current research in the fields of STEM with a specific focus on interdisciplinary connections and the fields represented by available

STEM CURRICULAR PATHWAYS

Biomedicine Pathway

Intro to Design Thinking**

Dynamics of Healthcare®
Medical Terminology®
Anatomy & Physiology®
Forensics
AP Biology
AP Chemistry
AP Psychology
Neuroscience

Engineering Pathway

Intro to Design Thinking**

Engineering Essentials[PLTW]
Engineering & Robotics 2
CAD2: 3D CAD & Engineering
Principles of Engineering[PLTW]
Aerospace Engineering[PLTW]
Nanoscale Science & Engineering
AP Physics C

Architecture Pathway

Intro to Design Thinking**

CAD 1: Computer Aided Design
CAD 2: Architecture Design (Req.)
CAD 3: Design Studio
Wood Design 1-4
Drawing
Graphic Design 1-3
Visual Art 1-3
AP Studio Art

Environmental Sustainability

Intro to Design Thinking**

AP Enviromental Science (req)
Alt. Energy & Sustainable Design(req)
AP Biology
AP Statistics
Marine Biology
Astronomy

Mathematics Pathway

Intro to Design Thinking**

AP Calculus AB
AP Calculus BC
AP Statistics
Linear Algebra
AP Physics C (M or E/M)
Fundamentals of Personal Finance

Computer Science Pathway

Intro to Design Thinking**

Computer Science Essentials
AP Computer Science Principles
AP Computer Science A
Engineering & Robotics 2
Linear Algebra PS

Core classes for all tracks: Integrated STEM, Physics, Chemistry, and Biology (Human Biology)

** All STEM Academy students will be required to complete a foundational Integrated STEM course along with electives from one designated STEM pathway. A minimum of 20 STEM elective credits is required to successfully complete the academic requirements of the STEM Academy program.*

** Designation of a STEM pathway of study will be determined sophomore year after the successful completion of Integrated STEM. Each STEM pathway provides the student an option of enrollment in AP courses, and Intro to Design Thinking H, which provide experiences in independent study, scientific research, and innovative manufacturing.*

*** Intro to Design Thinking or AP Seminar is a required course across all pathways for STEM students. (Changed for 26-27)*

** Students may take STEM elective courses across multiple pathways upon meeting with their guidance counselor and the STEM directors.*

** Project Lead The Way certified classes are designated with – (PLTW)*

** Dual credit courses offered through Rutgers University are designated with – ®*

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

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

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

Note: *Be advised that each course is subject to minimum enrollment requirements.*

and current research in the fields of STEM with a specific focus on interdisciplinary connections and the fields represented by available STEM Academy tracks. Completion of this course requires the student to engage in both individual and team-based activities including research analysis projects and analytical conversations with scientists actively engaging in STEM research. This course is designed to prepare students to choose, design and implement an elective direction within the STEM Academy tracks. Students who are intrinsically motivated, creative, and adept at situational analysis will excel in this course.

INTRODUCTION TO DESIGN THINKING 1H

5 credits

This course is an introduction to Design Thinking and Life Design. Students will learn methods by which to take control of their own life and learning. The process of design thinking is a methodical, effective, and efficient way to learn how to learn, while being reflective and mindful of the process. This allows for repeated replication and transference to new applications. With its bias towards action, the emphasis is on applied knowledge, experimentation, and developing creative solutions. It can be adapted to all subjects and disciplines and works with creations, solutions to problems, or deeper learning and mastery. The course will begin with elements of design thinking, vocabulary, definitions, mindsets and attitudes, which will then be practiced and combined into the complete process. Students will continue with guided applications, exercises and activities, as they move into more independent practice. As they begin to become more comfortable and fluid with the process, they will begin to apply it to their other courses, interconnected cross-curricular projects, and designing real solutions to real world problems. This course is a requirement for STEM Academy students, and can be taken during any of their 4 years.

Family Educational Rights and Privacy Act (FERPA)

Family Policy Compliance Office (FPCO) Home

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

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

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

- Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

- For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

- Or you may contact us at the following address:
  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Avenue, SW
  Washington, D.C. 20202-8520

COURSE OPTIONS 2026-2027

BUSINESS

Business. Organization & Management*	5 cr.
Sports & Entertainment Marketing*	2.5 cr.
Entrepreneurship*	2.5 cr.
International Business*	2.5 cr.
Personal Finance*	2.5 cr.
Business Finance and Marketing Honors*	5 cr.
Social Media Marketing H	5 cr.
Supply Chain Management H *(Dual Enrollment)*	5 cr.
Supply Chain Management Advanced H*(Dual Enrollment)*	5 cr.

CONSUMER, FAMILY AND LIFE SKILLS

Culinary Arts* 1, 2, 3, & 4	5 cr.

ENGLISH/LANGUAGE ARTS LITERACY

Pre AP English 1(H)	5 cr.
Pre AP English 2(H)	5 cr.
AP Seminar	5 cr.
English 3(H)	5 cr.
English 4	5 cr.
English 4 - Mystery Genre	5 cr.
English 4 - 21st Century Media	5 cr.
English 4 - World Mythology	5 cr.
English 4 - African American Literature (H)	5 cr.
English 4H - British Literature & Shakespeare	5 cr.
English 4H - Philosophy & Composition	5 cr.
AP English Language & Composition	5 cr.
AP English Literature	5 cr.
Acting 1*, 2*	2.5 cr.
Theatre Arts Production	5 cr.
Creative Writing 1, 2*	5 cr.
Public Speaking*	5 cr.

HEALTH, SAFETY & PHYSICAL EDUCATION

Physical Education 9, 10, 11, & 12	1.25 cr.
Health 9: Personal Health & Development	1.25 cr.
Drivers Education	1.25 cr.
Health 11: Wellness	1.25 cr.
Health 12: Adulthood	1.25 cr.

LIFE DESIGN LAB @ MHS

Life Design 1H* - Intro to Process Thinking	5 cr.
Life Design 2H* - Application & Experimentation	5 cr.
Life Design 3H* - Action Research	5 cr.
Life Design 4H* - Workshop	5 cr.
AP Research	5 cr.

MATH

Algebra 1+	5 cr.
Algebra 2(H)+	5 cr.
Calculus H	5 cr.
Fundamentals of Personal Finance	5 cr.
Geometry (H)+	5 cr.
Pre-Calculus (H)	5 cr.
Principles of Practical Math (POPM)*	5 cr.
Linear Algebra PS# (Dual Enrollment)	5 cr.
Statistics	5 cr.
AP Calculus AB #	5 cr.
AP Calculus BC#	10 cr.
AP Computer Science A #	5 cr.
AP Computer Science Principles #	5 cr.
AP Statistics	5 cr.
Cybersecurity*#	5 cr.
Computer Science Essentials*#	5 cr.

MUSIC EDUCATION

Symphonic Band (H)*	5 cr.
Wind Ensemble (H)*	5 cr.
Orchestra (H)*	5 cr.
Concert Choir (H)*	5 cr.
Piano*	5 cr.
AP Music Theory*	5 cr.
Music and Technology*	5 cr.
Music Theory/Harmony*	5 cr.
BACH to Rock & Beyond*	5 cr.

SCIENCE

Biology (H)+	5 cr.
Chemistry (H)+	5 cr.
Earth & Space Science+	5 cr.
Physics (H)	5 cr.
Physical Science+	5 cr.
Science of Cooking	5 cr.
AP Environmental Science #	10 cr.
AP Biology #	10 cr.
AP Chemistry #	10 cr.
AP Physics, Exam C*: Mech/ Elec. & Mag. #	10 cr.
AP Physics Exam C: Mechanics #	5 cr.
AP Physics 1 #	5 cr.
Aerospace Engineering H*	5 cr.
Anatomy & Physiology PS *# (Dual Enrollment)	5 cr.
Astronomy *#	2.5 cr.
Dynamics of Healthcare in Society H*# (Dual Enrollment)	5 cr.
Forensics *#	2.5 cr.
Marine Biology *#	2.5 cr.
Medical Terminology*#	5 cr.
Neuroscience *#	2.5 cr.
Patient Care Communication*#	5 cr.
Engineering Essentials*	5 cr.

SOCIAL STUDIES

Citizenship & Community	5 cr.
Pre AP World History & Geography (H)+	5 cr.
United States History 1(H)+	5 cr.
United States History 2(H)+	5 cr.
AP African American Studies*	5 cr.
AP US History 2	5 cr.
AP Human Geography*	5 cr.
AP European History*	5 cr.
AP Macroeconomics*	5 cr.
AP Microeconomics*	5 cr.
African-American History* (H)	5 cr.
Sociology* (H)	2.5 cr.
World at War* (H)	2.5 cr.
Gender Studies* (H)	2.5 cr.
Psychology: Abnormal & Personality* (H)	2.5 cr.
The Human Mind* (H)	2.5 cr.
History & Culture Through Film	2.5 cr.
Psychology* H	5 cr.
AP Psychology*#	5 cr.
How Sports Explain the World* (H)	2.5 cr.
AP Government & Politics*	5 cr.
Holocaust & Genocide Studies H* (Dual Enrollment)	5 cr.
Latinx History* - Interactions in the Western Hemisphere	5 cr.

STEM ACADEMY (only)

Integrated STEM	5 cr.
Research Science 1H: Practices & Experiment*#	5 cr.
Research Science 2H: Scientific Analysis*#	5 cr.

TECHNOLOGY

Broadcasting* 1, 2 & 3	5 cr.
CAD 1*#	5 cr.
CAD 2: 3D CAD & Engineering Design*#	5 cr.
CAD 2: Architectural Design*	5 cr.
CAD 3: Design Studio H*#	5 cr.
Engineering and Robotics* 1 & 2#	5 cr.
Alternative Energy & Sustainable Design*#	5 cr.
Wood Design* 1,2#, 3#, & 4#	5 cr.
Graphic Design* 1, 2, 3, & 4	5 cr.
Photographic Imaging* 1, 2, & 3	5 cr.

WORLD LANGUAGE

French 1, 2, 3, 4 & 5H	5 cr.
Italian 1, 2, 3 & 4	5 cr.
Italian Literature H	5 cr.
Mandarin Chinese 1, 2, 3, 4, & 5	5 cr.
Spanish 1, 2, 3, 4, & 5H	5 cr.
(Heritage) Spanish 1, 2 & 3*+	5 cr.
AP French Language	5 cr.
AP Italian Language & Culture	5 cr.
AP Mandarin Chinese	5 cr.
AP Spanish Language	5 cr.
AP Spanish Literature	5 cr.

VISUAL ARTS

AP Studio Art*#	5 cr.
Ceramics 1*, 2*	5 cr.
Drawing 1*#, 2*	5 cr.
Painting 1*, 2*	5 cr.
Visual Art 1*#, 2*, 3H*	5 cr.

ARTISAN ACADEMY

***Courses below are exclusive to Artisan Academy members*

Internship 1, 2*	5 cr.
Artisan Skills & Methods*	5 cr.

(H) Indicates BOTH an Academic and Honors level offering in the course (*) symbol indicates elective offerings.
(#) symbol indicates courses that satisfy STEM Academy requirements. (+) symbol indicates courses also taught in our comprehensive Bilingual Program.

FOUR-YEAR PLAN WORKSHEET

Rev. 8/12

STUDENT: **COUNSELOR:**

Subject Area	Minimum Credits Needed	Grade 9	Grade 10	Grade 11	Grade 12
English/Language Arts	20				
Social Studies	15				
Science	15				
Mathematics	15				
World Language	5				
Physical Education Health & Safety	15 5				
21st Century Life & Career (21stLC)	5				
Visual & Performing Arts (VPA)	5				
Financial Literacy (FL)	2.5				
Electives					
Total Credits Needed to Pass	120 to Graduate	30 to enter 10th grade	60 to enter 11th grade	90 to enter 12th grade	120 to Graduate
Total Scheduled					