MILLBURN TOWNSHIP PUBLIC SCHOOLS

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MILLBURN HIGH SCHOOL

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GRADUATION REQUIREMENTS

The attainment of proficiency in basic skills is an integral part of the board’s responsibility to provide a thorough and efficient education to students in the State of New Jersey. It is important to the fulfillment of this goal that students share in the responsibility for their own education. Thus, this policy will be distributed to incoming ninth grade students and to their parents so that they are aware of the requirements for graduation from Millburn High School with a state endorsed diploma. Additionally, requirements for successfully mastering the proficiencies of any particular courses required for graduation will be distributed to students and parents at the start of the courses.

The Partnership for Assessment of Readiness for College and Careers (PARCC) tests began in 2015. Results will be used for various purposes. Ultimately, proficiency in these assessments may be a high school graduation requirement. Presently, Grade 8 results will be examined to determine if these students are making sufficient progress in mastering skills required for graduation.

I. BASIC SKILLS

Requirements for graduation include proficiency in basic skills assessed through the PARCC tests. These requirements are modified annually. As of August 3, 2016 English Language Arts (ELA) and mathematics have been updated. The members of the Classes of 2016-2019 can meet graduation assessment requirements by:

1) Achieving passing scores on certain PARCC assessments;
2) Achieving certain scores on alternative assessments such as the SAT, ACT or Accuplacer;
3) The submission of a student portfolio satisfying the Departments appeals process.

Special Education students must follow their IEP’s.

The Class of 2020 can demonstrate graduation assessment proficiency through the same process as above provided that the students take all required PARCC assessments.

The Class of 2021 and thereafter who have not demonstrated proficiency on the ELA 10 and Algebra 1 assessments and have taken all PARCC assessments can demonstrate graduation assessment proficiency by meeting the criteria of the portfolio appeals process.

Note that there has always been a system for students to demonstrate and meet graduation requirements through an alternative assessment.
II. CURRICULUM PROFICIENCY

A. Graduation from Millburn High School with a state-endorsed diploma requires the successful completion of a program of studies in grades nine through twelve and includes:
   1. one credit year of English (Language Arts Literacy) for each year of enrollment for a minimum of four credit years;
   2. three credit years of mathematics;
   3. four credit years of social studies;
   4. three credit years of (natural or physical) science;
   5. one credit year of world languages;
   6. one credit year of physical education, health and safety for each year of enrollment as required by N.J.S.A. 18A:35-7 et. seq., for a minimum of four credit years;
   7. one credit year of visual and performing arts;
   8. one credit year career education (Naviance).
   9. One-half year credit in financial literacy;

B. Students must demonstrate proficiency in these areas. They will be advised of alternatives for fulfilling requirements before they plan each year’s schedule.

C. The school will provide opportunity for remediation for students not meeting these levels of proficiency in courses required for graduation.

III. ATTENDANCE

Student participation in all regularly scheduled class meetings is essential for the achievement of the maximum benefits of an educational program. The process of education requires a continuity of instruction and opportunities for students to interact with other students under the direction of qualified teachers. Hence, all students are expected to attend all assigned classes throughout the school year.

Religious holidays and unexpected personal or family circumstances are considered excused absences. However, frequent or prolonged absences or repeated tardiness may prohibit students from earning course credit or be cause for appropriate legal action by the Board of Education against the family involved.
IV. CREDIT HOURS
The minimum requirements for earning the state-endorsed Millburn High School diploma shall consist of receiving a passing grade on the New Jersey High School Proficiency Assessment, successfully completing the required courses, and acquiring the appropriate number of credits in grades nine through twelve as listed below:

<table>
<thead>
<tr>
<th>Distribution of Credits:</th>
<th>Number of credits Req. for Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Language Arts Literacy)</td>
<td>20</td>
</tr>
<tr>
<td>Social Studies (History)</td>
<td>20</td>
</tr>
<tr>
<td>Health/Physical Education (for each year of enrollment)</td>
<td>20</td>
</tr>
<tr>
<td>Mathematics</td>
<td>15</td>
</tr>
<tr>
<td>Science (Natural/Physical)</td>
<td>15</td>
</tr>
<tr>
<td>World Languages</td>
<td>5</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts (Art, Music, Theatre, Drama)</td>
<td>5</td>
</tr>
<tr>
<td>21st Century Life and Careers (Naviance)</td>
<td>5</td>
</tr>
<tr>
<td>Financial, Economic, Business &amp; Entrepreneurial Literacy</td>
<td>2.5</td>
</tr>
<tr>
<td>Electives</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

V. PROMOTION
The minimum requirements necessary for promotion from each grade 9-11 are as follows:

A. All students must successfully pass a minimum of four courses or 20 credits including English/Communication and Health/Physical Education.

B. Students who fail to meet the above standards must complete any outstanding requirements in a state-accredited summer school or be retained in the same grade the following year.

VI. STUDENTS DENIED GRADUATION
The administration will report by November 30th to the district board at a public meeting, and the board, in turn, to the Commissioner of Education, the number of students denied graduation on the basis of this policy and the requirements of N.J.A.C. 6:8-4.2. Noted as well will be the number of students graduated under the special evaluation procedures.

VII. STUDENT COURSE LOADS
All students are required to pursue a minimum course load of seven classes (17.5 credits) each semester. It is recommended that students elect six academic subjects plus one related arts course and physical education. Some students may wish to elect four academic subjects, two related arts courses, and physical education. Students wishing to pursue a course load of six academic subjects should consult their guidance counselor. No student may take any course more than once for academic credit.
VIII. COURSE CHANGE REQUESTS
Students are encouraged to complete all selected courses. Since staffing needs and class size considerations are determined by initial student course selections, course changes will be made only in the case of a significant change in academic performance. No changes will be made after July 31.

IX. SUMMER SCHOOL COURSES
Students who enroll in summer school courses may do so for the sole purpose of horizontal enrichment and the enhancement of existing knowledge and skills. No graduation credit, advanced standing, course exemptions, or instructional level changes is to be granted as a result of summer study. It will be granted only for remedial work that has been approved by the building principal.

PRESENTATION OF CURRICULA
It is our belief that the consideration of controversial issues has a legitimate place in the instructional process of our school. Periodically, pieces of controversial literature and film will be introduced into the classroom based on the instructional goals of the course of study and the level of maturity of the students concerned. In the spirit of free scholarly inquiry, faculty will draw on information from the broadest feasible range of resources. When such materials are introduced into courses, faculty will apprise students and parents of the content of such materials and provide optional activities for students when necessary. See: Board of Education Policy 2240.

HOME-SCHOoled STUDENTS
Students entering Millburn High School after having been home schooled will have their coursework evaluated by the administration to determine appropriate grade level placement and fulfillment of graduation requirements. Students must provide written proof of courses completed during home schooling. Courses must be provided by a home schooling agency or by a teacher holding a valid NJ teaching certificate. Students may be tested and given credit for proficiency in academic disciplines.

Student Transfers
Millburn High School reserves the right to administer final exams to students for the purpose of placement and/or acceptance of course credit. Such a test might well prove invaluable to assess prerequisite skills. No grades from other institutions will be used to calculate a student’s Grade Point Average (GPA) at Millburn.
INSTRUCTIONAL LEVELS

In recognition of the abilities, interests, and demonstrated achievements of students, Millburn High School offers classroom instruction on various levels with different academic expectations in order to ensure the greatest academic success for each student. Free choice of subjects is afforded to all students, regardless of their sex, race, religion, color, or national origin. Course assignment to a given level and student placement in a given instructional level are the sole prerogatives of the professional staff and the administration. Instructional level assignments, made each spring for the following school year, may not be changed until the end of the first marking period, except in cases where poor academic achievement necessitates a movement downward. Increased levels of sophistication, student accountability, workload, independence and analytical thinking are required as students move up from one level to the next.

<table>
<thead>
<tr>
<th>Advanced Placement</th>
<th>Most academically demanding courses leading to possible college credit. Enrollment in these courses is highly selective.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated</td>
<td>Courses that demand high academic maturity, interest and ability.</td>
</tr>
<tr>
<td>College Prep A (CPA)</td>
<td>College preparatory courses that have a high academic demand.</td>
</tr>
<tr>
<td>College Prep B (CPB)</td>
<td>General interest courses in which the academic demands are slightly less than those of the College Prep A courses.</td>
</tr>
</tbody>
</table>

PLACEMENT CRITERIA
The sole criteria governing placement at a given instructional level is student academic performance in each subject area.

Advanced Placement (AP)
Students must qualify for all AP courses through a rigorous selection process. Each academic department has established a relevant set of criteria for admission to their offerings. Minimally, students must have an outstanding academic record in the relevant subject, superior teacher recommendations, and a high score on the qualifying examination. Additional criteria are used at departmental discretion. Refer to the relevant course description for a detailed explanation of these criteria.

Accelerated (ACC)
The following will determine level placements:
Students currently in Accelerated courses
Final grade of A, A-, B+, B, B- .................................Place in Acc
Final grade of C+ or below.........................................Place in CPA

College Prep A (CPA)
The following will determine level placements:
Students currently in CPA courses
Final grade of A, or A- only with Dept Chair consent................. Place in Acc
Final grade of A-, B+, B, B-, C+, C or C- only with Dept Chair consent.....Place in CPA
Final grade of C- or below........................................... Place in CPB
College Prep B (CPB)
The following will determine level placements:
Students who are currently in CPB courses:
   Final grade of A with guidance approval & A average on tests........ Place in CPA
   Final grade of A- or below................................................................. Place in CPB

Errors in level placement may be corrected the first 10 days of school.

No other changes in levels may take place until progress report time.
Students may change at progress report time with less than a "B-" average and with the approval of their guidance counselor. Grades are adjusted by one-third; however, students new to the school and initially misplaced will not retain grades.

After Progress Reports, students may not change levels until the end of Q1.
At the end of the quarter, students may move levels:
   • up if they have earned an “A” average on major assessments
   • down if they have earned less than a “B” average in Acc
   • down if they have earned less than a “B-“ average in CPA
Grades shall be adjusted by one-third at this time.

After Q1, any level changes are to wait until the end of Semester 1.
Students moving down must be in danger of failing – a semester grade below “C-“
   • Grades are NOT adjusted at this time.
   • Students may not change that level either that year or the next.

Any other extenuating circumstance must be approved by administration.
   • Requests for the level changes should be in writing.
   • Grades may not be adjusted nor future changes permitted.

Scheduling Protocol:
Level placements for September will be done at the end of the 3rd quarter (similarly placements for grade 8 students will occur at the end of the 2nd trimester).
Final grade will be reviewed in June and adjustments made if warranted.
Students’ transcripts and GPA (other than grade 9) will reflect final grades.

Note: AP candidates who do not meet the Accelerated criteria may be removed from AP courses or placed on probation.

Elective Classes:
• Students may not change their course selections after July 31.
• Those who choose to drop a course after July will be assigned a study hall.
COURSE WEIGHTING

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>AP</th>
<th>ACC</th>
<th>CPA &amp; CPB</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.667</td>
<td>4.333</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td>4.333</td>
<td>.4000</td>
<td>3.667</td>
</tr>
<tr>
<td>B+</td>
<td>4.000</td>
<td>3.667</td>
<td>3.333</td>
</tr>
<tr>
<td>B</td>
<td>3.667</td>
<td>3.333</td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td>3.333</td>
<td>3.000</td>
<td>2.667</td>
</tr>
<tr>
<td>C+</td>
<td>2.667</td>
<td>2.667</td>
<td>2.333</td>
</tr>
<tr>
<td>C</td>
<td>2.000</td>
<td>2.000</td>
<td>2.000</td>
</tr>
<tr>
<td>C-</td>
<td>1.667</td>
<td>1.667</td>
<td>1.667</td>
</tr>
<tr>
<td>D+</td>
<td>1.333</td>
<td>1.333</td>
<td>1.333</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
<td>1.000</td>
<td>1.000</td>
</tr>
<tr>
<td>D-</td>
<td>0.667</td>
<td>0.667</td>
<td>0.667</td>
</tr>
<tr>
<td>F</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Weights are for full year courses. Semester courses carry one-half numerical weight equivalents.

ACADEMIC HONORS

Academic honors are distributed thusly:

- Top 10% ......................... HIGH HONORS
- Next 20% ......................... HONORS

In general the more demanding the instructional level, the higher the numerical weight equivalent for each grade.

Grades of “FAIL,” “WF,” “WC,” AND “WA” are considered “failures.” Where the course has been repeated and passed during the regular school year, the repeated grade will be averaged with the original grade for the calculation of grade point averages. Similarly, a grade achieved in a summer school make-up course is averaged with the original grade. The average of these two cannot exceed the numerical equivalent of a “C” at the CPA level.
Students who withdraw from a course may receive a WP or WF as a final grade. Final grades of WP or WF will be included on transcripts.
Millburn High School does not rank its students. A grade point average for students is calculated using grades from sophomore year through second semester of senior year. Students in attendance less than two semesters by June of the eleventh grade or less than three semesters at mid-year of the twelfth grade will receive a grade point average based only on credits earned at Millburn High School and will not be eligible for consideration as highest honors speakers in their senior year. All grade point averages based on work done at Millburn High School through the second semester of twelfth grade are recorded on official transcripts. Honors, high honors and other academic distinctions may be calculated based upon grades only through first semester of senior year.
To determine the grade point average: (1) total the numerical weight equivalent for each course (by instructional level), (2) total the credits, (3) divide the numerical weight equivalent by the total number of credits. The resultant figure is the grade point average, or GPA.

**GRADING SYSTEM**
The following grades are used on report cards:

- A, A- . . . . . . . . . = . . . . Excellent
- B+, B, B- . . . . . . . = . . . . Good
- C+, C, C- . . . . . . . . = . . . Average
- D+, D . . . . . . . . . . . . = . . Below Average
- D- . . . . . . . . . . . . . = . . Lowest Passing
- FAIL . . . . . . . . . . . . = . . Failing
- INC . . . . . . . . . . . . . = . . Incomplete
- H . . . . . . . . . . . . . . . . = . . Honors
- S . . . . . . . . . . . . . . . . = . . Satisfactory
- P . . . . . . . . . . . . . . . . = . . Pass
- WP . . . . . . . . . . . . . . = . . Withdrawn Passing
- WF . . . . . . . . . . . . . . = . . Withdrawn Failing
- WA . . . . . . . . . . . . . . = . . Withdrawn Absent
- WC . . . . . . . . . . . . . . = . . Withdrawn Cutting

- A grade of Incomplete (I) may be issued under certain circumstances. Incomplete work must be completed in a period not to exceed the duration of the absence. If this requirement is not met, the grade will be converted to a failing grade (F).
- Students who wish to withdraw from a course without penalty must do so prior to the end of the first marking period with the permission of the administration. All grades of F, WA, WC, and WF assigned after the end of the first marking period will be recorded as failures.
- Students are required to complete all courses unless withdrawn by the administrator.
POWERSCHOOL
PowerSchool access may be limited, or turned off completely, at the end of each semester. This encourages students to focus on academic matters such as tests, projects and/or exams. Also, teachers can update grades without scrutiny. Access would resume approximately one week later. PowerSchool access is often turned off in the summer for software maintenance.

FINAL GRADE AVERAGING

Each marking period grade is multiplied by two (2) and added to the sum of the examination averages. The total is then divided by ten (10) for the final grade for a year course or by five (5) for a semester course.

The following ranges are used as general parameters to determine final grades:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

CALCULATING GRADE POINT AVERAGE (GPA)

For each course (except PE/Health):
- Multiply the weighting points by the course credits (2.5 or 5.0)
- Total these products
- Divide this total by the total number of credits in these courses.

Note: Not included in GPA are: freshman grades, grades from other schools, summer school grades nor grades taken in independent study.
ADVANCED PLACEMENT COURSES

Millburn High School has earned an enviable reputation with its Advanced Placement program. The number of students enrolled in AP courses is staggering by any standard. The scores earned by these students is possibly more impressive. And we continue to improve: indeed, in 2011 Millburn was recognized for “Expanding Opportunity and Improving Performance.”

Millburn offers a wide variety of Advanced Placement courses in the various disciplines. Students may apply for selection to as many courses as they wish after consultation with their counselor. An outstanding academic record in accelerated level courses is considered a prerequisite for selection. Students interested in applying for selection must take the departmental qualifying test in the appropriate academic discipline(s). Teacher recommendations, superior academic performance in the given discipline, writing and speaking samples, entrance examinations, and other criteria are used at departmental discretion in determining those to whom invitations are extended.

All students who are selected and who take Advanced Placement courses are required to take the Advanced Placement Examinations in May. Students who do not take the May examination will not receive AP credit or weighting. The school reserves the right to drop students from an AP course when their grade drops below C+ in a given marking period.

No student will be permitted to take more than eight AP courses for weighted credit. In sophomore year, no more than two courses may be taken for weighted credit. In junior year, no more than three courses may be taken for weighted credit. In senior year, no more than four courses may be taken for weighted credit. The decision to determine which courses will be weighted will be made by administrators.

Summer Assignments in Advanced Placement courses will be due in part by July 31. This portion should give students a realistic understanding of the expectations of the course so that they might make a rational decision whether or not to drop the course without being assigned a study hall.

Summer assignments may:
  a) Review curriculum taught in previous courses;
  b) Introduce and/or teach material to be taught during the year;
  c) Provide an overview of the curriculum;
  d) Sets the expectations of the course

In special circumstances, students not enrolled in an AP course may be permitted to take the Advanced Placement exam in May after consultation with their guidance counselor. It is expected that students will devote much additional preparation and study in order to be successful on this AP exam. Students are to commit to taking the exam by paying the College Board fee to the main office before January. This option may not be available for some AP courses including Chinese and Studio Art.
Student Responsibilities:

- Students must fully commit to excelling in AP courses.
- Students have an obligation to complete all AP courses that they schedule.
- Students may change their schedules before July 31.
- At least one portion of a summer assignment must be collected by July 31.
- Students must fulfill the July 31 deadline satisfactorily or be removed from the course.
- Students who drop an AP course after July 31 will be assigned a study hall for the year. For those AP courses (e.g., Bio, Chem, Am History) where students may move to an Acc section, students are assigned a study hall each semester in lieu of another elective.
- Students dropping an AP course in a required or core course may drop to the accelerated level but must drop an elective course for the year.
- Administration may drop students from an AP course if quarter grades drop below a C+.
- Students are required to take the AP exam in May or lose AP credit and weighting.
- Students who qualify for an AP may defer admission provided that the student reminds the AP teacher and/or the Department Chair before the following year’s qualifying test. It is the responsibility of the student to provide this reminder since records from previous years may inadvertently be overlooked. This reminder is needed in order to provide information for the sectioning of classes.

Trial modification for 2018-19: Students who have earned both an “A” for Semester 1 AND on the midterm exam on the preceding course will be admitted into a few specific AP courses without the need to take the qualifier. All other requirements remain. Other students may be accepted based on the results of their qualifying tests and other metrics. These AP courses are: English Language; English Literature; American History; Calculus BC; Environmental Science and Comparative Government. Details are available within the specific Departments and/or online.

SENIOR FINAL EXAM EXEMPTIONS:

To be exempt from the final exam in a course, seniors must:
1. Maintain a B- in AP and Acc courses or a C in CPA and CPB.
2. Be free of detention for disciplinary reasons.
3. Have no more than 7 total absences during the second semester
4. (exclusive of religious holidays and school related activities.)
5. Have no more than 2 unexcused tardies and no more than 4 excused tardies.
6. Have no cuts.
7. The final decision for exemption is the prerogative of the classroom teacher. The teacher will notify students of exemptions by the last class prior to final exam.

This exemption policy does not apply to midterms nor semester courses ending in January.
SPECIALIZED PROGRAMS

INDEPENDENT STUDY
Semester Course - Level of Instruction: N.R. - Credit Value: 2.5
Prerequisite: Administrative Approval
In rare cases, some students may be permitted, in certain academic subject areas, to take a course as an Independent Study. The student must consult with the teacher/sponsor, guidance and the department chair before permission to take the class as IS may be granted by the principal. Students and counselors must demonstrate that need for this course has arisen out of unusual scheduling conflicts and not just an oversight in previous planning. The course of study for IS must be approved by all the aforementioned parties whether for a marking period, semester or year for the corresponding credits. See guidance staff for details. IS grades may not be included in the calculation of a student's GPA.

BASIC SKILLS INSTRUCTION – READING, WRITING, MATH
Semester Course - Level of Instruction: N.R. –
Prerequisite: State Testing Results
This course is designed principally to reinforce skills included on the HSPA, and is required for students who have either not passed the HSPA or demonstrated a likelihood that they will not pass the test. Successful passage of the HSPA is a graduation requirement.

ELL ENGLISH LANGUAGE LEARNERS
Year Course - Level of Instruction: N.R. - Credit Value: 2.5
Prerequisite: Screening and Testing
This course is designed to assist students with limited English facility to function adequately in class and in society. Individualized instruction is offered and three sections are available: Beginning, Intermediate and Advanced.

PROCEDURE TO SIGN UP FOR COURSES

During March & April, students are able to request courses for the following year using PowerSchool: Class Registration.

Class Registration enables students to:
1) make their initial selections for courses
2) view next year's Course Requests at any time.

Students should make their initial selections on PowerSchool before meeting with their counselors to schedule. This is an opportunity for parent and student to discuss scheduling options. Students must bring a printed copy of their selections to their scheduling meeting.

NOTE:
 a) Most MHS students will take 40.0 credits each year.
b) Edit privileges will be turned off after students meet with their counselors.
c) Final level placements are determined by final grades.
d) Students do not schedule in-class support – this is done by case managers
e) Guidance will advise, counsel and ultimately approve all course selections.
Through Eden took their solitary way—It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife—Daisy Miller was a flirt—a pretty American flirt—Surely, thought Rip, I have not slept here all night—Snow was general all over Ireland—And the Letter A, in Scarlet, fantastically embroidered with gold thread—Happy families are all alike—All we Karamazovs are such insects—to be, or not to be—That is the question—I, poor, miserable Robinson—Call me Ishmael—All children, except one, grow up—Tell of the storm-tossed man, o muse—I sing the body electric—As Gregor Samsa awoke from unsettling dreams—it was the best of times, it was the worst of times—Exactly, my dear Watson—Reader, I married him—That love is all there is, is all we know of love—Sing, o goddess, the ruinous wrath of Achilles—Within view of the melancholy House of Usher—Wuthering Heights is the name of Mr. Heathcliff’s dwelling—This is the saddest story I have ever heard—Half of it’s Huck’s and half of it’s mine—I am Oz, the great and terrible. Through Eden took their solitary way—It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife—Daisy Miller was a flirt—a pretty American flirt—Surely, thought Rip, I have not slept here all night—Snow was general all over Ireland—And the Letter A, in Scarlet, fantastically embroidered with gold thread—Happy families are all alike—All we Karamazovs are such insects—to be, or not to be—That is the question—I, poor, miserable Robinson—Call me Ishmael—All children, except one, grow up—Tell of the storm-tossed man, o muse—I sing the body electric—As Gregor Samsa awoke from unsettling dreams—it was the best of times, it was the worst of times—Exactly, my dear Watson—Reader, I married him—That love is all there is, is all we know of love—Sing, o goddess, the ruinous wrath of Achilles—Within view of the melancholy House of Usher—Wuthering Heights is the name of Mr. Heathcliff’s dwelling—This is the saddest story I have ever heard—Half of it’s Huck’s and half of it’s mine—I am Oz, the great and terrible. Through Eden took their solitary way—It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife—Daisy Miller was a flirt—a pretty American flirt—Surely, thought Rip, I have not slept here all night—Snow was general all over Ireland—And the Letter A, in Scarlet, fantastically embroidered with gold thread—Happy families are all alike—All we Karamazovs are such insects—to be, or not to be—That is the question—I, poor, miserable Robinson—Call me Ishmael—All children, except one, grow up—Tell of the storm-tossed man, o muse—I sing the body electric—As Gregor Samsa awoke from unsettling dreams—it was the best of times, it was the worst of times—Exactly, my dear Watson—Reader, I married him—That love is all there is, is all we know of love—Sing, o goddess, the ruinous wrath of Achilles—Within view of the melancholy House of Usher—Wuthering Heights is the name of Mr. Heathcliff’s dwelling—This is the saddest story I have ever heard—Half of it’s Huck’s and half of it’s mine—I am Oz, the great and terrible. Through Eden took their solitary way—It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife—Daisy Miller was a flirt—a pretty American flirt—Surely, thought Rip, I have not slept here all night—Snow was general all over Ireland—And the Letter A, in Scarlet, fantastically embroidered with gold thread—Happy families are all alike—All we Karamazovs are such insects—to be, or not to be—That is the question—I, poor, miserable Robinson—Call me Ishmael—All children, except one, grow up—Tell of the storm-tossed man, o muse—I sing the body electric—As Gregor Samsa awoke from unsettling dreams—it was the best of times, it was the worst of times—
WELCOME

The Millburn High School English Department strives to advance the discipline of language and literature by fostering and sustaining a community of unique thinkers. Together, we engage, enrich, transform, and define how and why we read, speak and write.

Students are immersed in a diverse curriculum that encourages learners to creatively and collaboratively venture and to develop an appreciation of the subject and themselves in relation to it. As English teachers, we envision ourselves as stewards: we empower students with the skills they need to be successful, but more importantly, we seek to evoke passion for language in all of its incarnations.

In this purpose, we offer these courses, designed to encourage you to investigate and speculate, collaborate and question, argue and evolve. As long as there are words, we will never cease seeking. We know you will feel the same.

REQUIREMENTS FOR GRADUATION

To earn a Millburn High School diploma, each student must successfully complete eight semesters of English: a year of English 9 as a freshman, a year of American Literature as a sophomore, a year of British Literature as a junior, and two semesters of English as a senior at least one of which must be Senior Seminar unless the student is enrolled in an AP English course.

Students are encouraged to take additional English courses by selecting from the wide variety of English electives. Thinking and Writing is strongly recommended for incoming freshman. Writing courses may not be used to fulfill the eight semester English requirement.

THE ENGLISH PROGRAM

FRESHMAN YEAR

Required Course: English 9 (Acc, CPA, CPB)
Electives:
- Fiction Writing (Acc & CPA)
- Humanities (Acc & CPA)
- SciFi and Fantasy (Acc & CPA)
- Sports Literature (Acc & CPA)
- Thinking and Writing (Acc & CPA) strongly recommended for grade 9.
- Writer’s Studio (Acc & CPA)
- Writing the Truth: Nonfiction and Memoir (Acc & CPA)
SOPHOMORE YEAR

**Required Course:**
American Literature (Acc, CPA, CPB)

**Electives:**
- Fiction Writing (Acc & CPA)
- Humanities (Acc & CPA)
- Thinking and Writing (Acc & CPA)
- Modern American Writers: Secrets and Lies (Acc)
- Modern Dramatic Literature (Acc & CPA)
- SciFi and Fantasy (Acc & CPA)
- Sports Literature (Acc & CPA)
- Writer’s Studio (Acc & CPA)
- Writing the Truth: Nonfiction & Memoir (Acc & CPA)

JUNIOR YEAR

**Required Course:**
All students must take 1 semester of Brit Lit. While they may certainly enroll in Brit Lit I and Brit Lit II, Acc and CPA students may elect to take one of the following courses in a specific area of British Literature:
- Shakespeare (Acc)
- Post-colonial Literature (Acc/CPA)
- Monsters in British Literature (Acc/CPA)

**Electives:**
- AP Language & Composition (AP)
- Humanities (Acc & CPA)
- Mass Media (Acc)
- Modern American Writers: Secrets and Lies (Acc)
- Modern Dramatic Literature (Acc & CPA)
- Monsters in British Literature (Acc & CPA)
- Post-colonial Literature (Acc & CPA)
- Shakespeare (Acc)
- Sports Literature (Acc & CPA)
- Writing the Truth: Nonfiction & Memoir (Acc & CPA)

SENIOR YEAR

**Advanced Placement:**
AP Literature & Composition

**Senior Seminars:**
- Funny Business: Humor and Satire (Acc & CPA)
- Medical Humanities (Acc & CPA) *(may be taken for two semesters)*
- Garden State (Acc & CPA)
- Growing Up (CPA; **CPB Juniors only may enroll**)
- Improvisation: Crafting a Story (CPA; **CPB Juniors only may enroll**)

**Electives:**
- Communications (CPA)
- Humanities (Acc & CPA)
- Mass Media (Acc)
- Modern American Writers: Secrets and Lies (Acc)
- Modern Dramatic Literature (Acc & CPA)
- Sports Literature (Acc & CPA)
- Writing the Truth: Nonfiction & Memoir (Acc & CPA)
LEVELING
WHAT’S THE DIFFERENCE BETWEEN LEVELS?

ADVANCED PLACEMENT: These are the most rigorous courses as they count for college level credit.

ACCELERATED LEVEL: In Accelerated courses, students read a wide array of challenging works, with an emphasis on whole texts. Students also undertake independent reading-both in and out of class-as they learn to analyze literature, synthesize issues, evaluate ideas, and construct articulate written and oral responses. The skills of reading, writing, listening, speaking, and critical viewing are refined through guided practice, independent effort, and group projects.

COLLEGE PREP A LEVEL: In CPA courses, students read a wide array of whole and excerpted texts-both in and out of class. Students develop reading and writing strategies that enable them to extend their understanding and to write clear, thoughtful, well-organized responses. Students learn to analyze, synthesize, and evaluate information and ideas from a variety of sources.

ENGLISH COURSE OFFERINGS — COLLEGE PREP B LEVEL
CPB courses focus on the central language arts skills. Students read a variety of whole and excerpted texts to extend their comprehension skills and enhance their response strategies. While time is allocated for guided practice, students are also expected to read and write independently and to develop independent reading and writing abilities.
ENGLISH COURSE OFFERINGS

ADVANCED PLACEMENT LEVEL

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION
This course is only for students in Grade 11.
Year Course - Level of Instruction: AP - Credit Value: 5.0
Prerequisites: 1) Sophomores: a grade of B+ in Acc. American Lit. or a grade of A in CPA American Lit. 2) Superior performance on department test of reading and writing ability.
Students must sit for the AP Test in Language and Composition.
This Advanced Placement offering is comparable to a freshman college English composition course. Students read several works during the summer and keep a journal of their responses. The core of the course is a study of various rhetorical modes combined with continued writing practice based on models offered by various texts. Students work with such forms as narration, process analysis, cause and effect, analogy, and argument. They learn to read and write, giving special attention to purpose, audience, diction, syntax, imagery and tone. The class is conducted as a seminar; students participate fully in discussions and share their writing with peers. Juniors take this course concurrently with British Literature 1 and British Literature 2 (Acc).

ADVANCED PLACEMENT LITERATURE AND COMPOSITION
This course is only for students in Grade 12.
Year Course - Level of Instruction: AP - Credit Value: 5.0
Prerequisites: 1) a grade of B in Acc. British Lit. 1 or a grade of A- in CPA British Lit. 1. 2) Superior performance on department test of reading and writing skills.
Students must sit for the AP Test in Literature and Composition.
This course is comparable to the first year of college English. Students read several complete works during the summer and continue independent reading throughout the year. Readings include novels, poems, plays and essays by authors such as Albee, Bronte, Conrad, Dickens, Dostoyevsky, Faulkner, Hardy, Joyce, Ibsen, Morrison, O’Neill, Shakespeare, Walker, Wright, and Yeats. In a seminar environment, students acquire an extensive literary vocabulary and refine their skills in interpretation and evaluation. Students also write frequently, both in and out of class. Upon successful completion of the AP exam, students may be eligible to receive up to a full year of credit for college English. Typically, students who take AP English enjoy reading, participate actively and regularly in class discussions, accept responsibility for completing independent assignments, and have a sincere desire to improve their writing skills.

THE SENIOR SEMINAR
The purpose of the Senior Seminar is to encourage academic rigor and intellectual inquiry in a student’s senior year, thereby further preparing him for the college experience. These course offerings, modeled after required university freshman seminars, will further develop critical thinking and problem solving skills, promote student voice and further the ideals of a learning community. These interdisciplinary courses (focused under English, but pulling from Sociology, Anthropology and History) are reading and writing intensive and are leveled. They are organized thematically and are selected based on student preference. Students within the courses will be exposed to myriad genres and texts (fiction, nonfiction, poetry, film, song) and writing assessments and will be expected to contribute wholly as learners.
MEDICAL HUMANITES: "So You Want to Go to Medical School"
English Senior Seminar 401
Semester Course - Level of Instruction: CPA/Acc
Medical Humanities is designed to attract students who are interested in the sciences, medicine, philosophy/ethics and literature. Though seemingly disparate, these disciplines share the powers of observation, analysis, and narrative history required in medicine, which are also found in literary analysis and narrative. This course addresses topics such as medical ethics, the role of health and disease in our culture, and the power of observation in life and literature.

FUNNY BUSINESS: HUMOR AND SATIRE IN LITERATURE AND FILM:
English Senior Seminar 402
Semester Course - Level of Instruction: CPA/Acc
Humor is an integral part of the human experience. While we undoubtedly use many forms of humor to entertain and please, certain individuals employ humor for more serious ends such as social change, personal confession, and political reform. In this senior seminar, we learn to take seriously the art of not taking ourselves so seriously while we analyze humor in its many guises (satire, parody, wit).

GARDEN STATE:
English Senior Seminar 403
Semester Course - Level of Instruction: CPA/Acc
The armpit of America? What exit? Jersey Shore? New Jersey has often been the butt of jokes and the source of stereotypes. But what does it really mean to be from New Jersey? As residents of this state, we inherit its strong literary tradition, its sordid political history, its hyperbolic media image, its sense of humor, and perhaps most importantly, its unusual and undefined pull on its people. In this course, we will examine all things “Jersey” in a thematic fashion.

YOUNG ADULT LITERATURE
English Senior Seminar 404
Semester Course - Level of Instruction: CPA
This semester-long class starts where Holden Caulfield leaves off, defining the bildungsroman and the classical hero journey. Once the basic characteristics of the YA genre have been established, the class will read a number of novels together. But they will also have a certain amount of choice in what they read. As in the “real world,” students may choose separate, additional works to read and discuss in a book clubs. Students will be required to write critically on the works they read, to compare and contrast works, and to analyze the genre as a whole.

IMPROVISATION: CRAFTING A STORY
English Senior Seminar 405
Semester Course - Level of Instruction: CPA
Students will explore storytelling techniques and develop storytelling skills through dramatic improvisation. Students will improve skills in the following areas: public speaking, problem-based learning, written expression, textual analysis, critical thinking and performance. They will create original monologues to develop their own personal narrative voice and be part of an improve troupe that will design its own show for a mid-semester and final improve showcase.
REQUIRED ENGLISH COURSES

ENGLISH 9
Year Course - Level of Instruction: Acc, CPA, CPB - Credit Value: 5.0
Prerequisite: Department Recommendation
English 9 is a required core course that challenges and teaches the students to formulate, refine, and express their thinking primarily through the mode of argument. The activities of the class, ranging from small group discussions to major assessments, focus on the skills involved in effective argumentation: claims, evidence, warrants, and reasoning. The complexity of the literature of the course lends itself to this type of discourse. Some of the major texts of English 9 include: Harper Lee’s To Kill a Mockingbird, Sophocles’ Antigone, Marjane Satrapi’s Persepolis, William Shakespeare’s The Tempest, William Golding’s Lord of the Flies, and Bernard Malamud’s The Assistant.

AMERICAN LITERATURE
Year Course - Level of Instruction: Acc, CPA, CPB - Credit Value: 5.0
Prerequisite: Department Recommendation
American Literature explores major works, authors and movements of the literary canon, including Nathaniel Hawthorne’s Romanticist The Scarlet Letter, Emerson and Thoreau’s Transcendentalist Nature and Civil Disobedience, and Hemingway’s Modernist In Our Time. Throughout the year, students engage in rhetorical analysis, which requires close analysis of the specific choices writers make regarding their diction, syntax and figurative language in order to construct their varied arguments. Students also complete a year-long inquiry-based Action Research Project, an exploration of fiction, nonfiction and multimedia resources pertaining to a contemporary American social issue, culminating in a meaningful community-based action informed by their research.

BRITISH LITERATURE 1
1st Semester Course - Level of Instruction: Acc, CPA, CPB - Credit Value: 2.5
Prerequisite: Department Recommendation
British Literature 1 surveys British literature from the Anglo-Saxon period through the sixteenth century. Selections of literature are taken from the major periods: the Anglo- Saxons, the Middle Ages, the Renaissance, the sixteenth century. Various literary genres are studied and analyzed, not only as forms, but also as reflections of the philosophical, historical, and psychological temper of the times. The course focuses on specific literary works and examines the interrelationships among these works. The writing component engages students in composing critical and interpretive essays.

OR

BRITISH LITERATURE 2
2nd Semester Course - Level of Instruction: Acc, CPA, CPB - Credit Value: 2.5
Prerequisite: Department Recommendation
British Literature 2 surveys British literature from the seventeenth century to the twentieth century. Selections of literature are taken from the major periods: the Age of Reason, the Romantics, the Victorians, the modern era. Various literary genres are studied and analyzed, not only as forms, but also as reflections of the philosophical, historical, and psychological temper of the times. Continuing the format of British Literature 1, the course focuses on specific literary works and examines the interrelationships among these works. The writing component engages students in writing critical and interpretive essays and a critical research paper.
COMMUNICATIONS
Semester Course - Level of Instruction: CPA - Credit Value: 2.5
Prerequisite: none
Open to students in grade 12
In Communications, students explore the effects of various mass media (newspapers, magazines, radio, television, film, advertising, etc.) on American culture. Students examine and evaluate techniques of media manipulation in the fields of advertising, television, and film. In addition to increasing their ability to respond thoughtfully and critically to information presented daily by the mass media, students enhance their communication skills by creating commercials, short feature videos, and photo essays.

FICTION WRITING
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: none
Open to students in grades 9 -10
Structured as a writer's workshop, Fiction Writing provides a stimulus and outlet for the production of original fiction. Students study the elements of fiction as seen in the works of professional writers. They practice creating fictional elements such as setting, character, and plot. Finally, they produce their own fully developed fiction, taking several pieces through all stages of the writing process. This course requires reading and analysis; however, the primary emphasis is on the production of original works. These works are shared with and critiqued by the writer's peers in a seminar setting.

HUMANITIES
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: none
Open to students in grades 9 -12
What do we really know? How should we act? Why are we here? Humanities encourages careful critical inquiry, hearty debate and discussion, and reflection upon perennial questions and fundamental beliefs through a series of eclectic short readings and unusual class activities.

MASS MEDIA
Semester Course - Level of Instruction: Acc - Credit Value: 2.5
Prerequisite: none
Open to students in grades 11 & 12
Mass Media is a thematically structured course that focuses on the latest ideas and developments in the rapidly changing field of mass media and technology. It also explores the effect of media on the learning process. Students study media manipulation in the fields of broadcast journalism, advertising, television, photography, and film. In addition to increasing their ability to understand and critically assess new information presented by the media, students enhance their ability and potential as communicators by creating original short feature videos, photo essays, and documentaries.
NEW MODERN AMERICAN THEMES I & II: SECRETS AND LIES
Semester Course - Level of Instruction: Acc - Credit Value: 2.5
Open to students in grades 10-12
This course is an in-depth study of 20th century fiction, drama and film. The course focuses on works which have received both critical and popular acclaim. The films which have been selected are thematically connected to the literary themes. Selected works: Death of a Salesman, One True Thing, American Beauty, Revolutionary Road, A Streetcar Named Desire, When Harry Met Sally, Goodbye Columbus, Short stories by John Cheever, Ordinary People.

MODERN DRAMATIC LITERATURE
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: none
Open to students in grades 10 -12
Modern Dramatic Literature focuses on the artistry of drama from both a reader’s and a performer’s point of view. Students analyze plays from a variety of perspectives including plot structure, character development, thematic focus, performance techniques, and staging decisions-and develop understanding of drama as a medium of literature intended for performance.

MONSTERS IN BRITISH LITERATURE
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: In conjunction with BL I or II
Open to students in grades 11
For as long as we’ve had literature, we’ve had monsters. From the bloodthirsty count of Bram Stoker’s Dracula to Tolkien’s treasure-hoarding Smaug, writers and readers have always been drawn to and unsettled by mystical and mysterious creatures. We already know that monsters add terror, intrigue, and action to the stories they inhabit. What, though, do they tell us about the writers who create them? About the readers who empathize with or vilify them? As we debate and develop our answers to these questions, we will explore—and create—many monsters that will stretch the boundaries of our imaginations: some terrifying, some endearing, and all unique.

POSTCOLONIAL LITERATURE: THE EMPIRE WRITES BACK
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: In conjunction with BL I or II
Open to students in grades 11
How have the identities of people from former colonies been altered by European ideals? Why do we rarely hear or listen to these other voices? This postcolonial literature course will examine works from former colonized lands, such as India, the Middle East, Africa, and the Caribbean. We will use Postcolonial theory, fathered by Edward Said in his book Orientalism, to problematize conventional ideas of the “other,” asking questions about power, race, class and gender. In this class, we will read a variety of postcolonial works and analyze the effects of colonization and imperialism on the characters and authors. Ultimately, we will explore the ways in which the Empire writes back.
SCI-FI and FANTASY
Semester Course-Level of Instruction: Acc/CPA-Credit Value: 2.5
Prerequisite: none
Open to students in grades 9-10
Want to boldly go where no course in high school has gone before? In this class, we will explore the genre of speculative fiction (science-fiction and fantasy). We will charge headfirst into the shire, battle trolls and warlocks, journey into other dimensions, debate about Porgs and Ewoks and in doing so understand why this genre is so powerful. We will explore how speculative fiction problematizes actual and possible political, cultural, natural, human and techno-scientific realities. We will read a wide variety of texts, view a series of different television shows and films and discuss and write accordingly.

SHAKESPEARE
Semester Course - Level of Instruction: Acc - Credit Value: 2.5
Prerequisite: In conjunction with BL I or II
Open to students in grades 11
Shakespeare presents an opportunity for students to explore major works of William Shakespeare and to examine the effects of his life and times on his development as a playwright and poet. Students study a significant number of Shakespeare's plays and selected sonnets; the comedies, tragedies, and histories are all represented. In-depth discussions and analytical writing are integral parts of the course.

SPORTS LITERATURE
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: None
Open to students in grades 9-12
Sports Literature will explore fiction and nonfiction, articles and films that address critical questions in professional and amateur athletics. Our topics will include sources of motivation, the aftermath of glory and the appeal of the underdog; we will also address core controversies in modern sports, including youth training, cheating and gender/racial equity. Students will be expected to participate daily in seminar discussions and will have the opportunity to pursue specialized interests through a culminating project.

THINKING AND WRITING
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: none
Strongly Recommended for students in grades 9-10
This writing course is an introduction to logical thinking and college writing. In this course, students will learn the basic building blocks of analytical thought and the rules that accompany them. This course approaches logical thought through reading and writing; students will compose their own arguments, analyze the arguments of philosophers and writers throughout history, and engage in debate with classmates. With the ability to think through writing, students will be able to transcend the perils of “regurgitation” and illogical thinking in order to respond to texts clearly and successfully. This will allow them to build a foundation for argument that can be applied to all disciplines throughout high school, college, and beyond.
WRITING THE TRUTH: CREATIVE NONFICTION AND MEMOIR
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: None
Open to students in grades 9-12
The age of Facebook and Instagram encourages us to document our lives—from the most mundane ice cream flavor to a life-changing journey. But why do we tell our stories? In this elective, we will consider the art of autobiography and memoir as well as investigating ways in which the media has altered these forms. We will engage in the reading, writing, and performance of creative non-fiction and memoir. Possible titles include The Glass Castle, A Heartbreaking Work of Staggering Genius, and Unbroken.

WRITER’S STUDIO
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: Fiction Writing Seminar
Open to students in grades 9-10
Writer’s Studio builds on the skills acquired in Fiction Writing. Students continue their study of fiction by exploring formulas for various genres: children's stories, mysteries, horror stories, science fiction, fantasy. Students write in multiple genres, including playwriting, memoir, investigative writing, and poetry. In a workshop atmosphere, students develop critiquing, revising, and editing skills as their works evolve. Attention is given to style and voice. Students keep a writer's journal and engage in ongoing peer and self-assessment.
"Promote, then as an object of primary importance, institutions for the general diffusion of knowledge.

In proportion as the structure of a government gives force to public opinion, it is essential that public opinion be enlightened."

George Washington

"Little strokes
Fell great oaks."

Benjamin Franklin

"But what is government itself, but the greatest of all reflections on human nature? If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary."

James Madison

"Fellow citizens, we cannot escape history."

Abraham Lincoln

"The ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than is commonly understood. Indeed the world is ruled by little else."

John Maynard Keynes

"You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You are able to say to yourself, "I have lived through this horror. I can take the next thing that comes along."...You must do the thing you think you cannot do."

Eleanor Roosevelt
SOCIAL STUDIES REQUIREMENTS FOR GRADUATION

We as a department encourage the highest degree of learning possible. We aim to have the students strive for advancement while still being cognizant of the increased levels of sophistication, student accountability, work load and independence required to move from one level to the next. Students who attain the grade requirements to move from CPB to CPA or from CPA to Accelerated must understand that the skill sets required emphasize more analysis of primary and secondary sources and more independent mastery of reading assignments and responses to writing prompts. This decision to move from one level to the next should be a thoughtful one in consultation with guidance and the history department to assure the most appropriate placement possible for every student.

FRESHMAN YEAR Required of all students: World History

SOPHOMORE YEAR Required of all students: United States History I

JUNIOR YEAR Required of all students: United States History II or AP Am. Hist.

SENIOR YEAR Required of all students: **One of the following non-western courses: Global Security, Human Rights, World Leaders, Heroes and Icons, Women Studies, Sociology, Current Events Applications or Middle East and an elective or an AP course

YEAR COURSES
World History 9 (Acc/CPA/CPB) US I (Acc/CPA/CPB) US II (Acc/CPA/CPB)
AP European History (10) AP American History (11)
AP American Government and Politics (11 & 12) AP Art History (11 & 12)
AP Economics (12): Macro and Micro
AP Economics: Macro Seminar (12)
AP Psychology (12)
AP Human Geography (12)
AP Comparative Government (12) - Semester

All Electives are available at the Acc/CPA levels with the exception of Current Events Applications available at the CPA Level only

SEMESTER ELECTIVES: FALL
Ages and Ideas
American Social and Cultural
*American Presidency
American Law
Economics
Film and Society
Human Rights
*Middle East
Modern European
Psychology I
Women’s Studies
World Leaders
Sociology

SEMESTER ELECTIVES: SPRING
Ages and Ideas
American Social and Cultural
*American Presidency
American Law
Current Events Applications
Economics
Film and Society
Global Security
*Middle East
Psychology I
Psychology II
Women’s Studies
World Leaders
Sociology
Sports Psychology
ABILITY LEVELS OF SOCIAL STUDIES PROGRAM OFFERINGS

ADVANCED PLACEMENT
European History
American History
U.S. Government and Politics
Comparative Government
Art History
Economics: Macro & Micro
Economics: Macro Seminar
Psychology
Human Geography

ACCELERATED
World History
U.S. History I
U.S. History II
U.S. II Acc.- The Am. Land
Human Rights
Ages & Ideas
*American Presidency
American Law
American Social and Cultural History
Economics
Film & Society
*Middle East
Modern European History
Psychology 1
Psychology 2
Women’s Studies
World Leaders
Sociology
Sports Psychology

COLLEGE PREPARATION A
World History
U.S. History I
U.S. History II
Human Rights
Ages & Ideas
*American Presidency
Current Events Application
Global Security
American Law
American Social and Cultural History
Economics History
Film & Society
*Middle East
Psychology 1
Psychology 2
Women’s Studies
World Leaders
Sociology
Sports Psychology

COLLEGE PREPARATION B
World History
U.S. History I
U.S. History II

These courses fulfill the semester FINANCIAL LITERACY requirement:
AP Economics
AP Macro
Economics Accelerated
Economics History

* Not offered in 2018-2019, Will be offered in 2019-2020

ACCELERATED LEVEL COURSES
Students selecting these courses should expect to show exceptional mastery of subject matter, written English, and other academic techniques. Specific course requirements may include the completion of a research paper, the preparation of critical and evaluative essays, and the reading of advanced primary and secondary materials related to the subject.

COLLEGE PREPARATION A LEVEL COURSES
These courses provide a solid background in History and Social Sciences. They are designed for the college preparatory student with good academic skills. Course requirements may include the completion of a research project, readings in primary and secondary source materials, and skill development in the writing of interpretive essays and other academic techniques.
REQUIRED COURSES

WORLD HISTORY
Year Course - Level of Instruction: Acc/CPA/CPB - Credit Value: 5.0
Placement by Departmental Recommendation
Required of 9th grade students
Designed to build on and deepen past learning’s, this course will focus on history and historical interactions by investigating significant areas of both Western and non-Western civilizations. Students will be introduced to the causal relationships that bind the past to the present and will examine similarities and differences among cultures as seen in political, social, and cultural events. During the year students will also review and enhance those social studies skills necessary for critical thinking and evaluation.

UNITED STATES HISTORY I
Year Course - Level of Instruction: Acc/CPA/CPB - Credit Value: 5.0
Placement by Departmental Recommendation
Required of 10th grade students
The first two semesters of a required four semesters of American History, this course traces the growth of the United States from its beginnings to the Civil War and Reconstruction. Major emphasis is on the development of American political institutions and the creation of a functioning American nation. The first semester covers the birth and the early years of the Republic; the second deals with the conflicts between sectional and national forces. The relevance of past historical experience to present day American life is a recurrent theme of the course. While the subject matter is basically the same at all levels, the approach and selection of materials vary. Accelerated United States History I presumes a high degree of interest and superior academic skill.

UNITED STATES HISTORY II
Year Course - Level of Instruction: Acc/CPA/CPB - Credit Value: 5.0
Prerequisite: United States History I
Placement by Departmental Recommendation
Required of 11th grade students (or AP Am. Hist)
This course is designed to be an overview of American history post-Reconstruction and is a natural continuation of United States History I. Major domestic events in the growth of the nation will be examined and evaluated. Topics to be covered include the Progressive Era in American politics, the conservative reaction of the 1920s, the Great Depression, the New Deal of Franklin Roosevelt, and the problems and evolution of the nation under post World War II presidents. United States foreign policy will be surveyed with special emphasis on our role as a great power in the Cold War Era and thereafter. Problems of present day American society will be the subject of review and discussion.
US II Accelerated/The American Land  
Year Course - Level of Instruction: Acc - Credit Value: 5.0/5.0  
Placement by departmental Recommendation  
This course will run concurrently with United States History II Accelerated Curriculum.  
As part of the ceremonies surrounding the 2009 inauguration of President Barack Obama, folk singer Peter Singer and Bruce Springsteen were chosen to sing Woody Guthrie’s “This Land is Your Land” at a free concert on the Mall before the Lincoln Memorial. Springsteen remembered that the weather that day was freezing and Seeger was 86 years old at the time. Concerned for Seeger’s health, Springsteen asked Seeger how many verses did Seeger want to sing given the length of the song, the nature of the weather and Seeger’s advanced age. “And I asked him how do you want to approach "This Land Is Your Land?" It would be near the end of the show and all he said was, "Well, I know I want to sing all the verses, I want to sing all the ones that Woody wrote. Especially the verses that get left out...." Seeger and Springsteen sang all the verses that day. “The American Land” is a class that attempts to “sing all the verses” and explore as many stories of the republic as possible. This selective class will be attached to a United States History II class that will allow students and teacher to examine areas of American History deeper and further than a traditional class. The class will be student-centered and will focus on student writing, discussion, debate and investigative studies. The class will present an examination of American History through art, music, literature, biography, as well as traditional means of learning history.

ADVANCED PLACEMENT LEVEL

Advanced Placement courses are college level courses. Students seeking to take AP classes must be willing to commit themselves to the demands of the advanced level work required. Selected students must take the AP Exam prepared by the College Entrance Examination Board in May. Consult the course descriptions for details on the selection process.

Admission is limited to students selected by the department, although all qualified students are invited to apply. Criteria for admission include a satisfactory grade average in all areas, excellent grades in Social Studies, superior achievement on a qualifying test designed to show competence in social science skills, and a favorable teacher recommendation.

AP MODERN EUROPEAN HISTORY

Year Course - Level of Instruction: AP - Credit Value: 5.0  
Prerequisite: Departmental Recommendation  
Open to students in grade 10 only  
Designed for students with special abilities and skills in historical studies, this is a college level survey of the development of western civilization from 1450 to the present. A number of themes are stressed: the rise of parliamentary government in Europe, the impact of revolution and the triumph of nationalism in the nineteenth century, and the quest for world order and security in the 20th century. Key intellectual and social movements that have shaped present day western European civilization are examined. Heavy emphasis is placed on the writing of historical essays and the evaluation of historical evidence.
AP UNITED STATES HISTORY
Year Course - Level of Instruction: AP - Credit Value: 5.0
Prerequisite: U.S. History I & Departmental Recommendation
Open to students in grade 11
Advanced Placement U.S. History is designed for students who have very special skills and interests in the field and who plan to seek advanced standing upon admission to college. The course offers an intensive analysis of the underlying forces shaping American history and society. Emphasis is on the post-Civil War period with substantial review of key concepts and problems stemming from earlier periods. The interactions amongst government, business, reform movements, foreign policy, and social and cultural forces are stressed. Much time is devoted to analyzing primary and secondary sources. Class size is limited to increase student teacher interaction. Seminars, lectures, and in-depth reading of interpretive, historiographic and documentary materials form the structure of the course. (This course fulfills the requirement of a second year of American History.)

AP UNITED STATES GOVERNMENT & POLITICS
Year Course - Level of Instruction: AP - Credit Value: 5.0
Prerequisite: Departmental Recommendation
Open to students in grades 11 & 12
Advanced Placement U.S. Government and Politics offers students an opportunity to acquire a critical perspective on the unique nature of the American experiment in democracy and the interactions and processes which are at the heart of our political system. Several themes highlight the course of study: constitutional underpinnings of the American government, American political beliefs and behaviors, the American system of campaigns and elections, the major institutions of the federal government, civil liberties and civil rights, and the development of public policy. Emphasis in this course is placed on analyzing government action and theory. The major goal is ascertaining the factors and influences which impact upon the processes that drive the operations of government. An equally important objective of this course is to develop and refine students’ writing abilities in order to achieve sophisticated political analyses by year’s end.

AP COMPARATIVE GOVERNMENT
Semester Course-Level of Instruction: AP-Credit Value: 2.5
Prerequisite: Departmental Recommendation
Open to students in grade 12
AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. Topics include: Introduction to Comparative Politics, Sovereignty, Authority, and Power; Political Institutions; Citizens, Society, and the State; Political and Economic Change and Public Policy. It is strongly recommended that students take AP Government and Politics prior to this course.
AP ART HISTORY
Year Course - Level of Instruction: AP - Credit Value: 5.0
Prerequisite: Departmental Recommendation
Open to students in grades 11 & 12
Advanced Placement Art History is an interdisciplinary course that uses art to communicate the diversity of the human experience. The course examines aesthetics, but also the value of art as an historical tool to further understanding of a particular society and the relationships between societies. AP Art History encompasses visual arts from prehistoric peoples to the modern era. It focuses on the formal elements of a work and the evolution of artistic forms. Students analyze individual works and what art reveals about historical context. They study literature and history to ferret out the context of a piece and derive meanings from the work. Students also discover connections between art and themselves through discussion and observation. While this is not a studio course, it may be of value to students interested in the arts, architecture, and design, as well as to those interested in enriching the depth and breadth of their historical understanding.

AP ECONOMICS:
MICROECONOMICS & MACROECONOMICS (Traditional Course)
Year Course - Level of Instruction: AP - Credit Value: 5.0
Prerequisite: Departmental Recommendation
Open to students in grade 12
The Advanced Placement Economics program is designed for students who have very special skills and interests in the field and who plan to seek advanced standing upon admission to college. The program offers two courses: microeconomics and macroeconomics. Each is intended for qualified students who wish to complete a secondary school equivalent of a one semester college introductory course in micro or macroeconomics. A separate grade is recorded for each exam taken at the end of the year. The primary purpose of microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. It places emphasis on basic economic concepts, the nature and function of product markets and factor markets, and the efficiency, equity, and role of government. The primary purpose of macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Some of the general topics include: basic economic concepts, measurement of economic performance, national income, price determination, and international economics and growth.

AP ECONOMICS: MACRO SEMINAR
Year Course - Level of Instruction: AP - Credit Value: 5.0
Prerequisite: Departmental Recommendation
Open to students in grade 12
Advanced Placement Macroeconomics Seminar is a challenging college-level course that deals with the economics of the big picture: the system of capitalism, supply and demand, business cycles, the government's role in the economy, key powers of the Central Bank, the health of the economy (unemployment, inflation, over-all production), implications of deficits and national debt, policies that promote or impede economic growth, understanding government regulation and deregulation in areas such as banking and the environment, and the transformation to a global economy. We use sophisticated concepts and models, and explore their relevance to current and historical issues through discussions, debates, simulations and an investigatory approach. The course is designed for students who enjoy the social sciences and who wish the deeper understanding that a study of economics can provide. Topics may change from year to year, depending on current relevance as well as the interests of students. At the end of the year, students will take the A.P. Macroeconomics exam.
AP HUMAN GEOGRAPHY  
Year Course - Level of Instruction: AP - Credit Value: 5.0  
Prerequisite: Departmental Recommendation  
Open to students in grade 12  
Students who qualify and choose Human Geography must make this their only Social Studies AP course but are eligible for AP’s in other disciplines. AP Human Geography is an entry-level college course that will encompass a sociological, anthropological, and economic study of world geography. AP Human Geography allows students to learn about world population issues, border disputes, and international conflicts. In addition, the course exposes students to economic theories and models as well as world religions and the origins and diffusion of languages. The study of urban development, industrialization, and city planning is also included in the course. The goals of the course focus on the following: analyzing maps and spatial data, interpreting implications of associations among phenomena in places, recognize and interpret at different scales the relationships among patterns and processes, define regions and evaluation the regionalization process, characterize and analyze changing interconnections among places.

AP PSYCHOLOGY  
Year Course - Level of Instruction: AP - Credit Value: 5.0  
Prerequisite: Departmental Recommendation  
Open to students in grade 12  
The purpose of Advanced Placement Psychology is to introduce the systematic and scientific study of behaviors and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice.

*With the exception of AP US, all Social Studies AP courses are electives. In an effort to maintain balance for students and place a primary emphasis on your core class studies (US I and US II), please be cognizant that in order to retain your AP course you must remain in the current level of instruction for that core class. If you feel a level change in a core class to a lower level of rigor is necessary, you will be asked to drop your AP course in favor of a study hall to provide time to focus your studies.

ELECTIVE SOCIAL STUDIES COURSES - ALPHA ORDER

AGES & IDEAS  
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5  
Placement by Departmental Recommendation  
Open to students in grades 9-12  
Ages and Ideas is an art history elective that allows for facilitated discussion on philosophical questions of what makes something art and what are the criteria for beauty. Special attention is given to the study of “modern” art of the 20th and 21st centuries. The course aims to delve into the cultural context of the art and architecture examined, the understanding of worldviews of various peoples, as well as promoting the visual literacy of the students. Student expression and the free exchange of ideas is encouraged. The viewing of art images and films are part of the coursework that seeks to engage students in a journey of expanding thoughts on the possibilities of what constitutes art and beauty. Art history will be looked at though a current events lens to make the learning personal and up to date. A field trip to a New York City museum is also considered a fundamental experience for this class.
AMERICAN LAW – LAW AND ORDER MHS
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Placement by Departmental Recommendation
Open to students in grades 11 & 12
What happens when I get a speeding ticket? Is the death penalty an effective method of punishment? Why is gay marriage legal in some states, but illegal in others? Who is on the Supreme Court? Can the police search my locker? If I get arrested, what is the “right to remain silent?” What are “objections” during trials? What does it mean to “lead the witness?” What is physician-assisted suicide, and why is it legal in Oregon? When is prayer in school legal? What causes criminal behavior? These and other compelling questions are asked and answered in a course offered for Juniors and Seniors, Law & Order: MHS. The course provides a brief overview of the American legal system, examining the roots of American jurisprudence, how the law affects school students, criminal activity and criminal justice, the steps involved in a trial and how the law affects the American family.

*THE AMERICAN PRESIDENCY: HISTORY, LEGACY AND SCANDAL
Semester Course - Level of Instruction: Acc/CPA - Credit Value 2.5
Placement by Departmental Recommendation
Open to students in grades 10-12
The American Presidency is a focused study on the executive branch and its occupants. Students will examine various individual presidencies as well as the constitutional history of the office including topics such as the origin of the Electoral College, and its efficacy in today’s world. Other topics to be studied are historical presidential and current campaigns in the election year. Students will be asked to consider questions such as: How did FDR shed his plutocrat image and become known as “a traitor to his class”; why did Lincoln, the Great Emancipator, oppose equal rights for African Americans; should Hoover truly be remembered as the Presidential scapegoat for the Great Depression.; what contributed to President Obama’s campaign victory in 2012. Engaged and very active class discussion is strongly encouraged along with assigned written essay responses. A goal of the course is to develop specific analytical skills allowing students to become adept judges of past presidents and well-informed voters in the future.

AMERICAN SOCIAL AND CULTURAL HISTORY
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Placement by Departmental Recommendation
Open to students in grades 9-12
Social and Cultural History is a seminar style elective that involves the exploration of major themes in American history. The history of race, ethnicity and gender are examined and the following questions are explored: What does it mean to be an “American”? How has the definition of “American” changed over the course of American history? How has the concept of justice in American history been influenced by concepts of race, gender, ethnicity, and sexual orientation?. Overall, this course provides students with a forum to delve into the moral and ethical issues that create America from the past to their own time. The real focus in this course is getting students to think, speak and react to what it means to be an American.
CURRENT EVENTS APPLICATIONS
Semester Course: Level of Instruction: CPA - Credit Value 2.5
Fulfills non-western requirement
Open to student in grades 11 & 12
This is an elective course for students interested in learning more about current events that are happening in the United States and the World. Students will employ social studies skills to analyze events and develop their worldviews. Current events can be political, economic, popular culture, and geographic in nature. Students will analyze real world events and determine their correlation to other events happening in the world/U.S., past or present as well as explore how these events connect to the student and community. This course will provide an educational environment in which students and faculty can address social and personal issues in an academic manner and participate in activities that enhance the quality of human life and prepare students for the responsibilities of global citizenship.

ECONOMICS
Semester Course - Level of Instruction: Acc - Credit Value: 2.5
Placements by Departmental Recommendation
Open to students in grades 9-12
Fulfills the Financial Literacy Requirement
This semester elective introduces students to the ideas of major economists such as Adam Smith and John Maynard Keynes. We go back and forth between theory and practice in order to understand how the power of economic ideas and thinking underpins our society. Topics include laissez-faire, types of business organization, money and banking, the role of the Federal Reserve Bank, the national debt and deficit, income distribution, inflation and unemployment, how the government impacts on the workings of our capitalist economy, and globalism. Students will research an issue of current interest. Successful completion of Algebra 1 recommended.

ECONOMICS: FINANCIAL LITERACY AND HISTORY
Semester Course - Level of Instruction: CPA - Credit Value: 2.5
Placement by Departmental Recommendation
Open to students in grades 9 -12
Fulfills the Financial Literacy Requirement
This reformulated elective will introduce basic principles of financial literacy including: personal finance, developing and managing a personal budget, use of credit and debit cards, insurance, and taxation. Fundamentals of the stock market will be introduced through a simulated trading game. In addition, students will examine the modern economic history of the 20th century, visiting topics such as the Panic of 1907, formation of the Federal Reserve system in 1913, The stock market crash, subsequent Great Depression, and the financial collapse of 2007-08. Lastly the class will consider the efficacy of current economic policy as it relates to individuals and institutions.
GLOBAL SECURITY
Semester Course - Level of Instruction: Acc / CPA - Credit Value: 2.5
Placement by Departmental Recommendation
Open to students in grades 9-12
Fulfills the non-western requirement
Global Security fulfills the Social Studies elective requirements as outlined by the district for those students who are not enrolled in an Advanced Placement Social Studies course. It also fulfills the non-western elective required by Millburn High School. This course examines past and present international security issues and problems that currently have an effect on various regions of the world. Students will examine the United States’ role in global security issues. This course will cover topics including, but not limited to terrorism, drug trafficking, arms trafficking, threat of nuclear war, disease epidemics and current international conflicts. A variety of primary and secondary sources as well as newspaper, news magazines, websites and blogs are utilized to help students increase their knowledge of these current issues. There is also a vast library of videos that may be used to enhance student learning.

FILM & SOCIETY
Semester Course - Level of Instruction: Acc/ CPA - Credit Value: 2.5
Placement by Departmental Recommendation
Open to students in grades 9-12
In just three-quarters of a century the motion picture has emerged as one of the dominant art forms, enriching and expanding human understanding of both people and history. This course is an introduction to the scope and complexity of film as a commentary on the values of life in our time. Its aim is to develop in the student a new visual awareness—one that will allow him to comprehend the nature of the serious film. The content is largely historical and illustrates how films have commented on different aspects of society. Students will view a wide spectrum of film expression from the 1930s through the present day. This course requires a number of projects and/or papers dealing with the content and nature of the films viewed.

HUMAN RIGHTS
Semester Course - Level of Instruction: Acc/ CPA - Credit Value: 2.5
Grades 9 – 12
Fulfills the Non Western Requirement
In this course students will examine what rights they believe every human being should have and what they believe we should do to preserve those rights. The main focus of this course will be genocide but other human rights issues including slavery, human trafficking and the oppression of women will also be considered. Students will first consider the definition of key terms like human rights and genocide For example, should the plight of Native Americans or the transatlantic slave trade be considered genocide? Students will then investigate historic genocides including but not limited to: The Armenian Genocide, The Holocaust, The Cambodian Genocide, The Rwandan Genocide and the Bosnian genocide. Students will examine the causes of these events, the atrocities committed and examine the response of the international community in each of these cases. The goal of this course is to demonstrate the importance of tolerance and the destructive impact that prejudice and discrimination can have in society. Students will evaluate the role that the United States and the international community has traditionally played with regards to genocide and human rights so as to consider the role that the US and international community should play currently and in the future.
*MIDDLE EAST
Semester Course - Level of Instruction: Acc - Credit Value: 2.5
Placements by Departmental Recommendation
Open to all students 9 – 12
Fulfills the non-western requirement
ACCELERATED- This semester elective emphasizes the origins of Arabs and Jews, the roots of the three monotheistic religions, and the central role of Jerusalem, Mecca and Medina. Students will learn about the Crusades and colonial rule by the Ottoman Turks, the British, the French, and Russians, and the Iraqi attack on Kuwait. They will study pan Arabism and the Arab Revolt, the clash of nationalisms between Arabs and Jews, and the world scene that enabled the establishment of modern Israel. They will examine Islam in the present-day world, with issues of democracy, modernization and leadership. Another focus will be the relationship between the United States and the Middle East. Students will reflect on the influence of “black gold” on the region and on the world. They will develop an appreciation for Middle Eastern culture, including the impact of Arab science and mathematics. The goal of the course is to enable students to understand the complexities that govern this region historically and in the present. They will ponder the underlying interests and conflicts between the West and the Middle East. Student opinions and insights will be encouraged through the use of primary sources and visual sources.

*MIDDLE EAST
Semester Course - Level of Instruction: CPA - Credit Value: 2.5
Placement by Departmental Recommendation
Open to students in grades 9-12
CPA- This semester elective emphasizes the origins of Arabs and Jews, the roots of the three monotheistic religions, and the central role of Jerusalem, Mecca and Medina. Students will learn about the Crusades and colonial rule by the Ottoman Turks, the British, the French, and Russians, and the Iraqi attack on Kuwait. They will study pan Arabism and the Arab Revolt, the clash of nationalisms between Arabs and Jews, and the world scene that enabled the establishment of modern Israel. They will examine Islam in the present-day world, with issues of democracy, modernization and leadership. Another focus will be the relationship between the United States and the Middle East. Students will reflect on the influence of “black gold” on the region and on the world. They will develop an appreciation for Middle Eastern culture, including the impact of Arab science and mathematics.

MODERN EUROPEAN HISTORY
Semester Course - Level of Instruction: Acc - Credit Value: 2.5
Placements by Departmental Recommendation
Open to students in grades 10-12
This semester elective will explore topics in European history from World War I to the present. Students will begin by learning about the causes and consequences of World War I and World War II. Students will then take an in-depth look at Cold War Europe by studying Communism in Eastern Europe as well as the post-war recovery of Western Europe and the development of the European Union. The last unit of study will focus on the collapse of Communist regimes and the development of Post-Cold War Europe. In addition to exploring the history of Europe in the last century, we will consider the challenges that face Europeans today by following current events in Europe. Student opinions and insights into this period of European history will be encouraged through the use of primary sources and visual materials. Assessments in this course are designed to refine students’ oral and written communication abilities. A research project takes the place of a midterm exam.
PSYCHOLOGY 1
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Placement by Departmental Recommendation
Open to students in grade 12
Designed to provide an introduction to the field, this one semester course seeks to provide students with a deeper understanding of the pattern of human development. Attention is focused on the behaviors, interests, and values of young people viewed against the structures of psychological growth. Among topics covered are psychology and its connection to other disciplines, learning theory and its applicability to the student, the psychological development of the person from birth through adolescence, and the basic personality theories of famous psychologists. Lecture, discussion, unit tests, independent projects, short papers on expository and interpretive subjects, readings in primary and secondary sources, and a variety of classroom interactions form the core of the course.

PSYCHOLOGY 2
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: Psychology 1 (Final grade of B) & Departmental Recommendation
Open to students in grade 12
Psychology 2, a continuation of Psychology 1, is a course designed to explore topics in the field in greater depth than is possible in the introductory course. Subjects covered include new areas of study in child development, the psychology of group behavior, and classical theories of mental illness.

SOCIOLOGY
Semester Course—Level of Instruction: Acc/CPA—Credit Value: 2.5
Placement by Departmental Recommendation
Open to students grade 10-12
Fulfills Non-Western Requirement
Sociology is the study of human behavior in groups. Why do groups of people do what they do? The course entails study cases of peer groups and social influences, crime and punishment, emigrant trends and theories of population change, family and relationship dynamics, and poverty, to name a few. The course will cover the non-western requirement

SPORTS PSYCHOLOGY
Semester Course—Level of Instruction: Acc/CPA—Credit Value: 2.5
Placement by Departmental Recommendation
Open to students in Grade 12
This course will provide an overview of the growing field of sports and performance psychology, which involves applying psychological science to sports and performance. Various mental training skills that can enhance one’s athletic performance will be covered. Some of the topics to be explored include the history of sport psychology, confidence, promoting wellness, stress management, motivation, emotional control, goal-setting, leadership, imagery, good sportsmanship, peak performance, psychopathology in sport and issues around race and gender in sport.
WOMEN’S STUDIES
Semester Course - Level of Instruction: Acc/CPA - Credit Value:2.5
Placement by Departmental Recommendation
Open to students in grade 9 – 12
Fulfills Non-Western Requirement
Women have often been excluded from the pages of traditional social studies textbooks; therefore the past will be viewed from their perspective. This course will investigate the woman experience in the United States from colonial times to the present day. The goal of this course study will be to analyze, comprehend and conceptualize the woman in American society, politics, history, and economics in order to understand the crucial role gender plays and has played in the United States. Considerable attention will be given to the diverse experiences of the American woman. This course will integrate the function of race, ethnicity, religion, socioeconomic status and sexual orientation within the American woman experience. Further, there will be an international component integrated into the course. Students will select, with assistance, relevant topics related to issues affecting women globally. This research will either be historical or contemporary in nature. The students will take their research from its theoretical origins to a final, cumulative portfolio project/presentation.

WORLD LEADERS, HEROES AND ICONS
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Placement by Departmental Recommendation
Open to students grades 10 - 12
Fulfills Non-Western Requirement
This course aims to define and outline the characteristics of world leaders and evaluate what makes leaders throughout the world “successful”. This class assesses leaders from the North and South America, Africa, Europe and Asia to allow students a comparative survey of what criteria are used to understanding leadership from around the globe. This study of the broad range of leadership styles and individuals from the “modern” era (19th-21st centuries) allows students to comprehend what different cultures throughout the world see as the necessary components of being a world leader. Through readings, video accounts, and speeches students will be able to know and evaluate expectations and goals of leaders in various countries and times. Discussions of leaders as icons and heroes and other figures that fill these roles in several cultures will be assessed. Students will be asked to dialogue and write about the ideals of leadership throughout the world and gain a larger scope of knowledge about what makes societies look to certain individuals as the epitome of their cultural norms and values. This course will fulfill the state requirement for financial literacy.
MATHMATICS

2 + 3 + 1 + 5 + 8 + 6 = 21

It adds up
The major purpose of a high school education is to give students the tools necessary to become critical thinkers and independent learners. Regardless of whether a student progresses to college, the military or the workplace upon graduation, quantitative reasoning will always be an expected foundational skill that all citizens will need throughout their lives.

It is imperative for students to be active participants in their own learning. Student engagement continues to be a priority for learning across all disciplines at Millburn High School. Collaborative activities in mathematics in which students are challenged to solve problems, to think critically and to decide collectively on the correct path to a solution are desired approaches. Sitting quietly and absorbing content by memorizing and replicating procedural algorithms to arrive at answers via pure lecture, although at times necessary and appropriate, are not and should not be the prevalent choice for lessons. The department continues to strive to develop more and more lessons that veer from this more traditional modality.

Critical thinking, using technology appropriately, learning through research, collaborative reasoning, problem solving, interactions between students and teachers, ongoing formative assessment, projects, and alternative assessments are all approaches that we seek to use to increase student understanding and long term retention.

According to the National Center for Educational Statistics, approximately 88% of high school graduates will not use their math content in their college majors, but the skills that they obtain though these interactive processes will never leave them. The 12% of students who do pursue highly intensive STEM careers will also benefit from these practices. Mathematical thinking is acquired by (1) making sense of problems and persevering in solving them; (2) reasoning abstractly and quantitatively; (3) constructing viable arguments and critiquing the reasoning of others; (4) modeling with mathematics; (5) using appropriate tools strategically; (6) attending to precision; (7) looking for and making use of structure; and (8) looking for and expressing regularity in repeated reasoning. These eight critical constructs do not reference any content. They reflect the overarching skillset that is expected to permeate all teaching and learning at every level and in every mathematical content area.

Students are placed in courses and levels that will provide them with a challenge that they are expected to be able to attain on their own. Students who learn the material in advance or who are supported with external assistance are not given the opportunity to truly learn about their own strengths and weaknesses. Every student deserves the right to find out what he or she is capable of achieving on his or her own. Additionally, every student is entitled to learn and compete on a fair, level and equitable playing field.
MATHEMATICS

MATH PROGRAM SEQUENCE
Algebra 1
Geometry
Algebra 2
Precalculus or Math Analysis
Calculus or AP Calculus (AB/BC)

PROGRAM ELECTIVES
Computer Science 1
Computer Science 2
AP Computer Science
Introduction to Robotics
Advanced Robotics
Probability and Statistics (year)
Discrete Mathematics (semester)
Principles of Finance
AP Statistics

ABILITY LEVELS MATHEMATICS PROGRAM OFFERINGS

ADVANCED PLACEMENT
Calculus AB
Calculus BC
Statistics
Computer Science

ACCELERATED
Algebra 1
Geometry
Algebra 2
Precalculus
Calculus
Probability & Statistics
Principles of Finance
Computer Science 1, 2, 3 & 4
Introduction to Robotics
Advanced Robotics

COLLEGE PREP A
Algebra 1
Geometry
Algebra 2
Introduction to Precalculus
Precalculus
Introduction to Calculus
Calculus
Computer Science 1
Probability and Statistics (year)
Discrete Mathematics (semester)
Principles of Finance
Introduction to Robotics
Advanced Robotics

COLLEGE PREP B
Pre-Algebra
Algebra 1
Geometry
Algebra 2
Math Analysis
CALCULATOR USE AND REQUIREMENTS
Students will use calculators in all mathematics classes. Students will approach problems graphically, analytically, and numerically to promote their understanding of mathematics. Calculators will allow experiences in school mathematics to match the realities of everyday life as recommended by NJ State and National Standards and will be reflected on standardized tests.

Students are expected to bring a notebook, pens/pencils, their text, and a calculator to class each day. Our teachers will support the use of a graphing calculator required in all courses other than Pre-Algebra and Geometry. These two courses can benefit from a graphing calculator but only a scientific calculator is required. Teachers will restrict the use of calculators to appropriate topics

PRE-ALGEBRA
Year Course - Level of Instruction: CPB - Credit Value: 5.0
Prerequisite: None
Pre-Algebra continues some of the topics from middle school math and prepares students to take Algebra 1. Students review patterns, integers, data, number theory, percents, and geometry topics. Then, they begin to explore algebraic equations, inequalities, and linear models.

ALGEBRA 1
Year Course - Level of Instruction: Acc/CPA/CPB - Credit Value: 5.0
Prerequisite: None
Algebra 1 includes a study of the language of algebra, solutions of simple linear equations, signed numbers, fundamental operations with monomials and polynomials, formulas, solutions of linear systems, special products, factoring, fractions, roots and radicals, exponents, graphing, ratio, proportion, variation, and practical word problems. The vehicle for this study is the structure of the real number system.

MATHEMATICAL CONCEPTS – Not offered 2016-2017
Year Course - Level of Instruction: CPB - Credit Value: 5.0
Prerequisite: State Mandated for Remediation Mathematical
Concepts is a course required by the NJDOE to remediate students who have underperformed on the state End of Course Algebra exam.

GEOMETRY
Year Course - Level of Instruction: Acc/CPA/CPB - Credit Value: 5.0
Prerequisite: Algebra 1
In Geometry, it is assumed that the student has a command of algebraic fundamentals. This course aims to acquaint the student with the following topics: nature of sets, points, lines, planes, angles and their measurement, the study of related three dimensional geometric figures, congruent and similar triangles, the Pythagorean Theorem, simple right triangle trigonometry, circles and arcs, loci, coordinate geometry, areas of polygons, surface areas and volumes of solids, and introductory geometric transformations. The study of Geometry has two main components: (1) Logic and Reasoning, and (2) Geometric Content. The higher the level of the course, the greater the emphasis is on the former, and the lower the level of the course, the greater the emphasis is on the latter. Students in the accelerated level are often challenged by the demands of the course expectations as compared to previous mathematics courses that they have taken.
ALGEBRA 2
Year Course - Level of Instruction: Acc/CPA/CPB - Credit Value: 5.0
Prerequisites: Algebra 1 and Geometry
Algebra 2 includes the study of formulas, linear equations involving one unknown, inequalities, special products and basic factoring forms, fractions and fractional equations, ratio, proportion and variation, the coordinate system and graphs, linear systems, exponents and radicals, quadratic equations in one and two variables, exponential and logarithmic functions, polynomial functions, arithmetic and geometric sequences and series, right triangle trigonometry, conics, the binomial theorem, and transformations. Graphing calculators will be used throughout the course. Level placement in Algebra 2 will be based upon a student's performance in both Algebra 1 and Geometry.

MATH ANALYSIS
Year Course - Level of Instruction: CPB - Credit Value: 5.0
Prerequisite: Algebra 2 and Departmental Recommendation
Fulfills Financial Literacy Requirements
Math Analysis is designed for the student who recognizes the importance of taking four full years of mathematics but does not choose to take Precalculus. This course builds on those skills learned in Algebra 2 such as polynomial functions, trigonometric functions, and exponential functions, many of which can benefit SAT and college performance. Some of the new topics in discrete mathematics include: data analysis, matrix operations, graphs, and probability. Other topics will help students see how mathematics is applicable to today's world, e.g., balancing checkbooks and financing car loans and home mortgages. This course will fulfill the state graduation requirement for financial literacy.

INTRODUCTION TO PRECALCULUS
Year Course - Level of Instruction: CPA - Credit Value: 5.0
Prerequisite: Algebra 2
Introduction to Precalculus extends the concepts and skills of Algebra by beginning to study circular functions, trigonometric functions, polynomial functions, and logarithmic and exponential functions. Students will be introduced to curve sketching and maximum/minimum problems. Graphing calculators will be used throughout this course to reinforce some concepts and to introduce others.

PROBABILITY AND STATISTICS
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0
Prerequisite: Algebra 2 Acc/CPA
Probability and Statistics will introduce students to tools for collecting and analyzing data (Descriptive Statistics), and calculating and utilizing discrete probabilities (Probability Theory). This course may be taken in lieu of PreCalculus or Calculus or as an additional elective in mathematics. Students interested in Business, Economics, or the Social Sciences will be well served by this course.

TOPICS IN DISCRETE MATHEMATICS
Semester Course - Level of Instruction: CPA - Credit Value: 2.5
Prerequisite: Algebra 2 Acc/CPA
Topics in Discrete Mathematics will introduce students to major concepts in Graph Theory (Networks, Topology, and/or Vertex-Edge Graphs), Number Theory (Set Theory, Matrices, Cryptology, and/or Systematic Counting), Game Theory (Decision-Making, Social Choice Theory, and/or Fairness), and Information Theory (Logic, Iteration, Recursion, and/or Programming). The teacher and the students in the course will choose the topics to investigate based upon their mutual interests. This course may be taken as an additional elective in mathematics. Students interested in Business, Economics, or the Social Sciences will be well served by this course.
PRINCIPLES OF FINANCE
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0
Prerequisite: Algebra 2 Acc/CPA
Fulfills Financial Literacy Requirement
Principles of Finance is designed for the student interested in studying business at the collegiate level. It is a full-year course that introduces the mathematical concepts and applications that underpin financial management. Topics will include Introduction to Financial Theories; Introduction to Investments and Banking; Portfolio Management; Accounting; Taxes; Mortgages; Insurance; Cash Flow Analysis and Budgeting; Loan and Asset Management; and the Security, Bond and Commodity Markets. This course will incorporate project-based activities that will support student learning. Students who are interested in pursuing a career in economics or finance would be well served by this course. This course will fulfill a state graduation requirement.

PRECALCULUS
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0
Prerequisite: Algebra 2
Precalculus extends the concepts and skills of Algebra, thoroughly studying circular functions, trigonometric functions, polynomial functions, and logarithmic and exponential functions. New topics include curve sketching, maximum/minimum problems, and may include an introduction to limits and differential calculus. Graphing calculators will be used throughout this course to reinforce some concepts and to introduce others.

INTRODUCTION TO CALCULUS
Year Course - Level of Instruction: CPA - Credit Value: 5.0
Prerequisite: Precalculus or Intro. to Precalculus
Introduction to Calculus is designed for students who were successful in Introduction to Precalculus or for those who need to solidify what they learned in Precalculus CPA. The study of functions, inverses, and their graphs will be reviewed and extended. Limits, continuity and derivatives and their properties will be introduced. Graphing calculators will be used throughout the course to reinforce some concepts and to introduce others. Upon completion of this course, students should be better prepared to take a college level calculus course.

CALCULUS
Year Course - Level of Instruction: CPA - Credit Value: 5.0
Prerequisite: Precalculus
Calculus is designed for students who desire extra help and review as they begin their study of calculus. Students will solidify their mathematical foundations of algebra and trigonometry and be introduced to the concepts of differential and integral calculus. The study of functions, inverses, and their graphs will be reviewed and extended. Limits and their properties will be studied. Building on this foundation, derivatives and integrals will be explored. The focus will be on the mechanics and techniques of differentiation and integration. Graphing calculators will be used throughout the course to reinforce some concepts and introduce others. Upon completion of this course, students should be well prepared to take a college level calculus course.
CALCULUS
Year Course - Level of Instruction: Acc - Credit Value: 5.0
Prerequisite: Precalculus
Calculus studies differential and integral calculus. The depth of study is less than that found in the AP Calculus AB course. Students will review their mathematical foundations of algebra and trigonometry and be introduced to the concepts and theorems of differential and integral calculus. Limits and their properties will be studied and applied. Building on this foundation, theoretical notions of calculus will be investigated, while emphasis will be on the mechanics and techniques of differentiation and integration. Graphing calculators will be used throughout the course to reinforce some concepts and introduce others. A student who earns a B- in PreCalculus Acc will be eligible to take this course.

ADVANCED PLACEMENT CALCULUS AB
Year Course - Level of Instruction: AP - Credit Value: 5.0
Prerequisite: PreCalculus & Departmental Recommendation.
Advanced Placement Calculus AB conforms to the topics presented in the syllabus of the College Board. Topics to be covered in the course reflect three general areas: functions, derivatives, and integrals. Analysis of functions will include continuity, limits, and asymptotic behavior. The study of derivatives will be presented graphically, numerically, and analytically, while focusing on the first and second derivatives and their applications. Integrals will be examined starting with Reimann sums through the Fundamental Theorems of Calculus in order to maximize the study of their applications. Criteria for admission include a superior grade average maintained throughout the year in Precalculus, a high score on the AP qualifying test, and outstanding teacher recommendations. Students who do not earn a final grade of “B” or higher in Precalculus Accelerated by the end of the prior year, may lose their qualification to take Advanced Placement Calculus AB, or they may be placed on probation. Students are required to take the Advanced Placement Exam in May.

ADVANCED PLACEMENT CALCULUS BC
Year Course - Level of Instruction: AP - Credit Value: 5.0
Prerequisite: PreCalculus & Departmental Recommendation.
Advanced Placement Calculus BC conforms to the topics presented in the syllabus of the College Board. In addition to the topics found in the AB level, students study Taylor Series, polar graphs, and differential equations. Criteria for admission include a superior grade average, a high score on the qualifying test, and outstanding teacher recommendations. Students who do not maintain their superior grade average in Precalculus Accelerated at the end of the prior year, may lose their qualification to take Advanced Placement Calculus BC, or they may be placed on probation. Students are required to take the Advanced Placement Exam in May.

ADVANCED PLACEMENT STATISTICS
Year Course - Level of Instruction: AP - Credit Value: 5.0
Prerequisite: Algebra 2 and Departmental Recommendation.
Advanced Placement Statistics closely follows the syllabus provided by the College Board. Its purpose is to introduce students to major concepts and tools for collecting, analyzing, and inferring from data. The four broad conceptual themes include: Exploring Data, Experimental Design, Anticipating Patterns, and Statistical Inference. Criteria for admission include a superior grade average, a high score on the qualifying test, and outstanding teacher recommendations. Students are required to take the Advanced Placement Exam in May.
COMPUTER SCIENCE 3
Year Course - Level of Instruction: Acc - Credit Value: 5.0
Prerequisite: Computer Science 2 and Departmental Recommendation
Computer Science 3 is a full year course reserved for students who do not qualify for AP Computer Science but wish to continue with their Computer Science education. The course closely parallels AP Computer Science but the required tests and projects are approximately 80% of AP Computer Science.

COMPUTER SCIENCE 4
Year Course - Level of Instruction: Acc - Credit Value: 5.0
Prerequisite: Computer Science 3 and Departmental Recommendation
Computer Science 3 is a full year course reserved for students who have completed APCS and still wish to continue with their Computer Science education. This course explores more small-group projects as well as advanced data structures, Relational Databases and other Computer Science languages.

ADVANCED PLACEMENT COMPUTER SCIENCE
Year Course - Level of Instruction: AP - Credit Value: 5.0
Prerequisite: Computer Science 1 & 2 and Departmental Recommendation
Advanced Placement Computer Science conforms to the topics presented in the syllabus provided by the College Entrance Examination Board. The major emphases are on programming methodology, algorithms, and data structures. Applications of computing provide the context in which these subjects are treated. Other topics included are programming languages. Criteria for admission include a superior grade average, a high score on the qualifying test, and outstanding teacher recommendations. Students are required to take the Advanced Placement Exam in May.

As with Computer Science 2, students are more immersed in solving problems that deal with advanced, multi-dimensional systems. Collaboration and research are a key element.

COMPUTER SCIENCE 3
Year Course - Level of Instruction: Acc - Credit Value: 5.0
Prerequisite: Computer Science 2 & Departmental Recommendation
Computer Science 3 is a full year course reserved for students who do not qualify for APCS but wish to continue with their Computer Science education. The course closely parallels APCS but the required tests and projects are approximately 80% of AP Computer Science.

COMPUTER SCIENCE 4
Year Course - Level of Instruction: Acc - Credit Value: 5.0
Prerequisite: Computer Science 2 & Departmental Recommendation
Computer Science 3 is a full year course reserved for students who have completed APCS and still wish to continue with their Computer Science education. This course explores more small group projects as well as advanced data structures, Relational Databases and other CS languages.
INTRODUCTION TO ROBOTICS
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: None
Open to students in grades 9-12
This is a semester course created for students who are interested in continuing their 8th grade robotics course experience or that have an interest in robotics. This course will explore the design process, authentic research, teamwork, communication strategies, and technical documentation. Students will draw connections to math, science, engineering and technology while studying the principles of electricity, structures, mechanisms and programming through the use of robotics. Students will be given challenges that allow them to apply their knowledge of research and design to solve problems that will increase in complexity throughout the duration of the course.

ROBOTICS & BASIC PROGRAMMING FUNCTIONALITY
Full Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0
Open to students in grades 10-12
Prerequisite: Introduction to Robotics or Computer Science 1
This is a full year course that requires students to have completed either Computer Science 1 or Intro to Robotics. This course introduces students to fundamental skills required to design, develop, build, and test small-scale robots. The initial portion of the course introduces the student to basic programming concepts in the C computing language, which will then progress into design and development of small-scale robots that will perform various autonomous tasks. The class will focus on the development of problem solving and critical thinking skills necessary to complete various robotics challenges that will be presented.
# ABILITY LEVELS OF SCIENCE PROGRAM OFFERINGS

## ADVANCED PLACEMENT
- Biology
- Chemistry
- Physics
- Environmental Science

## ACCELERATED
- Introduction to Chemistry and Physics
- Biology
- Chemistry
- Physics
- Science Research (Year 1 & 2)
- Forensic Science *
- Human Anatomy & Physiology
- Genetics *
- Astrophysics (Astronomy)*
- Science and Technology*
- Space Exploration 1 & 2

## COLLEGE PREP A
- Integrated Geoscience
- Biology
- Chemistry
- Physics
- Environmental Science*
- Meteorology *
- Oceanography *
- Human Anatomy*
- Science and Technology *
- Space Exploration 1 & 2

## COLLEGE PREP B
- Introduction to Chemistry and Physics
- Biology
- Chemistry
- Physics

*Not offered in 2018-2019

## SCIENCE RESEARCH: Three Year Course - level of Instruction: Acc
- Credit Value: 5.0/year 1 and 2.5/semester, years 2 and 3.
- Prerequisite Year 1 (Science Research Methods I (S1) and II (S2))
- application/recommendation; prerequisite years 2 & 3 (Science Research Applications I & II) - independent research*/data collection. *Independent research is generally completed during the summer months and is the responsibility/supervision of parents/guardians.

Sequence exception: A current sophomore/incoming junior can submit an application to the program. Once admitted, sequence would involve year 1 (Science Research Methods I and II) followed by year 3 (Science Research Application II (S1)). Significant independent work to complete necessary requirements should be expected. The Science Research Program is a three-year program; year 1 is a full-year course (Science Research Methods I and II) for sophomores. Years 2 and 3 involve semester courses (Science Research Applications I ad II) for juniors and for seniors. The Science Research Program is designed for highly motivated students of various achievement levels to further their interest and desire to conduct original/independent research in a chosen subject area/discipline inclusive of Science, Technology, Engineering, Mathematics, Social Sciences and the Humanities among others. Years 1 and 2, students explore/identify a topic for investigation, conduct a comprehensive review of literature, learn data analysis techniques, and potentially secure a mentor from higher education or industry/government to independently conduct research and begin data analysis. Year 3 involves analyzing collected data from independent study, communicating this learning in diverse formats (research paper, poster session, presentation, for example) and submitting to a variety of local/state/national competitions as a culminating/capstone course requirement. All students will present their research at the annual MHS Science Research Symposium. In general, this program incorporates the process of science as well as fosters inquiry and communication skills. By course end, students will learn the concepts and related skills inherent in the research experience. The curriculum includes instruction/activities/assignments/activities to provide foundation and cultivate abilities/skills. Student work is maintained in a cumulating on-line portfolio.
INTEGRATED GEOSCIENCES
Year Course - Level of Instruction: Acc - Credit Value: 5.0
Prerequisites: Successful completion of Algebra 1, currently enrolled in
Geometry, Departmental Recommendation
The Earth science course is designed to interpret and understand the natural world through the
lens of Chemistry. Students will investigate and study Earth’s features and properties in order
to explain its formation, processes, history, and landscapes. They will understand how and why
Earth changes over time. The course will also explore how current actions of man interact and
affect Earth’s spheres leading to local and global changes. Students will participate in
laboratory exercises, small group activities, web based investigations, class discussions,
projects, and research. The accelerated sections use algebraic, mathematical and higher levels
of problem-solving.

INTEGRATED GEOSCIENCES
Year Course - Level of Instruction: CPA - Credit Value: 5.0
Prerequisites: Currently enrolled in CPA Math (Geometry or Algebra 1),
Departmental Recommendation
The Earth science course is designed to interpret and understand the natural world through the
lens of Chemistry. Students will investigate and study Earth’s features and properties in order
to explain its formation, processes, history, and landscapes. They will understand how and why
Earth changes over time. The course will also explore how current actions of man interact and
affect Earth’s spheres leading to local and global changes. Students will participate in
laboratory exercises, small group activities, web based investigations, class discussions,
projects, and research. The CPA sections use a less rigorous application of mathematical
principles for problem solving.

INTEGRATED GEOSCIENCES
Year Course - Levels of Instruction: CPB - Credit Value: 5.0
Prerequisite: Departmental recommendation
The Earth science course is designed to interpret and understand the natural world through the
lens of Chemistry. Students will investigate and study Earth’s features and properties in order
to explain its formation, processes, history, and landscapes. They will understand how and why
Earth changes over time. The course will also explore how current actions of man interact and
affect Earth’s spheres leading to local and global changes. Students will participate in
laboratory exercises, small group activities, web based investigations, class discussions,
projects, and research. The CPB section use little to no mathematical applications to describe
physical phenomena.

ADVANCED PLACEMENT BIOLOGY
Year Course - Levels of Instruction: AP - Credit Value: 5.0
Prerequisites: Introduction to Chemistry and Physics, Dept. Recommendation
This course is designed for superior academic students with a strong interest and/or
background in science who wish to pursue a college-level course in biology while still in high
school. Lectures, discussions, and laboratory sessions center around investigating cellular and
molecular biology, biochemistry, and evolutionary and ecological biology. Topics that are
covered include historical development of cell concepts and the chemical basis of biology, plant
and animal structure, reproduction and behavior, positions of organisms in the ecosystem, and
concepts of genetic continuity. Students are required to complete an assignment during the
summer prior to entering the course. Assignments are given during school vacations. Criteria
for admission include a superior grade point average, a superior testing profile, outstanding
teacher recommendations, and a high qualifying score on the entrance exam. Tenth graders
may take this course to satisfy their sophomore science requirement. Juniors or seniors who
qualify for AP Biology must be concurrently enrolled in either Chemistry or Physics. In order to
maintain placement in this AP course, students must have at least a B- for each marking
period. Each student is required to take the AP Exam in Biology administered in May.
BIOLOGY
Year Course - Level of Instruction: Acc - Credit Value: 5.0
Prerequisites: Introduction to Chemistry and Physics, Departmental Recommendation
Accelerated Biology includes units on the characteristics of life, biochemistry, cell structure and function, cell energetics, cell division, Mendelian and modern genetics, molecular biology, evolution, taxonomy, bacteria and viruses, and ecology. Laboratory Exercises supplement class work.

BIOLOGY
Year Course - Level of Instruction: CPA - Credit Value: 5.0
Prerequisites: Introduction to Chemistry and Physics, Departmental Recommendation
CPA Biology includes units on the characteristics of life, biochemistry, cell structure and function, cell energetics, cell division, Mendelian and modern genetics, molecular biology, evolution, taxonomy, bacteria and viruses, and ecology. Laboratory exercises, projects, and reports supplement class work.

BIOLOGY
Year Course - Level of Instruction: CPB - Credit Value: 5.0
Prerequisites: Introduction to Chemistry and Physics, Departmental Recommendation
CPB Biology includes units on the study of life, the cell, classification, viruses, bacteria, cell reproduction, DNA, genetics, ecology, and an introduction to macromolecules and nutrition.

ADVANCED PLACEMENT CHEMISTRY
Year Course - Level of Instruction: AP - Credit Value: 5.0
Prerequisites: Introduction to Chemistry and Physics, Biology, successful completion of Acc, Algebra 2, Departmental Recommendation
Advanced Placement Chemistry is a rigorous course where advanced topics are studied with emphasis on theory and solving quantitative problems. Topics include atomic theory, stoichiometry, thermochemistry, electrons, periodic trends, bonding, molecular geometry, gases, intermolecular forces, solutions, kinetics, equilibrium, thermodynamics, acids and bases, redox, electrochemistry, and nuclear chemistry. Laboratory work will be assigned. Criteria for admission include a superior grade point average, a superior testing profile, outstanding teacher recommendations, and a high qualifying score on the entrance exam. In order to maintain placement in this AP course, students must have a least a B- for each marking period. Each student is required to take the Advanced Placement Exam in Chemistry in May.

CHEMISTRY
Year Course - Level of Instruction: Acc - Credit Value: 5.0
Prerequisites: Introduction to Chemistry and Physics, Biology, currently enrolled in Acc Algebra 2 or Precalculus, Departmental Recommendation
Accelerated Chemistry includes units on scientific measurement and problem solving, matter and change, atomic structure, electrons, chemical periodicity, chemical names and formulas, chemical quantities, reactions, stoichiometry, thermochemistry, gases, bonding, molecular geometry, intermolecular forces, solutions, kinetics, equilibrium, acids and bases, and electrochemistry. Classroom demonstrations and laboratory work will illustrate and reinforce these principles. A rigorous approach to problem solving is emphasized, and a strong mathematical background is required.
CHEMISTRY
Year Course - Level of Instruction: CPA - Credit Value: 5.0
Prerequisites: Introduction to Chemistry and Physics, Biology, currently enrolled in CPA Math, Departmental Recommendation
PA Chemistry includes units on scientific measurement and problem solving, matter and change, atomic structure, electrons, chemical periodicity, chemical names and formulas, chemical quantities, reactions, stoichiometry, thermochemistry, gases, bonding, molecular geometry, solutions, and acids and bases. Classroom demonstrations and laboratory work will illustrate and reinforce these principles.

CHEMISTRY
Year Course - Level of Instruction: CPB - Credit Value: 5.0
Prerequisites: Introduction to Chemistry and Physics, Biology, Departmental Recommendation
This less-mathematically oriented course is designed for the college-bound student as an alternative to the traditional course in chemistry. Basic concepts are presented with an emphasis on laboratory experience.

ADVANCED PLACEMENT PHYSICS
Year Course - Level of Instruction: AP - Credit Value: 5.0
Prerequisites: Introduction to Chemistry and Physics, Biology, successful completion of Acc Algebra 2, Departmental Recommendation
Students with a very strong math background are encouraged to take AP Physics in their junior year. A thorough knowledge of algebra and basic trigonometry is essential for this course. The major topics studied are principles of Newtonian mechanics, fluids, harmonic motion, electricity and magnetism, kinetic theory and heat waves, optics, and modern physics (which includes atomic energy levels, x-rays, radioactivity, and some special relativity). Criteria for admission include a superior grade point average, a superior testing profile, outstanding teacher recommendations, and a high qualifying score on the entrance exam. In order to maintain placement in this AP course, students must have at least a B- average for each marking period. Each student is required to take the Advanced Placement Exam in Physics in May.

PHYSICS
Year Course - Level of Instruction: Acc - Credit Value: 5.0
Prerequisites: Introduction to Chemistry and Physics, Biology, currently enrolled in ACC/CPA Pre-Calculus, Departmental Recommendation
Students with a strong math background are encouraged to take Acc Physics in their junior year. A thorough knowledge of algebra and trigonometry is essential for this course. The major topics include the principles of Newtonian mechanics, waves and optics, light, electricity and magnetism, and other topics of classical and modern physics. Classroom demonstrations and laboratory work reinforce the aforementioned topics. Many of the topics are treated similarly to the AP Physics course, but are handled at a level appropriate for an accelerated student.

PHYSICS
Year Course - Level of Instruction: CPA - Credit Value: 5.0
Prerequisites: Introduction to Chemistry and Physics, Biology, successful completion of CPA Geometry, currently enrolled in Pre-Calculus, Departmental Recommendation
A thorough knowledge of algebra and basic trigonometry is essential for this course. The major topics include the principles of Newtonian mechanics, waves and optics, light, electricity and magnetism, and other topics of classical and modern physics. Classroom demonstrations and laboratory work reinforce the aforementioned topics.
PHYSICS
Year Course - Level of Instruction: CPB - Credit Value: 5.0
Prerequisites: Introduction to Chemistry and Physics, Biology, Chemistry, Departmental Recommendation
This less-mathematically oriented course is designed for the college-bound student as an alternative to the traditional course in physics. This course utilizes a student-centered and inquiry-based approach to learning physics and is heavily project-oriented.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE
Year Course - Level of Instruction: AP - Credit Value: 5.0
Prerequisites: Introduction to Chemistry and Physics, Biology, Chemistry or Physics, Departmental Recommendation;
Open to students in grade 12
The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving them. Criteria for admission include a superior grade point average, a superior testing profile, outstanding teacher recommendations, and a high qualifying score on the entrance exam. In order to maintain placement in this AP course, students must have at least a B- average for each marking period. Each student is required to take the Advanced Placement Exam in Environmental Science in May. It is highly recommended that students interested in pursuing science in college and as a career enroll in four years of science in high school. High school Chemistry and Physics are important prerequisites for college work. AP Environmental Science should not be taken as a substitute for Physics or Chemistry during the senior year.

ENVIRONMENTAL SCIENCE *
Semester Course - Level of Instruction: CPA - Credit Value: 2.5
Prerequisites: None;
Open to students in grades 9-12
Environmental Science is an interdisciplinary science concerned with energy, pollution, weather, climate, geological/geographical conditions, toxic substances in food, and toxic metals in the environment. Laboratory experiments spark the imagination and attention of students to be aware of problems in the environment and try to remedy them. The aim of this course is to produce enlightened citizens aware of the needs of the environment and the methods of conserving nature’s beauty for future generations.

FORENSIC SCIENCE *
Semester Course - Level of Instruction: Acc - Credit Value: 2.5
Prerequisites: Introduction to Chemistry and Physics, grade of B- or above in Acc Science or a grade of A- or above in CPA Science, Departmental Recommendation; Open to students in grades 10-12
Forensic Science utilizes the application of scientific knowledge from the sub-disciplines of Astronomy, Chemistry, Biology, Physics, and Geology in the investigation and evaluation of criminal case studies. The students will conduct experimental research by observing and collecting data from simulated crime scenes. Techniques learned in the course include fingerprinting, forgery, counterfeiting, skeletal analysis, blood typing, insect pathology, chromatography, and chemical analysis.
METEOROLOGY *  
Semester Course - Level of Instruction: CPA - Credit Value: 2.5  
Prerequisites: None;  
Open to students in grades 9-12  
Weather is one of the most common topics of discussion, and it affects all aspects of our lives. This course will concentrate on the analysis of real time data from our high school’s weather station as well as NASA and NOAA. Emphasis will also be on hands-on activities as they relate to weather forecasting and understanding patterns. The course will cover severe storms, air masses and fronts, forces and winds, modern weather forecasting techniques, and climate changes due to weather. Students will be able to chart local weather conditions from our weather station in order to see connections as well as trends.

OCEANOGRAPHY *  
Semester Course - Level of Instruction: CPA - Credit Value: 2.5  
Prerequisite: None;  
Open to students in grades 9-12  
Oceanography is an interdisciplinary course that deals with the geology, chemistry, biology, and physical dynamics of the ocean. The effects of pollution and the preservation of oceanic resources are examined. A research report and/or project on an aspect of oceanography is/are required.

HUMAN ANATOMY AND PHYSIOLOGY  
Semester Course - Level of Instruction: Acc - Credit Value: 2.5  
Prerequisites: Introduction to Chemistry and Physics, Departmental Recommendation; Open to students in grades 10-12; Not open to students who have taken AP Biology or Human Anatomy CPA  
This course will investigate the structure and systems of the human body. Laboratory investigations will include work with cells, tissues, organs, comparative anatomical dissections, and observations of various mammals. The text material contains a wide range of topics and general information that is relevant to the health and well being of students. A research report and/or project on some aspect of human anatomy and physiology is/are required. Dissections are mandatory for this course. The final exam for this course is the dissection of a fetal pig.

HUMAN ANATOMY *  
Semester Course - Level of Instruction: CPA - Credit Value: 2.5  
Prerequisites: Introduction to Chemistry and Physics, Departmental Recommendation; Open to students in grades 10-12; Not open to students who have taken AP Biology or Human Anatomy and Physiology Acc  
This course will investigate the structure and systems of the human body. Laboratory investigations will include work with cells, tissues, organs, comparative anatomical dissections, and observations of mammals. A research report and/or project on some aspect of human anatomy is/are required. Dissections are mandatory for this course. The final exam for this course is the dissection of a fetal pig.

GENETICS *  
Semester Course - Level of Instruction: Acc - Credit Value: 2.5  
Prerequisites: Grade of B or above in Acc Biology or a grade of A- or above in CPA Biology, Departmental Recommendation;  
Open to students in grades 11-12  
Genetics is an extension of the genetics unit covered in the biology course. It will begin with the role of DNA and will discuss the ethical dilemma of genetics research, types of genetic disorders, and its effect on heredity. It will cover genetic technology such as cloning, stem cells, and gene therapy. Students will have hands-on experience in DNA extraction, Replication, PCR, Gel Electrophoresis, and DNA Microarray.
ASTROPHYSICS (ASTRONOMY) *
Semester Course - Level of Instruction: Acc - Credit Value: 2.5
Prerequisites: Algebra 1, grade of B or above in Acc Introduction to Chemistry and Physics or a grade of A- or above in CPA Introduction to Chemistry and Physics, Departmental Recommendation;
Open to students in grades 10-12
Astronomy is the study of stars, planets, comets, and galaxies and the phenomena that exist outside the Earth’s atmosphere. Students will study astronomy in an active, participatory manner, similar to research scientists. Topics discussed will involve some knowledge of basic chemistry and physics. All students will be required to do a research paper on current topics in astronomy. Some students may be able to participate in an astronomical research project in conjunction with Rutgers University.

SCIENCE AND TECHNOLOGY *
Semester Course - Level of Instruction: CPA/Acc - Credit Value: 2.5
Prerequisites: None;
Open to students in grades 10-12
Students are introduced to trends in science and technology as presented in current Internet articles. Students will learn to use application programs and the Internet to do research and solve problems. Work is presented using PowerPoint for class presentations and a website to present on the World Wide Web. Artistic and creative presentation programs will also be explored, including Bryce, Photoshop, and I-movie. Students will apply skills to create a self-directed culminating final project.

SPACE EXPLORATION 1
Semester Course
Level of Instruction: Acc/CPA
Credit Value: 2.5
Prerequisites: None
Open to students in grades 9-12
This course will capture students’ interest and engage their imaginations by giving them an opportunity to examine how and why humans explore space. This course will be interdisciplinary and cater to all students who have an interest in space exploration, regardless of their background in science. Students will learn about space exploration from multiple perspectives, including scientific, technological, social, economic, historical, and geopolitical. Topics of study include the consequences of exploring space (or choosing not to do so) and the ethics of space exploration in light of the considerable costs and risks. Finally, students will examine how the creation of a self-sustaining civilization on Mars may be the greatest adventure in human history.

SPACE EXPLORATION 2: ADVANCED TOPICS
Semester Course
Level of Instruction: Acc/CPA
Credit Value: 2.5
Prerequisites: Space Exploration 1
Open to students in grades 9-12
This course will build upon Space Exploration 1 by delving into advanced topics and areas of interest to the students. Students will learn to adopt an interdisciplinary perspective when designing their own independent research projects related to space exploration. Opportunities include interacting and collaborating with public and private space organizations, entering various space-related competitions, and engaging in community outreach.

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WORLD LANGUAGES DEPARTMENT

DISCOVER LANGUAGES... DISCOVER THE WORLD
By learning world languages, students will experience other countries through the prism of communication and culture. Without immersing oneself in the language and traditions of other cultures, true access to a community is barred. In a world where nations and people are increasingly dependent upon one another to supply goods and services, solve political disputes and ensure international security, understanding one’s role as a global citizen is imperative.

Studying world languages also offers students the opportunity of being granted the New Jersey Department of Education Seal of Biliteracy - an official award established to recognize high school graduates who have attained a high level of proficiency after the continuous study of one or more world languages in addition to English. This highly recognized honor separates our students from other language learners and provides universities with a method to recognize and award academic credit to applicants seeking admission.

Upon completion of the first quarter of study or at the end of the year, World Language students may proceed to an accelerated level class after receiving departmental approval resulting from a Teacher/Guidance conference and student obtaining the required grade in the three modes of communication -- interpersonal, interpretive and presentational -- as defined in the Standards for Foreign Language Learning in the 21st Century.

### WORLD LANGUAGES OFFERINGS

**Chinese**
1 (Acc, CPA)
2 (Acc, CPA)
3 (Acc, CPA)
4 (Acc, CPA)
AP Chinese Language & Culture

**French**
1 (Acc, CPA)
2 (Acc, CPA)
3 (Acc, CPA)
4 (Acc, CPA)
French Film (Acc, CPA)
French Business (Acc, CPA)
Francophone Perspectives (Acc, CPA)
AP French Language and Culture

**Italian**
1 (Acc, CPA)
2 (Acc, CPA)
3 (Acc, CPA)
4 “Bel Paese” (Acc, CPA)
AP Italian Language and Culture

**Latin**
1 (Acc, CPA)
2 (Acc, CPA)
3 (Acc, CPA)
4 (Acc, CPA)
AP Latin Vergil
Greco-Roman Mythology

**Spanish**
1 (Acc, CPA, CPB)
2 (Acc, CPA, CPB)
3 (Acc, CPA, CPB)
4 (Acc, CPA, CPB)
Art and Culture in the Spanish-Speaking World (Acc, CPA)
Conversation via Cinema, Theatre and Literature (Acc, CPA)
Global Economy and Business in Spanish (Acc, CPA)
AP Language and Culture
AP Literature and Culture
CHINESE 1
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0
Prerequisite: None
Open to students in grades 9-12
There are no prerequisites to enroll in the Chinese 1 course. Just come in with a passion about Chinese language and culture. Students will be able to understand, and use very simple Chinese phrases, meet basic needs for communication, and possess the ability to further their Chinese language studies.

CHINESE 2
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0
Prerequisite: The successful completion of Chinese 1 with a B average.
This level is for students who have a proficiency of 200 fundamental Chinese words, knowledge about Chinese and/or Asian culture and the ability to carry on short conversations. Students will have an excellent grasp of basic Chinese and will be able to communicate in simple and direct exchange of information on familiar and routine matters.

CHINESE 3
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0
Prerequisite: The successful completion of Chinese 2 with a B average; or an acceptable level of demonstrated proficiency on required goals and objectives.
Students are required to have knowledge about Chinese and/or Asian culture, and the ability to carry on basic level conversations in real-life situations, (for example: shopping or traveling in China) as well as reading and writing in preparation for AP eligibility. Students are required to have a proficiency of 400 Chinese fundamental words. Pre-requisite for AP.

CHINESE 4
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0
Prerequisite: The successful completion of Chinese 3 with a B average.
Teacher recommendation.
Students will have a proficiency of 600 Chinese fundamental words, knowledge about Chinese and/or Asian culture, have the ability to carry on conversations on a wide range of topics in real-life situations. Students will be eligible to take the AP qualifying exam.

AP CHINESE LANGUAGE & CULTURE
Year Course - Level of instruction: AP - Credit Value: 5.0
Prerequisite: Chinese 3 Acc or 4 Acc/CPA (B+ or better for Acc, A for CPA)
Strong performance on the departmentally administered qualifying assessment.
The AP Chinese Language & Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese. These college courses, which deepen students' immersion into the language and culture of the Chinese-speaking world, typically represent the point at which students complete approximately 250 hours of college-level classroom instruction. Coursework provides students with opportunities to perform intermediate to advanced-level tasks, and students are expected to achieve proficiencies throughout, and sometimes beyond, the Intermediate range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.
FRENCH 1  
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0  
Prerequisite: None  
Open to students in grades 9-12  
French 1 intends to develop the students' listening, reading, writing and speaking skills in the context of practical, authentic communication. A variety of topics will be covered, such as, family, school life and homelife, allowing the student the opportunity to present and discuss these topics with a variety of vocabulary. Students will develop fundamental skills that will allow them to progress and grow in their language acquisition.

FRENCH 2  
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0  
Prerequisite: French 1  
In this course, students continue to develop their listening, reading, writing and speaking skills. The fundamental skills acquired and presented in level 1 are revisited and built upon to allow the student continual growth in the target language. Students continue to build the confidence to communicate and apply their knowledge to practical situations.

FRENCH 3  
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0  
Prerequisite: French 2  
During the course of the year, students expand their skills, accuracy and level of sophistication in listening, speaking, reading, and writing in French. The cultural milieu represented becomes increasingly rich as regions of France are investigated along with other French speaking countries such as Morocco, Senegal and Canada. Classroom time continues to be devoted to student use of French.

FRENCH 4  
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0  
Prerequisite: French 3  
This course will emphasize the use of language for active communication and help students develop their ability to understand spoken French in various contexts; to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French. The course seeks to develop language skills (reading, writing, listening, and speaking) and allow students to use these skills in various activities and disciplines. The course material will include the complete reading of Le Petit Prince along with literary extracts and other authentic materials and resources from French-speaking websites and publications, such as newspapers, magazine articles, radio broadcasts, and television recordings. This year, we will be working on the following themes throughout the year: family and communities, personal and public identities, contemporary life, beauty and aesthetics, science and technology and global challenges.

FRENCH FILM  
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0  
Prerequisite: French 4  
In this course, French as a language of communication is stressed. All the skills that were acquired in the prerequisite courses will be further developed through usage. Rather than formal grammatical study, there is an emphasis on the student's ability to integrate skills while functioning as a speaker of French. The class views French and Francophone films and reviews them with the intent of critiquing, analyzing, and deepening the student's understanding of the history and/or culture they represent. Various literary works and other authentic materials are used in conjunction with the films presented.
FRANCOPHONE PERSPECTIVES
Semester / Year Course - Level of Instruction: Acc/CPA - Credit Value 2.5/5.0
Prerequisite: The successful completion of French 4 Acc/CPA with an acceptable level of demonstrated proficiency on required goals and objectives.
Francophone Perspectives is a semester course or a full year course that offers students insight into the art of major French-speaking artists from the 16th century to the 21st century. It also offers students an exposure to the history and literature of major writers from the French-speaking world. The themes for this course are: The Great Century (17th century), The Enlightenment (18th century), The Romanticism & Realism movement (19th century) and Modern Times (20th century to present day). These themes will integrate language, content, and culture into a series of lessons and activities that will promote the use of the language in a variety of contexts.

FRENCH BUSINESS
Year Course - Level of Instruction: Acc /CPA - Credit Value 5.0
Prerequisite: The successful completion of French 4 Acc/CPA with an acceptable level of demonstrated proficiency on required goals and objectives.
This curriculum is designed to facilitate students' understanding of the basic concepts related to the organizational and managerial structure of Francophone businesses, the basic terminology related to management and organization. Students will be able to understand the place of Francophone companies in Europe and in our global economy. The course will focus on the following themes: advertising and marketing, journalism, money and stock market, fashion, food, transportation, major industries, NGO.

AP FRENCH LANGUAGE & CULTURE
Year Course - Level of instruction: AP - Credit Value: 5.0
Prerequisite: French 4 or above (B+ or better for Acc, A for CPA) Strong performance on the departmentally administered qualifying assessment.
The AP French course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. AP French course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books, music) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).
The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP French course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the ACTFL Performance Guidelines for K–12 Learners.

ITALIAN 1
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0
Prerequisite: None
Open to students in grades 9-12
“Come ti chiami? Di dove sei?” These are some of the many phrases used in everyday conversational Italian that the students will acquire during the year. In the learning process, special emphasis will be placed on developing the listening, speaking, reading, and writing skills in the context of practical, authentic communication settings about various topics such as food and beverages, making acquaintances, asking for information, and extending invitations.
ITALIAN 2  
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0  
Prerequisite: Italian 1  
In this course students continue to develop their listening, speaking, reading, and writing skills. Acquisition of new vocabulary and new linguistic components will give the students many opportunities to apply these fundamental skills in practical situations, such as narrating past events and describing personal preferences and needs. Much of the classroom time will be spent communicating in Italian. Cultural settings will provide additional opportunities to use Italian as a means of communication.

ITALIAN 3  
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0  
Prerequisite: Italian 2  
During the course of the year, students expand their skills, accuracy and level of sophistication in listening, speaking, reading, and writing in Italian. Most of the class time will be spent communicating in Italian. Students will finetune and elaborate on the fundamentals learned and presented to them in levels 1 and 2. Focus will now be placed on student output. Students will share, on a daily basis, what they have learned via auditory sources or written sources, in both written and oral presentational modes. The importance of interpersonal communication (both written and spoken) will be emphasized.

ITALIAN 4 “Bel Paese”  
Year Course - Level of Instruction: 4 Acc/CPA - Credit Value 5.0  
Prerequisite: Italian 3 Acc/CPA  
Come experience the great films, music and food of Italy while examining its ever-changing commentary on topics such as: society, family, relationships, and the world around us. Each unit will contain movies, music, and food relating to contemporary life in Italy. Be prepared to discuss your opinion in Italian regarding all that you’ve watched, listened to, and tasted. By the nature of this course, it will allow the Italian language learner to continue to master the Italian language in a new contemporary way.

AP Italian  
Year Course - Level of Instruction: AP - Credit Value: 5.0  
Prerequisite: Italian 3 (B+ or better for Acc, A for CPA) Strong performance on the departmentally administered qualifying assessment.  
The AP Italian course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. AP Italian course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of products, both tangible (e.g., tools, books, music) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).  
The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP Italian course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the ACTFL Performance Guidelines for K–12 Learners.
LATIN 1
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0
Prerequisite: None
Open to students in grades 9-12
In Latin 1, students learn the basic structure and vocabulary of the language in order to read and translate Latin texts effectively. Students develop oral, aural, and writing skills as tools to improve reading. Stories about Roman life under the Empire, essays on Roman daily life, readings from mythology, and analysis of English words derived from Latin and Greek, based on studies of prefixes, suffixes and roots, are the major elements of the course. Students learn to recognize links to Romance languages in their study of Latin vocabulary, derivatives, and grammatical constructions.

LATIN 2
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0
Prerequisite: Latin 1
In Latin 2, the more complex aspects of Latin grammar and syntax are studied as preparation for reading authentic texts. Featured are stories about Roman life in a variety of settings, mythology, and selections from Latin authors. Emphasis continues to be placed on the study of derivatives from Latin and Greek, along with ties to Romance Languages.

LATIN 3
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0
Prerequisite: Latin 2
Students undertake a further study of Latin grammar, syntax, and vocabulary, along with the development of the analytical skills required for close readings of classical texts. A selection of texts from Latin authors spanning two thousand years provides the basis of the year’s work. Students will discuss themes, analyze characters, and identify the context and significance of short passages. The use of literary devices, along with the historical, political and social settings for the texts will be discussed.

LATIN 4
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0
Prerequisite: Latin 3
Students review Latin grammar, syntax, and vocabulary for further practice in the close readings of classical texts. Authors studied include Virgil, Catallus, Horace, and Martial. As in Latin 3, students will discuss themes, analyze characters, and identify the context and significance of short passages. Other activities include recognition of literary devices, discussion of pertinent background material, and scansion of poetry.

AP LATIN VERGIL & CAESAR
Year Course - Level of Instruction: AP - Credit Value: 5.0
Prerequisite: Latin 3 (B+ or better for Acc, A for CPA) Strong performance on the departmentally administered qualifying assessment.
AP Latin is designed to provide advanced high school students with a rich and rigorous Latin course, approximately equivalent to an upper-intermediate (typically fourth or fifth semester) college or university Latin course. AP Latin students prepare and translate the required Latin readings with an accuracy that reflects precise understanding of the Latin in all its details; they also read and comprehend passages at sight, even if not with full understanding of every detail. These two types of study powerfully reinforce each other. The course thus allows time for regular, sustained, and integrated practice at sight-reading. Throughout the course, students develop their language skills through various activities: precise, literal translation of prepared poetry and prose; reading with comprehension of sight passages, both poetry and prose; and written analyses that demonstrate the results of critical reading in clear and coherent arguments supported by textual examples.
GRECO-ROMAN MYTHOLOGY A&B
Semester Course - Level of Instruction: Acc/CPA - Credit Value 2.5
Prerequisite: None
In this course students not only learn the major myths within the Greco-Roman tradition but also investigate the philosophical, sociological, and psychological underpinnings of these traditional stories and connect them to their historical context and to contemporary narratives. Students will increase their cultural literacy as they become conversant with the deities, heroes, monsters, and villains of the Greco-Roman mythical pantheon, and trace their use in the art and literature. Additionally, students will acquire Greek and Roman vocabulary to describe mythical concepts used in literary criticism, sociology, and art history. Students may take either Mythology A or B or both in any order. These courses do not fulfill world language graduation requirements.

SPANISH CPB 1
Year Course - Level of Instruction: CPB - Credit Value 5.0
Prerequisite: None
In this introductory course, students will study how to communicate with Spanish-speakers on a basic level. Throughout the four themes of the course, we will focus on the following skills: presentational and interpersonal speaking, comprehension of authentic materials, and writing simulations. The aim is for students to develop the necessary skills to use Spanish in meaningful ways and experience a world language by learning useful vocabulary and studying the basic structures of the language.

Spanish CPB 2
Year Course - Level of Instruction: CPB - Credit Value 5.0
Prerequisite: CPB 1
Building on the skills acquired in level 1, students will continue to gain confidence in their authentic use of Spanish. Students will develop a more complex understanding of the skills needed to become proficient in a world language. Students will strive to refine their comprehension, speaking, reading, and writing abilities.

SPANISH CPB 3
Year Course - Level of Instruction: CPB - Credit Value 5.0
Prerequisite: CPB 2
This course will strengthen the skills developed in levels 1 and 2, as well as introduced new concepts that will allow students to use Spanish in more complex situations. Students will not only review familiar themes, but also explore new aspects of the Spanish-speaking world.

SPANISH CPB 4
Year Course - Level of Instruction: CPB - Credit Value 5.0
Prerequisite: CPB 3 or CPB 3/4
At this level, students will reap the benefits of their years of Spanish by perfecting the skills they need beyond the classroom. All modes of communication will continue to support language acquisition and proficiency.
SPANISH 1
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0
Prerequisite: None
Open to students in grades 9-12
This course will introduce students to the language and culture of the Spanish-speaking world. Focus is targeted on the study of a variety of topics including: greetings, classroom objects, numbers, time, personal descriptions, the body, colors, clothing, the family, food, and the arts. All aspects of language acquisition are stressed including written, oral, reading and auditory skills. Students are given the opportunity to take risks in the target language in simulated, yet practical situations. Students will be placed in meaningful, realistic situations where they must use their language skills for authentic communication purposes. Language is used in order to begin to understand the diversity of Hispanic cultures.

SPANISH 2
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0
Prerequisite: Spanish 1
This course will reinforce what was taught in Spanish I and further develop all aspects of language acquisition, including written, oral, reading and auditory skills. Focus is targeted on the study of a variety of topics including: Travel and Leisure, Workforce, Education, Careers, Families & Communities, Science & Technology, Health and Medicine. Students are given the opportunity to take risks in the target language in simulated, yet practical situations. Students will be placed in meaningful, realistic situations where they must use their language skills for authentic communication purposes.

SPANISH 3
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0
Prerequisite: Spanish 2
This course will further develop all aspects of language acquisition, including written, oral, reading and auditory skills. Focus is targeted on the study of a variety of themes including: Personal and Public Identities and Families and Communities, Healthy lifestyles, Impact of Technology on Daily Life and the Environment, Art and Music. Students will make connections to other content areas, as well as compare and gain perspectives on the Spanish-speaking world.

SPANISH 4
Year Course - Level of Instruction: Acc/CPA - Credit Value: 5.0
Prerequisite: Spanish 3
This course will emphasize all aspects of language acquisition, including written, oral, reading and auditory skills. Focus is targeted on the study of a variety of themes including: Personal and Public Identities, Contemporary life, Construction of Gender, Science and Technology. Students are fully engaged in exploring real-world issues and solving authentic problems using the available digital and/or environmental resources. Emphasis is placed on learner-centered strategies that promote personal goal setting and self-monitoring, student action, and issues resolution. Students will make connections to other content areas, as well as compare and gain perspectives on the Spanish-speaking world.
ART AND CULTURE IN THE SPANISH-SPEAKING WORLD
Year Course - Level of Instruction: Acc / CPA - Credit Value: 5.0
Prerequisite: Level 4
This course is designed to further students' progress in the development of the four language skills while deepening their insight into art and culture of the Spanish-speaking world. Through exposure to works by modern writers and painters of the target culture, students will be exposed to the similarities and differences in the cultures of the people who speak the Spanish language. This class encompasses the study of short stories, plays, poems, songs, magazine articles, web-based realia and artwork. Students will gain greater insight into the structure of the Spanish language, learn to appreciate Spanish art / writing, and lay the foundation for discussion of artistic / literary style and analysis.

CONVERSATION VIA CINEMA, THEATRE AND LITERATURE
Year Course - Level of Instruction: Acc / CPA - Credit Value: 5.0
Prerequisite: Level 4
"Why movies, theatre, and literature? There have been numerous studies showing that authentic language is the best "comprehensible input." Cinema offers natural language in context. Literature provides a context in history and culture, as well as the Spanish language, on which a course can build. You will not only learn about culture, but you will also see daily-life in a wide variety of settings. How do people of other cultures deal with war, politics, emotions, gender roles, and family? Students will enhance communication skills in all modes of the Spanish language while studying themes such as these.

GLOBAL ECONOMY AND BUSINESS IDEAS IN SPANISH
Year Course - Level of Instruction: Acc / CPA - Credit Value: 5.0
Prerequisite: Level 4
In the Spanish business and global economy course students will have the opportunity to learn about basic business and economics principles, as well as study the economies and business practices of Spanish-speaking countries. The course also includes applicable ideas for business in our ever-changing modern world. Within the course students will discuss specific economic industries of Spanish-speaking countries and study the complex process of globalization. Students will have the opportunity through reading, writing, speaking and listening to gain new insights and share their thoughts and opinions with classmates.

AP SPANISH LANGUAGE AND CULTURE
Year Course - Level of instruction: AP - Credit Value: 5.0
Prerequisite: Spanish 4 (B+ or better for Acc, A for CPA) Strong performance on the departmentally administered qualifying assessment.
The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. 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 products, both tangible (e.g., tools, books, music) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products). The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre- Advanced range as described in the ACTFL Performance Guidelines for K–12 Learners.
AP SPANISH LITERATURE AND CULTURE
Year Course - Level of instruction: AP - Credit Value: 5.0
Prerequisite: AP Spanish Language & Culture
The AP Spanish Literature & Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in Spanish-language literature. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic writings. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the Standards for World Language Learning in the 21st Century. The overarching goals of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills — with special attention to critical reading and analytical writing — and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.
RELATED ARTS

ABILITY LEVELS OF RELATED ARTS OFFERINGS

BUSINESS EDUCATION
Business Law (Acc)
*Business Economics (Acc/CPA)
*Marketing Education 1 & 2 (CPA)
*Sports & Entertainment Marketing (Acc/CPA)

FINE/RELATED ARTS
Studio Art 1 & 2 (AP)
Art Consortium (AP)
Honors Art 1, 2 & 3 (Acc)
Honors Portfolio Development (Acc)
Honors Crafts (Acc)
Honors 1 3D Concepts (Acc)
3D Material & Design (Acc/CPA)
Art Exploration 1 & 2 (Acc/CPA)
American Handcrafts (Acc/CPA)
Artisinal Crafts (Acc/CPA)
Crafts Concentration (Acc/CPA)
Dance 1 & 2 (Acc/CPA)
Digital Art & Design (Acc/CPA)
Advanced Digital Art & Design (Acc/CPA)
Design & Composition (Acc/CPA)
Foundations of sculpture (Acc/CPA)
**Digital Video 1 & 2 (Acc/CPA)
Production 1 & 2 (Acc)
Studio 1 2 (Acc)

*Meets Financial Literacy requirement only
**Does not meet Fine Arts credit requirement

Accelerated credit is available based on student performance and teacher discretion. Decisions will be made by first progress report of first marking period.
BUSINESS EDUCATION

BUSINESS LAW
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: None
Open to students in grades 10, 11 & 12
Fulfills Financial Literacy Requirements

Business Law is a one semester introductory course that explores the fundamentals of the law. The course introduces business law in a practical manner. Connections to real world business situations help students understand the relevance and importance of issues and concepts presented. Personal law topics are also explored, targeting legal issues that affect the students' lives. Illustrations of major functions, procedures, and substance of personal law are discussed and help develop students' critical thinking and legal problem solving skills. Students gain an understanding of how law developed. They will also gain an understanding of different types of legal and ethical issues, the court system, and the difference between criminal and tort law. Students will also explore the law of contracts and examine different types of contracts. Other areas of study include consumer protection and product liability as well as employment protection and equal opportunity. These topics are discussed around the law, as students will experience them in their lives.

In a cooperative learning environment, students participate in a variety of learning activities, including case studies, projects, Internet exercises, research, role-plays, mock trials, debates, tests, quizzes, reports, and presentations. As a result, students develop their communications, listening, and interpersonal skills. Attention is paid to team building, project management, time management, and real-world applications with hands-on experiences that challenge students to apply legal precedents, interpret legal discussions, and apply critical thinking skills.

Empowerment, accountability, and responsibility are advocated in an effort to prepare students to be successful, upstanding citizens as well as go on to college and the business world.

Business Economics
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: None
Open to students in grades 9, 10, 11 & 12
Fulfills Financial Literacy Requirements

Business Economics is a one semester introductory course that explores the fundamentals of economics and business. The course examines business and its environment from a social, ethical, economic, and international perspective. Connections to real-world situations help students understand the relevance and importance of issues and concepts presented. Characteristics of business are reviewed. Students gain an understanding of the different forms of business ownership, focusing on franchises, proprietorships, partnerships, and corporations. Students will also gain knowledge of the various information and communications systems, the significance of technology and E-commerce as well as organizational communications. Management responsibilities are also examined and illustrations of management functions and the manager as a leader will be introduced to help develop students’ critical thinking and business problem solving skills.

Financial management topics are also explored, focusing on financial records, financial analysis, financing a business, and financial services as well as credit and insurance. Other areas of study include marketing management with emphasis on the nature and scope of marketing, product development, distribution, pricing, and promotion. These topics are discussed around economics and business as students will experience them in their lives.

Attention is given to team building, project management, time management, accountability, and real-world applications with hands-on experiences that challenge students to apply economics and business concepts, interpret business discussions, and apply critical thinking skills.
SPORTS AND ENTERTAINMENT MARKETING
Semester Course - Level Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: None
Open to students in grades 10, 11 & 12
Fulfills Financial Literacy Requirements

Sports and Entertainment Marketing is a one semester introductory course that explores the concepts and theories of marketing as they relate to the world of sports and entertainment. Students gain an understanding of how the sports and entertainment industries operate and how they impact the economy. Students also develop an understanding of the basic principles of marketing, the components of the marketing mix, and the significance of product, price, promotion, and place (distribution). In addition, they explore the elements of market segmentation as well as the categories of sports and entertainment and industry goods and services. The essentials of the marketing plan, the importance of market research, and the significance of brands are also discussed.

In a cooperative learning environment, students participate in a variety of learning activities, including case studies, projects, Internet exercises, research, role-plays, tests, quizzes, reports, and presentations. As a result, students develop their communications, listening, and interpersonal skills. Attention is given to team building, project management, time management, and personal marketing. Critical thinking, problem solving, and decision making as well as key workplace competencies, such as responsibility, self-management, leadership, and ethical practices are discussed and emphasized throughout the semester.
The Visual Arts Department offers a series of courses designed to guide students in the development of talent, technical skills and clarity of vision. The courses explore aesthetics, art criticism, art history, and art production. Successful completion of course objectives will serve as a strong basis for advanced study.

**DESIGN AND COMPOSITION**

Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5  
Prerequisite: None  
Open to students in grades 9-12

Design & Composition is a one-semester course that focuses on the elements and principles of design. Students gain a better understanding of the foundations of art and how to integrate them into creating cohesive compositions. Various mediums are used throughout the course. Projects might include: Geometric Designs, Mandalas, Zentangle Art, Pattern, Stamp making.

**ART EXPLORATION I**

Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5  
Prerequisite: None  
Open to students in grades 9-12

Art Explorations I is a one-semester foundations course focused on the development of observational drawing and painting skills. Art Exploration includes the study of color theory, elements and principles of design and use of multiple media throughout the course. The study of art history, aesthetics, and art criticism are incorporated in each assignment. Projects might include: Positive/Negative Line design, Color Theory/Color Wheel Collage, Colored Pencil Drawing, Self Portraits, Pen & Ink Drawing.

**ART EXPLORATION II**

Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5  
Prerequisite: Art Exploration I  
Open to students in grades 9-12

Art Explorations II is a one-semester foundation course that continues from Art Explorations I. Students are expected to have a basic understanding of general principles of design learned from the previous semester. This course critically studies art concepts and analyzes different art history eras and styles. Drawing, painting, and experimenting with various art materials are seen throughout this course. Projects might include: Pastel Still Life Drawing, Figure Drawing, Perspective Drawing, Famous Artist/Era inspired Painting on Canvas.

**DIGITAL ART & DESIGN**

Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5  
Prerequisite: None  
Open to students in grades 9-12

This course will focus on the visual communication of ideas and concepts in graphic and photographic format using state of the art technology and applications. Students will exercise their problem solving skills as they develop an understanding of symbolism, composition and non-verbal communication. Students will understand how to solve the same complex problems that Graphic Designers, Illustrators and Photographers face. All work will be produced using Adobe Illustrator and Photoshop on the Macintosh. Students should expect to do some homework, light drawing and some research and reference gathering.  

*Accelerated credit is available based on student performance and teacher discretion. Decisions will be made by first progress report of first marking period.*
ADVANCED DIGITAL ART & DESIGN
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: Art & Design 1
Open to students in grades 9-12
This course will build on the foundation of knowledge and experience learned in the prerequisite course Digital Art & Design. Students will develop aesthetic understanding and learn how to answer the question: What is good design? Students will create a portfolio of sophisticated art works in the areas of graphic design, illustration and photography even digital drawing and painting. All work will be produced using Adobe Illustrator and Photoshop on the Macintosh. Expect to do some homework, light drawing and research and reference gathering. *Accelerated credit is available based on student performance and teacher discretion. Decisions will be made by first progress report of first marking period.

Digital Video I & II
Semester Course - Level of Instruction: Acc - Credit Value: 2.5
Prerequisite: None
Open to students in grades 9-12
Media literacy fosters critical thinking and communication skills and enables citizens to make informed decisions in society. Information processing has a major influence on our lives. This course is designed to acquaint students with professional television broadcast equipment while teaching filming and editing techniques that involves lighting, adding filters to digital video, audio mixing and finalizing content. The course will emphasize design, communication skills, project management and video technology. Students will be guided through broadcasting skills and strategies that optimize the influence of the camera on shaping public perception.

Production I & II
Semester Course - Level of Instruction: Acc - Credit Value: 2.5
Prerequisite: Digital Video I & II
Open to students in grades 10-12
Students will further develop the prerequisite skills from Digital Video 1, and Digital Video 2 through a project-based curriculum. The student will select a total of 8 projects throughout the semester. These projects will follow the workflow associated with Adobe Production Premium. With each project, students will increase their understanding of basic camera command, color correction, story boarding, storytelling, organization, working with clients, audio editing, advanced editing techniques, changing frame rates, changing shutter speed, changing aperture, lighting, capturing and editing video and audio, the use of DSLR cameras and the workflow attached to it, and content delivery for finalizing content for DVD, web, or Blu-Ray. They will also gain experience working with a cast and budgeting for a shoot and will learn about script writing techniques and product advertisement.
Each student created project has phases that follow a design and development process from project planning and analysis to evaluation and distribution. The student will develop the projects on his or her own from scratch. Each project must be outlined in a script and/or a storyboard and be outlined with a detailed shot list, containing location, shot type, and action. Each project topic or focus must illustrate the student’s development of technical and creative processes. This workflow will closely resemble a career production workflow and will build the student’s ability to partake in collaborative processes in small groups. Students will schedule for Digital Video 2 to register for this course.
STUDIO I & II
Semester Course - Level of Instruction: Acc - Credit Value: 2.5
Prerequisite: Digital Video Production 1
Open to students in grades 9-12
Studio I & Studio II are semester long classes that provide real experience in running a fully operational TV network. Students will gain the experience of working for and running a broadcasting network in all capacities. Students will broadcast, direct, shoot, and produce live events throughout the semester. Students will work outside the classroom on projects and events. The goal of the Studio 462 program is to bridge the gap between the school and the town itself by broadcasting school activities and connecting to the community. Students will gain experience in marketing and finance as they solicit, create, edit, and produce commercials for sponsors of the network. Students will participate in a fully functional sports information department, working as event/sports photographers and journalists as they post to the Studio 462 website.
Students will become proficient in the live broadcast workflow and the equipment and content delivery methods used in the process. The Millburn Education Foundation has donated state of the art equipment for this course. Students MUST take Digital Video 1 before they enroll in this course.

CULTURAL CRAFTS EXPLORATION (Fall Semester)
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: None
Open to students in grades 9-12
This is a semester course that explores crafts from around the world. A variety of techniques and materials will be included creating both functional and non-functional works. Projects will include hand sewing, machine sewing, weaving, metalworking, ceramics, needlepoint and beadwork. Accelerated credit is available based on student performance and teacher discretion. Decisions will be made after the first progress report of the first marking period.

AMERICAN HANDICRAFTS (Spring Semester)
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: None
Open to students in grades 9-12
This is a semester course that focuses on American crafts. A variety of techniques and materials will be included creating both functional and non-functional works. Projects will include hand sewing, working with wire, rug making techniques, ceramics, cross stitch, mosaics, and beadwork. Accelerated credit is available based on student performance and teacher discretion. Decisions will be made after the first progress report of the first marking period.

ARTISANAL CRAFTS (Spring Semester)
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: Previous craft or art courses
Open to students in grades 10-12
This semester course is for experienced crafts students who have taken American Handicrafts and/or Cultural Crafts Explorations. Advanced techniques in clay, fibers, and metal will be explored. Projects might include pieced quilting, ceramics, weaving on a loom, batik, mosaics, and more. Accelerated credit is available based on student performance and teacher discretion. Decisions will be made after the first progress report of the first marking period.
CRAFTS CONCENTRATION (Fall Semester)
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: Previous craft or art courses
Open to students in grades 10-12
This semester course is for experienced craft students who have taken American Handicrafts and/or Cultural Crafts Explorations. Advanced techniques in clay, fibers and metal will be explored. Projects might include applique quilting, tile making, tapestry weaving, tie-dye, mosaics and more. Accelerated credit is available based on student performance and teacher discretion. Decision will be made by first progress report of first marking period.

Foundations of Sculpture (Fall Semester)
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: None
This semester course is designed to give the student experience in the creation of three-dimensional art using conventional media and techniques. Carving, hand building, modeling, and construction will be explored using clay, paper, cardboard, plaster, wood, wire and found objects. Students create conceptual art as well as representational works of art. Accelerated credit is based on student performance and teacher discretion. Decisions will be made after the first progress report of the first marking period. Students should expect to do some homework, light drawing, research and reference gathering.

3D Material and Design (Spring Semester)
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: None
Open to Students to Grades 9-12
This semester course is similar to Foundations in Sculpture. Students explore various materials and techniques for 3-dimensional art and design which includes creating both functional and non-functional works of art. Accelerated credit is based on student performance and teacher discretion. Decisions will be made after the first progress report of the first marking period. Students should expect to do some homework, light drawing, research and reference gathering.

ARCHITECTURE 1
Semester Course - Level of Instruction: Acc/CPA - Credit Value: 2.5
Prerequisite: None
Open to students in grades 9-12
Architecture 1 is a semester long course that will introduce students to the fundamentals of the design process and methods of problem solving as they relate to architecture. Each student will have the chance to research, design, and build models of residential and commercial structures throughout the duration of this course. Instruction will be given in the areas of architectural styles throughout history, elements of design, technical drafting, computer design, and modeling techniques. Students will perform various challenges where they will be expected to draw a floor plan, model their apartment in Google SketchUp, and keep track of a budget.

ARCHITECTURE 2
Semester Course - Level of Instruction: Acc - Credit Value: 2.5
Prerequisite: Architecture 1
Open to students in grades 10-12
This semester long follow up to Architecture 1 focuses on hands on design, drafting, and modeling techniques, expanding on topics learned in the prior year. Students are expected to be able to use the skills learned from Architecture 1 to develop designs for specific building types. Some design challenges that students may choose to focus on are green architecture, an educational space, a performance space, an art gallery, or a retail shop. The ability to work and solve problems independently is critical as each student explores their own design ideas and aesthetics.
ARCHITECTURE 3 AND 4
Semester Course each - Level of Instruction: Acc only - Credit Value 2.5 each
Prerequisite: Architecture 2 (or 3 for level 4)
Open to all students 9-12
Students explore the same projects and Architecture 2 students but do so at a more sophisticated level. Using their experience from previous design problems, Architecture 3 and 4 students now advance to explore the BIM program capabilities while still solving the problems of the architectural program. Design challenges change every semester, it might be a gallery, a bank, a retail shop, a performance space, or a dormitory building, so the topics will always be fresh and different each semester. Students consider foundations, sections, detailing, and ecological issues in their solutions.

ACCELERATED ART
The Accelerated Art curriculum is designed for the serious student, who is prepared for the intellectual, technical and creative rigor needed for advancement in art.

AP STUDIO ART 1 & II
Year Course - Level of Instruction: AP – Credit Value: 5.0
Prerequisite: Art Acc and departmental recommendation
Offered to students in grades 10 & 11
AP Studio Art is a highly demanding two-year course divided into AP Studio Art I and AP Studio Art II and is suited for students who are extremely self-motivated and have significant time available outside of class to devote to the projects. Focus is placed on developing a high level of observational drawing skills and becoming adept in the use of a wide range of media. Creative thinking is highly stressed as students develop unique visual solutions to creative challenges. Students in AP Studio Art II must submit a portfolio of 24 pieces to College Board. Weekly sketchbook work and periodic written assignments are included in the course as well.

ART CONSORTIUM (AP)
Year Course - Level of Instruction: AP - Credit Value: 5.0
Prerequisite: AP Studio Art II
This is an advanced level art course that is a collaborative experience between the Fairleigh Dickinson University Middle College Program and the Millburn High School Art Department. It is designed for seniors who have completed AP Studio Art I and II. The course includes college level art experiences in a variety of media as well as a focus on the artist as entrepreneur. The course includes participation in four mandatory field trips and a fee paid to FDU of approximately $240. Students earn 3 college credits at the successful completion of the course.

HONORS PORTFOLIO DEVELOPMENT
Year Course - Level of Instruction: Acc - Credit Value: 5.0
Prerequisite: AP Studio Art I
Honors Portfolio Development is a rigorous course in which students develop a portfolio of work that may be used for submission to art school or as an art supplement for college applications. This course addresses the same materials and concepts as AP Studio Art II but requires less time outside of class and does not require summer assignments. The portfolio includes fewer pieces than the AP Studio Art II portfolio. Admission to Honors Portfolio Development is based on a portfolio review, a sketchbook review, a drawing test and a teacher evaluation. The course is appropriate for students who have successfully completed AP Studio Art I or have developed a high level of technical art skills through other courses or personal practice. Students must work at a very rigorous pace and be extremely self-motivated. Projects have a strong emphasis on observational drawing and creative thinking. Requirements include weekly sketchbook assignments, gallery reports and projects created in-class and out-of-class. Students enrolled in Honors Portfolio Development may apply to be considered for advancement into the AP Studio Art II course at the end of the first marking period by submitting the summer assignments and an updated portfolio.
HONORS ART 1
Year Course - Level of Instruction: Acc - Credit Value: 5.0
Prerequisite: Departmental Recommendation & observational drawing assessment
Open to students in grades 9-12
Honors Art 1 is a course designed to explore and develop observational drawing skills, color theory, and collage techniques at an advanced level. Projects are designed to prepare students for portfolio development. Many students in this course apply and are usually accepted into the AP Art 1 course. Students who do not apply for AP Art 1 generally progress to Honors Art 2.

HONORS ART 2
Year Course - Level of Instruction: Acc - Credit Value: 5.0
Prerequisite: Art 1 Acc and
Open to students in grades 9-12
Honors Art 2 is a course designed to continue exploring and developing color theory, which is the main focus of the course. Mixed media, expressive drawings (portraits), painting (acrylic and oil) and collage techniques are studied. Creative projects provide opportunities for self-expression, complimenting student experiences. Studio projects further enhance portfolio work.

HONORS ART 3
Year Course - Level of Instruction: Acc - Credit Value: 5.0
Prerequisite: Honors 1 and 2 and Departmental Recommendation
Open to students in grades 11 and 12
Honors Art 3 is a course designed for the advanced art student who enjoys and wishes to continue exploration in the arts. Students independently choose a concentration theme and creatively design and develop their own projects. Students choose the medium/media they wish to work with, while demonstrating their technical skills and creative independence. Students also choose and research an artist of inspiration, learning the artist's process as well. Target dates are established to assist with time management.
*Portraits are the common thread studied in all 3 courses.

Honors 1 – 3D Concepts
Year Course - Level of Instruction: Acc - Credit Value: 5.0
Prerequisite: Departmental Recommendation
Open to Students in Grades 9-12
This is a year course designed for the advanced art student with a serious interest in 3-dimensional arts. Projects will include representational and conceptual art, functional and non-functional works of art including the use of clay, stone, plaster, paper, cardboard, wire, metal, wood and found objects. Students must work at a rigorous pace and be extremely self-motivated. Students should anticipate light drawing and designing, class critiques and project development both during class and outside of class. A commitment to additional work hours beyond classroom time is necessary.
Honors 2 - 3D Concepts  
Year Course – Level of Instruction: Acc-Credit Value: 5.0  
Prerequisite: Departmental Recommendation/Completion of 3D Honors 1  
Open to students grades 9-12  
This course is designed to continue mastering skills acquired in Honors 1 and exploring 3-dimentional art and design. With the introduction of new skills, projects will include representational (portraiture) and conceptual art, functional (industrial and product design) and non-functional works of art including the use of clay with the introduction (raku). Students must work at a rigorous pace and be extremely self-motivated. Students should anticipate light drawing and designing, class critiques and project development both during class and outside of class. A commitment to additional work hours beyond classroom time is necessary.

HONORS CRAFTS I  
Year Course - Level of Instruction: Acc - Credit Value: 5.0  
Prerequisite: Departmental Recommendation  
This is a year course designed for the advanced art student with a serious interest in crafts. Students will be challenged to build upon previously learned crafts techniques to create complex projects at a high level of craftsmanship. Fiber, clay, glass and metal are the basic materials that will be used, but more sophisticated techniques will be employed. A commitment to additional work hours beyond classroom time is necessary.

HONORS CRAFTS II  
Year Course – Level of Instruction: Acc-Credit Value: 5.0  
Prerequisite: Departmental Recommendation  
This is a year course designed for the advanced craft student to continue mastering skills acquired in Honors Crafts I. Students will use previously learned crafts techniques and learn new techniques to create complex projects at a high level of craftsmanship using a combination of materials. A commitment to additional work hours beyond classroom time is necessary. Students are recommended for Honors Crafts II based on the strength of their portfolio, including craftsmanship and complexity of completed projects.

DANCE I  
See Guidance - Level of Instruction: CPA/Acc - Credit Value: 2.5  
Open to students in grades 9-12  
The intention of this course is to provide a meaningful experience and breadth of knowledge of dance so that students may apply their knowledge to the creation of dance. Areas of study include Jazz, Modern, Hip Hop, choreography, and improvisation, professional lectures, performances by professional dance troupes and field trips. Students have a choice of either doing a solo with a 5-Day Journal, or to dance in the annual Winter or Spring Dance Concert with a 3-Day Journal for their Final Exam but they are not required to do both.

DANCE 2  
See Guidance - Level of Instruction: CPA/Acc - Credit Value: 2.5  
Open to students in grades 9-12  
Students receive Art Credit  
The intermediate level dance course is designed for students with a good foundation in dance. Preferably students who have completed Dance 1 Foundation. Students have a choice of either doing a solo with a 5-Day Journal, or to dance in the annual Winter or Spring Dance Concert with a 3-Day Journal for their Final Exam but they are not required to do both.
MUSIC

Choral Music
Music and Technology I & II
Instrumental Music – Band
Musicianship I & II
Instrumental Music Strings
AP Music Theory
Independent Study-Music

All music performance groups (Band, Chorus, Orchestra) are included in school rank determination and may be taken at either the CPA or ACC level. The class work is the same for both, however the ACC level requires a commitment to additional and more intensive study. An ACC level student will develop an individual performance contract for each marking period and participate in monthly recitals. Membership in Chorale, Wind Ensemble, Orchestra or Chamber Strings may also be required in addition to exemplary participation in Band, Chorus or Orchestra. Selection for ACC level is by audition with the Music Department staff.

PERFORMANCE ENSEMBLES

BAND: Open to any student interested in playing a wind, brass or percussion instrument. Course requirements include participation in all concerts, football games, and various school and civic functions. Attendance at all of these events is required for membership and course credit. Ensembles include Fall Band (all students grades 9-12), Concert Band (Grade 9), and two Symphonic Bands (Grades 10-12). Select ensembles by audition include Wind Ensemble, Jazz Ensembles (Stage Band and Jazz).

CHORUS: Open to any student interested in singing. The select ensembles include MHS Chorale, Millburnettes and Millburnaires. Membership in select ensembles is by audition. Choral performances include school concerts, civic functions, choral adjudications and music festivals. Attendance at all events is required for membership and course credit. Ninth grade chorus is a separate ensemble and meets during its own period.

STRINGS: Open to any student who already plays violin, viola, cello or string bass. Course requirements include attendance at all orchestral events. The Chamber Strings are selected by audition from members of the Orchestra. Performances include concerts and various school and civic functions. Attendance at all of these events is required for membership and course credit.

MUSIC AND TECHNOLOGY I

Year Course - Level of Instruction: Acc - Credit Value: 5.0
Prerequisite: None
Open to students in grades 10-12

This course will develop an understanding of how technology has influenced music and the industry over the past century, how it continues to evolve, and how technology enhances music’s aesthetic experience. Students will take a hands-on approach to learning through working in our new music technology lab with industry leading hardware and software, including Garage Band, Sibelius, ProTools and Digital Performer. Throughout the year this course will include participation in authentic learning experiences including the creation of original music compositions and arrangements, as well as compact discs and movies, all utilizing the same hardware and software applications used by professional sound engineers. At the conclusion of the course, students will create a comprehensive electronic portfolio of their work.
MUSIC AND TECHNOLOGY II  
Year Course - Level of Instruction: Acc - Credit Value: 5.0 
Prerequisite: Music and Technology I 
This course will continue to develop more advanced skills that were introduced in Music and Technology I. Students will focus on recording technologies, podcasting, film scoring, orchestration, composition, and arranging. Work on independent projects will be tailored to individual student interests within the scope of the curriculum. Students will develop more comprehensive skills with software and hardware associated with GarageBand, ProTools, Digital Performer, and Sibelius.

MUSICIANSHIP 1  
Semester Course - Level of Instruction: Acc - Credit Value: 2.5 
Prerequisite: None 
Open to students in grades 9-12 
This course will give the student exposure to the fundamentals of music theory, music history and appreciation. It is designed to introduce a student to the special types of thinking processes necessary to analyze a performing art form. The history portion will include a chronology of historical periods in music and a review of major composers. The theory portion will include basic notation, scales (major & minor), intervals, triads, sight singing, dictation and basic four-part analysis. THIS COURSE IS A PREREQUISITE FOR MUSICIANSHIP II. Students currently enrolled in one of the school’s performance ensembles may not enroll for a theory course in lieu of their performance ensemble without written permission from the Director of Music.

MUSICIANSHIP 2  
Semester Course - Level of Instruction: Acc - Credit Value: 2.5 
Prerequisite: Musicianship I 
It is recommended that this course be taken consecutively with Musicianship I, since it is a continuation of the musical concepts studied in Musicianship I. Successful completion of Musicianship I is required. Theoretical concepts will include (but not limited to) non-chord tones, cadences, seventh chords, melodic structure, four part analysis and an introduction to four part writing in the styles of J.S. Bach. Composition and improvisation may be included during the semester. A more in-depth emphasis on sight-singing and dictation will also be implemented. Students currently enrolled in one of the school’s performance ensembles may not enroll for a theory course in lieu of their performance ensemble without written permission from the Director of Music. THIS COURSE IS A PREREQUISITE FOR AP MUSIC THEORY

ADVANCED PLACEMENT MUSIC THEORY  
Year Course - Level of Instruction: AP - Credit Value: 5.0 
Prerequisite: Musicianship 2 and departmentally administered qualifying exam 
Open to students in grades 10-12 
This course is designed to meet the needs of students who wish to further their knowledge in Music Theory. Successful completion of Musicianship II and a departmentally administered qualifying exam is required. The ultimate goal of the AP Music Theory course is to develop a student’s ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best promoted by integrated approaches to the student’s development of: aural, sight-singing, written, compositional and analytical skills through listening, performance, written, creative and analytical exercises. Considerable emphasis will be on four-part writing and more sophisticated and creative tasks such as: melodic and harmonic dictation, composition of a bass line for a given melody, realization of a figured bass, realization of Roman numeral progression, analysis and sight-singing. This offering will prepare the student to take the AP Music Theory Exam. Students currently enrolled in one of the school’s performance ensembles may not enroll for a theory course in lieu of their performance ensemble without written permission from the Supervisor of Music.
INDEPENDENT STUDY – MUSIC
Semester Course - Level of Instruction: Non-Ranked - Credit Value: 1.0
Prerequisite: None

Independent Study in Music is designed for enhancement to individual instruction in vocal or instrumental performance, music theory, musical literature, music technology, or other related areas. Independent Study cannot substitute for membership in a performance ensemble course (band, chorus, or strings).
HEALTH AND PHYSICAL EDUCATION

Physical Education and Health are required courses of study in the state of New Jersey. To qualify for the Millburn High School diploma, a student must pass four years of the required program.

PHYSICAL EDUCATION

Physical Education is a coeducational program. Students in grades 9-12 will be offered specific activities by marking period. Students will have the opportunity to select particular activities that include fitness and strength training, yoga/pilates, archery and Adventure Education which includes cooperative team building, a variety of team and individual activities, and dance.

INDEPENDENT STUDY – PHYSICAL EDUCATION

Students who wish to pursue independent study in physical education must complete all appropriate forms during the first two weeks of the first semester. No applications will be accepted after that date. These forms may be obtained from the Health and Physical Education Department. If approved, students will be scheduled for study hall during their physical education class. Students who fail to attend study hall will be removed from independent study. Students Must Participate In Health Education For One (1) Marking Period.

Independent study contracts in physical education will be approved only for high school students involved in an individualized, rigorous training program of at least 18 hours per week which prepares them for competition in a sport on an elite or national level. Traveling teams or individualized strength training programs will not be approved.

PHYSICAL EDUCATION OPTION (PEO)

• Students in grade 10-12 who are on a Millburn athletic team may choose to take a study hall in lieu of physical education (this does not affect Health classes) in order to obtain extra time for academic work.
• Grade 9 students do not have this option.
• The PEO is designed to enable students to meet existing academic demands: students are advised to not increase the challenge of their course load.
• Those on a Fall team may opt out of PE during Quarter 1. Winter team members may opt out of PE during Quarters 2 and 3 (until their sport is done). Spring team members may opt out of PE during Quarters 3 and 4 (until their sport is done). Students are not eligible for PE Option if they are currently failing PE.
• Students opting out of PE will be assigned a study hall and Senior Privilege may not be invoked nor “guidance days” used.
• Students will earn a Pass/Fail each quarter based primarily on their participation on the athletic team and attendance in Study Hall. Students who leave a team are to resume PE the next day. Students are not to be granted PE options if they already have a study hall or if the student is a senior and is scheduled for less than seven classes.

VARSITY EXEMPTION (GR 9)

Varsity exemption excuses freshman from physical education only on days of ‘varsity’ competition. Freshman will have an opportunity to do academic work in a study hall. This recognizes the extra time and commitment associated with varsity competition. Students must submit a note from their coach or the Athletic Director to their physical education instructor attesting to their varsity status. The note may be submitted for the entire team by the coach. In sports where all team members might attend competitions, or even compete, a distinction is made for those athletes who are potential ‘point scorers.'
PE MEDICAL EXEMPTION
Any student unable to participate in PE due to a medical condition or injury must be placed on PE Medical Exemption through the nurse’s office. This requires proper documentation from a physician. Student on medical exemption will remain in a PE course and complete written alternative assignments.

HEALTH EDUCATION
The Millburn High School Health Education curriculum is based on the philosophy that students need to develop an understanding of various health related topics in order to maintain a healthy lifestyle. It is the goal of Health Education Department and our Health Instructors to stay current with the constant changes in scientific data that occur in many of the health related fields. It is imperative that students are able to make healthy, educated and responsible decisions concerning their lifestyles for today and in the future. Students will receive one full marking period of health.

FRESHMAN HEALTH
The ninth grade curriculum will include male/female reproductive systems, mental health disorders, stress management personality, self esteem emotions, human sexuality, drug/alcohol use, misuse and abuse, decision-making skills, refusal skills, sexually transmitted infections, AIDS education, and teen dating abuse awareness.

SOPHOMORE HEALTH
All tenth grade students will take a Drivers’ Theory Course. The course is designed to develop an awareness in students of the many physical, psychological, environmental, legal, social; and economic factors that are involved when an individual gets behind the wheel of an automobile.

JUNIOR HEALTH
The eleventh grade curriculum will include human anatomy and physiology, dating/relationships, sexual behavior, marriage, abstinence, contraception, pregnancy and birth, sexually transmitted infections, drug/alcohol use, misuse and abuse, cancer, heart disease, AIDS education, decision-making skills, and food/nutrition

SENIOR HEALTH
The twelfth grade curriculum broadens the student’s awareness of such topics as drug/alcohol addiction, sexual abuse and AIDS. It emphasizes the concept that maturity implies responsible behavior and reflects a person’s level of growth in meeting the challenges of society. The purpose of the course is to help prepare the seniors for life after graduation.
# SCHEDULING WORKSHEET

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