

WEST MORRIS CENTRAL HIGH SCHOOL

ENGLISH LEVEL GUIDELINES

REQUIRED SKILLS	STUDIES	ACADEMIC	ADVANCED	HONORS
<u>READING EXPECTATIONS</u>	High interest literature of limited length; literal level comprehension required.	Mastery of the literal comprehension and some inferential comprehension.	Inferential understanding.	Mastery of inferential comprehension of highly challenging literature.
<u>WORK INDEPENDENTLY</u>	Students supervised individually.	Reading and writing done independently.	Reading and writing done independently.	Reading and writing done independently; and independent thought expected as well.
<u>DEPTH OF COVERAGE</u>	Designed to improve basic skills in reading, writing, and vocabulary. Basic grammar and writing at the sentence level is stressed.	Somewhat challenging works read and concepts explored in writing and discussion. Grammar studied at length with applications to paragraph writing.	Challenging novels, plays, mythology studied at the inferential level.	Independent exploration of grammatical concepts, vocabulary, writing styles; literary criticism required.
<u>METHOD OF INSTRUCTION:</u> LECTURE AND DISCUSSION *GROUP WORK *HANDS-ON ACTIVITIES *LABORATORIES	Very little lecture. Supervised group work and hands on activities	Some lecture and discussion of concepts, grammar and literature. Group work is common; oral presentations	Some lecture and discussion of more challenging concepts and more difficult literary works. Group work is common; oral presentations.	Complex concepts presented in lecture. Students expected to present independent interpretation of literary work before class. Sophisticated group projects required.
<u>TYPICAL HOMEWORK LOAD:</u>	Moderate homework	Approximately 1/2 hour daily	Approximately 1/2 to 1 hour daily	Approximately 1 hour daily

WEST MORRIS CENTRAL HIGH SCHOOL
HISTORY AND SOCIAL SCIENCES LEVEL GUIDELINES

REQUIRED SKILLS	STUDIES	ACADEMIC	ADVANCED	HONORS
<u>READING EXPECTATIONS</u>	World History text & supplemental readings appropriate to this level. Specific guiding questions are provided to improve reading comprehension skills and vocabulary development.	World History text & supplemental readings appropriate to this level. Guiding questions are used and reading comprehension is stressed.	World History text & supplemental readings appropriate to this level. Emphasis is on comprehension skills and analysis.	World History text with sophisticated reading selections of greater depth. Emphasis is placed on the interpretation of primary documents and text.
<u>WORK HABITS</u>	Close supervision of individual class work and note taking. Organizational skills are stressed. Students will be guided in the practice of interpreting primary sources.	Students work independently on reading and writing activities. Some supervision of individual work in class. Students will be guided in the practice of interpreting primary sources.	Students work independently on reading and writing activities. Students are expected to comprehend and interpret primary sources.	Students work independently on reading and writing activities. Students are expected to comprehend and interpret challenging primary sources.
<u>DEPTH OF COVERAGE</u>	Designed to provide a basic understanding of World History through primary and secondary sources.	Designed to provide a basic understanding of World History through primary and secondary sources.	Students will explore sophisticated concepts in the World History course through the use of the textbook and primary sources.	Students will be exposed to sophisticated concepts and content in world history. Focus is on the exploration of vital themes of history. Primary sources supplement each unit of study.
<u>METHOD OF INSTRUCTION:</u>	Closely supervised individual and group work. Lecture stresses guided note taking and listening skills. Group work is employed for discussion and projects. Essay writing focuses on paragraph development.	A variety of methods are used including lecture, group work, discussion, debate, role-playing and oral presentations. Essay writing is stressed with a focus on thesis development and coherent paragraphs.	Extensive information and concepts are presented in a variety of ways including lecture, group projects, oral presentations, role playing and debate. Essay writing is stressed with emphasis on thesis development and development of historical arguments.	Sophisticated and challenging information is presented in a variety of ways including lecture, group projects, role-playing and debate. Extensive writing is expected with an emphasis on skill development and historical inquiry.
<u>TYPICAL HOMEWORK LOAD:</u>	Approximately ½ hour daily. Short & long term assignments are given.	Approximately ½ hour daily. Short & long term assignments are given.	Approximately ½ to 1 hour daily. Short & long term assignments are given.	Approximately 1 hour daily. Short & long term assignments are given.

WEST MORRIS CENTRAL HIGH SCHOOL
MODERN AND CLASSICAL LANGUAGES LEVEL GUIDELINES

REQUIRED SKILLS	STUDIES	ACADEMIC	ADVANCED	HONORS
DEPTH AND BREADTH OF KNOWLEDGE	Course emphasizes: <ul style="list-style-type: none"> ❖ Language recognition ❖ Awareness of basic sentence structure in the present tense ❖ Responses to questions ❖ Production of simple sentences and questions ❖ Exposure to cultures and traditions of target language countries 	Course emphasizes: <ul style="list-style-type: none"> ❖ Language recognition and production ❖ Responses to guided questions ❖ Production of simple sentences and questions in a variety of tenses ❖ Reading and comprehension of passages in the target language ❖ Exposure to cultures and traditions of target language countries. 	Course emphasizes: <ul style="list-style-type: none"> ❖ Communication in the target language in a variety of modes and tenses ❖ Production of original ideas ❖ Reading and analyzing written passages ❖ Writing for a variety of purposes ❖ Making connections between culturally and historically significant events. 	Course emphasizes: <ul style="list-style-type: none"> ❖ Communication through original language production ❖ Written and oral expression of complex ideas ❖ Reading, analyzing and discussing longer written passages ❖ Increased sophistication of language skills in written and oral form ❖ Analyzing connections between the people, practices, and products of the cultures studied *A fast-paced course with high expectations of out-of-class preparation.
INSTRUCTION METHODOLOGY	Course emphasizes: <ul style="list-style-type: none"> ❖ Listening and speaking ❖ Formal and informal interactions ❖ Individual and group activities ❖ Structured and reinforced use of target language for directions and production of target vocabulary ❖ Frequent formal instruction of study and organizational skills including creation of and practice with any of the following: <ul style="list-style-type: none"> • Mnemonic devices • Visual aids • Learning games • Note taking • Notebook organizational methods. ❖ A variety of methods utilized to reflect various learning styles. 	Course emphasizes: <ul style="list-style-type: none"> ❖ Listening and speaking ❖ Formal and informal interactions ❖ Individual and group activities ❖ Structured and spontaneous use of target language for directions and production of target vocabulary ❖ Intermittent formal instruction of study and organizational skills ❖ A variety of methods utilized to reflect various learning styles. 	Course emphasizes: <ul style="list-style-type: none"> ❖ All four modes of communication <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing ❖ Formal and informal interactions ❖ Individual and group activities ❖ Independent projects and study activities ❖ Use of target language for all classroom communication <ul style="list-style-type: none"> • Formal instruction • Informal conversation 	Course emphasizes: <ul style="list-style-type: none"> ❖ All four modes of communication ❖ Guided and independent interactions ❖ Individual and group activities ❖ Teacher, self and peer assessment of spoken and written expression ❖ Exclusive use of target language <ul style="list-style-type: none"> • Structured communicative activities • Extemporaneous expression • Creative expression
LISTENING	<ul style="list-style-type: none"> ❖ Student understands main ideas of a familiar topic ❖ Understanding may be contextual and cued from isolated words or phrases ❖ Student understands and responds appropriately to frequently used classroom language. 	<ul style="list-style-type: none"> ❖ Student understands main ideas and some details of a familiar topic ❖ Student uses contextual cues and known vocabulary as comprehension strategies ❖ Student understands and responds appropriately to frequently used classroom language. 	<ul style="list-style-type: none"> ❖ Student understands the main ideas and details of the topic presented ❖ Student follows the essentials of extended discourse and extracts needed information, even on unfamiliar topics. 	<ul style="list-style-type: none"> ❖ Student understands thoroughly the main ideas and all details of the topic presented ❖ Student follows extended discourse and is able to make inferences based on the information received, including some social and cultural references and affective overtones
SPEAKING	<ul style="list-style-type: none"> ❖ Student responds to simple directed questions and other prompts with comprehensible and relevant spoken language 	<ul style="list-style-type: none"> ❖ Student responds to teacher cues and questions ❖ Asks questions ❖ Creates original phrases with comprehensible and relevant language. 	<ul style="list-style-type: none"> ❖ Student asks and answers questions using speech creatively, with greater detail and in complete sentences ❖ Language is comprehensible and relevant with greater accuracy in structure. 	<ul style="list-style-type: none"> ❖ Student asks and responds accurately to questions, using speech creatively and extemporaneously, in complete sentences with minimal error in grammar and syntax.

WEST MORRIS CENTRAL HIGH SCHOOL

REQUIRED SKILLS	STUDIES	ACADEMIC	ADVANCED	HONORS
READING	Student understands: <ul style="list-style-type: none"> ❖ General meaning of text ❖ Purpose of text ❖ Student reads <ul style="list-style-type: none"> • Instructions • Passages • Advertisements 	Student understands: <ul style="list-style-type: none"> ❖ General meaning of text ❖ Purpose of text ❖ Identifies some details ❖ Student reads <ul style="list-style-type: none"> • Instructions • Brochures • Advertisements • News articles • Letters • Short stories 	Student understands: <ul style="list-style-type: none"> ❖ Meaning of authentic text ❖ Purpose of authentic text ❖ Identifies specific details ❖ Student reads <ul style="list-style-type: none"> • Instructions • Brochures • Advertisements • News articles • Formal letters • Informal letters • Scripts • Interviews • Short stories 	Student understands: <ul style="list-style-type: none"> ❖ Meaning of authentic text ❖ Purpose of authentic text ❖ Identifies and interprets specific details ❖ Makes relevant inferences ❖ Student reads <ul style="list-style-type: none"> • Instructions • Brochures • Advertisements • News articles • Formal letters • Informal letters • Scripts • Interviews • Short stories • Editorials • Literary critiques • Poems • Magazine articles
WRITING	<ul style="list-style-type: none"> ❖ Student communicates basic information ❖ Copies/writes words, phrases, or simple guided texts on familiar topics ❖ Produces lists and notes and limited information on simple forms and documents. ❖ Student recombines practiced material supplying isolated words or phrases to convey simple messages with some accuracy. 	<ul style="list-style-type: none"> ❖ Student describes in writing using a guided format ❖ Creates with the language ❖ Communicates simple facts and ideas on topics of personal interests and social needs ❖ Writes simple messages and letters, requests for information, notes; and asks and responds to questions ❖ Expresses meaning through generic vocabulary and basic structures with some accuracy 	<ul style="list-style-type: none"> ❖ Student uses language creatively to write routine informal and formal correspondence, narratives, descriptions and summaries of factual nature ❖ Narrates and describes in major time frames, using paraphrase and elaboration to provide clarity, in connected discourse. ❖ Expresses comprehensible meaning with correct spelling, appropriate word choice and good control of structures. 	<ul style="list-style-type: none"> ❖ Student uses language creatively in writing for a variety of purposes ❖ Utilizes effective expression in formal and informal writing tasks, on practical, social, and professional topics treated both abstractly as well as concretely ❖ Presents well developed ideas, opinions, arguments and hypotheses through extended discourse ❖ Controls structures, vocabulary, spelling, symbol production, punctuation, diacritical marks, and cohesive devices with no pattern of error to distract the reader.
HOMEWORK	Daily homework may include but is not limited to: <ul style="list-style-type: none"> ❖ Study ❖ Memorization ❖ Vocabulary ❖ Structure reinforcement 	Daily homework may include but is not limited to: <ul style="list-style-type: none"> ❖ Study ❖ Memorization ❖ Vocabulary ❖ Structure reinforcement 	Daily homework may include but is not limited to: <ul style="list-style-type: none"> ❖ Study ❖ Memorization ❖ Vocabulary ❖ Structure reinforcement *Assignments require application and analysis, and include original language production.	Daily homework may include but is not limited to: <ul style="list-style-type: none"> ❖ Study ❖ Memorization ❖ Vocabulary ❖ Structure reinforcement *Assignments require application, analysis, synthesis and evaluation, and include original and creative language production.

Latin (Mendham only/German) placement are only offered at the advanced level.

French/Spanish Classes Placement Recommendations: The list of characteristics for course levels outlined in the Program of Studies booklet as well as the above grid should serve as a descriptive picture of the skills required for each level.

French 2/ Spanish 2 (Advanced): This is the course for those students who have completed French 1/ Spanish 1 and choose to take a rigorous class that encourages more sophisticated production of language with emphasis on precision and original language usage.

French 2/ Spanish 2 (Honors/Pre/IB): This is the course that is recommended for higher level students who have had an exceptional command of the skills required for French 1 / Spanish 1 and were very successful in the French/Spanish courses at the middle school.

French 1/Spanish 1: This is the recommended course for students who have had **no** previous exposure to the language.

Intro to Spanish 1 (Studies): This is the recommended course for students who have had **little** or **no** exposure to Spanish. It is a proficiency based course with a focus on phonetic study and sound/symbol association. The pace is much slower than in academic Spanish 1. The students in this course have limited oral and written acquisition skills.

Intro to Spanish 2 (Studies): This is the continuation of Intro to Spanish 1. It is not in the sequence for students who have previously taken Spanish 1 at the academic or advanced levels. (Please Note: The content sequence of Intro to Spanish 1 and Intro to Spanish 2 is equivalent to one year of language study.

WEST MORRIS CENTRAL HIGH SCHOOL
MATHEMATICS LEVEL GUIDELINES

REQUIRED SKILLS	ALGEBRA I STUDIES	ALGEBRA I ACADEMIC	ALGEBRA I ADVANCED	GEOMETRY ADVANCED/HONORS
<u>READING EXPECTATIONS</u>	Below grade level	On grade level	Above grade level	Above grade level
<u>WORK INDEPENDENTLY</u>	Little	Moderate	Moderate - extensive	Moderate/ Extensive
<u>DEPTH OF COVERAGE</u>	General algebraic concepts with problem solving Slower pace	General algebraic concepts with problem solving Average pace	General and advanced algebraic concepts w/ problem solving Accelerated pace	Multiple step problem solving Euclidean and non-euclidean applications formal -2 column proofs, direct and indirect proofs
<u>PRIOR MATH COURSE</u>	* Math 8	* Math 8	* Foundations of Algebra or Algebra I but not mastery	* Algebra I and performing at a high level; minimum Final Grade of B
<u>METHOD OF INSTRUCTION:</u> LECTURE AND DISCUSSION *GROUP WORK *HANDS-ON ACTIVITIES *LABORATORIES *COMPUTER APPLICATIONS *GRAPHING CALCULATORS	Daily 1/2 to all of class time Varies	Daily 1/2 to all of class time Varies	Almost daily of all class time Varies	Daily 1/2 to all of class time Varies
<u>TYPICAL HOMEWORK LOAD:</u>	30-45 minutes daily	30-45 minutes daily	45 minutes daily	45-60 minutes daily

* Please go by teacher recommendation.

**WEST MORRIS CENTRAL HIGH SCHOOL
SCIENCE LEVEL GUIDELINES**

REQUIRED SKILLS	STUDIES	ACADEMIC	ADVANCED	HONORS
<u>READING EXPECTATIONS</u>	Below grade level	At grade level	At/above grade level	Above grade level
<u>WORK INDEPENDENTLY</u>	Very Little	Little	Average	Extensive
<u>DEPTH OF COVERAGE</u>	Basic Info: <ul style="list-style-type: none"> • Introduction to Biology • Scientific Method • Classification of Living Things • Cell Biology • Five Kingdoms • Human Body Systems • Ecology 	Overall view: <ul style="list-style-type: none"> • Basic chemistry • Cell Biology • Genetics • Evolution • Microbiology • Taxonomy of the Five Kingdoms • Human Biology • Human Health and Disease • Ecology 	Overall view in moderate depth: <ul style="list-style-type: none"> • Basic Chemistry • Cell Biology • Genetics • Evolution • Microbiology • Taxonomy of the Five Kingdoms • Human Biology • Human Health and Disease • Ecology 	Specialized view in detail: <ul style="list-style-type: none"> • Basic Chemistry • Biochemistry • Molecular and cellular biology • Genetics and recombinant DNA technology • Microbiology • Evolution • Plants • Human Biology • Human Health and Disease • Ecology
<u>CONCURRENT MATH COURSE</u>	Algebra I Studies	Academic Algebra *Metric system *Basic math *Basic statistics and probability	Academic or Advanced Algebra *Metric system *Basic Math *Basic statistics and probability *Formula and algebraic computations	Minimum level of Advanced Algebra I *Metric system *Basic Math *Basic statistics and probability *Formula and algebraic computations
<u>METHOD OF INSTRUCTION:</u> LECTURE AND DISCUSSION *GROUP WORK *HANDS-ON ACTIVITIES *LABORATORIES <u>TYPICAL HOMEWORK LOAD:</u>	Approx. 1/4 -1/2 of class time *Daily Varies (1-2/wk) Minimal	Approx. 1/3-1/2 of class time *Daily Varies (1-3/wk) 30 minutes/class	Approx. 1/2-3/4 of class time *Daily Varies (2-4/wk) 30-45 minutes/class	Approx. 1/2-all of class time *Daily Varies (3-5/wk) 30-60 minutes/class