

***PARSIPPANY-TROY HILLS TOWNSHIP
SCHOOLS***

Identification Procedures

for

Advanced Courses

Grades 6-12

Prepared by the Office of Academics

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PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

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GENERAL INTRODUCTION

Uniqueness of Advanced Students

Because of the uniqueness of advanced students, specific courses have been developed to meet their needs. To this end, a sequence of instruction has been created which leads students toward upper level courses with advanced content and an emphasis on appropriate higher level thinking skills.

The subsequent pages contain lists of the secondary courses which are designed for students who display one or more of the following traits of advanced students:

- reveal the ability to critically observe and analyze
- demonstrate independent perceptions and intellectual interest
- demonstrate logical thinking and rational problem-solving techniques
- evidence verbal and/or mathematical facility, with a record of past scholarship
- display advanced artistic talent

Identification of Students

The booklet also contains identification procedures outlined for each program area. Generally, advanced students are identified by exceptionally high performance achievement or recognized potential in the following areas, singly or in combination:

1. *General intellectual ability.* Characteristics include exceptional ability in both verbal and non-verbal reasoning. These traits are often revealed through advanced vocabulary and facility with abstract reasoning. Most students possessing a high degree of intellectual ability are capable of achieving in all academic subjects.
2. *Specific intellectual or academic ability.* Characteristics include exceptional ability and achievement in specific academic areas.
3. *Creative or productive thinking ability.* Characteristics include exceptional ability in developing original and/or unusual ideas, especially solutions to problems. Creative students are imaginative and are often willing to take risks in undertaking a project.
4. *Visual or performing arts ability.* Students having exceptional ability in art, music, drama or creative writing are highly committed to their art form. Imagination and originality are reflected in their work.

A Variety of Courses

Most of the courses identified in the lists for middle and high school are part of an “honors” sequence. However, there are non-honors courses such as creative writing, drama, and journalism that meet the needs of talented students. Although some of these non-honors courses require teacher recommendation, most are open to students who are interested in developing their talents.

The Purpose of the Manual

This booklet represents one more effort on the part of the district to provide staff, students and parents with an overview of curricular offerings in specific areas. More important, it details the procedures for identification of students in which multiple means are employed to determine if students possess the qualities associated with rigorous academic courses.

Questions and comments may be directed to the program Supervisors, the Director of Secondary Education, or to the Assistant Superintendent/Chief Academic Officer (973-263-7180 X 7340).

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

Middle School Classes for the Academically Advanced Students

Grade 6

Advanced Language Arts

Advanced Mathematics

Grade 7

Advanced Language Arts

Advanced Mathematics

Advanced Social Studies

Grade 8

Pre-Honors Language Arts

Algebra I

World History Honors 500-1500

Advanced Grade 8 Science

World language, music and art classes are designed so as to adjust to the talents of the individual student, allowing him/her to proceed according to the level of demonstrated skills.

ADVANCED COURSES – GRADES 9-12

I. High School Honors Courses for Academically Advanced Students

Applied Technology, Business Education, Family & Consumer Science

Economics, Advanced Placement (11-12)
Honors Architectural CAD II (10-12)
Honors College Prep Accounting (10-12)
Honors Engineering CAD II (10-12)
Honors Human Development (10-12)

Art

Studio Art, Advanced Placement (10-12)
Honors Art Portfolio (11-12)

English

Honors English 1, 2, 3
English 4, Advanced Placement

Mathematics

Honors Geometry (9-10)
Honors Algebra 2 (9-11)
Honors Pre-Calculus (10-12)
Statistics, Advanced Placement (10-12)
Calculus BC, Advanced Placement (11-12)
Computer Science, Advanced Placement (10-12)
Computer Science Principles, Advanced Placement (9-12)

Music

Freshman Honors Concert Band
Freshman Honors Choir
Honors Concert Band (10-11)
Honors Wind Ensemble (10-12)
Honors Concert Choir (10-12)
Music Theory, Advanced Placement (10-12)

Science

Honors Biology (9-10)
Honors Chemistry 1 (10-12)
Honors Physics (11-12)
Honors Anatomy & Physiology (11-12)
Chemistry, Advanced Placement (11-12)
Biology, Advanced Placement (11-12)
Environmental Science, Advanced Placement (11-12)
Physics, Advanced Placement (12)

Social Studies

Honors World History (9)
US History 1, Pre-Advanced Placement (10)
US History 2, Advanced Placement (11)
European History, Advanced Placement (12)
Politics and Government, Advanced Placement (12)
Honors Civics and Government (11-12)

World Languages

Honors French 2, 3, 4
Advanced Placement French
Honors Italian 2, 3, 4,
Advanced Placement Italian
Honors Spanish 2, 3, 4
Advanced Placement Spanish

PROGRAM AREA IDENTIFICATION AND SELECTION PROCESS

The following pages contain summaries of the programs for academically advanced students as developed by the program supervisors in conjunction with the teaching staff. Honors courses are represented by a curriculum that is quantitatively and qualitatively more advanced than regular courses. Therefore, not only do the courses have texts different from regular courses, the curriculum content is demonstrably more rigorous.

Also provided in this section are descriptions for each program area of the following:

1. procedures for students who wish to be considered for the identified courses
2. methods and criteria for identification of students.

MUSIC – GRADES 9-12

A major objective in our schools is to expose all children to the arts, and to do so in such a way that the general curriculum is enriched. However, special talents in the arts manifest early in a child's schooling and, therefore, once recognized, opportunities are provided for students to develop their unique talents.

Six courses in music are designated for musically advanced students. They include:

- Freshman Honors Concert Band
- Freshman Honors Choir
- Honors Concert Band, grades 10-11
- Honors Wind Ensemble, grades 10-12
- Honors Concert Choir, grades 10-12
- Music Theory, Advanced Placement grades 10-12

Through an audition process, musically advanced students will be placed into the following courses, according to the following criteria:

Freshman Honors Concert Band:

1. the ability to perform an instrumental solo from the current Junior Region audition
2. the ability to perform select scales from the current Junior Region audition
3. agreement by the student regarding the honors requirement for the course (e.g., marching band, regional honors band auditions, concerts, etc.).
4. the ability to complete select musical proficiencies/goals for the awarding of points per marking period
5. the ability to accrue 2 points per marking period from a musical proficiency menu

Freshman Honors Choir:

1. the ability to sing (in tune) select diatonic major scales
2. the ability to sing (in tune) 8 note ascending and descending chromatic scales
3. the ability to show tonal memory skills from a taped exercise
4. the ability to perform the current Junior Region audition solo
5. agreement by the student regarding the honors requirement for the course (e.g., county chorus audition, concerts, etc.)
6. the ability to complete select musical proficiencies/goals for the awarding of points per marking period
7. the ability to accrue 2 points per marking period from a musical proficiency menu

Honors Concert Band, grades 10-11:

1. the ability to perform an instrumental solo from the current H.S. Region audition
2. the ability to perform select scales from the current H.S. Region audition
3. agreement by the student regarding the honors requirement for the course (e.g., marching band, regional honors band auditions, concerts, etc.).
4. the ability to complete select musical proficiencies/goals for the awarding of points per marking period
5. the ability to accrue 2 points per marking period from a musical proficiency menu

Honors Wind Ensemble, grades 10-12:

1. the availability of seating in a particular section of the band
2. an audition on a specific instrument
3. the recommendation by the band director based upon interviews with student, parent, and guidance counselor
4. agreement by the student regarding the honors requirement for the course (e.g., marching band, regional/state honors band auditions, concerts, etc.)
5. the ability to complete select musical proficiencies/goals for the awarding of points per marking period
6. the ability to accrue 2 points per marking period from a musical proficiency menu

Honors Concert Choir, grades 10-12:

1. an audition on a specific voice part
2. the recommendation by the choral director based upon interviews with student, parent, and guidance counselor
3. agreement by the student regarding the honors requirement for the course (e.g., county/region/state honors choir participation, concerts, etc.)
4. the ability to complete select musical proficiencies/goals for the awarding of points per marking period
5. the ability to accrue 2 points per marking period from a musical proficiency menu

Separate from the audition process, students may be recommended for enrollment in Advanced Placement Music Theory, grades 10-12, based on the following criteria:

1. the recommendation by the choral and/or band director/s
2. the successful interview with the student which documents interest and background in music, as well as future musical aspirations
3. approval of course instructor and lead teacher

**APPLIED TECHNOLOGY
BUSINESS EDUCATION
FAMILY & CONSUMER SCIENCE**

Criteria

There are several courses in these program areas that are designed for the academically advanced at the high school level.

1. Honors College Prep Accounting uses a college level text. The course is offered to 11th and 12th grade college bound students who are interested in pursuing a career in business administration or the field of accounting. The curriculum contains discrete objectives directly linked to student-centered activities where evaluation, synthesis, and application of basic accounting skills are inherent to the instruction.
2. Honors Human Development Seminar is offered only as an honors course. It is designed to offer students an opportunity to review, research and study scientific, sociological and psychological concepts on which our understanding of human growth and development is based.

ART

In addition to the art courses in both the middle schools and high schools that are based upon interest as well as talent, two high school courses are specifically designed for students who have demonstrated advanced artistic skills:

Studio Art, Advanced Placement grades 11-12
Honors Art Portfolio, grades 11-12

Both courses have a prerequisite involving the completion of two art courses. A student who wishes to select either course presents a portfolio to a designated art teacher and based upon the evaluation of the work in the portfolio and the student's previous course work in art, enrollment in the course will be determined.

Academically Talented Honors, and Advanced Placement Programs

Language Arts

An accelerated and enriched program in language and the communication arts is offered to selected students in grades six through twelve. Each course has been designed to be qualitatively different from its regular counterpart on each grade level. Comprehensive and academically rigorous, the Honors Program has been created to challenge students who are talented in English which involves not only reading, writing, speaking and listening, and all of their complex components, but also an appreciation and understanding of literature, knowledge of semantics and grammar, and an awareness of the power of language.

The following material has been designed to identify students who would likely benefit from such a program. The selection criteria include many standards of measurement to afford the broadest possible assessment of student ability. Criteria include teacher evaluation, standardized test scores, previous academic performance and a review of student work.

Selection criteria must be completed for students who wish to enroll in the following courses:

Grade 6	Advanced Language Arts
Grade 7	Advanced Language Arts
Grade 8	Pre-Honors English
	Honors English I
	Honors English II
	Honors English II
	English IV, Advanced Placement

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS
Composite Recommendation Form Adv LA6

Student: _____ School: _____

Recommended / NOT Recommended for Advanced (please circle which one)

Current Teacher _____

(please print name/initial/date)

Please record most recent PARCC score here: _____

First Trimester Scores as per Progress Report (Reading)

- Understands and uses new vocabulary 4 3 2 1
- Demonstrates comprehension with specific references to text 4 3 2 1
- Utilizes illustrations and story elements to completed text 4 3 2 1
- Demonstrates inferential comprehension 4 3 2 1
- Interprets information 'from' print' and 'digital' sources 4 3 2 1

First Trimester Scores as per progress Report (Writing)

- generates ideas 4 3 2 1
- produces clear writing in genre 4 3 2 1
- strengthens writing through revision 4 3 2 1
- demonstrates command of writing conventions 4 3 2 1
- participates in collaborative discussions 4 3 2 1
-

Total score: _____(Max.40)

Score	Recommendation
35 - 40	Recommended for Advanced Grade 6 Language Arts
25 - 34	Teacher discretion used in recommendation
0 - 24	Not Recommended for Advanced Language Arts

_____The student is recommended

_____The student is not recommended

Date _____

Teacher's Signature _____

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

Composite Recommendation Form

Grade 7 – Advanced Language Arts

Date _____

Student's Name _____

Current Teacher _____

Selection Criteria

Point Value

	<u>Low</u>	<u>High</u>	
I. Teacher Evaluation (Possible 14)			
Self motivation	0	2	
Ability to work independently	0	2	
Composition skills	0	2	
Ability to work in groups	0	2	
Class participation and contribution	0	2	
Ability to think critically	0	2	
Ability to communicate orally	0	2	

Teacher Evaluation Total Score _____

II. Marking Period Grade Reading/Writing	A = 10	_____
	B = 5	_____
	Below = 0	_____

III. Marking Period Grade – Adv. Language Arts	A = 12	
	B = 7	
	Below = 0	

Language Arts

A = 10	
B = 5	
Below = 0	

IV. Writing Samples from Student Work folders (based on New Jersey Writing Rubric)	5 or 6 = 20	
	4 = 15	
	3 = 10	
	Below = 0	_____

Total Score (Possible 54) _____

V. Most recent PARCC score _____

_____ The student is recommended

_____ The student is not recommended

Date _____

Teacher's Signature _____

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

Composite Recommendation Form

Grade 8 – Language Arts Pre-Honors

Date _____

Student's Name _____

Current Teacher _____

Selection Criteria

Point Value

I. Teacher Evaluation (Possible 14)	<u>Low</u>	<u>High</u>
Self motivation	0	2
Ability to work independently	0	2
Composition skills	0	2
Ability to work in groups	0	2
Class participation and contribution	0	2
Ability to think critically	0	2
Ability to communicate orally	0	2

Teacher Evaluation Total Score

II. Marking Period Grade Reading/Writing	A = 10
	B = 5
	Below = 0

III. Marking Period Grade – Adv. Language Arts	A = 12
	B = 7
	Below = 0

Language Arts	A = 10
	B = 5
	Below = 0

IV. Writing Samples from Student Work-folders (based on New Jersey Writing Rubric)	5 or 6 = 20
	4 = 15
	3 = 10
	Below = 0

V.

Total Score (Possible 54) _____

V. Most recent PARCC score _____

_____ The student is recommended

_____ The student is not recommended

Date _____

Teacher's Signature _____

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

Composite Recommendation Form

Honors English I

Date _____

Student's Name _____

Current Teacher _____

Selection Criteria

Point Value

	<u>Low</u>	<u>High</u>	
I. Teacher Evaluation (Possible 14)			
Self motivation	0	2	
Ability to work independently	0	2	
Composition skills	0	2	
Ability to work in groups	0	2	
Class participation and contribution	0	2	
Ability to think critically	0	2	
Ability to communicate orally	0	2	

Teacher Evaluation Total Score _____

II. Marking Period Grade Reading/Writing	A = 10	_____
	B = 5	_____
	Below = 0	_____

III. Marking Period Grade – Adv. Language Arts	A = 12	
	B = 7	
	Below = 0	

Language Arts	A = 10	
	B = 5	
	Below = 0	

IV. Writing Samples from Student Work-folders (based on New Jersey Writing Rubric)	5 or 6 = 20	
	4 = 15	
	3 = 10	
	Below = 0	

VI.

Total Score (Possible 54) _____

V. Most recent PARCC score _____

_____ The student is recommended

_____ The student is not recommended

Date _____

Teacher's Signature _____

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

Composite Recommendation Form

Honors English II

Date _____

Student's Name _____

Current Teacher _____

Selection Criteria

Point Value

I.	Teacher Evaluation (Possible 20)	<u>Low</u>	<u>Average</u>	<u>High</u>
	Self motivation	0	1	2
	Ability to work independently	0	1	2
	Composition skills	0	1	2
	Ability to work in groups	0	1	2
	Class participation and contribution	0	1	2
	Ability to think critically	0	1	2
	Ability to communicate orally	0	1	2
	Academic maturity	0	1	2
	Enthusiasm for writing	0	1	2
	Enthusiasm for reading	0	1	2

Teacher Evaluation Total Score _____

II.	Marking Period Grade in Honors English I	A = 20
		B = 15
		C = 10
		Below = 0

III.	Writing Samples from Student Work-folders (based on New Jersey Writing Rubric)	5 or 6 = 20
		4 = 15
		3 = 10
		Below = 0

Total Score (Possible 60) _____

The student is recommended

The student is not recommended

Date of Conference _____

Teacher's Signature _____

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

Composite Recommendation Form

Honors English III

English IV, Advanced Placement

Date _____

Student's Name _____

Current Teacher _____

Please rate the above-named student in the following areas:

	<u>Low</u>				<u>High</u>
Self motivation	1	2	3	4	5
Ability to work independently	1	2	3	4	5
Composition skills	1	2	3	4	5
Ability to work in groups	1	2	3	4	5
Class participation and contribution	1	2	3	4	5
Ability to think critically	1	2	3	4	5
Ability to communicate orally	1	2	3	4	5
Academic maturity	1	2	3	4	5
Enthusiasm for writing	1	2	3	4	5
Enthusiasm for reading	1	2	3	4	5

Most recent marking period grade in English Honors II _____

For new candidate only:

Most recent PARCC score _____

The student is recommended

The student is not recommended

Date of Conference _____

Teacher's Signature _____

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

Mathematics

Academically Talented Honors and Advanced Placement Courses

Grades 6-12

The gifted mathematics student is one who moves well beyond mere computation and implementation of common algorithms. Mathematically gifted students have superior ability in problem solving skills, see mathematics as being connected to the real world and interrelated within itself and with other sciences. These students have a keen number sense and enjoy looking for patterns. They look at data and enjoy making hypotheses and conjectures as well as testing out ideas for consistency and validity.

The Mathematics Department has the following advanced course offerings:

Advanced Mathematics	Grade 6
Advanced Mathematics	Grade 7
Algebra 1	Grade 8
Honors Geometry	Grades 8, 9
Honors Algebra 2	Grades 9, 10
Honors Precalculus	Grades 10, 11, 12
Advanced Placement Statistics	Grades 10, 11, 12
Advanced Placement Computer Science	Grades 10, 11, 12
Advanced Placement Computer Science Principles	Grades 9, 10, 11, 12
Honors Data Structures & Advanced Programming	Grades 11, 12
Advanced Placement Calculus	Grades 11, 12

Placement into an Advanced, Honors or Advanced Placement Mathematics course is through teacher recommendation and completion of the required pre-requisite. Each February teachers assess student progress and use specific criteria to make recommendations for any student currently enrolled in an Advanced or Honors course to remain in the program. Any student not enrolled in an Advanced, Honors or Advanced Placement Mathematics course may, through teacher identification, self-nomination or parent nomination, request to be assessed for possible enrollment into an Advanced, Honors or Advanced Placement course.

Parsippany-Troy Hills School District

Selection Criteria for Advanced Mathematics Grade 6

Student: _____ School: _____
 Recommended / NOT Recommended for Advanced Math Grade 6 (please circle correct one)
 Teacher _____ (please print name/initial/date)
 School _____

PARCC score _____

First Trimester Scores as per Progress Report

- writes and interprets numerical expressions 4 3 2 1
- analyzes patterns and relationships 4 3 2 1
- understands the place value system 4 3 2 1
- performs operations with multi-digit whole numbers and with decimals to hundredths 4 3 2 1
- represents and interprets data 4 3 2 1

Mathematical Practices (please use key below)

- produces well-thought-out work 4 3 2 1
- is persistent in problem solving 4 3 2 1
- strives for understanding 4 3 2 1
- demonstrates higher-level thinking skills/can think “outside the box” 4 3 2 1
- can explain and justify mathematical approaches 4 3 2 1

4 = Consistently 3 = Sometimes 2 = Rarely 1 = Needs support in this area

Total score: _____ (Max.40)

Score	Recommendation
35 - 40	Recommended for Advanced Grade 6 Math
25 - 34	Teacher discretion used in recommendation
0 - 24	Not Recommended for Advanced Math

Selection Criteria for Advanced / Honors Mathematics
 Grades 7–9
 Parsippany-Troy Hills School District

Student: _____

Current Course: _____

Recommendation: _____

Teacher: _____

Grade conversion table:

A	3
A– or B+	2
B or B–	1
C+ or below	0

First Marking Period Grade (<i>assessed work only</i>)	0	1	2	3
---	---	---	---	---

Second Marking Period Grade (<i>assessed work only</i>)	0	1	2	3
--	---	---	---	---

Mathematical Practices	0	1	2	3
------------------------	---	---	---	---

Consider:

- *produces well-thought-out work*
- *is persistent in problem solving*
- *strives for understanding*
- *demonstrates higher-level thinking skills / can think “outside the box”*
- *can explain and justify mathematical approaches*

Total score: _____ (Max. 9)

PARCC Score _____

Score	Recommendation
8–9	recommended for honor if currently in honors math
9*	recommended for honors if currently in regular math
5 -7	teacher discretion
0– 4	<i>not</i> recommended for honors math

Selection Criteria for Advanced / Honors Mathematics
 Grades 10–12
 Parsippany-Troy Hills School District

Student: _____ Teacher: _____

Current Course: _____ Recommended For: _____

Grade conversion table:

A 3
 A– or B+ 2
 B or B– 1
 C+ or below 0

First Marking Period Grade 0 1 2 3
(assessed work only)

Second Marking Period Grade 0 1 2 3
(assessed work only)

Midterm Exam 0 1
 (Honors: 1 if B or above, 0 for B– or below)
 (Regular: 1 if A– or above, 0 for B+ or below)

Mathematical Practices 0 1 2 3

Consider:

- *produces well-thought-out work*
- *is persistent in problem solving*
- *strives for understanding*
- *demonstrates higher-level thinking skills / can think “outside the box”*
- *can explain and justify mathematical approaches*

Total score: _____ (Max. 10)

PARCC Score 1-5

Algebra _____

Geometry _____

Score	Recommendation
9–10	recommended for honor if currently in honors math
10*	recommended for honors if currently in regular math (needs a 9 if in reg. math)
6 -8	teacher discretion
0– 5	<i>not</i> recommended for honors math

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

Science – Grades 8-12

Academically Talented Honors and Advanced Placement Courses

The honors sequence in science begins with the Advanced Grade 8 Science course in the 8th grade. Students are selected for this pre-honors science course at the end of the 7th grade. The selection is based on grades, problem solving abilities, and teacher recommendation. The course is a laboratory based program which stresses inductive reasoning and analysis. The content and skills learned in the course provide an excellent background for the high school honors sequence in science.

Most students begin the high school honors sequence in the 9th grade with Honors Biology 1. The selection criteria for this program include grades in 8th grade science or Advance Grade 8 Science, aptitude and work ethic, and teacher recommendation. The course is a detailed study of biology using a molecular theme. This course, as well as all of the other honors science courses, utilize the special abilities of the students in the instruction process. Open ended problem solving, drawing conclusions from data, inquiry, and analysis are instructional themes throughout the sequence. A second major theme is the in-depth study of specific content areas particularly in the second level courses in biology, chemistry, and physics. These two instructional approaches separate the honors sequence from the non-honors college program.

The science honors program is not an educational tracking system in the traditional sense of the term. Students may move in and out of honors courses as long as they meet the selection criteria and prerequisites. Career interest may determine the need for certain courses and exclude others. The program has sufficient variety in course offerings, intensive instructional processes and extensive content to provide background for entrance into the best colleges in the country.

An evaluation form is prepared for each student seeking enrollment in Honors level courses. Test results are carefully monitored in order to properly assess each student's skill level to determine the likelihood of success in Honors courses.

The Science Department has the following advanced course offerings:

Grade 8	Advanced Grade 8 Science
Grade 9-10	Honors Biology
Grade 10-12	Honors Chemistry
Grade 11-12	Honors Physics Chemistry, Advanced Placement Honors Anatomy & Physiology Biology, Advanced Placement Environmental Science, Advanced Placement
Grade 12	Physics, Advanced Placement

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS
Honors Science Classes

Recommendations for Grade 9 Honors Biology

In order for the maximum number of students to be successful in their ninth grade science class, proper placement in a program tailored to their specific abilities is imperative.

1. A grade of “A” or “B” in Advanced Grade 8 Science
2. Can complete homework and class assignments independently all of the time
3. Good analytical skills
4. Shows evidence of independent original thought, shows evidence of critical thinking skills
5. Shows evidence of good writing ability

Place Criteria for Honors Chemistry 1

1. The grade in the present math course should be a “B” or better.
2. Recommendation from the present science teacher
3. Waivers take into account the score on the test, the math course the student is in, and the recommendation of the present science teacher. From these three pieces of information, the students are recommended for the course.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

Recommendation form

Grade 8 – Advanced Grade 8 Science

Student's Name _____

Current Teacher _____ Gr. 8

Math Recommendations _____

Current Grade Math _____ Current Grade Science _____

Please rate the above-named student in the following areas:

	<u>Low</u>	<u>Average</u>	<u>High</u>
Self motivation	0	1	2
Ability to work independently	0	1	2
Ability to compose and present lab experiences	0	1	2
Ability to work in groups	0	1	2
Class participation and contribution	0	1	2
Ability to think critically	0	1	2
Ability to communicate orally	0	1	2
Academic maturity	0	1	2
Ability to compile and analyze data	0	1	2
Enthusiasm for Science	0	1	2
Ability to analyze information to form appropriate conclusion statements	0	1	2

Total Score _____

Teacher Comments:

Teacher's Signature _____

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

Recommendation Form

Grade 9-10 – Honors Biology

Student's Name _____

Current Teacher _____

Current Grade Science _____

High School Math Placement _____

Please rate the above-named student on the following basic characteristics:

	<u>Beginning</u>	<u>Emerging</u>	<u>Applying</u>
Self motivation	1	2	3
Ability to work independently	1	2	3
Ability to compose and present lab experiences	1	2	3
Ability to work in groups	1	2	3
Class participation and contribution	1	2	3
Ability to think critically	1	2	3
Ability to communicate orally	1	2	3
Academic maturity	1	2	3
Ability to compile and analyze data	1	2	3
Ability to analyze information to form Detailed conclusion statements	1	2	3
	Total Score _____		

Teacher Comments:

Teacher's Signature _____

Selection Breakdown	Points Earned	Max Point
Science Grade		20
Math Placement		25
Basic Characteristics		30
Total		75

Cut off score is 80.

Key to Scoring

Science Grade:

A = 20

A- = 18

B+ = 16

B = 14

B- = 12

C+ = 10

C = 8

C- = 6

D+ = 4

D = 2

F = 0

Math Recommendation:

Honors Geometry OR Geometry = 25

Algebra = 10

Basic Characteristics:

Each statement has a max of 3 points. There are 10 statements. Max value is 30.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

Recommendation form

Grades 10-12 – Honors Chemistry

Student's Name _____

Current Teacher _____

Current Math Course _____

Current Grade Math _____ Current Grade Science _____

Please rate the above-named student in the following areas:

	<u>Low</u>	<u>Average</u>	<u>High</u>
Self motivation	0	1	2
Ability to work independently	0	1	2
Ability to compose and present lab experiences	0	1	2
Ability to work in groups	0	1	2
Class participation and contribution	0	1	2
Ability to think critically	0	1	2
Ability to communicate orally	0	1	2
Academic maturity	0	1	2
Ability to compile and analyze data	0	1	2
Enthusiasm for Science	0	1	2
Ability to analyze information to form appropriate conclusion statements	0	1	2

Total Score _____

Teacher Comments:

Teacher's Signature _____

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

Recommendation form

Grades 11-12 – Honors Physics 1

Student's Name _____

Current Teacher _____

Current Math Course _____

Current Grade Math _____ Current Grade Science _____

Please rate the above-named student in the following areas:

	<u>Low</u>	<u>Average</u>	<u>High</u>
Self motivation	0	1	2
Ability to work independently	0	1	2
Ability to compose and present lab experiences	0	1	2
Ability to work in groups	0	1	2
Class participation and contribution	0	1	2
Ability to think critically	0	1	2
Ability to communicate orally	0	1	2
Academic maturity	0	1	2
Ability to compile and analyze data	0	1	2
Enthusiasm for Science	0	1	2
Ability to analyze information to form appropriate conclusion statements	0	1	2

Total Score _____

Teacher Comments:

Teacher's Signature _____

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

Recommendation Form

AP Chemistry

Student's Name _____

Current Teacher _____

Current Grade Science _____

Current Grade Math _____

Highest Level Chemistry Taken _____

Past Chemistry Grade _____

Please rate the above-named student on the following basic characteristics

	<u>Beginning</u>	<u>Emerging</u>	<u>Applying</u>
Self motivation & work ethic	1	2	3
Ability to work independently	1	2	3
Ability to compose and present lab experiences	1	2	3
Ability to work in groups	1	2	3
Class participation and oral communication	1	2	3
Ability to think critically	1	2	3
Synthesis and reasoning ability	1	2	3
Ability to compile and analyze data	1	2	3
Mathematic computation ability	1	2	3
Academic Maturity	1	2	3

Total Score: _____

Teacher Comments:

Teacher's Signature _____

Selection Breakdown	Points Earned	Max Points
Current Science Grade		20
Current Math Grade		15
Highest Level Chem Taken		15
Past Chem Grade		20
Basic Characteristics		30
Total		

Cut off score is 85.

Key to Scoring

Science Grade (Current Course and Past Chemistry Course):

A = 20

A- = 18

B+ = 16

B = 14

B- = 12

C+ = 10

C = 8

C- = 6

D+ = 4

D = 2

F = 0

Math Grade:

A range = 15

B to B+ = 10

C to B- = 5

C- or below = 0

Chemistry Level Taken:

Honors Chemistry = 15

Chemistry 1 = 10

Conceptual Chemistry = 5

No previous chemistry course = 0

Basic Characteristics:

Each statement had a max of 3 points. There are 10 statements. Max value is 30.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

Recommendation form

Grades 11-12 – Honors Anatomy & Physiology

Student's Name _____

Current Teacher _____

Current Grade Science _____

Please rate the above-named student in the following areas:

	<u>Low</u>	<u>Average</u>	<u>High</u>
Self motivation	0	1	2
Ability to work independently	0	1	2
Ability to compose and present lab experiences	0	1	2
Ability to work in groups	0	1	2
Class participation and contribution	0	1	2
Ability to think critically	0	1	2
Ability to communicate orally	0	1	2
Academic maturity	0	1	2
Ability to compile and analyze data	0	1	2
Enthusiasm for Science	0	1	2
Ability to analyze information to form appropriate conclusion statements	0	1	2

Total Score _____

Teacher Comments:

Teacher's Signature _____

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

Recommendation Form

AP Biology

Student's Name _____

Current Teacher _____

Current Grade Science _____

Current Grade English _____

Highest Level Biology Taken _____

Past Biology Grade _____

Please rate the above-named student on the following basic characteristics

	<u>Beginning</u>	<u>Emerging</u>	<u>Applying</u>
Self motivation	1	2	3
Ability to work independently	1	2	3
Ability to compose and present lab experiences	1	2	3
Ability to work in groups	1	2	3
Class participation and oral communication	1	2	3
Ability to think critically	1	2	3
Synthesis and reasoning ability	1	2	3
Ability to compile and analyze data	1	2	3
Writing ability	1	2	3
Academic Maturity	1	2	3

Total Score: _____

Teacher Comments:

Teacher's Signature _____

Selection Breakdown	Points Earned	Max Points
Current Science Grade		20
Current English Grade		15
Highest Level Bio Taken		15
Past Bio Grade		20
Basic Characteristics		30
Total		

Cut off score is 85.

Key to Scoring

Science Grade (Current Course and Past Biology Course):

A = 20

A- = 18

B+ = 16

B = 14

B- = 12

C+ = 10

C = 8

C- = 6

D+ = 4

D = 2

F = 0

English Grade:

A range = 15

B to B+ = 10

C to B- = 5

C- or below = 0

Biology Level Taken:

Honors Biology = 15

Biology 1 and/or Honors Anatomy and Physiology = 10

Topics in Biology = 5

No previous biology course = 0

Basic Characteristics:

Each statement had a max of 3 points. There are 10 statements. Max value is 30.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

Recommendation form

Grade 12 – Physics, Advanced Placement

Student's Name _____

Current Teacher _____

Current Math Course _____

Current Grade Math _____ Current Grade Science _____

Grade in Physics 1 _____

Please rate the above-named student in the following areas:

	<u>Low</u>	<u>Average</u>	<u>High</u>
Self motivation	0	1	2
Ability to work independently	0	1	2
Ability to compose and present lab experiences	0	1	2
Ability to work in groups	0	1	2
Class participation and contribution	0	1	2
Ability to think critically	0	1	2
Ability to communicate orally	0	1	2
Academic maturity	0	1	2
Ability to compile and analyze data	0	1	2
Enthusiasm for Science	0	1	2
Ability to analyze information to form appropriate conclusion statements	0	1	2

Total Score _____

Teacher Comments:

Teacher's Signature _____

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

Recommendation form

Grade 12 – Environmental Science, Advanced Placement

Student's Name _____

Current Teacher _____

Current Science grade _____

Grade in Biology _____ Grade in Chemistry _____

Grade in Environmental Science (if taken) _____

Please rate the above-named student in the following areas:

	<u>Low</u>	<u>Average</u>	<u>High</u>
Self motivation	0	1	2
Ability to work independently	0	1	2
Ability to compose and present lab experiences	0	1	2
Ability to work in groups	0	1	2
Class participation and contribution	0	1	2
Ability to think critically	0	1	2
Ability to communicate orally	0	1	2
Academic maturity	0	1	2
Ability to compile and analyze data	0	1	2
Enthusiasm for Science	0	1	2
Ability to analyze information to form appropriate conclusion statements	0	1	2

Total Score _____

Teacher Comments:

Teacher's Signature _____

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

Social Studies - Selection Process

Advanced, Pre-Honors, Honors and Advanced Placement

The Social Studies program in the district offers students many opportunities for advanced and enriched courses beginning with Grade 7 Introduction to American Studies-Advanced. In Grade 8 Social Studies, the Pre-Honors program provides students with a solid foundation in World History covering 500 - 1500. At each of these grade levels, the Advanced and Pre-honors programs are embedded in the Social Studies Grade 7 and Grade 8 curricula. Enriched and advanced instructional activities and assessments are incorporated into the body of each curriculum.

In Grade 8, as part of the advisement process, students may be recommended for World History Honors based on the criteria listed on the recommendation form that follows. This course offers the student the opportunity for an in-depth study of World History with an emphasis on critical thinking, analytical reading, research and writing.

For the Advanced Placement United States History I and II courses, offered in the sophomore and junior year respectively, students can expect a scholarly approach to United States History, with an emphasis placed on the development of complex thinking processes and the analysis of a variety of historical perspectives.

Advanced Placement European History and Advanced Placement Government and Politics are full year senior elective courses that build on the student's knowledge, skills, and interests. The expectation is that students who take this course will have demonstrated a high level of proficiency in reading, writing, research, and analytical skills in their previous academic performance.

Criteria for students taking these courses are presented on the pages that follow.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS
Recommendation Form
Social Studies – Advanced/Pre-Honors – Grades 7 & 8

Student's Name _____ Current Year _____

Current Teacher _____

I. Marking Period Grades

MP1 _____
 MP2 _____
 MP3 _____

Grade Conversion Table

A = 20 (pre-Hon.)/19	B- = 13/12
A- = 19/18	C+ = 10/9
B+ = 15/14	C = 9/8
B = 14/13	C- = 8/7

Points _____

II. Work/Study Habit

Please rate each characteristic according the scale below. Student work folders will be used to evaluate the following:

	<u>Low</u>	<u>High</u>
Quality of written work	0	2
Level of content knowledge demonstrated	0	2
Presentation of work	0	2
Evidence of mastery of Social Studies skills	0	2
Oral Communication Skills	0	2
Critical thinking skills	0	2
Critical Reading Skills	0	2
Emotionally mature response to material	0	2
Self-discipline/time management	0	2
Work ethic	0	2

Points earned in section II _____

Total Points from sections I and II _____

Student **is** recommended _____

Student **is not** recommended _____

Additional Comments:

A short explanation is required if students are not recommended

Teacher Signature _____

Date _____

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS
Recommendation Form
Social Studies – Honors World History – Grade 9

Student's Name _____ Current Year _____

Current Teacher _____

I. Marking Period Grades

MP1 _____
 MP2 _____

Points _____

Grade Conversion Table

A = 20 (pre-Hon.)/19	B- = 13/12
A- = 19/18	C+ = 10/9
B+ = 15/14	C = 9/8
B = 14/13	C- = 8/7

II. Work/Study Habit

Please rate each characteristic according the scale below. Student work folders will be used to evaluate the following:

	<u>Low</u>	<u>High</u>
Quality of written work	0	2
Level of content knowledge demonstrated	0	2
Presentation of work	0	2
Evidence of mastery of Social Studies skills	0	2
Oral Communication Skills	0	2
Critical thinking skills	0	2
Critical Reading Skills	0	2
Emotionally mature response to material	0	2
Self-discipline/time management	0	2
Work ethic	0	2

Points earned in section II _____

III. DBQ Score _____

Place an X in the box representing the student's score.

4 = 4	
3 = 3	
2 = 2	
1 = 1	
0 = 0	

Total Points from sections I, II, and III.

Student is recommended _____

Student is **not** recommended _____

Additional Comments:

A short explanation is required if students are not recommended

Teacher Signature _____

Date _____

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS
Advanced Placement United States History
European History

AP Recommendation Process:

1. Information is provided to students on the AP course (work, responsibility, etc.).
2. Teachers complete an "AP Recommendation Form" for all students who indicate any degree of interest in taking an AP class.
3. The classroom teacher gives the lead teacher all recommendation forms. For those students who are not completely recommended, the teacher must provide the work folder to the lead teacher for examination.
4. The lead teacher assigns an essay question (to be completed within two days). The question must be from a previous AP Exam on a topic that the student has studied in his/her history class.
5. The lead teacher and/or AP teacher evaluates the essay and the student work folder completing the "Lead Teacher Recommendation Form."
6. The students are notified of their standing (any non-recommended students are free to waiver).

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

**Social Studies
AP Recommendation Form**

Student's Name : _____

Current Course: _____

Current Teacher: _____

Requested Course: _____

I. Marking Period Grades

MP 1: _____

MP 2: _____

II. Work/Study Habit

Please assign a number from 0 to 4 next to each of the following. 4 is the highest, 0 the lowest rating.

Reading Skills: _____

Oral Communication Skills: __

Writing Skills: _____

Consistently Prepared: __

Self-Motivated: _____

Critical Thinking Skills: __

III. Your Recommendation

I recommend this student

I recommended this student, but I have some small reservations

I strongly recommend **against** placement in an A.P. class

If you checked one of the two boxes above, please explain your reasons below. When you are finished, give this form to the lead teacher, along with the student's work folder.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

**Social Studies AP Recommendation Form
(Lead Teacher evaluation of student recommended with reservations)**

Student Name _____

I. WORK FOLDER ASSESSMENT

Quality of written work	5	4	3	2	1
Level of content knowledge demonstrated	5	4	3	2	1
Level of analytical ability demonstrated	5	4	3	2	1
Overall presentation of work	5	4	3	2	1

II. ESSAY EVALUATION

Introduction/Thesis Statement	5	4	3	2	1
--------------------------------------	----------	----------	----------	----------	----------

Introduction sets the “stage” for your argument; it establishes the necessary background information. The thesis statement is a well-focused argument; it is well written, clear and concise.

Analysis/Thesis Development	5	4	3	2	1
------------------------------------	----------	----------	----------	----------	----------

You work to develop your thesis by making strong arguments and supporting them with substantial, relevant, and detailed information (facts and examples). Your arguments ‘control’ and ‘steer’ the essay.

Coverage	5	4	3	2	1
-----------------	----------	----------	----------	----------	----------

No necessary topics or concepts are omitted; your essay shows a strong command of the material. Effective use of available sources with a balanced treatment of the topic(s).

Organization	5	4	3	2	1
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Indicates that a quality outline was followed; arguments are developed in a logical manner. A strong conclusion sums up your argument(s); it is clear that a rough draft was used and revised.

Word Usage	5	4	3	2	1
-------------------	----------	----------	----------	----------	----------

Sentences are clear and well written; you have precise wording (use of strong verbs). No first or second person; no awkward language or wordiness; no major errors in grammar or spelling.

Accuracy	5	4	3	2	1
-----------------	----------	----------	----------	----------	----------

No factual or conceptual errors; sources are cited where necessary (in proper format). A bibliography is included (if needed); sources are listed in the proper format.

III. OVERALL EVALUATION

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS
Recommendation Form
World Language Honors and A.P Courses

Date _____

Student's Name _____

Current Teacher _____

Course Desired _____

I. World Language grade for the first two marking periods (maximum 40 points)

MP 1 _____

MP 2 _____

Section I Total Points: _____

Rating Criteria

A = 20 (Hon.)/19 (Gen.)	B- = 13/12
A- = 19/18	C+ = 10/9
B+ = 15/14	C = 9/8
B = 14/13	C- = 8/7

II. Please rate the above-named student in the following areas:

	<u>Low</u>	<u>High</u>
Motivation	0	2
Ability to work independently	0	2
Ability to work cooperatively	0	2
Class participation and contributions	0	2
Ability to think critically	0	2
Demonstrated proficiency in oral communication	0	2
Demonstrated proficiency in aural comprehension	0	2
Demonstrated proficiency in writing	0	2
Demonstrated proficiency in reading	0	2
Academic maturity	0	2

Section II Total Points (maximum 20) _____

Total Score (Section I and II, maximum 60) _____

_____ Student **is** recommended

_____ Student **is not** recommended

Additional Comments:

A short explanation is required if students are not recommended

Signature of Current Teacher _____

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS
World Language
Criteria for Eligibility for Enrollment in Honors/A.P. Courses
9-12

Introduction

The World Languages honors program offers students advanced and enriched courses in level 2 through level 5 of the high school sequence. Beginning in grade 8, as part of the advisement process, students may be annually recommended for a World Language honors course based on the recommendation criteria. The honors courses challenge the students to demonstrate a high level of proficiency in all modes of communication: presentational, interpersonal, and interpretive.

Selection Process

The honors level courses are available to high school students on an application/approval basis.

1. The student applying must have had a minimum of one year of study in the language in which they are interested.
2. For purposes of commitment and planning, students will be expected to take at least two years of a particular sequence or program.

The selection is based on:

1. Recommendation of the student's world language teacher, based upon a thorough evaluation of the student's overall performance in the language of study. This will include an evaluation of the student's work folder and marking period performance.