

# Middletown Township Public Schools

## High School Course Selection Guide



2020-2021

**MIDDLETOWN TOWNSHIP BOARD OF EDUCATION**

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Superintendent of Schools

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The Middletown Township Public School District provides all students with the skills necessary for their success in post-secondary studies, technical training, or employment. The diverse and extensive curricula across all content areas provide Middletown students with opportunities for interdisciplinary connections, problem-based activities, group collaboration, personalized learning, and the support of a dedicated teaching staff. During the eighty minute instructional blocks, the students are guided to take greater responsibility for their own learning experiences.

Current eighth and ninth grade students may elect to enroll in one of three pathways—the Science, Technology, Engineering, and Mathematics (STEM) Pathway; the Government, Law, and Public Policy Pathway (GLP3); or the Business Management and Administration Pathway (BMAP)—that are available to students interested in pursuing studies and careers in related fields. In addition, current eighth grade students may apply for admittance into the Arts Academy. Eligible incoming freshmen may apply to enroll in the Early College Academy (ECA) High School Program as well. Upperclassmen have the opportunity to take part in the new Keansburg Law Enforcement Program. After reviewing this course selection guide, interested students should contact their guidance counselor to discuss admission requirements, course sequences, and expectations for participation in these specialized programs.

Guidance counselors and case managers will meet with students to review their course selections before their schedules are finalized. It is important that students read the information in the Course Selection Guide thoroughly before completing the worksheet indicating their course selections for 2020--2021. They should review the description for each course to confirm that they meet the requirements—e.g., a specific grade, teacher recommendation, prerequisite course, or grade level noted for each course. In consultation with the teaching staff, guidance counselors will register students for their core courses (English, Mathematics, Science, Social Studies, and Physical Education) for next year. Students will register for World Language and Elective courses online and will select alternative classes which may be substituted in the event of scheduling conflicts—i.e., if a class is closed out due to over-enrollment or if a particular course is not offered due to insufficient enrollment. Every effort will be made to assist students in choosing elective courses that are acceptable substitutions. In addition, students may wish to consider the “Individualized Student Learning Opportunities” available to them as described in the guide.

We look forward to partnering with you to provide a productive and fulfilling high school experience. We emphasize the importance of social and emotional learning to ensure success for each student. By working together we will guide each student to take advantage of the many opportunities available through our comprehensive course offerings, team sports which foster good sportsmanship and leadership, and the numerous co-curricular clubs/activities which enhance school spirit and promote community service projects.

Dr. Patricia Vari-Cartier, Principal of High School North

Mr. Matthew Kirkpatrick, Principal of High School South

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## **District Mission Statement\***

The Middletown Township Public School District, in partnership with our resourceful and historically rich community, provides students with a rigorous and relevant education, rooted in the New Jersey Student Learning Standards, motivating them to recognize and develop their full potential as responsible citizens, contributing to an ever-evolving global society.

## **District Philosophy of Instruction**

In order to prepare our students for the ever-increasing demand for a literate, technology-oriented work force, the Middletown Township Public School District embraces an instructional philosophy that is student-centered, inquiry-based, and that differentiates instruction based on students' individual abilities.

Teachers, as facilitators of lifelong learning, challenge students by providing an environment in which the students become active participants engaged in working together on projects and in solving problems that involve or simulate authentic data and events.

Students learn to value a variety of different approaches and are taught to take responsibility for their own meaningful learning as they become more adept at communicating their reasoning and in asking questions to help clarify their thinking and that of their classmates.

## **The Freshman Academy**

The mission of the Freshman Academy is to establish a system of support that allows incoming freshmen to make a smooth transition into high school. Teachers and counselors provide guidance as students develop the ability to meet rigorous high school standards.

The ninth grade teachers, freshman counselors, and the Assistant Principal for the Freshman Class work collaboratively to meet the learning, social, and emotional needs of the students. They are committed to providing opportunities that promote high levels of personal achievement and academic success.

## High School Graduation Requirements

**Minimum Number of Credits Needed: 140\* Credits**

COURSES	REQUIRED FOR GRADUATION		RECOMMENDED FOR COLLEGE <sup>(1)</sup>	2020-2021
	Years	Credits	Years	
<b>English</b>	4	20	4	
<b>Social Studies</b>	3 (1 World History, 2 US History)	15	3 - 4	
<b>Mathematics</b>	3	15	4	Fifteen (15) credits including Algebra I and Geometry or the content equivalent; and a third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college.
<b>Science</b>	3	15	3 - 4 (3 with labs)	Fifteen (15) credits including at least five credits in laboratory Biology/Life Science or the content equivalent; an additional laboratory/inquiry-based science course including Chemistry, Environmental Science, or Physics; and a third laboratory/inquiry-based science course.
<b>Physical Education / Health &amp; Safety</b>	4	20	4	
<b>World Language</b>	1	5	Minimum of 2 (Recommended 3-4) Sequential courses in the <i>same</i> language in high school	
<b>Fine, Visual &amp; Performing Arts</b>	1	5	1	
<b>Career Education &amp; Consumer, Family &amp; Life Skills &amp; Vo-Tech</b>	1	2.5	1	
<b>Economics &amp; Entrepreneurial Literacy</b>	0.5	2.5	0.5	
<b>Additional Course Selections</b>	6.5 *	37.5 *	1 - 5	
In addition to the above, the state of New Jersey establishes assessment requirements for high school graduation.				

(1) College admission requires 16 Carnegie units in academic subjects (English, Social Studies, Mathematics, Science and World Language) in grades 9 - 12. A Carnegie unit is equal to a full year of work in a five credit subject.

*College entrance requirements vary from one college to the next. The responsibility for meeting entrance requirements to the institution of choice rests with the student. All such information is usually found on the individual college websites.*

\* For students in the Senior Flex Program, minimum number of credits may be less. (See page 37.)

## MIDDLETOWN HIGH SCHOOLS STUDENT ACTIVITIES LIST

Club	Purpose	Activities
Academic Team	Compete in locally hosted academic competitions--all students welcome	Competitions at Rutgers University, Princeton University, Bridgewater-Raritan, Allentown
Band Front/Color Guard	Perform with the marching band	Football games, parades, competitions
Bottlecappers	Teach youngsters about the effects of drugs and alcohol abuse 9 <sup>th</sup> or 10 <sup>th</sup> graders may join	Classroom visits to elementary and middle schools to present program
Unified Sports	Provide valuable opportunities for students with and without disabilities to train and compete on the same team.	Practices two days a week after school
Chess Club/Team	Hone and develop skills for enjoyment and competition	Meets and tournaments - Varsity Team
Class Councils/Boards	Plan class activities, boost class spirit, & fundraise for prom &/or other class activities--open to all interested	Homecoming, Junior and Senior Prom, Lip Sync Band Nights, Mr. North/South, Volleyball Tourney, Locks-of-Love, etc.
Computer Club	Share computer skills with others	Learns JAVA Script to write computer games; Robotics Competition
Dance Club	An outlet for students interested/proficient in dance	Performances at school functions and football and basketball games
Drama /Tech Crew	Assist with costume, make up, lighting, and other technical crew activities for theater arts productions	Two main stage productions and other drama competitions; field trips
DECA	Prepares students for careers in marketing, finance, hospitality and management	Demonstrate business knowledge in competitions that may advance from regional through international levels. Community service & school projects are integral
Eagles Helping the Community	Provides students with opportunities to help others	AIDS Quilt, food drives, giving tree, booster sales, etc.
Environmental Club	Open to students interested in environmental awareness	Earth Day, beach sweeps, Acoustic Night, hiking, camping, canoe trips
Family Career and Community Leaders of America	Open to all students interested in career and community activities	Attend state meetings, discuss issues that effect our community, etc.
Friendship Club	Foster understanding between regular education and special education students	Awareness activities
Future Business Leaders of America	Student leaders prepare for careers in business and operate the school store	Participate in leadership and career development programs and compete in areas of business; attend field trips
Future Educators of America	Students receive the opportunity to explore careers in education	Workshops, field experiences, speakers, book drive, Culturefest, various community service activities
Gender and Sexuality Alliance	Open to students interested in making their school community safe and welcoming to all students regardless of sexual orientation or gender identity	Recognize Ally Week, Day of Silence, and other events that support foundations that donate to causes related to LGBT issues
Heroes and Cool Kids	Assists students in building courage, character, and perseverance in teens	Classroom visits to middle schools to present program
Key Club	Open to students interested in serving the community	Blood Drives, Toys for Tots, and many school and community projects
Language Honor Societies: French, Italian, Latin, Spanish	Promotes an awareness of various cultures and languages, acceptance based on academic performance and coursework requirements	Participation in Saturnalia, Culture Caf�, Oktoberfest, Columbus Day Fest, field trips to museums, operas, Broadway plays, sponsor a Mexican child, language tutoring, community service
Literary Magazine	Open to students interested in creative writing, poetry, literature, and art	Publish student works in the school literary magazine
Makerspace Club	A community of students who are interested in promoting creativity through hands on projects	Students invent and/or create projects
Marching and Symphonic Band/ FRED Band	Open to students who have a background in music and a desire to perform	Performances at parades, football games, band competitions, concerts, community events; field trips
Mathematics Team	Talented math students compete as individuals & as a team	Shore Math League, state, and national competitions
Mock Trial	Open to students who are interested in learning about law and preparing cases for trial	Prepare and role-play the defense and prosecution of a fictitious case at the Freehold Court House
Model United Nations (UN)	Open to students who are interested in learning about the role and workings of the United Nations	Prepare resolutions and debate international issues
National Business Honor Society	Recognizes academic excellence in business education, leadership, and community service, acceptance based on academic performance and coursework requirements	Participate in academic and service projects
National Honor Society	Recognizes academic excellence, character, leadership and community service. 3.5 GPA + 100 hours service	Students participate in tutoring and community service projects
Newspaper	Produce the school newspaper by contributing artwork, photographs, written articles, and desktop publishing	Students attend workshops, conferences; serve as interns for local newspapers
Pep Band	Perform at basketball games, improve musicianship, and increase music appreciation	Performs at basketball games, pep rallies and ice hockey games
Photography & Graphics Club	Learn and share photography and graphics skills	Develop and practice skills in photography and graphic arts
Science League Teams: Biology, Chemistry, Earth Science, Physics	Talented science students participate in competitions in their subject that run from November through April	Selected by teacher/advisor, teams participate in N. J. State Science League competitions each month for state ranking and awards
Student Council	Students work to improve the school culture and assume leadership roles	Promotes school community; organizes Spring Carnival, Homecoming Spirit Week, etc.
Social Justice Committee	Provided opportunities to fight discrimination and promote tolerance of all genders, religions, & ethnicities	Presentations, workshops, speakers, assemblies, and Culturefest
Transition Project (Peer-Leaders)	Provides an orientation program for freshmen	Orientation, class discussions, night events for students and parents
Tri-M Music Honor Society	Recognizes music students for their academic and musical achievements, accomplishments and service activities, and provides inspiration to other students	Concerts, peer tutoring, peer music lessons, leadership roles, fundraising, workshops, and promote music events
TV Production	Students produce, edit, broadcast pieces for high school highlights	Prepare and produce a variety of broadcasts
Volleyball Club	Intermural volleyball teams	Open to all students interested in playing intermural volleyball
Yearbook	Produce the school yearbook--all students welcome	Learn writing, editing, layout, photography, and business applications

Although High School North and High School South have similar activities, some may be school specific. A complete list is available from the Guidance Department in each high school.

## Athletics and Co-Curricular Eligibility

Participation in extracurricular activities is a very important part of every student’s education. All colleges, as well as business organizations employing high school graduates, are interested in the school and community activities in which the student has participated. Participation in these activities becomes an important part of each student’s permanent record. It is recommended that each student participate actively in a few well-chosen, meaningful activities.

Please refer to Board of Education Policy #2430, “Co-Curricular Activities,” for eligibility to participate in interscholastic sports and co-curricular activities.

### NCAA Division I or II College Athletics

Students interested in participating at an NCAA Division I College must satisfy the requirements of the NCAA Bylaw 14.3, known as Proposition 48. In order to meet the core curriculum requirements, students must, at a minimum, complete the academic core courses listed below and other NCAA requirements. Please refer to the NCAA Eligibility Center at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) for additional requirements.

**College-bound student-athletes first entering an NCAA Division I or II college or university need to meet the academic requirements noted below in order to receive athletic aid (scholarship), to practice, or to compete during their first year.**

### Division I Academic Requirements

Full Qualifier	Academic Redshirt	Nonqualifier
A college-bound student-athlete may receive athletic aid (scholarship), practice and compete in the first year of enrollment at the Division I college or university.	A college-bound student-athlete may receive athletic aid (scholarship) in the first year of enrollment and may practice in the first regular academic term (semester or quarter) but may NOT compete in the first year of enrollment. After the first term is complete, the college-bound student-athlete must be academically successful at his/her college or university to continue to practice for the rest of the year.	A college-bound student-athlete cannot receive athletic aid (scholarship), cannot practice and cannot compete in the first year of enrollment.
Complete 16 core courses: <ul style="list-style-type: none"> <li>• Ten of the 16 core courses must be complete before the seventh semester (senior year) of high school</li> <li>• Seven of the 10 core courses must be in English, Math, or Science</li> </ul>	Complete 16 core courses	Does not meet requirements for Full Qualifier or Academic Redshirt status
Minimum Core-Course GPA of 2.300	Minimum Core-Course GPA of 2.000	
Meet the sliding scale requirement of GPA and ACT/SAT score	Meet the sliding scale requirement of GPA and ACT/SAT score	
Graduate from high school	Graduate from high school	

### Division II Academic Requirements

Full Qualifier	Partial Qualifier
<ul style="list-style-type: none"> <li>• Complete 16 core courses</li> <li>• Earn a core-course GPA of at least 2.200</li> <li>• Earn an SAT combined score of at least 840 or an ACT sum score of at least 70</li> <li>• Graduate high school</li> </ul>	<ul style="list-style-type: none"> <li>• Complete 16 core courses</li> <li>• Earn a core-course GPA of at least 2.000 OR</li> <li>• Earn an SAT combined score of at least 820 or an ACT sum score of at least 68</li> <li>• Graduate high school</li> </ul>
College-bound student-athletes may practice, compete and receive athletic scholarship during their first year of enrollment at an NCAA Division II school.	College-bound student-athletes may receive athletic scholarships during their first year of enrollment and may practice during their first regular academic term but may NOT compete during their first year of enrollment.
<b>Nonqualifier:</b> College-bound student-athletes may not practice, compete or receive athletic scholarships during their first year of enrollment at an NCAA Division II school.	

**Note:** These are NCAA Eligibility Center requirements, not Middletown Public School District requirements.

\*\*\* To track academic progress towards becoming NCAA Division I or II eligible, create a free student account at [www.Pre48.com](http://www.Pre48.com). CEEB Codes: HS North - 310793, HS South - 310791

# MIDDLETOWN HIGH SCHOOL ATHLETIC PROGRAM

## Fall

Football	Girls' Cross Country
Boys' Soccer	Boys' Cross Country
Girls' Soccer	Girls' Gymnastics
Field Hockey	Girls' Tennis
Cheerleading	Girls' Volleyball

## Winter

Boys' Basketball	Girls' Bowling
Girls' Basketball	Boys' Bowling
Wrestling	Boys' Swimming
Girls' Indoor Track	Girls' Swimming
Boys' Indoor Track	Ice Hockey
Competitive Cheerleading	

## Spring

Baseball	Golf
Softball	Boys' Tennis
Boys' Track	Girls' Track
Boys' Lacrosse	Girls' Lacrosse
Boys' Volleyball	

The forms required for participation are online on the district website on the Athletics link located under the "Our District" tab, <https://www.middletonk12.org/domain/43>



## PROGRAM OF STUDIES

SUBJECT	COLLEGE PREP COURSES	HONORS COURSES	ADVANCED PLACEMENT* COURSES
<b>English</b>	English I <sup>(N)</sup> English I I <sup>(N)</sup> English III <sup>(N)</sup> English IV <sup>(N)</sup> <i>Electives:</i> Cinema Studies <sup>(2)(4)</sup> Effective Oral Communication <sup>(2)(4)(N)</sup> Journalism <sup>(1)(2)(N)</sup> Journalism II <sup>(1)</sup> Advanced Journalism <sup>(1)</sup> Creative Writing <sup>(1)(2)(N)</sup> SAT Prep <sup>(2)</sup>	English I <sup>(N)</sup> English II <sup>(N)</sup> English III <sup>(N)</sup> English IV <sup>(N)</sup> BCC Short Story <sup>(2)(5)(N)</sup> BCC English Composition <sup>(N)(2)(5)</sup>	Language & Composition-Gr. 11/12 <sup>(N)</sup> Literature & Composition-Gr. 11/12 <sup>(N)</sup>
<b>Social Studies</b>	World History <sup>(N)</sup> US History I <sup>(N)</sup> US History II <sup>(N)</sup> <i>Electives:</i> Economics <sup>(3)(N)</sup> Economics & Entrepreneurial Literacy <sup>(1)(2)(3)</sup> Contemporary World Geography <sup>(N)</sup> Psychology <sup>(N)</sup> Recent American History <sup>(2)(N)</sup> Sociology <sup>(2)(N)</sup> Civic Leadership Law, Justice & Society <sup>(1)(N)</sup> Public Policy <sup>(1)(N)</sup>	World History <sup>(N)</sup> US History I <sup>(N)</sup> US History II <sup>(N)</sup> Western Civilization <sup>(N)</sup> Abnormal Psychology <sup>(2)</sup> Holocaust, Genocide, and Modern Humanity <sup>(2)</sup>	US History <sup>(N)</sup> European History* <sup>(N)</sup> Psychology <sup>(N)</sup> Economics* <sup>(3)(N)</sup> World History <sup>(N)</sup> Human Geography <sup>(N)</sup> US Government & Politics <sup>(N)</sup>  * AP Economics and AP European History are offered on alternating years.
<b>Mathematics</b>	Algebra I Lab – Part I <sup>(2)(N)</sup> Algebra I Lab – Part II <sup>(2)(N)</sup> Algebra I <sup>(N)</sup> Algebra II <sup>(N)</sup> Geometry <sup>(N)</sup> Pre-Calculus <sup>(N)</sup> Fundamentals of Calculus <sup>(N)</sup> <i>Electives:</i> Financial Algebra <sup>(N)</sup> Trigonometry & Related Studies <sup>(N)</sup> Probability & Statistics <sup>(N)</sup> Coding, Robotics, and Application Development <sup>(1)</sup> SAT Prep <sup>(2)</sup> Principles of Engineering <sup>(1)</sup>	Algebra II <sup>(N)</sup> Geometry <sup>(N)</sup> Pre-Calculus <sup>(N)</sup> Algebra II/Pre-Calculus <sup>(N)</sup>	Calculus AB <sup>(N)</sup> Calculus BC <sup>(N)</sup> Computer Science <sup>(N)</sup> Computer Science Principles <sup>(N)</sup> Statistics <sup>(N)</sup>
<b>Science</b>	Fundamentals of Science Biology <sup>(N)</sup> Chemistry <sup>(N)</sup> Environmental Science <sup>(N)</sup> Physics <sup>(N)</sup> <i>Electives:</i> Marine Science <sup>(1)(N)</sup> Forensic Science <sup>(1)(2)(N)</sup> Intro to Biotechnology <sup>(1)(2)(N)</sup> Intro to Medical Lab Techniques <sup>(1)(2)</sup> Science & Nutrition - Part I <sup>(2)</sup> Science & Nutrition - Part II <sup>(2)</sup>	Biology <sup>(N)</sup> Chemistry <sup>(N)</sup> Human Anatomy & Physiology <sup>(8)(N)</sup>	Biology <sup>(8)(N)</sup> Chemistry <sup>(N)</sup> Physics I <sup>(N)</sup> Physics C <sup>(N)</sup> Environmental Science <sup>(N)</sup>
<b>Physical Education/ Health</b>	Physical Education 9, 10, 11, 12 Family Life - Gr. 9 Theory of Safe Driving - Gr. 10 Contemporary Health Issues - Gr. 11 Family Life - Gr. 12		
<b>World Language</b>	French I, II, III <sup>(N)</sup> Spanish I, II, III <sup>(N)</sup> Latin I, II, III <sup>(N)</sup> Italian I, II, III <sup>(N)</sup>	French IV, Advanced A or B* <sup>(N)</sup> Spanish IV, Advanced A or B* <sup>(N)</sup> Latin IV <sup>(N)</sup> Italian IV <sup>(N)</sup>  * Depending on the year, Advanced A or Advanced B are offered on an alternating yearly basis and are of an equivalent level.	French* <sup>(8)(N)</sup> Spanish* <sup>(8)(N)</sup> Italian* <sup>(N)</sup>  *Based on enrollment, AP courses may be offered at one high school with transportation provided.

<p><b>Fine, Visual &amp; Performing Arts</b></p> <p><i>(Completion of 5 credits in any of these courses meets the state requirement for Fine, Visual, and Performing Arts)</i></p>	<p>Applied Art and Design I, II, III, IV Chamber Choir; Vocal Workshop Cinema Studies <sup>(2)</sup> Concert Band/ Instrumental Ensemble</p> <p>Drama <sup>(2)</sup> Drama Workshop Effective Oral Communication <sup>(2)(N)</sup> Fine Arts I, II, III, IV Introduction to Music: Theory/ Composition Symphonic Band Honors Piano &amp; Keyboard Technique Play Production Rock History and Pop Culture <sup>(2)</sup> Stagecraft TV/Film Production Advanced TV/Film Production</p>	<p>Dance I, II Digital Media Design &amp; Technology Animation and Motion Graphics Concert Choir Theater Ensemble</p>	<p>*Music Theory *Studio Art <sup>(8)</sup> Art History</p> <p>*Based on enrollment, AP courses may be offered at one high school with transportation provided.</p>
<p><b>Career Education / Consumer, Family &amp; Life Skills / Voc-Tech</b></p> <p><i>(Completion of 5 credits in any of these courses meets the state requirement for Career Education/ Family &amp; Life Skills / Vocational Tech.)</i></p>	<p>Accounting I Advanced Graphic Design Advanced Journalism Advanced Technical Drawing/CAD Aerospac Design Technology Architecture &amp; Spatial Design <sup>(2)</sup> Child Development Clothing Construction &amp; Fashion College/Career Dev. &amp; Performance Goals <sup>(2)</sup> Digital Literacy &amp; Professional Portfolio Dev I, II <sup>(2)</sup> Cooperative Business Education Creative Writing <sup>(2)(N)</sup> Criminal &amp; Business Law Culinary Arts Economics <sup>(3)(N)</sup> Economics &amp; Entrepreneurial Literacy <sup>(2)(3)</sup> Fashion &amp; Home Décor <sup>(2)</sup> Forensic Science <sup>(2)(N)</sup> Graphic Design Innovation and Design <sup>(2)</sup> Introduction to Biotechnology <sup>(2)(N)</sup> Coding, Robotics, and Application Development Introduction to Medical Lab Techniques <sup>(2)</sup> Journalism <sup>(2)(N)</sup> ; Journalism II Law, Justice, &amp; Society <sup>(N)</sup> Marine Science <sup>(N)</sup> Mock Trial <sup>(2)</sup> Photography I, II <sup>(2)</sup> Principles of Engineering Public Policy <sup>(N)</sup> Senior Career Seminar Sewing &amp; Fashion <sup>(2)</sup> Sports &amp; Entertainment Marketing &amp; Management <sup>(2)</sup> Technical Drawing/CAD</p>	<p>Accounting <sup>(7)</sup> Business Ethics <sup>(2)(8)</sup> Introduction to Business <sup>(2)(5)</sup> Introduction to Marketing <sup>(2)(5)</sup> International Business <sup>(2)(7)</sup> Intro to Video Game Art &amp; Design <sup>(2)</sup> Tomorrow's Teachers <sup>(6)</sup></p>	<p>Computer Science <sup>(N)</sup> Computer Science Principles <sup>(N)</sup> Economics* <sup>(2)(3)(N)</sup></p> <p>*Based on enrollment, AP courses may be offered at one high school with transportation provided.</p>

(1) Credits earned count toward fulfillment of the Career Education, and Consumer, Family and Life Skills and Vo-tech requirement.

(2) One semester in length

(3) Credits earned count toward fulfillment of Financial, Economic Business, and Entrepreneurial Literacy requirement.

(4) Credits earned count toward fulfillment of the Fine, Visual and Performing Arts requirement.

(5) Dual enrollment course through Brookdale Community College (3 college credits)

(6) Dual credit available through Rider University (3 college credits)

(7) Dual Credit available through Fairleigh Dickinson University (3 college credits)

(8) Dual Credit available through Seton Hall University (3 college credits except for: AP French & AP Spanish:

(N) NCAA approved course

For placement in Advanced Placement math and science courses, the following criteria is recommended:

- Final average of 90 or better for College Prep level feeder course; or
- Final average of 85 or better for Honors level feeder course; or
- Final average of 80 or better for Advanced Placement level feeder course.

Teacher recommendation from the feeder course is required for ALL Advanced Placement courses.

*\*NOTE: The number of college credit, as well as the minimum AP exam score needed to earn credit, that a student may earn for each AP course is determined by the college the student attends.*



# STEM

SCIENCE · TECHNOLOGY · ENGINEERING · MATH

## PATHWAY



In keeping with the global STEM initiatives and in response to the increasingly technology-driven job market, the Middletown Public School District is excited to offer a “STEM Pathway” program of study for our high school students. The purpose of the STEM Pathway is to provide our students with a solid foundation in the core STEM subjects that prepares them well for post-secondary college and career plans as well as to equip them with the skills necessary to compete in this global society.

Students in eighth or ninth grade who are interested in the STEM Pathway must meet with their guidance counselor to enroll, effective the following school year.

- Once enrolled in the STEM Pathway, students follow a clearly defined sequence of courses as explained on the following page. This includes 20 credits of Math, 20 credits of Science, and 20 credits of STEM electives.
- The STEM cohort of students, as created by Guidance, are linked with Naviance. This link keeps students informed regarding STEM college visits, field trips, assemblies, internships, etc.
- Students work with the mathematics and science teachers and the guidance counselors who assist them as they follow the pathway in helping to determine future STEM-related study as they move into college and careers.
- Students who enroll in the STEM Pathway are enrolled in a STEM Advisory, during which they attend a minimum of 7 of the 8 offered presentations. Consideration may be given to students with extenuating circumstances who do not attend 7 seminars to make up a minimal number of seminars during the following school year.
- The STEM Pathway has a corresponding component in our Senior Internship Program to provide those high school seniors enrolled in the Pathway the opportunity to get valuable field experience in STEM-related fields.
- Students are expected to maintain a minimum average of a 70 in order to receive the STEM Pathway endorsement on their transcript. Students who are looking for a more rigorous challenge may participate in the “Endorsement with Distinction” version of the Pathway:
  - To graduate with a STEM Endorsement with Distinction, students must:
    - ◆ Maintain a 3.0 GPA
    - ◆ Participate in a STEM-related Senior Internship OR complete at least 1 STEM-related course eligible for dual enrollment with an institution of higher learning
    - ◆ Complete at least 1 Advanced Placement Science course
    - ◆ Complete either AP Calculus (AB or BC) or AP Statistics
    - ◆ Complete at least 5 credits in Technology or Computer Science
- Students enrolled in the STEM Pathway are encouraged, as schedules permit, to participate in one or more STEM-related extracurricular activities—e.g., science fairs, robotic tournaments, engineering competitions, etc.—and clubs, such as:
 

<ul style="list-style-type: none"> <li>○ Academic Team</li> <li>○ Environmental Club</li> <li>○ Makerspace Club</li> <li>○ Math Team</li> </ul>	<ul style="list-style-type: none"> <li>○ Science League</li> <li>○ Technology Club</li> <li>○ TV Production</li> </ul>
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# STEM

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## PATHWAY



9		10	11	12
World Literature CP / H		American Literature CP / H	American Literature II CP / H or AP English Language and Composition	English and Expository Writing CP / H or AP English Literature and Composition
World History CP / H		US History I CP / H	US History II CP / H or AP US History	Social Science / History Elective
Algebra II H or Algebra I or Algebra I Lab - Parts I & II		Pre-Calculus H or Algebra II H or Geometry H or Geometry	<b>AP Calculus AB or AP Statistics*</b> or Pre-Calculus H or Algebra II or Algebra II/Pre-Calculus H	<b>AP Calculus AB or BC or AP Statistics*</b> or Pre-Calculus or Fundamentals of Calculus or other Math Elective
Biology CP / H or Fundamentals of Science		Chemistry CP / H or Biology CP / H or Environmental Science	Physics CP or AP Physics 1* or Chemistry CP / H <b>AP Science*</b> or other Science Elective	Physics CP or <b>AP Science*</b> or other Science Elective
Economics and Entrepreneurial Literacy	Elective	STEM Elective	STEM Elective	STEM Elective
World Language		World Language	CP / AP World Language or Elective	CP / AP World Language or Elective
PE / Health		PE / Health	PE / Health	PE / Health
Fine, Visual or Performing Arts or Career Education; Consumer, Family and Life Skills; Vocational Technical Elective		Fine, Visual or Performing Arts or Career Education; Consumer, Family and Life Skills; Vocational Technical Elective	STEM / AP Elective or CP Elective	STEM / AP Elective or/and <b>STEM-related Senior Internship*</b>

**\*Courses in Bold are required for STEM “Endorsement with Distinction”, as opposed to the “Standard Endorsement”. See page 7 for requirements.**

### STEM ELECTIVES OFFERED

Forensic Science	Science of Nutrition – Part I	Science of Nutrition – Part II	Innovation and Design
Human Anatomy & Physiology	Coding, Robotics, & Application Development	Introduction to Biotechnology	Trigonometry & Related Studies
Principles of Engineering	AP Computer Science	Marine Science	Probability and Statistics
AP Environmental Science	AP Computer Science Principles	Architectural & Spatial Design	AP Statistics
Advanced Technical Drawing	Graphic Design	Advanced Graphic Design	Digital Literacy & Prof. Portfolio Development
Aerospace Design & Technology	Photography I & II	Financial Algebra	Technical Drawing /CAD
			Introduction to Medical Laboratory Techniques





Middletown High School North & Middletown High School South

**YOU ARE THE FUTURE!**

*We need extraordinary students to seek solutions to the world's most challenging problems...*

The United States Constitution created a government to promote individual well-being and common good for all. Government, law and public policy impacts the lives and welfare of every citizen of this country, this continent and this planet.

The economy, education, health care, transportation, the environment, energy, jobs, national security – virtually every aspect of daily life is affected by public policy decisions at all levels of government – local, state, and federal.

Our *Government, Law and Public Policy Pathway* has been created to provide the best and most dedicated of our students with an opportunity to take the first steps on a life long journey to become leaders in our society who will guide us through a complex set of issues and help us make choices that will sustain our country's role in a global society. Whether you are interested in becoming a lawyer, politician, police officer, reporter, public servant, FBI agent, environmental advocate, public health official, economic developer, member of the military or simply an informed citizen of the world, this pathway will open your mind and help you decide what you can do to lead our society into the future.

Students who are interested in the *Government, Law, and Public Policy Pathway (GLP3)* must meet with their guidance counselors to enroll for the following school year.

- 9<sup>th</sup> grade students who wish to follow *GLP3 Pathway* must sign up for a mandatory Seminar Series that will be held eight times in the course of the school year during the Block 3&4 advisory period. Guest speakers from the fields of law, criminal justice, government and public policy, etc. will meet with students and share information about their careers and the roles they play in government, law and public policy. Students need to attend a minimum of seven out of the eight seminars and will need to complete a seminar assignment. Consideration will be given to students with extenuating circumstances who do not attend seven seminars to make up a minimal number of seminars during the following school year.
- A *GLP3* cohort of students created by the Guidance Department will be linked via Naviance. This link will keep students informed regarding *GLP3* college visits, field trips, assemblies, internships, etc.
- Students will work with the social studies teachers and guidance counselors who will assist them as they follow the pathway and help determine future *GLP3*- related study as they begin to consider college and career choices.
- *GPL3* students may participate in a related field experience during their senior year of high school.
- Students will be expected to maintain a minimum of a 70 average to receive the *Standard Government, Law and Public Policy Pathway* endorsement on their transcript.
- Students looking for a more rigorous challenge may be selected to participate in the “Endorsement with Distinction” version of the Pathway (see the matrix that follows for a detailed look at the courses involved).

Students enrolled in the *GLP3* will be encouraged to participate in the following extracurricular clubs and activities:

\* Model UN \* Mock Trial \* Environmental Club \* FBLA \* TV Production Club \* Newspaper \* G.S.A. \*





# Government, Law & Public Policy Pathway



9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
World Literature CP / H	American Literature I CP / H	American Literature II CP / H or AP English Language and Composition	English and Expository Writing CP / H or AP English Literature and Composition
World History CP / H / AP	US History I CP / H	US History II CP / H or AP US History	<b>AP US Government &amp; Politics</b> or GLP3 Elective
Integrated Algebra - Part I and II or Algebra I or Algebra II Honors	Geometry or Geometry Honors or Higher Math Course	Algebra II or Higher Math Course	Higher Math Course or Elective
Fundamentals of Science or Biology	Biology, Chemistry or Environmental Science	Chemistry, Physics CP/H, AP Biology, AP Chemistry or <b>GLP3 Science Elective</b>	<b>Elective</b>
Economics & Entrepreneurial Literacy or GLP3 Elective after consulting with Guidance Counselor	<b>Economics or AP Economics</b>	<b>Law, Justice and Society</b>	<b>Civic Leadership or Senior Career Seminar</b>
World Language	World Language	World Language or Elective	World Language or <b>GLP3 Elective</b>
PE/Health	PE/Health	PE/Health	PE/Health
Fine, Visual, & Performing Arts or Career Education; Consumer, Family and Life Skills; Vocational Technical Elective	Fine, Visual, & Performing Arts or Career Education; Consumer, Family and Life Skills; Vocational Technical Elective	<b>GLP3 Elective</b> or Fine, Visual, and Performing Arts Elective	<b>GLP3 Elective</b> or Fine, Visual, and Performing Arts Elective

**\*Courses in Bold are required for GLP3 “Endorsement with Distinction”, as opposed to the “Standard Endorsement”. See previous page for requirements.**

## Government, Law & Public Policy Pathway Electives

<b>Contemporary World Geography</b> Grades 9-12 <b>AP Human Geography</b> Grades 9-12 <b>AP World History</b> Grades 9-12 <b>Recent American History</b> Grades 11-12 <b>Sociology</b> Grades 9-12 <b>Western Civilization Honors</b> Grades 11-12	<b>AP European History</b> Grade 10-12 <b>Effective Oral Communication</b> Grades 9-12 (Fine, Visual, and Performing Arts Elective) <b>AP Economics</b> Grades 10-12 <b>Economics</b> Grades 9-12 <b>Mock Trial</b> Grades 9-12 (Career Ed., etc. Elective) <b>AP Psychology</b> Grade 12	<b>Criminal, Business &amp; Personal Law</b> Grades 10-12 (Career Ed., etc. Elective) <b>Civic Leadership</b> Grade 12 <b>Public Policy</b> <b>TV Production</b> Grades 9-12 (Fine, Visual, Performing Arts Elective) <b>Advanced TV Production</b> Grades 10-12 (Fine, Visual, and Performing Arts Elective) <b>Senior Career Seminar</b> Grade 12	<b>Journalism</b> Grades 9-12 <b>Journalism II</b> Grades 10-12 <b>Advanced Journalism</b> Grades 11-12 <b>Environmental Science</b> Grades 10-12 <b>AP Environmental Science</b> Grades 11-12 <b>Holocaust, Genocide &amp; Modern Humanity Honors</b> Grades 11-12	<b>Forensic Science</b> Grades 11-12 <b>Marine Science</b> Grades 11-12 <b>Probability and Statistics</b> Grades 11-12 <b>AP Statistics</b> Grades 10-12 <b>Psychology</b> Grades 10-12 <b>Abnormal Psychology Honors</b> Grades 10-12
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# BUSINESS

## MANAGEMENT & ADMINISTRATION

### PATHWAY

MTPS



Recent changes within the global economy have led to a significant growth in business and business-related industries throughout the world. These changes have brought with them the need for individuals ready to take on the challenges of the fast-paced and exciting world of business. According to the National Association for Colleges and Employers, six of the eleven top degrees of students who have been hired in 2016 are in the field of Business (Accounting, Finance, Business Administration, Logistics/Supply Chain, Economics, and Marketing). As a result, Middletown Township Public School District is pleased to offer our high school students the opportunity to be part of our new Business Management and Administration Pathway (*BMAP*).

The purpose of the pathway is to provide our students with a solid foundation in the core functions of Business with the intention of preparing them for post-secondary college and career endeavors, as well as increasing their marketability in the very competitive business industry.

Students currently in eighth or ninth grade who are interested in the Business Management and Administration Pathway must meet with their guidance counselor to enroll for the following school year.

- Once enrolled in the Business Pathway, students follow a clearly defined sequence of courses. The course load includes a minimum of 15 credits in Science, 15 credits in Social Studies, 15 credits in a World Language, 20 credits in Mathematics, and 25 credits in Business.
- The pathway cohort of students is entered into the *Naviance* system used by our Guidance Department so that students are kept informed with regard to college visits, field trips, assemblies, internships, etc. relative to the business and the pathway.
- Students are assisted by the teachers in the Business Department and by their guidance counselors in determining appropriate business-related study as they progress towards college admissions and career paths.
- All students who enroll in the pathway are enrolled in a “Business Advisory” during which they must attend a minimum of seven (7) of the eight (8) presentations offered to them. Consideration may be given to students with extenuating circumstances who do not attend at least seven seminars to make up a minimal number of seminars during the following school year.
- The Business Pathway has a corresponding component in our Senior Internship Program to provide those high school seniors enrolled in the pathway the opportunity to obtain valuable experience in business-related fields.
- Students are expected to maintain a minimum average of a 70 in order to receive endorsement in the Business Pathway on their transcript. Students looking for a more rigorous challenge may participate in the “Endorsement with Distinction” version of the Pathway. To graduate with a Business Academy endorsement, students must:
  - maintain a 3.0 GPA,
  - participate in a Business-related Senior Internship,
  - complete Honors Accounting, and
  - complete four years of a World Language.
- Students enrolled in the Business Management and Administration Pathway will be encouraged, as schedules permit, to participate in one or more business-related co-curricular activities\* (such as internships, business competitions, field trips, etc.) and clubs such as:

National Business Honor Society	Future Business Leaders of America
DECA	Heroes and Cool Kids
Future Educators of America	Peer Leaders
Senior Internship	Mock Trial
Bottlecappers	Lion’s Club International
FCCLA	Model UN
Key Club	Student Government

*\*Co-curricular organizations may vary by high school.*



# BUSINESS MANAGEMENT AND ADMINISTRATION PATHWAY



9th	10th	11th	12th
World Literature CP / H	American Literature I CP / H	American Lit II CP / H <i>or</i> AP English Language and Composition	English and Expository Writing CP / H <i>or</i> AP English Literature and Composition
World History CP / H	US History I CP / H	US History II CP / H <i>or</i> AP US History	<b>Criminal Business and Personal Law</b>
Algebra I <i>or</i> Algebra II H <i>or</i> Integrated Algebra - 1 & 2	Geometry <i>or</i> Geometry Honors	Algebra II <i>or</i> Higher Math Course	<b>Business Ethics H</b> <b>International Business H</b>
Biology CP / H <i>or</i> Fundamentals of Science	Biology CP / H <i>or</i> Chemistry CP / H <i>or</i> Environmental Science	Biology AP Chemistry CP / AP <i>or</i> Physics CP / AP <i>or</i> Science Elective	History/Social <i>or</i> Science Elective
<b>Economics and Ent. Lit.</b> <b>½ Business Elective</b>	Accounting I <i>or</i> <b>Accounting Honors</b>	<b>Introduction to Business H</b> <b>Introduction to Marketing H</b>	Mathematics Elective
<b>World Language</b>	<b>World Language</b>	<b>World Language</b>	<b>World Language</b> <i>or</i> Business Elective
PE / Health	PE / Health	PE / Health	PE / Health
Fine, Visual, & Performing Arts	Fine, Visual, & Performing Arts; Consumer, Family and Life Skills; Vocational Technical Elective <i>or</i> BUSINESS ELECTIVE	Fine, Visual, & Performing Arts; Consumer, Family and Life Skills; Vocational Technical Elective <i>or</i> BUSINESS ELECTIVE	Fine, Visual, & Performing Arts; Consumer, Family and Life Skills; Vocational Technical Elective <i>or</i> BUSINESS ELECTIVE

\*Courses in Bold are required for Business “Endorsement with Distinction” as opposed to the “Standard Endorsement.” See requirements on the previous page.

Sports & Entertainment Marketing College and Career Planning Digital Literacy & Prof. Portfolio Devel. 1 & 2 <b>Economics and Entrepreneurial Literacy</b>	Sports & Entertainment Marketing Economics and Entrepreneurial Literacy College and Career Planning Mock Trial Digital Literacy & Prof. Portfolio Devel. 1 & 2 Accounting I <b>*Accounting Honors</b> Criminal, Business and Personal Law AP Economics	Sports & Entertainment Marketing Economics and Entrepreneurial Literacy College and Career Planning Mock Trial <b>*Intro to Business H</b> <b>*Intro to Marketing H</b> <b>*Business Ethics H</b> <b>*International Business H</b> Digital Literacy & Prof. Portfolio Devel. 1 & 2 Accounting I / <b>*Accounting Honors</b> Criminal, Business & Personal Law AP Economics	Sports & Entertainment Marketing Mock Trial <b>*Intro to Business</b> <b>*Intro to Marketing</b> <b>*Business Ethics H</b> <b>*International Business H</b> Digital Literacy & Prof. Portfolio Devel. 1 & 2 Accounting I <b>*Accounting Honors</b> <b>Criminal, Business &amp; Personal Law</b> AP Economics
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\*Dual Enrollment Course





## Early College Academy



Middletown Township Public Schools and Brookdale Community College offers incoming high school freshmen the opportunity to earn a New Jersey high school diploma and an Associate of Arts or Associate of Science degree at the same time. The Early College Academy (ECA) is designed to provide students access to higher education experiences throughout grades 9-12. During the four years in high school, students enroll in Advanced Placement (AP) courses at Middletown High School North or South, Brookdale courses that concurrently satisfy requirements for their high school diploma, and additional college-level courses in fulfillment of an Associate degree.

The Early College Academy program was designed by a team of administrators and instructors from both MTPS and BCC. Two of the ECA's primary objectives are to create new pathways for access to rigorous college-level instruction for academically-prepared students and to facilitate attainment of an Associate degree to better position high school graduates for timely completion of coursework towards a Bachelor or graduate-level degree. To that end, students take high school and AP classes, along with Brookdale's *Human Development* course, on the Middletown High School North or South campus during their freshman and sophomore years. During both their junior and senior years, students enroll in four high school classes and four college courses at Brookdale's Lincroft campus. In addition, an array of academic and student support services will be offered by both High School North and South as well as Brookdale Community College staff throughout grades 9-12.

ECA applications for incoming freshmen at High School North and South are currently being accepted for the 2020-21 school year. When entering High School North or South, students need to be enrolled in Honors classes including Algebra II Honors. Please contact your middle school counselor if you are interested in learning more about the Early College Academy or would like to obtain an application. Additionally, for information about course sequences, program costs, and the expectations outlined in the Student-Parent Early College Academy Contract, contact the Assistant Principal of Guidance at the appropriate high school.



## ***MIDDLETOWN TOWNSHIP PUBLIC SCHOOLS ARTS ACADEMY***

*The Arts Academy application will be open to Middletown residents in 8<sup>th</sup> and 9<sup>th</sup> grades.*

The Middletown Township Public School District is offering incoming 8th grade and 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students the opportunity to participate in the *Arts Academy* during its third year, 2020-2021. The Academy provides more in-depth learning opportunities for students with previously identified skills, talents, passions, and experiences. Some Academy courses may be exclusive to Academy students. The six tracks offered are:

- Fine and Applied Arts
- Theatre/Drama
- Instrumental Music
- Choral/Vocal Music
- Digital Media Arts and Design
- Dance

One of the purposes of the Academy is to help prepare students for college and future careers related to the Arts. Originally designed using information gathered from a survey of stakeholders--including parents, students, and staff--courses of study offered include, but are not limited to, drama, instrumental music, vocal music, drawing, painting, sculpture, dance, graphic design, photography, TV/film production, and digital animation.

Interested eighth grade students participate in a rigorous application and interview/audition process. An information night for both parents and students is held annually before the application process begins and visits to the middle schools are made by high school personnel to help students learn more about the Academy. During these events, more detailed information is provided including admission requirements, course sequence, and expectations. **The Middletown Township Arts Academy is currently housed at Middletown High School North.** Arts Academy students zoned for High School South will take all coursework and extracurricular activities at High School North. Bus transportation will be provided.

*For further information, please see the District website. More information will be posted as it becomes available.*

### **Academy Coordinators:**

Mr. Steven Graziano ([grazianos@middletownk12.org](mailto:grazianos@middletownk12.org)) - Fine and Performing Arts tracks

Mrs. Wendy Morales ([moralesw@middletownk12.org](mailto:moralesw@middletownk12.org)) - Digital Media Arts and Design track

# ENGLISH

The English Department program is a survey of canonical text. The emphasis is on establishing a foundation in reading, writing, and speaking skills. Students have the opportunity to study a variety of literary forms, traditions, and genres through minilessons, bookclubs and independent reading. Research skills are developed through use of the MLA Style and APA Style Manuals. Attention is also given to the development of test-taking skills in preparation for the required state assessments and the Scholastic Aptitude Test.

The Honors program provides an intense analysis of World Literature, American Literature, and British Literature. Students explore literature and language through close reading, analysis, discussion, and writing. Research skills are refined through participation in a research project. Admission into the English 1 Honors course is determined through use of a matrix. Continuance in the Honors track requires a minimum average of 80.

## **English I** **Grade 9**

The English 1 curriculum aligns to the NJSLs, incorporating personalized learning, student choice, and opportunities for students to engage in core novel studies, book clubs and independent reading. The students will grow their capacity as writers by engaging with a range of tasks including narrative, literary analysis, argumentative, research, and explanatory/informational writing.

## **English II** **Grade 10**

The English 2 curriculum aligns to the NJSLs, incorporating personalized learning, student choice, and opportunities for students to engage in core novel studies of American authors, book clubs and independent reading. The students will continue to grow their capacity as researchers and writers of narrative, literary analysis, rhetoric/argument, and poetry.

## **English III** **Grade 11**

English 3 focuses on foundational works of literature from the 18<sup>th</sup> - 20<sup>th</sup> Centuries. Emphasis is placed upon works of exceptional craft and thought whose range extends across genres and cultures. Students will develop critical thinking skills in written and oral responses to textual analysis, as well as in required research projects.

## **English IV** **Grade 12**

English 4 focuses on the wide and deep reading of literature and literary nonfiction of steadily increasing sophistication. Students will read and respond to a variety of cultural works and complementary nonfiction texts. Emphasis is placed on the development of literacy capacities needed for college and career readiness. Students will develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources.

## **Advanced Placement English Language and Composition\*** **Advanced Placement English Literature and Composition\***

These courses offer college-level curricula and texts while requiring commensurate achievement of students. As required by the College Board, students read and write extensively in preparation for the spring Advanced Placement exam. Please note, students can choose either course in 11<sup>th</sup> and 12<sup>th</sup> grade for AP English. The College Boards does not have a required sequence.

## **Elective Course Offerings**

**SAT Prep\* (Semester) **Grades 10 - 12****  
Designed for students who wish to improve their SAT scores, this course focuses on verbal skills such as: reading in context, finding textual evidence to back up claims, using vocabulary only in context, analyzing text that covers the topics of science, history, and literature, editing techniques and paragraph structure and logically analyzing a persuasive writing sample for the use of persuasive techniques without presenting a subjective argument. Students work to improve their speed and accuracy on the SAT by learning test-taking strategies and practicing with simulated exams. This course also includes an SAT Prep math component.

**Short Story (Semester) Honors **Grade 12****  
**BCC Dual Credit/Enrollment**  
In conjunction with Brookdale Community College, interested seniors can earn Middletown credits and three transferable college-level credits by reading, analyzing, discussing, and writing about a variety of short stories. Students develop an understanding of the history, structure, and conventions of the short story by analyzing literary works that adhere to and/or challenge this tradition. This course emphasizes close reading skills and contextualizing works within their historical period and as a reflection of various cultures. The relevance of these short stories for the modern reader is examined. Students who wish to earn college credit must take a qualifying test and pay a reduced tuition fee to Brookdale Community College. This honors weighted class must be taken with the *English Composition* course to fulfill the senior English requirement.

**English Composition (Semester) Honors **Grade 12****  
**BCC Dual Credit/Enrollment**  
In conjunction with Brookdale Community College, interested seniors can earn Middletown credits and three transferable college credits by taking the Writing Process course in which students work on developing writing skills. Students compose, workshop, and revise a series of essays in various styles. In addition, they respond to an assortment of texts and learn to process, rework, and communicate their ideas effectively. Students who wish to earn college credit must take a qualifying test and pay a reduced tuition fee to Brookdale Community College. This honors weighted class must be taken with the *Short Story* course to fulfill the senior English requirement.

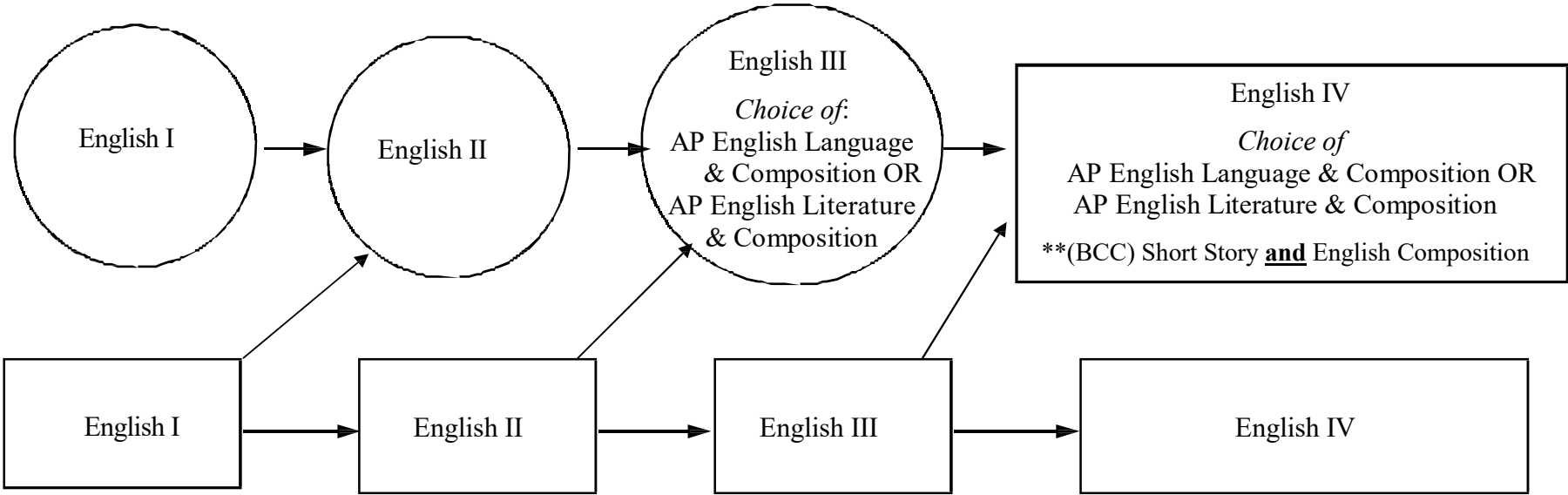
*\*Summer packets are provided to students by the teacher and will be available on the school website so that students may prepare for the course. The intent is for all students to take the Advanced Placement exam.*

Additional elective courses that count towards the Career Education requirement can be found under the "Career Education/Consumer, Family & Life Skills/Vocational Technical" section of this guide.

# ENGLISH SEQUENCE OF COURSES

The English program is a four-year sequence that builds upon the New Jersey Student Learning Standards in reading, writing, speaking / listening, and language. The course content develops students' comprehension, oral and written fluency, and appreciation of literature and understanding of non-fiction and informational text. Placement is designed to meet the individual needs and academic ability of each student. **All students must complete four years of English to graduate.**

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### ADDITIONAL ENGLISH OFFERINGS

**Full Year**

- \*\*\*Journalism II (Gr. 10-12)
- \*\*\*Advanced Journalism (Gr. 11-12)
- \*Play Production (Gr. 9-12)
- \*Stagecraft (Gr. 9-12)
- \*Drama Workshop (Gr. 10-12)
- \*Theater Ensemble (Gr. 11-12)

**Semester**

- \*Cinema Studies (Gr. 9-12)
- \*\*\*Journalism (Gr. 9-12)
- SAT Prep (Gr.10-12)
- \*\*\*Creative Writing (Gr. 9-12)
- \*Drama (Gr. 9-12)
- \*Effective Oral Communication (Gr. 9-12)
- \*\*Short Story (BCC) (Gr. 12)
- \*\*English Composition (BCC) (Gr. 12)

\* A description of these courses can be found under the “Fine, Visual, and Performing Arts” section of this guide.

\*\* Tuition fee is required.

\*\*\* A description of these courses can be found under the “Career Education/Consumer, Family & Life Skills/Vocational Technical” section of this guide.

# SOCIAL STUDIES

*The Social Studies Department program is a survey of World History and American History. Utilizing inquiry-based instructional methodologies, emphasis is placed upon the development of research skills, independent study skills, interpretation of primary sources/literature, and skills in historical analysis and historiography.*

*The Honors program provides an intense analysis of World History and American History. This program involves the student in a series of in-depth studies and analysis of selected units in their specific subject. Admission into this course is assessed through the use of a matrix. Continuance in the Honors track requires a minimum average of 80.*

## **World History** **Grade 9**

World History provides students with opportunities to learn about the global nature and interdependence of various nations, their cultures, and history. The various components of the course include geographic relationships, regional and national histories, and cultural expressions of the world community. Emphasis is placed upon the development of research skills, interpretation of primary sources, and the further development of critical thinking and writing skills.

## **Advanced Placement World History: Modern\*** **Gr. 9-12**

The Advanced Placement World History: Modern course enables students to develop the historical thinking skills that are requisite to explore trends and global processes. The course addresses historical periods from 1200 CE to the present as related to key concepts and course themes. Students study the civilizations of Africa, the Americas, and Asia that play a vital role in the shaping of the modern era. There is a focus on the analysis of concepts and themes rather than factual recall. Historical thinking skills include historical argumentation and evidence, chronological reasoning, comparison and contextualization, and historical interpretation and synthesis.

## **U.S. History I** **Grade 10**

U. S. History I involves the student in the exploration and analysis of American history from the pre-Colonial period to the Progressive Era. Emphasis is placed upon the further development of research skills, interpretation of primary sources, and enhanced critical thinking and writing skills.

## **U.S. History II** **Grade 11**

U.S. History II presents students with a variety of educational experiences in Twentieth and Twenty-First Century United States history, culture, and economic development. The course prepares students for further education and active citizenship. In this course students pursue the study of American history, politics, government, and culture. Emphasis is placed upon the refinement of research skills, interpretation of primary sources, critical thinking and writing skills.

## **Advanced Placement U.S. History\*** **Grade 11**

Advanced Placement U.S. History is offered to students who qualify in lieu of U.S. History II. It emphasizes critical, analytical, and synthesis skills necessary for the college-level study of United States History.

## **Elective Course Offerings**

### **Psychology (General)** **Grades 10 - 12**

Students are introduced to the development of specific attitudes and skills, including critical thinking, problem-solving, and an appreciation for the scientific method, as well as the core ideas and theories of psychology. As a result, students will gain an understanding of the complexities and diversity of human thought behavior. Students will be able to apply knowledge gained from this course to their daily lives.

### **Civic Leadership** **Grade 12**

This is a service course in which students are taught the fundamentals of successful civic leadership qualities and provided with opportunities to apply those skills through various projects centered around self-improvement, school improvement, and community improvement. Through various partnerships with non-profit organizations and a strong emphasis on philanthropic work, students learn how to become productive members of society as well as good citizens who are active and energized agents of change in their school and community. *After-school community service is an integral requirement of the course.*

*Students must apply to be accepted into this program.*

### **Contemporary World Geography** **Grades 9 - 12**

In today's world of rapidly changing political, social, geophysical, and economic structures, geography itself is a dynamic, not static, force. All the world's conflicts are based on territorial and power struggles; hence, geographical concerns are changing with increasing rapidity as countries and borders appear, disappear, and change. Study in this course engages students in a variety of activities related to current issues. Students have a number of hands-on experiences with Maps101.com and respected publications, such as *The New York Times*, *Newsweek*, and *Upfront*.

### **Advanced Placement Human Geography\*** **Grades 9 - 12**

The Advanced Placement Human Geography course addresses five college-level goals that build upon the 2012 National Geography Standards. The College Board emphasizes that the purpose of the Advanced Placement Human Geography course is to introduce students to the systematic study, patterns, and processes that have shaped human understanding, use, and alteration of the Earth's surface. Throughout the full year course, students evaluate topics in geography, population, cultural patterns and processes, agriculture, industrialization, economic development, and urbanization.

*It is suggested that students take the Contemporary World Geography elective prior to this Advanced Placement course.*

### **Economics** **Grades 10 - 12**

The Economics course includes the concepts of both macro and microeconomics. The first half of the course is devoted to the study of Economics using total income, total employment, average level of prices, and the effects of the stock market on the economy. The second half of the year focuses on the individual business firm: what it is; how it works; how it allocates various resources; how it prices goods and services; how it reacts to competitive pressures and the effects of the stock market on company policy and planning.

**Advanced Placement Economics\***      **Grades 10 - 12**

This course is an elective for sophomores, juniors and seniors. It encompasses fundamental economic concepts, which includes: scarcity, opportunity cost, productivity, economic systems and institutions. Microeconomic concepts include markets and prices, supply and demand, competition and market structures and the role of the government. The macroeconomic concepts to be covered are GDP, unemployment, inflation, and monetary and fiscal policy. Lastly, international economic concepts, such as absolute and comparative advantage, exchange rates and growth and stability are analyzed.

**Economics and Entrepreneurial Literacy (Semester)**      **Grades 9 - 12**

This project-based course introduces the student to the vital role economics plays in society and in life through the choices consumers make. Students gain the skills to make important economic decisions, incorporating individual and social viewpoints, for the global economy. Through differentiated instruction, students learn how societies use scarce resources to produce valuable commodities and how they are distributed. Students learn how to write a business plan for a mock entrepreneurial business and develop a stock portfolio as part of a simulated stock market investment challenge.

**Holocaust, Genocide and Modern Humanity Honors (Semester)**      **Grades 11-12**

This course introduces students to the history of the European holocaust and addresses the wider questions of genocide in the modern world. Students examine these events in comparative context and discuss their impact on modern cultural, political, and intellectual developments. Students are exposed to some of the greatest moral and ethical dilemmas in modern history to examine the notion of humanity.

**Advanced Placement Psychology\***      **Grade 12**

A rigorous, academic course that exposes students to the scientific study and the mental processes of humans and animals, this course enables students to become knowledgeable of the methods psychologists use in their science and practice as well as principles associated with each of the major sub fields of psychology.

**Recent American History (Semester)**      **Grades 11-12**

This course deals with the major issues facing the United States, in crises at home and abroad from 1970 until the present. Students discuss what has worked, what has not, and possible reasons for these outcomes. An emphasis is placed on relating current events to past episodes in United States history—i.e., “Past is Prologue”.

**Sociology (Semester)**      **Grades 11 – 12**

The Sociology course provides the student with an understanding of the individual’s place in society. The course emphasizes the cultural developments of mankind and the research, which is conducted in sociology. This class helps students appraise the various family units, subcultures, etc. in American society.

**Abnormal Psychology Honors (Semester)**      **Grades 11-12**

This course focuses on the field of psychopathology and personality disorders. Through case studies, students examine the nature, causes, and various treatment approaches of these disorders.

**Western Civilization Honors**      **Grade 11-12**

This course is designed to present a survey of the development of the various cultures and nations of the western world. The course provides an in-depth examination of the elements that have shaped western civilizations. The goal of the course is to take students on an intellectual journey, to explore great ideas, significant themes and to be exposed to the great minds and most significant events that have impacted the world. Its interdisciplinary approach explores the human condition through a variety of conceptual lenses, which include: anthropology, mythology, art, theology and religion, philosophy, politics, history and literature.

**Law, Justice, and Society**      **Grade 10-12**

This course provides students with career focused educational opportunities in various law and justice fields. It examines the basic concepts of law related to citizens’ rights and the responsibilities of the individual, and students will receive instruction in critical skill areas including: communicating with diverse groups, conflict resolution, ethics, report writing, terrorism, civil and criminal law. Career planning and employability skills will be emphasized. This course will provide an opportunity for students to become familiar with the structure of the judicial and penal systems, explore and identify possible career paths and research society and the connections it has to the judiciary. This course is a requirement to continue participation as part of the GLP3 Pathway.

**Public Policy**      **Grade 11-12**

After taking a core curriculum of GLP3 courses designed to provide students with an introduction to the field of public policymaking in an era of globalization as well as to provide them with the qualitative and quantitative tools needed for work in a professional policy environment, students can take this elective, that expands on Law, Justice and Society. This course will provide coursework that prepares students to work in domestic public or non-profit service and management, domestic and/or international settings in government, the non-governmental sector, or business.

**Advanced Placement U.S. Government & Politics\* Gr.11-12**

This course provides an analytical perspective of government and politics in the United States. Students are afforded an in-depth understanding of American political culture, core political values, and the evolution of American political institutions. Integral topics for debate include United States Constitution; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government; public policies; and Civil Rights and civil liberties.

**Advanced Placement European History\***      **Grade 12**

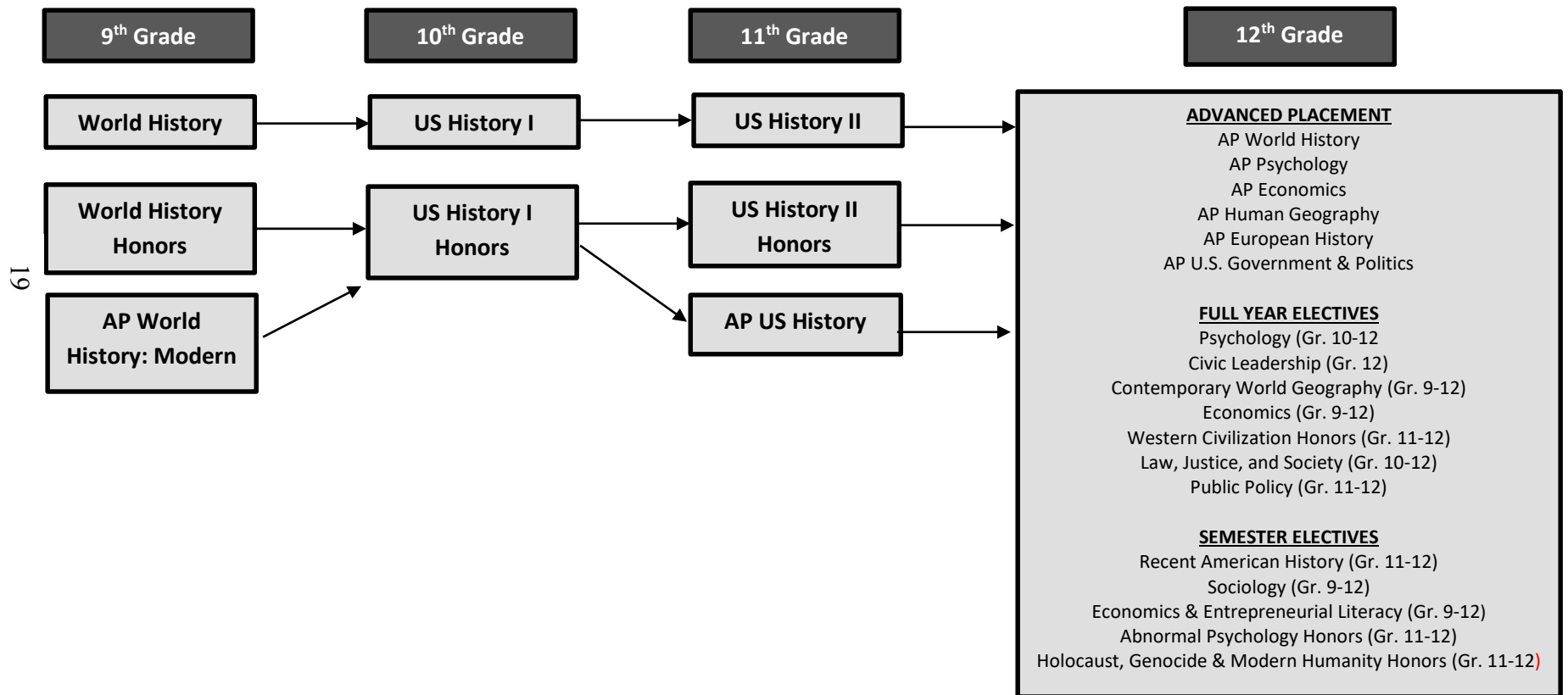
This course is designed to meet the objectives of similar courses offered in the freshman year of many colleges. The course begins with the Renaissance and continues to the World War II era. Emphasis in the course is placed on assisting students to achieve success on the Advanced Placement Test. The class focuses on interpretation of original documents, statistics, and on the writing skills necessary for historical research. The course provides an in-depth examination of the forces and personalities that have shaped western civilization from the time of the Renaissance.

*This course is offered every other year.*

*\*Summer packets are provided to students by the teacher and will be available on the school website so that students may prepare for the course. The intent is for all students to take the Advanced Placement exam.*

## SOCIAL STUDIES SEQUENCE OF COURSES

The Social Studies Department has constructed a program of study that meets the New Jersey Student Learning Standards (NJSLS) and presents the students with a variety of educational experiences. These programs have been designed to meet the needs of students as they prepare for active citizenship and further formal education. **All students must complete World History, U.S. History I, and U.S. History II to graduate.**



# MATHEMATICS

*In addition to individual course prerequisites, teacher recommendation and assessment scores are considered for course placement.*

**Algebra I Lab - Part I** **Grade 9**  
(First semester class taken on both A and B days. Must be followed by Part II during second semester)

Students study topics from algebra, geometry, probability, statistics, discrete math, and the connections among them. In addition to using variables and the order of operations to solve for unknown quantities in equations and inequalities, students explore functions, analyze data using scatter plots, illustrate mathematical relationships graphically, and make connections that involve probability and simulations.

**Algebra I Lab - Part II** **Grade 9**  
(Second semester class taken on both A and B days following Part I in first semester.)

This course continues the study of topics from algebra, probability, statistics, and discrete mathematics. Students learn to graph systems of equations and inequalities, explore exponential functions and learn operations with exponents and roots. They work with algebraic products and factors and rational expressions and functions. Topics in probability, statistics, and discrete mathematics are integrated throughout the course.

*Prerequisite: Algebra I Lab - Part I*

**Algebra I** **Grades 9 - 10**  
Students are introduced to the use of variables in solving for unknown quantities. Included are the laws of operations and their role in solving equations and inequalities. Students learn operations with signed numbers, exponents, and roots. They work with functions, graphs, algebraic products and factors, data analysis, probability, and discrete math. Technology and manipulates are incorporated throughout the program.

*Prerequisite: 75 or better in 8<sup>th</sup> grade Pre-Algebra*

**Algebra II** **Grades 11 - 12**  
This course develops an understanding of more abstract algebraic concepts and intricate applications. The study of linear, quadratic, and polynomial equations; the number system, including complex numbers, systems of linear equations, exponential and logarithmic functions, and introduction to trigonometry is emphasized. The study of conic sections through the use of coordinate geometry is included. Elements of statistics are integrated throughout the curriculum; also, topics from discrete mathematics and sequences and series are studied.

*Prerequisite: 70 or better in Algebra I or Algebra I Lab – Parts 1 & 2, and Geometry; a summer assignment reviewing Algebra I is required prior to starting this course.*

**Algebra II Honors** **Grade 9**  
This course is for students in the accelerated mathematics program. This course expands upon the concepts listed in the Algebra II course description.

*Prerequisite: 80 or better in 8<sup>th</sup> grade Algebra I Honors, a summer assignment reviewing Algebra I is required prior to starting this course.*

**Algebra II / Pre-Calculus Honors** **Grade 11**  
This course is designed for students who have a special aptitude in mathematics as an alternative to “doubling up” in Geometry Honors and Algebra II Honors in grade 10. Students study the algebraic and graphic approach to radical, quadratic, polynomial, rational, trigonometric, exponential, and logarithmic functions and their applications. In addition, they learn applications to linear and non-linear systems, conics, sequences and series, and limits. This course prepares students for Advanced Placement Calculus AB in senior year.  
*Prerequisites: 90 or better in Algebra I and 80 or better in Geometry Honors, a summer assignment reviewing Algebra I is required prior to starting this course.*

**Geometry** **Grade 10**  
In this course, students transition from the concrete to the abstract in working with geometric shapes. Through manipulating physical models and computer-constructed figures, they discover geometric relationships. Students increase their skill in mathematical thinking as they work cooperatively in a stimulating, problem solving environment that requires them to make, support, and prove conjectures. In accomplishing the course objectives, they learn to utilize logical thinking skills, geometric relationships in the real world, and the mathematical concepts needed for more advanced math classes.

**Geometry Honors** **Grade 10**  
This course involves a greater depth of study than the Geometry course. In particular, students are actively involved in creating the rules and theorems of Geometry. This is achieved through a “guided-inquiry” approach, a cooperative learning environment, and a strong focus on problem solving.  
*Prerequisite: 80 or better in Algebra II Honors or 90 or better in Algebra I*

**Financial Algebra** **Grades 11- 12**  
Students solve problems in a variety of important areas, including banking, investing, credit, employment and income taxes, automobile ownership, independent living, retirement planning, and household budgeting. These topics are taught in an applications-rich, algebra-based, technology-oriented program that incorporates mathematical skills from Algebra I and Geometry with a focus on preparing students for Algebra 2. The primary purposes of the course are to allow students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations.  
*Prerequisite: Successful completion of Algebra I and Geometry*

**Pre-Calculus** **Grade 11 - 12**  
This course prepares students to take Calculus and further expands their knowledge and understanding of quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions. Students learn to solve applications of these functions as well as non-linear systems, probability, polar coordinates, vectors, and limits while working both independently and together in problem-based learning activities while utilizing technology as appropriate to solve problems both graphically and algebraically.  
*Prerequisite: 75 or better in Algebra II and in Geometry*



**Pre - Calculus Honors** **Grades 10 - 11**  
This extends the depth of the concepts covered in Pre-Calculus and is normally taken in conjunction with AP Physics I.  
(Note: This course may be taken simultaneously with Geometry Honors.)  
*Prerequisite: 80 or better in Algebra II Honors and teacher Recommendation, a summer assignment reviewing Algebra II is required prior to starting this course.*

**Fundamentals of Calculus** **Grade 12**  
Students in this course study the theories and techniques of differential and integral calculus, as well as its applications in business, economics, and life/social sciences. Topics include limits, differentiation of functions, and function integration. Using appropriate technology, students solve real-life problems involving motion, business analysis and optimization, area or volume of curves and shapes, etc.  
*Prerequisite: 70 or better in Pre-Calculus or teacher recommendation*

**Advanced Placement Calculus AB\*** **Grades 11 - 12**  
This course involves the fundamental concepts of mathematics, as well as the development and application of a different mathematical system used in college math programs. It covers inequalities, relations, functions, graphs, limits and continuity, differentiation of algebraic functions, trigonometric and exponential functions and integration.  
*Prerequisite: 80 or better in Pre-Calculus Honors or Algebra II/ Pre-Calculus Honors and teacher recommendation*

**Advanced Placement Calculus BC\*** **Grade 12**  
This course is the second level calculus in the Honors track. Successful completion of all Honors math courses is required. In addition to the continuation of the topics covered in the AP Calculus AB course, the students complete an array of advanced concepts prescribed by the College Board through the Education Testing Service.  
*Prerequisite: 80 or better in AP Calculus AB*

**Trigonometry and Related Studies** **Grades 11 - 12**  
This course offers students exposure to trigonometry and a variety of other mathematical topics for a college preparatory program. Topics include applications of triangle trigonometry, circular functions, solving trigonometric equations, algebraic modeling of functions, and real world problem solving. This course also emphasizes a multi-representational approach to problems with concepts being expressed graphically, numerically, and algebraically.  
*Prerequisite: Successful completion of Algebra I, Algebra II, and Geometry*

**Probability and Statistics** **Grades 11 - 12**  
This class is for students who plan to enter fields such as economics, business, education, psychology, sociology, biology, medicine and any other profession that requires an understanding of statistics. The course covers data collection techniques, calculating probabilities, data distributions, hypothesis testing and regression and analysis. Successful completion of this course prepares students for college courses that require statistical knowledge.  
*Prerequisites: Geometry and 70 or better in Algebra II*

**Advanced Placement Statistics \*** **Grades 11 – 12**  
This course introduces major concepts for collecting, analyzing and drawing conclusions from data. There are four broad conceptual themes students are exposed to: exploring data, planning and conducting a study, exploring random phenomena using simulation and probability, and statistical inference.  
*Prerequisites: 85 or better in Algebra II or 80 or better Algebra II-Honors*

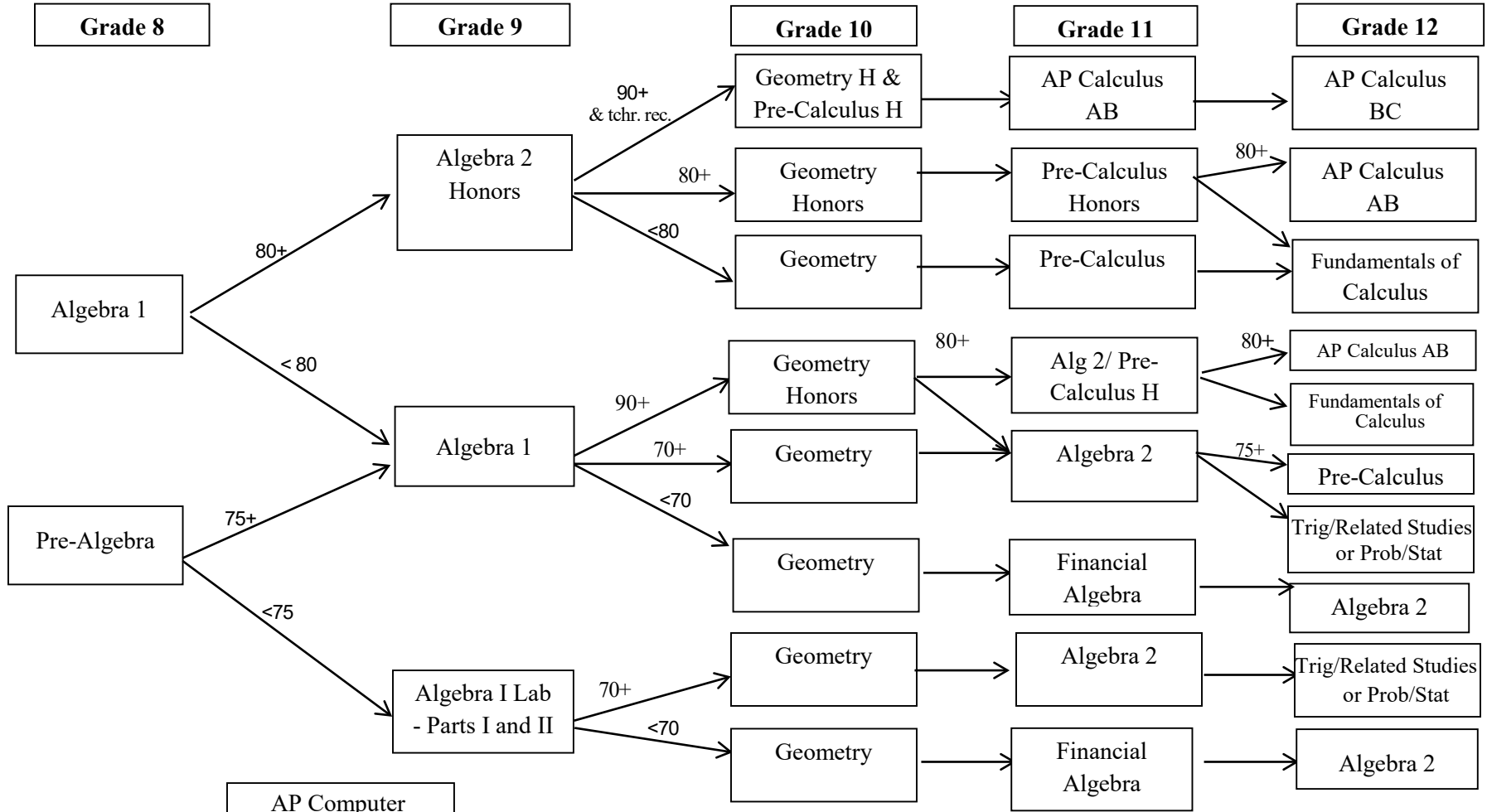
**Principles of Engineering** **Grade 9 - 12**  
Students explore the conceptual foundations of engineering design by means of a hands-on project based approach. Projects include the building and programming of a robot and the building of structures. Through these projects, students are exposed to concepts in electronics, computer programming, mechanical design, and structural engineering. Through group and individual work, students are introduced to the basic principles of product design, research and development, modeling, optimizing systems, and ergonomics. Through these explorations, students gain an understanding of opportunities that are available via careers in engineering. While completing the course projects, students develop their problem analysis and solving, teamwork, and communication skills.  
*Prerequisite: 80 or better in Algebra I*

**SAT Prep (semester)** **Grades 10 - 12**  
The math component of this course reviews the following topics as they appear on the SAT: linear equations and systems, problem solving and data analysis, (being quantitatively literate), manipulation of complex equations, and additional topics including the geometry and trigonometry most relevant to college and career readiness. By doing practice exams, students learn important test-taking skills appropriate to the SAT. This course includes an SAT Prep verbal component.

*\*Summer packets are provided to students by the teacher and will be available on the school website so that students may prepare for the course. The intent is for all students to take the Advanced Placement exam.*

# MATHEMATICS SEQUENCE OF COURSES

The Mathematics Department is vitally aware of student needs created by a rapidly changing technological society and seeks to challenge students to further explore mathematics. A varied program of mathematics based on ability levels, individual interests, and requirements is provided. Students are encouraged to elect the most rigorous selection of courses depending on their needs and abilities.



### ADDITIONAL MATHEMATICS COURSES

Computer Science Sequence\*\*\*

AP Computer Science Principles

Coding, Robotics, and Application Development

AP Computer Science

*AP Statistics* (Gr. 11-12) Prerequisites: 85 or better in Alg II or 80 or better in Alg II Honors  
*Probability and Statistics* (Gr. 11-12) Prerequisites: Geom & 70 or better in Alg II  
*SAT Prep* (Gr. 10-12)  
*Principles of Engineering* (Gr. 9-12)

\*\*\* Course descriptions appear in the "Career Education" Department listings.

# SCIENCE

## Fundamentals of Science

### Grade 9

This lab course introduces students to key concepts and principles of science, helps them to become more familiar with the natural world, and—through discovery and exploration—engages them in the use of scientific knowledge and scientific process to understand the diversity and unity of both nature and society. Students are placed into Biology upon successful completion of this course.

## Biology

### Grade 9

During this lab course, students investigate patterns, processes, and relationships among organisms. Topics covered include cell biology, genetics, evolution, and ecology. In addition, students are guided to better understand the relationships between themselves and their environment.

## Biology Honors

### Grade 9

This lab course provides students with a comprehensive background in the basic biological principles of all branches of biology needed to evaluate the impact of biotechnology on their lives and to understand the interrelationships between themselves and the living and non-living environment. Students are expected to apply biological principles to assist them in solving higher-level problems.

*Prerequisite: Students must have teacher recommendation from middle school & demonstrate aptitude in Math & Science.*

*Co-requisite: Algebra I or higher*

## Chemistry

### Grades 10 - 12

This lab course helps students describe and explain their world through the study of matter and its properties as well as how and why substances separate or combine to form other substances. Basic algebra skills are required for this real-world, hands-on, problem-based course.

*Prerequisite: Biology*

*Co-Requisite: Geometry*

## Chemistry Honors

### Grades 10 - 12

This accelerated college preparatory lab course emphasizes applied mathematical integration throughout. Critical thinking skills are used to navigate through investigations and to prepare students for AP Chemistry or a college-level chemistry course. Proficiency in mathematics is required.

*Prerequisite: Recommendation from Biology Teacher*

*Co-Requisite: Geometry/Geometry Honors*

## Environmental Science

### Grades 10 - 12

This lab course is designed to study how humans interface with their natural environment. It provides students with a balanced approach to the diverse study of the environment, its problems, and their impact on the world's future. Students apply their knowledge of a variety of earth and physical sciences to enhance their understanding of the forces that shape the world's environment. Additionally, the course explores the various problems associated with use of energy in our modern society. The use of alternative energy sources is explored as well as the impact of each form of energy use. Students become "educated energy consumers," learning ways to save energy and money in their future.

## Physics

### Grades 11 - 12

This lab course focuses on four core concepts relating to matter and its interactions: forces and interactions, energy, electricity, and wave applications. Students enhance their ability to develop and use models, conduct investigations, use mathematical thinking, and demonstrate understanding of core ideas. The class and laboratory work require proficiency in algebra, geometry, and trigonometry.

*Prerequisite: Chemistry Teacher recommendation*

*Co-requisite: Algebra II or Pre-Calculus*

## Advanced Placement Physics 1 \*

### Grades 11 - 12

This lab course is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students develop scientific critical thinking and reasoning skills.

*Prerequisite: Chemistry Teacher recommendation*

*Co-requisites: Pre-Calculus Honors or Algebra II/Pre-Calculus(H)*

## Advanced Placement Biology \*

### Grades 11 - 12

This course is the equivalent of a two-semester introductory college lab course. The goals are to help students develop a conceptual framework for understanding modern biology and to gain an appreciation of science as a process. Primary emphasis is on developing an understanding of concepts, recognition of unifying themes, and an application of biological knowledge and critical thinking to environmental and societal concerns. The course focuses on the following ideas:

- the process of evolution drives the diversity and unit of life
- biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis
- living systems store, retrieve, transmit, and respond to information essential to life processes, and
- biological systems interact and both the systems and their interactions possess complex properties.

College Credit may be earned from Seton Hall University.

*Prerequisite: Biology or Biology Honors and Chemistry or Chemistry Honors and Teacher recommendation*

## Advanced Placement Chemistry \*

### Grades 11 - 12

This course is the equivalent of a first year college chemistry lab course and is designed to be taken after the successful completion of Chemistry. Students in this course develop an in-depth understanding of fundamentals and become competent solving problems requiring chemical knowledge. Content introduced in the previous Chemistry course is expanded upon. Topics studied in depth include the structure of matter, kinetic molecular theory, chemical equilibrium, chemical kinetics, the basic concepts of thermodynamics, and inorganic vs. organic chemistry.

*Prerequisite: Chemistry or Chemistry Honors*

*Chemistry Teacher recommendation*

### **Advanced Placement Environmental Science\***

**Grades 11 - 12**

This lab course is an interdisciplinary course that provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

*Prerequisites: Biology and Chemistry*

### **Advanced Placement Physics C \***

**Grade 12**

The instructional goals of this AP Physics C lab course are four-fold: gain a basic knowledge of the discipline of physics, (including phenomenology, theories and techniques, and generalizing principles); ask physical questions and obtain solutions to physical questions by use of physical intuition, experimental investigations, and formal logic; foster an appreciation of the physical world and the discipline of physics, creativity, and reasoned skepticism; and understand connections of physics to other disciplines and societal issues.

*Prerequisite: Physics Teacher recommendation*

*Co-requisite: Calculus*

### **Forensic Science (Semester)**

**Grades 10 - 12**

Recent investigation has increased the interest in forensic science, making it an ideal mechanism to study science. This course is designed to introduce some specialized fields of forensic science, the fundamental principles of science and technology upon which they are based, and their application to criminal cases. Aspects of forensic science involving the examination of physical, chemical, and biological evidence are explored. The forensic analysis of evidence is developed through the application of chemistry, biology, and physics. Legal issues relating to forensic science are also discussed. \*\*

### **Human Anatomy and Physiology - Honors**

**Grades 11 - 12**

This course focuses on organ system structures and how they function. Diagnostic tools and strategies to determine health and disease are also studied as well as careers in the health profession. *College credit may be earned from Seton Hall University.*

### **Introduction to Biotechnology (Semester)**

**Grades 10 - 12**

In this course, students will be engaged in researching the following areas: genetic engineering, agricultural biotechnology, biomedical techniques, bioprocess engineering, bioinformatics, forensics, and protein structure and function. Students apply biological and engineering concepts to explore how materials and processes are designed that directly measure, repair, improve, and extend living systems. Biotechnology is a broad field of study with such diverse sub-fields as Bioengineering, Biomedical engineering, and Bio-molecular engineering. \*\*

### **Introduction to Medical Laboratory Techniques (Semester)**

**Grades 10 - 12**

The primary tasks performed by medical laboratory technicians are to perform precise tests designed to examine and analyze body fluids, tissues, and cells in search of clues regarding the absence or presence, extent, and cause of various diseases, and to accurately evaluate and document the results of their investigations. This class is designed to instruct students in the use of tools and methods to gather, analyze, process, and report medical information. It also introduces students to the healthcare system, health science, and careers in medicine. \*\*

### **Marine Science**

**Grades 11 - 12**

This lab course explores the physical, chemical, and biological interrelationships existing in the coastal marine environment. An ecosystem approach is used as the course investigates the character of the northwest Atlantic Ocean, its estuaries, and adjacent coastal features. Areas of study include waves, tides, currents, chemical composition of seawater, energy flow, and land use planning. Topics of study include the physiology, anatomy, and behavior of marine organisms. Marine hobbies, occupations, and careers are also explored.

*Prerequisite: Biology*

### **Science of Nutrition - Parts One and Two (Individual semester courses)**

**Grades 10 - 12**

In a society where sixty percent of premature deaths are caused by chronic illnesses linked directly to one's diet and in which there is a myriad of food choices, food analysis has become a critical skill. Science of Nutrition Part I introduces students to the science behind nutrition and the process of digestion. Students then explore the impact of their diet on overall health and learn how to interpret food labels and become educated consumers, while also exploring diets from different cultures and backgrounds. \*\*

Science of Nutrition Part 2 covers topics related to the food industry and how food affects the health of the consumer. These topics include assessing nutritional status, eating disorders, sustainable agriculture and the food industry as a whole. \*\*

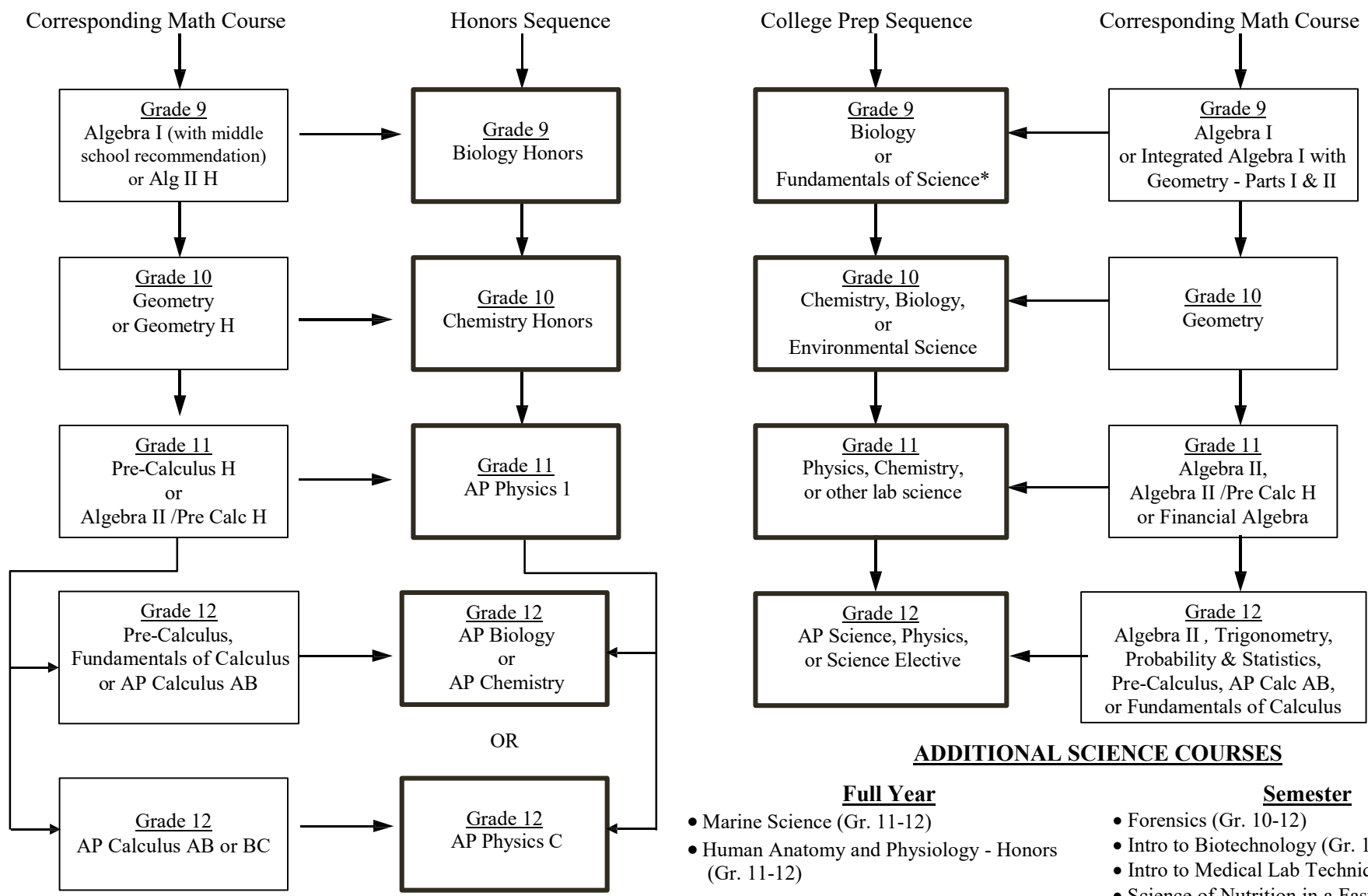
***\*Summer packets are provided to students by the teacher and will be available on the school website so that students may prepare for the course. The intent is for all students to take the Advanced Placement exam.***

***\*\* While not required, it is recommended that students have successfully completed Biology prior to taking this course.***

# SCIENCE SEQUENCE OF COURSES

The Science Department is aware of student needs created by a rapidly changing technological society. A varied program of science courses is offered based on ability levels, individual interests, and the Next Generation Science Standards. Students are encouraged to elect the most rigorous selection of courses depending on their needs and abilities.

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**Note:** Corresponding mathematics courses are highly recommended.  
 \* Students should be scheduled into Biology following "Fundamentals of Science".

- ADDITIONAL SCIENCE COURSES**
- |   |  |
|---|--|
| <p style="text-align: center;"><b>Full Year</b></p> <ul style="list-style-type: none"> <li>• Marine Science (Gr. 11-12)</li> <li>• Human Anatomy and Physiology - Honors (Gr. 11-12)</li> </ul> | <p style="text-align: center;"><b>Semester</b></p> <ul style="list-style-type: none"> <li>• Forensics (Gr. 10-12)</li> <li>• Intro to Biotechnology (Gr. 10-12)</li> <li>• Intro to Medical Lab Techniques (Gr. 10-12)</li> <li>• Science of Nutrition in a Fast Food Society - Part I &amp; II (Gr. 10-12)</li> </ul> |
|---|--|

## PHYSICAL EDUCATION / HEALTH AND FAMILY LIFE

The Physical Education / Health / Family Life curriculum is designed to develop skills and attitudes needed to achieve and maintain lifelong health and fitness. Students are encouraged to gain an active appreciation of the positive role of physical fitness in overall health and well-being and to develop socially useful participation skills. The program seeks to provide equal participation for all students through a variety of experiences leading to the development of a positive self-concept, personal creativity, and an enthusiasm for physical fitness.

### Physical Education **Grades 9 - 12**

Students are exposed to a variety of team sports, individual sports and fitness activities which may include but are not limited to:

- Aerobic / Anaerobic Conditioning
- Challenge Adventure Program - High and Low Elements
- Individual Sports - Archery, Mountain Biking, Weight Training
- Racquet Sports - Badminton, Tennis, Paddleball, Pickleball
- Team Sports - Football, Basketball, Softball, Volleyball, Ultimate Frisbee
- Dance - Line, Square, Ballroom

### Health and Family Life **Grade 9**

This course is designed to assist students in developing the skills necessary to make healthy and responsible decisions. Students review the changes that occur in the human body during adolescence, in addition to gaining an understanding of the human reproductive system.

### Theory of Safe Driving **Grade 10**

Students complete a minimum of 30 hours of classroom instruction in Driver's Education from a certified Driver Education Instructor including all aspects of driving and safety techniques, automotive care, financial responsibility and a detailed study of traffic laws and regulations. Students take a state-administered test on laws and traffic knowledge.

### Contemporary Health Issues **Grade 11**

This course is designed to provide students with a knowledge base of the importance of leading a healthy and active lifestyle. Topics include the methods of transmission, plus treatment and prevention of infectious and non-infectious diseases, including coronary artery disease, diabetes and HIV/AIDS, and important concepts of physical fitness such as the physical, psychological, and social benefits of participating in a daily fitness regimen.

### Family Life **Grade 12**

This course is designed to assist students in gaining an understanding and appreciation of the many responsibilities associated with family living. From a review in growth and development, to topics on pregnancy and childbirth and prenatal care, students are exposed to many of the responsibilities of starting and supporting a family.

### Unified Physical Education **Grades 9 - 12**

A unique opportunity for students of varying ability levels and backgrounds to come together through ongoing fitness, sports, leadership and wellness activities, this course focuses on the physical, intellectual, and social growth of all participants. Students with and without intellectual disabilities come together through ongoing educational and physical activities. Unified PE class participants will have the opportunity to compete in sports with other schools or participate in Special Olympics competitions and events. This course is an elective for Unified Partner students and is integrated into the established curriculum for special education students.

## WORLD LANGUAGE DEPARTMENT

The study of a world language provides students with the opportunity to achieve personal and career goals as well as respond to an urgent national need for persons who can communicate with and comprehend persons of other nations and cultures. Recent studies of American education have indicated the importance of training greater numbers of students in a second language. There is an economic as well as a political need for Americans to be proficient in a second language. The Middletown schools offer students a six-year program in French or Spanish as well as four-year courses of study in Latin and Italian.

Achieving proficiency in a second language involves the development of skills in listening, speaking, reading and writing. Students acquire these skills by pursuing a carefully sequenced study of modern languages. Latin is taught in the traditional manner which enhances mastery and understanding of complex text and expands vocabulary in English.

In addition to communicative competence, the program of study has a strong cultural component. Students learn about the history, geography, literature, and social organization of the countries whose languages are being studied, leading to a greater understanding of our own country and the similarities and differences between cultures.

World Language classes are designed to promote the use of language to study a variety of topics. Students in the first year of study may discuss the immediate world in which they live. They have the opportunity to compare and contrast life in the United States with life in the countries of the language being studied. Subsequent years of study introduce students to the music, art, and literature of the countries where the target language is spoken. The influence of the target language on English is also investigated.

French or Spanish "Advanced A" and "Advanced B" are courses offered to those students seeking to continue study in a language beyond Level 4 Honors or in lieu of Advanced Placement. Depending on the year, "Advanced A" and "Advanced B" are offered on an alternating basis and are of an equivalent level. Students may enter at any of the alternating years and remain in the course through the consecutive year.

*In order to progress from level II and beyond, students must achieve a minimum final grade of 70 or better to continue the study of that language.*

### Advanced Placement French, Italian, and Spanish\*

AP courses in French, Spanish and Italian are based upon the objectives established by the College Board. Students who wish to enroll in AP French or Spanish must have completed the Level 4 course in the respective language. *College Credit may be earned from Seton Hall University for AP French and for AP Spanish.*

*\*Summer packets are provided to students by the teacher and will be available on the school website so that students may prepare for the course. The intent is for all students to take the Advanced Placement exam.*

*\*Based on enrollment, AP courses may only be offered at one high school. Transportation will be provided.*

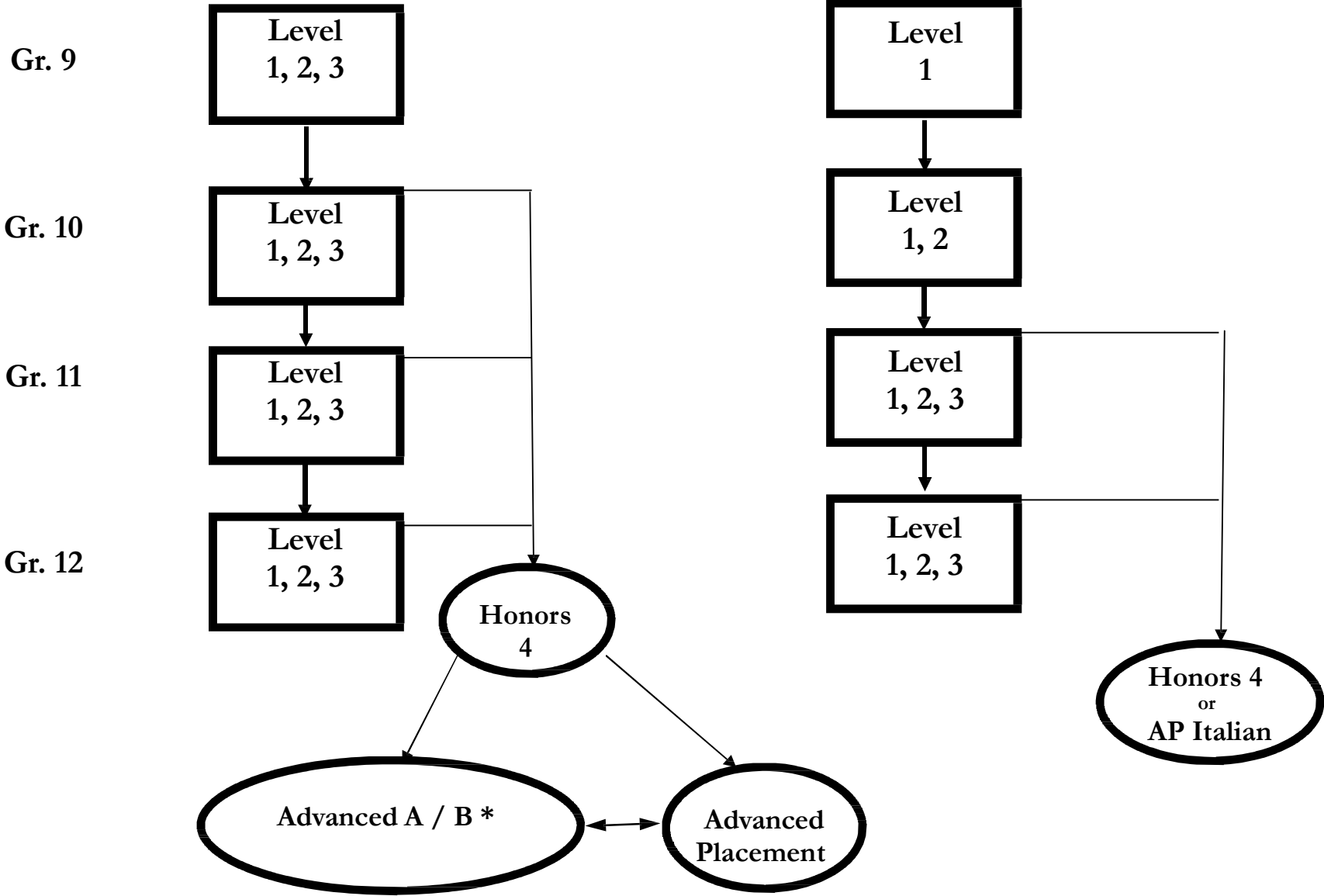
### American Sign Language (ASL) **Grades 9 - 12**

This introductory course provides a foundation of signing production and comprehension. Students communicate and interact within the context of a variety of everyday situations such as family, school life, eating, shopping, and traveling.

# WORLD LANGUAGE SEQUENCE OF COURSES

## SPANISH/FRENCH

## ITALIAN/LATIN



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\* French or Spanish “Advanced A” and “Advanced B” are courses offered to those students seeking to continue study in a language beyond Level 4 Honors or in lieu of Advanced Placement. Depending on the year, “Advanced A” and “Advanced B” are offered on an alternating basis and are of an equivalent level. Students may enter at any of the alternating years and remain in the course through the consecutive year.

# FINE, VISUAL AND PERFORMING ARTS

## **FINE ARTS**

### **Applied Art and Design I**

**Grades 9 - 12**

This course exposes students to a variety of methods and materials as they are introduced to basic drawing and design skills, critique methodologies, aesthetic appreciation, critical thinking, and aspects of art history and culture. They experiment with a variety of media including, but not limited to, ceramics, painting, drawing, printmaking, and crafts.

### **Applied Art and Design II**

**Grades 10 - 12**

This course allows students to further build their skills and knowledge as they continue to explore a variety of media that employs the elements and principles of art and continue to develop their knowledge of design, critique, and aesthetics. The more complex assignments allow for greater concentration and personal growth.

*Pre-requisite: Applied Art and Design I*

### **Applied Art and Design III**

**Grades 11 - 12**

This advanced course encourages craftsmanship and self-expression. Visual problem solving is emphasized and creative solutions of specific assignments are promoted as students continue to develop original design applications, aesthetic awareness, and learn critique methodologies through innovative application. Experimentation of new media is encouraged, and technology and the proper handling and safe usage of art materials is incorporated.

*Pre-requisite: Applied Art and Design II*

### **Applied Art and Design IV**

**Grade 12**

This advanced course challenges students to further push their creative potential using the media of their choice. They are encouraged to be independent in the creation of their design pieces and are expected to explain their thought process, methods, and usage of media. Students develop a concentration in an area of personal interest and create a portfolio which highlights their strengths as artists which can be used for college entrance.

*Pre-requisite: Applied Art and Design III / Teacher Recommendation*

### **Fine Arts I**

**Grades 9 - 12**

This is an entry level course for students who are interested in exploring their creative side. In the art studio, students acquire new skills and build upon existing knowledge through hands-on experiences. Projects are differentiated to address multiple skill and interests. Students learn how to use an array of drawing, painting, 2-dimensional, and 3-dimensional media. They use advanced techniques that allow the creation of sophisticated works, are encouraged to interpret themes in a manner that gives their work a personal voice, and develop original concepts for their subject matter. Utilizing current technology, projects in this course are correlated to relevant contemporary art and art history. Students develop a portfolio of work and gain a strong foundation to prepare them for the challenges of further study.

### **Fine Arts II**

**Grades 10 - 12**

Students further enhance their skills and build upon existing knowledge through additional differentiated projects that address multiple skills and interests. *Prerequisite: Fine Arts I*

### **Fine Arts III**

**Grades 11 - 12**

This advanced level course is designed for serious art students and prepares them for AP Art and Design as well as assisting them with creating a pre-admission college portfolio. Students refine existing art skills, develop techniques, and experience a studio environment and execute independent art projects.

### **Fine Arts IV**

**Grade 12**

This advanced level course is designed for serious art students who are passionate about creating original artwork. It begins with a review of elements of art, principles of design, and observational drawing. Projects examine art history, contemporary art, career opportunities, interpretation of theme, developing a personal voice, and involve observational work such as life drawing from a model, still life, drawing from nature and the environment, portraits, and working from personal images rather than commercial images.

### **Advanced Placement Art and Design\***

**Grades 11 - 12**

Students are challenged to create original and sophisticated drawings, 2-dimensional, or 3-dimensional expressive and unified compositions in the media of their choice. They work toward fulfillment of the requirements of the College Board—i.e., a digital portfolio and submission of five actual works. It is expected that work begun in class be completed at home. By working with artistic integrity toward mastery in concept and composition, this course is equivalent to a first-year college art class. *College Credit may be earned from Seton Hall University.*

*Prerequisite: Fine Arts I & II and teacher recommendation*

### **Advanced Placement Art History\***

**Grades 9 - 12**

This cross-cultural course is designed for students who have a passion for interpreting art and learning about its origins. Concept mapping, thematic instruction, and summative assessment are utilized as students study basic art history terminology and tools, recognize/appreciate artistic process, and develop understanding of the purpose and function of art throughout history.

### **Dance I Honors**

**Grades 9 - 10**

This course provides freshmen and sophomores an introductory level of dance instruction. It emphasizes the development of dance techniques in various dance genres, such as Jazz, Tap, Modern & Ballet. Students participate in a dance ensemble and are challenged to strive toward a higher performance level. They develop self-discipline and teamwork through group movement studies and repetition and are exposed to dance history and terminology. Concepts and techniques developed are showcased in a culminating performance toward the end of the school year. *This course is open only to students in the Arts Academy.*

### **Dance II Honors**

**Grades 11 - 12**

This course provides juniors and seniors with opportunities to acquire further knowledge, skills, and experience in dance arts as well as a greater focus on the growth and development of the individual dancer through technique study, performance, and choreography experience including individual performance pieces and ensemble direction. Content studies continue in the areas of terminology, acquisition of technique and flexibility, movement sequences through combinations and routines, teacher choreography, student choreography, performance opportunities, social, cultural and historical dance connections, aesthetics and critical analysis of artistic performances and dance applications to life. The concepts and techniques developed are showcased in a culminating performance toward the end of the school year. *This course is open only to students in the Arts Academy.*

*Prerequisite: Dance I Honors*

*\*Summer packets are provided to students by the teacher and will be available on the school website so that students may prepare for the course. The intent is for all students to take the Advanced Placement exam.*

*\*Based on enrollment, AP courses may only be offered at one high school. Transportation will be provided.*



## **MUSIC**

### **Concert Choir**

**Grades 9 - 12**

Concert Choir is open to any student interested in music and singing. Prior experience in music is not necessary, as students gain knowledge of vocal techniques, music literacy, and perform a broad variety of music. Students in Concert Choir may audition for select ensembles such as All State and All Shore Chorus. Performances include, but are not limited to, the Winter and Spring Concerts.

*This class may be taken more than once for credit.*

### **Chamber Choir Honors**

**Grades 10 - 12**

Chamber Choir is an advanced choir made up of students who have a strong interest and some prior musical experience. Chamber Choir performs a broad variety of music at many school and community functions and concerts. Students enrolled in the course are eligible to audition for All Shore and All State Choirs. *This class may be taken more than once for credit.*

### **Vocal Workshop**

**Grades 10 - 12**

Vocal Workshop is open to students who have a strong interest in music and singing. This course teaches the fundamentals of singing and musicianship skills. Performances may include the Winter and Spring Concerts, graduation, and the opportunity to audition for All Shore and/or All State Honors Choirs. Musical styles range from Classical to Pop, Accompanied, & A Cappella.

*This class may be taken more than once for credit.*

### **Concert Band/Instrumental Ensemble**

**Grades 9 - 12**

Concert Band is an instrumental ensemble course that continues the performance education of band students. Student musicians work to strengthen music reading and performance skills while preparing for school and community concerts throughout the academic year.

*Performances at the Winter concert, Spring concert, and graduation are required. After school rehearsals may also be required.*

### **Symphonic Band Honors**

**Grades 9 - 12**

This is a hybrid course designed to accommodate instrumental music students who wish to gain extra instruction related to participating in the Marching Band. It is open to all interested instrumentalists and begins with band camp prior to the start of school. Upon completion of the marching band season, the group studies and performs symphonic band repertoire, while preparing for school and community concerts throughout the academic year.

*A separate registration is required to be in Marching Band. Participation in extracurricular Marching Band events and rehearsals are required in addition to performances at the Winter and Spring concerts and graduation. Additional after school Symphonic Band rehearsals may also be required.*

### **Piano & Keyboard Technique (Semester)**

**Grades 9-12**

Piano & Keyboard Technique is designed for any student interested in building and refining their piano and musicianship skills. Students have the opportunity to work individually and in groups as they learn piano technique and music literacy concepts. The music to be studied ranges from technical exercises to Classical and Popular pieces. Students who already possess piano skill will have the opportunity to learn and perform a broader variety of pieces.

### **Introduction to Music: Theory & Composition**

**Grades 9 - 12**

Music Theory is open to all students interested in gaining knowledge about how to write, read, and enjoy music. The course covers basic concepts in music from beat and rhythm to melody, scales, keys, and composition and prepares students for AP Music Theory. Prior musical training is not necessary.

### **Advanced Placement Music Theory\***

**Grades 10 - 12**

AP Music Theory is an in-depth study of music, analysis, and composition. Students build and refine their skills of music literacy as well as listen to, analyze, and compose music. This course prepares students for the AP Music Theory exam.

*Prerequisite: Introduction to Music or teacher recommendation*

### **Rock History and Pop Culture (Semester)**

**Grades 9 - 12**

This course is a study of Rock and Pop Music from Elvis to the Rolling Stones to present-day bands and performers. The cultural relationship among great rock musicians, their music, media, and trends in culture and society are studied, along with the evolution of music from early Be-Bop to Jazz, Motown, Rhythm & Blues, Alternative, and present-day chart toppers.

## **THEATER**

### **Drama (Semester)**

**Grades 9 - 12**

This course introduces the student to the study of theatrical performance. Students participate in a variety of activities designed to enhance performance and communication skills while working both independently and cooperatively. Assessment is performance-based and requires written explanation and analysis. Students are provided with the opportunity to develop as a performer and as an articulate, well-rounded individual.

### **Drama Workshop**

**Grades 10 - 12**

This course covers a comprehensive array of theatrical items, including: additional characterization skills, further monologue and scene study with class analysis and critique, further stage make-up techniques, voice production for acting, the process of charting a successful career in the performing arts, writing and production of student-generated scripts, and the presentation of a full-length production such as Children's Theater.

*Pre-requisite: Drama*

### **Play Production**

**Grades 9 - 12**

In this course, students experience all of the elements included in a theatrical production. Students participate in a variety of activities designed to enhance creative and collaborative communication skills. This beginner level course provides a foundation in the realm of the theater practices, its application, and production through the introduction of hands-on theatrical practices in both performance and technical theater.

### **Stagecraft**

**Grades 9 - 12**

This course provides the student with an opportunity to study period costume design and create costumes and sets for school productions and Children's Theater. Students become familiar with forms of scenery and scene design and constructing model sets. They construct stage scenery and props using power tools and utilize special techniques for painting scenery. In addition, they learn how to operate stage lighting equipment to create mood, special effects, and lighting patterns. Students also learn how to create special sound effects for the productions.

### **Theater Ensemble Honors**

**Grades 11 - 12**

This course is open to students who have taken a theater-related course and wish to further their skills. All aspects of the theater experience--acting, directing, producing, costuming, and more—are encompassed.

*Prerequisite: Drama Workshop, Play Production or Stagecraft*

*\*Summer packets are provided to students by the teacher and will be available on the school website so that students may prepare for the course. The intent is for all students to take the Advanced Placement exam.*

*\*Based on enrollment, AP courses may only be offered at one high school. Transportation will be provided.*

## **TV PRODUCTION**

### **TV/Film Production** **Grades 9 - 12**

This course provides students with the opportunity to become proficient visual communicators in a field that is constantly evolving. Students have the opportunity to learn how to use TV/Film production equipment to create content that is both informative and artistic in nature. Students create a portfolio of work throughout the school year and develop an understanding of the history and theory of visual communication as well as learn how to use production equipment and technology platforms and applications in their work.

### **Advanced TV/Film Production** **Grades 10 - 12**

This course provides students with the opportunity to further develop their skills as visual communicators through the production of content that is both informative and artistic in nature. Students understand the history and theory of visual communication and apply it in their work. Expectations are designed for students who may wish to pursue TV/Film production as a career. Students work with high-level production equipment and learn how to handle this equipment properly.

*Prerequisite: Successful Completion of TV/Film Production and Teacher Recommendation*

## **ENGLISH**

### **Cinema Studies (Semester)** **Grades 9 - 12**

This course is designed to develop students' appreciation of film technique through the analysis of a selection of "classic" films. Using this popular medium of our culture today as a primary resource, students view, discuss, and develop an awareness of the elements of narrative and theme in film and the impact film artists have on the culture in which they live.

### **Effective Oral Communication (Semester)** **Grades 9 - 12**

Designed to help students improve their skills in public speaking, this course includes concentration/relaxation techniques to help students to develop a comfort level when speaking in public as well as to improve voice production and articulation. Also included is a brief introduction to debating and interviewing techniques.

# CAREER EDUCATION / CONSUMER, FAMILY AND LIFE SKILLS / VOCATIONAL TECHNICAL

## **BUSINESS DEPARTMENT**

The High School Business Departments are committed to preparing students for the challenges of the rapidly evolving, technology-driven global environment. A diverse, project-based curriculum exposes students to a variety of business disciplines and provides a strong foundation in business theory, technology, and functionality. Special emphasis is placed on career-driven instruction and offerings are included at both the honors and college-level. Academic achievement is recognized through membership in the National Business Honor Society. The availability of FBLA, DECA and Mock Trial Clubs, in addition to working in the student-run school store, afford students the opportunity for expanded learning and business activities beyond the classroom.

### **Accounting I** **Grades 10-12**

This full-year course provides students with the fundamental principles and theory of accounting. Students learn about the accounting cycle as it pertains to proprietorships, partnerships, and corporations. Real world experiences are provided through the use of business simulations and accounting software. Students who are planning to major in any business related field or accounting in college benefit greatly from this course. Accounting software and MS Excel are integrated throughout the course.

*Prerequisite: Algebra I*

### **Accounting - Honors** **Grades 10-12**

This advanced full-year course is intended as an alternative to Accounting I for students interested in furthering their career exploration in accounting or another business-related occupation and uses an integrated approach to teach accounting. Students learn how businesses plan for and evaluate their operational, financial, and investment decisions, and how accounting systems gather and provide data to internal and external decision makers. This year long course covers all the objectives of a traditional college level financial accounting course as well as those of a managerial accounting course. Topics include an introduction to accounting, accounting information systems, time value of money, accounting for merchandising firms, sales and receivables, fixed assets, debt, and equity. Accounting software and MS Excel are used throughout the course. *College Credit may be earned from Fairleigh Dickinson University.*

*Prerequisite: 70 or better in Algebra I & teacher recommendation*

### **College and Career Planning (Semester)** **Grades 9-11**

This project-based course incorporates varying techniques, strategies, and exploration designed to identify students' interests, values, abilities, aptitudes, and skills. Students create a roadmap of a long range life plan. Career and college exploration are incorporated to guide students in making better decisions, setting educational goals, researching planning, and interviewing for college and employment, and developing financial literacy life skills. Activities include completing a self-assessment of personal goals and workplace skills, researching careers and colleges, practicing for interviews and developing confidence, and preparing budgets for college and beyond. Students prepare a Career and College Portfolio that includes a timeline illustrating the student's educational and employment performance goals.

### **Cooperative Business Education** **Grade 12**

The Cooperative Business Education Program allows students to attend school during the morning and then report to an approved employer worksite in the afternoon. Students gain invaluable work experience by participating in activities and working with diverse individuals. Communication and social skills are strengthened, and conflict resolution proficiencies are developed. Students earn at least a minimum wage paid by the employer with all required tax deductions and complete a total of five hundred forty work hours during the academic year. In addition to any courses required for graduation, students take a course entitled "Cooperative Business Education". Fifteen credits are awarded towards graduation upon successful completion of the program—i.e., a passing grade in the course and the completion of the required work hours.

### **Criminal, Business, and Personal Law** **Grades 10-12**

This full-year course empowers students to become better citizens by understanding the legal framework of our society. It demystifies the legal system and enables students to become critical thinkers, active listeners, and effective speakers. A focus on the legal aspects of criminal and business law facilitates student understanding that law relates to every aspect of their lives as members of society and as potential entrepreneurs. Problem-solving opportunities expand the students' knowledge and skills and include case studies, mock trials, role-playing, small group exercises, and visual analysis activities. Community resource personnel such as lawyers, judges, police officers, business owners, and consumer advocates may be utilized to enhance the curriculum. Some of the topics covered include:

- Foundations of Law
- Tort Law
- Employment Law
- Technology Law
- Consumer Protection
- Criminal Law
- Business Law
- International Law
- Intellectual Property
- Ethics & Social Responsibility

### **Economics and Entrepreneurial Literacy** **Grades 9-12 (Semester)**

This project-based course introduces the student to the vital role economics plays in society and in life through the choices consumers make. Students gain the skills to make important economic decisions, incorporating individual and social viewpoints, about the global economy. Through differentiated instruction, students learn how societies use scarce resources to produce valuable commodities and how they are distributed. Students learn how to write a business plan for a mock entrepreneurial business and develop a stock portfolio as part of a simulated stock market investment challenge.

### **Sports & Entertainment Marketing & Management** **Grades 9-12 (Semester)**

This hands-on course introduces students to the rapidly growing industry of sports and entertainment marketing and management. Students learn real world strategies in marketing and managing the operations of sports and entertainment businesses. They complete projects dealing with target markets, sponsorship, event marketing, promotions, and marketing plans. Through tasks designed around their interests, students learn the core marketing and management skills.

**Introduction to Marketing-Honors (Semester) Grades 11-12**

This project-based course is designed to educate students on the fundamentals of marketing and marketing theory, and is intended for students interested in furthering their career exploration in marketing or other business-related occupations. Students are introduced to basic principles and study theories relevant to marketing and the business environment, marketing and the social environment, product strategies and development, distribution, promotion, and pricing. Through hands-on activities, students strategize collectively to master the major elements of the marketing process and analyze how companies, both domestic and international, compete to influence customers. Throughout the semester a focus on marketing planning and research, buyer behavior, market segmentation, and the marketing mix strategies is accomplished through projects that enhance student knowledge of the marketing process. *College credit is available through Brookdale Community College.*

**Mock Trial (Semester) Grades 9-12**

Mock Trial promotes business skills while learning the principles of trial advocacy. Students strategize by preparing trial scripts consisting of an Opening Statement, Direct Examination, Cross Examination, and Closing Statement and perform Criminal and Civil court cases in a moot court setting. Students learn how to argue an issue supported by facts and evidence. They also learn the technical aspects of trial advocacy and to think creatively when dealing with matters of trial strategy. Many students leave the course with improved self-confidence, analytical and speaking skills, poise, and teamwork skills. The course nurtures sportsmanship skills though working with peers in a competitive yet enjoyable setting.

**Tomorrow's Teachers - Honors Grade 12**

The goal of Tomorrow's Teachers is to assist academically talented students interested in teaching to develop the interpersonal and leadership skills necessary for a career in education. In addition, the program provides students with the skills needed to become community leaders who are knowledgeable in the field of teaching so that they may become civic advocates for education. Students learn the fundamentals of education by participating in a district-level field experience at the elementary, middle, or high school level. All students are required to attend at least one teaching conference sponsored by FEA and are welcome to apply for a state officers position in FEA. This course enables students to:

- become well-acquainted with themselves as individuals, learners, and community members; appreciate the diversity of others; and examine various stages of learners;
- develop a greater understanding of the history of education in our state and nation; gain insight into the structure and function of school systems; learn the requirements for certification; recognize the importance of being leaders and advocating for education;
- become acquainted with the personal and professional roles of educators through the field experience; and
- create a portfolio of their field experience in which they reflect on the teaching profession and develop their personal philosophy of education.

*College Credit may be earned from Rider University.  
Students must apply to be accepted into this program.*

**Introduction to Business-Honors (Semester) Grades 11-12**

This inquiry-based course is designed to provide students with an overview of the functional areas of business as well as an understanding of the fundamental concepts prevalent in the business world. It is intended for students interested in exploring business-related occupations. Through probative questioning, problems, and topical scenarios, students identify the historic and societal issues that impact business today and analyze the effects of the United States economy and free enterprise. Students develop an awareness of the need for cultural sensitivity and ethical behavior within the context of the diverse, global community. Students gain knowledge in the areas of business management, human resources, labor relations, social responsibility, money and banking, securities and investments, and business ownership. *College Credit available through Brookdale Community College.*

**Business Ethics - Honors (Semester) Grades 11-12**

This course is a rigorous, college-level course that is meant to utilize philosophy, business, research, problem solving and writing skills. It is intended for students interested in exploring the moral, social, and political issues in business across the globe and illustrates the contrasting ethical theories in the world, connecting them with current business practices. Students develop analytic problem-solving skills and rationally resolve ethical dilemmas. They learn to clearly articulate and express well-crafted arguments in oral and written work. *College credit is available through Seton Hall University.*

**International Business – Honors (Semester) Grades 11-12**

This course is a rigorous, college-level course intended for students interested in the functions and operations of business organizations in a global marketplace. Students are exposed to the organizational structure, operations, and financing of business firms in light of the legal, social, regulatory, and environmental issues affecting business on a global basis. They study the driving forces behind globalization and its impact on jobs, wages, and income inequality; as well as the effects of culture and its impact on business policies and practices. *College credit is available through Fairleigh Dickinson University.*

**Senior Career Seminar Grade 12**

In keeping with the New Jersey Department of Education guidelines for Structured Learning Experiences, Senior Career Seminar is a full-year program/course that assists qualified seniors in making decisions pertaining to their post-secondary careers. Using the National Career Clusters Framework, students accepted into the program/course explore careers that represent a multitude of career pathways in addition to learning valuable career-oriented life skills in class. Examples of these life skills may include in-depth resume writing, interviewing skills, conflict resolution, communication skills, etc. Working with the teacher/coordinator, students also participate in a variety of career exploration activities that gauge their interests and aptitudes, with the goal of identifying potential careers that match. Using this information, the teacher/coordinator assists students in securing an internship in a wide array of industries, both public and private. During the second semester, students enrolled in the program/course are provided release time during the school day to train at their designated internship site. Upon successful completion of the program/course, including completion of the required internship hours, participants are awarded five credits towards graduation. *Students must apply to be accepted into this program.*

## CONSUMER SCIENCE

### **Child Development**

**Grades 11-12**

The physical, mental, social, and psychological development of the child from conception through adolescence is explored in this class which is designed to introduce the student to parenting and childcare skills. One component of the course is working in a well-equipped child development laboratory where the student plans and directs a variety of learning experiences for preschoolers from the community. Opportunities in related careers are also explored.

### **Fashion and Home Décor (Semester)**

**Grades 9-12**

Fashion and Home Decor provides students a hands-on learning experience focusing on the key elements and principles of design of the apparel and interior design industries. Students will learn basic principles of clothing, accessory and interior design through the creation of textile products through the use of basic hand sewing and machine sewing techniques. Based on individual interests, students are assigned construction projects which may include embroidery, quilting, home decor items, clothing, and fashion accessories reflecting fashion and interior design industry practices.

### **Sewing and Fashion (Semester)**

**Grades 9-12**

Sewing and Fashion continues to explore the world of fashion and can only be taken if the prerequisite course requirements of Fashion & Home Decor have been met. In this course students will incorporate intermediate level sewing techniques through the product design and development of processes that lies behind the clothing and accessories that we wear each and every day. This course establishes the foundation for creating successful career opportunities available within the fashion industry within each unit of study.

### **Clothing Construction and Fashion**

**Grades 10-12**

Popular fashion and accessory designers like Coco Chanel, Michael Kors, Ralph Lauren and Calvin Klein did not wait for opportunity to come to them; they created it. In this class, students will do just that. Clothing Construction can only be taken if the prerequisite course requirements of Fashion & Home Decor and Sewing & Fashion have been met. Students will continue to build upon their apparel construction and design skills to develop their very own clothing and accessory designs. Throughout this process students will understand the characteristics of textiles, develop mastery of sewing tools and equipment, apply the principles of pattern making, and clothing construction reflected upon in the fashion and accessory industry.

*Prerequisites: Fashion & Home Décor and Sewing & Fashion*

### **Culinary Arts**

**Grade 12**

Culinary Arts is an essential course in understanding the nutritional needs and food choices for optimal health and well-being of teenagers. Our goal is to foster the development of culinary knowledge and practical skills required to be self-sufficient in areas including: sanitation and safety, knife skills, use of large and small equipment and varied food preparation. Upon successful completion of this course students will have mastered basic cooking skills, awareness of career opportunities in the foods industry and consumer knowledge necessary for survival in today's society.

## COMPUTER SCIENCE / TECHNOLOGY

### **Coding, Robotics, and Application Development Gr. 9-12**

In this course, students learn and apply the fundamentals of Python, C, and Java programming languages. The structure and syntax of each language are implemented in activities using an online integrated development environment (IDE). Students gain an understanding of how to construct variables, conditional statements, and loops and how the languages differ from one another. Building upon these skills, students work in small groups to design, assemble, and program VEX robots to perform challenging tasks. Finally, students use Java to design, implement, and test an original two-dimensional game.

*Prerequisite: 70 in Algebra I or Teacher Recommendation*

### **Advanced Placement Computer Science Principles\*Gr.10-12**

This course offers students a multidisciplinary approach to learning the underlying principles of computing. The course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. Students are given the opportunity to use technology to address real-world problems and build relevant solutions.

*Prerequisite: 70 in Algebra I or Teacher Recommendation*

### **Advanced Placement Computer Science\* Grades 10-12**

This course is an accelerated course in computer science that stresses programming design, implementation and analysis, standard data structures, standard algorithms, and computer systems. This course prepares the student to take the A-level advanced placement exam. All APCS candidates must be familiar with a year long course of study.

*Prerequisites: Algebra I and Coding, Robotics, and Application Development*

### **Graphic Design**

**Grades 9-12**

This course fosters creativity, analysis, and higher-order thinking skills. Students utilize a hands-on approach to visual communications and develop the key technical skills needed to produce solutions to design challenges. They learn to be proficient in use of the industry standard Adobe Creative Suite programs such as Photoshop, Illustrator, and After Effects. In addition to graphic design, related studies include: technical skills, advertising concepts, typography, and basic production. Interdisciplinary connections are made to mathematics, science, English, and history.

### **Advanced Graphic Design**

**Grades 10-12**

Building upon skills learned in Graphic Design, various projects and assignments empower students to achieve course objectives through problem-solving, individually and collaboratively, and exposes students to the variety of careers. Creativity is fostered throughout and higher-order thinking skills are used. Utilizing Adobe Creative Suite software, students expand their knowledge of key technical skills needed to solve design challenges. *Students may enroll in this course up to three times in order to increase their level of expertise.*

*Prerequisites: Successful Completion of Graphic Design and Teacher Recommendation*

*\*Summer packets are provided to students by the teacher and will be available on the school website so that students may prepare for the course. The intent is for all students to take the Advanced Placement exam.*

**Architecture and Spatial Design (Semester) Grades 9-12**  
In this course, students prepare architectural drawings and models using both hand-drawing tools and C.A.D. technology. Through projects, presentations, and research of literature, they gain an understanding of architectural design in historical contexts. With this knowledge, students design and create digital and physical models of various types of dwellings and other structures that meet specific design criteria. Students are introduced to architecture related career information and construction principles/methods, and also build skills needed to analyze, critique, and evaluate their own designs and the designs of others.

**Digital Literacy and Professional Portfolio Development I (Semester) Grades 9-12**  
This course is designed to prepare students with the knowledge and skills to be competitive in the collaborative, global, and innovative professional world of today and tomorrow. Concepts include the overall digital experience, digital communications, digital media and the exploration of career options. Students demonstrate the knowledge, skills, and abilities to productively use *Microsoft Office*, *Google for Education*, and other online collaboration tools while learning about the ethical and legal issues pertaining to the professional workplace. This course also provides practical experience in professionalism using various forms of presentation skills, including speaking, podcasting and digital portfolio relating to the globalization of specific careers.

**Digital Literacy and Professional Portfolio Development II (Semester) Grades 9-12**  
This course further develops and builds upon the concepts and skills learned in Digital Literacy and Professional Portfolio I. Students develop heightened levels of individual performance, confidence, and differentiation as digitally literate professionals and responsible citizens in an ever changing digital world. Through the use of audio/video applications, such as *Skype* and *Google Hangouts*, students connect as global learners and professionals. They expand on how to use digital technologies to communicate and gather information from colleagues and/or potential customers using various social media platforms while further learning about pertinent ethical and legal issues.

*Prerequisite: Digital Literacy & Professional Portfolio Development I*

**Photography I (Semester) Grades 9-12**  
In this course, students encounter a hands-on approach to mastering both technical and conceptual aspects of photography. Each student is challenged to master DSLR and other types of digital camera exposure settings to match a wide variety of subject matter and lighting situations. The students achieve digital darkroom proficiency as well as building additional studio skills and learning to best compose a photograph to maximize its impact on the viewer. The ideas and inspiration gleaned from studying works by master photographers and the learner's own aesthetic ideas orchestrate multiple "solutions" to specific photographic assignments.

**Photography II (Semester) Grades 9-12**  
In this follow-up course to Photography I, students apply the hands-on skills that they learned previously to strengthen their visual communication skills, develop a personal vision and style, and utilize criteria-based evaluation skills. Digital darkroom skills are mastered as students meld Photoshop special effects techniques with their own artistic vision. By examining the works of master photographers, students create their own master-inspired work. Students also grow in their ability to evaluate the factors that influence and contribute to the success of a photograph in terms of aesthetic and expressive qualities.  
*Prerequisite: Photography I or teacher approval of portfolio*

**Aerospace Design and Technology Grades 9-12**  
In this course, students learn aviation history, from mythology to present, and the principles of flight. They study the history and development of aircraft as well as the physical laws of science that are the foundation of aviation technology. The functions, controls, and purpose of various aircraft (including hot air balloons, tetrahedron kites, model wooden planes, water and solid fuel rockets) are discussed as well as the actual "hands-on" construction of these scaled-down working models. In addition, students experience flight through the use of flight simulation software and use computer aided design software (CAD) to design and build models. They also learn about military aviation, pilot communications, airport facilities, and changing aviation technologies.

**Technical Drawing Grades 9-12**  
This course introduces students to the study of drafting. Students gain skills and knowledge in freehand sketching, lettering, orthographic projection, dimensioning, and pictorial drawing. They apply their drafting skills in creative ways to the fields of architecture and engineering (buildings and landscapes, aircraft manufacturing, electronics and electricity, manufacturing, HVAC and sewer mechanics, ship construction, and steel reinforcements and bridges). Computer Aided Design drawing involves the use of SketchUp, AutoCAD, and other software. Current trends in technical drawing—e.g., renewable energy technolog, etc.—are studied through online videos, industry applications, and possibly guest speakers.

**Advanced Technical Drawing Grades 10-12**  
This course challenges students to learn in-depth practices and techniques of Computer Aided Design drafting. Throughout the course, students solve realistic, modern day design and architectural problems in order to create industry standard working drawings of the various fields of technical drawing. Advanced Technical Drawing includes such activities as residential and commercial building design, blueprint reading, overview of construction materials and techniques, and exposure to renowned industry related professionals. Advanced Technical Drawing students stay up-to-date with current technology trends (ie: renewable energy) and incorporate these technologies into their designs. Students also research Technical Drawing colleges and careers, and experts from the industry visit the classroom to expose students to possible future careers in this field. Students may enroll in this course up to three times in order to increase their level of expertise.

*Prerequisites: Successful Completion of Technical Drawing and Teacher Recommendation*

**Innovation and Design (Semester) Grades 9-12**  
This course fosters the development of ongoing skills in students that provides them with the ability to work in today's multidimensional career settings and helps them to prepare for the demands of the global technological economy. Students participate in "design thinking" as a way to find and work through problems towards a variety of solutions using collaboration, communication, creativity, and critical thinking. They explore and gain the requisite skills in new design and technology tools to enable them to iterate, prototype, and test the best possible solution to relevant, high-interest problems identified in both the local and global community.  
*Students may be permitted to take this course a second time depending on enrollment.*

## **Principles of Engineering**

**Grade 9 - 12**

Students explore the conceptual foundations of engineering design by means of a hands-on project based approach. Projects include the building and programming of a robot and the building of structures. Through these projects, students are exposed to concepts in electronics, computer programming, mechanical design, and structural engineering. Through group and individual work, students are introduced to the basic principles of product design, research and development, modeling, optimizing systems, and ergonomics. Through these explorations, students gain an understanding of opportunities that are available via careers in engineering. While completing the course projects, students develop their problem analysis and solving, teamwork, and communication skills.

*Prerequisite: 80 or better in Algebra I*

## **Digital Media Design & Technology Honors (Semester)**

This course is intended to further students' knowledge in the field of Digital Media Design and Technology with hands-on projects and activities aligned to industry expectations. Students develop a digital portfolio exhibiting their growth in various mediums throughout the semester including graphic design, animation, audio production, video production, web design, and social media marketing. Students analyze and critique their peers' work, and self-assess throughout the design process. *This course is mandatory for all 9th grade Arts Academy students in the Digital Media Arts and Design track and may be open to other students if space permits.*

## **Animation & Motion Graphics Honors (Semester)**

This course is designed to give students exposure to the wide array of animation techniques that are used in the digital media industry. Students study the foundations of 2D and 3D animation, motion graphics, and 3D modeling, drawing connections to computer games, product design, and filmmaking. Students discover the history and evolution of early animation, design storyboards, create objects and characters, understand timing, and develop the ability to artistically and effectively tell a story through the medium. Students utilize industry standard software such as the Adobe Creative Suite's Photoshop, Animate, After Effects, iMovie, and Blender. *This course is open to students in the Arts Academy Digital Media Arts and Design track and may be open to other students if space permits.*

*Prerequisites: Successful completion of Digital Media Design and Technology or Graphic Design*

## **Introduction to Video Game Art & Design Honors (Semester)**

This course is designed to expose students to the primary concepts of gaming. Students study the basic structure and mechanics of a game, rules behind a game, and various types of design fundamentals. A strong emphasis is placed on game animation, lighting techniques, game mechanics, game design, and prototyping. Students work in a hands-on game development environment, simultaneously using art & technology skills to create digital game prototypes.

*This course is open to students in the Arts Academy Digital Media Arts and Design track and may be open to other students if space permits.*

*Prerequisites: Successful completion of Digital Media Design and Technology, Innovation and Design, or Graphic Design*

## **ENGLISH**

### **Journalism I (Semester)**

**Grades 9-12**

In this course, students are introduced to the role of media in our society. They learn basic reporting and journalistic writing techniques as they interview, research and write news, feature articles, and editorials. Students discuss the ethics and laws governing journalistic writing and reporting. They also learn basic principles of layout, editing, photojournalism, and headline writing, as well as writing copy for broadcast journalism. Students are taught to be intelligent consumers of news in all media and interested students are prepared for future work in journalism.

### **Journalism II**

**Grades 10-12**

This course continues the study and practice of specialized journalistic skills including sports, editorial, news, feature and column writing, advertising, copy writing, and photography. Students practice in-depth investigative reporting, focusing on topics of interest to the potential readership of the school population. They continue to address ethical and legal issues relevant to the press and other forms of news media. Students are provided with "hands-on" experience in writing, designing, and editing news as well as applying learned skills to the production of the school newspaper.

*Prerequisite: Journalism I*

### **Advanced Journalism**

**Grades 11-12**

Advanced Journalism continues to refine the study and practice of specialized journalistic skills. Students learn more sophisticated layout and design techniques with various software applications and further their understanding of legal and ethical issues. They explore opportunities for careers in journalism and assume leadership in the production of the school newspaper as well as developing skills in human relations, oral and written communication, critical thinking, and problem solving while they take responsibility for producing a quality publication.

*Prerequisite: Journalism II*

### **Creative Writing (Semester)**

**Grades 9-12**

Creative Writing encourages students to overcome writer's block and tap into their creative resources. Students sharpen their craft by using methods and techniques designed to help organize, clarify, and strengthen creative efforts. They learn to establish plot, characterization, setting, and evocative descriptions in their original short stories. In addition, each student experiments with daily journal techniques, the format of the autobiography, and the discovery of the individual poetic voice. Finally, students study short story techniques from the best of books for young readers and write a children's story of their own.

## Monmouth County Vocational School District Programs - Grades 11 & 12

### **A Message to Parents**

The Monmouth County Vocational School District provides another alternative for high school students with a positive attitude to develop the skills needed for success in their chosen vocational area. Parents are required to work in cooperation with the vocational school to ensure success for their son or daughter and are invited to contact the Monmouth County Vocational School District Guidance Counselors for information about programs or to visit their web site at [www.mcvsd.org](http://www.mcvsd.org) prior to the student applying. Transportation to the vocational program location is provided by the student's resident district. Students receive 20 credits per year (ten for the vocational program, five for Applied Mathematics, and five for Applied Science). These credits are granted through the home high school and are applied toward the home school graduation requirements.

### **Qualifications**

Students applying to one of the vocational school programs should have a sincere interest in the program and be recommended by their high school guidance counselor. All students are eligible to enroll in any program. All courses provide a combination of theory and practical experience to prepare the student for entry-level employment or further specialized study. The Monmouth County Vocational Schools are shared-time schools with the student attending his/her home high school for half the day and the vocational school for the other half.

**For information and an application, the student should contact his or her high school guidance counselor.**

**Monmouth County Vocational School district applications are available online at [www.mcvsd.org](http://www.mcvsd.org) and must be completed by the end of February during the student's sophomore year.**

The Monmouth County Vocational School District enables the high school student to experience an advanced vocational area of study in Culinary Arts. These students are Dual Enrolled in Brookdale Community College and earn college credits while in the Culinary Arts program. Upon graduation, these students will have earned credits toward a degree program at Brookdale Community College.

### **Shared Time / Vocational Program Locations**

#### **Aberdeen (732) 566-5599**

Commercial Art  
Diesel Mechanics  
Marine Engine & Boat Repair

#### **Asbury Park (732) 988-3299**

Culinary Arts

#### **Freehold (732) 462-7570**

Cosmetology & Hairstyling  
Heating, Air Conditioning, & Refrigeration  
Plumbing

#### **Hazlet (732) 264-4995**

Automotive Mechanics  
Carpentry  
Cosmetology & Hairstyling  
Dental Assistant  
Roadway Infrastructure

#### **Keyport (732) 739-0592**

Cosmetology & Hairstyling  
Certified Nursing Assistant

#### **Long Branch (732) 229-2446**

Law & Public Safety Academy  
Two-year, full time program for 11<sup>th</sup> grade students

#### **Middletown (732) 671-0650**

Electricity  
Allied Health: Nursing  
Automotive Technology

#### **Neptune (732) 431-7245**

Cosmetology & Hairstyling  
Patient Care /Medical Assistant

#### **Wall (732) 681-1010**

Design Academy  
Two-year, full time program for 11<sup>th</sup> grade students

***For more information about MCVSD program offerings, contact the Guidance department.***



## INDIVIDUALIZED STUDENT LEARNING OPPORTUNITIES

The New Jersey State Department of Education has endorsed the premise of providing a variety of individualized learning opportunities to high school students, some of which provide college credit. These programs also allow students the opportunity to accelerate their learning.

### **Monmouth County Arts Program for High School**

Students in grades 9 through 12 may satisfy their visual and performing arts requirement by completing Monmouth County Arts Program courses. Parents are responsible for the cost of the program. Students who pass an audition may participate in one of the following areas: creative writing, vocal music, instrumental music, theater arts, dance, or visual arts. Students attend three-hour class in the afternoon once a week for 14 weeks. Transportation is provided. For an additional fee, students can receive 3 credits from Brookdale Community College. Students are encouraged to speak to their guidance counselors for additional information.

### **Dual Credit Programs**

Qualified students can earn both high school and college credits by enrolling in dual credit courses taught at the high school by district staff certified as adjunct instructors at Brookdale Community College (BCC), Seton Hall University, Fairleigh Dickinson University, and Rider University. Students interested in the BCC program must pass the Accuplacer test. All other programs require only student approval from the high school administration. These programs generally require parents to pay a reduced tuition to the college. For more information and an application, contact the student's guidance counselor.

### **Dual Enrollment Program at Brookdale Community College**

Qualified high school seniors can earn up to 12 Brookdale credits by enrolling in a Dual Enrollment Program at Brookdale Community College. To participate in this program, students entering their senior year must have passed the Accuplacer Test or have a minimum score of 530 on the Math SAT and a minimum score of 480 on the EBRW SAT. Students should also have earned a minimum number of credits towards graduation. Credits earned through dual enrollment can be applied toward degree requirements at Brookdale. These credits, depending on the program of study, may also be transferred to a four-year college or university. Students must provide their own transportation to the Brookdale campus. This program requires that parents pay a reduced tuition to the college. For more information and/or an application, contact your guidance counselor.

### **Independent Study**

This self-directed learning opportunity allows the teacher to act as a guide or facilitator for a specific curricular area while the student plays a more active role in designing and managing his or her own learning. Students are able to complete some of their credit requirements through individual study and research. A student and his or her independent study teacher agree in advance on the topic and approach of the study program and meet regularly to discuss the student's progress. Students create a final product for presentation at the end of the study. Interested students should see their Guidance Counselors for more information.

### **Online Learning**

Online courses give students the opportunity to recover high school credit. All online courses must be arranged through the student's Guidance Counselor. Any costs associated with online course work is the responsibility of the parent.

### **Service Learning Experiences**

Service Learning is a method by which students learn and develop through active participation in thoughtfully organized service that is conducted in the community to meet its needs. Students may earn credit through a Service Learning Project. Project proposals must be submitted to the student's Guidance Counselor by March 1<sup>st</sup> and are subject to administrative approval. The amount of credit earned is based on the scope of the project.

### **Structured Learning Experience (SLE)**

The Structured Learning Experience promotes alternatives to enhance the educational experience students are offered in high school. The program encourages students to take advantage of work based internships and apprenticeships in conjunction with businesses in fields including medicine, law, architecture, technology, teaching, library science, sports medicine, chemistry, radiology, nutrition, sales, food service, and early childhood. Students are released from school on identified days to participate in the program. The SLE coordinator maintains close contact with the partnering supervisor to guarantee student safety and appropriate internship activities. Interested students should contact their counselor for more information.

### **Senior Internship Program**

High school seniors are afforded the opportunity to experience the working world and explore future career paths. The timeframe for this program is during the second semester. Interested students are invited to attend a meeting after which they may apply for the program. Applicants are encouraged to find their own internship position and have it approved by the school administration. Interns are expected to work in an unpaid position at an approved worksite. The position may be in any field the student is interested in pursuing, such as business, law, medicine, or education. Since internship hours normally occur during the school day, students may still participate in sports and other extracurricular activities.

Although the schedule for senior internships during the 2020-2021 school year has not yet been set, below is the schedule used previously:

- April - May: Students report one day per week to their designated internship site
- May - June: Students report to internship sites every day
- June: "Internship Fair" at both high schools

### **Senior\* Flex Program**

Seniors on track to graduate in both coursework and standardized test requirements have the option to take an abbreviated senior year schedule. Students can use the time out of school to pursue internships, work place experiences, or to concentrate on enrolled courses and/or other senior year endeavors. Application required.

\* May apply to some juniors as determined on a case-by-case basis.

## INDIVIDUALIZED STUDENT LEARNING OPPORTUNITIES GUIDELINES

Students may participate in an individualized learning opportunity (ILO) in any subject area. The guidelines to participate are as follows:

1. Be a 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade student enrolled in a full time or shared time program at either High School North or South.
2. Complete an application, which may be obtained from the Guidance Office.
3. Obtain approval from the building administration.
4. For an ILO in Health/Physical Education, you must submit proof of either of the following:
  - a. Must participate in a minimum of two (2) athletic seasons of an NJSIAA sanctioned sport AND complete a program that addresses and satisfies the New Jersey Core Curriculum Content Standards in Health.
  - b. Must maintain a regular fitness regimen of a minimum of 2.5 hours per week under the supervision of, and verified by, professionals including but not limited to: organized fitness activity such as dance, karate, gymnastics, etc., independent non-sanctioned athletic teams, AND complete a program, possibly including online coursework, that addresses and satisfies the New Jersey Core Curriculum Content Standards in Health.Combinations of (a) and (b) are considered. For example, a one season athlete may combine that activity with participation in an organized dance program that meets the 2.5 hour per week participation time requirement.
5. Maintain a portfolio/record of work completed.
6. Student must report any changes to the approved ILO program immediately to his/her counselor.
7. For Physical Education, students who complete their ILO outside of a school-sponsored activity may need to complete a Physical Fitness assessment at the end of the school year to earn credit.
8. Agree to be assessed on a PASS/FAIL basis.
9. Parents/Guardians and/or students agree to hold the school/district harmless from, and waive any and all claims against the school/district, for any injury or damages of any kind incurred during completion of the ILO of any non-school sponsored activity.
10. ILO programs are not funded by the district. All costs incurred in completing an ILO are the responsibility of the student and/or his/her parents/guardians.
11. Successful completion of English and Health & PE for the equivalent of 4 years is a high school graduation requirement. Failure to complete the ILO agreement may result in an inability to graduate in June of senior year.

\*\*\* All other ILO requests that fall outside of the guidelines listed above will be evaluated, by committee, on a case-by-case basis. Submissions must demonstrate participation in a *unique* and *rigorous* activity whereby the opportunity to participate is *selective* as opposed to registration/tuition-driven. The administration has the ultimate discretion to accept or deny these types of ILO applications based on the information submitted by the students and/or parents/guardians.

## **KEANSBURG LAW ENFORCEMENT PROGRAM**

The Middletown and Keansburg School Districts have worked together to provide additional opportunities for high school students. The Law Enforcement curriculum is designed to prepare high school students for careers in the field of criminal justice. Students are challenged to achieve by both Law Enforcement professionals and two Law Enforcement teachers. Field experiences and work-based learning provide the student with experiences in various law enforcement settings throughout the county. The courses take place at the Keansburg School District\* and include:

### **INTRODUCTION TO CRIMINAL JUSTICE**

Students are introduced to criminal justice and the early stages of law enforcement in the United States including law enforcement structure, ranks, insignia laws categories, and criminal definitions. Specific focus is given to “Hate & Bias” crimes as well as Traffic Stops and the issuance of Traffic Summons. Students participate in a wide range of individual and group or team presentations, demonstrations, and practicals based upon both physical and knowledge bases.

### **POLICE ROLE IN THE COMMUNITY**

High school and college-level course work involving various disciplines in law enforcement and criminal justice are integrated in this course. Topics covered include American and New Jersey Courts, the Criminal Process, Alcohol Abuse, DWI Investigations, Community Policing, Cultural Diversity, and Homeland Security and Terrorism.

### **INTRODUCTION TO CRIMINAL LAW**

Criminal search and seizure rules and regulations as well as police ethics are explored in this course. The elements and penalties of crimes within the key chapters of Title 2c, the importance of the constitutional amendments and the subsequent case law rulings in criminal cases, and behavior that is ethically accepted by law enforcement officers is discussed and evaluated. Students are exposed to criminal law statutes, search and seizure regulations, and police ethics with a concentration on specific subjects that can be applied to future program courses.

### **CRIMINAL INVESTIGATION**

In this course, students learn about the responsibilities of the criminal investigator during the criminal investigation process. The initial crime scene investigation, physical evidence, the role of the crime laboratory, interviews and interrogations, crime scene reconstruction, and specific investigative techniques relating to specific crimes are discussed and evaluated.

\* Middletown students registered for one or more Law Enforcement courses are required to:

- take four courses at the Keansburg School District, spending a full morning or full afternoon on both A and B days.
- follow both the Middletown and Keansburg School Districts schedules—i.e., attend classes in Keansburg when Middletown is not in session and vice versa.
- provide their own transportation to Keansburg High School as transportation is not provided.
- apply to be accepted to the program.

Students interested in participating in the program should contact their guidance counselor.

## DISTRICT GRADING SCALE

Students are graded using a numeric scale from 0 to 100. Grade Point Average (GPA) is unweighted\* and is based on a 4.0 scale as follows: 90-100: 4.0, 85-89: 3.5, 80-84: 3.0, 75-79: 2.5, 70-74: 2.0, 65-69: 1.5, 64 or less: 0.0

\* Each course is counted equally to all other courses regardless of level—i.e., College-Prep, Honors, or Advanced Placement.

## RANKING SYSTEM

An unpublished class rank is calculated three times for students during their high school years. This rank is generated for use in complying with Middletown BOE District initiatives and NJ State requests. Students are ranked via their weighted one hundred point scale three times as indicated below:

- after the third marking period of junior year (to determine National Honor Society eligibility);
- as of October 1<sup>st</sup> of senior year (rank available to colleges\*); and
- after the third marking period of senior year (to determine rank to date).

\* Individual unpublished class rank is released only with a signed opt-in parental consent form which may be obtained from the guidance office.

The unpublished class rank is calculated using a weight factor of:

- 1.3 for Advanced Placement and dual enrollment courses in which students have taken the AP exam or opted to obtain college credit in the dual enrollment course. If not, they carry a value weight equal to that of an Honors course. Note: For the classes of 2020 & 2021, the college weight value for all AP courses will be 1.3.
- 1.2 for Honors courses,
- 1.0 for College Prep full-year courses

Course credits awarded for successful completion of a course are as follows: 5.0 for a full year course, 2.5 for a ½ year course, 1.25 for a ¼ year course (ex. Health), and 3.75 for a ¾ year course (ex. Physical Education).

An explanation of how class rank is calculated is provided in Board Regulation #5430 and may be accessed on the district website by selecting “District Policies and Regulations” under the “Board of Education” tab.

## PROCEDURE FOR DROPPING AN ADVANCED PLACEMENT COURSE

1. Students and parents complete the AP Contract by February 10<sup>th</sup> and return to the appropriate guidance counselor. Once scheduled for AP, students are unable to request a change during the spring/summer leading up to the year where the AP course(s) will be taken. Students will be unable to drop an AP course prior to September 15<sup>th</sup>.
2. Students must first experience the course before requesting a change.
3. If a student wishes to drop the course, they must first have a conversation with his or her teacher to discuss reasons for wanting to drop the course.
4. Student then makes an appointment to see his or her guidance counselor in person to discuss reasons for wanting to drop the course and if the change is possible in the student’s schedule.
5. If students are requesting a change due to academic struggles, they must also be able to demonstrate that they have sought out the necessary academic assistance.
  - a. Advisory time
  - b. After school help
  - c. Peer/NHS Tutoring
6. After the student and parent(s) have gone through the above procedure, should they still feel that a change is needed, they will be required to submit a written request to the appropriate Director/Supervisor.
  - a. This request should include a brief summary of all of the prior steps that were taken.
7. The appropriate K-12 Director/Supervisor will respond to the student’s guidance counselor with a final decision after reviewing the request.
8. The student’s guidance counselor will meet with the student and make contact with the student’s parent(s)/guardian(s) to inform them of the final decision.

## **Guidance Department Directory**

### **High School North Guidance Department**

**732-706-6061**

	<u>Extension:</u>
Tara Nicholas, Assistant Principal	1211
Jillian Siciliano, Freshman Counselor	1208
Kelly Finch	1223
Stefanie Fiore	1225
Meghan Gill	1224
George Kostas	1226
Lauren Melando	1227
James Anderson, Freshman Counselor	1220

### **High School South Guidance Department**

**732-706-6111**

	<u>Extension:</u>
Tara Nicholas, Assistant Principal	2121
Danielle Fehlhaber	2131
Mary Ann Fortunato	2124
Nicholas Georgiou	2127
Briann Lentine, Freshman Counselor	2122
James Anderson, Freshman Counselor	2132
Jaclyn Murchie	2125
Denise Skinner	2024

### **The Naviance Program**

The counseling departments at the high schools use Naviance to assist the students with career and post-high school planning as well as a means of communication with parents and students. Naviance is an all-encompassing program that enables students to search for career/college information, conduct interest inventories, register for events, request documents, and communicate with their counselor. Since counselors frequently email information through Naviance to both students and parents. Messages may include information about vocational programs, after-school events, volunteering, college visits, deadlines, meetings, scholarships, uploaded documents, surveys, pathways, etc.

To help ensure college-readiness and facilitate the college application process, it is essential that students maintain regular communication with their guidance counselor, via email or by signing up for a meeting, to ask any questions they might have.

**SCHEDULE PLANNING WORKSHEET FOR 2020-2021**  
**Current Grade 8**

Student's Name \_\_\_\_\_

Counselor's Name \_\_\_\_\_ Circle: **NORTH / SOUTH**

<b>PE / HEALTH 9</b>			CP		
<b>ENGLISH</b>	ENGLISH I	H	CP	ICR	POR
<b>SOCIAL STUDIES</b>	WORLD HISTORY	AP	CP	ICR	POR
<b>MATHEMATICS</b>	ALGEBRA I LAB - Parts I & II (10 credits)		CP	ICR	POR
	ALGEBRA I		CP	ICR	
	ALGEBRA II	H			
<b>SCIENCE</b>	FUNDAMENTALS OF SCIENCE		CP		
	BIOLOGY	H	CP	ICR	POR

**WORLD LANGUAGE** + LEVEL: \_\_\_\_\_

*If choosing Economics & Entrepreneurial Literacy as an elective, you must also pick an additional ½ year elective.*

ECON. & ENT. LITERACY: (1/2 YR.) \_\_\_\_\_

ADDITIONAL ½ YR. ELECTIVE: \_\_\_\_\_

CAREER CENTER VOCATIONAL + TRAVEL: \_\_\_\_\_

**Students may choose at most one of the following:**

<b>STEM PATHWAY?</b>	(See pages 7-8)	Yes	No
<b>GLP3 PATHWAY?</b>	(See pages 9-10)	Yes	No
<b>BUSINESS PATHWAY?</b>	(See pages 11-12)	Yes	No
<b>EARLY COLLEGE ACADEMY</b>	(See page 13)		
○ ASSOCIATE OF SCIENCE (Science Option)		Yes	No
○ ASSOCIATE OF ARTS (Social Science Option)		Yes	No
<b>ARTS ACADEMY</b>	(See page 14)	Yes	No

**ELECTIVES:** FIRST CHOICE: \_\_\_\_\_

*If choosing a pathway, choices must be pathway related.*

SECOND CHOICE: \_\_\_\_\_

ALTERNATES: \_\_\_\_\_

PARENT/GUARDIAN SIGNATURE: \_\_\_\_\_ Date: \_\_\_\_\_

PARENT/GUARDIAN E-MAIL: \_\_\_\_\_

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_

**SCHEDULE PLANNING WORKSHEET FOR 2020-2021  
Current Grade 9**

Student's Name \_\_\_\_\_

Counselor's Name \_\_\_\_\_ Circle: **NORTH / SOUTH**

<b>PE/HEALTH 10</b>			CP		
<b>ENGLISH</b>	ENGLISH II	H	CP	ICR	POR
<b>SOCIAL STUDIES</b>	U.S. HISTORY I	H	CP	ICR	POR
	WORLD HISTORY	H	CP	ICR	POR
<b>MATHEMATICS</b>	ALGEBRA I LAB - Parts I & II (10 credits)		CP	ICR	POR
	ALGEBRA I		CP	ICR	
	GEOMETRY	H	CP		POR
	PRE-CALCULUS	H			
<b>SCIENCE</b>	CHEMISTRY	H	CP	ICR	
	ENVIRONMENTAL SCIENCE		CP	ICR	POR
	BIOLOGY		CP	ICR	POR

**WORLD LANG. + LEVEL:** \_\_\_\_\_

CAREER CENTER VOCATIONAL + TRAVEL: \_\_\_\_\_

**You may only choose one of the following Pathways:**

- |   |     |    |
|---|-----|----|
| <b>STEM PATHWAY?</b> (See pages 7-8)        | Yes | No |
| <b>GLP3 PATHWAY?</b> (See pages 9-10)       | Yes | No |
| <b>BUSINESS PATHWAY?</b> (See pages 11-12)  | Yes | No |
| <b>EARLY COLLEGE ACADEMY</b> (See page 13)  |     |    |
| o ASSOCIATE OF SCIENCE (Science Option)     | Yes | No |
| o ASSOCIATE OF ARTS (Social Science Option) | Yes | No |
| <b>ARTS ACADEMY</b> (See page 14)           | Yes | No |

**ELECTIVES:** FIRST CHOICE: \_\_\_\_\_

*If choosing a pathway, choices must be pathway related.* SECOND CHOICE: \_\_\_\_\_

ALTERNATES: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

**For Counselor Use:**

GRADUATION TEST REQUIREMENT MET: \_\_\_\_\_ Date: \_\_\_\_\_

ELECTIVE REQUIREMENTS MET: 5 credits in Arts: Yes \_\_\_\_\_ No \_\_\_\_\_  
 2.5 credits in Career Ed: Yes \_\_\_\_\_ No \_\_\_\_\_  
 2.5 credits in Econ. & EL: Yes \_\_\_\_\_ No \_\_\_\_\_  
 5 credits in World Lang.: Yes \_\_\_\_\_ No \_\_\_\_\_

**SCHEDULE PLANNING WORKSHEET FOR 2020-2021  
Current Grade 10**

**Additional Special Requests**

ILO \_\_\_\_\_  
FLEX \_\_\_\_\_  
Dual Enrollment \_\_\_\_\_

**Student's Name:** \_\_\_\_\_

**Counselor's Name:** \_\_\_\_\_

**Circle: NORTH / SOUTH**

<b>PE/HEALTH 11</b>				CP		
<b>ENGLISH</b>	AP ENGLISH LANGUAGE	AP				
	AP ENGLISH LITERATURE	AP				
	ENGLISH III		H	CP	ICR	POR
<b>SOCIAL STUDIES</b>	U.S. HISTORY		H	CP	ICR	POR
	AP U.S. HISTORY	AP				
	U.S. HISTORY I		H	CP	ICR	POR
<b>MATHEMATICS</b>	FINANCIAL ALGEBRA			CP		POR
	GEOMETRY			CP	ICR	POR
	ALGEBRA II			CP	ICR	
	ALGEBRA II/PRE-CALCULUS		H			
	PRE-CALCULUS		H	CP		
	AP CALCULUS AB	AP				
	TRIGONOMETRY			CP		
	PROBABILITY and STATISTICS	AP		CP		
<b>SCIENCE</b>	CHEMISTRY	AP	H	CP	ICR	
	PHYSICS (AP is "Physics 1")	AP		CP		
	BIOLOGY	AP	H	CP	ICR	POR
	ENVIRONMENTAL SCIENCE	AP		CP	ICR	POR
	MARINE SCIENCE			CP		

**WORLD LANG.** + LEVEL: \_\_\_\_\_

**VOCATIONAL** + TRAVEL: \_\_\_\_\_

- |   |     |    |
|---|-----|----|
| <b>STEM PATHWAY?</b> (See pages 7-8)        | Yes | No |
| <b>GLP3 PATHWAY?</b> (See pages 9-10)       | Yes | No |
| <b>BUSINESS PATHWAY?</b> (See pages 11-12)  | Yes | No |
| <b>EARLY COLLEGE ACADEMY</b> (See page 13)  |     |    |
| ○ ASSOCIATE OF SCIENCE (Science Option)     | Yes | No |
| ○ ASSOCIATE OF ARTS (Social Science Option) | Yes | No |

**ELECTIVES:**

*If choosing a pathway, choices must be pathway related.*

FIRST CHOICE: \_\_\_\_\_

SECOND CHOICE: \_\_\_\_\_

ALTERNATES: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

**For Counselor Use:**

**GRADUATION TEST REQUIREMENTS MET:** \_\_\_\_\_ **DATE:** \_\_\_\_\_



**SCHEDULE PLANNING WORKSHEET FOR 2020-2021  
Current Grade 11**

**Additional Special Requests**

ILO \_\_\_\_\_  
 FLEX \_\_\_\_\_  
 Dual Enrollment \_\_\_\_\_

**Student's Name:** \_\_\_\_\_

**Counselor's Name:** \_\_\_\_\_

**Circle: NORTH / SOUTH**

<b>PE/HEALTH 12</b>									CP		
<b>ENGLISH</b>	AP ENGLISH LITERATURE & COMPOSITION					AP					
	AP ENGLISH LANGUAGE & COMPOSITION					AP					
	ENGLISH IV						H	CP	ICR	POR	
	SHORT STORY (BCC) (1/2 yr.)					BCC					
	ENGLISH COMPOSITION (BCC) (1/2 yr.)					BCC					
<b>SOCIAL STUDIES</b>	WESTERN CIVILIZATION			H					CP		
	U.S. GOV/POLITICS	AP							CP		
	EUROPEAN HISTORY	AP							CP		
	ECONOMICS	AP		CP				H	CP	ICR	POR
	CIVIC LEADERSHIP			CP					CP		
	AP WORLD HISTORY	AP							AP		
	AP HUMAN GEOGRAPHY	AP							H		
								H			
<b>MATHEMATICS</b>	FINANCIAL ALG.			CP	POR				CP	ICR	
	PROB & STAT	AP		CP				H	CP		
	TRIGONOMETRY			CP					CP		
<b>SCIENCE</b>	PHYSICS C	AP						AP	H	CP	ICR
	PHYSICS (AP is "Physics 1")	AP		CP				AP	H	CP	ICR
	HUMAN ANATOMY			H				AP		CP	ICR
	FORENSIC SCIENCE (1/2 yr.)			CP						CP	
	INTRO TO BIO TECH (1/2 yr.)			CP						CP	
	INTRO TO MED LAB (1/2 yr.)			CP						CP	
											CP

**WORLD LANG. + LEVEL:** \_\_\_\_\_

**VOCATIONAL + TRAVEL:** \_\_\_\_\_

- STEM PATHWAY?** (See pages 7-8) Yes No  
**GLP3 PATHWAY?** (See pages 9-10) Yes No  
**BUSINESS PATHWAY?** (See pages 11-12) Yes No  
**KEANSBURG LAW ENFORCEMENT PROGRAM** (See page 39) Yes No  
**EARLY COLLEGE ACADEMY** (See page 13)  
     o **ASSOCIATE OF SCIENCE (Science Option)** Yes No  
     o **ASSOCIATE OF ARTS (Social Science Option)** Yes No

**ELECTIVES:** 1<sup>st</sup> CHOICE: \_\_\_\_\_ 2<sup>nd</sup> CHOICE: \_\_\_\_\_

3<sup>rd</sup> CHOICE: \_\_\_\_\_ 4<sup>th</sup> CHOICE: \_\_\_\_\_

**ALTERNATES:** 1<sup>st</sup> CHOICE: \_\_\_\_\_ 2<sup>nd</sup> CHOICE: \_\_\_\_\_

**COMMENTS:** \_\_\_\_\_

**For Counselor Use:** GRADUATION TEST REQUIREMENTS MET: \_\_\_\_\_ DATE: \_\_\_\_\_

**CREDITS TO DATE:** \_\_\_\_\_

## **MIDDLETOWN TOWNSHIP BOARD OF EDUCATION**

### **EQUAL OPPORTUNITY POLICIES**

The Middletown Township Board of Education affirms its responsibilities to ensure that all students in the public schools of this township have an equal opportunity regardless of race, color, creed, religion, sex, ancestry, national origin or social or economic status. Lack of English language skills will not be a deterrent to admission to any program. No otherwise qualified handicapped individuals shall, solely by reason of their handicap, be denied the benefits of or subjected to discrimination in any activity.

The school system's Affirmative Action Plans for School/Classroom Practices are on file in the Superintendent's office.

### **AFFIRMATIVE ACTION GRIEVANCE PROCEDURE**

The Board of Education has established a procedure for staff, students or parents on a student's behalf to follow in filing a complaint dealing with alleged violation, misinterpretation, or inequitable application of the policies and practices of the school district relative to provisions of Federal and State anti-discrimination legislation. Details of the grievance procedures are included in the school district's policy manual under Policy #5750.

The building principal or designee serves as the first step of this grievance procedure.

The District Affirmative Action Officer is:

Charlene O'Hagan, District Director of Human Resources and Instruction  
Middletown Township Board of Education  
August T. Miner Administrative Offices  
834 Leonardville Road, 2<sup>nd</sup> Floor  
Middletown, New Jersey 07737  
(732) 671-3850

The District 504 Compliance Officer is:

Michele Tiedemann, District Director of Special Education  
Middletown Township Board of Education  
August T. Miner Administrative Offices  
834 Leonardville Road, 2<sup>nd</sup> Floor  
Middletown, New Jersey 07737  
(732) 671-3850

**The Middletown Board of Education  
834 Leonardville Road, 2<sup>nd</sup> Floor  
Leonardo, New Jersey 07737**

Leonora Caminiti  
Michael Donlon  
John Little  
Pamela Rogers

Nicholas DiFranco  
Thomas Giaimo  
Joan Minnuies  
Robin Stella

Deborah Wright

**William O. George III, Ed. D.**, Superintendent of Schools

**Amy P. Gallagher**, Business Administrator/Board Secretary

**Kimberly Pickus**, Assistant Superintendent for Human Resources, Curriculum and Instruction

**Mary Ellen Walker**, Assistant Superintendent for Student Activities/Services

**Marjorie M. Caruso**, District Director of Curriculum and Instruction

**Charlene O'Hagan**, District Director of Human Resources and Instruction

**Michele Tiedemann**, District Director of Special Education

**Patrick Rinella**, District Director of Student Support Services

**Joseph R. Carroll**, Director of Athletics

**Steven Graziano**, Director of Arts and Business

**John Kerrigan**, Director of Mathematics

**Wendy Morales**, Supervisor of Social Studies and Technology

**Devyn Orozco**, Director of Science, Health and Physical Education

**Jessica Shaw**, Director of Staff Development and Special Projects

**Lucinda Van Glahn**, Supervisor of English Language Arts

**Jamie Koransky**, Director of Special Education Services

**Danielle Schroeck**, Director of Special Education Instruction

**Sharon Thimons**, Director of Special Class Programs

High School North Administration

Patricia Vari-Cartier, Ed. D., Principal  
Tara Nicholas Assistant Principal for Guidance  
James Falco, Assistant Principal  
Jesse Herbert, Assistant Principal  
Christopher Reginio, Assistant Principal

High School South Administration

Matthew Kirkpatrick, Principal  
Tara Nicholas, Assistant Principal for Guidance  
Carey Albanese, Assistant Principal  
James Rasmussen, Assistant Principal  
Steven Trudell, Assistant Principal