January 2015

Dear Parents/Guardians,

The Middletown Township School District offers its students a comprehensive selection of courses, sports, and other co-curricular clubs/activities to ensure that students have the opportunity to develop the skills necessary for post-secondary studies, technical training, or employment.

Through the delivery of a rigorous and relevant curriculum, students experience interdisciplinary connections, problem-based learning, and the integration of technology across the curriculum. The implementation of block scheduling provides the opportunity for inquiry-based learning and group collaboration in which students are guided to take greater responsibility for their own learning.

Guidance counselors and case managers will meet with students to review their course selections before schedules are finalized. It is important that students read the information in this guide thoroughly before completing the appropriate worksheet found at the end of the guide. Students may need a specific grade, teacher recommendation, prerequisite course, or grade level to be enrolled in a particular course. Students are required to choose two alternate elective courses which will be referred to in the event that there are scheduling conflicts or if a particular course is not offered due to insufficient enrollment. Every effort will be made to assist students in choosing an elective course that is an acceptable substitute. In addition, students may wish to consider the “Individualized Student Learning Opportunities” available to them as described in this guide.

This year, in addition to our Science, Technology, Engineering and Mathematics (STEM) Pathway, we are offering a Government, Law, and Public Policy Pathway (GLP3) for students interested in pursuing studies and careers in related fields.

We look forward to partnering with you to provide a productive and fulfilling high school experience for your son or daughter. Together we can help your child take advantage of the many opportunities available, maintain a positive attitude, and foster his or her motivation to succeed.
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*This guide is also available on the district & high school websites:*
District Mission Statement

The Middletown Township School District, in partnership with our historically and culturally rich community, provides students with a rigorous and relevant education, in conjunction with the New Jersey Core Curriculum Content Standards and the National Common Core Standards that motivate them to recognize and develop their full potential as responsible citizens in a dynamic global environment.

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.

Following the model of a small learning community, the Freshman Academy at High School North and High School South is organized around interdisciplinary teams of English, Math, Science, and Social Studies teachers. The philosophy of the Freshman Academy is to utilize instructional strategies that are aligned with research regarding the successful transition into high school. These teams of teachers work collaboratively to meet the learning needs of their shared students and 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**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>REQUIRED FOR GRADUATION</th>
<th>RECOMMENDED FOR COLLEGE (1)</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Years</td>
<td>Credits</td>
<td>Years</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>15</td>
<td>3 – 4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>15</td>
<td>3 – 4 (3 with labs)</td>
</tr>
<tr>
<td>Physical Education / Health &amp; Safety</td>
<td>4</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>World Language</td>
<td>1</td>
<td>5</td>
<td>Minimum of 2 (recommended 3-4) sequential courses in the same World Language in high school</td>
</tr>
<tr>
<td>Fine, Visual &amp; Performing Arts</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Career Education &amp; Consumer, Family &amp; Life Skills &amp; Vo-Tech</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Economics &amp; Entrepreneurial Literacy</td>
<td>0.5</td>
<td>2.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Additional Course Selections</td>
<td>6.5</td>
<td>37.5</td>
<td>1 – 5</td>
</tr>
</tbody>
</table>

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 whole year’s work in a 5-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 clearly stated in college catalogs, as well as on the individual college websites.
# MIDDLETOWN HIGH SCHOOLS STUDENT ACTIVITIES LIST

<table>
<thead>
<tr>
<th>Club</th>
<th>Purpose</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Team</td>
<td>Compete in locally hosted academic competitions—all students welcome</td>
<td>Competitions at Rutgers University, Princeton University, Bridgewater-Raritan, Allentown</td>
</tr>
<tr>
<td>Band Front/Color Guard</td>
<td>Perform with the marching band</td>
<td>Football games, parades, competitions</td>
</tr>
<tr>
<td>Bottlecappers</td>
<td>Teach youngsters about the effects of drugs and alcohol abuse 9th or 10th graders may join</td>
<td>Classroom visits to elementary and middle schools to present program</td>
</tr>
<tr>
<td>Challenge Intramural</td>
<td>A full athletic opportunity for special education students</td>
<td>Practices two a week after school</td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chess Club/Team</td>
<td>Hone and develop skills for enjoyment and competition</td>
<td>Meets and tournaments – Varsity Team</td>
</tr>
<tr>
<td>Class Councils/Boards</td>
<td>Plan class activities, boost class spirit, &amp; fundraise for prom &amp;/or other class activities—to open to all interested</td>
<td>Homecoming, Junior and Senior Prom, Lip Sync Band Nights, Mr. North/South, Volleyball Tourney, Locks-of-Love, etc.</td>
</tr>
<tr>
<td>Computer Club</td>
<td>Share computer skills with others</td>
<td>Learns JAVA Script to write computer games; Robotics Competition</td>
</tr>
<tr>
<td>Dance Club</td>
<td>An outlet for students interested/proficient in dance</td>
<td>Performances at school functions and football and basketball games</td>
</tr>
<tr>
<td>Drama / Tech Crew</td>
<td>Assist with costume, make up, lighting, and other technical crew activities for theater arts productions</td>
<td>Two main stage productions and other drama competitions; field trips</td>
</tr>
<tr>
<td>DECA</td>
<td>Prepares students for careers in marketing, finance, hospitality and management</td>
<td>Demonstrate business knowledge in competitions that may advance from regional through international levels. Community service &amp; school projects are integral</td>
</tr>
<tr>
<td>Eagles Helping the Community</td>
<td>Provides students with opportunities to help others</td>
<td>AIDS Quilt, food drives, giving tree, booster sales, etc.</td>
</tr>
<tr>
<td>Environmental Club</td>
<td>Open to students interested in environmental awareness</td>
<td>Earth Day, beach sweeps, Acoustic Night, hiking, camping, canoe trips</td>
</tr>
<tr>
<td>Family Career and Community Leaders of America</td>
<td>Open to all students interested in career and community activities</td>
<td>Attend state meetings, discuss issues that effect our community, etc.</td>
</tr>
<tr>
<td>Friendship Club</td>
<td>Foster understanding between regular education and special education students</td>
<td>Awareness activities</td>
</tr>
<tr>
<td>Future Business Leaders of America</td>
<td>Student leaders prepare for careers in business and operate the school store</td>
<td>Participate in leadership and career development programs and compete in areas of business; attend field trips</td>
</tr>
<tr>
<td>Gay-Straight Alliance</td>
<td>Open to students interested in making their school community safe and welcoming to all students regardless of sexual orientation or gender identity</td>
<td>Recognize Ally Week, Day of Silence, and other events that support foundations that donate to causes related to LGBT issues</td>
</tr>
<tr>
<td>Tri-M Music Honor Society</td>
<td>Recognizes music students for their academic and musical achievements, accomplishments and service activities, and provides inspiration to other students</td>
<td>Concerts, Peer Tutoring, Peer Music Lessons, Leadership Roles, Fundraising, Workshops, and promote music events.</td>
</tr>
<tr>
<td>Key Club</td>
<td>Open to students interested in serving the community</td>
<td>Blood Drives, Toys for Tots, and many school and community projects</td>
</tr>
<tr>
<td>Language Honor Societies:</td>
<td>Promote an awareness of various cultures and languages, acceptance based on academic performance and coursework requirements.</td>
<td>Participation in Satumalia, Culture Café, Oktoberfest, Columbus Day Fest, field trips to museums, operas, Broadway plays, sponsor a Mexican child, language tutoring, community service</td>
</tr>
<tr>
<td>French, Italian, Latin, Spanish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literary Magazine</td>
<td>Open to students interested in creative writing, poetry, literature, and art</td>
<td>Publish student works in the school literary magazine</td>
</tr>
<tr>
<td>Makerspace Club</td>
<td>A community of students who are interested in promoting creativity through hands on projects.</td>
<td>Students invent and/or create projects.</td>
</tr>
<tr>
<td>Marching and Symphonic</td>
<td>Open to students who have a background in music and a desire to perform</td>
<td>Performances at parades, football games, band competitions, concerts, community events; field trips</td>
</tr>
<tr>
<td>Band/FRED Band</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Team</td>
<td>Talented math students compete as individuals &amp; as a team</td>
<td>Shore Math League, state, and national competitions</td>
</tr>
<tr>
<td>Mock Trial</td>
<td>Open to students who are interested in learning about law and preparing cases for trial</td>
<td>Prepare and role-play the defense and prosecution of a fictitious case at the Freehold Court House</td>
</tr>
<tr>
<td>Model UN</td>
<td>Open to students who are interested in learning about the role and workings of the United Nations</td>
<td>Prepare resolutions and debate international issues</td>
</tr>
<tr>
<td>National Business Honor</td>
<td>Recognizes academic excellence in business education, leadership, and community service, acceptance based on academic performance and coursework requirements.</td>
<td>Participate in academic and service projects.</td>
</tr>
<tr>
<td>Society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Honor Society</td>
<td>Recognizes academic excellence, character, leadership and community service. 3.5 GPA + 100 hours service</td>
<td>Students participate in tutoring and community service projects</td>
</tr>
<tr>
<td>Newspaper</td>
<td>Produce the school newspaper by contributing artwork, photographs, written articles, and desktop publishing</td>
<td>Students attend workshops, conferences; serve as interns for local newspapers</td>
</tr>
<tr>
<td>Pep Band</td>
<td>Perform at basketball games, improve musicianship, and increase music appreciation</td>
<td>Performs at basketball games, pep rallies and ice hockey games</td>
</tr>
<tr>
<td>Photography &amp; Graphics Club</td>
<td>Learn and share photography and graphics skills</td>
<td>Develop and practice skills in photography and graphic arts</td>
</tr>
<tr>
<td>Science League Teams: Biology, Chemistry, Earth Sci., Physics</td>
<td>Talented science students participate in competitions in their subject that run from November through April</td>
<td>Selected by teacher/advisor, teams participate in N. J. State Science League competitions each month for state ranking and awards</td>
</tr>
<tr>
<td>Student Council</td>
<td>Students work to improve the school culture and promote leadership roles</td>
<td>Promotes School Community; organizes Spring Carnival, Homecoming Spirit Week, etc.</td>
</tr>
<tr>
<td>Social Justice Committee</td>
<td>Provided opportunities to fight discrimination and promote tolerance of all genders, religions, &amp; ethnicities</td>
<td>Presentations, workshops, speakers, assemblies, and Culturefest</td>
</tr>
<tr>
<td>TED-Ed Club</td>
<td>Work collaboratively on projects derived from TED Talks</td>
<td>Watch selected TED Talks, do projects/activities based on the concepts presented</td>
</tr>
<tr>
<td>Transition Project (Peer-Leaders)</td>
<td>Provides an orientation program for freshmen</td>
<td>Orientation, class discussions, night events for students and parents</td>
</tr>
<tr>
<td>TV Production</td>
<td>Students produce, edit, broadcast pieces for high school highlights</td>
<td>Prepare and produce a variety of TV broadcasts</td>
</tr>
<tr>
<td>Volleyball Club</td>
<td>Internmural volleyball teams</td>
<td>Open to all students interested in playing intermural volleyball</td>
</tr>
<tr>
<td>Yearbook</td>
<td>Produce the school yearbook—all students welcome</td>
<td>Learn writing, editing, layout, photography, and business applications</td>
</tr>
</tbody>
</table>

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.
Athletic 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 College Athletics

Students who are interested in participating at an NCAA Division I College must satisfy the requirements of the NCAA Bylaw 14.3, commonly 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 Clearinghouse web site at [http://www.ncaa.org/](http://www.ncaa.org/) for additional requirements.

College-bound student-athletes first entering an NCAA Division I 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.

### New Division I Requirements

<table>
<thead>
<tr>
<th>Full Qualifier</th>
<th>Academic Redshirt</th>
<th>Nonqualifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>A college-bound student-athlete may receive athletics 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.</td>
<td>A college-bound student-athlete cannot receive athletic aid (scholarship), cannot practice and cannot compete in the first year of enrollment.</td>
</tr>
<tr>
<td>Complete 16 Core Courses:</td>
<td>Complete 16 core courses.</td>
<td>Does not meet requirements for Full Qualifier or Academic Redshirt status.</td>
</tr>
<tr>
<td>☐ Ten of the 16 core courses must be complete before the seventh semester (senior year) of high school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Seven of the 10 core courses must be in English, Math, or Science.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum Core-Course GPA of 2.300.</td>
<td>Minimum Core-Course GPA of 2.000.</td>
<td></td>
</tr>
<tr>
<td>Meet the sliding scale requirement of GPA and ACT/SAT score.</td>
<td>Meet the sliding scale requirement of GPA and ACT/SAT score.</td>
<td></td>
</tr>
<tr>
<td>Graduate from high school.</td>
<td>Graduate from high school.</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** These are NCAA Clearinghouse requirements, not Middletown School District graduation requirements.
MIDDLETOWN HIGH SCHOOL ATHLETIC PROGRAM

**Fall**
- Football
- Boys’ Soccer
- Girls’ Soccer
- Field Hockey
- Cheerleading
- Girls’ Cross Country
- Boys’ Cross Country
- Girls’ Gymnastics
- Girls’ Tennis

**Winter**
- Boys’ Basketball
- Girls’ Basketball
- Wrestling
- Girls’ Indoor Track
- Boys’ Indoor Track
- Competitive Cheerleading
- Girls’ Bowling
- Boys’ Bowling
- Boys’ Swimming
- Girls’ Swimming
- Ice Hockey

**Spring**
- Baseball
- Softball
- Boys’ Track
- Boys’ Lacrosse
- Golf
- Boys’ Tennis
- Girls’ Track
- Girls’ Lacrosse

The forms required for participation are online at www.middletownk12.org under the “Athletics” tab which is located under “Our District”.

4
**PROGRAM OF STUDIES**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>COLLEGE PREP COURSES</th>
<th>HONOR COURSES</th>
<th>ADVANCED PLACEMENT COURSES</th>
</tr>
</thead>
</table>
| **English** | World Literature  
American Literature I  
American Literature II  
English and Expository Writing | World Literature  
American Literature I  
American Literature II  
English and Expository Writing | Language & Composition - Gr. 11  
Literature & Composition - Gr. 12 |
| **Social Studies** | World History  
US History I  
US History II  
*Electives:*  
Western Civilization  
Economics (3)  
Economics & Entrepreneurial Literacy (2)(3)  
Contemporary World Geography  
Behavioral Sciences  
Recent American History (2)  
Sociology (2)  
Civic Leadership  
US Government & Politics | US History  
US History I  
US History II  
Western Civilization | US History  
European History  
Psychology  
Economics (3)  
World History  
Human Geography  
US Government & Politics |
| **Mathematics** | Integrated Algebra with Geometry – Part I  
Integrated Algebra with Geometry – Part II  
Algebra I  
Algebra II  
Geometry  
Pre-Calculus  
Fundamentals of Calculus  
*Electives:*  
Mathematics Review  
Trigonometry & Related Studies  
Probability & Statistics  
Intro to Computer Science (1)  
SAT Prep (2)  
Principles of Engineering (1) | Algebra II  
Geometry  
Pre-Calculus  
Algebra II/Pre-Calculus | Calculus AB  
Geometry  
Computer Science  
Probability/Statistics |
| **Science** | Biology  
Chemistry  
Environmental Science  
Physics  
*Electives:*  
Human Anatomy & Physiology  
Marine Science (1)  
Forensic Science (1)(2)  
Intro to Biotechnology (2)  
Intro to Medical Lab Techniques (2)  
Science & Nutrition - Part I (5)  
Science & Nutrition - Part II (2) | Biology  
Chemistry | Biology  
Chemistry  
Physics I  
Physics C E/M  
Environmental Science |
| **Physical Education/Health** | 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 | French IV, Advanced A or B*  
Spanish IV, Advanced A or B*  
Latin IV  
Italian IV  
*Depending on the year, Advanced A or Advanced B are offered on an alternating yearly basis and are of an equivalent level. | French  
Spanish  
Italian |
| **World Language** | French I, II, III  
Spanish I, II, III  
Latin I, II, III  
Italian I, II, III | French IV, Advanced A or B*  
Spanish IV, Advanced A or B*  
Latin IV  
Italian IV | French  
Spanish  
Italian |
### Fine, Visual & Performing Arts

*(Completion of 5 credits in any of these courses meets the state requirement for Fine, Visual, and Performing Arts)*

- Applied Art I, II, III, IV
- Chamber Choir
- Chorale Choir
- Cinema Studies *(2)*
- Concert Band/Instrumental Ensemble
- Concert Choir
- Drama *(2)*
- Drama Workshop
- Effective Oral Communication *(2)*
- Fine Arts I, II, III, IV
- Marching Band/Symphonic Band
- Music Theory I
- Play Production
- Rock History and Pop Culture *(2)*
- Stagecraft
- Theater Ensemble
- TV Production
- Advanced TV Production

### Career Education / Consumer, Family & Life Skills / Vo-Tech

*(Completion of 5 credits in any of these courses meets the state requirement for Career Education/ Family Life Skills / Vocational Tech.)*

- Accounting I
- Advanced Graphic Design
- Advanced Journalism
- Architecture and Spatial Design *(2)*
- Child Development
- Clothing Construction & Fashion
- College/Career Development & Performance Goals *(2)*
- Computer Applications I, II *(3)*
- Cooperative Education
- Creative Writing *(2)*
- Criminal and Business Law
- Culinary Arts
- Economics *(3)*
- Economics & Entrepreneurial Literacy *(2)*(3)
- Fashion and Home Décor *(2)*
- Forensic Science *(2)*
- Graphic Design
- Introduction to Biotechnology *(2)*
- Introduction to Computer Science
- Introduction to Marketing
- Introduction to Medical Lab Techniques *(2)*
- Journalism *(2)*
- Journalism II
- Life Management/Personal Finance
- Mock Trial *(2)*
- Photography I *(2)*
- Photography II *(2)*
- Principles of Engineering
- Scaled Aviation Technology
- Sewing and Fashion *(2)*
- Sports & Entertainment Marketing/ Management *(2)*
- Technical Drawing/Computer Aided Design

### Music Theory

- Studio Art

### Tomorrow’s Teachers *(7)*

- Accounting

### Computer Science

- Economics *(2)*(3)

---

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
4) Students qualify for Advanced Placement courses based on the following criteria:
   - Minimum final average 90 for College Prep level feeder course; or
   - Minimum final average 85 for Honors level feeder course; or
   - Minimum final average 80 for Advanced Placement level feeder course; or
   - Teacher recommendation from the feeder course.
   
   For initial scheduling purposes, the grade average is based on the 1st and 2nd marking periods. However, the final grade is determine placement in the Advanced Placement course.
5) Credits earned count toward fulfillment of the Fine, Visual and Performing Arts requirement.
6) Dual enrollment course through Brookdale Community College
7) Dual credit available through Rider University
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 will follow a clearly defined sequence of courses as explained on the following page. This will include 20 credits of Math, 20 credits of Science, and 20 credits of STEM electives.

- The STEM cohort of students, as created by Guidance, will be linked with Naviance. This link will keep students informed regarding STEM college visits, field trips, assemblies, internships, etc.

- Students will work with the mathematics and science teachers and the guidance counselors who will assist them as they follow the pathway in helping to determine future STEM-related study as they move into college and careers.

- The STEM Pathway will have 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 will be expected to maintain a minimum of a 70 average in order to receive endorsement in the STEM Pathway on their transcript. Students who maintain a GPA of 3.0 or higher and fulfill a STEM-related internship in senior year will receive a "distinguished endorsement" on their transcript.

- Students enrolled in the STEM Pathway will be encouraged, as schedules permits, to participate in one or more STEM-related extracurricular activities (such as science fairs, robotic tournaments, engineering competitions, etc.) and clubs, such as:
  - Academic Team
  - Computer Club
  - Environmental Club
  - Math Team
  - Science League
  - TV Production
<table>
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<tr>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Literature CP/H</td>
<td>American Literature CP/H</td>
<td>American Literature II CP/H or AP English Language &amp; Composition</td>
<td>English &amp; Expository Writing CP/H or AP English Literature &amp; Composition</td>
</tr>
<tr>
<td>World History CP/H</td>
<td>US History I CP/H</td>
<td>US History II CP/H or AP US History</td>
<td>Social Science / History Elective</td>
</tr>
<tr>
<td>Algebra II H or Algebra I or Integrated Algebra - Parts I &amp; II</td>
<td>Pre-Calculus H or Algebra II H or Geometry H or Geometry</td>
<td>AP Calculus AB or Pre-Calculus H or AlgebraII/Pre-CalculusH or Algebra II</td>
<td>Calculus AB or Calculus BC or Pre-Calculus or Fundamentals of Calculus or other Math Elective</td>
</tr>
<tr>
<td>Biology CP/H or Fundamentals of Science</td>
<td>Chemistry CP/H or Biology CP/H or Environmental Science</td>
<td>Physics CP or AP Physics 1 or Chemistry CP/H or AP Science or other Science Elective</td>
<td>Physics CP or AP Science or other Science Elective</td>
</tr>
<tr>
<td>Economics &amp; Entrepreneurial Literacy</td>
<td>CP / STEM Elective</td>
<td>STEM Elective</td>
<td>STEM Elective</td>
</tr>
<tr>
<td>World Language</td>
<td>World Language</td>
<td>CP/AP World Language or Elective</td>
<td>CP/AP World Language or Elective</td>
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<tr>
<td>PE/Health</td>
<td>PE/Health</td>
<td>PE/Health</td>
<td>PE/Health</td>
</tr>
<tr>
<td>Fine, Visual or Performing Arts or Career Education/Consumer, Family &amp; Life Skills / Vocational Technical Elective</td>
<td>Fine, Visual or Performing Arts or Career Education/Consumer, Family &amp; Life Skills / Vocational Technical Elective</td>
<td>STEM/AP Elective or CP Elective</td>
<td>STEM-related Senior Internship or STEM/AP Elective</td>
</tr>
</tbody>
</table>

**STEM ELECTIVES OFFERED**

- Forensic Science
- Human Anatomy & Physiology
- Principles of Engineering
- AP Environmental Science
- Advanced Technical Drawing
- Nutrition – Part I
- Introduction to Computer Science
- AP Computer Science
- Scaled Aviation Technology
- Graphic Design
- Photography I and II
- Nutrition – Part II
- Introduction to Biotechnology
- Marine Science
- Architectural & Spatial Design
- Advanced Graphic Design
- Introduction to Medical Laboratory Techniques
- Probability and Related Studies
- Trigonometry & Related Studies
- AP Statistics
- Computer Applications
- Technical Drawing / CAD
Government, Law & Public Policy Pathway
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.

- For the 2015-2016 school year 9th & 10th 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”.
- 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.
- GLP3 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 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 Standard Pathway

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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</thead>
<tbody>
<tr>
<td>World Literature CP/H</td>
<td>American Literature I CP/H</td>
<td>American Literature IICP/H or AP English Language &amp; Composition</td>
<td>English &amp; Expository Writing CP/H or AP English Literature &amp; Composition</td>
</tr>
<tr>
<td>World History CP/H</td>
<td>US History I CP/H</td>
<td>US History II CP/H or AP US History</td>
<td>US Government &amp; Politics</td>
</tr>
<tr>
<td>Integrated Algebra – Part I &amp; II or Algebra I or Algebra II</td>
<td>Geometry, Geometry Honors or Algebra II H or Pre-Calculus H</td>
<td>Algebra II or Higher Math Elective</td>
<td>GLP3 Elective</td>
</tr>
<tr>
<td>Fundamentals of Science or Biology</td>
<td>Biology, Chemistry or Environmental Science</td>
<td>Chemistry, Physics CP/H, AP Biology, AP Chemistry or GLP3 Science Elective</td>
<td>Free Elective</td>
</tr>
<tr>
<td>Economic &amp; Entrepreneurial Literacy or GLP3 Elective after consulting with Guidance Counselor</td>
<td>GLP3 Elective</td>
<td>Public Policy</td>
<td>Free Elective</td>
</tr>
</tbody>
</table>

### PATHWAY REQUIREMENTS (Standard) - Freshman Seminar Series* - Eight monthly meeting w/ guest speakers during “Blocks 3&4” and all courses in the darkened boxes above. GLP3 Electives highlighted above, may be selected from the list below and must be aligned to the appropriate grade level. * If students begin the pathway in 10th grade, they will be required to attend the seminar series during that year.

## Government, Law & Public Policy Pathway Electives

<table>
<thead>
<tr>
<th>Contemporary World Geography</th>
<th>AP European History</th>
<th>Criminal, Business &amp; Personal Law</th>
<th>Journalism</th>
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</thead>
<tbody>
<tr>
<td>Grades 9-12</td>
<td>Grade 12</td>
<td>Grades 10-12 (Career Ed., etc. Elective)</td>
<td>Grades 9-12</td>
</tr>
<tr>
<td>AP Human Geography</td>
<td>Effective Oral Communication</td>
<td>Civic Leadership (Grade 12)</td>
<td>Journalism II</td>
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<tr>
<td>Grades 9-12</td>
<td>Grades 9-12 (Fine, Visual, Performing Arts Elective)</td>
<td>Grade 12</td>
<td>Grades 10-12</td>
</tr>
<tr>
<td>AP World History</td>
<td>AP Economics</td>
<td>TV Production (Grades 9-12 (Fine, Visual, Performing Arts Elective))</td>
<td>Advanced Journalism</td>
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<tr>
<td>Grades 10-12</td>
<td>Grades 10-12</td>
<td>Grades 9-12 (Fine, Visual, and Performing Arts Elective)</td>
<td>Grade 11-12</td>
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<tr>
<td>Recent American History</td>
<td>Civic Leadership</td>
<td>Advanced TV Production (Grades 10-12 (Fine, Visual, and Performing Arts Elective))</td>
<td>Environmental Science</td>
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<tr>
<td>Grades 11-12</td>
<td>Grade 12</td>
<td>Grade 11-12</td>
<td>Grades 10-12</td>
</tr>
<tr>
<td>Sociology</td>
<td>Mock Trial</td>
<td>Advanced TV Production</td>
<td>AP Environment Science</td>
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<tr>
<td>Grades 11-12</td>
<td>Grades 9-12 (Career Ed., etc. Elective)</td>
<td>(Grades 10-12 (Fine, Visual, and Performing Arts Elective))</td>
<td>Grades 11-12</td>
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<td>Forensic Science</td>
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<td>Marine Science</td>
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<td>Grade 12</td>
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<td>Probability and Statistics</td>
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<td>AP Statistics</td>
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<td>Behavioral Science</td>
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<td>Grades 10-12</td>
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</tbody>
</table>
The English Department program is a survey of World Literature, American Literature, and British Literature. These courses are taught with an interdisciplinary approach in conjunction with the Social Studies Department courses. 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. Research skills are developed through use of the MLA Style Manual. Attention is also given to the development of test-taking skills in preparation for the PARCC exams 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 World Literature Honors course is determined through use of a matrix. Continuance in the Honors track requires a minimum average of 80.

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—i.e., sentence completion, critical reading, essay writing, usage, sentence correction, and paragraph correction. 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) Grade 12
BCC dual credit/enrollment
In conjunction with Brookdale Community College, interested seniors can earn 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 enroll in this semester elective earn both Middletown school district credits and college credits. A qualifying test and a reduced tuition fee forwarded to Brookdale Community College are required.

English Composition (Semester) Grade 12
BCC dual enrollment/credit
In conjunction with Brookdale Community College, interested seniors can earn 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 enroll in this semester elective earn both Middletown School District credits and college credits. Additionally, successful completion of this course fulfills the mandatory BCC freshman writing requirement. A reduced tuition fee forwarded to Brookdale Community College is required.

*Summer packets will be 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.

Advanced Placement English Language and Composition* Grade 11
These courses offer college-level curricula and texts while requiring commensurate achievement of students. As required by the College Board, students read extensively and write analytically in preparation for the spring Advanced Placement test.
ENGLISH SEQUENCE OF COURSES

The English program is a four-year sequence that builds upon the Common Core State 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.**

**HONORS**
- World Literature
- American Literature I
- American Literature II
- English and Expository Writing
- AP English Language & Composition

**COLLEGE**
- World Literature
- American Literature I
- American Literature II
- English & Expository Writing

**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)
- *Theatre 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.
The Social Studies Department program is a survey of World History and American History. These courses are taught with an interdisciplinary approach in conjunction with the English Department courses. 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*** Grades 10-12
The Advanced Placement World History course enables students to develop the historical thinking skills that are requisite to explore trends and global processes. The course addresses six chronological periods, from 8000 BCE to the present, related to nineteen key concepts and five course themes. This emphasis affords students the opportunity to expend more time on 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. The course emphasizes the critical, analytical, and synthesis skills necessary for the college-level study of United States History.

**Elective Course Offerings**

**Behavioral Science** Grades 10 - 12
Behavioral Science is an interdisciplinary course combining perspectives of three of the social and behavioral sciences. Students receive an introduction to the fields of Psychology, Sociology, and Anthropology. This course explores the relationship between the social and behavioral sciences. The course reviews the application of the scientific method and compares theories and concepts, while reviewing the major perspectives of the disciplines. This is a survey course that is broad in nature and scope and is intended to help students understand their own behavior and that of others.

**Civic Leadership** Grade 12
Civic Leadership promotes student activism and a greater understanding among the various socio-economic groups that exist in Middletown. Students are trained to recognize potentially precarious issues and to assist in their mediation. Student interpersonal skills so critical to becoming productive members of society are fine-tuned. This course is available to seniors only and an application is required (disciplinary background check of grades 10 and 11, minimum GPA of 2.5/75, and written essay of application). An after-school community service is an integral requirement of the course.

**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 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 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.

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.

Advanced Placement Psychology* Grade 12
Advanced Placement Psychology is a rigorous, academic course. Students taking this course should be prepared to accept the volume of work and effort necessary to succeed in this high level course. Advanced Psychology exposes students to the scientific study and the mental processes of humans and animals. Students become knowledgeable about the methods psychologists use in their science and practice. Principles associated with each of the major sub fields of psychology are also taught.

Recent American History (Semester) Grades 11-12
Recent American History (1970 – Present) deals with the major issues facing the United States, in crises at home and abroad. What has worked and what has not, and why? Special emphasis is placed on relating current events to past episodes, “Past is Prologue,” in United States history.

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.

Western Civilization Grade 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. This course is offered at both CP and Honors levels.

United States Government and Politics Grades 10 - 12
The United States Government and Politics elective course offers an overview of American politics and government. This introductory elective explores foundational documents, ideals, and political institutions. Students have more opportunities to become actively engaged in electoral politics on the local, state, and national levels. Topics examined in this course include: United States Constitution, political parties, mass media, public policy, and Civil Rights. United States Government and Politics establishes the foundation for those students who are interested in pursuing Advanced Placement U. S. Government and Politics.

Advanced Placement U. S. Government & Politics* Grades 11 - 12
The Advanced Placement United States Government and Politics 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: (1) United States Constitution; (2) political beliefs and behaviors; (3) political parties, interest groups, and mass media; (4) institutions of national government; (5) public policies; (6) Civil Rights and civil liberties.

*Summer packets will be 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.
The Social Studies Department has constructed a program of study that meets the Common Core State Standards & NJCCC Standards 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.**

**ADDITIONAL SOCIAL STUDIES OFFERINGS**

**Full Year**
- Behavioral Science (Gr. 10 - 12)
- Civic Leadership (Gr. 12)
- Contemporary World Geography (Gr. 9 - 12)
- Economics (Gr. 10 - 12)
- Western Civilization (Gr. 12)
- Western Civilization Honors (Gr. 12)
- U.S. Government/Politics (Gr. 11-12)

**Semester**
- Recent American History (Gr. 11 - 12)
- Sociology (Gr. 10 - 12)
- Economics and Entrepreneurial Literacy (Gr. 9 -12)
MATHEMATICS

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

Integrated Algebra with Geometry - 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.

Prerequisite: Integrated Algebra with Geometry - Part I

Integrated Algebra with Geometry - 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: Integrated Algebra with Geometry - 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 8th 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 Integrated Algebra I – Parts I & 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 8th 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 both Algebra I and in Geometry (or 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

Mathematics Review  Grades 11 - 12
This course provides the opportunity to reinforce the concepts taught in Algebra I and in Geometry. In reviewing the content, students strengthen the mathematical skills necessary for state testing and for college entrance examinations.
Prerequisite: Successful completion of Algebra I and Geometry

Pre - Calculus  Grades 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 Physics Honors.
(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.

Calculus Fundamentals 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 Calculus Honors 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 10 – 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: 80 or better in Algebra II or 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
This math component of this course review the following topics as they appear on the SAT: numerical operations, Algebra I and functions, Geometry and the coordinate plane, data analysis, probability, statistics, and some Algebra II. By doing practice exams, students learn important test-taking skills appropriate to the SAT.

*Summer packets will be 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.
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.

A minimum grade of 80 and teacher recommendation are required to retain Honors status.

**Additional Mathematics Courses**

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

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**Course descriptions appear in the “Career Education /Consumer, Family, and Life Skills/ Vocational Technical” Department listings.**
SCIENCE

**Fundamentals of Science**  
Grade 9  
This course covers the processes that affect the earth and the earth’s place in the universe. Basic chemistry and chemical reactions, along with the physics of motion, force, sound, light, electricity, and magnetism are presented. Students are exposed to a broad spectrum of scientific inquiry.

**Biology**  
Grade 9  
This lab course requires students to meet the same objectives as Honors Biology but in less detail. The program provides a challenging science and academic college preparatory experience and a strong foundation in the fundamentals of biological science.

**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 and demonstrate aptitude in Math and Science.  
Co-requisite: Algebra I or higher

**Advanced Placement Biology ***  
Grades 11 - 12  
Advanced Placement Biology is the equivalent of a two-semester college introductory biology lab course. The goals of the AP curriculum are to help students develop a conceptual framework for understanding modern biology and to gain an appreciation of science as a process. Primary emphasis in the AP course 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 content is divided into three major areas: molecules and cells, heredity and evolution, and organisms and populations.  
Prerequisite: Biology or Biology Honors

**Chemistry**  
Grades 10 - 12  
This is a lab course involves the study of atomic structure, the nature of matter, chemical periodicity, chemical bonding, solids, liquids, gases, and elements. Mathematics is used extensively throughout the course.  
Prerequisite: Biology  
Co-Requisite: Geometry

**Chemistry Honors**  
Grade 10 - 12  
This lab course is an accelerated college preparatory chemistry program. The subject matter of the course requires that students be highly skilled in mathematics.  
Prerequisite: Recommendation from Biology Teacher  
Co-Requisite: Geometry/Geometry Honors

**Advanced Placement Chemistry ***  
Grades 11 - 12  
The Advanced Placement Chemistry course is equivalent to the chemistry course taken during the first year of college. This lab course is designed to be taken only after the successful completion of Chemistry. Students in this course are given an in-depth understanding of fundamentals and a reasonable competence in dealing with chemical problems. Themes introduced in the first year high school course, such as atomic theory, the periodic table, nuclear chemistry, solutions, chemical bonding, and chemical and physical changes are expanded upon. Topics, such as the structure of matter, kinetic molecular theory, chemical equilibrium, chemical kinetics, the basic concepts of thermodynamics, and inorganic vs. organic chemistry are presented in considerable depth.  
Prerequisite: Chemistry or Chemistry Honors / Chemistry Teacher recommendation

**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 the 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.

**Advanced Placement Environmental Science**  
Grades 11 - 12  
The AP Environmental Science 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

**Physics**  
Grades 11 - 12  
This lab course involves the study of mechanics, wave motion, sound, electricity, magnetism, and light. The class work and laboratory are dependent on rigorous use of algebra, geometry, and trigonometry.  
Prerequisite: Chemistry Teacher recommendation  
Co-requisite: Algebra II or Pre-Calculus

**Advanced Placement Physics 1 ***  
Grades 11 - 12  
The lab course is the 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 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
Investigation has increased the interest in forensic science, making it an ideal mechanism to study science. The Forensic Science course is designed to introduce some specialized fields of forensic science, to learn the fundamental principles of science and technology upon which they are based, and to apply them to criminal cases. Aspects of forensic science involving the examination of physical, chemical, and biological evidence are explored. The forensic analysis of evidence is understood with the application of chemistry, biology, and physics. The legal issues governing the actions of forensic science are also discussed. The course further develops the student’s communication and critical thinking skills through the scientific method.

Human Anatomy and Physiology  Grades 11 - 12
This course explores human anatomy and physiology. It focuses on organ system structures and how they function. Diagnostic tools and strategies to determine health and disease are also studied, along with careers in the health professions.

Introduction to Biotechnology  Grades 10 - 12
In this course, students are engaged in researching the following areas: biomechanics, cardiovascular engineering, genetic engineering, agricultural biotechnology biomedical devices, bioprocess engineering, forensics, and bioethics. 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 changing the very fabric of life itself. Biotechnical Engineering is a broad field of study with such diverse sub-fields as Biotechnology, Bioengineering, Biomedical engineering, and Bio-molecular engineering.

Introduction to Medical Laboratory Techniques  (Semester)  Grades 10 - 12
The primary tasks of 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 encompasses the practical aspects of indexing, storing, and retrieving information using computers.

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 also treat the physiology, anatomy, and behavior of marine organisms. Marine hobbies, occupations, and careers are also explored.
Prerequisite: Biology

Science of Nutrition in a Fast Food Society - Part One  (Semester)  Grades 10 - 12
In a society where more than 60% of premature deaths are now caused by chronic illness linked directly to one’s diet and with the myriad of food choices we now have, eating has truly become a science. This course introduces students to the science behind nutrition. Nutrition I covers the basics of chemistry and how they apply to the digestion, and utilization of food and the prevention and treatment of chronic disease. Students explore the impact of their diet and overall health; discover the secrets of interpreting food labels and becoming educated consumers. Human eating behavior, includingfad diets along with fitness and eating disorders are also examined.

Science of Nutrition in a Fast Food Society - Part Two  (Semester)  Grades 10 - 12
Nutrition II delves into modern controversies of the American diet, including additives, processing, genetically modified organisms, organics and the environmental impact of our food choices. Students examine strategies for healthy living in our modern food culture.
NOTE: Part One is not a prerequisite for Part Two. Students may take either or both courses.

*Summer packets will be 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.
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 NJ State Standards. Students are encouraged to elect the most rigorous selection of courses depending on their needs and abilities.

**SCIENCE SEQUENCE OF COURSES**

**Corresponding Math Course**
- **Grade 9**
  - Algebra I (with strong recommendation from middle school) or Alg II H
- **Grade 10**
  - Geometry
  - Geometry H
- **Grade 11**
  - Pre Calc H or Algebra II / Pre Calc H
- **Grade 12**
  - PreCalc, Fund Calc or AP Calc (A/B)

**Honors Sequence**
- **Grade 9**
  - Biology Honors
- **Grade 10**
  - Chemistry Honors
- **Grade 11**
  - AP Physics 1
- **Grade 12**
  - Advance Placement Science

**College Prep Sequence**
- **Grade 9**
  - Biology or Fundamentals of Science
- **Grade 10**
  - Chemistry, Biology, or Environmental Science
- **Grade 11**
  - Physics or Chemistry or Science Elective
- **Grade 12**
  - AP Science, Physics, or Science Elective

**Corresponding Math Course**
- **Grade 9**
  - Algebra I or Integrated Algebra with Geometry - Parts I & II with Geometry Part I
- **Grade 10**
  - Geometry
- **Grade 11**
  - Algebra II, Algebra II / Pre Cal H or Geometry
- **Grade 12**
  - Algebra II, Trigonometry, Probability & Statistics, Pre-Calculus or Fundamentals Calculus

**Note:** Corresponding math courses are highly recommended.

**ADDITIONAL SCIENCE COURSES**

**Full Year**
- Marine Science (Gr. 11-12)
- Human Anatomy and Physiology (Gr. 11-12)

**Semester**
- Forensics (Gr. 10-12)
- Intro to Biotechnology (Gr. 10-12)
- Intro to Medical Lab Techniques (Gr. 10-12)
- Science of Nutrition in a Fast Food Society - Parts I & II (Gr. 10-12)
PHYSICAL EDUCATION / HEALTH AND FAMILY LIFE

The Physical Education / Health / Family Life curriculum is designed to develop the skills and attitudes necessary 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.

Our 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
During the sophomore year, students complete a minimum of 30 hours of classroom instruction in Driver’s Education course from a certified Driver Education Instructor. This instruction includes all aspects of driving and safety techniques, automotive care, financial responsibility and a detailed study of traffic laws and regulations. Driver Education 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. Also covered are important concepts of physical fitness including 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.

WORLD LANGUAGE DEPARTMENT

The study of a world language provides a student with the opportunity to achieve personal and career goals, as well as to address an urgent national need. Recent studies of American education have indicated the importance of training greater numbers of students in the acquisition of a second language. There is an economic and political need for Americans with second language proficiency. The Middletown School District offers students a six-year program in French or Spanish, as well as a four-year course in 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 course of study in the modern languages. Latin is taught in the traditional manner.

In addition to communicative competence, the program of study has a strong cultural component. Students learn a great deal about the countries whose languages are being studied: history, geography, literature, and social organization. This knowledge should lead to a greater understanding of our own country and the similarities and differences among 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 introduces students to the music, art, and literature of the countries where the target language is spoken. The influence of the target language on English are 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.

Students must achieve a minimum final grade of “70” or better in any level of a world language in order for the student to continue the study of that language.

Advanced Placement French, Italian and Spanish*

The Advanced Placement courses in French, Spanish and Italian are aligned to the objectives established by the College Board. Students who wish to enroll in French, Spanish or Italian AP must have completed the Level 4 course in the respective language.

*Summer packets will be 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.

Note: Students who take the ½ year courses in French or Spanish in grades 7 and 8 may be assessed for placement in the appropriate level in grade 9.
SPANISH/FRENCH

Gr. 9
Level 1, 2, 3

Gr. 10
Level 1, 2, 3

Gr. 11
Level 1, 2, 3

Gr. 12
Level 1, 2, 3

Honors 4

Advanced A / B *

Advanced Placement

ITALIAN/LATIN

Level 1

Level 1

Level 1, 2

Level 1, 2, 3

Level 1, 2, 3

4 Honors AP Italian

* 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 ARTS

Applied Art and Design I  Grades 9 - 12
Applied Art and Design I is a full year course that exposes students to a variety of methods and materials. It is a course which introduces students to basic drawing and design skills, critique methodologies, aesthetic appreciation, critical thinking, and aspects of art history and culture. Students 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
Applied Art and Design II is a full year course that allows students, who have successfully completed the Applied Art and Design I course, to build upon their skills and knowledge. Students continue to explore a variety of media that employs the elements and principles of art. This course continues to develop the students’ knowledge of design, critique, and aesthetics. The assignments become more complex and allow for greater concentration and personal growth. Through this course, students work with tools, materials, and equipment which build increasingly advanced skills. 
Pre-requisite: Applied Art and Design I

Applied Art and Design III  Grades 11 - 12
Applied Art and Design III encourages craftsmanship and self-expression. Visual problem solving is emphasized and creative solutions of specific assignments are promoted. In this advanced class, the students continue to develop original design applications, aesthetic awareness, and learned critique methodologies, through innovative application. Experimentation of new media is encouraged. Included in these studies is the incorporation of technology and the proper handling and safe usage of art materials.
Pre-requisite: Applied Art and Design II

Applied Art and Design IV  Grade 12
Applied Art and Design IV is an advanced course challenging students to further push their creative potential using the media of their choice. Students are encouraged to be independent in the creation of their design pieces. They are expected to explain their thought process, methods, and usage of media. At this level, students develop a concentration in an area of personal interest. They 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 & II  Grades 9 - 12
The first two years of Fine Arts provide the student with a strong foundation in the design, production, history, and appreciation of traditional and contemporary visual arts. These basic courses offer instruction in the elements and principles of design, basic drawing from observation, calligraphy, painting, sculpture, computer art, and print making, using a variety of media, such as charcoal, pastels, water color, ink, and clay. In the first year, emphasis is placed on learning to see and depict objects realistically while more abstract forms are developed in level II. Art history, aesthetics, criticism, and career studies are also included. Students begin to develop portfolios of original work.

Fine Arts III & IV  Grades 11 - 12
Fine Arts III and IV are very individualized programs offered to students who have completed Fine Arts I and II. More complex techniques are taught at these levels and more advanced materials are used i.e., oils, acrylics, wood, plaster, and clay. Emphasis is placed on originality and creativity. Students may select units of personal interest, learning in a new medium, or developing greater skill in a medium covered in the past. When possible, field trips and guest speakers are incorporated to enrich the classes. Art history, aesthetics, criticism, and career studies are also included. Assistance is given in developing an art portfolio for art school or college applications.

Advanced Placement Studio Art*  Grades 11 - 12
Advanced Placement Art provides the serious art student with the opportunity to develop a portfolio of quality artwork that encompasses breadth in media, technique, and subject. Students are required to work outside of class on a daily basis and be committed to focusing on completing both class assignments and outside projects. Advanced Placement courses strive to duplicate the curriculum and standards of introductory art courses on the college level. College studio courses meet for several hours one, two, or three days a week. For this reason, AP art courses have the option of being two-year courses. Portfolios, rather than exams, are evaluated for AP credit.
Prerequisite: Art I, Art II, and teacher recommendation

MUSIC

Concert Choir  Grades 9 - 12
Concert Choir is open to all students in the 9th through 12th grades who are interested in singing. Prior experience in music is not necessary, as students gain knowledge of vocal techniques, music literacy, and perform a broad variety of music in the class. Students in Concert Choir are able to audition for select ensembles such as All State and All Shore Chorus. Performances include the Winter and Spring Concerts. This class may be taken more than once for credit.

Chamber Choir  Grades 10 - 12
Chamber Choir is the upper level choir made up of students who have a strong interest in music and previous musical experience. Chamber Choir performs a broad variety of high-level 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 in the 10th through 12th grades 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 ability to audition for All Shore and/or All State Honors Choirs. Musical styles range from Classical to Pop, accompanied, and 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.)
Pre-Requisite: Previous band experience or teacher recommendation required
Marching Band / Symphonic Band  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. Marching Band 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.

Intro to Music: Theory & Composition  Grades 9 - 12
Intro to Music 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. Prior musical training is not necessary. This course prepares students for AP Music Theory.

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 interested students for the AP Music Theory exam in May and includes student participation in Project Acceleration. Prerequisite: Intro 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, R & B, Alternative, and present-day chart toppers.

THEATRE

Drama (Semester)  Grades 9 - 12
A one-semester course designed to provide the student with an overall introduction to theatrical performance, this course includes relaxation/concentration exercises to help minimize the stage fright, pantomime and improvisation, character development, audition techniques (monologue and cold reading), stage make-up, Greek and Roman theater, and scene study. The culminating exercise is a scene performance for an audience. Prerequisite: TV Production

Drama Workshop  Grades 10 - 12
This advanced workshop-style course further enhances a student’s performance skills and knowledge of the theatre, covers a comprehensive array of theatrical items, and includes additional characterization skills and monologue and scene study with class analysis and feedback. Students explore the works of Shakespeare (history of Elizabethan theatre, acting style, and performance of a monologue scene), stage make-up techniques, voice production, charting a successful career in the performing arts, American musical theatre (background & performance), and playwriting (writing and production of original scripts). The annual full-length Children’s Theatre production is offered to local 2nd & 3rd grade classes. Prerequisite: Drama

Play Production  Grades 9 - 12
A course in which students learn about the backstage production efforts that support a performance, students explore the proper techniques and the special effects created by applying stage make-up, designing costumes, and applying make-up for dramatic and musical productions.

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 Theatre. 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.

TV PRODUCTION

TV Production  Grades 9 - 12
In this course students write, direct, act, edit, and produce their own productions in Middletown’s state-of-the-art, professional TV studio. They learn to operate cameras, camera switchers, audio mixers, lighting boards, and editing systems and have the opportunity to create animated and live-action productions. Eligible students may extend their study through senior year.

Advanced TV Production  Grades 10 - 12
This course helps dedicated students to develop the competence and technical aptitude necessary to pursue entry-level jobs in the highly competitive field of television production. Planning, critical analysis, problem solving, and the implementation of specific and precise procedures are continuously practiced through a multitude of hands-on studio and field projects designed to expose students to the totality of television. Upon completion, students are able to answer questions, such as: “How can I best explain my concept to my audience?”; “What visuals can I use to grab the attention of my audience?”; “How do I interpret a script to make it effective visually?”; “What is my purpose for making this television program?”; and “What do I need to produce an effective and profitable television program?” Practical experience through the completion of projects and the importance of teamwork in a “real world” hands-on team environment are emphasized. Prerequisite: TV Production

ENGLISH

Cinema Studies (Semester)  Grades 9 - 12
This half-year 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 overcome stage fright, improve voice production and articulation. There is also a brief introduction to debating and interviewing techniques covered in this class.

*Summer packets will be 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.
The Business Departments in the Middletown High Schools are committed to preparing students for the challenges of the rapidly evolving, technology-driven world of the 21st Century. 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 include Honors and college-level credit. 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 experience 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 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.  
*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 interview 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.

**Computer Applications I and II**  
*Grades 9-12*  
*(Two continuous semesters)*  
This fast-paced course is designed for moderate to advanced computer users who are interested in business & technology. Through project based learning, students learn to use Microsoft Office—i.e., Word, Excel, Access, PowerPoint, and Publisher—efficiently and effectively. Sample projects include:  
- Personal and business correspondence
- Brochures, newsletters, and flyers
- Resumes and cover letters
- Webpages
- Spreadsheets with charts & formulas (if/then stmts., etc.)
- Databases
- PowerPoint /Prezi presentations

By completing this course, students gain a fundamental understanding of computer operations and applications and are well-prepared to use the tools required for writing college reports and preparing presentations or to enter the workforce.

**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 their rights and responsibilities under the law. It demystifies the legal system and enables students to become critical thinkers, active listeners, and effective speakers. 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, and consumer advocates may be utilized to enhance the curriculum. A focus on the legal aspects of criminal and civil law facilitates student understanding that law relates to every aspect of their lives as members of society. Some of the topics covered include:  
- Introduction to Law
- Criminal Law and Juvenile Justice
- Tort Law
- Consumer and Housing Law
- Personal Law/ Family Law
- Business / Employment Law
- Individual Rights and Liberties
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, 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.

Introduction to Marketing  Grades 9-12
This project-based course is designed to educate students on the techniques companies use to develop, price, advertise and sell their products in both domestic and foreign markets. Students learn the basic principles and theories of marketing and management and how companies utilize these principles to influence every purchasing decision made. Through hands-on, team-oriented activities, students are encouraged to use their imagination and expand their creativity. The course subject matter is timely and ever evolving. Ethics in advertising, “good” vs. “bad” publicity, celebrity endorsements, and product trends are examples of the topics covered.

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 also nurtures working with peers in a competitive setting, thus teaching true sportsmanship. Most students would describe the course as fun.

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.

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 advocate for education. Students learn the fundamentals of education by participating in a district-level field experience at the elementary, middle, or high school level. College Credit may be earned from Rider University. 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-aquainted 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 leader 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.

Students must apply to be accepted into this program.

CONSUMER SCIENCE

Child Development  Grades 10-12
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
Hands-on experience with the sewing machine and over-lock machine are provided in this course. Students work independently at their own level on a variety of individually selected projects. Techniques for constructing home décor treatments are taught. Based on individual interests, students are assigned projects which may include needlecraft, quilting, and window treatments as well as other personal expressions in interior design.

Sewing and Fashion  (Semester)  Grades 9-12
This course builds skills in basic sewing, fashion, and clothing construction techniques. Students explore the “total look” and experiment with colors, seasons in clothing, and line and style.

Prerequisite: Fashion & Home Décor
Students learn skills to design, implement, and test computer programs. This course introduces students to the field of computer programming. Students learn skills to design, implement, and test computer applications using Visual Basic–NET programming language. Concepts covered include data types, assignment statements, program decision making, repetition structures, arrays, and string manipulation. Students develop common business applications as well as the basics of computer game design. In addition to computer programming, students are provided with an overview of Computer Science and discuss career opportunities available to computer programmers. As a culminating project, students design a game and test their original computer game or application.

Prerequisite: 70 in Algebra I or teacher recommendation

Advanced Placement Computer Science * Grades 10–12

Computer Science AP is an accelerated course in computer science that stresses program 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 APSC candidates must be familiar with the computer systems. This course may be repeated up to three times in order to increase their level of expertise.

Prerequisite: Graphic Design

Introduction to Computer Science Grades 9–12

This course introduces students to computer programming. Students learn skills to design, implement, and test computer applications using Visual Basic–NET programming language. Concepts covered include data types, assignment statements, program decision making, repetition structures, arrays, and string manipulation. Students develop common business applications as well as the basics of computer game design. In addition to computer programming, students are provided with an overview of Computer Science and discuss career opportunities available to computer programmers. As a culminating project, students design a game and test their original computer game or application.

Prerequisite: 70 in Algebra I or teacher recommendation

Photography I (Semester) Grades 9–12

Through a combination of classroom instruction and hands-on experience, students learn basic principles of photography, photographic composition, and key technical skills necessary to successfully use digital cameras, digitizing hardware and software, and other tools to properly expose and print photographs. They learn beginning level “digital darkroom” techniques as they are instructed in the use of Adobe Photoshop and similar software programs. The life and works of many master photographic histories are studied.

Photography II (Semester) Grades 9–12

Through classroom instruction and hands-on experience, students hone technical and visual arts skills such as camera exposure settings and principles of photographic composition. Students use traditional 35mm cameras and lenses as well as digital cameras for the various assignments. They learn to assess the photographic situation to determine the best tool(s) for the particular task including correct exposure settings. Students grow in “digital darkroom” proficiency through more advanced use of Adobe Photoshop and similar software programs as well as an introduction to key concepts in color theory. Projects designed to enhance visual communication skills and create personal vision and style are introduced, and students discuss those factors that contribute to the success of aesthetic and expressive qualities of a photograph.

Prerequisite: Photography I

Scaled Aviation Technology Grades 9–12

This course provides instruction in areas including blueprint reading, principles of flight, robotics, electronics, basic engines, and related areas of study. Hands-on experiences are provided through actual construction of radio-controlled flying model planes.
Technical Drawing/CAD  Grades 9-12
This course introduces students to the study of drafting as the language of industry. Students gain skills and knowledge in freehand sketching, lettering, orthographic projection, dimensioning, and pictorial drawing. This course utilizes both board drafting and Computer Aided Design (CAD) techniques. Software to be used is Auto CAD.

Advanced Technical Drawing/CAD  Grades 10-12
Students are offered the opportunity to learn advanced techniques and practices of both board drafting and Computer Aided Design (CAD) techniques. Students are provided with an exposure to the introductory skills and techniques of architectural drafting. There are three tiers at the advanced level: Pre-architecture, Industrial Design, and 3-D Modeling and Architecture. Students may enroll in this course up to three times in order to increase their level of expertise.
Prerequisite: Technical Drawing/CAD

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, editorials, and the ethics and laws governing journalistic writing and reporting. Students also learn basic principles of layout, editing, photojournalism, and headline writing. They learn the basics of writing copy for broadcast journalism. The course teaches students to be intelligent consumers of news in all media and prepares interested students for future work in journalism.

Journalism II  Grades 10-12
Journalism II 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 their potential readership of the school population. They continue to address ethical and legal issues relevant to the press and other forms of news media. Journalism II provides “hands-on” experience in writing, designing, and editing news and in 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 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. Both male and female 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 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

Keyport (732) 739-0592
Cosmetology & Hairstyling
Certified Nursing Assistant

Middletown (732) 671-0650
Electricity
Allied Health: Nursing
Automotive Technology

Neptune (732) 431-7245
Cosmetology & Hairstyling
Patient Care /Medical Assistant

For more information about MCVSD program offerings, please see your counselor.
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.

**Arts High School**
Students in grades 9 through 12 may satisfy their visual and performing arts requirements by completing Arts High School 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, theatre 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, 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 your 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 540 on Critical Reading 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 or all 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
- Take extra courses to graduate early
All online courses must be arranged through the student’s Guidance Counselor. Any costs associated with online course work are the responsibility of the parent.

**Service Learning Experiences**
Service Learning is a method by which students learn an develop through active participation in thoughtfully organize service that is conducted in and meets the needs of community. Students may earn credit through a Service Learning Project. Project proposals must be submitted to the student’s Guidance Counselor by March 1st 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 2015-2016 school year has not yet been set, below is the schedule used during 2014-2015:
- April 17th to May 18th: Students report one day per week to their designated internship site
- May 18th to June 10th: Students report to internship sites every day
- June 10th: “Internship Fair” at both high schools
Individualized Student Learning Opportunity Guidelines

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

1. Be enrolled in a full time or shared time program in 11th or 12th grade.

2. Complete an application, which may be obtained from the guidance office, and obtain approval from building administration.

3. For an ILO in Health/Physical Education, you must submit documentary 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.

   or

   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: participation at a private fitness facility, organized physical fitness activity such as dance, karate, gymnastics, etc., independent, non-school sanctioned athletic teams, after-school weight room workouts 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 hours per week participation time requirement.

4. Maintain a portfolio/record of work completed.

5. Student must report any changes to the approved ILO program immediately to his/her counselor.

6. 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 in order to earn credit.

7. Agree to be assessed on a Pass/Fail basis.

8. Parents/Guardians and/or student 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 the completion of the ILO in any non-school sponsored activity.

9. ILO programs are not funded by the school district. All costs incurred in completing an ILO are the responsibility of the student and/or his/her parents/guardians.

10. Successful completion of English and Health & Physical Education 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.
DISTRICT GRADING SCALE

Student Grade Point Average (GPA) is un-weighted and is based on a 4.0 scale.

RANKING SYSTEM

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

- after the third marking period of junior year (for 5 semesters);
- by October 1st of senior year (for 6 semesters, rank sent to colleges); and
- after the third marking period of senior year (for 7 semesters).

Individual unpublished class rank is released only with a signed opt-in parental consent form which may be obtained from the guidance office. Please contact the student’s guidance counselor for any questions related to rank.

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

- 1.3 for Advanced Placement courses
- 1.2 for Honors courses
- 1.0 for College Prep full year courses
- .5 for all semester courses
- .75 for Physical Education courses (¾ year course)
- .25 for all Health courses (¼ year course)

**Rank Calculation**

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<th>Grade Range</th>
<th>Non-Weighted Course Value for GPA Calculation</th>
<th>Honors-Weighted Course Value for GPA Calculation (x 1.2)</th>
<th>AP-Weighted Course Value for GPA Calculation (x 1.3)</th>
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Guidance Department Directory

High School North Guidance Department

732-706-6061

John Carmody, Assistant Principal 1211
Kelly Crist 1223
Jacquelyn Garofalo, Freshman Counselor 1208
Nicholas Georgiou 1220
Meghan Gill 1224
George Kostas 1226
Stefanie Lefurge 1225
Lauren Melando 1227

High School South Guidance Department

732-706-6111

Tara Nicholas, Assistant Principal 2121
Danielle Fehlhaber 2131
Mary Ann Fortunato 2124
Nicholas Georgiou 2127
Ashley Imhoff, Freshman Counselor 2122
Alan Resnick 2125
Joan Sica 2132
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 primary 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 send messages through Naviance to both students and parents, it is important to check the messages and attachments on a routine basis. 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 2015-2016
Current Grade 8

Student’s Name ________________________________

Counselor’s Name ____________________________  Circle: NORTH / SOUTH

PE/HEALTH 9:  CP

ENGLISH:  WORLD LITERATURE  H  CP  ICR  POR

HISTORY:  WORLD HISTORY  H  CP  ICR  POR

MATH:  INT. ALGEBRA I - Parts I & II (10 credits)  CP  ICR  POR

ALGEBRA I  CP  ICR

ALGEBRA II  H

SCIENCE:  FUNDAMENTALS OF SCIENCE  CP

BIOLOGY  H  CP  ICR

WORLD LANGUAGE (including LEVEL): ________________________________

ECONOMICS & ENTREPRENEURIAL LITERACY (½): ________________________________

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

ADDITIONAL ½ YR. ELECTIVE: ________________________________

CAREER CENTER VOCATIONAL + TRAVEL: ________________________________

S.T.E.M. PATHWAY? (See pages 7 - 8)  Yes [ ]  No [ ]

G.L.P.P. PATHWAY? (See pages 9 - 10)  Yes [ ]  No [ ]

ELECTIVES:

FIRST CHOICE: ________________________________

If choosing a pathway, alternates must be pathway related.

SECOND CHOICE: ________________________________

ALTERNATES: ________________________________

PARENT/GUARDIAN SIGNATURE: ________________________________ Date: __________________

PARENT/GUARDIAN E-MAIL: ________________________________

COMMENTS: ________________________________
SCHEDULE PLANNING WORKSHEET FOR 2015-2016
Current Grade 9

Student’s Name ____________________________________________

Counselor’s Name ___________________________ Circle: NORTH / SOUTH

PE/HEALTH 10: CP

ENGLISH: AMERICAN LITERATURE I H CP ICR POR
HISTORY: U.S. HISTORY I H CP ICR POR
WORLD HISTORY H CP ICR POR

MATH: INT. ALGEBRA I - Parts I & II (10 credits) CP ICR POR
ALGEBRA I CP ICR
GEOMETRY H CP
PRE-CALCULUS H

SCIENCE: CHEMISTRY H CP ICR
ENVIRONMENTAL SCIENCE CP ICR POR
BIOLOGY CP ICR

WORLD LANGUAGE (including LEVEL): ____________________________

CAREER CENTER VOCATIONAL + TRAVEL: ____________________________

S.T.E.M. PATHWAY? (See pages 7 - 8) Yes ☐ No ☐
G.L.P.P. PATHWAY? (See pages 9 - 10) Yes ☐ No ☐

ELECTIVES:
FIRST CHOICE: ____________________________________________
SECOND CHOICE: ____________________________________________
ALTERNATES: _______________________________________________

If choosing a pathway, alternates must be pathway related.

PARENT/GUARDIAN SIGNATURE: ____________________________ Date: ________________

PARENT/GUARDIAN E-MAIL: ______________________________________________________

COMMENTS: ________________________________________________________________

For Counselor use:

ELECTIVE REQUIREMENTS MET:
5 credits in Arts: Yes ☐ No ☐
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 2015-2016
Current Grade 10

Student’s Name____________________  Counselor’s Name_________________________  NORTH / SOUTH

PE/HEALTH 11:  

ENGLISH:  
AP ENGLISH LANGUAGE  
AP AMERICAN LITERATURE II  H  CP  ICR  POR

HISTORY:  
U.S. HISTORY II  H  CP  ICR  POR
AP U.S. HISTORY  AP
BEHAVIORAL SCIENCE  CP
ECONOMICS  CP
AP ECONOMICS  AP
RECENT AMERICAN HISTORY (½)  CP
SOCIOLOGY (½)  CP
U.S. HISTORY I  H  CP  ICR  POR
AP WORLD HISTORY  AP
AP US GOVERN/POLITICS  AP
AP HUMAN GEOGRAPHY  AP
CONT. WORLD GEOGRAPHY  CP

MATH:  
MATH REVIEW  CP
GEOMETRY  H  CP  ICR  POR
ALGEBRA II  H  CP  ICR
ALGEBRA II/PRE-CALCULUS  H  
PRE-CALCULUS  H  CP
AP CALCULUS AB  AP
TRIGONOMETRY  CP
PROBABILITY & STATISTICS  CP
AP STATISTICS  AP

SCIENCE:  
CHEMISTRY  AP  H  CP  ICR
PHYSICS  AP  H  CP  ICR
BIOLOGY  AP  H  CP  ICR
ENVIRONMENTAL SCIENCE  AP  CP  ICR
HUMAN ANATOMY & PHYS.  CP
MARINE SCIENCE  CP
FORENSIC SCIENCE (½)  CP
INTRO. TO BIOTECHNOLOGY (½)  CP
INTRO. TO MEDICAL LAB. TECH (½)  CP
SCIENCE OF NUTRITION - PART I (½)  CP
SCIENCE OF NUTRITION - PART II (½)  CP

WORLD LANGUAGE (including LEVEL):  

VOCATIONAL + TRAVEL:  

S.T.E.M. PATHWAY: (See pages 7-8)  
Yes  No

ELECTIVES:  

1st CHOICE:  ___________________________  2nd CHOICE:  ___________________________

ALTERNATIVES:  ___________________________  ___________________________

PARENT/GUARDIAN SIGNATURE:  ___________________________  Date:  ___________________________

PARENT/GUARDIAN E-MAIL:  ___________________________

COMMENTS:  ____________________________________________
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NOTES
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:

John Douglas Covert, Personnel Director
Middletown Township Board of Education
834 Leonardville Road, 2nd Floor
Leonardo New Jersey 07737
(732) 671-3850

The District 504 Compliance Officer is:

Robert Dunn, District Director of Student Services
Middletown Township Board of Education
834 Leonardville Road, 2nd Floor
Leonardo New Jersey 07737
(732) 671-3850
The Middletown Board of Education
834 Leonardville Road, 2nd Floor
Leonardo, New Jersey 07737

James Cody, President
Robert Banta, Vice President

Vincent Brand
Michael Donlon
Susan Griffin

Leonora Caminiti
Ernest Donnelly
Helene Henkel

Joan Minnuies

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

Amy P. Gallagher
Business Administrator/Board Secretary

Jill A. Takacs, Ed. D.
Assistant Superintendent of Curriculum and Instruction

Marjorie M. Caruso
District Director of Curriculum for Mathematics & Science K-12

Robert Dunn
District Director of Student Services

Charlene O’Hagan
District Director of Curriculum for Humanities K-12

Mary Ellen Walker
District Director of Operations

John D. Covert
Director of Human Resources

Joseph R. Carroll
Director of Athletics

High School North:
Patricia Vari-Cartier, Ed. D., Principal
Victa McKenzie, Principal for Transition of Instruction/Testing

Assistant Principals for Guidance
John Carmody Tara Nicholas

Assistant Principals for Curriculum & Operations
Tyniesha Douglas Victor Bayers
Neil Leone Lindsay Fox
Christopher Reginio, Freshman Academy James Homiak, Freshman Academy
Steven Trudell, Ed. D. Devyn Orozco

Supervisors
JoAnn Cilmi, Literacy Curriculum and Instruction
Jennifer Martins, Mathematics Curriculum and Instruction
Heather Mills-Pevonis, Special Education