

# MIDDLE TOWNSHIP HIGH SCHOOL



Program of Studies  
2024 – 2025

## **Board of Education**

Stephanie Thomas, Board President  
George DeLollis  
Jonathon Hand, Jr.  
Cheryl McHale  
Brian Vergantino

David Del Conte Jr., Vice President  
Burgess Hamer  
Christopher Ingersoll  
Kathleen Orlando  
Claudia Miller

## **District Administration**

Dr. David Salvo  
Dr. Diane S. Fox  
Dr. Toni Lehman  
Dr. Robert F. Johnson  
Dr. Pamela Shute

Superintendent of Schools  
Asst Superintendent/School Business Administrator  
Asst Superintendent of Curriculum & Instruction  
Director of Special Education  
Supervisor of Elementary Literacy

## **High School Administration**

Dr. Sharon Rementer  
Mr. Brad MacLeod  
Mrs. Nicole Drake  
Mr. Josh McCarty

Principal  
Assistant Principal  
Assistant Principal  
Director of Athletics

## **Content Supervisors**

Ms. Laura Lambert  
Mr. Chuck Gehman

English/World Language/Social Studies/Business/Arts  
Math/Science

## **High School Counseling Staff**

Mrs. Joelle Tenaglia, Supervisor of Guidance  
Ms. Kelsey Greene  
Ms. Sharon McAnany  
Mrs. Valerie Sheets

## **Table of Contents**

Principal's Message	page 4
Graduation Requirements	page 5
Our Philosophy	page 6
Our Curriculum	page 6
School Counseling Services	page 7
Honor Roll	page 7
National Honor Society	page 7
Scheduling and Course Selection Procedures	page 7
Schedule and Level Changes	page 7
State Testing Requirements	pages 8-9
Academic Policies	page 9
Grade Point Average	page 10
Weighted GPA Calculation	page 10
Final Grade Calculation	page 11
Remediation Procedures	page 12
Course Level Overview	page 12
Dual Enrollment/Early College	page 13
Course Descriptions	pages 14-29
NCAA Initial Eligibility Requirements	pages 29-30
Academy Programs Overview	pages 30-31

*Middle Township High School*  
300 East Atlantic Avenue  
Cape May Court House, New Jersey 08210-2499  
Telephone (609) 465-1852 ext. 5000  
(609) 465-9430  
[www.middletp.k12.nj.us](http://www.middletp.k12.nj.us)

*Dr. Sharon Rementer*  
**Principal**

*Mr. Brad MacLeod*  
**Vice Principal**

*Mrs. Nicole Drake*  
**Vice Principal**

*Mr. Josh McCarty*  
**Athletic Director**

Dear Student and Parents:

It gives me great pleasure to present the 2024-2025 Program of Studies. The Content Area Supervisors, Teachers, School Counselors, and Assistant Principals have all collaborated in the development of this resource to ensure that you have all of the required information at hand for program planning and scheduling. High school graduation requirements, as well as information regarding college and career preparatory programs are outlined for you. A four-year planning tool is also included to assist you in the course selection progress. New courses are denoted with an asterisk (\*) and are highlighted in red for online viewing.

The nature of our world and its economy require that students prepare themselves to become informed citizens and contributors to a global society. The program choices you make now will enhance the number of postsecondary training and career options available to you as you further your education beyond high school. Your School Counselor will be an integral partner in assisting you in developing your program plan. **Please read the introductory pages of the guide thoroughly prior to making course selections as many changes have been made this year.** As you are aware, you may select the desired level of courses provided that you have met the prerequisites and have given careful consideration to your current level of performance and teacher recommendations as predictors of your future success in a higher level course. We have also included flowcharts for your reference. Though the charts are a suggested sequence of courses, students are certainly able to move levels within each course as long as prerequisites have been met. Our science classes only list math prerequisites as the flow charts list the science courses that must be completed before enrolling in the next sequential course.

Once your courses have been selected and verified in early April, there will be NO course changes until schedules are distributed in August. Please do not schedule any course on a “try-out” basis, thinking that you can simply change it at a later date since there may not be room in other courses and we will not overload classes to accommodate your change. I encourage you to make informed course choices to ensure that you will be able to maintain your desired level change due to a performance issue once the school year has started.

While colleges and universities place great emphasis on taking advanced level courses, it is equally important that you develop a well-rounded program that not only addresses academic rigor, but also enables you to have a balanced, healthy lifestyle. All students at MTHS will be scheduled for seven class periods and one lunch period to refresh, relax and socialize with classmates. Make realistic choices and follow your passion for learning.

It is my sincere hope that you will enjoy the upcoming school year! Please take advantage of all the programs, resources, and support that we have in place for you.

With Panther Pride and Spirit,

Dr. Sharon Rementer  
Principal

## GRADUATION REQUIREMENTS CHART

<b>Language Arts Literacy</b>	20 credits aligned to grade 9 to 12 standards
<b>Math</b>	15 credits including algebra I content, geometry content, and a third year of math that builds upon algebra I and geometry and prepares students for college and 21st century careers
<b>Science</b>	15 credits including laboratory biology; chemistry, environmental science or physics; and an additional lab/inquiry-based science
<b>Social Studies</b>	15 credits including histories and integrated civics, economics, geography, and global content  (5 credits World History, 10 credits in United States History)
<b>Health/Physical Education</b>	5 credits for each year of enrollment (must include Health component).
<b>World Language</b>	5 credits or student demonstration of proficiency
<b>Visual, Performing Arts</b>	5 credits
<b>21st Century life and careers or career-technical education</b>	5 credits
<b>Technological Literacy</b>	Consistent with the Core Curriculum Content Standards, integrated throughout the curriculum
<b>Economics</b>	2.5 credits in financial, economic, business and entrepreneurial literacy
<b>Total credits (state minimum)</b>	120

## **PHILOSOPHY OF MIDDLE TOWNSHIP HIGH SCHOOL**

We believe Middle Township High School to be a community of learning whose common purpose is to educate and train its diverse population for a productive life in a complex, ever-changing democratic society.

We are a unique educational community. We enroll children from rural residences, farms, developments, business and government centers, and seashore resorts. We graduate young men and women which constantly creates a community out of its very diverse constituencies. We believe that life and reality are a continuum and that our high school is not merely an interlude in our students' lives that they all must pass through on their way to their futures.

It is within this context that we must offer each child, regardless of background or abilities, the opportunity to acquire the intellectual, physical, and social skills to function in these societies to the fullest of his or her individual potential. Those skills shall be presented through a flexible program of interaction and instruction in basic skills, general knowledge, and cultural appreciation with additional opportunities in career education, economic skills, occupational competency, and preparation for a changing society. The program shall also include health, human relations, family living, civic skills, and self-realization and shall be complemented by all possible student personnel services.

Middle Township High School-its students, staff, teachers, and administrators-shall continue as a community of learning with mutual respect for each and our commitment to the learning process. We believe we are a microcosm of larger communities. As a learning community, we are engaged in passing on the traditions, values and skills of our society and culture. We carry out our mission in an atmosphere that is energized by meeting the needs of our students. The community and the School Board respond to our needs with financial, physical, and moral support. The administration facilitates the learning process, furnishes a secure environment, and provides academic leadership. Our teachers exercise responsible stewardship over the communication of these skills and traditions while our students, hopefully, are willing participants in our mutual search for truth.

Although all elements of education are interrelated, the policies contained herein apply especially to the academic component of the inclusive education provided by Middle Township High School. These policies provide structure and consistency within the academic program.

## **SCHOOL CURRICULUM**

The school's curriculum reflects a traditional approach to education. Emphasis is placed on skills development and the ability to use the skills effectively. There are three basic areas of academic preparation available for students at the high school: college preparatory, advance and Special Needs/Vocational. Cape May County Technical H.S. provides full-day instruction for vocationally oriented students. A shared time program between Middle Township High School and Cape May County Technical High School is available for special needs students only.

## **SCHOOL COUNSELING SERVICES**

**<http://www.middletpw.k12.nj.us>**

### **Purpose & Responsibilities of the Guidance Department**

The philosophy of the School Counseling Department at Middle Township High School is based on the premise that each student is an individual and has individual needs, desires, and goals. Students may request an appointment by completing an Appointment Request form. In an emergency situation, the student will be seen immediately.

### **Honor Roll**

Those students who earn all grades of A- or above will be placed on the Distinguished Honor Roll. Those students who earn all grades of B- or above will be placed on the Honor Roll.

### **National Honor Society**

Students who are candidates for the National Honor Society must earn a minimum GPA of 3.3 and meet minimum criteria for service/activity credits (please see the advisor for specific criteria of activity credits.) Potential candidates are notified of their eligibility. They must complete an application and be approved by the screening committee prior to induction. Disciplinary infractions and other conduct issues may impact a student's candidacy for the National Honor Society. Those students who fail to maintain their GPA and/or conduct standard may be subject to probation or removal from the organization.

### **Scheduling and Course selection procedures**

The most important thing that a student does each year is make course selections for the following year. Serious consideration must be given to this process and teachers, counselors, and parents should all be involved. When it comes to course selection, teachers—who should know the students best—must counsel students to make the right choices. Students must be realistic concerning their choices and should seek the advice of their teachers, counselors, and parents. Primary consideration must be given to the graduation requirements and then to the requirements of the college they would like to attend.

Course selections are made in the early part of the second semester. This means that decisions must be made as much as seven months in advance of the start of a new school year. Course selection meetings are held individually with the student and counselor.

Every effort is made by the high school staff to help students and parents choose the best program for each student's needs. Results from standardized testing, teacher recommendations, and state-mandated guidelines all play an important role in this selection procedure.

### **Schedule Changes**

At the end of the school year, students can request a change in level and/or elective selections. Recommendations by the teachers may be revised and changes can be made. This will need to take place by June 15th.

### **Level Changes**

Students have the option to appeal the course level recommendation. The appeal can be submitted to the high school administration after the school year commences. Appeal deadline is July 31st.

### **College and Career Development**

Middle Township High school counseling staff meets with all grade levels via small groups and individual meetings to disperse grade appropriate information and to assist with developing individual goals that will help to focus beyond high school. The primary resource to assist students is NAVIANCE ([www.connection.naviance.com/MTHS](http://www.connection.naviance.com/MTHS)). Students are introduced to this resource during their freshman year and are encouraged to update and explore throughout their high school experience.

Additional resources may include:

- College Admission Representative Meetings
- Computerized Career Search
- Spring College Fair at MTHS

- Scholarship information via “Remind”
- College Information
- Financial Aid Information night

### **Parent Conferences**

Parent Conferences with teachers may be initiated by a student, parent/guardian, teacher or counselor. Parents should call Mrs. Gombar, school counseling secretary, to arrange a conference.

### **Scholarship Information**

All information about local, county, state, and national scholarships is available on the School Counseling Office website and each student’s Naviance account and through “Remind”.

### **Financial Aid Night**

The School Counseling department also hosts an evening meeting in the fall on financial aid for students planning to attend college, trade, business, or technical school. This workshop is open to all parents as well as students. The evening focuses on completion of the Free Application Federal for Student Aid (FAFSA), Higher Education Student Assistance Authority (HESAA), available grants and scholarships, work study options, and loans.

### **Transcripts**

The School Counseling department maintains accurate and updated transcripts on each student. These transcripts may be sent to a prospective employer, technical school or college at the student’s request after a Transcript Release Request Form has been signed. Should you need a transcript sent, please contact the school counseling office

## **State Testing Requirements**

On August 3, 2016, the State Board of Education approved updated state regulations for the high school graduation assessments requirements in both English language arts (ELA) and mathematics for the Classes of 2016 through 2021, and beyond. These new state regulations (N.J.A.C. 6A:8-5.1) became effective on September 6, 2016.

Students can meet graduation assessment requirements through any of these three pathways:

- (1) Achieving passing scores on high-level NJSLA assessments;
- (2) Achieving certain scores on alternative assessments such as the SAT, PSAT, ACT, or Accuplacer; or
- (3) The submission by the district of a student portfolio through the Department’s portfolio appeals process.

**(Special Education students whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies will continue to follow the graduation requirements set forth in their IEPs.)**

The Class of 2021 and Beyond – Starting with the Class of 2021, students will only have two pathways to meet the high school graduation assessments requirements:

- (1) Pass the ELA 10 and Algebra 1 assessments; or
- (2) The submission by the district of a student portfolio through the Department’s portfolio appeals process, assuming the student has taken all state assessments associated with the high-school level courses for which they were eligible\* and receives valid scores.

**Each school year the NJDOE will determine the proficiency level needed on the assessments to meet the requirements.**

It is important to note that our students have always been able to meet graduation requirements through an alternative assessment or pathway to graduation throughout New Jersey’s forty-year history with a statewide assessment program, and will continue to be able to do so.

Note: \* “Eligible” is defined as a student who is enrolled in a high-school level course for which there is a state assessment and receives a valid score. This includes all of these courses: Algebra I, Geometry, Algebra II, ELA 9, ELA 10, and ELA 11.



<b>ELA and Math Assessment Requirements</b>		
<b><u>Two Pathways Available</u></b>	<b><u>English Language Arts (ELA)</u></b>	<b><u>Mathematics</u></b>
<b><u>First Pathway</u></b>	Take and Pass ELA Grade 10 state assessment	Take and Pass Algebra I state assessment
<b><u>Second Pathway</u></b> This Pathway is only available if a student takes all state assessments associated with the high-school level courses for which they were eligible*	Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math
<p>Note: * "Eligible" is defined as a student who is enrolled in a high-school level course for which there is a state test and receives a valid score. This includes all of these courses: Algebra I, Geometry, Algebra II, ELA 9, ELA 10, and ELA 11.</p>		

**ACADEMIC POLICY**

Academic policy for Middle Township Schools is established by the Board of Education upon recommendations from the Superintendent. Staff members have numerous opportunities for input including committee and individual recommendations.

**GENERAL POLICIES**

1. Academic Policy is the responsibility of the Administration and the Guidance Supervisor. Counselors and faculty will have input into its development. All academic questions involving policy and student schedules are to be referred to the Guidance Department. The counselors are responsible for each student’s schedule to ensure they will meet graduation requirements.
2. Since academic requirements and career plans are important aspects of each student’s development, it is critical that these policies be consistently applied. Deviation from any policy stated herein can only be recommended by the Guidance Supervisor and/or the Principal and approved by the Superintendent.
3. Any and all appeals relative to academic policy will be made in the following sequence: Counselor, Guidance Supervisor, Principal, Superintendent, Board of Education.

**ACADEMIC INTEGRITY**

Students are expected to maintain the highest standards of honesty in all phases of school life. Cheating on any exams, tests, quizzes or assignments is a serious offense. **If a student cheats, the teacher must notify the parent, administration and the guidance counselor.** The student will receive a “0” for all work involved in the incident

**GENERAL GRADING CRITERIA**

- There should be a minimum of three types of assessment components (i.e. tests, quizzes, labs, projects, research assignments, homework, notebook, etc.) with multiple assessments (3 or more) for each component. No component should be greater than 40% of the marking period grade. **Any changes in this area must be approved by Dr. Sharon Rementer.**
- **All grades must be on a scale of 100%.**
- Grade sources (a minimum of 15 per marking period) should be noted (quiz, test, homework, etc.). A numeric grade must be recorded for each assignment.
- Teachers may not allow students to enter data into their grade book or to view any other student’s grade progress.

**GRADING SYSTEM:** The following is the grade reporting system:

We have four marking periods of grades being calculated for a final course average. The numerical grade for each marking period grade is then averaged for the final grade in the course. In order to pass the course, students are required to both pass at least two of the four marking periods *and* to earn at least a 65% average for the year. In the past we averaged the course grade between four marking periods and final benchmark assessments, so that there were five grades being used in the calculations. This meant that students could fail any two of these five and still pass the course. **This is no longer the case: Students must have passing grades for two out of the four marking periods.**

Grade	Average	GPA
A+	98-100	4.5
A	95-97	4.3
A-	92-94	4.0
B+	89-91	3.5
B	86-88	3.3
B-	83-85	3.0
C+	80-82	2.5
C	77-79	2.3
C-	74-76	2.0
D+	71-73	1.5
D	68-70	1.3
D-	65-67	1.0
F	Below 65	0

**For GPA calculation purposes, Advanced courses will be weighted by a scale factor of 1.1, Honors courses are weighted with a scale factor of 1.2, and AP courses are weighted with a scale factor of 1.3.**

**FINAL GRADE CALCULATION**

**When converting the marking period grades to a final grade point average (GPA), please use the following information.** To calculate final grade earned for a full year course add the GPA of the four marking periods. Multiply that sum by .25.

GPA AVERAGE	GPA POINTS	GRADE EARNED
4.45+	4.5	A+
4.15-4.44	4.3	A
3.75-4.14	4.0	A-
3.45-3.74	3.5	B+
3.15-3.44	3.3	B
2.75-3.14	3.0	B-
2.45-2.74	2.5	C+
2.15-2.44	2.3	C
1.75-2.14	2.0	C-
1.45-1.74	1.5	D+
1.15-1.44	1.3	D
.8-1.14	1.0	D-
0-.79	0	F

## **INCOMPLETE GRADES**

1. An incomplete (I) carries a failing grade until the work is completed. **All incomplete work must be made following the schools policy on make up work missed due to absence or the failing grade will stand.**
2. **Any exceptions to this rule must be approved by the Principal.** It is the responsibility of each teacher to report the necessary information, relative to incomplete assignments and/or grades. It is the teacher's responsibility to carry out this policy and inform the student and parent ASAP.
3. If a teacher is waiting for makeup work, please assign the current grade and complete a *Change of Grade Form* when the makeup work is completed within 15 school days.
4. In the event of incomplete work at the end of the school term, and where said work is completed during the summer months, all work will be retained for documentation purposes and become a part of the student's official records. This makeup must be completed by September 1<sup>st</sup> of the next academic school year to ensure proper student placement.
5. In the event of failed courses, students taking approved summer instructional course work must have all work completed by September 1<sup>st</sup>. The appropriate documentation of the grade earned must be reported to the guidance department to ensure proper student placement and credit. The summer session course grade will become part of the permanent record along with grade earned at Middle Township High School.

## **COURSE AUDIT**

Students will be allowed to audit classes with the following provisions:

1. Approval of administration and counselor.
2. Complete all assignments, take all tests, follow all classroom rules, complete make-up work as requested by the teacher, and adhere to the attendance policy of the school. If these provisions are not followed the student will be required to drop the course and he/she will be assigned to a study hall.
3. The student's record will show the course and "Audit". No grade will be recorded.
4. Must be carrying at least 30 credits, in addition to the audited course.
5. Must be arranged and approved prior to October 1<sup>st</sup>.
6. Audit will be on a space-available basis. A student who is auditing a class may be removed to create room for a regular credit status student.
7. Audit is not intended to provide students a venue for class withdrawal.

## **REPEATED COURSES**

All subjects are included in class rank. A subject that is failed and made up counts as credit attempted twice. A subject that is passed with a low grade and taken again to increase the grade will count as credit attempted once, with the average of the two grades being used for class rankings.

## **REMEDATION PROCEDURES**

1. If a course is failed, it must be successfully completed by repeating the course, by attending and passing summer school, or by certified approved private tutoring. Both grades will appear on the official academic record.
2. If a course is failed, in order to receive credit for **PRIVATE TUTORING**, the following procedures must be adhered to:
  - a) Approval of appropriate department chairperson, Guidance Supervisor, and Principal.
  - b) The tutor must be New Jersey certified in appropriate subject matter and must utilize Middle Township High School's course of study and materials.
  - c) Bi-weekly reports must be submitted to the Guidance Supervisor indicating lesson plans, number of hours of contact, number of hours of assigned independent activities, evaluation of progress, and copies of student's work.
  - d) Upon completion of tutoring, the tutor must submit to the Guidance Supervisor a final evaluation, a grade based on the school's approved grading system, and a copy of the final exam key.
  - e) Credit will be assigned based on the following:
    - a. 7.50 credit course: 90 hours of tutor/student contact
    - b. 5.00 credit course: 60 hours of tutor/student contact
    - c. 2.50 credit course: 30 hours or tutor/student contact
    - d. 1.25 credit course: 15 hours of tutor/student contact

3. All summer work must be completed and results provided to the Guidance Department by September 1<sup>st</sup> of the next academic school year.

*An overview of the various levels of instruction follows:*

**College Preparatory (CP):**

Courses designated as CP are intended for students at grade level in their academic skills. Student ability level will be determined by previous academic achievement and standardized test scores, where available. Students enrolled in courses designated as CP will receive instruction that will prepare them to enter 4 year colleges with open or less competitive enrollment criteria, as well as attend other post-secondary schools or enter the workforce.

**Advanced (ADV):**

Courses designated as ADV are intended for students with strong academic skills at or above grade level. Student ability level will be determined by previous academic achievement and standardized test scores, where available. Students enrolled in courses designated as ADV will receive instruction at a pace and depth that will prepare them to enter 4 year colleges with competitive/very competitive enrollment criteria, as well as attend other post-secondary schools or enter the workforce.

**Honors (HN):**

Courses designated as HN are intended for students who are well above grade level in their academic skills and possess the motivation and desire to extend themselves in terms of workload and expectation. Curriculum is delved into at a deeper level, often requiring students to demonstrate more abstract thinking and problem solving skills. More extensive reading and writing assignments are the norm. Honors courses are weighted at +.50 when calculating a student's GPA. Participation in honors courses is recommended of students seeking to gain entry into highly competitive colleges.

**Advanced Placement (AP):**

Courses designated as AP expose students to a curriculum approved through the recent AP Audit conducted by The College Board and are taught under guidelines established by this organization. Students enrolled in AP courses will be challenged at the highest level of academic difficulty available in a high school setting. Students have the option to sit for an exam in May of the year in which the course is taken. Colleges will often award credit for success on these examinations as measured by a score of 3, 4 or 5 (depending on the course and the college). AP courses are weighted at +.75 when calculating a student's GPA. Participation in AP Courses is required of students seeking to gain entry to most competitive 4 year colleges.

## Dual Enrollment/Dual Credit Opportunities

Middle Township High School students have the opportunity to earn college credits while taking classes at MTHS through the dual enrollment program. Dual enrollment means students are earning dual credit at both MTHS and a college simultaneously. MTHS has dual credit courses with both Atlantic Cape Community College and Stockton University. Additionally, students in the Early College Program work towards earning their associate's degree while a high school student. This rigorous program requires students to take approximately ten dual credit courses and ten courses at ACCC during their high school years.

The following courses are offered dual enrollment with Atlantic Cape Community College:

Biology Honors	Introduction to Business
Chemistry Honors	Computer Systems
Physics Honors	Computer Programming
Algebra II Honors	Financial Literacy
Precalculus Honors	Public Speaking
Calculus Honors	College Dance
Statistics	Music A-Z
United States History I Honors	Theater
United States History II Honors	Video Production
Sociology	Advanced Video Production
French III Honors	
Spanish III Honors	

The following courses are offered dual enrollment with Stockton University:

African American History	Service Learning
Holocaust and Genocide Studies	French III Honors
Sociology	Spanish III Honors
AP Environmental Science	Spanish IV Honors
Astronomy	ESports
Marine Biology	Music Technology
Forensics	

## **ENGLISH**

### **GRADUATION REQUIREMENTS: Four Years**

#### **ENGLISH I**

##### **5 credits**

This course reinforces grammar, writing, vocabulary, and literature/reading skills through a "whole language" approach. The student is provided with an overview of literature reflecting various genres.

#### **ENGLISH II**

##### **5 credits**

English II further instructs, reinforces and develops the skills practiced in English I. The study of grammar, writing, literature and reading continues on a higher level.

#### **ENGLISH III**

##### **5 credits**

English III is designed to provide the student with an overview of American literature from a chronological perspective as well as to provide the student with basic communication skills that are necessary to succeed in today's society. Emphasis is on reading comprehension, vocabulary recognition, and effective writing.

#### **ENGLISH IV**

##### **5 credits**

This course is designed to instruct and reinforce the life-long language skills which are essential for understanding and communicating the English language. It continues to broaden students' reading experience with various literary genres including poetry, short story, essay and drama with an increase in vocabulary development through the study of context meaning. The course provides students with a chronological study of British literature.

#### **PUBLIC SPEAKING**

##### **5 credits**

Study of elements of rhetoric and speech composition as applied to informative speaking; also instruction and practice in the basic techniques of extemporaneous delivery. Dual Credit course through ACCC.

#### **AP LANGUAGE AND COMPOSITION**

##### **5 credits**

**\*Based on enrollment, AP courses may be offered via alternate means.**

AP Language and Composition is designed to provide the **11<sup>th</sup> grade student** who demonstrates a high level of academic achievement and the self-discipline necessary to complete assignments independently. with an overview of American Literature from a chronological perspective. In addition to literature, the course covers grammar, vocabulary and writing, all from an integrated approach. Emphasis is placed on the comprehension, analysis and interpretation of varied literature within a historical framework as it relates to the refinement of language, composition and critical thinking skills. The purpose of the course is to prepare students for the AP Language and Composition examination administered by the College Board in May of each year.

There is an emphasis on a variety of writing tasks and skills that include the planning, writing and revising of sustained essays, including text analyses, reader response to text, comparison and contrast, agreement and disagreement, narration and description.

#### **AP LITERATURE AND COMPOSITION**

##### **5 credits**

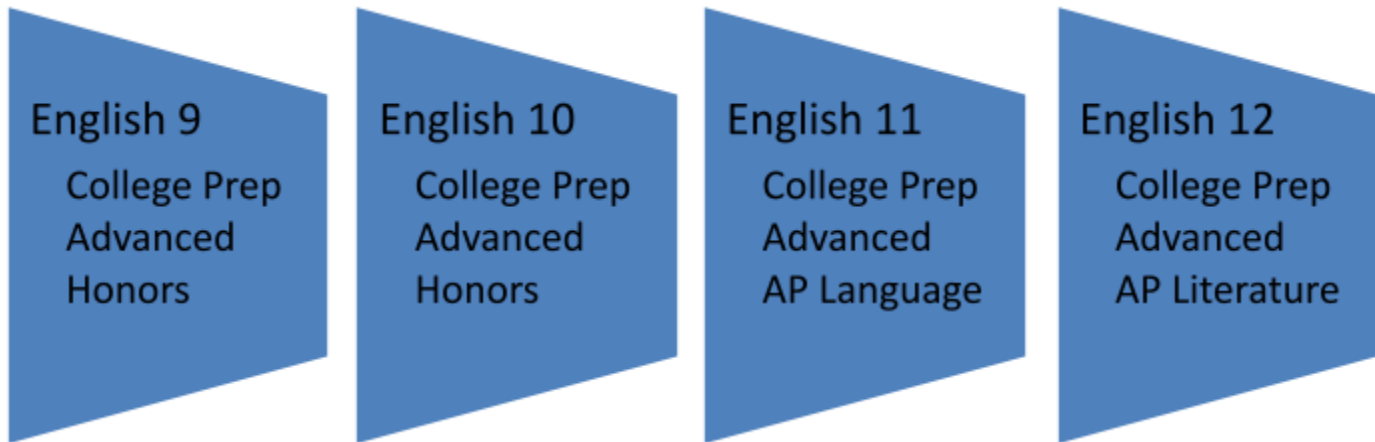
**\*Based on enrollment, AP courses may be offered via alternate means.**

AP Literature and Composition is designed to provide **12<sup>th</sup> grade students** with an overview of British Literature including various genres such as epic, lyric, and satiric poetry, drama and the novel. Emphasis is placed on the analytical approach to literature as it relates to the refinement of language, composition, and critical thinking skills. This course is designed to instruct and reinforce the life-long language skills which are essential for understanding and communicating in the English language. It is designed for students who plan to attend college with an overview of British literature from a chronological perspective. The study of grammar and composition is integrated with the study of literature. The purpose of the course is to prepare students for the AP Literature and Composition examination administered by the College Board in May of each year.

#### **ESL ENGLISH**

##### **5 credits**

The English as a Second Language Program (ESL) teaches students who are non-native speakers to utilize the language effectively and communicate orally, through reading, and by writing. The ESL Program will help students develop these skills quickly in order to prepare them for mainstream classes and a high school diploma. Students engage in listening, speaking, reading, and writing English through an integrated language arts curriculum. Building both on their prior knowledge and on newly introduced material, they prepare for other academic content classes. They become familiar with the culture and structure of an American high school and the community. Placement is made following assessment by the ESL teacher. This course may be used for English credit. This course may be repeated.



## **FOREIGN LANGUAGES**

**GRADUATION REQUIREMENTS: One year**

### **FRENCH I**

**5 credits**

French I is a college-prep elective course offered to any 9<sup>th</sup> through 12<sup>th</sup> grade student. It is designed to provide students with the necessary vocabulary and grammar to achieve listening, speaking, reading and writing skills indicative of Level I learning. In level one, students will acquire basic communication skills with learned phrases in order to conduct a conversation; form simple questions and answers; provide simple descriptions of people and things; learn simple narration in the present and be introduced to past narration; and be able to provide a simple explanation as to why something is done. Students are introduced to the diversity of the French-speaking world with an emphasis on contemporary French culture.

### **FRENCH II**

**5 credits**

French II is a college-prep elective course offered to any 9<sup>th</sup> through 12<sup>th</sup> grade student who has successfully completed French I. As students progress in French II, they will learn to engage in longer conversations, read and interpret more challenging texts, and understand French-language videos. French II is designed to build upon the students' knowledge acquired in level I with a focus on creative conversation including asking and answering questions; providing more detailed descriptions, including simple comparisons; providing basic narration in the past and future; and expressing personal wishes and needs.

### **FRENCH III**

**5 credits**

French III is an honors elective course offered to any 10<sup>th</sup> through 12<sup>th</sup> grade student who has successfully completed French I and II. Students in French III will focus on conducting extended conversations using complex sentences and pronouns; making more complex comparisons of people, things and actions; providing an extended narration of past, present and future events and corresponding conditions; and expressing emotions, wishes, and hypotheses in complex sentences. The course is designed to prepare students for the reading, writing and speaking skills required in AP French. Students are eligible for dual credit through Atlantic Cape Community College, if they meet all necessary criteria.

### **AP FRENCH**

**5 credits**

**\*Based on enrollment, AP courses may be offered via alternate means.**

The AP course is offered to any student who has successfully studied a minimum of three years of French and had practice in speaking the language. The AP course in French Language and Culture emphasizes the use of language for active communication and helps students develop the ability to understand spoken French in various contexts. This class will be conducted in French and students will be required to read, comprehend, write and speak using the language. Participants will be asked to engage in both written and oral assignments.

The course is designed to meet the needs of highly motivated students interested in a college-level, intensive language study through language immersion. By stressing reading, writing, speaking and listening, students will work towards proficiency in interpersonal, interpretive and presentational communication. By using the six course themes outlined in the AP curriculum, students will increase their cultural knowledge and experience with the Francophone world through a comparison with their own cultural experience. The AP class will be a challenging and serious course, providing students with the opportunity to truly improve their language skills and the opportunity to take the exam.

## **SURVEY OF SPANISH**

### **5 credits**

Survey of Spanish is designed for the general level student to fulfill the World Language requirement established by the state of New Jersey. This course is independent of Spanish I and is not intended to prepare a student to immediately enter Spanish II. This course will provide students with the necessary vocabulary and grammar, listening and speaking skills for basic understanding of the language. It will also focus on cultural awareness and understanding.

## **SPANISH I**

### **5 credits**

Spanish I is designed to provide students with the necessary vocabulary and grammar to develop skills in listening, speaking, reading and writing indicative of Level I learning. It is also designed to allow the students to become aware of a culture other than their own.

## **SPANISH II**

### **5 credits**

Spanish II is an elective course offered to any 9th through 12th grade student who has successfully completed Spanish I. Spanish II is designed to provide students with the necessary vocabulary and grammar to achieve listening, speaking, reading, and writing skills indicative of Level II learning.

## **SPANISH III**

### **5 credits**

Spanish III is an elective course offered to any 10<sup>th</sup>, 11th or 12th grade student who has successfully completed Spanish I and II. Emphasis is placed on using grammatical structures in context, reading literature, and developing writing style. Students are expected to use Spanish as much as possible in the classroom.

## **SPANISH IV**

### **5 credits**

Spanish IV aims at developing and improving student's oral and written communication through the continued study of the language, literature and culture of Spain, Latin America and Hispanic communities in the United States. It also seeks to improve students' ability to read and appreciate literary and non-literary texts in Spanish, deepening students' awareness and understanding of the cultural diversity of the Spanish-speaking world.

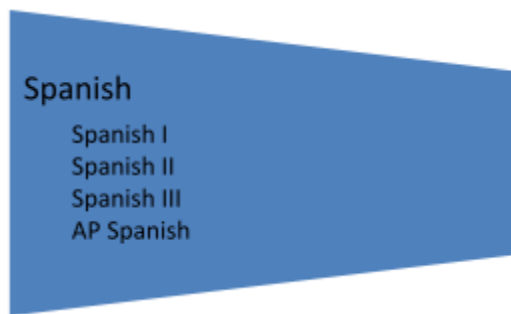
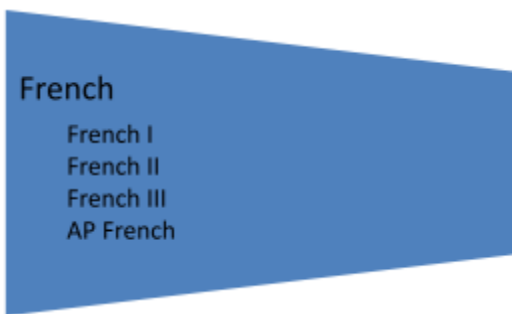
## **AP SPANISH**

### **5 credits**

**\*Based on enrollment, AP courses may be offered via alternate means.**

AP Spanish is an elective course offered to 11<sup>th</sup> and 12<sup>th</sup> grade students who, after having successfully completed Spanish I, II and III, want to continue developing their proficiency in all four language skills, including listening, speaking, reading and writing. This course is conducted in Spanish, requiring students to use Spanish nearly all the time in class. The students who take this course are expected to qualify for the Advanced Placement Examination in Spanish Language, which is administered nationally in May.





## **MATH**

### **GRADUATION REQUIREMENTS: Three Years**

15 credits including algebra I content, geometry content, and a third year of math that builds upon algebra I and geometry and prepares students for college and 21st century careers.

#### **TYPICAL SEQUENCE:**

**9th Algebra I**

**10th Geometry**

**11th Algebra II**

**12th Pre-Calculus**

#### **ALGEBRA I**

##### **5 credits**

The course is designed to provide a thorough background in the use of variables to solve equations and inequalities. The typical student is expected to have strong arithmetic skills and a good working knowledge of fractions, decimals, and other basic mathematical concepts. Emphasis is placed on using the arithmetic and algebra skills learned to solve various types of verbal problems. Since this course is a building block for further mathematics, care is taken to stress the basic steps in solving various types of equations and the use of checking answers to ensure success.

#### **GEOMETRY**

##### **5 credits**

Geometry is a full-year course offered to any student who has successfully completed Algebra I. This course presents a method of logical reasoning and a setting in which to apply the logic. Students are required to apply geometric principles to both theoretical and practical situations. Geometry also deals with trigonometry and its application.

#### **ALGEBRA II**

##### **5 credits**

Algebra II is a full-year course offered to students who have successfully completed both Algebra I. Algebra II courses enable the college preparatory student to further their mathematical ability in the use of variables for solving equations and inequalities. It also continues the emphasis from Algebra I in solving verbal problems. In addition, the course introduces the student to more involved processes of Mathematics such as conic sections, higher degree polynomials, and the methods of solving quadratic equations that do not have perfect square discriminates. The student is also introduced to the Imaginary Number System as another solution set for equations.

#### **PRE-CALCULUS**

##### **5 credits**

##### **Prerequisites: Algebra 1, Algebra 2, and Geometry**

This course is designed to prepare the student for college-level calculus by covering basic trigonometry and its application, function theory, and complex numbers and graphing. Advanced topics such as analytic geometry, limits and continuity, and introductory calculus are also taught. Upon completion of this course the student may enter a freshman-level calculus course or Advanced Placement Calculus offered in the department.

#### **CALCULUS**

##### **5 credits**

##### **Prerequisite: Pre-Calculus**

This course is open to those mathematically competent college bound students who have successfully completed all of the necessary college prep mathematics courses, including Pre-Calculus with at least a B average and with the recommendation of their current mathematics teacher. Calculus consists of a full year of work in calculus and related topics comparable to at least the first semester of college calculus. The course is designed to prepare the mathematically or scientifically-oriented student for college level mathematics by presenting a discussion of Elementary Function Theory, Differential Calculus and Integral Calculus.

## AP STATISTICS

### 5 Credits

**\*Based on enrollment, AP courses may be offered via alternate means.**

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and departures from patterns, Sampling and Experimentation: Planning and conducting a study, Anticipating Patterns: Exploring random phenomena using probability and simulation, and Statistical Inference: Estimating population parameters and testing hypotheses

## AP CALCULUS AB

### 5 credits

**Prerequisite: Pre-Calculus**

**\*Based on enrollment, AP courses may be offered via alternate means.**

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

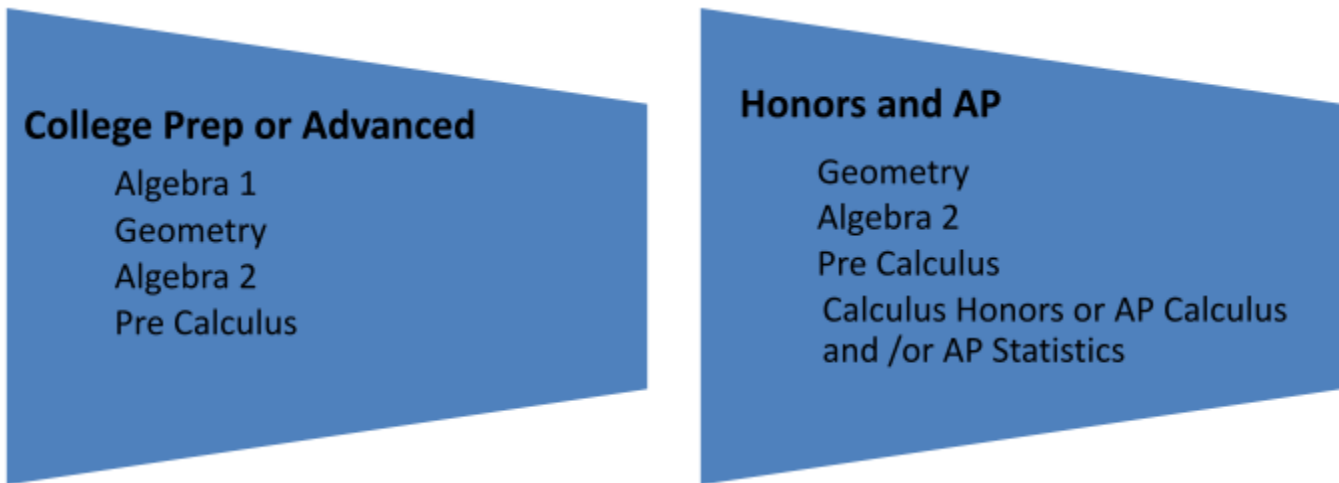
## AP CALCULUS BC

### 5 credits

**Prerequisite: AP Calculus AB**

**\*Based on enrollment, AP courses may be offered via alternate means.**

AP Calculus BC is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.



## SCIENCE

### GRADUATION REQUIREMENTS: Three Years

#### TYPICAL SEQUENCE:

9th Biology

10th Chemistry

11th Physics

### BIOLOGY

#### 5 credits

Biology is designed to provide a basic background in biology, develop analytical skills, encourage a scientific view point and is a prerequisite for students taking other courses such as chemistry, advanced biology, and physics. Great emphases are put on students' responsibility and work ethic in providing a foundation for these higher level science courses. An experimental research project according to the teacher's specification is due in early February.

## **CHEMISTRY**

**5 credits**

### **Prerequisites: Biology and Algebra I**

Chemistry is the study of matter and the changes it undergoes. It will require the recall of facts, application of principles, problem solving, and laboratory work. C. P. Chemistry prepares students to do well in college requirements in the sciences, pre-medicine, and engineering.

Completion of Algebra I is suggested prior to enrollment.

## **PHYSICS**

**5 credits**

### **Prerequisites: Biology and Chemistry**

Physics prepares students to do well in college requirements in pre-medicine/dentistry, engineering, and science majors such as chemistry. Students are encouraged to take the Physics Achievement Test in June. Physics emphasizes lab and problem solving. An experimental research project according to the teacher's specifications is due in early February.

Prior or concurrent enrollment in Pre-Calculus is suggested.

## **ENVIRONMENTAL SCIENCE**

**5 credits**

Environmental Science focuses on the relation between physical, biological, and earth system sciences in the formation of our environment. Environmental issues are discussed and a decision making model identified to allow students to solve complex scientific problems with a blend of moral, scientific, and social understanding. Evidence based decision making allows students to experience the scientific principles they learn in the classroom and make strong connections between theory and reality. This is a lab science course. **Major principles covered include:** matter and energy transformation, atmospheric science, climate and weather, and biogeochemical cycles.

## **HORTICULTURE**

**5 credits**

Horticulture is the process of using the knowledge of how plants grow to produce crops for food and landscape uses. Class time is spent discussing basic botany to understand the parts of flowering plants along with explanations of how to properly use fertilizers and different pest control options. Activities in the greenhouse include watering, feeding, pruning, and propagating plants. Along the way, the class will raise a crop of poinsettias for the winter holidays and a variety of annuals for sale in the spring. Students are involved with all aspects of plant growth from start to finish. Other topics covered include planning, planting, and maintenance of a vegetable garden, maintaining and harvesting fruit trees, maintaining beehives and harvesting honey, and the operation of an aquaponics lab.

## **ANATOMY AND PHYSIOLOGY**

**5 credits**

### **Prerequisites: Chemistry and Biology**

This course will include a yearlong program of intense human anatomy and physiology studies. The areas covered will include medical terminology, basic chemistry, cell and tissue structure, and the 11 systems of the human body (integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, digestive, respiratory, urinary and reproductive).

## **ASTRONOMY**

**5 credits**

This course introduces students to the composition and structure of the universe. Students will study the universe and the conditions, properties, and motions of bodies in space. The content includes, but is not limited to, historical astronomy, astronomical instruments, the celestial sphere, the solar system, the earth as a system in space, the earth/moon system, and stars.

## **MARINE BIOLOGY**

**5 credits**

In this course, students will study the relationship between biological organisms and their environment along with the physical properties of the ocean. Such properties to be studied included plate tectonics, the formation of the ocean floor, tides and lunar phase, interpretation of the tide table, tsunamis, the processes that generate currents and waves, the history of oceanography, marine organisms (land, sea, and air), marine habitats, and humans' influence on the environment.

## **PRINCIPLES OF HEALTHCARE**

**5 credits**

Principles of Healthcare is a national student organization recognized by the U.S. Department of Education and the Health Science Education (HSE) Division of ACTE. Principles of Healthcare's two-fold mission is to promote career opportunities in the healthcare

industry and to enhance the delivery of quality health care to all people. Principles of healthcare's goal is to encourage all health science instructors and students to join and be actively involved in the HSE-HOSA Partnership. Prior or concurrent enrollment in Biology is suggested.

## **FORENSICS**

### **5 credits**

Forensic science is the application of science to the law and encompasses various scientific disciplines. This course will introduce various methodologies and applications used in the forensic context. Topics discussed include organic and inorganic chemical analyses of physical evidence, principles of serology and DNA analysis, identification of fresh and decomposed human remains, ballistics, fingerprint analysis, facial reconstruction, drug analysis, and forensic entomology.

## **MEDICAL TERMINOLOGY**

### **5 credits**

#### **Prerequisite: Biology**

Study of English meanings of common basic words and phrases used in the medical field. Includes spelling, prefixes, suffixes, word roots, derivations and usage, and the meanings of common words and phrases. Supplemental topics: pathological conditions, diagnostic procedures, documentation, life span considerations, pathogenesis, and nutrition.

## **AP BIOLOGY**

### **5 credits**

**\*Based on enrollment, AP courses may be offered via alternate means.**

#### **Prerequisites: Biology and Chemistry**

The AP Biology course is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

## **AP CHEMISTRY**

### **5 credits**

**\*Based on enrollment, AP courses may be offered via alternate means.**

#### **Prerequisites: Algebra 2 and Chemistry**

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year.

## **AP PHYSICS**

### **5 credits**

**\*Based on enrollment, AP courses may be offered via alternate means.**

#### **Prerequisites: Geometry and concurrently taking Algebra II**

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion.

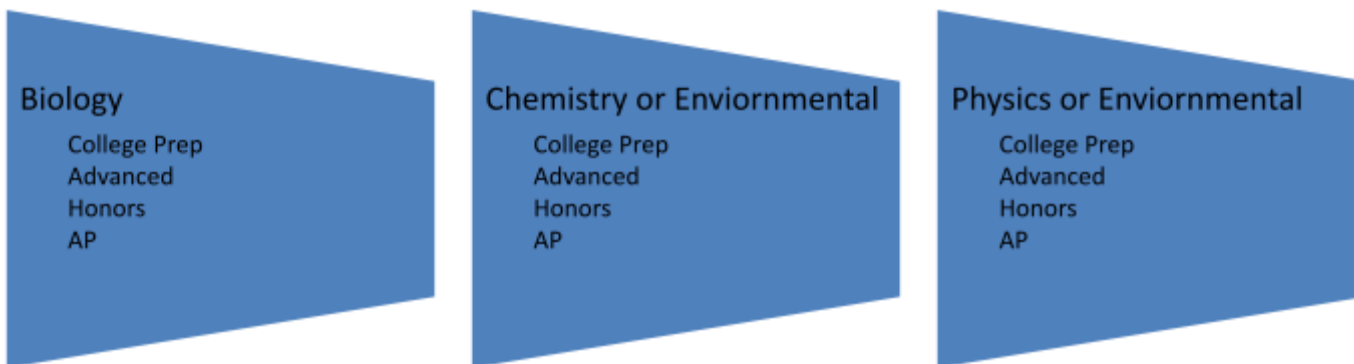
## **AP ENVIRONMENTAL SCIENCE**

### **5 credits**

**\*Based on enrollment, AP courses may be offered via alternate means.**

#### **Prerequisites: Students should have completed two years of high school laboratory science—one year of life science and one year of physical science (e.g., a year of biology and a year of chemistry) and at least one year of algebra.**

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.



## **SOCIAL STUDIES**

### **GRADUATION REQUIREMENTS: Three Years**

#### **TYPICAL SEQUENCE:**

**9th World History**

**10th US History 1**

**11th US History 2**

#### **WORLD HISTORY**

##### **5 credits**

World History is a required, year long course usually studied by freshmen. The focus of this course is the historical, sociological, political and economic development of Modern World History from the 1400's to the present day. The following World History periods are included: Emergence of the Modern World, The Age of Revolutions, Industry and Nationalism, and World in Conflict.

#### **U.S. HISTORY I**

##### **5 credits**

U.S. History I is a required, year long course usually studied by sophomores. The focus of this course is the historical, sociological, political and economic development of the United States from the pre-colonial era to the close of the nineteenth century.

#### **U. S. HISTORY II**

##### **5 credits**

US History II is a required, year long course usually studied by juniors. The focus of this course is the historical, sociological, political and economic development of the United States, from the turn of the twentieth century to date.

#### **AP U.S. HISTORY**

##### **5 credits**

**\*Based on enrollment, AP courses may be offered via alternate means.**

Advanced Placement American History is an elective, full year course studied by juniors; however, seniors are also allowed to take the course. This course satisfies the requirement for a second year of American History. The advanced placement program in American History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American History. Students should learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. An advanced placement American History course develops skills necessary to arrive at conclusions on the basis of an informed judgment and to present ideas clearly and persuasively. As much as possible, the AP course is taught in a college format, emphasizing lectures, seminars, and essay examinations. The goal of the course is to prepare students for the Advanced Placement Examination. Therefore, the student will be expected to develop his/her writing skills, advancing beyond the narrative approach to writing to critical analyses of and defensible position papers.

#### **AP U.S. GOVERNMENT AND POLITICS**

##### **5 credits**

**\*Based on enrollment, AP courses may be offered via alternate means.**

The course will prepare the students to take the AP examination in U.S. Politics and government. The course will be equivalent to a one semester college course. It is offered to seniors and juniors. The course in U.S. Government and Politics will give the students an analytical perspective on government and politics in the United States. The course will involve the study of general concepts of American government and specific case studies. It will familiarize the students with the various institutions, groups, beliefs, and ideas that constitute American political reality.

This course will require the reading of a comprehensive text book on the level of an introductory college course. In addition to the textbook, students will be required to read a supplemental collection of interpretive readings and several shorter books on specific topics. The course will combine the lecture/discussion format, with about one-half of the class time devoted to formal presentations, and the remainder of class time spent on class discussions of readings and lectures as well as seminars in which the students will make presentations and lead discussion.

### **AFRICAN-AMERICAN HISTORY**

#### **5 credits**

African-American History is an elective, half-year course, usually studied by juniors and seniors. Assignments and class activities will be adapted to individual student levels of ability and learning. The adaptation will be to cover the spectrum of students who may choose to take the class. It examines the impact of black Americans on American History. The course provides insights into the roots of prejudice and discrimination while also highlighting the contributions of Black Americans to our progress as a nation.

### **BEHAVIORAL SCIENCE**

#### **5 credits**

History of Behavioral Science is an elective, half-year course offered to juniors and seniors. The course traces the development of various theories from the following areas: Intelligence and Thinking, Memory, Development, Abnormal Behavior and Personality.

### **HOLOCAUST AND GENOCIDE STUDIES**

#### **5 credits**

This course will concentrate on the causes, events, and effects of the Holocaust (1932-1945). Jewish culture, anti-Semitism, the Nazi rise to power will be areas included in background study within the course. The course will include readings, discussions, class activities, films and projects. Assignments and class activities will be adapted to individual student levels of ability and learning. The adaptation will be to cover the spectrum of students which may choose to take the class.

### **INTRODUCTION TO CRIMINAL JUSTICE**

#### **5 credits**

This elective course explores criminal justice in the United States. It will provide students with an understanding of the American criminal justice system and its major components, including the police, the courts, juries, and corrections. Students will learn about crime, its causes, and its consequences. Other areas of criminal justice that will be examined include the different types of law, possible defenses to criminal charges, and alternatives to incarceration. Students will also have the opportunity to work with local law enforcement and learn more about what is needed to pursue a career in the field.

### **LAW**

#### **5 credits**

Law is an elective half-year course, usually studied by juniors and seniors. This course surveys the development and operation of the American legal system. In this course, the student will focus upon the laws and decisions focusing on both Constitutional Laws and Civil Rights.

### **SOCIOLOGY**

#### **5 credits**

Sociology is an elective, half-year course usually studied by juniors and seniors. It is designed to introduce students to the study of human relationships. The scientific method of research is taught and tested using a group-prepared survey technique. Social institutions, cultural phenomena and contemporary social problems are emphasized. This course is designed as an introduction to sociology and would most appeal to the college-bound student.

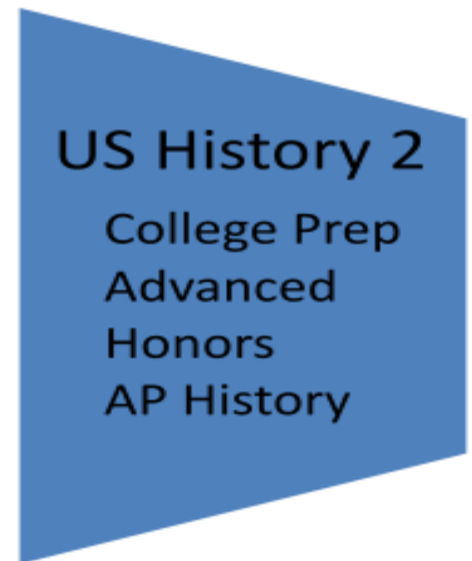
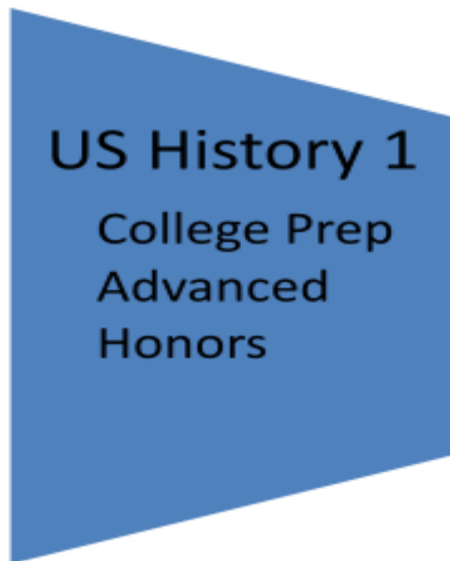
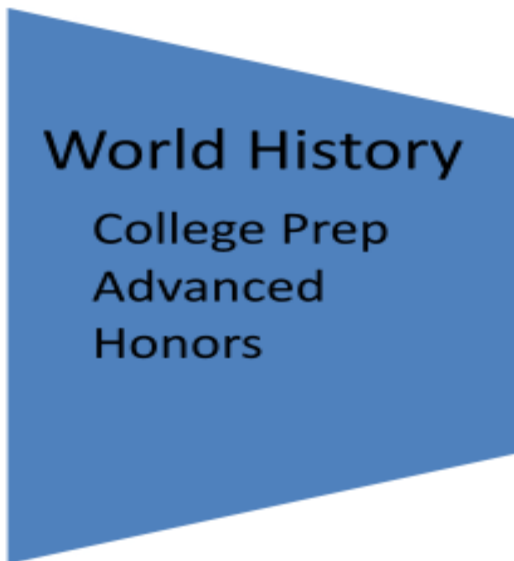
9th or 10th grade English Advanced or English Honors is suggested.

### **AP PSYCHOLOGY**

#### **5 credits**

**\*Based on enrollment, AP courses may be offered via alternate means.**

The Advanced Placement Psychology course is equivalent to a college introductory Psychology course. It is designed to introduce students to the systematic and scientific study of human behavior and mental processes. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They will also learn about the ethics and methods psychologists use in their science and practice. The development of critical thinking skills, oral and written communication, and critical evaluation of research methods will be emphasized.



## **FINE ARTS**

**GRADUATION REQUIREMENTS: One year**

### **ART FOUNDATION I**

**Grades 9-12**

**5 credits**

This is an entry level course for the High School Visual Arts Curriculum. It is designed to provide an overview of Visual Arts while studying a broad variety of art tools and materials. With an emphasis on studio production, this course is designed to develop higher level thinking, art related technology skills, art history, and aesthetics.

### **ART FOUNDATION II**

**Grades 10-12**

**5 credits**

**Prerequisite: Successful completion of Art Foundation I.**

This is an entry level course for students who have successfully completed Art Foundations I. It is designed to provide an overview of Visual Arts while studying a broad variety of art tools and materials. With an emphasis on studio production, this course is designed to develop higher level thinking, art related technology skills, art history, and aesthetics.

### **AP STUDIO ART**

**5 credits**

**\*Based on enrollment, AP courses may be offered via alternate means.**

**Prerequisites: Successful completion of Art Foundation II, by interview, art teacher recommendation or assessment.**

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to common college foundation courses.

### **3 DIMENSIONAL DESIGN**

**5 credits**

This art course deals with art in its 3-Dimensional form. A variety of mediums will be explored, which may include textiles, clay, paper mache', wire sculpture...and more! Students will participate in a wide range of experiences using additive or subtractive sculptural techniques designed to build artistic and creative confidence. An appreciation for art from various cultures will also be developed. Projects are designed to teach thinking skills and to include useful Art experiences such as color theory and design, so that no matter what vocation students pursue, the knowledge gained in this class will be of value to them.

### **INTRODUCTION TO CHOIR**

**5 credits**

Introduction to Choir is a performance oriented full-year course where students will be given the opportunity to learn how to sing in a large ensemble setting. Enrollment is open to students in grades 9 through 12. Students are required to participate in concert performances. All are welcome!

## **ADVANCED CHOIR**

### **5 credits**

#### **Prerequisite: Introduction to Choir**

Advanced Choir is a performance oriented full-year course. Enrollment is open to students in grades 9 through 12. Participation in classroom rehearsals and individual skill level improvement is the major basis for grading. Students are required to participate in concert performances.

## **VOICE**

### **5 credits**

Enrollment is by **audition only** and is open to students in grades 9 through 12. Voice class focuses on solo singing in various genres. Students will work towards range expansion, proper vocal technique, and musical/stylistic development. Students perform annually at concerts and vocal showcases, as well as at school events.

## **PIANO**

### **5 credits**

This course introduces beginners to basic piano study, as well as provides no-cost lessons to students with previous keyboard skills. Students will learn musical notations, historical repertoire relevance and musicality, playing individual instruments in a classroom setting. Accomplished students will hone their skills, as well as expand their repertoire, perform dual-piano pieces, develop their accompanying skills, and reinforce the rudiments of basic music theory. The instructor will work with students on a one-to-one basis, documenting progress and development weekly. Students would be eligible for enrollment in class piano multiple years, as there is no end to musical development and knowledge.

## **SYMPHONIC BAND**

### **5 credits**

Symphonic Band is a performance oriented full-year in which students will acquire ensemble performance skills, as well as develop an idea of rehearsal technique and how to prepare for concerts, understanding the differences between practice and rehearsal. Symphonic wind bands are the core focus of any instrumental music program at the high school level, as it is where the skills needed for marching band, jazz band, chamber ensembles, and solo performance are learned. Students have the option to audition for All-South Jersey and All-State Band\*, as well as other area honor bands. Attendance is required in class and at any extra rehearsals for concert preparation. Students are required to perform at all concerts and football games.

**\*All-State Band requires acceptance to All-South Jersey Band to gain eligibility.**

## **PERCUSSION**

### **5 credits**

Percussion Techniques is a class for students who are interested in learning the basics of playing drums, mallets, and reading music. Students spend class time working alone and in small groups to prepare the music. No musical experience is required but a background in piano or note reading is encouraged.

## **MUSIC THEORY**

### **5 credits**

Music Theory is a full year course that focuses on the fundamentals of music structure and composition. Students learn the basic and intermediate elements of music reading and notation, as well as recognize musical elements aurally. Students must have prior music reading knowledge.

## **AP MUSIC THEORY**

### **5 credits**

#### **Prerequisite: Music Theory**

Advanced Placement Music Theory is a full year college level course that focuses on the fundamentals of music structure and composition. This course strictly adheres to the AP Music Theory National Guidelines and curriculum. This class will be offered every other year.

## **INTRODUCTION TO MUSIC A-Z**

### **5 credits**



Music A-Z provides students with a broad overview of musical elements and evolution, allowing them to be more astute music consumers and listeners. Students will gain basic knowledge of music theory, musical elements, musical evolution, and style/genre/structure, while understanding how societal change influences musical change.

## **THEATER I**

### **5 credits**

This elective course is designed as a first year exploratory theater course. Theater Survey will expose students to the performance, technical, and literary aspects of Theater Arts. The performance curriculum will include the various dynamic aspects of the actor in preparation and performance. The technical curriculum will include the practical aspects of planning, designing, constructing, and operating the physical theater. The literary curriculum will include a study of the history of theater and a reading analysis of the different genres of dramatic literature within that historical context. An ongoing objective of the course will be an awareness and appreciation of good theater and the desire to continue as an intelligent participant in, or observer of, the oldest form of human creative endeavor.

## **THEATER ADVANCED**

### **5 credits**

This elective course is designed for upper level theater students who already have a firm knowledge of the aspects of theater and have taken Theater Survey. Advanced Theatre class will expose students to the performance, technical, and literary aspects of Theatre Arts. The performance curriculum will include the various dynamic aspects of the actor in preparation and performance. The technical curriculum will include the practical aspects of planning, designing, constructing, and operating the physical theater. The literary curriculum will include a study of the history of theater and a reading analysis of the different genres of dramatic literature within that historical context. An ongoing objective of the course will be an awareness and appreciation of good theater and the desire to continue as an intelligent participant in, or observer of, the oldest form of human creative endeavor. The end goal of this class is for students to produce and perform in a completely student run production. **STUDENTS MUST PARTICIPATE IN PERFORMANCES AND IMPROV ACTIVITIES! IT IS PART OF YOUR GRADE AND PART OF THIS CLASS!**

## **TECHNICAL SET DESIGN (STAGECRAFT)**

### **5 credits**

The objective of this course is to introduce the student to the fundamental elements and principles of technical theater through hands-on learning that makes use of the production facilities, operations, methods, and technologies used at the Middle Township Performing Arts Center, and to relate these practices to those used in professional, amateur, and educational theaters. The course will include a brief history of theatrical stages and technology, and an overview of professional theater and associated labor unions. Students will learn the functions of the creative team, production staff, technicians, and stage crew. Basic elements of scenic construction, design concepts, theatrical lighting, sound technologies, and stage management will be introduced and assessed through practical application, text readings, and multiple choice assessments. Participation during and after school hours in the MTPAC Technical Stage Crew may be required to help assist during events held at the Middle Township Performing Arts Center.

## **DANCE TECHNIQUE I&II**

### **5 credits**

In this course, students are introduced to the elements of dance. These elements will be explored through a study of Jazz, Modern, and Ballet techniques with an emphasis on creative movement and improvisation. Students will explore a variety of choreographic devices and create original dance works. Coursework also includes social dance, basic anatomy for the dancer, dance notation and history. Students have the responsibility to participate in informal performances and the annual spring dance concert. They will also maintain a journal to analyze and critique individual and class work. Proper dance attire is required. This course may be repeated for credit.

## **COLLEGE DANCE**

### **5 credits**

In this course, students survey the dance field through lecture, discussion, audiovisual, and movement. Students will learn beginning and intermediate dance training in various dance genres. Students will explore the scope and roles of dance from primitive to contemporary times, and explore dance movements and characteristics of various styles, philosophies, cultures, and historical periods. Students will begin to develop the ability to communicate ideas using the body as a tool for expression and gain a deeper understanding of dance as an art form.

## **BUSINESS AND TECHNOLOGY**

**The Business/Technology courses offer students an updated curriculum of new technology and methodology. These courses provide valuable skills for success in the Information Age of the 21<sup>st</sup> century including skills necessary to succeed in the workplace and/or in higher education.**

## **INTRODUCTION TO BUSINESS**

## **2.5 credits**

Personal Information Processing is a half year course designed to provide students with keyboarding and word processing skills necessary for personal and business use. Students will learn to keyboard using the “touch” method and strengthen this skill by creating many different documents. These documents include: personal and business letters, envelopes, outlines, unbound reports, reference and title pages, tables, and memos.

## **ACCOUNTING I**

### **Grades 10-12**

#### **5 credits**

Accounting I is a full-year course, required of all students pursuing a Business Program through high school. It is also an elective for all other students. It gives students a thorough grounding in basic accounting principles and serves as an aid in all other business subjects. The course includes the complete accounting cycle for both a small service and merchandising business. Projects and simulations are used for review, and a final examination is required.

## **COMPUTER SYSTEMS**

#### **5 credits**

Computer Systems is a full year course designed for theoretical and practical computer system skills. The course incorporates an algorithmic approach to both programming and application software. Students will use an integrated software package such as MS Office/Google Applications, explore technology theory, and program in high level languages. Students may obtain 3 credits through Atlantic Cape Community College (CISM-125 Intro to Computers) by earning a C average or higher.

## **GRAPHIC DESIGN**

#### **5 credits**

Middle Township High School's Introduction to Graphic Arts / S.T.E.A.M. course exposes students to design by introducing them to creative, cross-disciplinary applications. Starting with applied graphic design principles and using them with hand printing such as linoleum-cut, screen printing, and other hand print mediums. Progressing to photography, digital design, and web-based applications. In this prerequisite class, students will be introduced to multiple applications and technologies to prepare them for a choice of path for future courses such as a focused Digital Design or Web Design course.

## **WEB PAGE DESIGN**

### **Prerequisite: Graphic Design**

#### **5 credits**

This year-long will focus on the skills needed to prepare students to be familiar with web page design. Students are introduced to planning and designing effective web pages; implementing web pages by writing HTML and CSS code; enhancing web pages with the use of page layout techniques, text formatting, graphics, images, and multimedia; and producing a functional, multi-page website.

## **DESKTOP PUBLISHING**

### **Prerequisite: Graphic Design**

#### **5 credits**

Desktop Publishing is a full-year course designed for sophomores, juniors and seniors (or teacher-recommended students) who have successfully completed one year of computer applications or programming. The course will develop the students' understanding of MS Publisher and Adobe Photoshop, teach page layout and design, enable them to produce their own publications, and allow them to explore their creative abilities.

## **ECONOMICS**

### **Prerequisite: Algebra I**

#### **5 credits**

This semester course will focus on understanding economic concepts and how these concepts affect our lives in the 21st century. Topics to be included in this course are the economic models, economic choices, the scarcity and science of economics, supply and demand, and much more."

## **TECHNICAL LIFE SKILLS**

#### **5 credits**

Technical Life Skills is an introductory course designed to provide students with a variety of skills necessary for success. Students will gain a better understanding of basic computer skills, career awareness and career path development, money management and interpersonal communication skills.

## **SPORTS MARKETING AND ENTERTAINMENT**

#### **5 credits**

The students will learn the foundations of marketing which include advertising, planning, consumer behavior, product research, ethical behavior, and communication. This highly interactive course will enable students to engage their creative side while learning how to market a team, a sports figure, a product/service, and themselves. Students will frequently engage in individual / group activities, creative writing assignments, and exploration of the Web to research popular companies.

## **BUSINESS LAW AND MANAGEMENT**

### **5 Credits**

#### **Recommended Prerequisite: Sports Marketing and Entertainment**

This course provides you with an understanding of what our legal system actually is, how it works, its importance in all areas of business, and what it means to you personally. The students do research on a variety of court cases. Areas studied include criminal law, civil law, court and prison systems, and in-depth study of business contracts.

## **ENTREPRENEURSHIP**

### **5 Credits**

#### **Prerequisite: Sports Marketing and Entertainment**

Today's students are actively involved in business organizations at all levels. Whether you are an employee, manager, entrepreneur, concerned citizen, or a consumer, involvement in business organizations is numerous and varied. These personal experiences provide a foundation for a meaningful and systematic study of business, organizations, and management. The Business Management course provides a critical understanding of how business organizations work and are managed--their goals, strategies, structures, technologies, environments and the motivations and interests of the people involved. Activities and assessments promote critical thinking and decision-making, while addressing the importance of technology & the global nature of business.

## **AP COMPUTER SCIENCE PRINCIPLES (PROJECT LEAD THE WAY)**

### **5 credits**

#### **Prerequisite: Algebra 1**

#### **\*Based on enrollment, AP courses may be offered via alternate means.**

The AP Computer Science Principles (AP CSP) course introduces you to the essential ideas of computer science and shows how computing and technology can influence the world around you. You can pursue your interests in digital projects – like apps, films, games or music – that showcase your creativity, and use your creations to make a difference in your community.

## **AP COMPUTER SCIENCE**

### **5 credits**

#### **Prerequisite: AP Computer Science Principles**

#### **\*Based on enrollment, AP courses may be offered via alternate means.**

The Advanced Placement Computer Science course is a full year course for Juniors and Seniors, intended to serve both as a college introductory course for computer science majors and as a substantial service course for students who will major in the disciplines that require significant involvement with computing.. This AP course encompasses the collection of technical skills and scientific methodologies enabling students to create high-quality computer-based solutions to real problems. The JAVA language is used as the vehicle for implementing computer-based solutions; however the language is not the focal point of the course. This class is also dual-credit through ACCC.

Honors level math and science is suggested.

## **INTRODUCTION TO ESPORTS**

### **2.5 credits**

The purpose of the Middle Township Public School's Esports Course is to provide instruction aligned with the 2020 New Jersey Student Learning Standards for Career Readiness and Computer Science and Design Thinking Standards. It is designed to prepare student learners for career readiness, life literacies, and key skills and provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and successfully meet the challenges and opportunities in an interconnected global economy.

The course explores the benefits of Esports and its increased scholastic acceptance. Students learn teamwork and group cooperation, learn and engage in positive health habits, learn to manage and communicate positively and constructively, explore careers and educational opportunities that Esports brings, and learn the technical aspects of esports including a basic understanding of computers and networking.

## **ESPORTS**

### **5 credits**

#### **Prerequisite: Introduction to Esports**

The Esports Curriculum provides an articulated course of instruction aligned with the 2020 New Jersey Student Learning Standards for Career Readiness and Computer Science and Design Thinking Standards. ESports is designed to prepare student learners for career readiness, life literacies, and key skills and provides students with the necessary skills to make informed career and financial

decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

## **INTRODUCTION TO ENGINEERING (Project Lead the Way)**

### **5 credits**

A class designed to foster the embers of creativity we all shared as children; with hands on classroom experiences those embers are fanned to ignite passionate, curious, self-motivated life-long learners. The concepts of engineering are presented in both practice and from the page of screen. Rocketry, electronics, robotics, design challenges, and more are what your student can expect from MTHS STEM.

## **ROBOTICS**

### **5 credits**

#### **Prerequisite: Introduction to Engineering**

Students will be introduced to the world of Physical Computing by developing an understanding how devices interact with our physical world. The course will provide an introduction to electronics, circuits, hardware, and networking, and work toward creating projects that can be operated remotely or autonomously. This is a lab course, which will have a significant portion of the time created to hands-on demonstration of the topics covered.

## **FINANCIAL LITERACY**

### **5 credits**

This half-year course is offered to students to assist them in using critical thinking, decision making, and problem solving skills. This course will focus on developing personal living skills. Students will have the opportunity to use software and the Internet to acquire and reinforce skills for “real world” success. This course is designed to meet the state requirement.

## **VIDEO PRODUCTION I & II**

### **5 credits**

This elective course is designed to explore broadcasting from all aspects, focusing on the role of broadcasting news, writing, and production. The broadcasting course will focus on skills and techniques that relate to news gathering, news writing in broadcast form, and news reporting. On-going development of skills in reading, writing, speaking, and listening will be emphasized. This course is designed for the student with an interest in a career in broadcasting, as a prerequisite for the student interested in working in a productions studio, or one with a desire to improve writing skills, speaking skills, or oral communication. The production section of the course emphasizes the nature of communication, media literacy, and the historical development of media devices such as books, film, music, newspapers, radio, and television. This section also examines the history of broadcasting along with the legal aspects of a school production studio. The television broadcasting & production elective can be taken in succeeding years. The course proficiencies will be modified to reflect additional years of study.

## **ADVANCED VIDEO PRODUCTION**

### **5 credits**

#### **Prerequisite: Video Production I**

After taking Video Production I, students may enroll in this elective course which focuses on the daily and weekly implementation of video production techniques. The focus is on structured video content creation, which can be used to help sustain a school show. Assignments/projects will include news packages of various lengths, short films, and student public service announcements. The goal of the course is for students to get a glimpse of how a real video newsroom operates, where students will help generate story/project ideas. Students will truly take ownership of every phase of the process, including pre-production, production, and post-production.

## **SPORTS BROADCASTING & VIDEO PRODUCTION**

### **5 credits**

#### **Prerequisite: Video Production I**

This elective course is designed for students to explore the world of broadcast journalism and video production, through the lens of sports. After taking Video Production I as a prerequisite, students may continue their journey into the practical and technical aspects of sports broadcasting. Students will produce short-form and long-form video projects pertaining to sports themes. Students will also develop skills in the area of live sports broadcasting, including play-by-play, color commentary, and sports podcasting. Students will study and analyze professional sports content, and apply developed skills to their own sports-related content. Students will also have the opportunity to become involved with Middle Township High School sporting events, including on-camera and behind the scenes activities.

## **FAMILY AND CONSUMER SCIENCES I**

### **5 credits**

Family and Consumer Science I is designed as a general introductory course involving sewing and project construction, nutrition, recipe planning, preparation, and service, etiquette, money management and consumerism, parenting, family relations and home management. It is an elective full-year course open to 9th, 10th, 11th, and 12th graders.

## **FAMILY AND CONSUMER SCIENCES II**

### **5 credits**

Family and Consumer Sciences II is designed to teach advanced skills in the areas of nutrition, food preparation, recipe planning and meal service, textiles, sewing and clothing construction, consumerism, personal development, home management, and human growth and development

## **ADVANCED FAMILY AND CONSUMER SCIENCES**

### **5 credits**

Advanced Family and Consumer Sciences is designed to be taken as a one or two year course following the successful completion of Family and Consumer Sciences I and II. Food preservation, nutrition, food preparation, food service, etiquette, fashion, sewing and clothing construction, housing and furnishings and parenting are studied in detail.

## **MANUFACTURING I & II**

### **5 credits**

Students will learn the principles of manufacturing and production and how these processes impact the world in which we live. The students will brainstorm, design, and create products from both natural and synthetic materials as they learn about production from the planning stage to the marketing stage. These hands-on courses give students the opportunity to learn about various manufacturing systems and make corresponding products within each system.

## **PROPERTY MAINTENANCE**

### **5 credits**

#### **Prerequisites: Manufacturing I & II**

This program will introduce students to the safe practices, tools and equipment, chemical safety and uses, and skills required to enter building maintenance occupations. The student will also be provided the opportunity to acquire the necessary skills to safely operate tools associated with the landscaping maintenance industry and basic carpentry skills.

## **PHYSICAL EDUCATION**

### **GRADUATION REQUIREMENTS: Four Years**

#### **TYPICAL SEQUENCE:**

**9th PE/HEALTH**

**10th PE/HEALTH**

**11th PE**

**12th PE**

All students are required to participate in Physical Education for the entire school year. Students may only be excused from participation in these classes by a physician's request. Students not physically participating will be required to complete alternative written assignments. Both present and future physical and recreational needs of students are met through:

1. Participation in a wide variety of physical activities that will lead to the development of coordination, strength, skills and endurance.
2. Participation in a variety of physical activities having continuing lifetime values.
3. Experiences designed to develop knowledge, understanding and attitudes which result in desirable practices necessary to maintain physical, social, emotional, and mental health.

## **HEALTH**

All students are required to take health. This course is divided into 4 units – Family Life, Driver, Education, Personal Health and Adult Living. Any pupil whose parent or guardian presents a signed statement that any part of the instruction is in conflict with his/hers conscience or sincerely held moral or religious beliefs shall be excused from that portion of the instruction. An alternative assignment will be determined by the department supervisor in conjunction with the student.

## **FAMILY LIFE**

This course consists of an in-depth look at Drug Use and Abuse, Death and dying, Cardio-pulmonary Resuscitation, and Family Living (Dating, Pregnancy, Birth control, and STDs). The essential material and culminating facts to understand the basic anatomy and physiology of the human body are reviewed in order to have the student develop a mature outlook. The textbook "Teen Healthy" is used to assist the instructor in presenting the information. Evaluation will be based on notebook, test/quiz, class participation, homework/projects, and final exam.

## **DRIVERS ED**

The Driver Education Program is a two phase process. The first phase consists of thirty hours of classroom instruction in driver training. The second phase students may elect to participate (at a cost set by the Board of Education) provided they have successfully completed phase I and the State Driving Test. Students shall be scheduled based on age (the oldest is given priority and according to teacher availability, as well as the availability of the car. The textbook "Defensive Driving" will be used along with the State Manual. Evaluation will be based on notebook, test/quiz, class participation, homework/project, and final exam.

## **PERSONAL HEALTH**

This course is designed to increase the students' level of personal health. Accurate and up-to-date information will be given in the areas of drug education, mental health, and community health. The textbook "Health A Wellness Approach" is used to assist the instructor in presenting this information. Evaluation will be based on test/quiz, class participation, homework, projects, and final exam.

## **ADULT LIVING**

This course gives the student an in-depth look at family living/personal relations, drug and alcohol education, health careers, and community health. It is designed to increase the level of personal health, produce the most accurate and up-to-date information that will enable students to make decisions regarding health and adult living that is best for them and their environment, and provide knowledge that will affect attitudes and lead to positive changes in the modification of the student's behavior. Evaluation will be based on test/quiz, class participation, homework/projects, and final exam.

## **EVERYDAY LIFE**

### **5 credits**

This course offers special class programming for students with intensive educational needs. Unless otherwise specified in the IEP, instruction in the core curriculum content standards is provided with the objective of helping students master the functional skills necessary for independent living.

## **STRENGTH AND CONDITIONING**

### **5 credits**

Strength and Conditioning is a program designed to constantly challenge students in all areas of fitness. Our goal is to make sure students are moving well, efficiently and most importantly, safely. Throughout the course of the school year our students will be introduced to various strength and conditioning techniques. Students will also be assigned with tasks throughout each quarter that will give them exposure to certain fitness and wellness topics. Students will participate in different training units such as strength training, endurance training, and active recovery training. These training units will help students learn and practice safe, effective, and efficient fitness training techniques.

## **NCAA INITIAL ELIGIBILITY REQUIREMENTS**

**<http://web.ncaa.org/eligibilitycenter/common>**

**ATTENTION:** All prospective student-athletes who want to play NCAA Division I or II intercollegiate athletics must be certified by the NCAA Eligibility Center to be eligible to play.

**It is each student's responsibility to check online for all regulations and for updates.** The eligibility center may be accessed at [http://web1.ncaa.org/ECWR2/NCAA\\_EMS/NCAA.html](http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.html). This comprehensive site provides all the information resources needed to initiate the application process. Specific information regarding eligibility may be accessed by contacting the eligibility center staff at (877) 262-1492.

**To be certified by the Eligibility Center, a student must:** Graduate from high school and an application for certification must be completed and submitted after the Junior year. The NCAA Eligibility Center will issue a preliminary certification report when all materials have been submitted. Following graduation from high school, the NCAA Eligibility Center will review the final high school transcript and will make a final certification decision according to NCAA standards.

## **Division I**

If you enroll in Division I college, in order to qualify to participate in athletics or receive an athletic scholarship, you must graduate high school having completed these 16 College Prep Level core courses:

- 4 years of English
- 3 years of Mathematics (Algebra I or higher)
- 2 years of Natural or Physical Science (1 year of Lab Science if offered by your high school)

- 1 year of additional English, Mathematics, or Natural/Physical Science
- 2 years of Social Science
- 4 years of additional courses (from any area above, or World Language)
- Earn a minimum required grade-point average in your core courses
- Earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale

### **Division II**

If you enroll in a Division II college between now and July 31<sup>st</sup>, in order to qualify to participate in athletics or receive an athletic scholarship, you must graduate high school having completed these 14 College Prep Level core courses:

- 3 years of English
- 2 years of Mathematics (Algebra I or higher)
- 2 years of Natural or Physical Science (1 year of Lab Science if offered by your high school)
- 2 years of Social Science
- 3 years of additional courses (from any area above, or World Language)
- Earn a 2,000 grade-point average or better in your core classes (non-weighted)
- Earn a combined SAT score of 820 or an ACT sum score of 68

If you enroll in a Division II college beginning August 1<sup>st</sup> and after, in order to qualify to participate in athletics or receive an athletic scholarship, you must graduate high school having completed these 16 core courses.

- 3 years of English
- 2 years of Mathematics (Algebra I or higher)
- 2 years of Natural or Physical Science (1 year or Lab Science if offered by your high school)
- 3 years of additional English, Mathematics, or Natural/Physical Science
- 2 years of Social Science
- 4 years of additional courses (from any area above, or World Language)
- Earn a 2,000 grade-point average or better in your core classes (non-weighted)
- Earn a combined SAT score of 820 or an ACT sum score of 68

**For more information, please go to the NCAA eligibility center at: <https://web1.ncaa.org/eligibilitycenter/common/>  
 If you have questions about NCAA eligibility, please call the NCAA eligibility center toll free at 877-262-1492.  
 You may also call the NCAA at 317-917-6222.**

## **Middle Township High School Academy Programs**

**Middle Township High School is proud to launch academy programs in multiple fields, designed to allow students to excel in a specific content area of their interest. Our mission is to prepare students for college and a career through a focused course of study, work and practicum experience, as well as association with national organizations.**

**Middle Township High School offers academy programs in the following areas:**

### **Academy of Business**

The Academy of Business introduces students to careers in the business field and prepares them for college courses. Within this academy, students will have the opportunity to work with professionals in the field, as well as earn college credits for specific courses. This academy gives students an advantage when seeking immediate employment in the business field, as well as in their coursework progression at the university level. Our course offerings include marketing, accounting, business law, business management and economics. In addition, students will complete requisite internship hours in the business field to broaden their understanding of their chosen area of study. The course sequence for this academy is Introduction to Business, Sports Entertainment Marketing, Entrepreneurship, and Business Law. Accounting, Economics and AP Statistics also serve as electives that are interchangeable.

### **Academy of Computer Science (STEM)**

The Academy of Computer Science serves to expose students to careers in the computer science and engineering fields and prepare them for college courses. Within this academy, students will have the opportunity to work with professionals in the field as well as earn college credits for specific courses. This academy will give students an advantage when seeking immediate employment in the technology field as well as their coursework progression at the university level. Our course offering includes computer systems, computer programming, AP Computer Science, AP Computer Principles and robotics. In addition, students will complete requisite internship hours in the computer science or engineering fields, or complete a culminating project by the end of their senior year to

broaden their understanding of their chosen area of study. The course sequence for this academy is Computer Systems, AP Computer Science Principles, Introduction to Engineering, and Robotics. AP Computer Science A is an interchangeable elective for this academy.

### **Academy of Medicine and Health**

The Academy of Medicine and Health offers students exposure to careers in the medical field and prepares them for college courses. Students will have the opportunity to work with professionals in the medical and healthcare fields, as well as earn college credits for specific courses. The Academy of Medicine and Health gives students an advantage when seeking immediate employment in the healthcare field, as well as in their coursework progression at the university level. Course offerings include forensics, anatomy and physiology, medical terminology, Health Occupation Students of America (HOSA) and nutrition. The course sequence for this academy is Principles of Healthcare, Medical Terminology, Forensics, and Anatomy and Physiology.

### **Academy of Performing Arts**

The Academy of Performing Arts at Middle Township High School offers programs of study in five disciplines: dance, instrumental music, media/communications, theatre, and vocal music. Following a successful audition into their selected program, students will complete a course of study that will prepare them for a college audition in their field.

**Dance Major:** The Dance Major is a four-year program focused on Dance Technique, Dance History, and Kinesiology with a concentration on performance and choreography. Ballet and Modern dance techniques will serve as the foundation of the dance major.

**Instrumental Major:** Instrumental Music Majors will focus not only on mastering their instrument of choice, but understanding the music theory, history, and performance practice that is associated with a career and study of that musical instrument.

**Media/Communication Studies Major:** Students in Media/Communication Studies will gain a solid education, highlighting media studies, as well as human, social, and educational communication. Students will study the history, evolution, and changing state of mass media, television production, and American Media Studies, including ethics, legality, and the economic and social effects of media.

**Theatre Major:** Students in the Theatre Studies Major will learn through the practice and commitment of a high level theatre program. Our curriculum combines academic courses in dramatic literature and theatre arts, emphasizing both the practical and theoretical aspects of theatre performance, dramatic literature, theatre history, dramaturgy, and stagecraft.

**Voice Major:** Vocal Music Majors will focus on developing their voices, as well as acquiring a repertoire list representing multiple foreign languages, genres, and styles. In addition, students will study music history, music theory, sight singing, and aural skills/dictation. Students will be offered opportunities to perform throughout the school year in various venues.

Middle Township High School is dedicated to providing our students with, not only a comprehensive high school education, but focused courses of study that set them apart from other students applying to college and entering the workforce. Our administration, faculty, and staff are excited to offer this opportunity to our current and incoming students.