



**CARTERET HIGH SCHOOL
PROGRAM OF STUDIES
FOR THE
2019-2020
SCHOOL YEAR**



MISSION STATEMENT

At Carteret High School we will foster authentic communication between staff, students, and parents. As educators, we will continuously strive to improve the effectiveness of our academic, social and emotional programs through collaboration and shared decision-making amongst stakeholders. We will also cultivate a culture that is guided by a code of values that promote respect, diversity, and opportunity. We will seek to develop citizens who are empowered with knowledge, skills, and attitudes enabling them to make informed decisions in a culturally diverse and interdependent world. At the same time, we wish to provide students with a challenging learning environment that is appropriate to their learning abilities.

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The Guidance & School Counseling Department

Mrs. Dara Benjamin, School Counselor

Ms. Toni-Marie Planko, School Counselor

Ms. Kimberly Vaticano, School Counselor

Philosophy

Carteret High School aspires to be a learning community that fosters collaboration between staff, students and parents. As educators, we will continuously strive to improve teaching methodologies through proven research based practices to ensure that we meet the needs of our uniquely individual learners. We will provide our Carteret High School family a safe learning community that is guided by a code of values that promote respect, diversity, opportunity and organizational structure.

The academic program is designed to ensure mandated programs as well as offer a variety of electives satisfying academic needs and personal interests. Students have an opportunity to personalize their program providing they meet required standards. They can take advantage of an accelerated academic program or choose to be involved in a work study option. Mandated remedial programs are in operation and tutorial help is available for those who request it.

Students are encouraged to actively participate in extracurricular activities. These activities satisfy a variety of student's interests and allow students to develop bonds. Friendships developed through academics, athletics and social activities go a long way in the development of character and citizenship. Participation in all extracurricular activities depends upon compliance with school discipline and attendance policies.



Program of Studies

Introduction 2018-2019

This Program of Studies booklet is a comprehensive resource that students should reference when seeking information regarding courses of study. It contains a description of all courses in the 2018-2019 instructional program, graduation requirements, college admission requirements, guidelines for entrance and withdrawal from courses, standards for special class placement, athletic eligibility rules, the method for computing overall grade point average and pupil records. It is important for parents and students to become familiar with this information before course selections are made.

As you examine the course selections in this booklet, please keep in mind not only your short-term needs, but also your long-term goals. At Carteret High School, we offer a variety of electives from which you may choose, and you should be mindful at all stages of planning that we also have a number of graduation requirements. Students and parents are urged to consult with their school counselor to develop an appropriate academic program. Together, school counselors, students and parents coordinate an appropriate academic plan by reviewing student achievement, interests and aptitude related to individual career or educational goals. Teachers are also available to answer specific questions regarding course requirements and their importance toward intended college/career choices.

Definition of Terms: A philosophy is an expression of the fundamental beliefs concerning the role of the school in a given community. We offer the following definitions which an educational program should comprise:

- Curriculum is the planned and guided learning activities sponsored by the school.
- Core Curriculum refers to those aspects of the school program required of all students. This phase of the curriculum will require common heterogeneous learning experiences for all students and will develop attitudes and skills among students which are necessary for the common good.
- Special Education provides instructional support services to students with learning difficulties.
- Electives represent that aspect of the curriculum which is independent of any specialized



curricular pattern and which offers students exploratory, special interest and enrichment courses from which they may select.

- Co-Curricular includes student activities which, rather than being extra-curricular, are actively interwoven into the other three areas of the curriculum wherever possible.
- Pre-Requisite is a course which you must satisfactorily complete before you may take certain other courses. For example, French II must be taken before French III.
- Co-Requisite is a course which you must take in conjunction with another course.
- Post-Secondary Education is any formalized program of studies occurring after high school.
- Technology-Based Projects will be incorporated into instruction to enhance the student's ability to process and display information in a variety of presentation formats.

Graduation Requirements

Subject Area	Required Credits/Coursework for Diploma
English	20 Credits (4 years)
Math (20 credit suggested if not mastered in Grade 8)	15 Credits (3 years) to include Algebra 1 and/or Geometry (or content equivalent) and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21st century careers
Science (20 credits suggested)	15 Credits (3 years) to include 5 credits of laboratory biology/life science; 5 credits of chemistry, environmental science or physics, and 5 credits of an additional lab/inquiry based science
Social Studies	15 Credits (3 years) to include 5 credits in World History and 10 Credits in United States History; and the integration of civics, economics, geography and global content in all courses.
World Languages (20 credit suggested)	5 Credits required 1 year
Physical Education/Health	4 Credits for PE for each year of enrollment 1 Credits for Health/Drivers Theory for each year of enrollment
Visual & Performing Arts	5 Credits



Practical Arts/Technology 21 st Century Life & Careers	5 Credits
Financial Literacy/Economics	2.5 Credits
Technical Literacy	Technological Literacy, consistent with the New Jersey Curriculum Content Standards, must be integrated throughout the curriculum.
State Assessments	See “Assessment Requirements” chart on next page.
Total Credits	120 credits – Required minimum

Assessment Requirements

The Classes of 2019 – Students graduating as members of the Class of 2019 can meet graduation assessment requirements through any of these **three pathways**:

- (1) Achieving passing scores on high-level PARCC assessments;
- (2) Achieving certain scores on alternative assessments such as the SAT, ACT, Accuplacer, or PSAT/NMSQT, or ASVAB.
- (3) The submission by the district of a student portfolio through the Department’s portfolio appeals process. (Special Education students who’s 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 2020 – Students in the Class of 2020 can demonstrate graduation assessment proficiency through the same three pathways as those in the Classes of 2017 through 2019, provided that students in the Class of 2020 take all PARCC assessments associated with the high-school level courses for which they were eligible* and receive valid scores, as of the September 6, 2016 effective date the amendments were adopted by the State Board of Education.

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 PARCC 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.

Please feel free to access <https://www.state.nj.us/education/assessment/parents/GradReq.pdf> for the list of assessments required for ELA and math for graduation by class for the graduating classes of 2018-2021.

Sample Course by Grade

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	Required: English I and Freshman Seminar English I Honors	Required: English II or English II Honors	Required – one of: English III or Honors English III or AP English Language and Composition	Required – one of: English IV or AP English Language and Literature
Social Studies	Required: World History Economics/Financial Literacy (2.5 credits required for graduation – taken any year)	Required: US History I or US History I Honors	Required: US History II US History II Honors	Optional: AP World History AP US History or other Social Studies elective
Math	Required – one of: Algebra I Algebra I Honors Geometry Geometry Honors	Required – one of: Geometry or Geometry Honors Algebra II or Algebra II Honors	Required – one of: Algebra II or Algebra II Honors Pre-Calculus or Pre Calculus Honors	Optional (recommended for college bound): AP Calculus Pre-Calculus or Pre Calculus Honors



Science	Required: Biology or Biology Honors	Required: Environmental Science/ Chemistry or Chemistry Honors	Required – one of: Physics or Physics Honors Environmental Science or Environmental Science Honors	Optional recommended for college bound): AP Biology Physics Physics Honors Anatomy & Physiology
World Language	Required: WL Level 1, or 2 French, Spanish, Italian, Punjabi, Heritage Speakers of Spanish)	Required: WL Level 1, 2, 3	Optional (recommended for college bound): WL Level 1, 2, 3, 4	Optional (recommended for college bound): WL 1, 2, 3, 4 or AP Level
Health/PE	Required: Health/PE 9 Fitness/Conditioning	Required: Drivers Theory/PE 10	Required: Health/PE 11	Required: Health/PE 12
Electives	Art/Music (5 credits required for graduation – taken any year)	21 st Century Life Skills (5 credits required for graduation – taken any year)	Elective chosen from Visual and Performing Arts, 21 st Century Life Skills or additional academic program depending on post secondary plans	Elective chosen from Visual and Performing Arts, 21 st Century Life Skills or additional academic program depending on post secondary plans

TIMETABLE FOR COLLEGE-BOUND STUDENTS

FRESHMAN YEAR

January – Inquire through your counselor about enrolling for Honors and Advanced Placement course placement.

Spring – Review with your counselor and parents your course selection sequential plan to insure that by graduation you will have satisfied all college preparatory course requirements.

SOPHOMORE YEAR

October – Take Preliminary SAT 1 (PSAT): REASONING TEST.

February – Review college preparatory course sequence with your counselor and parents.

JUNIOR YEAR

Enroll in College Seminar Class

October – Take Preliminary SAT I (PSAT): REASONING TEST.

January-March – Counselors will be conducting post-high school planning conferences

May – Take SAT I: REASONING TEST.

SENIOR YEAR



September – Begin the college application process

COLLEGE PLANNING

Selective colleges and universities use specific academic criteria to evaluate applicants. Students planning to attend college after high school, therefore, are encouraged to consider:

- **Strength of academic program**—Many colleges require high school transcripts that show 4 years of Mathematics, 4 years of Social Studies, 4 years of Science, and/or 4 years of World Language for applicants. These requirements exceed high school graduation requirements. Therefore, the decision to take fewer academic courses can negatively impact one’s chances for admission. Similarly, colleges will evaluate the rigor of courses taken. Additional consideration will be given to students who complete more challenging coursework.
- **Testing results**—Students should plan to take the SAT Reasoning Test and/or ACT in the spring of the Junior Year and the fall of the Senior Year. Some colleges require the SAT Subject Tests and occasionally AP exam results.
- **Recommendations**—Colleges require a letter of recommendation from your school counselor and often, upon request, a letter from one or more teachers. Consider this fact as you work to develop positive relationships with your counselor and teachers.
- **Nonacademic activities**—Colleges consider how you engage the community beyond the classroom. Involvement in school sports, clubs/activities, community service, and part-time employment reflect positively on you during the admissions process.

COURSE SELECTION PROCESS

Student schedules are developed in the spring and summer of each year. The process includes input from students, parents, teachers, counselors and administrators. Students are expected to honor their commitments and to attend and satisfactorily complete the courses in which they enroll during counseling conferences. Students have an opportunity during the last week of August to meet with their counselors regarding any schedule changes. Any change in the student’s program will require the approval of the administration.

Requests for changes made after the building of the master schedule will be considered for educationally sound reasons according to the guidelines listed below. Students will be denied the request for change when assignment would exceed the maximum class size policy or when student enrollment drops below the Board of Education minimum. The Board of Education reserves the right to offer or not offer particular courses and/or programs depending upon enrollment and other conditions.

Scheduling Change Procedure During the first week of school, only those schedule changes needed to complete a schedule will be addressed. The following schedule change policy is



designed to resolve conflicts or correct errors with student schedules and to promote an orderly beginning of the school year:

- Schedule corrections will be made on a priority basis for students without schedules.
- Students whose schedules show major problems (no Physical Education, no English, etc.) will be addressed next.
- If there is a need to correct an error in the schedule, e.g. a missing course, two or more courses in conflict or failure in a pre- requisite course.
- If there is a recommendation from the Child Study Team.
- If there is a recommendation from an administrator for disciplinary, attendance or instructional reasons.
- If a student is repeating a course and is assigned to the same course and teacher.
- If there is a request made by the professional staff.
- Students who request schedule changes, other than those mentioned, may see their guidance counselor during the second full week of school to get advice.
- In exceptional cases, an appeal may be made to the Principal.

Student initiated schedule changes will not be considered for any of the following reasons:

- If the course content or standards differ from student expectations or the course is not needed for graduation.
- If the student does not like a given teacher or the student has a last minute preference for some other subject.
- If the student or parent wishes the student to be with friends.
- No changes for lunch or gym periods.

All schedule changes must be completed within 15 school days from the start of the school year. Deadline for any level course changes, e.g. Honors to a CP course, will be the last day of the first marking period. All second semester course selections or changes must be completed during the first 15 school days. All schedule changes will be at the discretion of the administration.

Level Changes - Parents may waive their son/daughter into courses even though the subject area teacher and/or counselor are not in agreement. Students waived into a course must remain in that course for the entire first marking period and maintain a grade average of B+. Note: If the desired lower level course is filled, the student must remain in the waived class for the entire year. Changes from one level of a course to another level of the same course must be completed within 15 school days from the start of the school year, provided a waiver has not been submitted and signed by the parent.



Course Drop/Add Policy -The selection of courses by students is one of the most important events in a student's high school career. It is not only important because it affects career goals but it also determines staffing and how financial resources are allocated. For these reasons, the dropping or adding of courses in a student's schedule will be considered only under extenuating circumstances. It is strongly recommended that students and parents thoroughly review required course offerings, elective course offerings, pre- and co-requisites before finalizing course selections.

Vocational Planning - The Carteret Board of Education will provide tuition and transportation for students in grades 9-12 who wish to attend the Middlesex Vocational Technical Schools. The Satellite Program offers an opportunity for students to obtain vocational schooling for a career on a half-day basis while still meeting academic requirements at Carteret High School.

While being an integral member of their own community high school, students are eligible for a local high school diploma and all extra-curricular activities. The Carteret Board of Education will provide tuition and bus transportation for students in grades 9-12 who wish to attend the Middlesex Vocational Technical Schools.

DEFINITION OF COURSE LEVELS

Advanced Placement Courses - currently offered in Biology, English, History, Spanish, Art, Psychology, and Calculus, with the Advanced Placement Test given in May of each academic year. These courses follow criteria of the Advanced Placement Program. Additional AP courses are offered online and are paid for by the Carteret Board of Education. Students of very high academic ability are recommended by teachers and/or counselors, as well as through screening assessments. Students in the accelerated program typically make a natural progression to the Advanced Placement offerings. Students who successfully complete the program may be eligible for college credits or advanced placement at the college level. It is recommended that students take no more than two AP courses at the same time. Any waiver of any of the recommendations must be approved by the principal. It is recommended that students who enroll take the



Advanced Placement Test and must do so at their own expense.

Honors Students scheduled into accelerated courses are consistently high achievers. Courses are fast-paced and more academically challenging than regular course offerings. Students who wish to continue in the Honors Program must meet the following criteria: teacher recommendation, “B+” or better in previous Honors course and completion of the Honors summer assignment.

College Prep (CP) - College Preparatory subjects are standard high school courses and are available in all core subject areas.

General Education/Electives

General Education courses introduce students to the fundamental principles, concepts, vocabulary and methods essential for the acquisition of knowledge and skills basic to the field of study. These courses prepare students to communicate effectively using written and oral or signed communication skills.

General Information

Naviance Family Connection Course Planner - All students are expected to keep an electronic version of their yearly and 4-year course plan in Naviance Family Connection. School counselors will work with students, and parents who attend the Course Planning Meeting, to review how to use the tool and update it annually.



Attendance The Board of Education, in compliance with the State, has an attendance policy which requires regular attendance in order for a student to be awarded full credit for any course. Failure to attend class regularly may result in an automatic grade of F. Carteret High School's policy is described in detail in the Student Handbook. Excessive unexcused absence is defined as:

- 20 cumulative unexcused absences per full-year course
- 15 cumulative unexcused absences per trimester course
- 5 cumulative unexcused absences per quarter course
- 4 tardies is equivalent to one absence

GRADING SYSTEM

Grade Numerical Equivalent (Achievement is indicated by letter grades)

The following grading scales and indicators shall be used:

A+ = 96-100



A = 90-95

B+ = 86-89

B = 80-85

C+ = 76-79

C = 70-75

D = 65-69

F = 0-64*

Grade Point Average

A Grade Point Average (or GPA) is a measure of academic achievement and is based on the final grades a student earns at the end of each school year. The GPA is cumulative, meaning it updates annually. The updated GPA is made available to students annually on Naviance Family Connection. It is highly recommended that each student set a GPA goal and monitor their progress toward reaching that goal. All students should strive to earn a 3.0 (B average) or higher.

How to Calculate the GPA A GPA is calculated in 3 steps:

1. Determine the “Quality Points” for each individual course by multiplying the GPA Points/Weight of the grade earned by the Number of Credits assigned to that course.
2. Add up all “Quality Points” earned and all “Credits Earned” (or “anticipated credits to be earned” if using Marking Periods grades to obtain an early GPA estimate).
3. Divide the “Total Quality Points” by the “Total Credits Earned”.

GPA Weight Table				
Grade	CP	Honors	AP	Numerical Value
A+	4.3	4.8	5.3	96-100
A	4.0	4.5	5.0	90-95
B+	3.3	3.8	4.3	86-89
B	3.0	3.5	4.0	80-85
C+	2.3	2.8	3.3	76-79
C	2.0	2.5	3.0	70-75
D	1.0	1.5	2.0	65-69
F	0	0	0	0-64

Honor Roll Recognition

Each marking period students will be recognized for their academic achievement. Students receiving all A's are placed on the Principal's List and those receiving all A's and B's are placed on the Honor Roll.



Class Rank

The students' weighted GPAs are calculated for the senior class. The class rank is released in late September of each school year.

EXTRA- & CO-CURRICULAR ACTIVITIES

Interscholastic Sports

Fall	Winter	Spring
Football	Basketball (Boys)	Baseball
Cheerleading Tennis (Girls)	Basketball (Girls)	Softball
Soccer (Boys)	Bowling (Co-ed)	Track and Field (Boys)
Soccer (Girls)	Wrestling	Track and Field (Girls)

Eligibility Requirements for Carteret High School Athletics:

First Semester - To be eligible for athletic competition, a student must have passed 30 credits during the immediate preceding school year, including summer school, to be eligible for the first semester (Fall and Winter). In addition, a student will be ineligible to participate if they have failed more than one subject at the end of the previous school year.

**Note: The first semester rule applies to incoming freshmen as they cannot fail more than one subject*

Second Semester - As of January 31

All students must be passing 15 credits and not have failed more than one subject from the 1st semester to be eligible for the second semester (Spring).

Co-Curricular Clubs & Activities *

**Band/Chorus/ Play/Freshman Class/Sophomore Class/Junior Class/Senior Class/
Student Council/National Honor Society/National World Language Honor Society/
School Play & Musical/SADD/French Club**

**History Club/Spanish Club/Italian Club/Carteret Football Club/Filipino Club/CHS
Event Staff Club/Yearbook/Pathways**

** pending Board of Education approval and funding*



CARTERET HIGH SCHOOL ALMA MATER

In every heart there is a love Splendid and true,
wrought from above Sing, every son and
daughter sing! Loyal to you we'll ever be; To you
we raise this melody; Let every voice in glory
ring. All hail, all hail your glorious name, Dear
Carteret High, we love you! Courage to you, that
you may bring Courage to us in everything. Hail
to your glorious name!

By Milton Rabinowitz 1937 Arthur Stupar 1937

Traditions, Colors & Alma Mater "Ramblers" is the school nickname. The colors of Carteret High School are royal blue and white.



The Health and Physical Education program at Carteret High School fosters the development of healthy attitudes and behaviors as well as promotes a variety of physical activities designed to enhance fitness for all students. In accordance with the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education, the program will: encompass health services, create a healthful environment and incorporate diverse health and physical education programs throughout the school year. The department focuses on the concepts of wellness, cooperation and teamwork to promote lifelong health and wellness.

PHYSICAL EDUCATION: Grade 9 - 4 Credits

HEALTH/GENERAL HEALTH: Grade 9 - 1 Credit

The focus of this course is to increase attention to student growth and maturity through a series of physical activities designed to enhance self-esteem and to encourage participation in physical activity. A variety of assessments of physical fitness will take place through research, alternative assessments and pre- and post-test modulations. Students will develop accountability for measuring and evaluating their own fitness levels.

Health: Students will engage in readings and hands-on activities which support the physical, social, emotional and intellectual dimensions of wellness. An understanding of what factors in life add to the general concept of wellness and can detract from it is explored.

PHYSICAL EDUCATION: Grade 10 - 4 Credits

DRIVER ED: Grade 10 – 1 Credit

The focus of this course is to allow students to display growth and maturity through a series of new and exciting opportunities to express one's self in physical activity. Assessment of physical fitness will take place in pre- and post-test modulations. Students will develop accountability for measuring and evaluating their own fitness levels.

Health: Driver Education offers students the opportunity to discuss good driving attitudes, which are essential for safe driving. The theory portion of driver education consists of 30 hours of classroom instruction. Some of the topics discussed in class are: New Jersey permits, insurance issues, the New Jersey school bus law, the New Jersey point system, defensive driving, rules of the road, seatbelt use, alcohol, drugs and driving, attitudes and consideration of other drivers. There will also be a study of practical aspects of driving, such as parking and local traffic trouble spots. As a courtesy to our students, the New Jersey State Driving Test will be given upon completion of the driver's manual portion of the curriculum.

PHYSICAL EDUCATION: Grade 11 - 4 Credits

HEALTH: Grade 11- 1 Credit

This course fosters student growth and maturity through a series of opportunities to express one's self in a variety of physical activities. Assessment of physical fitness will take place in pre- and post-test modulations. Students will develop accountability for measuring and evaluating their own fitness levels using a variety of technologies.

Health: This course aims to increase students' knowledge about the physical, social, emotional and intellectual dimensions of wellness. Careers in health and physical wellness are integrated into the course. In addition, each public high school in New Jersey is required to ensure that information



about the benefits of organ and tissue donation is included in the Core Curriculum Content Standards for Comprehensive Health and Physical Education for grades 9-12.

PHYSICAL EDUCATION: Grade 12 – 4 Credits

HEALTH/FAMILY LIFE –Grade 12 - 1 Credit

increasingly challenging opportunities to express one's self in physical activity. In this, the final year of high school, the focus is on providing individual activities to maintain lifelong positive health and fitness practices. Assessment of physical fitness will take place in pre- and post-test modulations. Students will develop accountability for measuring and evaluating their own fitness levels using a variety of technologies.

Health: This course engages students in the study of human sexuality and the importance of relationships and responsibilities related to human sexuality. It is based on current trends in scientifically-based research and physical and mental health knowledge. Through class participation and research, students explore the way the human reproductive system works, sexual orientation, pregnancy and childbirth, methods of birth control, sexual hygiene and disease control, particularly the AIDS virus. Emphasis is upon classroom discussion, research and skill practice in critical thinking and problem solving. The course incorporates the use of technology and encourages students to research and use valid and reliable sources of health information.



ENGLISH

The English curriculum provides a foundation in each of the language arts. Courses in Grades 9, 10, 11, and 12 survey Contemporary/Classical, American, British and World Literature respectively. Elective courses are offered in the areas of journalism/publishing and theatre, art & film to meet the varied interests of students. Summer reading assignments prior to entering all grade level Honors and AP courses are mandatory.

ENGLISH 1- Grade 9 - 5 Credits

Prerequisite: Successful completion of Grade 8 English

The Language Arts curriculum for the ninth grade student is designed to enhance the English skills of composition, grammar, literature and vocabulary. The curriculum is designed to ensure that students read classical and modern literature and to be an introduction to various genres of literature with an emphasis on Contemporary/Classical Literature featuring works from outside the United States. The use of a variety of technologies in research activities is integrated throughout the curriculum. Students are required to complete a research paper.

HONORS ENGLISH 1 -Grade 9- 5 Credits

Prerequisite: Successful completion of 8th grade Honors English OR sufficient score on the school administered essay entrance exam and Teacher Recommendation.

The Language Arts curriculum for the ninth grade honors course is designed to complete additional readings, literary analysis and writing. Admission to this course requires the completion of a summer assignment as determined by the English Department. The honors curriculum is designed to ensure that students read classical and modern literature and to be an introduction to various genres of literature with an emphasis on Contemporary/Classical Literature featuring works from outside the United States. The use of a variety of technologies in research activities is integrated throughout the curriculum. Students are required to complete a research paper. (High intensity)

ENGLISH 2 – Grade 10- 5 Credits

Prerequisite: Successful completion of Language Arts 1 or English I.

Students engage in a review of the fundamentals of writing effectively and refine their skills through practices of written compositions. This course of study serves as the foundation of American Literature, tracing the origins and growth of various pieces of literature and examining common themes, determining author's intent, theme and intended message. Students are required to complete a research paper. A continuous focus for this course is study skills.

HONORS ENGLISH 2 – Grade 10-5 Credits

Prerequisite: Successful completion of Honors English 1 OR sufficient score on the school administered essay entrance exam and Teacher Recommendation.

English II Honors expands upon the skills introduced in English I Honors and serves as the foundation of American literature. Students will engage in various modes of writing with emphasis on prose writing, including analytical essays and critical analyses. The students engage in outside research and read supplementary novels and plays. Students must complete a research paper as a requirement of this course. A summer assignment, as determined by the English Department, must be completed prior to entering this course. (High intensity)

ENGLISH 3 – Grade 11- 5 Credits

Prerequisite: Successful completion of CP English 2



The English III course expands upon the skills introduced the preceding school year. Students will engage in various modes of writing with continued emphasis on exposition and style. This course will survey major works of British Literature, both fiction and non-fiction. In addition, the course reinforces PARCC, SAT, and other standardized test-taking skills. Students must complete a research paper.

HONORS ENGLISH 3 – Grade 11- 5 Credits

Prerequisite: Successful completion of Honors English 2 OR sufficient score on the school administered essay entrance exam and Teacher Recommendation.

The English III Honors course expands upon the skills introduced in Honors English II. Students will engage in various modes of writing with emphasis on prose writing, including analytical essays and critical analyses. The students engage in outside research and read supplementary novels and plays. Students must complete a research paper as a requirement of this course. A summer assignment, as determined by the English Department, must be completed prior to entering this course. (High intensity)

ENGLISH 4--Grade 12- 5 Credits

Prerequisite: Successful completion of CP English 3

This English Course provides a survey of World Literature. It emphasizes skill development in the area of reading, writing, speaking, and listening, as well as, an appreciation of world cultures and their influences on society today. Students prepare a variety of oral and written assignments, including analysis of literature, using primary and secondary sources of information, as well as, computer generated sites. Course activities require study various pieces of literature and examining common themes, and research skills, analysis of college preparation vocabulary, determining author's intent, theme and intended message. Writing assignments will develop students' written expression and language skills through the writing process. Students must complete a research paper as a requirement of this course. The use of a variety of technologies in research.

HONORS ENGLISH 4: Grade 12- 5 Credits

Prerequisite: Successful completion of Honors English 3 OR sufficient score on the school administered essay entrance exam and Teacher Recommendation.

The English IV Honors course expands upon the skills introduced in Honors English III. Students will engage in various modes of writing with emphasis on prose writing, with emphasis on analytical essays and critical analyses. The students engage in outside research and read supplementary novels and plays. Students must complete a research paper as a requirement of this course. A summer assignment, as determined by the English Department, must be completed prior to entering this course. (High intensity)

AP LITERATURE & COMPOSITION: Grade 12 -5 Credits

Prerequisite: Placement based on standardized testing, school administered essay entrance exam, and previous year's teacher recommendation

Advanced Placement (AP) English Literature and Composition is a college-level course that integrates analytical reading, thinking, and writing. Students in AP English Literature and Composition read, discuss, analyze, and evaluate fictional literature from various genres and historical periods. Throughout the course of study, students develop the close reading and writing skills that are necessary in college and in a competitive global market. This course implements the approach to literary study developed by the College Board's AP program. This approach involves students in "learning how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value," (The College Board, English :Literature and Composition Course Description) Unlike other courses, which usually



cover the history or development of a specific nation's literary tradition, AP English Literature and Composition is neither chronologically organized nor confined to texts from a particular geographic provenance; rather literary texts are selected to represent a variety of cultures. The literary texts selected in this curriculum reflect the richness of cultural diversity in our public schools. (High intensity)

Read 180: Grades 9-12 -5 credits

Prerequisite: Placement based on Testing

The Language Arts curriculum is designed to enhance the English skills of composition, grammar, literature and vocabulary. READ 180 is a specialized reading course that is designed to target reading skills that students need to be good readers. This program, combined with teacher instruction and will allow you the opportunity to make substantial gains in your reading ability by developing necessary skills. The course offers instruction and practice in decoding words, spelling words, vocabulary development, comprehension, and fluency.

Freshman Seminar: Grade 9 – 5 credits

Freshman Seminar is a required course designed to promote a successful transition between middle school and high school. This cornerstone course will develop study skills and enhance student's ability to be met with success in high school.

SENIOR ENGLISH 1 and 2: Grade 12 - 2.5 Credits

Prerequisite: Placement based on Testing.

This course is a writing intensive course designed to improve critical thinking, reading, and writing skills. Students are placed in this class based on their grade on the PARCC assignments. In this class, students will create a portfolio required by the NJBOE to ensure graduation for each student.

Portfolio Supports S1 and S2: Grade 12 – 2.5 Credits

This course is designed to assist students in preparing their portfolio for high school graduation.

ENGLISH LANGUAGE LEARNERS:

ESL (A): Grades 9-12- 10 Credits



Prerequisite: Placement based on IPT Results

The English as a Second Language program provides non- English speaking students with the opportunity to develop the communication skills needed to develop proficiency in each area of language arts. Additionally, academic support is offered to students to assist in their acclimation to their mainstream subjects. A district approved standardized test is administered upon entry and twice yearly to monitor each student's individual progress. (High Intensity)

ESL (B): Grades 9-12 - 10 Credits

Prerequisite: Placement based on Testing

The English as a Second Language program provides non- English speaking students with the opportunity to develop the communication skills needed to develop proficiency in each area of language arts. Additionally, academic support is offered to students to assist in their acclimation to their mainstream subjects. A district approved standardized test is administered upon entry and twice yearly to monitor each student's individual progress. (High Intensity)

ESL (I): Grades 9-12 - 10 Credits

Prerequisite: Placement based on Testing

The English as a Second Language program provides non- English speaking students with the opportunity to develop the communication skills needed to develop proficiency in each area of language arts. Additionally, academic support is offered to students to assist in their acclimation to their mainstream subjects. A district approved standardized test is administered upon entry and yearly to monitor each student's individual progress.

ENGLISH ELECTIVES

MYTHOLOGY: Grades 9-12 - 2.5 credits

This course introduces classical, Norse, and medieval mythology through the study of themes and narratives that emphasize the importance of mythical elements to the modern world. Students will be able to describe some of the most significant literary readings of western mythology and how these texts reflect challenges faced by students in their application of mythological themes to other mediums.



JOURNALISM: Grades 10-12 -5 credits

This course focuses on the skills and techniques required for publishing in a timely and professional fashion. Students will be required to interview, research, compose, revise, edit and layout articles using technology and a variety of other resources. It is recommended for students who are skilled in composition, computer technology and/or photography and who are able to work independently in a responsible fashion. Objectives include demonstrating knowledge and competent performance in journalism, photography, layout design, computer publishing software and marketing in the creation of publications such as school newspaper, literary magazine and/or the yearbook. Students are graded based upon their contributions and participation towards deadline submissions. (High Intensity)

SAT PREP: Grades 10-12 - 2.5 credits

SAT Prep is a course designed to help prepare students for the SAT test. In addition to reviewing the basic verbal and mathematical skills assessed on the SAT test, students have access to test-taking strategies specific to the exam, real student work samples with explanations, grading rubrics for peer and self-assessment, practice tests with complete multiple-choice assessments, essays prompts, and study resources. Instruction, followed by collaborative, guided, and independent practice, provides the foundation for the course. Students spend nine weeks working on the verbal and writing component of the SAT and nine weeks working on the mathematics component of the SAT. Upon successful completion, students will possess the tools necessary to complete the SAT to the best of their ability.

INTRODUCTIN TO ACTING: Grades 9-12 – 2.5 credits

Students will learn the basic skills necessary for theatrical production including scene interpretation and development, monologue and ensemble performance, basic blocking, scriptwriting and an introduction to theatre, art & film. This course focuses on the application of stage and performance principles including design, construction and operation of scenery, sound, lighting, make-up, costume, props and stage management. The course is designed as a practical approach to providing students with the fundamental skills of the dramatic arts with a strong focus on analysis and performance of dramatic works.

THEATER PRODUCTION: Grades 9-12- 2.5 Credits

Prerequisite: Introduction to Acting

Students will expand upon what was learned in theater one and continue learning the basic skills necessary for theatrical production including scene interpretation and development, monologue and ensemble performance, basic blocking, scriptwriting and an introduction to theatre, art & film. This course focuses on the application of stage and performance principles including design, construction and operation of scenery, sound, lighting, make-up, costume, props and stage management. The course is designed as a practical approach to providing students with the fundamental skills of the dramatic arts with a strong focus on analysis and performance of dramatic works.

CREATIVE WRITING: Grades 10-12 - 2.5 Credits

Students in this course will experiment with two creative genres—poetry and fiction—as a means of developing different imaginative approaches to experience. The emphasis will be on generating a lot of raw material, getting familiar with some of the basic strategies for reading and talking about others' writing, and advancing a portion of your total work toward completion.



TOMORROW'S TEACHERS: Grades 11-12- 5 Credits

Prerequisite: Successful completion of core classes

Tomorrow's Teachers is an innovative course designed to attract talented young people who possess exemplary interpersonal and leadership skills to consider a career in teaching. The program seeks to provide high school students insight into the nature of teaching, the problems of schooling, and the critical issues affecting the quality of education in America's schools. Through the study of a variety of texts, discussion, and classroom observation, students will learn about the profession of teaching. Tomorrow's Teachers includes three themes for the school year: Experiencing Learning; Experiencing the Profession; Experiencing the Classroom. The course culminates with a six week field experience program, where the students travel to other schools in the district and work with teachers to gain hands on experience. In addition to the field experience, each student will also create a culminating teaching portfolio. This course is offered to students in their Junior or Senior year and is an Honors level course, with a possibility to extend to the collegiate level. Students who choose to can earn three transferable college credits through Kean University. The University fee of \$250, which includes three college credits (credits are listed as elective credits), all fees and the use of college facilities, is paid for by the student and is optional.

SOCIAL STUDIES

The State of New Jersey requires one year of World History and Cultures and two years of United States History. The Social Studies curriculum includes a variety of electives which are designed to provide students the opportunity to pursue further knowledge and skills which correspond to specialized Social Studies fields.

WORLD HISTORY: Grade 9 - 5 Credits

Prerequisite: Successful completion of Grade 8 Social Studies.

The World History course chronicles the significant events and issues of civilization from the Age of Global Encounters (1400-1750) to the Modern World Era (1945-present). This course links the past and the present through the exploration of key historical themes. Students employ prior learning to enhance in-depth discussion of past civilizations and their crucial role in the



development of our own diverse society and culture. Writing, speaking and listening skills, and interpretation of written documents are integrated through class discussions and oral presentations.

WORLD HISTORY HONORS: Grade 9 - 5 Credits

Prerequisite: Successful completion of Grade 8 Social Studies, results of statewide testing, and teacher recommendation.

The World History Honors course is a rigorous course which explores the significant events and issues of civilization from the Age of Global Encounters (1400-1750) to the Modern World Era (1945-present). Students acquire the strategies necessary to gather, analyze and comprehend information and use critical-thinking, decision-making and problem-solving skills to formulate conclusive opinions. The study of geography and interdisciplinary connections relate history to the arts, economics and science enabling students to grasp the interrelationship between and among them. The use of a variety of technologies is integrated throughout the curriculum.

AP WORLD HISTORY: Grades 11-12 5 Credits

Prerequisite: Successful completion of U.S. History I is required to take the Advanced Placement World History AP exam when it is given in the spring.

This AP course designed to teach students to apply historical thinking skills including the ability to craft arguments from evidence; describe, analyze and evaluate events from a chronological perspective; compare and contextualize historical developments; and analyze evidence, reasoning and context to construct and understand historical interpretations. The course is a survey of human history from the Paleolithic Age through Modern Times. The AP syllabus allows students multiple opportunities to evaluate numerous documents and resources from thousands of cultures, from every corner of the world. **Students who take this course are required to take the Advanced Placement World History exam when it is given in the spring.**

U.S. HISTORY I : Grade 10 - 5 Credits

Prerequisite: Successful completion of World History.

The U.S. History I curriculum chronicles the birth of the United States beginning with an analysis of the founding of the first settlements and colonies by European powers in North America. The course continues to examine the advancement of the United States through the 19th century as she develops and strengthens a national identity as well as a role in world affairs. The objectives and competencies include history, geography, economics, civics, science and the arts from a diverse perspective, enabling students to grasp the interrelationship between and among them.

U.S. HISTORY I HONORS: Grade 10 - 5 Credits

Prerequisite/Grade 10: No grade less than “85” in World History Honors OR no grade less than “90” in World History; recommendation of World History/World History Honors teacher.

The U.S. History I Honors course is a rigorous curriculum designed to challenge students and to help prepare them to pursue AP Social Studies courses. Honors students will be expected to complete



research papers, document based assessments and analyze outside readings and primary source documents while following a similar curriculum to US History I.

U.S. HISTORY II: Grade 11 - 5 Credits

Prerequisite: Successful completion of U.S. History I.

Chronicles the development of United States history and culture from the Gilded Age to the present. The course builds upon prior learning from U.S. History I and examines the United States struggle to understand its new role in the ever-changing world both domestically and abroad.

U.S. HISTORY II HONORS: Grade 11 - 5 Credits

Prerequisite: No marking period grade less than "90" in CP U.S History 1 OR No marking period grade less than "85" in Honors U.S History I; recommendation of US History I/US History I Honors teachers.

U.S. History II Honors offers students the opportunity to study the significant events and developments from the Gilded Age through the present in greater depth. Students will be assigned supplemental readings in order to compare, contrast and evaluate the interpretations of various historians. Assignments will be comprehensive. The ability to analyze and synthesize historical material is essential. A research paper is required; therefore, reference skills and critical-thinking are stressed.

AP US HISTORY ONLINE: Grade 12 - 5 Credits

Prerequisite: B+ or better in all history classes and teacher recommendation.

This is an online course designed to teach students to apply and use critical-thinking, decision-making and historical problem-solving skills including the ability to craft arguments to formulate conclusive opinions. Students learn how to evaluate primary and secondary source materials, as well as how to weigh the evidence and interpretations presented in historical scholarship. Students will describe, analyze and evaluate geography and interdisciplinary connections; relate history to events from a chronological perspective. The use of a reasoning and context to construct and understand historical variety of technologies is integrated throughout the curriculum. **Students who take this course are required to take the Advanced Placement History exam when it is given in the spring.**

INTRO TO PSYCHOLOGY: Grades 9-12 - 2.5 Credits

The objective of the course is to provide students with in-depth knowledge of psychology through the study of its history, methods, the brain, human development, and sociocultural influences. The student will have opportunity to enroll in the Intro course and continue with Psychology (part 2) the following semester.

PSYCHOLOGY: Grades 9-12 - 2.5 Credits

Prerequisite: B+ or better in INTRO TO PSYCHOLOGY and teacher recommendation.

The objective of the course is to provide students with in-depth knowledge of psychology through the study of cognitive processes, states of consciousness, personality and conflicts, psychological disorders, and therapy. This is the second part of the psychology elective offered at CHS.

AP PSYCHOLOGY: Grades 11-12 - 5 Credits



Prerequisite: B+ or better in all history classes and teacher recommendation.

This is a rigorous course that discusses in-depth information about personal and others' behavior. This series will prepare students to pass the AP Psychology Exam for college credit; it is recommended that students take both courses of the series before taking the exam. It is also recommended that students take an introductory psychology course before enrolling in this series. This is the first course in a two-part Advanced Placement Psychology series (AP PSY 059 and AP PSY 060).

Students who take this course are required to take the Advanced Placement Psychology exam when it is given in the spring.

AFRICAN-AMERICAN HISTORY: Grades 9-12 - 2.5 Credits

Through the course lectures, required readings and discussions, students will acquire a fuller understanding about the historical development and social construction of Black America: what African Americans have thought about themselves and the larger society, how they have evolved as a community with a distinct culture from slavery to the twenty first century, and where they may be going as a people.

FINANCIAL LITERACY: Grades 9-12 - 2.5 Credits

This course is required for graduation and will emphasize finance, economics, business, and entrepreneurial literacy as it applies to everyday life situations. Personal decision-making regarding budgeting, career choices, investments, loans, and insurance will be covered.

GLOBAL LOGISTICS AND SUPPLY MANAGEMENT: Grades 9-12 - 5 Credits

This course engages students in solving contextual problems related to the concepts of supply chains, what house location, contingency planning, insourcing and outsourcing, and expanding existing supply chains. The concept form the basis of global logistics and supply chain management and help students understand how professionals examine options to maximize the use of resources across distribution networks.

COMICS + AMERICAN HISTORY: Grades 9-12 – 2.5 Credits

This semester long history elective covers the evolution of American superheroes and social history. The main goal of the course is to increase the reading and comprehension skills of all students who take the course. Over the last 150 years comic books have been a window to American culture. They reflect language, social issues of the day and problems Americans faced in each major era of American History. Social issues to be covered in the course include Nuclear Power Controversy, Civil Rights Movement, and Women's Rights, Alcoholism, Drug Addiction, LGBT issues, Unemployment, The Cold War, Nazism, Counter Culture Movement of the 60s and Beatniks 50's.

HOLOCAUST/GENOCIDE WESTERN WORLD: Grades 9-12 - 2.5 Credits

This semester long elective is based on the New Jersey State Holocaust Commission Curriculum. The course is an intense survey of inter-war Germany, and the conditions that allowed the Nazis to come to power. The course covers the Nazi regime from its beginning , through the end of the war. The elective is broken down into 9 units, which allow the student to gain insight to the many facets of the Holocaust as a crime against humanity. Students will analyze documents, read



survivor accounts, conduct internet based activities, and view various films and documentaries on the subject.

HOLOCAUST/GENOCIDE EASTERN WORLD: Grades 9-12 - 2.5 Credits

The first unit covers the Rape of Nanking and the war crimes committed by the Japanese armed forces during WWII. The second unit covers the Russian and Soviet Empires from 1500-1990. The course finishes with a review of modern genocides, such as Rwanda 1994, the Balkans 1995, Cambodia 1970's, and Native American Displacement, amongst others. The goal of this course is to discover less talked about genocides, and evaluate America's roles and responsibilities in international politics, especially in a post 9/11 world.

LATIN AMERICAN CULTURE: Grades 9-12 - 2.5 Credits

Interdisciplinary introduction to contemporary Latin America, drawing on films, literature, popular press accounts, and scholarly research. Topics include economic development, ethnic and racial identity, religion, revolution, democracy, transitional justice, and the rule of law. Examples draw on a range of countries in the region, especially Mexico, Chile, and Brazil. Includes a heavy oral participation component, with regular breakout groups, formal class presentations on pressing social issues (such as criminal justice and land tenure), and a structured class debate.

POLITICAL PROPAGANDA I: Grades 9-12 - 2.5 Credits

Political Propaganda 1 is a Social Studies based film analysis class which examines the propaganda aspects of films dealing with social issues such as race, capital punishment, gender studies, governmental corruption, the changing structures of the American family, and similar themes. Films are varied with regard to date released, genre, ethnicity of directors, and format.

POLITICAL PROPAGANDA II: Grades 9-12 - 2.5 Credits

Political Propaganda 2 is a Social Studies based film analysis class which examines the propaganda aspects of films in the following categories; Political Propaganda of the right and left, the horror/science fiction film as social commentary, socio-political definitions of heroism over the history of the United States, and a series of films on students leaving high school and the problems/solutions/decisions they face in the workplace, college, and the military.



MATH

The Mathematics Program offers a wide variety of courses to allow students to improve skills and achieve to their ability level. For advanced students, Advanced Placement courses offer an opportunity to pursue college-level work.

ALGEBRA I 9-10- 5 credits

Prerequisite: Math 8

The course begins with an introduction to variables and numerical operations and builds upon prior learning of math skills, examining different methods of solving a system of equations. Additional topics addressed in the course are: properties of sets of real numbers, graphing on a coordinate plane, slope, equations of lines, solving linear equations and inequalities, similarity, polynomials and their operations, probability, laws of exponents and algebraic problem solving. A scientific calculator is required.

ALGEBRA 1A 9-10- 5 credits

Prerequisite: Math 8 - *By Referral Only*

Not yet meeting or Partially Meeting Expectations on NJSLA 8

This course is year 1 of a 2 year Algebra program. This course coupled with Algebra 1B will cover all essential Algebra 1 concepts over a 2 year period allowing the time for intense individualized differentiation and personalization. Students enrolled in this 2 year sequence will take the NJSLA Algebra assessment during the year of Algebra 1B.

ALGEBRA 1B 9-10- 5 credits

Prerequisite: Algebra 1A

This course is year 2 of a 2 year Algebra program. This course coupled with Algebra 1A will cover all essential Algebra 1 concepts over a 2 year period allowing the time for intense individualized differentiation and personalization. Students enrolled in this 2 year sequence will take the NJSLA Algebra assessment during the year of Algebra 1B.

HONORS ALGEBRA I 9-10- 5 credits

Prerequisite: Math 8

Meets or Exceeds Expectations on NJSLA 8, Meets or Exceeds Expectations on LinkIt B/C, Meets or Exceeds on Algebra Readiness Assessment

The course begins with an introduction to variables and numerical operations and builds upon prior learning of math skills, examining different methods of solving a system of equations. Additional topics addressed in the course are: properties of sets of real numbers, graphing on a coordinate plane, slope, equations of lines, solving linear equations and inequalities, similarity, polynomials and their operations, probability, laws of exponents and algebraic problem solving. A scientific calculator is required.

ALGEBRA II 10-12 -5 credits

Prerequisite: Algebra I and Geometry

Algebra II is designed for college-preparatory students who have successfully completed Geometry. It incorporates the concepts previously learned in Algebra I with several new concepts including functions, domain, range, variation and systems of equations, matrices, inverses, logarithms, quadratic equations and polynomials.



ALGEBRA II HONORS 10-11- 5 credits

Prerequisite: Algebra I and Geometry

Meets or Exceeds Expectations on NJSLA Algebra and NJSLA Geometry, Meets or Exceeds Expectations on LinkIt B/C

Algebra II Honors is the second course in the honors level mathematics program. It is designed to meet the needs of the students who have accelerated in mathematics through an in- depth instructional approach. Topics covered in the course include, but are not limited to, functions, solving and graphing linear, polynomial, quadratic and variation equations, lines, slope, matrices, real and imaginary number systems, mathematical modeling, exponents, logarithms and trigonometry. A TI-83+ or better graphing calculator is required.

GEOMETRY 10 -1 1- 5 credits

Prerequisite: Algebra I

Students are introduced to a variety of precisely-stated vocabulary including basic definitions, theorems and postulates and incorporate such vocabulary into problem-solving. Other units include types of geometries, conditional statements, congruence, similarity, parallelism, perpendicularity, graphing, angles, quadrilaterals, triangles, polygons, circles and three- dimensional solids and surfaces. A scientific calculator is required.

GEOMETRY HONORS 9-10 -5 credits

Prerequisite: Algebra I

Meets or Exceeds Expectations on NJSLA Algebra, Meets or Exceeds Expectations on LinkIt B/C

Geometry Honors is a rigorous program designed to meet the needs of highly self-motivated students who accelerate in mathematics. It is expected that students have the goal of taking Calculus as eleventh or twelfth graders. The honors geometry course introduces students to a more in-depth look at planes, three-dimensional objects and similarity. Emphasis in this course is on, writing, critical-thinking, problem-solving and participation in cooperative activities. A scientific calculator is required.

PRE-CALCULUS HONORS 11 – 12- 5 credits

Prerequisite: Algebra II

Meets or Exceeds Expectations on NJSLA Algebra II, Meets or Exceeds Expectations on LinkIt B/C

Pre-Calculus focuses on a variety of upper level mathematical concepts including types of functions, domain and range of functions, graphs of functions, behavior of functions, transformations, trigonometry and conic sections. Students are expected to utilize analytical skills to inquire and form conclusions in both an independent and collaborative work setting. Students will be required to complete a summer assignment prior to entering the class. A TI-83+ or better graphing calculator is required.

TRIGONOMETRY 10-12 -2.5 credits

Trigonometry is a field of mathematics in which the geometric properties of the angles and edges of triangles are used to measure lengths. Real-world problems involving trigonometry are common in engineering, physics, construction and design. This course is well suited for students who need sufficient



mastery of trigonometry for use in fieldwork as well as those continuing on to engineering, kinesiology, surveying and physical sciences. Intermediate algebra skills are assumed.

CALCULUS HONORS 11-12- 5 credits

Prerequisite: Pre-Calculus Honors or Algebra 2/Trigonometry

This introduction to the study of Calculus emphasizes the concepts of limits, derivatives as slopes and anti-derivatives. Students will learn such topics as advanced graphing with limits, differentiation, exponential and logarithmic functions, integration, and volume. Particular attention will be paid to real-world problems.

SENIOR MATH 12- 2.5 credits

This course is designed for students who have been identified through diagnostic testing as having difficulty on the PARCC exam. This is a semester length course that is offered during the junior and senior year and is devoted entirely to preparation for the New Jersey portfolio graduation appeal process.

SENIOR REVIEW MATH 12- 5 credits

There is a need at Carteret High School for the addition of a twelfth grade math course for the non-AP or calculus student. This five credit course is designed to reinforce the topics covered in the Algebra II course. It consists of a structured scope and sequence, introducing, reinforcing and extending topics identified by the Common Core State Standards. It will meet every day for one period. This course will prepare students for college level courses in mathematics. The course is divided into six units covering the traditional skills and concepts required for preparation for more advanced courses in mathematics.

AP CALCULUS AB 11 12- 5 credits

Prerequisite: Pre-Calculus Honors or Algebra 2 Honors/Trigonometry

B or better Final Average or Teacher Recommendation

This course is structured around three big ideas: limits, derivatives, and integrals and the Fundamental Theorem of Calculus. The concept of limits is foundational, the understanding of this fundamental tool leads to the development of more advanced tools and concepts that prepare students to grasp the Fundamental Theorem of Calculus, a central idea of AP Calculus.

AP CALCULUS BC 12- 5 credits

Prerequisite: Honors Calculus or AP Calculus AB

B or better Final Average or Teacher Recommendation

This course expands on the three big ideas of AP Calculus AB (limits, derivatives, and integrals) and the Fundamental Theorem of Calculus in additional contexts. The BC curriculum adds the the big ideas of sequences and series. Other topics include integration techniques, differential equations, parametric equations, polar equations, and vector functions.

INTRO TO COMPUTER SCIENCE 10-12 -5 credits

In this course, students will learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex



problems. This course covers the basic building blocks of programming along with other central elements of computer science. It gives foundation in the tools used in computer science and prepares students for further study in computer science, acting as a prerequisite for both AP Computer Science Principles and AP Computer Science A.

INTRO TO ROBOTICS 9-12 -2.5 credits

This course offers opportunities to explore the structures of programming such as while loops and if - then statements and at the same time students will be learning collaboration skills. Students will be working in groups of three and collaboration will be a key component to team success. Students will build and program robots to meet different types of challenges every few weeks. This course serves as a prerequisite for AP Computer Science Principles.

AP COMPUTER SCIENCE PRINCIPLES 10-12 - 5 credits

Prerequisite: Intro to Robotics or Intro to Computer Science

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

AP COMPUTER SCIENCE A 10-12 - 5 credits

Prerequisite: Intro to Computer Science or AP Computer Science Principles

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

AP STATISTICS 11 12- 5 credits

Prerequisite: Precalculus or Algebra 2/Trigonometry

The curriculum for AP Statistics is based on the recommendations laid out by The College Board and developed by the participating colleges and universities. The work completed is the equivalent of a full semester of college Statistics and is intended to be challenging and demanding. Broad concepts and widely applicable methods are emphasized. Students who take this course are required to take the Advanced Placement Statistics AP exam when it is given in the spring. A TI-83+ or better graphing calculator is required.



SCIENCE

The science department offers a wide range of courses that provides students with the opportunity to become scientifically and technologically literate.

BIOLOGY: Grades 9 & 10 - 5 Credits

This course is focused on the use of life science principles as powerful conceptual tools to make sense of the complexity, diversity and interconnectedness of life on earth. Students engage in laboratory and authentic learning experiences that encourage the application of biological knowledge to make decisions and solve problems.

HONORS BIOLOGY: 9-10 - 5 Credits

Pre-Requisite: No grade less than “A” in Grade 8 Science

This course is focused on the use of life science principles as powerful conceptual tools to make sense of the complexity, diversity and interconnectedness of life on earth. Students engage in laboratory and authentic learning experiences that encourage the application of biological knowledge to make decisions and solve problems. Students will be expected to approach scientific



investigations on a rigorous level and produce in-depth laboratory reports, as well as long-term projects in each of the four major areas.

AP BIOLOGY: Grades 11-12 - 10 Credits

Pre-Requisite: No grade less than “B” in Honors Environmental Science, Honors Biology and Honors Chemistry OR no grade less than “A” in Environmental Science, Biology and Chemistry.

Advanced Placement Biology is a college-level course offered as part of the high school curriculum for those students with strong interests in Biology and/or Science. A wide range of topics will be studied with considerable independent work in addition to the organized class work. Students are expected to have competency in Biology, Chemistry and Mathematics. Emphasis will also be placed on laboratory experiences. Students enrolling in this course are required to take the Advanced Placement Test in the Spring.

CHEMISTRY: Grade 10 - 5 Credits

Pre-Requisite: Successful completion of Biology.

This is a college preparatory course designed to acquaint students with the fundamentals of chemistry. The structure of the atom, the dynamics of chemical reactions, energy, the phases of matter, ionics, co-valents and organic functional groups are discussed. Quantitative relationships are emphasized. Laboratory experience is an integral part of the course.

HONORS CHEMISTRY: Grade 10 - 5 Credits

Pre-Requisite: No grade less than “B” in Honors Biology OR no grade less than “A” in Biology

This course is a college preparatory course that is designed for students with strong Mathematics and Science backgrounds. All topics covered in the College Prep Chemistry course are covered in more depth and with greater rigor. Additional topics not covered in Chemistry are presented as well. Students will be expected to approach scientific investigations on a rigorous level and produce in-depth laboratory reports.

PHYSICS: Grades 11-12 - 5 Credits

Pre-Requisite: Successful completion of Biology and Chemistry

The curriculum focuses on physical science emphasizing student understanding of the world and the universe. Classical physics and modern physics are covered with humanistic aspects of science showing relationships of individuals and science. Modern physics examines the study areas of mechanics, electricity and magnetism, light, atomic and nuclear physics and electronics.

HONORS PHYSICS: Grades 11-12 - 5 Credits

Pre-Requisite: No grade less than “B” in Honors Biology and Honors Chemistry OR no grade less than “A” in Biology and Chemistry

The curriculum focuses on physical science emphasizing student understanding of the world and the universe. Topics are covered with humanistic aspects of science showing interdependence. Modern physics examines the study areas of mechanics, electricity and magnetism, light, atomic and nuclear physics and electronics. A solid foundation of math and graphing skills is necessary



for the student to grasp the scientific laws and problems involved in this course. Students will be expected to approach scientific investigations on a rigorous level and produce in-depth laboratory reports.

SCIENCE: Grades 11-12 - 5 Credits

This course will emphasize the development of basic scientific skills and concepts in chemistry, physics, earth science and biology. In addition, scientific vocabulary and reading comprehension will be addressed to assist students in furthering their science education.

SCIENCE II: Grades 11-12 - 5 Credits

This course introduces students to their physical environment and its scientific exploration; topics examined in these courses include physical science, life science and earth science. These courses are designed to provide an interdisciplinary overview, introduce fundamental scientific concepts, demonstrate scientific inquiry, illustrate how hazards and resources related to these topics impact society, and increase the student's appreciation of their world .

ANATOMY & PHYSIOLOGY: Grades 11-12 - 5 Credits

This elective is designed for the student who wishes to pursue a basic understanding of the human body. This course will be divided into four areas: organization of the human body, chemistry of life, body tissues and membranes, and systems of the human body. Students will be given the opportunity to explore anatomy and physiology through diagrams, microscopes, interactive anatomy software, textbooks and videos.

FORENSIC: Grades 10-12 - 2.5 Credits

Forensic Science is an introductory course in which students will have the opportunity to explore how scientific principles are used in analyzing physical evidence found at a crime scene and to be introduced to the wide array of career choices in forensics. The fundamental objective is to teach the basic processes and principles of scientific thinking so as to apply them to solving problems that are related not only to science but to all disciplines. The focus will be to introduce students to some of the specialized fields of forensic science, the principles of science and technology upon which they are based, and the application of these principles to various analyses of crime scene evidence. This course will make science real for the CSI generation.

ZOOLOGY: Grades 9-12 - 2.5 Credits

This course is a semester long, laboratory science-elective designed to provide a well-rounded and challenging academic experience for students. Students in this course will survey the nine major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy, and physiology will be investigated. Comparative studies may be addressed during laboratory observations and dissections.

MARINE BIOLOGY: Grades 9-12 - 2.5 Credits



This course is a semester long, laboratory science-elective designed to provide a well-rounded and challenging academic experience for students. Students in this course will study polar, temperate, and tropical marine organisms and their environmental and ecological relationships. They will also examine the structure and function of marine flora and fauna using preserved and live specimens. The course includes hands-on laboratory activities and comparative anatomy.

MEDICAL TERMINOLOGY: Grades 10-12 - 2.5 Credits

Medical terminology is designed to develop in the students a working knowledge of the language of medicine. Students acquire word building skills by learning prefixes, suffixes, roots, and abbreviations. Utilizing a body systems approach, the student will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, and pharmacology. Common abbreviations applicable to each system will be interpreted. Knowledge of medical terminology enhances a student's ability to successfully secure employment of pursue advanced education in health science.

WORLD LANGUAGES

The World Language Department offers students a variety of courses ranging from beginning and courses to Level 4 level course. AP French and Italian are offered through virtual High School. The Carteret Board of Education requires all students to successfully complete 5 credits in the World Languages for graduation. Students who plan to attend competitive colleges or universities are encouraged to take a minimum of two to three years of the same language.



FRENCH I / SPANISH I /ITALIAN I/PUNJABI I: Grades 9-12 - 5 Credits

The objective of the first-year course is to develop the ability to understand, speak, read and write the language in its fundamental forms. The hearing/speaking approach is used to encourage the students to think in and to speak the language from the beginning. The course includes vocabulary, everyday expressions, and basic grammatical structures. The students read stories and dialogues that introduce the

customs and traditions of the people whose language they are studying. Class activities include memory work, presentation of short conversations, dictation in the language, tests of oral and reading comprehension, and writing of short paragraphs in the language and oral drills. Audio-visual, videos and computers are used.

FRENCH II / SPANISH II /ITALIAN II/PUNJABI II: Grades 9-12 -5 Credits

***Prerequisite: Successful completion of level one of world language course.**

The objective of the course is to develop fluency and accuracy in pronunciation, speaking, reading and writing. The course includes a review of the basic first-year structures and continues the study of the fundamentals of vocabulary and grammar. Reading assignments are longer and a more extensive study of geography, customs and culture is undertaken. Further use is made of audio-visual aids, original conversations, and memory work and guided compositions.

FRENCH III / SPANISH III /ITALIAN III: Grades 10-12 - 5 Credits

***Prerequisite: Successful completion of French II, Spanish II, or Italian II**

The students will demonstrate the ability to maintain and increase their understanding of the spoken word. The students will continue to comprehend and use the parts of speech, sentence structure and vocabulary. The students will further their ability to speak and write on matters related to reading materials, everyday personal experiences and individual creativity. In the classroom there will be heavy emphasis placed on conversation between students as well as between students and the teacher.

FRENCH IV / SPANISH IV /ITALIAN IV: Grades 11-12 - 5 Credits

***Prerequisite: Successful completion of French III, Spanish III, or Italian III**

The students will demonstrate the ability to comprehend and use, orally and in writing, the parts of speech, sentence structure and vocabulary. The student will be able to respond to factual questions and to interpret thoughts and ideas, orally and in writing, using complete sentences and correct syntax. The classroom activities will involve the students in amplifying communication skills (listening, speaking, reading and writing) in the target language.

AP SPANISH: Grade 12th - 5 Credits

Prerequisite: Successful completion with an "A" of Spanish 4

This course emphasizes communication, incorporating interdisciplinary topics, service learning and cultural/historical issues. The class is taught almost exclusively in the language.

AP FRENCH ONLINE: Grade 12 - 5 Credits

Pre-Requisite: No grade less than an "A" in French



This advanced course prepares students to take the Advanced Placement test in French. Students are required to take the AP test if they are enrolled in this course. The emphasis of the course will be in the area of the ongoing development of speaking and listening skills in conjunction with further improvement of the students' ability to read and write the world language with greater facility and accuracy. Students enrolling in this course are required to take the Advanced Placement Test in the Spring

HERITAGE SPEAKERS OF SPANISH I: Grades 9-12 - 5 Credits

Pre-Requisite: Stamp test Results and Teacher and Supervisor Referral This course is designed specifically for heritage speakers of Spanish with oral proficiency in the language.

These learners were raised in homes where Spanish was spoken. The course is designed to build on the language base students already possess. Spanish-speaking students are not viewed as using an "improper" form of Spanish that is incorrect or needs to be eliminated. Rather, their language is viewed as an extremely valid means of oral communication. The primary purpose of the course is to develop reading and writing skills, although all of four language skills (listening, speaking, reading, and writing) are emphasized via cultural activities. Students read literature in the target language.

HERITAGE SPEAKERS OF SPANISH II: Grades 9-12 - 5 Credits

Pre-Requisite: Heritage Speakers I

This course builds upon Heritage Speakers of Spanish 1 and is designed specifically for native or heritage speakers of Spanish with oral proficiency but little or no formal training in the language. The course is designed to build on the language base students already possess. Spanish-speaking students are not viewed as using an "improper" form of Spanish that is incorrect or needs to be eliminated. Rather, their language is viewed as an extremely valid means of oral communication. The primary purpose of the course is to develop reading and writing skills, although all of four language skills (listening, speaking, reading, and writing) are emphasized via cultural and community activities. Students will read literature from the target language countries, watch movies and programs from target language countries.

SPANISH ART HISTORY: Grades 9-12 - 5 Credits

This course is an introduction to art in Spain over the past five hundred years, focusing on certain topics and periods that help map out the particular nature of Spanish artistic culture. Special emphasis will be placed on the works of artists such as Velazquez, Goya, Picasso, Dali and Miro.

MANDARIN CHINESE ONLINE: Grades 11-12 -5 Credits

In this online self-paced course, students begin their introduction to Chinese by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing.



VISUAL AND PERFORMING ARTS

The Art Department at Carteret High School offers a variety of courses for students with all levels of ability. Students who want to explore art for personal enrichment or pursue art on the post-secondary level and beyond are encouraged to participate. In addition, the Music Department offers a wide variety of courses for students with all levels of ability. Students who want to explore music for personal enrichment or pursue art on the post-secondary level and beyond are encouraged to participate.

BAND: Grades 9-12 - 5 Credits

Pre-Requisite: Student must successfully have completed elementary band course or is taking private instructions, However, a student who has never played an instrument but has a strong desire to begin instrumental music instruction may enroll in the band program. Provisions are made for beginners.

The course is open to all students who desire to learn a band instrument. Band gives the less proficient student an opportunity to perform with the knowledge that he/she is aided and supported by stronger players. The band members may perform at concerts, festivals, competitions, High School football games, and other school and community functions throughout the school year in a variety of ensemble format, the primary ensemble being the Concert Band.

WIND ENSEMBLE: Grades 9-12 - 5 Credits

Prerequisite: For advanced players only. By recommendation only, based on ability and the need of the ensemble (i.e. instrument).

This course is designed to expand the understanding and awareness of an extremely wide range of musical styles, ranging from Classical, Opera, Jazz, Early Rock, Swing and Big Band, to popular styles of today's music. The focus will be placed mainly on examining the cultural importance in history of each genre, with relevant examples of each genre studied to maximize effect.

MUSIC APPRECIATION: Grades 9-12 - 2.5 Credits

Student will receive basic music theory education that will be aimed towards reading and interpreting sheet music. They will learn the basic anatomy of sheet music including (ledger lines, time/key signatures, different notes and clefs) – All Choir levels will learn the same music each semester and will sing as a whole but will have different concentrations.

MUSIC THEORY: Grades 9-12 – 2.5 Credits

This course is designed to develop skills in; reading music, listening to sounds and being able to identify and describe, discussing and analyzing music, so that beginning students will have a background to use in furthering his/her study of music. The student follows a progressive study of the writing and composing of music. Musical understandings are basic knowledge of how music works as a language and how to use this language to communicate with others.

CHOIR: Grades 9-12 - 2.5 Credits

Choir is a one semester course for the motivated and musically talented student. The ensemble performs at a high level of proficiency. Students must show evidence of utilizing independent study and practice to



meet the course objectives. Instruction is based on performance literature with an emphasis on public performances both in and out of school. In choir, concepts are taught through the areas of singing, listening, individual and group activities with a special emphasis given to intonation, style, musical symbols and structure.

HONORS CHAMBER CHOIR: Grades 9-12 - 5 Credits

Chamber Choir is a performance-based full year elective course designed to develop students' personal maturity, vocal ability and musical aptitude at a collegiate level. Curriculum will be centered on carefully selected literature, composed for four or more part choir. While this course is open to all CHS students by audition only, those unwilling or unable to commit to the required performances each semester should not be enrolled. Attendance at all rehearsals and performances is mandatory

CONCERT CHOIR: Grades 9-12 - 5 Credits

Concert choir is a full year arts' elective for students who enjoy singing and desire to study a wide variety of styles. Repertoire includes concert masterworks, as well as Broadway, Jazz, Folk and multi-ethnic works. The choir performance two concerts annually in December and May. Students may also participate in competitions, festivals, and arts-related field trips to concerts and operas.

INTRO. TO PIANO/KEYBOARDING: Grades 9-12 - 2.5 Credits

This course is designed for students who wish to develop basic piano playing skills or expand on their existing skills. Time in class will be spent both on and off of the keyboards. While playing, students will be working individually and in groups to master the techniques of playing and to learn the required pieces of music. Time will be spent on identifying musical and

DESIGN A: Grades 9-12 - 2.5 Credits

This course is a basic introduction to art design and focuses on students interested in more hands on projects. Students get exposure to such things as medieval illuminated lettering; printmaking, 3-D name design with color theory, ancient Greek and Roman mosaics, Botswana coiling basket, Huichol yarn painting and monochromatic painting. Students will gain experience with working on a wide variety of media: such as various papers, tempera, crayons, pastels (oil and dry), tape, cutting, tearing, block printing, inks, newspaper, cardboard, chipboard, paper-mache, paint wire, and many more.

DESIGN B: Grades 9-12 - 2.5 Credits

Pre-Requisite: Successful completion of Design A and B This is an intermediate course.

At level students have a deeper understanding and involvement with some of the basic art forms. This includes the ability to work with the most of the materials at an advance level and on their own. Previous art experience is a definite advantage. Projects in this area include a scale down model of a chair, a three dimensional puppet form, a house out of wood, a clay ofrom representational theme project, wood burning, dye and wax melting, felt projects, latch hook rug, book binding, soapstone carving and more.

ART APPRECIATION: Grades 9-12 - 2.5 Credits

Art appreciation is a basic foundations course. Students learn to analyze and interpret art elements in different art media while being exposed to a variety of art movements. Student work in a variety of media processes and techniques. Students analyze the way that art and design affects daily life, especially as it influences consumer attitudes and choices.



DRAWING: Grades 9-12 - 2.5 Credits

Pre-Requisite: Completion of Art Appreciation

Drawing is a foundation course designed to introduce the student to the basic techniques used in drawing and art production. Students analyze and interpret their work using the elements and principles of design. Students are exposed to a variety of artists and art movements. They create original works using a variety of media and experiment with various types of papers and grounds. Students plan and execute complex works such as still life, portraiture, and perspective.

DRAWING 2: Grades 10-12 - 5 Credits

Prerequisite: Completion of Art Appreciation and Drawing.

This course provides for further development of the concepts taught in Art Appreciation and Drawing with more intense study of composition and elements/principles of design as applied to two dimensional forms. Students will use a variety of media including acrylic paint and collage.

HONORS ART: Grades 11-12 - 5 Credits

Pre-Requisite: teacher recommendation

This course builds on drawing/painting skills by exploring a variety of processes, techniques, compositional, and aesthetic concepts. Through practice, application of drawing concepts, and informed decision making students will build a personal body of work that demonstrates a high level of quality and growth over time in content, technique, and process.

AP ART: Grade 12 - 5 Credits

Pre-Requisite: Completion of Art Appreciation, Drawing, Drawing II, Honors and/or teacher recommendation.

This course builds on drawing/painting skills and advance visual communication skills by exploring a variety of processes, techniques, compositional, and aesthetic concepts. Through practice, application of drawing concepts, and informed decision making students will build a personal body of work that demonstrates a high level of quality and growth over time in content, technique, and process.

INTRODUCTION TO FASHION DESIGN: Grades 10-12 - 5 Credits

This course provides a foundation for anyone interested in Fashion Design. It focuses on the art and design techniques used in fashion designing and uses a variety of media. Students are also introduced to a variety of fibers and application techniques used in the industry. Students will be completing a number of pieces by hand and machine.



PRACTICAL ARTS, BUSINESS and TECHNOLOGY ELECTIVES

TECH A: Grades 9-12 - 2.5 Credits

In Tech A, the students will be able to design and construct different types of structures. They will design and construct a truss bridge, a tower and test these for efficiency. They will design and construct a catapult and test it for distance and accuracy. Students will research different types of structures and build samples such as a balsa wood delta airplane which will be tested for flight time while learning the different parts of an airplane. Students will increase critical thinking skills in determining flight length and reasons for greater and shorter flight patterns

TECH B: Grades 9-12 - 2.5 Credits

Pre-Requisite: Tech A

Tech B Is a class where the student will learn about the different types of ground transportation and robotics. They will start with making mousetrap cars and learning about the simple machines and testing them for maximum distance. After studying CO2 cars and learning about the parts of the car as well as the designing of high speed vehicles and how to test them for maximum velocity, the class will study electric cars where the students will learn about simple circuits and design and build an electric vehicle. The student will learn about robots and how they work and will construct a robot.

CAD A: Grades 9-12 - 2.5 Credits

In CAD A, the students will be able to familiarize themselves with Auto Cad LT. They will learn simple commands and progressively move onto more advance commands. After the student has mastered the simple commands, the class will continue with different views of an object. They will learn the top, front and right side views of an object and then will create detail drawings. After the student has mastered those views, they will to drawing Isometric views and understanding why it is necessary to have auxiliary views. Learning will progress from drawing simple geometrical shapes to drawing complex gaskets and Isometric views.

CAD B: Grades 9-12 - 2.5 Credits



Pre-Requisite: Completion of CAD A

Cad B is a continuation of CAD A. The students will become familiarized with scale models and their uses. Students will learn the different sizes of materials used for modeling and their respective real life sizes. Students will learn how buildings are constructed and will build a scale model of a house or garage. After modeling, students will learn floor plans and how to identify different types of symbols used on floor plans. Students will learn how to draw the symbols that are required by building codes to be used on a floor plan. After they have mastered those steps, the students will draw floor plans and elevation views for a dream house.

VIDEO PRODUCTION: Grades 10-12 - 2.5 Credits

Video Production I is a half year course where students study the history of visual media and media literacy. Students will begin to learn about various phases in production, as well as , the on-screen and behind the scenes jobs in order to make a production successful. Students will be introduced to production equipment, script writing, lighting and audio. Students will produce short commercials, public service announcements and on screen interviews.

VIDEO PRODUCTION 2: Grades 10-12 - 5 Credits

Video Production 2 is a full year course where students can dive deeper into the fundamentals of creating productions. Students will learn about camera angles, green screen usage and be exposed to more complex editing techniques. Students will be able to produce short films, music videos and newscasts. The course will also promote the following skills: critical thinking, collaboration, problem-solving and interdisciplinary thinking, written and oral communication, research and time management.

MULTI-MEDIA: Grades 9-12 - 2.5 Credits

This semester course provides a hands-on introduction to multi-media creation and digital video production. It guides students through all phases of multi-media/digital video production, from planning, executing/filming, to editing digital footage using various software products. Students explore several methods of sharing and broadcasting multi-media/digital videos, including platform versions, CDs/DVDs, and Web delivery. Career opportunities in multi-media and digital video production will also be explored throughout the year.

BASIC BUSINESS: Grades 9-12 - 2.5 Credits

This course is broad-based and facilitates the integration of academic and technical knowledge necessary for the high performance workplace. Students will use appropriate business software, equipment, and materials to acquire the skills, knowledge, and ability needed to succeed. Business Technology Core standards include business communications, business environment, and career preparation, and job acquisition, economics of business, financial concepts, and functions of business, human resources development, leadership development, and technology.

BUSINESS LAW: Grades 10-12 - 2.5 Credits

Students will understand the history, structure, and operation of the American legal system and the basic principles of law relevant to business operations. They will demonstrate competency by explaining how



laws and regulations are created and applied; they will demonstrate an understanding of the legal environment of business.

ACCOUNTING: Grades 9-12 - 5 Credits

This full year course covers a broad range of accounting principles. It includes instruction in special journals, posting, trial balancing, work sheets, financial statements, adjustments, and closing ledgers. Students are introduced to computerized accounting. This course is highly recommended for students who are training for many of the business occupations as well as students planning on becoming accounting or business majors at the college level.

COMPUTER SOFTWARE APPLICATIONS: Grades 9-12 - 2.5 Credits

This course is designed to bring students to a basic level of proficiency in applying computer technology in the educational setting. Emphasis will be placed on file- management and appropriate technology use in a network environment. Students will be introduced to fundamental computer concepts, beginning keyboarding skills, word- processing, multi-media presentations, Internet applications and spreadsheets. Special attention will be devoted to legal issues, copyright law, and safety. Application of technology in the workplace will be emphasized.

MARKETING A: Grades 10-12 - 2.5 Credits

Marketing Applications A is a one semester course that extends the topics and concepts taught in the full year Marketing Course. Applications studied are in the areas of E- Marketing, Business to Business (B2B) Marketing, and Sports and Entertainment Marketing.

ENGINEERING DESIGN: Grades 9-12 - 2.5 Credits

SCHOOL TO CAREER EXPERIENCE: Grade 12 - 15 Credits

The school to Career Internship is a work-study program open to all seniors looking for paid employment. The students are placed in local industries to gain on-the-job training. Students have a related class period in which they develop skills in interviewing techniques, resume writing, effective work habits, job survival skills, and human relation techniques. Additional skills will be taught using a variety of software applications.

ESS LEARNING STRATEGIES: Grades 9-12 - 5 Credits

ESS GROUP LIFE SKILLS: Grades 9-12 - 5 Credits

SHARE-TIME: Grades 9-12 - 15 Credits

JAG PROGRAM: Grades 11-12 – 10 credits

The JAG program is an intervention designed to support students as they transition from high school into career or college. Specialists deliver an array of counseling, employability skills development, career



association, job development, and job placement services that will result in either a quality job leading to a career after graduation or enrollment in a postsecondary education and training program. The JAG National In-School Curriculum, consisting of 87 competency-based modules, provides hours of classroom instruction for those students that participate.

COLLEGE & UNIVERSITY PARTNERSHIPS

*College Credit-Bearing Course Offerings **

CARTERET SHARE LINCOLN TEACH:

MIDDLESEX COUNTY COLLEGE: Middlesex County College and Carteret High School have an agreement to allow high school students to earn college credits by attending classes on the College's Edison, NJ campus while still in high school. Juniors and seniors are eligible to enroll in any 100 or 200 level course that is offered in a given semester. The tuition is payable directly to Middlesex College by the student's parent/guardian. Students who wish to enroll in the Collegiate Academy should see their guidance counselor to review course options, registration authorization and information about tuition. Successful completion of each course will earn the student 3 college credits. All course offerings are made available by Middlesex CC and can be reviewed on their website: <https://www.middlesexcc.edu>

MIDDLESEX COUNTY COLLEGE HIGH SCHOOL SCHOLARS PROGRAM: The High School Scholars Program through Middlesex County College affords students an opportunity to earn college credit for courses taken at high school. The Middlesex County College Program has approved the following for credit through Middlesex County College Scholars: Advanced Placement Biology; Pre-calculus, Calculus and Advanced Placement Statistics. Students who are taking these courses at Carteret High School and wish to also be enrolled in the Middlesex College Program should see their guidance counselor to review registration, information and course requirements.

SETON HALL UNIVERSITY: Project Acceleration, a concurrent enrollment program within the College of Arts and Sciences at Seton Hall University, has allowed high school students in New Jersey to get a head start on their university careers. Over the course of their high school career, students can earn up to 6 credits from Seton Hall University for approved courses taken in their secondary schools. Students taking either Spanish IV or Italian IV may enroll in Seton Hall's Project Acceleration to receive college credit.



The college credits earned through Project Acceleration are accepted at more than 200 colleges and universities.

ON-LINE LEARNING: Carteret High School offers several options for students to earn credit through online learning. Interested twelfth grade students should see their counselors for more options.