### General Information

**East Brunswick High School**  
380 Cranbury Road, East Brunswick, NJ 08816 | Tel: 732-613-6901

<table>
<thead>
<tr>
<th>Administration</th>
<th>The Counseling Department</th>
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<tbody>
<tr>
<td><strong>Dr. Michael Vinella, Principal</strong></td>
<td>Louise Sultana, Supervisor of Counseling</td>
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<tr>
<td><strong>Grade Level Administrators</strong></td>
<td><strong>School Counselors</strong></td>
</tr>
<tr>
<td>Christine Sce, Grade 10</td>
<td>Vanessa Amaturo</td>
</tr>
<tr>
<td>Glen Pazinko, Grade 11</td>
<td>Danielle Bollaci</td>
</tr>
<tr>
<td>Matthew Hanas, Grade 12</td>
<td>Randy Heller</td>
</tr>
<tr>
<td>Erik Kaplansky</td>
<td>Jennifer Lipariti</td>
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<tr>
<td>Joann Mariani</td>
<td>Brittany Myers</td>
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<tr>
<td>Lisa Nelson</td>
<td>Phillip Ruperto</td>
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<tr>
<td>Lauren Rice</td>
<td>Jennifer Sislian</td>
</tr>
<tr>
<td>Phillip Ruperto</td>
<td>Cheryl Willis</td>
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### Curriculum Guide 2019-2020 v.1.10

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**Churchill Junior High School**  
18 Norton Road, East Brunswick, NJ 08816 | Tel: 732-613-6800

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<th>The Counseling Department</th>
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<tr>
<td><strong>Mark Sutor, Principal</strong></td>
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<tr>
<td>Adrian Bennett</td>
<td>Vanessa Amaturo</td>
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<tr>
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<td>Danielle Bollaci</td>
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<td>Robert Sampson</td>
<td>Randy Heller</td>
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<td>Courtney Schindler</td>
<td>Jennifer Lipariti</td>
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<tr>
<td>Stephanie Schweighardt</td>
<td>Joann Mariani</td>
</tr>
<tr>
<td>Marissa Valeriano</td>
<td>Brittany Myers</td>
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### Department Chairpersons and Supervisors

<table>
<thead>
<tr>
<th>Fine and Performing Arts</th>
<th>John Perillo</th>
<th>Ext. 6774</th>
</tr>
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<tbody>
<tr>
<td>English</td>
<td>Jessica Loux</td>
<td>Ext. 6966</td>
</tr>
<tr>
<td>Health</td>
<td>Danielle Blalock</td>
<td>Ext. 6635</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Dr. Manjit Sran</td>
<td>Ext. 6967</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Christopher Yannazzo</td>
<td>Ext. 6930</td>
</tr>
<tr>
<td>Practical Arts and Cooperative Education</td>
<td>Andrew Scanlon</td>
<td>Ext. 6928</td>
</tr>
<tr>
<td>- Engineering</td>
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<td>- Business Education</td>
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<tr>
<td>- Family and Consumer Science</td>
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<tr>
<td>Science</td>
<td>Jessica DiBenedetti</td>
<td>Ext. 6968</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Thomas Husar</td>
<td>Ext. 6973</td>
</tr>
<tr>
<td>Special Education</td>
<td>Rosalia Minervini</td>
<td>Ext. 6634</td>
</tr>
<tr>
<td>World Languages &amp; ESL</td>
<td>Ruth Chang</td>
<td>Ext. 6938</td>
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Curriculum Guide 2019-2020 v.1.10
Introduction

The major goal of the East Brunswick Public Schools grades 8-12 program is to provide students an academically challenging and personally rewarding educational experience leading to their high school graduation and success in post-high school study or a career. The academic program is designed to provide the foundation and preparedness for all students to maximize their post-secondary options. Ninety-five percent of the Class of 2018 are attending post-secondary institutions; 83% are at 4-year institutions; 12% are at 2-year institutions, and 5% enrolled in the military or began an array of rewarding careers.

The eighth grade program not only continues the journey from Hammarskjold Middle School but leads into the official High School program which begins in ninth grade. Grades nine through twelve provide the official academic program of studies needed to meet the East Brunswick graduation requirements, state standards and assessments, and post-secondary admission and/or entry for career requirements. The program of studies also provides important opportunities to explore and develop interests through the extensive elective course options available. It is imperative that you develop a five-year academic plan and review it on a yearly basis.

This course guide is designed to assist you with the important task of planning your program of studies from grades 8-12. The course guide includes an introductory section devoted exclusively to the eighth grade; followed by a 9-12 section as well as information as to who you can contact to get further explanations of course offerings and the scheduling process. In addition, your school counselor is always available to provide whatever supplementary advice and information you might need to make the most appropriate and realistic course selections. It is of paramount importance that you and your parents carefully and thoughtfully consider the many courses listed in this booklet.

The course selection process that you and your counselor work on together will guide you toward fulfilling your junior and senior high school requirements and place you in the right direction for realizing your post-secondary aspirations. Throughout your junior and senior high school years, you, your counselor, teachers and your parents will work cooperatively and collaboratively to help you plan and prepare for your post-secondary goals. Schedule an appointment to see your counselor as often as necessary to discuss test results, grades, college and career goals after high school, or any other matter of concern that arises during your junior/senior high school experience.

All students and parents should make every effort to read and review the following pages that will familiarize you with the scheduling guidelines, important dates and deadlines, promotion/graduation requirements, grading and attendance policies, college eligibility for intercollegiate athletics, summer advancement contracts and contact information for the district’s subject area specialists who can provide the most detailed information regarding their course offerings.

The course offerings that are available at Churchill Junior High School for grades 8 and 9 will begin with the number 2000. The courses at East Brunswick High School start with the number 1000.
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<td>1280</td>
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<td>1269</td>
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<td>1250</td>
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<td>1254</td>
<td>Animation</td>
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<td>1027</td>
<td>EBHS Publisher’s Workshop</td>
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**Advanced Placement Courses**

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<tr>
<td>1292</td>
<td>AP History of Art</td>
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<td>1275</td>
<td>AP Studio Art</td>
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**Special Elective**

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**Arts Education Performing Arts Courses Grades 8-12 | 2019-2020**

**Performing Arts Course Guide**

**Theatre Arts**

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<td>1546</td>
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**Music Theory**

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<td>2514</td>
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<td>1548</td>
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1503 - AP Music

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2544 - Piano Lab
2512 - Chorus (Semester Option)
2513 - Chorus
2511 - Orchestra
2521 - Select Orchestra
2522 - Advanced Orchestra H
2510 - Concert Band – Grade 8
2509 - Freshman Band – Grade 9
1543 - Beginning Piano
1283 - Piano Workshop
1506 - Chorus
1512 - Chorus***
1504 - Chorus***
1505 - Chorus
1541 - Bella Voce H
1508 - Concert Choir H
1509 - Orchestra***
1513 - Orchestra***
1518 - Orchestra
1536 - Chamber Orchestra H***
1537 - Chamber Orchestra H
1501 - Concert Band (Percussion) ***
1510 - Concert Band (Brass/Woodwind) ***
1502 - Concert Band (Percussion) ***
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1521 - Concert Band (Brass/Woodwind)
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<td>1341 - Game Design</td>
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SECTION I: Churchill Junior High School – Grade 8

Developing an Appropriate Five-Year Academic Plan

The planning, decisions and projection of courses over the next five years should be made with a focus toward future career goals, satisfying high school graduation and post-secondary requirements; as well as, taking into consideration courses of interest for personal fulfillment. Your academic plan should be reexamined on a yearly basis, taking into account present academic performance and demonstrated ability, test scores and any change in future plans. The five-year academic planner on the next page is provided as a guide.

Courses taken in eighth grade will not appear on your high school transcript, nor will they be seen by colleges/universities. However, these entry level eighth grade classes serve as the basis for access to the ninth grade curriculum in terms of course offerings and levels, so successful performance is critically important. As you consider the comprehensive array of courses available to eighth graders, please examine them in the context of planning and projecting your four years of high school.

Eighth Grade Curricular Program

The program of studies for eighth grade students consists of a course load of 40 credits. The schedule consists of eight classes, plus a twenty-five minute lunch. Included in these eight classes are required courses in English, Math, Social Studies, Science, World Language, Computer Literacy (one semester), and Physical Education/Health (one semester each). Students will have the opportunity to take electives, which will complete the program for most students. Some students will be required to enroll in a study skills or reading/writing course.
### Eighth Grade
- English 8A or 8H
- History 8A or 8H
- Science 8A or 8H
- Mathematics Course
- World Language
- Health – One Semester
- Lunch

### Ninth Grade
- English 9A or 9H
- U. S. History IA or IH
- Biology A or Biology H
- World Language – Health – One Semester/Semester Elective
- Physics Education
- Electives [2] to complete schedule and meet graduation requirements
- Financial Literacy
- Lunch

### Tenth Grade
- English 10 (A, H)
- U. S. History II (A, H, AP)
- Chemistry, Chemistry A, or Chemistry H (C)
- Mathematics – following college prep sequence (A, H)
- World Languages (A, H, C)
- Driver’s Education/Quarter Elective and a Semester Elective
- Physical Education – Full Year (3-4 days)
- Electives [2] to complete schedule and meet graduation requirements (A, H, C)
- Lunch

### Eleventh Grade
- English 11 (A, H) or AP English I
- World History/World Cultures (A, H, AP, C)
- Physics, Physics A or Physics H (C)
- Mathematics – following college prep sequence (A, H, AP, C)
- World Language Elective (A, H, AP, C)
- Health 3 - One Quarter
- Physical Education – Full Year (3-4 days)
- Electives to complete schedule (A, H, AP, C)
- Lunch

### Twelfth Grade
- English 12, College Writing H (C), or AP English II
- Social Studies Elective (A, H, AP, C)
- Science Elective (A, H, AP, C)
- Mathematics Elective (A, H, AP, C)
- World Language (A, H, AP, C)
- Health 4 - One Quarter
- Physical Education – Full Year with Lab (3-4 days), Three Quarters without Lab (5 days)
- Electives to complete schedule (A, H, AP, C)
- Lunch

**Key:**
- A – Academic
- AP – Advanced Placement
- H – Honors
- C – College Credit
Process for Course Selection

The process for course selection will start with the Churchill School Counselors visiting Hammarskjold to conduct prescheduling presentations. The counselors will provide them with a presentation highlighting the course selection process, required courses, the elective program as well as additional pertinent information to help students have a smooth and successful transition into Churchill Junior High School.

Important Dates

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<td>January 2, 2019</td>
<td>Scheduling Presentation to Rising 9th Grade Students at Churchill.</td>
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<tr>
<td>January 2, 2019</td>
<td>Rising 8th grade Parent Evening Meeting at Churchill to present 8th grade program.</td>
</tr>
<tr>
<td>January 4-25, 2019</td>
<td>Online scheduling open via Parent Access to students/parents.</td>
</tr>
<tr>
<td>January 4, 2019</td>
<td>Scheduling presentation to rising 8th grade students at Hammarskjold.</td>
</tr>
<tr>
<td>March 15, 2019</td>
<td>All signed course selection forms due to the Counseling Office.</td>
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Course Levels at Churchill

The program of studies at Churchill Junior High School affords students the opportunity to take courses at either the academic or honors level. Those students determined to be in need of additional mathematics and/or English instruction will be scheduled into supplemental basic skills classes.

Honors (H) Courses – Grade 8
Student eligibility for Grade 8 honors level courses is determined by a matrix of criteria found to be predictive of academic success. Grade 8 honors level courses in the four core areas of study, English, Mathematics, Science and Social Studies, represent the last time the district places students into a course. Honors courses require academic aptitude and skills commensurate with enthusiastic, independent work and exploration. While the placement matrix varies slightly by curricular department, it includes a combination of standardized test scores, teacher recommendations and past academic performance.

Academic (A) Courses – Grade 8
Courses offered at the academic level for incoming eighth graders will prepare students for the college preparatory sequence that commences with Grade 9. These courses provide the foundation for higher-level study preparing students for college, technical school and careers. Students who earn a grade of at least A- will meet the criteria for placement in an honors course in the subject the following year.

Basic Skills Classes – Grade 8
Students requiring additional work in language arts will be scheduled into a basic skills class in place of two electives. These placements will be based on standardized test scores and/or secondary criteria.
Course Offerings

Below is a sample eighth grade schedule and list of courses. However, please read each course description in the online Course Descriptions section of the Program of Studies before making your selections.

Sample 8th Grade Schedule

English 8
History 8
Science 8
Mathematics Course
World Language Course
Physical Education – One Semester
Health – One Semester
Computer Literacy – One Semester
Electives
Lunch

Required Courses

English 8A or H Full Year
Algebra I-A, Algebra I Honors Full Year
Geometry with Trigonometry Honors Full Year
History 8A or Honors Full Year
Science 8A or H Full Year
French I, III Full Year
Spanish I, II, or III Full Year
German I or III Full Year
Italian I or III Full Year
Mandarin I or II Full Year
Physical Education One Semester
Health One Semester
Computer Literacy One Semester

Basic Skills Courses

Placement in basic skills classes is based on standardized test scores and/or secondary criteria.

Reading and Writing Workshop 8 Full Year

Churchill Junior High School Community Service

The Community Service Program fosters the development of sound character, democratic values, ethical judgment, good behavior, and the ability to work in a self-disciplined and purposeful manner. This experience, although voluntary and altruistic in nature, is highly recommended. Junior High School students are asked to volunteer their time to help those in need, for a minimum of fifteen hours, during the school year. The culmination of the Community Service Program is a written report which gives the student the opportunity to reflect upon the differences that community service has made in his or her life and the lives of others. Ninth grade students will have the opportunity to have their community service reflected on their official high school transcript. Students must get the community service approved before starting the 15 hours to have the hours included on the transcript.
### Churchill Junior High School Electives

**Fine and Performing Arts**

#### Visual Arts

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<td>Ceramics Exploration</td>
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<td>Intro to Ceramics (Prerequisite*: B+ in Ceramics Exploration (9th Grade Only))</td>
<td>Semester</td>
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<tr>
<td>Drawing Exploration</td>
<td>Semester</td>
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<tr>
<td>Drawing and Painting (Prerequisite*: Drawing Exploration)</td>
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<td>Graphic Design</td>
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<tr>
<td>3-D Design</td>
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#### Music

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<td>Beginning Piano</td>
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<td>Piano Lab (Prerequisite*: Beginning Piano or Audition)</td>
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<td>Full Year Chorus</td>
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<tr>
<td>Concert Band - Grade 8 (Prerequisite*: Enrolled Last Year or Audition)</td>
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</tr>
<tr>
<td>Freshman (Grade 9) Band (Prerequisite*: Enrolled Last Year or Audition)</td>
<td>Full Year</td>
</tr>
<tr>
<td>Orchestra (Prerequisite: Enrolled Last Year or Audition)</td>
<td>Full Year</td>
</tr>
<tr>
<td>Select Orchestra (Prerequisite: Successful completion of an audition)</td>
<td>Full Year</td>
</tr>
<tr>
<td>Advanced Orchestra (Prerequisite*: Audition)</td>
<td>Full Year</td>
</tr>
</tbody>
</table>
# Practical Arts

## Business Education
- **Computer Keyboarding Applications**
- **Introduction to Business (9th Grade Only)**
- **Financial Literacy (9th Grade Only)**
- **Accounting I (9th Grade Only)**

## Family and Consumer Sciences
- **Creative Living I**
- **Creative Living II (Prerequisite*: Creative Living I)**
- **Sew Much More! (Sewing machine experience strongly recommended)**
- **Food Science and Nutrition**
- **Culinary Essentials (Prerequisite/Co-requisite*: Creative Living I)**

## Technology Education
- **Fundamentals of Engineering**
- **Mechanical Engineering I (CJHS Prerequisite ONLY: Fundamentals of Engineering)**
- **STEM I (Formerly Exploring STEM Concepts)**
- **STEM II (Prerequisite: STEM I)**
- **Introduction to Woodworking**
- **Communications Technology**

## Computer Science
- **Introduction to Computer Science (9th Grade Only)**

## English
- **Heroes, Villains, and Mythology (9th Grade Only)**

*Prerequisite – a course necessary to complete before moving to the next level in that subject area.*
SECTION II: Program of Studies for Grades 9 - 12

The main purpose of the high school program is to fully prepare all students to be successful beyond their high school experience.

The testament and proof of this mission can be witnessed by the fact that 95% of the graduates from the Class of 2018 are attending higher educational institutions. Other graduates have moved forward into an array of rewarding careers. Many of those who opt initially not to pursue higher education directly out of high school make the choice to continue to further their education within three years. Therefore, the program of studies is designed to prepare all students to maximize their options.

Students will be furnished with the opportunity to enroll in courses at East Brunswick High School where they can earn up to 40 college credits through The College Pathways Program. For those students who have specific careers in mind, the program of studies provides introductory options, Work Study Programs and Career Internship opportunities. In addition, the possibility of part-time enrollment in the Middlesex County Vocational School is available to juniors and seniors for in-depth career study, while at the same time earning an East Brunswick High School diploma.

Developing an Appropriate Four-Year Academic Plan

The planning, decisions and projection of courses over the next four years should be made focusing on future career goals, satisfying high school graduation and post-secondary requirements, as well as taking into consideration courses of interest for personal fulfillment. Your academic plan should be reevaluated on a yearly basis taking into account present academic performance and demonstrated ability, test scores, as well as any change in future career plans. The four-year planner on the next page is provided as a model.
## Four-Year Academic Planner

<table>
<thead>
<tr>
<th>Ninth Grade</th>
<th>Tenth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>• English 9A or 9H</td>
<td>• English 10 (A, H)</td>
</tr>
<tr>
<td>• U. S. History IA or IH</td>
<td>• U. S. History II (A, H, AP)</td>
</tr>
<tr>
<td>• Biology A or Biology H</td>
<td>• Chemistry, Chemistry A, or Chemistry H (C)</td>
</tr>
<tr>
<td>• Mathematics – following college prep sequence (A, H)</td>
<td>• Mathematics – following college prep sequence (A, H)</td>
</tr>
<tr>
<td>• World Language (A, H)</td>
<td>• World Languages (A, H, C)</td>
</tr>
<tr>
<td>• Health – One Semester/Semester Elective</td>
<td>• Driver’s Education/Quarter Elective and a Semester Elective</td>
</tr>
<tr>
<td>• Physics Education</td>
<td>• Physical Education – Full Year (3-4 days)</td>
</tr>
<tr>
<td>• Electives [2] to complete schedule and meet graduation requirements</td>
<td>• Electives [2] to complete schedule and meet graduation requirements (A, H, C)</td>
</tr>
<tr>
<td>• Financial Literacy</td>
<td>• Lunch</td>
</tr>
<tr>
<td>• Lunch</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eleventh Grade</th>
<th>Twelfth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>• English 11 (A, H) or AP English I</td>
<td>• English 12 (C), College Writing H (C), or AP English II</td>
</tr>
<tr>
<td>• World History/World Cultures (A, H, AP, C)</td>
<td>• Social Studies Elective (A, H, AP, C)</td>
</tr>
<tr>
<td>• Physics, Physics A or Physics H (C)</td>
<td>• Science Elective (A, H, AP, C)</td>
</tr>
<tr>
<td>• Mathematics – following college prep sequence (A, H, AP, C)</td>
<td>• Mathematics Elective (A, H, AP, C)</td>
</tr>
<tr>
<td>• World Language Elective (A, H, AP, C)</td>
<td>• World Language (A, H, AP, C)</td>
</tr>
<tr>
<td>• Health 3 - One Quarter</td>
<td>• Health 4 - One Quarter</td>
</tr>
<tr>
<td>• Physical Education – Full Year (3-4 days)</td>
<td>• Physical Education – Full Year with Lab (3-4 days), Three Quarters without Lab (5 days)</td>
</tr>
<tr>
<td>• Electives to complete schedule (A, H, AP, C)</td>
<td>• Electives to complete schedule (A, H, AP, C)</td>
</tr>
<tr>
<td>• Lunch</td>
<td>• Lunch</td>
</tr>
</tbody>
</table>

**Key:**

- A – Academic
- H – Honors
- AP – Advanced Placement
- C – College Credit
Graduation Requirements

Course Requirements for Graduation

In order to receive an East Brunswick High School diploma, there are mandated state and district required courses and credits that must be met. Students will be required to have completed 140 credits to earn their diplomas.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
<th>East Brunswick Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years of Language Arts; aligned to nine through twelve standards</td>
<td>20</td>
<td>4 years</td>
</tr>
<tr>
<td>2 years of U. S. History</td>
<td>10</td>
<td>2 years</td>
</tr>
<tr>
<td>1 year of World History/Cultures</td>
<td>5</td>
<td>1 year</td>
</tr>
<tr>
<td>3 years of Mathematics (including Algebra I and Geometry)</td>
<td>15</td>
<td>4 years</td>
</tr>
<tr>
<td>3 years of Science; including at least five credits in laboratory biology/life science; a laboratory/inquiry-based science course, including chemistry, environmental science, or physics; and a third laboratory/inquiry-based science course.</td>
<td>15</td>
<td>3-4 years</td>
</tr>
<tr>
<td>2 years of World Languages</td>
<td>10</td>
<td>3-4 years</td>
</tr>
<tr>
<td>4 Years of Physical Education and Health</td>
<td>20</td>
<td>4 years</td>
</tr>
<tr>
<td>Fine and Practical Arts (5 credits in Fine Arts, 5 credits in Practical Arts and an additional 5 credits in either area)</td>
<td>15</td>
<td>3 years</td>
</tr>
<tr>
<td>Financial Literacy</td>
<td>2.5</td>
<td>1 semester</td>
</tr>
</tbody>
</table>

Technology literacy integrated throughout the curriculum
Sufficient electives to meet the total number of 140 credits required for graduation.

Promotion and Graduation Credit Requirements

Credit will be awarded for courses which have been completed. Partial credit is not given for partial study.

Credit Hours Required by Grade:

- Grade 9 to 10: 35 credits
- Grade 10 to 11: 70 credits (cumulative)
- Grade 11 to 12: 105 credits (cumulative)
- Grade 12 to Graduation: 140 credits (cumulative)

All subjects which meet five days per cycle for a full year will carry five credits. Lab sciences will carry six or seven credits. Semester courses which meet five days per cycle will carry two and one-half credits. A credit is defined as the equivalent of a class period of instruction which meets for a minimum of forty-two minutes per week during the school year.

For example:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish I</td>
<td>5 – 5</td>
<td>Full year course, meets five days per cycle for five credits.</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6 – 6</td>
<td>Full year course, meets six days per cycle for six credits.</td>
</tr>
<tr>
<td>Computer Graphics</td>
<td>5 – 2.5</td>
<td>Semester course, meets five days per cycle for half of a year for two and one-half credits.</td>
</tr>
<tr>
<td>Driver Education</td>
<td>5 – 1.25</td>
<td>Quarter course, meets five days per cycle for one quarter of the year for one and one-quarter credits.</td>
</tr>
</tbody>
</table>
Attendance Requirements

In order to receive credit for courses in grades 9-12, a student’s total unexcused absence must be less than 10 days for a full year course, 5 days for a semester course, 3 days for a quarter course, and 3 days for a summer school course.

In order to receive credit for physical education in grades 9-12, a student’s total absence must be less than 7 days for students who are enrolled in physical education 5 days a week for 3 quarters; less than 8 days for those enrolled 4 days a week for a full year, and less than 6 days for those enrolled for 3 days a week for a full year.

Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>92-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-91</td>
</tr>
<tr>
<td>B+</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>82-85</td>
</tr>
<tr>
<td>B-</td>
<td>80-81</td>
</tr>
<tr>
<td>C+</td>
<td>76-79</td>
</tr>
<tr>
<td>C</td>
<td>72-75</td>
</tr>
<tr>
<td>C-</td>
<td>70-71</td>
</tr>
<tr>
<td>D+</td>
<td>66-69</td>
</tr>
<tr>
<td>D</td>
<td>62-65</td>
</tr>
<tr>
<td>D-</td>
<td>60-61</td>
</tr>
<tr>
<td>F</td>
<td>Below 60, Failing</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete Work</td>
</tr>
<tr>
<td>P/F</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawn Passing</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawn Failing</td>
</tr>
</tbody>
</table>

Successful completion of the curriculum requirements must be demonstrated by meeting the minimum proficiencies established by each department for each course including class participation, examinations, assignments, projects and compliance with minimum attendance requirements.

Pass/Fail Option
Students may take one full-year course or two semester courses on a Pass/Fail basis. Deadlines for exercising this option for quarter, semester and full year courses are in the student handbook.

Makeup of Failures
Students who fail and wish to attend summer school must go out of the district and/or take course(s) online. Students attending summer school will need to obtain an application from their school counselor that requires signatures of approval. Parents are responsible for all tuition charges as well as transportation, if applicable.

Assessment of Proficiency Graduation Requirement

All students in order to graduate must demonstrate proficiency in language arts and mathematics as defined by the Commissioner of Education on the State-wide assessment or State designated substitute assessments or through the State Portfolio Appeal Process. In order to graduate the student must have met or exceeded the cut score set by the State on the NISLA or an approved alternative assessment in both language arts and mathematics. Please visit [https://www.state.nj.us/education/assessment/parents/GradReq.pdf](https://www.state.nj.us/education/assessment/parents/GradReq.pdf) for the latest state assessment graduation requirements.
Course Levels
East Brunswick High School’s comprehensive curricular offerings afford students the opportunity to select courses offered in the academic, honors, college credit (seniors only) and advanced placement levels.

Academic Courses offered at the academic level grades nine through twelve will provide the foundation for higher level study preparing students for college, trade and technical schools as well as career aspirations. Check the prerequisites listed for specific courses to determine the criteria for placement in an honors course in that subject the following year.

Honors (H) Courses
Courses for the academically advanced are designed to provide students with coursework that requires an exceptional degree of motivation and commitment. These courses are of greater breadth and depth than the standard academic courses and require skills commensurate with enthusiastic, independent work and exploration. Check the prerequisites listed for specific courses to determine the criteria to continue in the honors level of that course.

College Credit Courses – The Pathways Dual-Enrollment Program
Sophomores, juniors and seniors who are interested and ready for college-level work have the opportunity to earn college credit by taking one or many more of the 40 college courses offered in conjunction with their high school courses. By completing these courses, students gain confidence in their ability to handle college-level coursework in the familiar environment of East Brunswick High School. In addition, through successful course completion, students have the opportunity to jumpstart college with a maximum of 60 college credits, 18 to which would need to be taken on MCC campus (the maximum transfer credits most college will accept).

Advanced Placement Courses
The most academically challenging and demanding courses offered to high school students are those that are offered at the advanced placement level. These rigorous courses are taught on a college level utilizing college textbooks and are designed to prepare students to take the advanced placement exams that are administered each year over two weeks in early May. The East Brunswick High School curriculum affords students the opportunity to select AP courses in 24 subject areas. Students who earn qualifying scores on the end of course exam, generally a score of 4 or better, can earn college credits or have introductory freshman courses waived in those subject areas. Please carefully refer to Section III, Course Descriptions for the specific criteria needed to qualify to take Advanced Placement courses.
High School Preparation for College

Post-Secondary Entrance Requirements

Your post-high school goals should guide and determine the types of courses that you will take during your high school years. The vast majority of colleges require that you complete a minimum of 16 Carnegie units. East Brunswick High School graduation requirements will automatically satisfy 15 of the 16 Carnegie unit requirements. A Carnegie unit is a college preparatory course taken in the academic areas of language arts, mathematics, science, world language and social studies. Each full year course from the above mentioned areas counts as one Carnegie unit while a semester course is half of a Carnegie unit. In 2018, 95% of our graduates went on to post-secondary education. Past studies indicate that our students who do not immediately go on to post-secondary institutions will ultimately do so within three years of their graduation. Therefore, our program of studies and graduation requirements focus on preparing all students for post-secondary success.

College Requirements in Carnegie Units

<table>
<thead>
<tr>
<th>Subject</th>
<th>Community College</th>
<th>Competitive College</th>
<th>Very Competitive</th>
<th>Most Competitive College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>3-4</td>
<td>4-5</td>
<td>4-5</td>
</tr>
<tr>
<td>Lab Science</td>
<td>3</td>
<td>3</td>
<td>3-4</td>
<td>4-5</td>
</tr>
<tr>
<td>World Language (same language)</td>
<td>2</td>
<td>2-4</td>
<td>3-4</td>
<td>3-5</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra I, Geometry, Algebra II Minimum</td>
<td>3</td>
<td>3-4</td>
<td>4-5</td>
<td>4-5</td>
</tr>
<tr>
<td>Carnegie</td>
<td>15</td>
<td>16-19</td>
<td>18-20</td>
<td>20+</td>
</tr>
<tr>
<td>Academic Units</td>
<td>(75+ credits)***</td>
<td>(80-95+ credits)</td>
<td>(90-100+ credits)</td>
<td>(100+ credits)</td>
</tr>
</tbody>
</table>

*** East Brunswick credits

Colleges differ greatly in their requirements for admissions. It is therefore incumbent upon students to optimally prepare themselves for eligibility to the largest number of institutions. The majority of East Brunswick graduates take four years of mathematics and four years of science during their high school years to prepare themselves for the challenges of higher education.
Students who are interested in participating at a NCAA Division I or Division II college must satisfy the requirements of NCAA Bylaw 14.3, commonly known as Proposition 48.

In order to meet the core curriculum requirements for Division I and II institutions, students must complete 16 NCAA approved core courses, earn a minimum GPA, and earn an ACT or SAT score that matches your core course GPA.

For NCAA Division I, students must complete four years in English, three in mathematics (at the level of algebra 1 and above), two in social science, two years in natural or physical science (including at least one laboratory class), one additional course in either English, mathematics, natural or physical science, and four years of additional academic courses in any of the aforementioned areas or world language, philosophy or nondoctrinal religion [e.g., comparative religion] courses.

For NCAA Division II, students must complete three years in English, two in mathematics (at the level of algebra 1 and above), two years in social science, two in natural or physical science (including at least one laboratory class), three additional courses in English, mathematics, natural or physical science, and four years of additional academic courses in any of the aforementioned areas or world language, philosophy or nondoctrinal religion [e.g., comparative religion] courses. These requirements apply to the NCAA Eligibility Center, not East Brunswick High School graduation requirements.

A core course is defined as “a recognized academic course designed to prepare a student for college-level work (as opposed to a vocational or personal-service course). Courses that are taught at a level below the high school’s regular academic instructional level shall not be considered core courses regardless of course content.” All core courses are noted with an asterisk (*) next to their name. A full year course is one unit and a semester course is one-half of a unit.

Students should contact their coach or school counselor to learn more about the other two components (SAT and/or ACT scores and GPA) in order to complete the requirements for eligibility. For additional information regarding eligibility requirements, you may visit the NCAA Eligibility Center website at www.eligibilitycenter.org
The College Pathways Program
www.ebnet.org/pathways

Dual-Enrollment College Courses

Sophomores, juniors and seniors who are interested in and ready for college-level work have the opportunity to earn college credit by taking one or many more of the 40 college courses offered in conjunction with their high school courses. By completing these courses, students gain confidence in their ability to handle college-level coursework in the familiar environment of East Brunswick High School. In addition, through successful course completion, students have the opportunity to jumpstart a year or two of college.

Students registered in courses eligible for dual-enrollment credit have two options:

- They can take the dual-enrollment course for high school credit only.
- They can pay the course tuition and receive both high school and college credit.

How to Work Toward Your Baccalaureate Degree in High School

The expanded Pathways program benefits incoming sophomores and juniors as well as seniors with up to 40 MCC classes to choose from. Depending on academic readiness, students may begin to select dual-enrollment courses that align with the typical core courses of the first two years of study for a four-year degree (see two-year course requirements). East Brunswick alumni have found high rates of acceptance of the Middlesex County College courses by colleges and universities across the country and throughout New Jersey.

For the optimal opportunity to complete the selected associates’ degree by graduation, students should request Financial Literacy and Intro to Comp Science in 9th grade. Also, stay in their selected language of study from Hammarskjold through graduation.

Associate Degree Pathways to Baccalaureate Degree

In New Jersey, by law, public colleges are required to accept associates degrees for related programs. Most colleges across the country may accept up to sixty transfer credits. All colleges reserve the right to accept dual enrollment college credits. It is strongly recommended for all students to contact the university of intent to inquire about dual credit courses that will be considered for acceptance.

MCC has over 55 associate programs. (See examples of three possible associate degree pathways – Liberal Arts General Associate Degree, Liberal Arts Business Associate Degree, Biology Science Transfer Associate of Science Degree).
<table>
<thead>
<tr>
<th>EAST BRUNSWICK HIGH SCHOOL COURSE NAME</th>
<th>MCC FALL OR FULL YEAR COURSE [CREDITS]</th>
<th>MCC SPRING COURSE [CREDITS]</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGLISH 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUMANITIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CALCULUS H</td>
<td>MAT-131 [4]</td>
<td></td>
</tr>
<tr>
<td>CALCULUS II H</td>
<td>MAT-132 [4]</td>
<td></td>
</tr>
<tr>
<td>CALCULUS III H</td>
<td>MAT-233 [4]</td>
<td></td>
</tr>
<tr>
<td>STATISTICS H</td>
<td>MAT-123 [3]</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP COMPUTER SCIENCE PRINCIPLES</td>
<td></td>
<td>CSC-105 [3]</td>
</tr>
<tr>
<td>BUSINESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIAL SCIENCE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPLE H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIVERSITY/HISTORY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please visit the Middlesex County College website for more information about MCC courses: https://www.middlesexcc.edu/

*EBHS semester courses align with either the fall or spring MCC course. Students enrolled in semester 1 course must register in for the fall MCC course. Students enrolled in semester 2 courses must register for the spring MCC course.
MCC Tuition Fees and Transfer Credit

The college tuition for each of the three and four credit courses is $125. Some East Brunswick courses are the equivalent of two separate college courses in a course sequence. In these cases, students may elect to take the college fall semester only or both fall and spring semester courses. However, a student may not take the spring semester course in a sequence if they have not completed the prerequisite fall semester course. Students who attain a final course grade of a C or better in a College Dual Enrollment course will earn college credits through Middlesex County College and the potential to transfer those credits toward a 2 or 4-year college degree. All students will receive a Middlesex County College transcript regardless of their final grade. Please refer to the course descriptions for prerequisites for each of the College Pathways Dual Enrollment Program courses.

Other College Pathways Credit Opportunities

Rutgers University and Rider University have partnered with East Brunswick High School to offer students college credit from their respective universities for two additional EBHS courses.

Rutgers University – College Writing Honors

In June of their senior year, students completing the East Brunswick High School College Writing Honors course who are planning to attend Rutgers University and earn a letter grade of a C or better may opt to pay the Rutgers course tuition of $1,110 - $1,300 and receive three [3] Rutgers University credits at the end of the school year.

Rider University – Teacher Practicum Coursework

Students interested in a teaching career who are enrolled in EBHS course 1357 - Teacher Practicum (Teacher Cadet Program) can be awarded credit through Rider University by paying the tuition cost of $250 and by completing additional online work.
In addition, many colleges/universities require the SAT and or ACT, although there are a growing number of institutions that no longer require the submission of test scores or make it optional. The most selective colleges will also require or recommend SAT Subject Tests as part of the admissions process. The PSAT taken in the sophomore and junior year is an excellent preparation for the SAT and there are highly prestigious scholarships that are based upon PSAT scores taken during the junior year.

Additionally, there are College Placement Tests, most notably the ACCUPLACER, that are taken prior to starting college. In the event that a student does not pass a college placement test, he or she will be scheduled for the appropriate remedial course at the college level. Seniors have the opportunity to take the ACCUPLACER at the high school. This allows for retesting if necessary and the avoidance of remedial placements. We strongly advise all students to schedule a fourth year of mathematics during their senior year to avoid placement in remedial college courses. It is important to consult with your school counselor regarding your plans for standardized testing as well as taking advantage of the College Pathways Dual Enrollment Program. In addition to ACCUPLACER, New Jersey Colleges recognize PARCC/NJSLA scores of 4 and 5 as a suitable placement exam.

PSAT (Preliminary Scholastic Aptitude Test)

The PSAT will be administered during the school day for all sophomore and junior students. This exam is a practice test to familiarize students with the format and content of the SAT and to provide predictive information for SAT performance. It is also used by the National Merit Scholarship Corporation to identify highly qualified juniors for merit scholarships and recognition.

SAT (Scholastic Aptitude Test)

The SAT is a three-hour test, which includes two components; Evidence-based reading and writing, and Mathematics. The SAT contains an optional 50-minute essay. Though not required, colleges encourage students to take the essay portion. The scores for the Reading and Mathematics portions range from 200-800 in each component, for a combined score of 400-1600. The scores for the essay portion are reported separately and are scored on a scale of 2-8 on each of the three dimensions of the essay. It is recommended that students take the exam two or three times, two of which should be in their junior year.

ACT (American College Testing)

The ACT is an alternative to the SAT. It can be taken during a student’s junior and senior years of high school. The ACT is divided into four parts: Math, English, Science Reasoning, and Reading and has an optional Writing section. The student will receive a composite score from 1 to 36. Students with a solid course background are encouraged to take the ACT test as an alternative to or in addition to the SAT.

SAT Subject Tests

Students applying to selective colleges may be required to take SAT Subject tests (generally three exams). Each test is one hour long so students can take one, two or three at one administration. Each subject score ranges from 200-800. Students taking advanced coursework in math or science in their freshman or sophomore years may wish to take the related subject tests. Most students take the SAT Subject tests at the end of their junior year or the beginning of their senior year. You should consult your school counselor to determine the most appropriate time to sit for these exams.
AP (Advanced Placement) Exams

East Brunswick High School offers an extensive number of advanced placement courses for students who demonstrate exceptional ability in a variety of subject areas. There presently are 24 AP courses offered and, in recent years, many students have taken exams to earn college credit, place out of introductory college level courses or with a sufficient number of qualifying scores earn sophomore standing at college directly upon graduation. The exams are administered over a two-week period in early May and the Class of 2018 had 92% of test takers earn the minimum qualifying score of 3 or higher.

Placement Testing for College/ACCUPLACER and NJSLA

All entering freshmen attending New Jersey colleges/universities are required to take placement tests prior to enrolling. Typically, the placement test utilized by the majority of schools is the ACCUPLACER. The ACCUPLACER measures students’ abilities in the areas of language arts (including an essay section) and mathematics. It is an online computer-based assessment that is administered at East Brunswick High School or can be taken on location at the higher educational institution. It is of critical importance that students take this test seriously and perform at their highest level to prevent the eventuality of being placed in remedial courses at students’ expense. Typically, remedial courses at the college level do not count toward the fulfillment of college degree requirements. It is possible to be exempted from the ACCUPLACER with a high enough SAT score. Additional college placement tests may be required of certain degree programs, waive core distribution requirements or to access higher level courses such as in the area of world languages but students may place out of these exams with exceptional scores on SAT Subject tests and AP exams.

College Selection

Factors for selecting a college or university include:

- Type of college
- Majors/academic programs
- Size of college
- Co-curricular offerings
- Geographic location
- Educational options
- Size/type of college setting
- Social/residential life opportunities
- Admissions requirements
- Faculty
- Degree of selectivity
- Religious affiliations
- Cost of college
- Career Placement Services

Information about these and other important considerations can be obtained from Naviance, college reference guides, college websites, college admissions representatives, your school counselor and computer searches. Take full advantage of the resources on hand in the College and Career Center at EBHS and Churchill to assist you in this process.
Types of Colleges and Universities

County College

Some students find that their plans to attend college are better fulfilled at a county college. The Class of 2018 enrolled 105 students in two-year colleges with 66 attending Middlesex County College.

Study at a county college can lead to a certificate or an Associate’s Degree in a specific career field or is used as a stepping stone to a four-year college. Success in courses at a county college will provide students the opportunity to transfer into a four-year institution as juniors, making it possible to earn a Bachelor’s Degree after four years of study. Many county colleges have established articulation agreements with four-year colleges that will make it easier for students to transfer. Please see information on the College Pathways dual-enrollment providing opportunities to earn college credit while in high school.

Generally speaking, county colleges do not require 16 Carnegie units or even college entrance exams. Depending upon the course of study, however, there may be specific course work required at the high school level, or special entrance tests for certain programs. Students are required to take the ACCUPLACER in addition to any other placement tests. It is essential that you take the ACCUPLACER seriously to avoid remedial courses that can extend the number of years needed to complete an Associate’s Degree. Presently, students who score 540 on the SAT in critical reading or 530 in mathematics will be exempt from taking the ACCUPLACER in that area.

Four-Year College

Students planning on applying to four-year colleges will want to take a competitive academic program that is challenging and prepares them for the rigors of higher education. There is not one program that is right for everyone, but students should bear in mind the following:

Admission to college is based on a portrait of the applicant obtained from a review of:

- The scholastic record (rigor of courses taken, final grades earned, grade point average and number of Carnegie units accrued)
- Results on college admissions tests, such as the SAT, ACT and SAT Subject Tests
- Recommendations written on behalf of the student
- The quality, not quantity, of participation in extracurricular and community activities
- Personal interviews
- Content and presentation of the written application, including any required essays

Historically, East Brunswick graduates matriculate and graduate from a wide range of higher educational institutions.
Quarter and Hybrid Courses

Quarter Courses

<table>
<thead>
<tr>
<th>Arts Education</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1257 - Printmaking Experience</td>
<td>1042 - SAT Verbal Preparation (Hybrid)</td>
</tr>
<tr>
<td>1267 - Scientific Illustration and Expression</td>
<td></td>
</tr>
<tr>
<td>1272 - Drawing Experience</td>
<td>Practical Arts</td>
</tr>
<tr>
<td>1273 - Jewelry Experience</td>
<td>1304 - Video Production Workshop</td>
</tr>
<tr>
<td>1540 - Music Technology &amp; Composition</td>
<td>1306 - Logo Design &amp; Branding</td>
</tr>
<tr>
<td>1546 - Singing for Musical Theatre</td>
<td>1340 - Graphics Experience</td>
</tr>
<tr>
<td>1548 - Advanced Music Studio</td>
<td>1341 - Game Design</td>
</tr>
<tr>
<td>1549 - Digital Music Experience</td>
<td>1346 - Web Publishing I</td>
</tr>
<tr>
<td></td>
<td>1348 - Web Publishing II (Prerequisite: Web Publishing I)</td>
</tr>
<tr>
<td></td>
<td>1361 - Healthy Eating On The Go (Formerly Everyday Foods)</td>
</tr>
<tr>
<td>Health</td>
<td></td>
</tr>
<tr>
<td>Sophomore, Junior &amp; Senior Health (REQUIRED)</td>
<td>1362 - Food for Fitness</td>
</tr>
<tr>
<td>1706 - CPR Certification/Teen Stress Management Skills</td>
<td>1365 - Senior Seminar</td>
</tr>
<tr>
<td></td>
<td>1422 - Fashion Merchandising &amp; Retailing</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Social Studies/Media</td>
</tr>
<tr>
<td>1170 - Math Behind Sports</td>
<td>1062 - The American Image on Film</td>
</tr>
<tr>
<td>1152 - SAT Mathematics Preparation (Hybrid)</td>
<td>1068 - Independent Learning Workshop – Choose Your Own Adventure (Hybrid)</td>
</tr>
<tr>
<td>Science</td>
<td>1078 - Vietnam: A Time of Turmoil and Change</td>
</tr>
<tr>
<td>1130, 1131, 1132, 1133 - Forensic Science</td>
<td></td>
</tr>
</tbody>
</table>

Hybrid Courses

There are nine courses offered in a hybrid format at East Brunswick High School. Recent studies indicate that one in four students take online or hybrid courses at the college level. Students entering careers also participate in online coursework as part of their formal training. Taking a hybrid course at EBHS will help students gain experience with this type of learning format, as well as provide students the opportunity to explore electives. Students will need to manage their time and complete and submit tasks independently in order to succeed in these courses. Students will be under the direct supervision of EBHS certificated teachers on a daily basis.

- Mathematics: SAT Mathematics Preparation (Quarter elective)
- English: SAT Verbal Preparation (Quarter Elective), Creative Writing (Semester Elective)
- Social Studies: Independent Learning Workshop: Choose your own Adventure (Quarter elective), International Studies (Period 13)
Community Service

The East Brunswick High School Community Service Project fosters the development of sound character, democratic values, ethical judgment, good behavior and the ability to work in a self-disciplined and purposeful manner. This experience is voluntary and altruistic in nature. High school students are asked to volunteer their time to help those in need, for a minimum of 15 hours, during the year. Students can participate with parental permission and then choose from a number of service possibilities. The culmination of the Community Service Program is a written report which gives the student the opportunity to reflect upon the differences that community service has made in his/her life and the lives of others. Applications to perform community service are available in the school counseling and main offices and must be approved by the Grade Level Administrator.

Transcripts

A transcript of grades received from ninth through twelfth grades is maintained by the school counseling department. Transcripts are sent to colleges, business and technical schools, upon written request of parent (or student if 18 years of age).

Out of District Courses (Summer)

In order to provide students with the opportunity to take prerequisite courses, students may apply for permission to enroll in summer courses at another accredited institution. Such courses are strictly for advancement and carry no credit toward graduation.

Prior to registering for a course, the student MUST:

1. Provide the appropriate department chairperson with a copy of the course topics and hours
2. Submit a signed Summer Advancement Form detailing achievement requirements for advancement to the appropriate department chairperson.

Advanced Course Enrollment (ACE) Requests

Students who wish to take two science or mathematics courses in the same year must complete an online ACE request form. Students who wish to request a level change from an academic to honors or from honors to an Advanced Placement track must also complete an ACE form, subject to approval by the subject matter department chairperson.

All ACE Forms must be submitted online no later than April 26, 2019.

Department Chairpersons and Supervisors

<table>
<thead>
<tr>
<th>Fine and Performing Arts</th>
<th>John Perillo</th>
<th>Ext. 6774</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Jessica Loux</td>
<td>Ext. 6966</td>
</tr>
<tr>
<td>Health</td>
<td>Danielle Blalock</td>
<td>Ext. 6635</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Dr. Manjit Sran</td>
<td>Ext. 6967</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Christopher Yannazzo</td>
<td>Ext. 6930</td>
</tr>
<tr>
<td>Practical Arts and Cooperative Education</td>
<td>Andrew Scanlon</td>
<td>Ext. 6928</td>
</tr>
<tr>
<td>Science</td>
<td>Jessica DiBenedetti</td>
<td>Ext. 6968</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Thomas Husar</td>
<td>Ext. 6973</td>
</tr>
<tr>
<td>Special Education</td>
<td>Rosalia Minervini</td>
<td>Ext. 6634</td>
</tr>
</tbody>
</table>
Course Selection Procedures

The online version of the course guide has been designed to assist you with the important task of planning your program of studies from grades 8-12. The online course guide is available on both the High School and Churchill websites. In addition, your school counselor is always available to provide whatever supplementary advice and information you might need to make the most appropriate and realistic course selections. It is of paramount importance that you and your parents carefully and thoughtfully consider the many courses listed online.

The scheduling process will run from December until April. During this time, each student will have an opportunity to meet with his/her school counselor to develop next year’s student schedule. In advance of this scheduling appointment, each student must submit their online course request via Parent Access.

Course Selection Guidelines

Making course requests requires careful consideration of the many alternatives found in the course guide, graduation requirements and your post-graduation plans. Please exercise care in making course requests. The goal of our program of studies is to thoroughly prepare each student for his or her post-secondary opportunities and careers. There are specific deadlines in place regarding course and level changes (See Important Dates). COURSE REQUESTS DO NOT GUARANTEE PLACEMENT IN A PARTICULAR COURSE. Scheduling conflicts frequently occur, especially when students request courses that have very few sections. In addition, low numbers of requests for a course may result in the course not being offered. All students will be required to select three (3) alternate courses for EVERY elective course they request.

No elective changes will be permitted after May 31, 2019, unless the student has not received his/her elective choice or alternate. After a student has completed two years of World Language, subsequent years of the same language are then considered electives and only level changes will be permitted after the May 31, 2019 deadline. Time periods for courses and lunches are automatically determined by the scheduling program. Students will not be given the opportunity to select teachers, time periods, or marking periods for course or lunch periods (i.e. Driver’s Education).

All students will be scheduled each year for eight classes plus lunch; this will generate a course load of 40 credits. However, sophomores and juniors are permitted to take up to one full year of study hall thereby resulting in a schedule that must maintain a minimum of 35 credits. Seniors can take advantage of the Late In/Early Out option which permits them to be scheduled for seven classes and lunch. Seniors who take advantage of this option must still be carrying a minimum of 35 credits. Please refer to Section III - Course Descriptions in the online version of the course guide for additional information regarding study halls.

Parent acknowledgment is required for all course selections. After the student has met with their counselor to complete their schedule they must print the *Course Request Verification form available on Parent Access. This form must be signed and returned to the counselor within one week of finalizing their schedule with their counselor.
# Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 20, 2018</td>
<td>Scheduling presentation to EBHS students during homeroom period</td>
</tr>
<tr>
<td>December 20, 2018</td>
<td>Scheduling presentation available to parents online</td>
</tr>
<tr>
<td>January 9, 2019</td>
<td>Curriculum presentation to 9th grade parents at EBHS</td>
</tr>
<tr>
<td>January 10, 2019</td>
<td>Scheduling presentation to 9th grade students at Churchill</td>
</tr>
<tr>
<td>Early January, 2019</td>
<td>Parents &amp; students can begin placing course requests online via Parent Access (EBHS only)</td>
</tr>
<tr>
<td>January 14-18</td>
<td>Counselors meet with all 9th grade students at Churchill</td>
</tr>
<tr>
<td>February 14, 2019</td>
<td>Last day for rising seniors to submit requests online</td>
</tr>
<tr>
<td>February 15, 2019</td>
<td>Counselors begin meeting individually with rising seniors who have completed their requests</td>
</tr>
<tr>
<td>March 7, 2019</td>
<td>Counselors begin meeting individually with rising juniors who have completed their requests</td>
</tr>
<tr>
<td>April 26, 2019</td>
<td>Signed course requests due in School Counseling Office. Online <a href="http://example.com">ACE request form</a> submission deadline.</td>
</tr>
<tr>
<td>May 31, 2019</td>
<td>Last day to make elective course changes</td>
</tr>
<tr>
<td>September 20, 2019</td>
<td>First day for making level changes</td>
</tr>
<tr>
<td>October 4, 2019</td>
<td>Last day for any change to a student schedule that will not result in a WP/WF on the transcript</td>
</tr>
<tr>
<td>October 18, 2019</td>
<td>Last day for parent/student-initiated changes (levels only)</td>
</tr>
<tr>
<td>November 15, 2019</td>
<td>Last day for teacher-initiated changes (levels only)</td>
</tr>
</tbody>
</table>

*The Course Request Verification form can be found as a PDF file on the scheduling page on Parent Access*
Section III: Course Catalog

The Fine and Performing Arts

Students are required to take a total of 15 credits in the Fine, Performing, and Practical Arts in grades 9 – 12. Five credits must be taken in the Fine Arts (visual, performing, or humanities) and five credits must be taken in the Practical Arts. The additional five credits can be taken in either of the above areas.

East Brunswick Graduation Requirements

- 5 credits in the Fine Arts and 5 credits in the Practical Arts (5 + 5 = 10)
- 5 additional credits needed in either the Practical Arts or the Fine Arts
- A total of 15 credits in grades 9 – 12
- 2.5 credits of Financial Literacy

Areas that meet the Fine Arts requirement are all courses in:

- Art (Visual Arts)
- Humanities
- Music
- Theatre

Please see detailed course descriptions following this outline. 2000 numbered sequences are taught at Churchill Junior High School. 1000 numbered sequences are taught at the high school.

New Course Guide Feature! In order to view selected hyperlinked course description videos, you must have QuickTime Player installed on your computer. Go here to install QuickTime.

Visual Arts Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Credits</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>2260</td>
<td>2.5</td>
<td>Three-Dimensional Art and Design (CIJS)</td>
</tr>
<tr>
<td>2264</td>
<td>2.5</td>
<td>Ceramics Exploration (CIHS)</td>
</tr>
<tr>
<td>2265</td>
<td>2.5</td>
<td>Intro to Ceramics (Prerequisite: Ceramics Exploration) (CIJS Gr. 9)</td>
</tr>
<tr>
<td>2263</td>
<td>2.5</td>
<td>Drawing Exploration (CIHS)</td>
</tr>
<tr>
<td>2262</td>
<td>2.5</td>
<td>Drawing and Painting (Prerequisite: Drawing Exploration) (CIJS)</td>
</tr>
<tr>
<td>2270</td>
<td>2.5</td>
<td>Graphic Design/Visual Communications (CIHS)</td>
</tr>
<tr>
<td>1027</td>
<td>5.0</td>
<td>Publisher’s Workshop</td>
</tr>
<tr>
<td>1276</td>
<td>5.0</td>
<td>Studio Art</td>
</tr>
<tr>
<td>1260</td>
<td>5.0</td>
<td>Studio Art II (H) (Prerequisite: Studio Art)</td>
</tr>
<tr>
<td>1272</td>
<td>1.25</td>
<td>Drawing Experience</td>
</tr>
<tr>
<td>1273</td>
<td>1.25</td>
<td>Jewelry Experience</td>
</tr>
<tr>
<td>1257</td>
<td>1.25</td>
<td>Printmaking Experience</td>
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<td>1267</td>
<td>1.25</td>
<td>Scientific Illustration and Expression</td>
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<td>Course Code</td>
<td>Credit Hours</td>
<td>Course Title</td>
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</tr>
<tr>
<td>1251</td>
<td>2.5</td>
<td>Introduction to Photography</td>
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<tr>
<td>1262</td>
<td>2.5</td>
<td>Introduction to Ceramics</td>
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<tr>
<td>1258</td>
<td>2.5</td>
<td>Interior Design</td>
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<tr>
<td>1259</td>
<td>2.5</td>
<td>Introduction to Sculpture</td>
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<tr>
<td>1261</td>
<td>2.5</td>
<td>Airbrush (Grades 11-12 only)</td>
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<tr>
<td>1253</td>
<td>2.5</td>
<td>Commercial Art</td>
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<tr>
<td>1280</td>
<td>2.5</td>
<td>Illustrating the Written Word</td>
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<tr>
<td>1290</td>
<td>5.0</td>
<td>Film Appreciation - The Art of Enjoying Cinema</td>
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<tr>
<td>1252</td>
<td>2.5</td>
<td>Photography Workshop (Prerequisite: Introduction to Photography)</td>
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<tr>
<td>1263</td>
<td>2.5</td>
<td>Ceramics Workshop (Prerequisite: Introduction to Ceramics)</td>
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<tr>
<td>1269</td>
<td>2.5</td>
<td>Sculpture Workshop (Prerequisite: Introduction to Sculpture)</td>
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<tr>
<td>1250</td>
<td>2.5</td>
<td>Commercial Art II (Prerequisite: Commercial Art)</td>
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<tr>
<td>1292</td>
<td>5.0</td>
<td>AP History of Art (Grades 11-12 only)</td>
</tr>
<tr>
<td>1275</td>
<td>5.0</td>
<td>AP Studio Art (Prerequisite: application process) (Grades 11-12 only)</td>
</tr>
<tr>
<td>1254</td>
<td>2.5</td>
<td>Animation</td>
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**Humanities**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1294</td>
<td>5.0</td>
<td>Humanities (Grade 12 Only)</td>
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**Theatre Arts**

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<tbody>
<tr>
<td>2515</td>
<td>2.5</td>
<td>Theater Arts and Communication (CJHS)</td>
</tr>
<tr>
<td>2273</td>
<td>2.5</td>
<td>Filmmaking (CJHS)</td>
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<tr>
<td>1547</td>
<td>2.5</td>
<td>Stagecraft</td>
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<tr>
<td>1255</td>
<td>2.5</td>
<td>Acting Studio</td>
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<tr>
<td>1264</td>
<td>2.5</td>
<td>Acting Studio II (Prerequisite: Acting Studio)</td>
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<tr>
<td>1279</td>
<td>2.5</td>
<td>Acting Studio III H (Prerequisite: Acting Studio II)</td>
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<tr>
<td>1282</td>
<td>2.5</td>
<td>Mask and Movement</td>
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**Musical Theatre**

<table>
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<th>Course Code</th>
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<th>Course Title</th>
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<tr>
<td>1546</td>
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<td>Singing for Musical Theatre</td>
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**Music Theory**

<table>
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<tr>
<td>2514</td>
<td>2.5</td>
<td>The World of Digital Music (CJHS)</td>
</tr>
<tr>
<td>1549</td>
<td>1.25</td>
<td>Digital Music Experience</td>
</tr>
<tr>
<td>1542</td>
<td>2.5</td>
<td>Musicianship</td>
</tr>
<tr>
<td>1540</td>
<td>1.25</td>
<td>Music Technology and Composition (Prerequisite: Demonstrated music reading ability or recommendation)</td>
</tr>
<tr>
<td>1548</td>
<td>1.25</td>
<td>Advanced Music Studio (Prerequisite: Music Technology &amp; Compositions)</td>
</tr>
<tr>
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<td>Course Title and Prerequisites</td>
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<tr>
<td>1503</td>
<td>5.0</td>
<td>AP Music (Prerequisite: Musicianship or placement test with AP Music Teacher recommendation)</td>
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**Music Performance/Ensembles**

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<tr>
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<th>Credits</th>
<th>Course Title and Prerequisites</th>
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<tbody>
<tr>
<td>2543</td>
<td>2.5</td>
<td>Beginning Piano (CJHS)</td>
</tr>
<tr>
<td>2544</td>
<td>2.5</td>
<td><strong>Piano Lab (CJHS)</strong> (Prerequisite: Audition or Beginning Piano)</td>
</tr>
<tr>
<td>2512</td>
<td>2.5</td>
<td><strong>Chorus (CJHS)</strong></td>
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<td>2513</td>
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<td><strong>Chorus (CJHS)</strong></td>
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<tr>
<td>2511</td>
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<td>Orchestra (CJHS)</td>
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<td>2521</td>
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<td>Select Orchestra (CJHS)</td>
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<td>2522</td>
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<td>Advanced Orchestra H (Prerequisite: Audition) (CJHS)</td>
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<td>2510</td>
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<td>Concert Band – Grade 8 (CJHS)</td>
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<td>2509</td>
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<td>Freshman (Grade 9) Band (CJHS)</td>
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<td>Beginning Piano</td>
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<tr>
<td>1283</td>
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<td>Piano Workshop (Prerequisite: Audition or Beginning Piano)</td>
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<td>1505</td>
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<td><strong>Chorus</strong></td>
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<td>1541</td>
<td>5.0</td>
<td>Bella Voce (H) (Prerequisite: Audition)</td>
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<td>1508</td>
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<td>Choir H (Prerequisite: Audition)</td>
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<tr>
<td>1513</td>
<td>4.0</td>
<td>Orchestra</td>
</tr>
<tr>
<td>1518</td>
<td>5.0</td>
<td>Orchestra</td>
</tr>
<tr>
<td>1536</td>
<td>4.0</td>
<td>Chamber Orchestra H (Prerequisite: Audition)</td>
</tr>
<tr>
<td>1537</td>
<td>5.0</td>
<td>Chamber Orchestra H (Prerequisite: Audition)</td>
</tr>
<tr>
<td>1501</td>
<td>3.0</td>
<td>Concert Band - Percussion</td>
</tr>
<tr>
<td>1510</td>
<td>3.0</td>
<td>Concert Band – Brass and Woodwind</td>
</tr>
<tr>
<td>1502</td>
<td>4.0</td>
<td>Concert Band – Percussion</td>
</tr>
<tr>
<td>1514</td>
<td>4.0</td>
<td>Concert Band – Brass and Woodwind</td>
</tr>
<tr>
<td>1507</td>
<td>5.0</td>
<td>Concert Band – Percussion</td>
</tr>
<tr>
<td>1521</td>
<td>5.0</td>
<td>Concert Band – Brass and Woodwind</td>
</tr>
<tr>
<td>1511</td>
<td>3.0</td>
<td>Wind Ensemble H (Prerequisite: Audition)</td>
</tr>
<tr>
<td>1515</td>
<td>4.0</td>
<td>Wind Ensemble H (Prerequisite: Audition)</td>
</tr>
<tr>
<td>1520</td>
<td>5.0</td>
<td>Wind Ensemble H (Prerequisite: Audition)</td>
</tr>
</tbody>
</table>
Visual Arts Program Course Guide

The **junior high school** art program is comprised of *introductory* and *exploratory* courses only. While specialized courses are the eventual high school goal, junior high school art classes are presented to allow students to experience various two and three-dimensional media.

The **high school** art program is comprised of four levels: *experience courses* and/or *introductory level courses* for those students who want to be exposed to and are interested in art, *workshop courses* with prerequisites for those students ready to intensify their involvement in the visual arts, and *AP courses*.

The **Studio Art** sequence is designed with the serious art student in mind. Students who complete this sequence successfully will be prepared as applicants to a college/university art major. In addition to these courses, potential art majors should consider supplemental three-dimensional, art history, and/or graphic arts courses.

**Churchill Junior High School Courses**

**2260 - Three-Dimensional Art and Design**
Grades 8-9 5-2.5
This course is designed to be an introduction into three-dimensional art world, working with both additive and subtractive techniques to explore various materials and mediums of production. Students will investigate problem solving techniques to create both representational and more abstract art forms while producing aesthetically pleasing 3-D structures such as kaleidoscycles, geodomes, mobiles, and origami. Materials that may be explored, but are not limited to include paper, cardboard, wire, foam core, Styrofoam and Paper Mache.

**2264 - Ceramics Exploration**
Grades 8-9 5-2.5
This course is designed to be an introduction to ceramics as a sculptural medium. Students will learn about the history of ceramics and pottery as well as related vocabulary. Attention will be focused on basic hand-building techniques as well as glaze and underglaze finishes.

**2265 - Introduction to Ceramics**
Grades 9  Prerequisite: Grade of B+ or better in Ceramics Exploration 5-2.5
This is a limited offering class (20 students x 2 semesters) for students meeting the prerequisite. Students learn basic hand-building techniques for forming clay and treating clay surfaces, including ceramic staining and glazing. Throwing techniques on the potter’s wheel will be demonstrated.

*This course serves as a prerequisite to High School Ceramics Workshop.*

**2263 - Drawing Exploration**
Grades 8-9 5-2.5
Basic materials, techniques, and processes employed in drawing are introduced. The proper use of drawing media and composition is emphasized to develop technical skills. Drawing is a skill and this course introduces students to the basic concepts that develop this skill. Students are taught to see their environment through observational studies and represent it in their own artistic manner. Drawing pencils, pen & ink, charcoal, colored pencils, ink wash, and pastels are used. Techniques such as light and shade, perspective rendering, line usage, texture, pattern, crosshatching, and stipple are explored.
2262 - Drawing And Painting
Grades 8-9  
Prerequisite: Drawing Exploration  5-2.5
The proper use of drawing and painting media is emphasized to develop technical skills. This course utilizes skills and techniques developed in the Drawing Exploration course to explore in more depth the artistic uses for wet and dry media. Students are taught to see their environment through observational studies and use these to represent it in their own artistic manner. Students will be responsible for maintaining a sketchbook as a means for gathering ideas and planning projects to develop growth in their skills and work. Drawing pencils, watercolor, acrylic paint, ink wash, and pastels are used. Techniques such as light and shade, perspective rendering, line usage, and color theory are explored.
course description video

2270 - Graphic Design / Visual Communication
Grades 8-9  
5-2.5
Basic design activities and layout principles are introduced and explored. Technical processes and methods employed in design and production are developed by introducing students to Adobe Illustrator and Photoshop programs. The course will foster the importance of visually exploring and discussing the creative process through skill development and technique. Students will complete computer and hand generated projects that explore the world of design and the designer such as logos, lettering design, brochures, posters and graphics.
course description video

East Brunswick High School Courses

Two-Dimensional Sequence
While our program offers something for everyone and many opportunities to “dabble” in a variety of art media, a sequence of two-dimensional classes, each covering a wide range of artistic media including drawing, painting, printmaking, collage, and mixed-media (and leading to the Advanced Placement Studio Art course) has been designed for students who desire to develop their skills over time.

While these courses are not only for students desiring to take AP Studio Art, successful completion of a sequence of these courses including Studio Art (full year grade 10), Honors Studio Art (full year grade 11), will prepare students with an appropriate portfolio for application for AP enrollment. It is suggested that students complement these with other art courses offered including additional two-dimensional courses (listed under Experience, Introduction and Workshop headings below) as well as our 3-D courses such as ceramics and sculpture.

1276 - Studio Art
Grades 10-12  
5-2.5
This course is designed for all students seeking a strong art foundation and an outlet for creative expression. It is the foundation course for both drawing and two-dimensional design and the keystone in a sequence of courses that will enable all students to develop conceptual and technical skills in preparation for greater success in all visual art endeavors. The course is recommended for, but not limited to, students preparing to apply for future enrollment in Honors Studio Art and/or Advanced Placement Studio Art. It is also highly recommended for students with an interest in art or an art-related career.
course description video

1260 - Studio Art II (H)
Grades 10-12  
Prerequisite: Studio Art or application process including interview and samples of prior work.  
5-5
Studio Art II (H) is for the student who has a strong command of the fundamental elements and principles of art and a proficiency in drawing skills and techniques, has explored thematic ideas and is ready to prepare a professional portfolio for presentation to college admissions, prospective employers and/or the general public.
course description video
**Elective Experience Quarter Courses**

*Experience courses* offer students a brief introduction to major concepts, techniques, and ideas in their respective areas. Students may complete a semester in combination with Health or Driver Education courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grades</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1272</td>
<td><strong>Drawing Experience</strong></td>
<td>10-12</td>
<td>5-1.25</td>
</tr>
<tr>
<td></td>
<td>Basic drawing materials are employed to interpret the visual world. Pencils, pastels, charcoal, and other painting media may be used. Subject matter will be both representational and imaginative with emphasis on spatial relationships, composition, and rendering form.</td>
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<tr>
<td>1273</td>
<td><strong>Jewelry Experience</strong></td>
<td>10-12</td>
<td>5-1.25</td>
</tr>
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<td></td>
<td>Students will develop miniature sculptural forms as functional jewelry. Students gain basic sculptural and body adornment skills using various materials. Embellishment of both 2 and 3D surfaces through selected materials and techniques is accomplished.</td>
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</tr>
<tr>
<td>1257</td>
<td><strong>Printmaking Experience</strong></td>
<td>10-12</td>
<td>5-1.25</td>
</tr>
<tr>
<td></td>
<td>Through the exploration of relief, monoprint, and stencil processes, students will learn major concepts of printmaking while developing a body of work. Various ways to make use of multiple impressions such as bookmaking, collage, mixed media, and collaborative projects will also be explored.</td>
<td></td>
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<tr>
<td>1267</td>
<td><strong>Scientific Illustration and Expression</strong></td>
<td>10-12</td>
<td>5-1.25</td>
</tr>
<tr>
<td></td>
<td>This course will address Art and Science in culture, history and society by incorporating scientific and art processes, inquiry and problem-solving. Projects will draw from the life sciences, earth sciences, physical science and environmental science as well as aesthetics, art production and critique. This elective is designed and highly recommended for students planning to pursue college-level study in science or artists who would enjoy working with science as a subject matter for artistic creation.</td>
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</table>

### Introductory Courses

The semester *introductory level courses* offer a more in-depth study of individual art areas than that which is offered in *experience level courses*. Some of these courses also serve as prerequisites for higher level.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grades</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1251</td>
<td><strong>Introduction to Photography</strong></td>
<td>10-12</td>
<td>5-2.5</td>
</tr>
<tr>
<td></td>
<td>The course introduces the basic principles of photography and photographic composition. Thirty-five mm and digital cameras are used. Composing images when taking pictures is emphasized. The basic darkroom techniques, developing film, making proof sheets and enlargements are experienced. With digital photography, students use computer applications such as PhotoShop and InDesign. Cameras, film photo paper and chemicals are supplied for basic assignments.</td>
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</tbody>
</table>

*This course is a prerequisite for Photography Workshop.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Grades</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1262</td>
<td><strong>Introduction to Ceramics</strong></td>
<td>10-12</td>
<td>5-2.5</td>
</tr>
<tr>
<td></td>
<td>Students learn basic hand-building techniques for forming clay and treating clay surfaces, including ceramic staining and glazing. Throwing techniques on the potter's wheel will be demonstrated.</td>
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</tbody>
</table>

*This course serves as a prerequisite to Ceramics Workshop.*
1258 - Interior Design
Grades 10-12  5-2.5
Students learn to create living spaces by designing floor plans and elevations to scale. Principles of design such as color, pattern, and texture are then applied to the students’ designs to complete the process. Board work as well as computer aided design will be used.

1259 - Introduction To Sculpture
Grades 10-12  5-2.5
Students will design and create 3D forms using additive and subtractive methods. A variety of materials such as paper, board, wire and plaster may be used to explore relationships of volume, texture and space.

*This course serves as a prerequisite to Sculpture Workshop.*

*course description video*

1261 - Airbrush
Grades 11-12  5-2.5
Within this course, students are introduced to the basic functions and proper use of the airbrush. Masking methods, freehand illustration techniques and design principles are applied to class projects. Care and maintenance of the airbrush are stressed.

1253 - Commercial Art
Grades 10-12  5-2.5
Students are made aware of the varied occupations and careers that comprise the commercial art field through projects that emphasize visual communications. Basic and advanced activities along with layout principles are introduced and explored through Adobe Illustrator, Photoshop and digital tablets. The course highlights the importance of visually exploring and discussing the creative process through skill development and critique. The course is 100% computer based on Mac’s and projects are but not limited to; layout and lettering design, corporate and personal logos, posters, invitations, CD cover, cereal box cover, soda cans, business cards, and possible contests for meeting the needs of the client.

*course description video*

1280 - Illustrating The Written Word
Grades 10-12  5-2.5
The art of storytelling through pictures comes to life in this exciting new course! With comic books, editorials, caricatures and children’s books, you’ll interpret a variety of texts - short story, poetry, interview, editorial non-fiction, essay – through the techniques and media of a professional illustrator. You’ll get a chance to experiment with painting, drawing, printmaking and design tools to develop a personal style. Whether you are interested in pursuing illustration as a career or just have a story to tell, Illustrating the Written Word is for you!

1290 - Film Appreciation - The Art of Enjoying Cinema
Grades 10-12  5-5
The course helps the student to become a film critic and to develop an awareness of film’s special language—the terms with which screenwriters, directors, and directors of photography speak. Classics, contemporary cinema, foreign films, short films, television shows, and documentaries are shown to expose students to a variety of genres. Films from the birth of this technology to the present are screened, compared, analyzed, and discussed. The class focuses on both the history of the film and the style in which the production was shot. Film clips will also be utilized to show examples of certain types of filmmaking techniques.
**Workshop Level Courses**

**Workshop level courses** are for those students seeking to intensify their study in a specific area of the visual arts. These courses build sequentially on technical skills and concepts introduced in the prerequisite courses. Students are expected to work independently and think critically throughout the art making process. Classroom discussion, outside assignments and art journals are vital components of these courses. **Students can continue their work in a given area of study by taking workshop levels two and three.**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Description</th>
<th>Grading</th>
<th>Prerequisite:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1252 - Photography Workshop (Levels 1-3)</strong></td>
<td>Photography Workshop is a sequential course that builds from the basics in the introductory course. Students are introduced to photographic accessories including lenses, different format cameras, use of color filters and studio lighting. Conceptual images, as well as digital and computer enhancement, will be explored. Emphasis is placed on photographic techniques found in the works of the experts, unique images and mastery of composition through shooting and printing.</td>
<td>Grades 10-12</td>
<td>Grade of B- or better in Introduction to Photography</td>
<td>5-2.5</td>
</tr>
<tr>
<td><strong>1263 - Ceramics Workshop (Levels 1-3)</strong></td>
<td>This course provides a greater concentration in all areas, including hand building, glaze chemistry, kiln loading and firing, clay making and the potter's wheel. Instruction is individualized, allowing students to develop their own ideas and areas of concentration. Advanced students are expected to help in the introductory classes and to produce quality work on the potter's wheel.</td>
<td>Grades 10-12</td>
<td>Grade of B- or better in Introduction to Ceramics</td>
<td>5-2.5</td>
</tr>
<tr>
<td><strong>1269 - Sculpture Workshop</strong></td>
<td>The Sculpture Workshop is for students with a strong command of the fundamental elements and principles of art who are interested in further developing visual artistic sensibilities in 3-dimensional artwork. In building a portfolio and by maintaining a sketchbook, students experience a variety of concepts, techniques and approaches designed to encourage creative as well as systematic investigation of formal, technical, and expressive issues in a 3-dimensional format. This course will provide an opportunity for students to continue to develop original sculpture by exploring the plastic possibilities of various concepts, forms, and processes. Among the materials that may be used are stone, clay, plaster, wire, metal, plastic, wood, Styrofoam, foam core, and found object.</td>
<td>Grades 10-12</td>
<td>Grade of B- or better in Introduction to Sculpture</td>
<td>5-2.5</td>
</tr>
<tr>
<td><strong>1250 - Commercial Art II</strong></td>
<td>A second step to the precursor Commercial Art class, students will continue to be made aware of the varied occupations and careers that comprise the commercial art field through projects that emphasize visual communications. Advanced activities along with layout principles stressed and explored through Adobe Illustrator, Photoshop, After Effects, digital tablets, and digital cameras. The course highlights the importance of visually exploring and discussing the creative process through skill development and critique. Students will not only complete advanced projects in both Adobe CS programs, but they will also be introduced to basic animation. Computer based projects will include individual and group projects.</td>
<td>Grades 10-12</td>
<td>Grade of B- or better in Commercial Art</td>
<td>5-2.5</td>
</tr>
<tr>
<td><strong>1254 - Animation</strong></td>
<td>This course will focus on the elements of art and principles of animation as applied to two- or three-dimensional animation. This course emphasizes interactive use of drawing and design fundamentals, storyboard, composition and imaging, shadows/shades, audio and sound creation and editing. Students will be introduced to the twelve principles of animation and stress the importance of them while creating original story-driven animation. It will introduce 3D modeling using DAE objects, stop motion, still framing, lighting and rendering. The techniques introduced will be used in Photoshop CS5 with</td>
<td>Grades 10-12</td>
<td>Grade of B- or better in Commercial Art</td>
<td>5-2.5</td>
</tr>
</tbody>
</table>
the assistance of digital tablets, digital cameras, DSLR cameras, and clay. The course highlights the importance of visually exploring and discussing the creative process through skill development and critique.

1027— EBHS Publisher’s Workshop

In this innovative, workshop-based course, students will collaborate with peers and teachers to find, write, photograph, and publish stories for school periodicals with special focus on the creation of the Yearbook. The course will have two teachers; one who focuses on photography & graphic design, and one who focuses on journalistic writing. Students may select a focus of either graphic design or writing, or may explore both. All students will produce material that is ultimately published in a school periodical. Students should be self-motivated, self-directed, independent, and of high integrity.

Advanced Placement Courses

1292 - AP History of Art

Grades 11-12

This course examines the developments in painting, sculpture and architecture from ancient times to the 21st century. Designed to foster student understanding and enjoyment of works of art, this course aims to develop their ability to examine art intelligently, acquainting them with the major forms of artistic expression in their own time and cultivating an understanding of art from other times and cultures. No prior experience in art is assumed. Indeed, students who have done well in other humanistic studies such as history and literature, or in any of the studio arts, are especially encouraged to enroll. The course attempts to help students qualify for credit and advanced placement in colleges. It requires a high degree of commitment to academic work and to the purposes of a program designed to meet college standards. However, the course may be taken for high school credit only. Students electing Advanced Placement Art History have the option of receiving high school credits in either art or social studies.

*Meets NCAA Core Course Requirements*

1275 - AP Studio Art

Grades 12

Prerequisite: Students must satisfy an application process including interview, written statement, and samples of prior work.

This course is designed for the advanced visual arts student and attempts to help students qualify for credit in Advanced Placement in colleges. Students will be required to create and submit an extensive body of 2-dimensional work. It requires a high degree of commitment to studio work and to the purposes of a program designed to meet college standards. The course may also be taken for high school credit only.

course description video

Special Elective

1294 - Humanities

Grades 12

Humanities is a once-in-a-lifetime, seniors only arts course where we talk about human experiences that everyone who has ever lived dealt with. Through wacky activities, hands-on explorations and collaborative play, you will experience the arts, performances, history, philosophy, cultural figures from the past and present and learn something about yourself in the process. Don’t leave high school without taking this class!

A Sampling of What We Study:

- Get rebellious by joining a Punk Band
- Create beauty by sculpting the human form with Play-Doh
- Emote through Live Poetry Performances
- Relate to nature through a Recycled Fashion Show
- Explore musical diversity by creating a Song Remix
- Combat intolerance through Graphic Design
- Express your opinion through Protest
- Give back to your world through a Community Service Start-Up
- Follow society’s rules through 18th Century Dance
- Connect with your inner child through Outdoor Play
- Collaborate on an Original Movie
- Find Society’s boundaries with Graffiti Tags

*Meets NCAA Core Course Requirements*

course description video
Arts Education
Performing Arts Courses
Grades 8-12 | 2019-2020

THEATRE

Stagecraft
Mask & Movement
Acting Studio III H
Acting Studio II
Acting Studio
Filmmaking (CJHS)
Theater Arts and Communication (CJHS)

MUSIC THEORY

Advanced Music Studio
Music Technology & Composition
Musicianship
Digital Music Experience
The World of Digital Music (CJHS)

MUSIC PERFORMANCE

Piano Workshop (EBHS only)
Piano Lab (CJHS only)
Beginning Piano
Singing for Musical Theatre
Concert Choir H
Bella Voce H
High School Chorus
Chorus (Grades 8-9)
Orchestra (Grades 8-9)
Select Orchestra (Grades 8-9)
Orchestra (Grades 8-9)

Chamber Orchestra H
High School Orchestra
Wind Ensemble H
Advanced Orchestra H (Gr. 8-9)
High School Concert Band/Percussion
Freshman Band (Grade 9)
Concert Band (Grade 8)
Performing Arts Course Guide

Due to the diversity of our student body, our performing arts courses are designed to cater to the needs of individuals with a great variety of talent, training, interest and attitude. **There is something for everyone**, no matter how elementary or advanced they may be. For more specific information, consultations with faculty members are recommended.

In addition to the courses listed here, students who enroll in high school music courses may qualify to receive credit for private music lessons. For further information, contact Mr. Perillo, Supervisor of Arts Education.

**Theatre Arts**

**2515 - Theater Arts and Communication**
Grades 8-9  
This elective is open to any student with a love of the theatre. The course will advance the students' acting and oral communication skills as well as his/her appreciation of the theatre. The class will include activities such as improvisation, pantomime, directing, video production, and character creation and analysis.
[course description video]

**2273 - Filmmaking**
Grades 8-9  
This course offers a more advanced theatre experience that builds upon the skills learned in The World of Theatre. Through the course students will have the opportunity to gain valuable skills in theatrical writing, design, and performance. Through the “page to stage” creation of theatrical products and digital videos, students will apply writing, design, and performance skills via hands-on learning.
[course description video]

**1547 - Stagecraft**
Grades 10-12  
In this semester course, students will explore all the major elements of stagecraft including set design and construction, lighting design, sound engineering, and stage management. Practical experience will be gained in developing and implementing technical plans for high school performances. This course requires 20 hours of after-school work on sets, lighting, sound and costumes per marking period.

**1255 - Acting Studio**
Grades 10-12  
Acting Studio provides students with a rich scope of theater experiences. Students will experience various aspects of theater production: acting, scene study, and character examination. Students must be willing to perform monologues, scenes, and improvisations in front of the class. A fun way to explore theatre and see if more advanced/intense classes are necessary.
[course description video]

**1264 - Acting Studio II**
Grades 10-12  
Prerequisite: Acting Studio  
This course allows students to refine their acting skills through intensive studies of scenes and monologues. Students will develop a richer understanding of theatre history, from Ancient Greece to modern day through performance of repertoire from various time periods. Audition techniques and acting for film and television will also be explored.
1279 - Acting Studio III Honors
Grades 11-12
Prerequisite: Acting Studio II
This course will provide an opportunity for students who have completed Acting Studio II to hone their acting skills, and explore higher level acting work with peers. Students will explore advanced acting concepts and apply them to scene work, and real world situations such as auditioning for college or professional shows. Also covered is the application of techniques gleaned through the study of such theorists as Michael Chekov, Jeremy Whalen, and Sanford Meisner. Students will finish with a 10-15-minute solo show, performed for an audience.

1282 - Mask and Movement
Grades 10-12
This course provides an opportunity for students to explore characterization/acting through bodywork. Students will explore different types and styles of movement, characterization through body acting including unarmed stage combat, movement theory, and isolating body acting through mask work. This work will be applied to projects and scenes, and in so doing, students will learn how to transfer these theories and their own impulses to the stage for effective performances.
course description video

Musical Theatre

1546 - Singing for Musical Theatre
Grades 10-12
Singing for Musical Theatre is a practical quarter course to allow personal instruction in both solo and ensemble singing for musical theatre. Vocal technique, staging, and characterization will be stressed using repertoire from the Musical Theatre genre.

Music Theory

2514 - The World of Digital Music
Grades 8-9
This course is open to musically trained students and beginners alike. Students explore basic elements of music: rhythm, melody, form, style, etc. through the use of the school's M.I.D.I. (Musical Instrument Digital Interface) Lab. A wide variety of musical styles are examined including classical, jazz, popular, folk, and musical theatre. Course expectations include participation in music performance, composition, and arranging. Assignments of music listening and critique are also components of this course.
course description video

1549 - Digital Music Experience
Grades 10-12
This course is open to any student with a love for music but have no formal training. Students will explore music arranging, mixing, sampling, and live performance using computers, keyboards, drum pads, and other devices. This course will feature solo and collaborative music production, and students will finish the course with a portfolio of 5-8 finished tracks.

1542 - Musicianship
Grades 10-12
This course is open to any student wishing to learn the fundamentals of music. Areas of study will include note reading, scales, rhythm, chord structure, and key signatures. Music from all periods and styles will also be explored. This course is recommended for students planning to take AP Music.
1540 - Music Technology and Composition  
Grades 10-12  
Prerequisite: Demonstrated Music Reading Skills/Faculty Recommendation  
5-1.25

This course is designed for students who want to explore more about the structure of music through learning to arrange and compose songs. Students will use computers, MIDI keyboards and other instruments to create new songs and song arrangements in a wide variety of musical styles. Music and audio software will allow students to compose, record, and edit music and to create original CD’s.

course description video

1548 - Advanced Music Studio  
Grades 10-12  
Prerequisite: Music Technology and Composition  
5-1.25

Advanced Music Studio is designed for students who have completed Music Technology and Composition and want to learn more advanced composing and recording techniques. This class will focus on composing and arranging music for live performers, recording and editing live and digital performances, and creating music to sync with video.

course description video

1503 - AP Music  
Grades 10-12  
Prerequisite: Successful completion of 1542 Musicianship (or placement test) and recommendation of the AP Music Teacher.  
5-5

This course is designed specifically for the serious music student, offering an in-depth study of all the elements of music theory including harmony and counterpoint. A portion of the course is devoted to listening to music in order to understand how the elements combine to create a total composition. Students will gain greater skill in music analysis, sight-singing and music dictation. Independent music performance, composition, research and attending live concerts are encouraged.

Music Performance and Ensembles

2543 - Beginning Piano  
Grades 8-9  
5-2.5

This course introduces the fundamentals of playing any keyboard instrument. A music technology lab equipped with MIDI keyboards, computers and headsets will be used to learn to read and play music in the treble and bass clef using two hands. It is recommended that students have access to an instrument at home or outside of school. This course is intended for students that have no prior piano experience.

2544 - Piano Lab  
Grades 8-9  
Prerequisite: Audition or Beginning Piano  
5-2.5

This course will provide an opportunity for students who have completed Beginning Piano to continue their development as keyboard musicians. In addition, by allowing course admission by audition, this course can provide an appropriate placement for students who have acquired some level of piano proficiency through private lessons. It is recommended that students have access to an instrument at home or outside of school for independent practice.

course description video

2512 - Chorus (Semester Option)  
Grades 8-9  
Semester option for students with schedule conflicts on a limited availability basis  
5-2.5

Chorus at the Junior High School is a full-year elective that develops the interest of the student who enjoys singing using a widely varied repertoire of grade appropriate music. Pieces may include classical selections, festival literature, folk arrangements, popular music, musical theatre songs, spirituals and selections from world choral music. Students learn basic choral technique: breathing, intonation, score reading, articulation, and diction. Basic concepts of theory, sight-
singing with solfege, and ear-training are further developed. The Churchill Chorus prepares and performs one concert each semester. Small ensembles, duets, and solos may be performed in the rehearsal setting to add to the performing experience. Attendance at all rehearsals and formal concerts is required. **A semester option exists only for students with schedule conflicts on a limited availability basis.**

course description video

### 2513 - Chorus

<table>
<thead>
<tr>
<th>Grades 8-9</th>
<th>5-5</th>
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</thead>
</table>

Chorus at the Junior High School is a full-year elective that develops the interest of the student who enjoys singing using a widely varied repertoire of grade appropriate music. Pieces may include classical selections, festival literature, folk arrangements, popular music, musical theatre songs, spirituals and selections from world choral music. Students learn basic choral technique: breathing, intonation, score reading, articulation, and diction. Basic concepts of theory, sight-singing with solfege, and ear-training are further developed. The Churchill Chorus prepares and performs one concert each semester. Small ensembles, duets, and solos may be performed in the rehearsal setting to add to the performing experience. Attendance at all rehearsals and formal concerts is required.

course description video

### 2511 - Orchestra

<table>
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<tr>
<th>Grades 8-9</th>
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</thead>
</table>

This course is similar to the seventh grade orchestra, except more in depth study is included and more advanced orchestral literature is performed. Students learn orchestral bowings, applications and technique. Qualified eighth graders are encouraged to audition for the CJMEA Intermediate Region Orchestra; qualified ninth graders are eligible to audition for the CJMEA Senior Region Orchestra. Group lessons are part of the course requirement and are offered on a rotating schedule. Daily home practice is required and is monitored by the instructor via the assigning of etudes and technical studies. Orchestra students must attend extra after school rehearsals, group lessons and public performances. There is a prerequisite of prior participation in the orchestra program or a minimum of six months to a year of private study (documentation required). New students will complete an informal audition with the director to determine eligibility before enrolling. Instruments that students are encouraged to begin are cello, viola, and string bass.

### 2521 - Select Orchestra

<table>
<thead>
<tr>
<th>Grades 8-9</th>
<th>Prerequisite: Successful completion of an audition</th>
<th>5-5</th>
</tr>
</thead>
</table>

Select Orchestra is a full year honors level course open to a limited number of 8th & 9th grade string players (violin, viola, cello and bass) accepted through an audition process. Audition requirements may be obtained through the Music Department. Students are expected to attend group lessons, which are offered on a rotating schedule throughout the school day. Through group lessons and private practice, students will increase their technical proficiency on their instrument. Students are required to attend all after-school and evening rehearsals and all scheduled performances. Students are encouraged to audition for Intermediate or HS Region and Intermediate or HS All-State Orchestra. Students not able to audition must complete an alternative performance experience of comparable difficulty. Instrumentation is limited and based upon the need for balance between violins, violas, cellos and basses.

### 2522 - Advanced Orchestra H

<table>
<thead>
<tr>
<th>Grades 8-9</th>
<th>Prerequisite: Successful completion of an audition</th>
<th>5-5</th>
</tr>
</thead>
</table>

Advanced Orchestra is an honors-level course open to a limited number of string players through an audition process. Audition requirements may be obtained from the Music Department. Students study and perform music of greater difficulty written for string orchestra. Students are expected to attend group lessons, which are offered on a rotating schedule throughout the school day. Through group lessons and private practice, students increase their technical proficiency on their instruments. Students are required to attend all after-school and evening rehearsals and all scheduled performances. Students are expected to audition for Region Orchestra. Students not able to audition must complete an alternative performance experience. Due to the definition of the Advanced Orchestra, instrumentation is limited and based upon the need for a balance between violins, violas, cellos, and basses.
2510 - Concert Band – Grade 8

Grade 8

This section is designed for students with prior experience playing a brass or woodwind instrument. These courses are similar to previous band classes, with more in-depth study included and more advanced literature performed. Group lessons are part of the course requirement and are offered on a rotating schedule. Daily home practice is required to complete assigned scales, etudes, technical studies, and performance literature successfully. Band students must attend extra after school and evening rehearsals and public performances. Qualified eighth graders are encouraged to audition for the Intermediate Regional Band. There is a prerequisite of prior participation in the band program or a minimum six months of study with a private teacher (documentation required). New students must complete an informal audition with the director to determine eligibility before enrolling. Instruments that are encouraged to begin are oboe, bassoon, French horn, trombone, baritone horn, or tuba. Churchill students who wish to participate in the high school marching band must maintain enrollment in this course.

2509 - Freshman Band – Grade 9

Grade 9

This section is designed for students with prior experience playing a brass or woodwind instrument. These courses are similar to previous band classes, with more in-depth study included and more advanced literature performed. Group lessons are part of the course requirement and are offered on a rotating schedule. Daily home practice is required to complete assigned scales, etudes, technical studies, and performance literature successfully. Band students must attend extra after school and evening rehearsals and public performances. Qualified ninth graders are eligible to audition for the Senior Regional Band. There is a prerequisite of prior participation in the band program or a minimum six months of study with a private teacher (documentation required). New students must complete an informal audition with the director to determine eligibility before enrolling. Instruments that are encouraged to begin are oboe, bassoon, French horn, trombone, baritone horn, or tuba. Churchill students who wish to participate in the high school marching band must maintain enrollment in this course.

1543 - Beginning Piano

Grades 10-12

This course introduces the fundamentals of playing any keyboard instrument. A music technology lab equipped with MIDI keyboards, computers and headsets will be used to learn to read and play music in the treble and bass clef using two hands. It is recommended that students have access to an instrument at home or outside of school.

1283 - Piano Workshop

Grades 10-12

Prerequisite: Grade of B- or better. Successful completion of audition or Beginning Piano

This new course provides an opportunity for students who have completed Beginning Piano to continue their development as keyboard musicians. In addition, through course admission by audition, this course can provide an appropriate placement for students who have acquired some level of piano proficiency through private lessons.

1506 - Chorus

Grades 10-12

1512 - Chorus***

Grades 10-12

1504 - Chorus***

Grades 10-12

1505 - Chorus

Grades 10-12

Chorus is a full-year (or semester if necessary) choral ensemble open to students without an audition. In Chorus, students will learn how to improve their vocal technique and music reading through singing a variety of music. Previous musical experience is not necessary to be successful in this class. All Chorus classes combine for dress rehearsals and concerts. Chorus performs at both the Winter and Spring Choral Concerts and may have a few additional concert opportunities throughout the year. Attendance at all dress rehearsals and concerts is required.

course description video
1541 - Bella Voce H
Grades 10-12 | Prerequisite: Successful completion of an audition | 5-5
---
Bella Voce Honors is a full year elective course offered to 10th through 12th grade students. This course is designed to focus and explore literature and vocal technique specifically for the mature treble voice. Enrollment is by audition only. Bella Voce Honors students should anticipate additional after school and evening rehearsals in preparation of many public performances and choral festivals. Bella Voce Honors students are required to attend all rehearsals and performances as part of the course requirement. Qualified advanced students are expected to audition for Regional and New Jersey All-State Chorus.

The course emphasizes advanced applications of previously learned fundamentals of ensemble singing through study and performance of quality vocal music. Solo and small ensemble singing are an integral part of this course.

1508 - Concert Choir H
Grades 10-12 | Prerequisite: Successful completion of an audition | 5-5
---
Concert Choir Honors is a full year elective course offered to 10th through 12th grade students. Enrollment is by audition only. Concert Choir Honors students should anticipate additional after school and evening rehearsals in preparation of many public performances and choral festivals. Concert Choir Honors students are required to attend all rehearsals and performances as part of the course requirement. Qualified advanced students are expected to audition for Regional and New Jersey All-State Chorus. This course emphasizes advanced applications of previously learned fundamentals of ensemble singing through study and performance of quality vocal music. Solo and small ensemble singing are an integral part of this course. The size of the Concert Choir is dependent on a balance of voice parts (soprano, alto, tenor, and bass).

1509 - Orchestra***
Grades 10-12 | 3-3
1513 - Orchestra***
Grades 10-12 | 4-4
1518 - Orchestra
Grades 10-12 | 5-5
---
Orchestra is open to any student playing a string instrument (violin, viola, cello, string bass). A broad selection of music, encompassing different styles and periods, is performed. Students are expected to attend group lessons, which are offered on a rotating schedule throughout the school day. Through group lessons and private practice, students increase their technical proficiency on their instruments. Students are required to attend all after-school and evening rehearsals and all scheduled performances.

1536 - Chamber Orchestra H***
Grades 10-12 | Prerequisite: Successful completion of an audition | 4-4
1537 - Chamber Orchestra H
Grades 10-12 | Prerequisite: Successful completion of an audition | 5-5
---
Chamber Orchestra is an honors-level course open to a limited number of string players through an audition process. Audition requirements may be obtained from the Music Department. Wind, brass, and percussion students from the Wind Ensemble may be added to form a Symphony Orchestra. Students study and perform music of greater difficulty written for chamber orchestra. Students are expected to attend group lessons, which are offered on a rotating schedule throughout the school day. Through group lessons and private practice, students increase their technical proficiency on their instruments. Students are required to attend all after-school and evening rehearsals and all scheduled performances. Students are expected to audition for Region Orchestra. Students not able to audition must complete an alternative performance experience. Due to the definition of a Chamber Orchestra, instrumentation is limited and based upon the need for a balance between violins, violas, cellos, and basses.

1501 - Concert Band (Percussion) ***
Grades 10-12 | 3-3
1510 - Concert Band (Brass/Woodwind) ***
Grades 10-12 | 3-3
1502 - Concert Band (Percussion) ***
Grades 10-12 4-4

1514 - Concert Band (Brass/Woodwind) ***
Grades 10-12 4-4

1507 - Concert Band (Percussion)
Grades 10-12 5-5

1521 - Concert Band (Brass/Woodwind)
Grades 10-12 5-5

Concert Band is open to any student playing a brass, woodwind, or percussion instrument. Students study and perform standard literature written or transcribed for concert band. Students are expected to attend group lessons, which are offered on a rotating schedule throughout the school day. Through group lessons and private practice, students increase their technical proficiency on their instrument. Students are required to attend all after-school and evening rehearsals and all scheduled performances. Enrollment in band is a prerequisite for performing in any other ensembles such as marching band, jazz band, orchestra, or percussion ensemble.

1511 - Wind Ensemble H***
Grades 10-12 Prerequisite: Successful completion of an audition 3-3

1515 - Wind Ensemble H***
Grades 10-12 Prerequisite: Successful completion of an audition 4-4

1520 - Wind Ensemble H
Grades 10-12 Prerequisite: Successful completion of an audition 5-5

Wind Ensemble is an honors-level course open to a limited number of brass, woodwind, and percussion students selected through an audition process. Audition requirements may be obtained from the Music Department. Students study more difficult repertoire written for smaller wind bands. Students are expected to attend group lessons, which are offered on a rotating schedule throughout the day. Through private practice and group lessons, students increase their technical proficiency. Students are required to attend all scheduled afternoon and evening rehearsals and all performances. Students are expected to audition for Region Band. Students not able to audition must complete an alternate performance experience. Due to the nature of the wind ensemble, the following is the recommended instrumentation. This instrumentation may be modified to accommodate balance challenges with the group. Participation in the Wind Ensemble is limited to the following instruments:

4 Flutes 2 Bassoons 3 Trombones
2 Oboes 2 Alto Saxophones 2 Euphoniums
6 Bb Clarinets 1 Tenor Saxophone 1 Tuba
1 Alto Clarinet 1 Baritone Saxophone 3 Percussion
1 Bass Clarinet 4 French Horns 1 Mallet Percussion
1 Contrabass Clarinet 5 Trumpets 1 Tympani

*This course meets the NCAA core course requirements - see Section II, p. 18 for explanation.

***These courses meet three or four days per week and may alternate with science labs.
English Course Guide

Introduction: All East Brunswick students are required to take English every year from grades 8-12. Eighth grade students must take English 8 or English 8 (Honors). Ninth grade students must take English 9 or English 9 (Honors). Sophomores must take English 10 or English 10 (Honors). Juniors must take English 11, English 11 (Honors), or AP Language and Composition. Seniors must take English 12, College Writing (Honors), or AP Literature and Composition. Each of the required courses emphasizes the major strands of the language arts:

1. Reading—analysis, interpretation, and evaluation of significant works of literature.
2. Writing—emphasis on expository writing in a variety of modes for a variety of audiences.
3. Speaking—large and small group discussion, individual presentations.
4. Listening—active and purposeful engagement.
5. Viewing—utilization of media literacy.
6. Skills—research skills and application, vocabulary development, grammar/syntax/usage, study skills.

It is strongly recommended that all students enroll in those courses that will optimize the development of lifelong communications skills and the opportunity for further education.

Please click here to view Honors/AP Course Placement Criteria and Course Prerequisites
2010 - English 8

Grade 8  
5-5

English 8 provides a comprehensive, in-depth range of language experiences for students in literature and in writing. Students read short and full-length works categorized by literary genre, and relate to their own lives and/or other literature that they have read. Writing assignments are based on class reading, instruction, and discussion. Students participate in small and large group discussion. They receive significant instruction in reading, writing, research, and vocabulary skills. Over the course of the year, students will be expected to complete short mini-research simulations and read independently both in class and at home. This course will prepare students for the state mandated exam, which measures performance relative to the New Jersey Student Learning Standards.

2012 - English 8 H

Grade 8  
Prerequisites will determine placement into course.  
5-5

English 8 Honors provides instruction and activities at a faster pace and with increased depth. In this course, organized by literary genre, students explore short and full-length works. Students develop skills in literary analysis, especially in recognizing the characteristics of each genre and the effects of those characteristics on the works studied. Reflecting a variety of writing modes, writing assignments are based on the readings and on students’ experiences. Students participate in small and large group discussion. They receive significant instruction in reading, writing, research, and vocabulary skills. Honors students should be self-motivated and driven to set and meet their own deadlines. Over the course of the year, students will be expected to complete several short mini-research simulations and read independently both in class and at home. This course will prepare students for the state mandated exam, which measures performance relative to the New Jersey Student Learning Standards.

2015 - English 9

Grade 9  
5-5

English 9 provides broad experiences for students in writing and in literature. Students read a wide range of short and full-length works, representing a variety of literary genres. They apply their understandings of their reading to personal experiences. Writing assignments are based on class reading, instruction, and discussion. Students participate in small and large group discussion. They receive significant instruction in reading, writing, research, and vocabulary skills. This course will prepare students for the state mandated exam, which measures performance relative to the New Jersey Student Learning Standards. Research tasks and independent reading are course requirements.

Meets NCAA Core Course Requirements*

2014 - English 9 H

Grade 9  
Prerequisites will determine placement into course.  
5-5

English 9 Honors follows the English 8 Honors program, providing instruction at a faster pace and with increased depth. Organized by literary genre, the course explores short and full-length works of literary merit. Students develop skills in literary analysis, especially in recognizing the characteristics of each genre and the effect of those characteristics on the meaning of specific works. Writing assignments are based on the literature and reflect a variety of modes and audience requirements. Students participate in small and large group discussion. They receive significant instruction in reading, writing, research, and vocabulary skills. This course will prepare students for the state mandated exam, which measures performance relative to the New Jersey Student Learning Standards. Research tasks and independent reading are course requirements.

Meets NCAA Core Course Requirements*

2013 - Heroes, Villains, and Mythology

Grade 9  
5-2.5

Heroes, Villains, and Mythology is a semester elective course for all students interested in exploring the social, artistic and philosophical implications of world mythology. Students will learn about the foundations of Greek and Roman myth and the ways in which these myths inform works such as Homer’s Iliad and Virgil’s Aeneid. Ultimately, students will examine myths from a variety of cultures in order to better understand the relevance of mythology to art as well as contemporary issues concerning justice, identity, the family and war. Students will complete reading and writing assignments on a daily basis as well as engage in spirited class discussions. All ninth graders are eligible to enroll in this elective.
Supplementary English Courses

*These courses are taken in addition to the appropriate level English course and are required for those students who do not score at the proficient level on state standardized tests.*

2030 - Reading and Writing Workshop 8

Grade 8

5-5

Placement into this course is determined by standardized test scores, reading and writing assessments, and seventh grade teacher recommendation. Students are provided with opportunities to build basic reading and writing skills. Through systematic and targeted instruction, students learn to read and comprehend text at a deeper level while developing a diverse vocabulary and expressing their ideas clearly in writing. This course will prepare students for the state mandated exam, which measures performance relative to the New Jersey Student Learning Standards.

2028 - Reading and Writing Workshop 9

Grade 9

5-5

This is a course for students who have been recommended by their eighth grade English teacher and have scored partially proficient on the literacy portion of standardized testing as well as secondary criteria. Students are provided with opportunities to build basic reading and writing skills. Through systematic and targeted instruction, students learn to read and comprehend text at a deeper level while developing a diverse vocabulary and expressing their ideas clearly in writing. This course will prepare students for the state mandated exam, which measures performance relative to the New Jersey Student Learning Standards.

East Brunswick High School Courses

1002 - English 10

Grade 10

5-5

English 10 explores significant works of literature, both fiction and nonfiction, from a thematic perspective. In addition to reading both short and full-length works, students engage in analytic discussion regarding themes and characters within the works and apply their understanding to personal experience, as well as make connections across texts. Frequent analytical, narrative, and synthesis style writing assignments are an important part of this course. This course will prepare students for the state mandated exam, which measures performance relative to the New Jersey Student Learning Standards.

Meets NCAA Core Course Requirements*

1001 - English 10 H

Grade 10

5-5

Prerequisites will determine placement into course.

English 10 Honors explores significant works of literature, both fiction and nonfiction, from a thematic perspective. In addition to reading both short and full-length works, students engage in detailed discussion regarding the philosophical ideas, themes, and characters within the texts, as well as make connections across texts. They also write interpretive and persuasive pieces based upon the literature and spend a significant amount of time on developing analytical, narrative and synthesis style writing. This course will prepare students for the state mandated exam, which measures performance relative to the New Jersey Student Learning Standards.

Meets NCAA Core Course Requirements*

1007 - English 11

Grade 11

5-5

English 11 explores significant works of literature, both fiction and nonfiction, from a thematic perspective. In addition to reading both short and full-length works, students engage in analytic discussion regarding themes and characters within the works and apply their understanding to personal experience, as well as make connections across texts. Frequent analytical, narrative, and synthesis style writing assignments are an important part of this course. This course will prepare students for the state mandated exam, which measures performance relative to the New Jersey Student Learning Standards. Students will also have the opportunity to take the Accuplacer, an online assessment given to college students.
**1006 - English 11 H**
Grade 11

Prerequisites will determine placement into course.

English 11 Honors explores significant works of literature, both fiction and nonfiction, from a thematic perspective. In addition to reading challenging short and full-length works, students participate in and lead detailed discussion regarding the philosophical ideas, themes, and characters within the texts, as well as make connections across texts. They also write interpretive and persuasive pieces based upon the literature and spend a significant amount of time on developing analytical, narrative, and synthesis style writing. Students prepare for the state mandated exam, which measures performance in relation to the Common Core standards.

*Meets NCAA Core Course Requirements*

**1005 - AP English I: Language and Composition**
Grade 11

Prerequisites will determine placement into course.

AP English I (Language and Composition) is a demanding college level course offered to juniors in which students employ an intensive, interpretative, and critical approach to modern and classical literature. Students develop their unique perspectives and writing voices through small and large group discussion, and through a variety of writing tasks. Writing assignments include the analysis of text, structure, and style; reflect all of the rhetorical modes, and incorporate writing for everyday situations. Students are prepared for and encouraged to take the AP Language and Composition Examination in May. There is also a required summer project for this course.

*Meets NCAA Core Course Requirements*

**1012 - English 12**
Grade 12

EBHS MCC

College Pathways Program

<table>
<thead>
<tr>
<th>[Spring] MCC Course Number: ENG-121 - English Composition I [3 credits]***</th>
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</thead>
<tbody>
<tr>
<td>This EBHS course provides the opportunity for students to earn up to [3] college credits</td>
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</table>

English 12 is designed for seniors who wish to pursue a college education or training for other careers. This course emphasizes the skills needed for successful college reading and writing through a series of non-fiction readings and process papers. Students will close read thematic-based college level texts to write a variety of essays: summary and response, critique, analytical, and synthesis. In addition, students enrolled in English 12 will examine literary fiction and have the opportunity to take the Accuplacer, an online assessment given to college students.

***The course content aligns with Middlesex County College’s ENG-121. In order for EBHS students to be eligible for dual enrollment with MCC to receive 3 college credits for ENG 121 (English Composition I), they must demonstrate competency on a college placement assessment, such as the Accuplacer Writeplacer, NJSLA, SAT, or ACT.

*Meets NCAA Core Course Requirements*

**1009 - College Writing H**
Grade 12

Prerequisites will determine placement into course.

EBHS MCC

College Pathways Program

<table>
<thead>
<tr>
<th>[Fall] MCC Course Number: ENG-121 - English Composition I [3 credits]</th>
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<tbody>
<tr>
<td>[Spring] MCC Course Number: ENG-122 English Composition II [3 credits]</td>
</tr>
<tr>
<td>This EBHS course provides the opportunity for students to earn up to [6] college credits</td>
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</tbody>
</table>

College Writing Honors is a senior year writing intensive course designed to immerse high school students into the expectations and rigor of college writing. During the first semester, students will read, comprehend, analyze, and evaluate multiple nonfiction texts used in Expository Writing 101 at Rutgers University. Through the process of writing multiple drafts of expository essays, students will develop independent theses that connect and respond to the ideas and information in the texts they read. During the second semester, students will extend their understanding of the college writing process by reading and making connections across thematically linked fiction and nonfiction multimodal texts. Students will continue to learn and develop the skills of clear, correct, effective English by reading essays, longer works of non-fiction prose, and literary criticism. Students will complete a variety of writing projects requiring techniques such as cause and effect, analysis, evaluation, synthesis, argumentation and persuasion.
The course content aligns with Rutgers University’s *Expository Writing 101* and Middlesex County College’s *Composition I and II*. See The College Pathways Program in Section II for more information.

*Meets NCAA Core Course Requirements*

### 1010 - AP English II: Literature and Composition

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<tr>
<th>Grade 12</th>
<th>Prerequisites will determine placement into course.</th>
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</table>

AP English II (Literature and Composition) is a demanding academic course in which students employ an intensive, interpretive, and critical approach to modern and to classical literature through class and independent reading, through small and large group discussion, and a variety of writing experiences. Writing assignments include the analysis of text, structure, and style and incorporate writing for formal and informal occasions. Students are prepared for and encouraged to take the Advanced Placement English Literature and Composition Examination. There is also a required summer project for this course.

*Meets NCAA Core Course Requirements*

#### Supplementary English Courses

*These courses are taken in addition to the appropriate level English course and are required for those students who do not score at the proficient level on state standardized tests.*

### 1040 – English 12 Support

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The results of standardized testing, Middlesex County College’s English placement criteria, and/or teacher recommendation, serve as the criteria for enrollment in this course. Students will have the same English teacher for both English 12 and English 12 support and will remain in the class for a double period. Emphasis will be placed on helping students overcome any deficiencies or difficulties they may have in meeting the state graduation requirements for English and the learning outcomes for college level English. A review of reading and writing basics using special materials designed to help students improve, specifically material that reinforces the English 12 curriculum, is the focus of the course.

### Elective English Courses

*In addition* to the required English courses, students in grades 10-12 are eligible to enroll in elective courses.

### 1021 - Creative Writing

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<th>Hybrid Course</th>
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This semester, hybrid course is designed for students who wish to develop their creative writing abilities through independent practice and frequent individual conferences with the instructor. This course trains students to express themselves through original poems, short stories, and essays, based upon their own experiences and sensory impressions. Students read and discuss literary models, as well as read and discuss one another’s work. Students also have opportunities to publish their work both within and outside of the school context. Ideal candidates for this course are motivated, self-directed learners who are able to complete and submit tasks independently.

*Meets NCAA Core Course Requirements*

### 1023 – EBHS Publisher’s Workshop

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In this innovative, workshop-based course, students will collaborate with peers and teachers to find, write, photograph, and publish stories for school periodicals with special focus on the creation of the Yearbook. The course will have two teachers; one who focuses on photography & graphic design, and one who focuses on journalistic writing. Students may select a focus of either graphic design or writing, or may explore both. All students will produce material that is ultimately published in a school periodical. Students should be self-motivated, self-directed, independent, and of high integrity.
1025 - Public Speaking H

This course is designed to help students become more confident speakers and better speech writers. Students will learn to research, organize, write, and present various types of speeches: informative, persuasive, and demonstrative. They will also read, analyze, and deliver memorable speeches from literature and history. At the end of the course, students will understand how to effectively write speeches and how to deliver them using rhetorical techniques.  
*Meets NCAA Core Course Requirements*

1030 - Sports and Literature

Sports and Literature will channel the passion that many high school students have for sports and use it to develop them into strong readers (of mainly non-fiction texts) and strong writers (of mainly analytic essays). The broad and complex role of sports in contemporary America provides a common intellectual ground for students of different grades, interests, and ability levels. Likewise, they will become better readers through exposure to challenging texts of various lengths and better writers through constant exposure to several of the rhetorical modes (such as narration, definition, comparison and process analysis).

1028 - Shakespeare H

This elective course is designed for students who have a love of literature and drama, and are fascinated by the works of Shakespeare. The class offers students of different levels an opportunity to read and to discuss Shakespeare’s comedies, histories and romances. No tragedies! The coursework focuses less on literary analysis, and more on the entertainment value of the plays: the ways the plays have been portrayed in film, the history of Shakespearean theater, and student performances. The course requires students to read critically and creatively, write reactions to the texts, and think deeply. Open discussions and active participation are encouraged.  
*Meets NCAA Core Course Requirements*

1029 - Philosophy for Teenagers H

Philosophy for Teenagers Honors is a semester Honors course designed for diligent students interested in reading, writing and thinking about big questions. Students will explore complex topics through units such as Epistemology, Ethics, Free Will and Determinism, and The Meaning of Life. Through readings and class discussions, students will experiment with the basic methods of philosophical inquiry and, ultimately, use these inquiries as a lens through which they examine their own values and assumptions. Students will read selections from the great thinkers as well as selections from other classic and contemporary sources. Students enrolled in this course will be required to complete reading and writing assignments and engage in spirited class discussions on a daily basis.

1042 - SAT Verbal Preparation

This one-quarter, hybrid course is designed to help students better prepare for the verbal portions of the recently redesigned SAT exam. Utilizing a combination of in-person and electronic approaches, students will learn and experience the format, requirements, and strategies to allow them to perform their best on the exam. The course will focus on evidence-based reading and writing tasks, as well as the optional essay component. Ideal candidates for this course are motivated, self-directed learners who are able to complete and submit tasks independently.
Health Courses
Grades 8-12 | 2019-2020

health 8
one semester
2.5 credits

health 9
one semester
2.5 credits

health 10
driver education
1.25 credits

health 3
1.25 credits

health 4
1.25 credits

grade 8
grade 9
grade 10
grade 11
grade 12

quarter elective

CPR certification/teen stress management skills
1.25 credits
Health Course Guide

The Health curriculum focuses on current health issues and important topics related to wellness. The goal of the health education program is to help students develop awareness and appreciation of the mental, social, physical and emotional aspects of a healthy individual. The program in grades 8 & 9 is a one semester course. Health (11th and 12th grades) and Driver Education (10th grade) meet five days a week for one-quarter of the year for 1.25 credits. In addition to the required health courses, students may take CPR Certification/Teen Stress Management, an elective course in high school.

Churchill Junior High School Courses

2730 - Health 8

Grade 8 5-2.5

The purpose of health instruction in grade eight is to emphasize the establishment, development and achievement of a positive lifestyle. The student will acquire health information, decision-making skills, and coping strategies that are necessary for physical, intellectual, social and emotional well-being. The grade eight health course deals with mental health, drug and alcohol abuse, family life relationships, consumer health, environmental health, prevention and control of disease, nutrition, first aid, and stress and bullying. Developmental or adaptive health is also available to students with special needs.

2722 - Health 9

Grade 9 5-2.5

Grade 9 Health is a comprehensive program of interrelated components that stress the choices and skills necessary for wellness. Topics to be covered include the functioning and structures of the endocrine system and reproductive system along with changes during adolescence as they relate to childbearing and pregnancy including, teen pregnancy and teen pregnancy options. Various methods of contraception (stressing abstinence), STI’s, their symptoms, spread, prevention, and treatments; along with dating violence, date rape, gender issues and gender bias issues. Students will acquire accurate and current health information and develop healthful attitudes and behaviors. Students will discover reliable and current sources of information that they will consult now and in the future. This course teaches and reinforces the skills necessary to weigh options and to make responsible and healthy choices. Developmental or adaptive health is also available to students with special needs.

East Brunswick High School Courses

1702 - Driver Education (Sophomores)

Grade 10 5-1.25

Grade 10 Health (Driver Education) is a state-certified course of instruction consisting of a minimum of 30 hours of classroom instruction designed to teach the students all they need to know to become safe, responsible drivers. Students will learn how to progress through New Jersey’s Graduated Driver’s License program, and will receive an opportunity to take the NJ State Permit Test. They will learn how to fulfill the various Motor Vehicle Commission requirements for their vehicles. Students will have a working knowledge of New Jersey’s driving rules and regulations and an appreciation of the importance of following these guidelines.

1701 - Health 3 (Juniors)

Grade 11 5-1.25

Grade 11 Health is designed to re-emphasize many of the important concepts learned in earlier grades. As part of the program, new material will be added which will supplement and add depth to the previously learned concepts and skills. The students will receive a course in the techniques of Adult Cardiopulmonary Resuscitation using the American Heart Association Family and Friends CPR non-certification course. The students will review healthy heart lifestyle choices. The students will be provided with current relevant health information in areas of substance abuse/addictions so they may
make informed, intelligent decisions related to their personal use/non-use. This course places a strong emphasis on addictions and making good choices to maintain a healthy lifestyle. They will apply knowledge of sexually transmitted infections so as to evaluate their own level of risk and take steps to change any higher risk behaviors. The students will also look at mental illnesses and how they affect individuals in their daily lives, and learn prevention and treatment methods that are available. Developmental or adaptive health is also available to students with special needs.

1700 - Health 4 (Seniors)

Grade 12

Grade 12 Health is designed to re-emphasize many of the important concepts learned in the ninth grade health curriculum. As a result of this course, students will have a working knowledge of the male and female reproductive systems. They will evaluate lifestyle behaviors and choices and identify personal risk for reproductive cancers. They will be able to understand how to perform self-exams such as breast and testicular exams. Students will understand how conception takes place, signs and symptoms of pregnancy, fetal development, labor and delivery as well as how dangerous substances such as drugs and alcohol, etc. can affect the fetus. Students will understand the benefits of abstinence in a relationship. Using current research, they will explore methods of contraception and risk elimination. Students will identify healthy vs. unhealthy relationships. They will compare and contrast attitudes and beliefs about gender identity and sexual orientation. Students will discuss what goes into a healthy long term commitment. Developmental or adaptive health is also available to students with special needs.

Elective Quarter Course

1706 - CPR Certification/Teen Stress Management Skills

Grades 10-12

This elective offers instruction in rescue procedures on INFANTS and CHILDREN in addition to ADULTS. Many students need, or want, this course for their part-time jobs, especially those who are babysitters, camp counselors, lifeguards, student trainers, waiters/waitresses, aerobics instructors, rescue squad or fire department members, etc. In order to receive a Heart Saver Certification Card, students must demonstrate proficiency in performance and knowledge of rescue techniques and pay a nominal fee for the certification card.

As part of the program students will have the most updated resources available from the American Heart Association (AHA). The student will acquire and apply knowledge in stress management skills, nutrition and other mental health issues.
Mathematics Courses
Grades 8-12 | 2019-2020

*Indicates a course taught at both CJHS and EBHS

*Geometry with Trig H
*Algebra I H
*Algebra IA*

GRADE 8

*Geometry with Trig H
*Geometry with Trig*
*Algebra IA*

GRADE 9

Pre-Calculus H
Pre-Calculus
Algebra II H*
Algebra II/Algebra II Essentials
Geometry with Trig*

GRADE 10

Calculus III H
AP Calculus BC
AP Calculus AB
Statistics H
Adv. Algebra with Trig
Fund of College Math

GRADE 11

SAT Mathematics Preparation (Hybrid)
Math Behind Sports

GRADE 12
Mathematics Course Guide

The Mathematics Department offers sequences in academic and honors/advanced placement mathematics that give students opportunities ranging from meeting the minimum three years of mathematics study and state graduation requirements to preparing for or participating in college-level mathematical study.

All students must take a course in both algebra and geometry and then go on to complete their mathematics study with a second level of algebra, pre-calculus, and/or calculus. In addition, Advanced Placement and college-level courses are offered in calculus and/or statistics as part of the College Pathways Dual Enrollment Program. For those students who do not score at the proficient level on state standardized tests, a supplementary lab course may be taken in addition to Algebra II Essentials at the high school.

Students are strongly encouraged to enroll in a mathematics course in each year of their high school experience as a way of adequately preparing for the college placement as well as their future endeavors. Currently, nearly ninety-seven percent of twelfth graders at East Brunswick High School take a fourth year of mathematics. Because of the sequential nature of mathematics offerings, many courses have prerequisites. In addition, some science courses have mathematics prerequisites. Students need to be aware of the prerequisites for each course and of the grade requirements for continuing in a course sequence.

In general, a student needs to receive at least a B- in a given course to remain on that course track. Please see the preceding page for the possible sequence of courses that a student might follow in mathematics from grade 8 through grade 12.

*An online Advanced Course Enrollment (ACE) form must be submitted for any variations. These include enrolling in two mathematics courses in one academic year at EBHS or to waive pre-requisites. ACE forms are due on or before April 26, 2019 in order to be accepted for the following year.

In addition, students who have successfully completed Honors Algebra I (with an overall course grade of B- or higher) or Algebra I (with an overall course grade of A- or higher) can apply for summer advancement in Geometry with Trigonometry Honors.

Please click here to view Honors/AP Course Placement Criteria and Course Prerequisites
Multiple measures, including standardized test scores, performance and placement in 7th grade math and teacher recommendation are used to place students into the appropriate level of 8th grade mathematics. In general, a grade of at least B- is required to stay on a given track, while a grade of at least A- is required to move into a new track sequence. Students are expected to purchase a TI-84 graphing calculator at the beginning of Algebra I as preparation for state standardized tests as well as for future math courses at both Churchill Junior High School and East Brunswick High School.

High School Preparatory Courses

2176 - Algebra IA

Prerequisite: Grade 8: Appropriate score on the placement matrix; Grade 9: Placement by Mathematics Department Chairperson

This is a first course in elementary algebra, which uses inductive approaches to develop the basic algebraic operations. Topics studied include integers and operations, solving linear equations and inequalities, polynomials, graphing linear and non-linear functions, factoring, fractional equations, irrational numbers, data analysis and verbal/word problems. Problem solving will also be a major component of this course as will the infusion of graphing calculator lessons and activities. Students enrolled in this course must take the Algebra I NJSLA Assessment. Showing proficiency on the Algebra I NJSLA Assessment is currently a state graduation requirement.

2172 - Geometry with Trigonometry

Prerequisite: Algebra I or Algebra I Honors

This course develops an understanding of geometry using basic properties, postulates and theorems in the study of triangles, quadrilaterals, and congruence. Other topics include similarity, circles, area, volume, coordinate geometry, transformational geometry, and an introduction to the trigonometric functions and their applications in the right triangle. Students enrolled in this course must take the Geometry NJSLA Assessment. This course is also offered at East Brunswick High School.

Meets NCAA Core Course Requirements*

Honors Level Courses

2170 - Algebra I H

Prerequisite: Appropriate score on the placement matrix.

This course, intended for the academically talented student in mathematics, uses inductive approaches to develop the basic algebraic operations. In addition to the topics covered in Algebra I, students will be expected to demonstrate independent thinking as they explore and solve in depth problems related to the applications of the covered topics. Problem solving will also be a major component of this course as will the infusion of graphing calculator lessons and activities. Students enrolled in this course must take the Algebra I NJSLA Assessment. Showing proficiency on the Algebra I NJSLA Assessment is currently a state graduation requirement. This course is only offered at Churchill Junior HS.

Meets NCAA Core Course Requirements*

2173 - Geometry with Trigonometry H

Prerequisite: Grade 8: Appropriate score on the placement matrix; Grade 9: A final grade of B- or better in Algebra I H or an appropriate score on the placement matrix

This course, designed for the mathematically talented student, develops an understanding of more advanced geometric concepts, theorems and topics. In addition to the topics covered in Geometry with Trigonometry, students will be expected to demonstrate independent thinking as they explore and solve in depth problems related to the applications of the covered topics. Students enrolled in this course must take the Geometry NJSLA Assessment. This course is only offered at Churchill Junior HS.

Meets NCAA Core Course Requirements*
2171 - Algebra II H

<table>
<thead>
<tr>
<th>Prerequisite: One year each of Algebra I and Geometry with Trigonometry at the honors level with a final course grade of B or higher in both courses</th>
</tr>
</thead>
</table>

This course is intended for the academically talented student in mathematics. In addition to the topics covered in Algebra II, students will be expected to demonstrate independent thinking as they explore and solve in depth problems related to the applications of the covered topics. Students enrolled in this course will be expected to purchase either a TI-83+ or TI-84 graphing calculator. These learning tools will be used throughout the course as a means of problem solving and investigation. Students enrolled in this course must take the Algebra II NJSLA Assessment. This course is also offered at EBHS.

Meets NCAA Core Course Requirements*

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East Brunswick High School Courses

College Preparatory Courses

1155 - Algebra I

<table>
<thead>
<tr>
<th>Prerequisite: Placement by Mathematics Department Chairperson</th>
</tr>
</thead>
</table>

This is a first course in elementary algebra, which uses inductive approaches to develop the basic algebraic operations. Topics studied include integers and operations, solving linear equations and inequalities, polynomials, graphing linear and non-linear functions, factoring, fractional equations, irrational numbers, data analysis and verbal/word problems. Problem solving will also be a major component of this course as will the infusion of graphing calculator lessons and activities. Students enrolled in this course must take the Algebra I NJSLA Assessment. Showing proficiency on the Algebra I NJSLA Assessment is currently a state graduation requirement.

Meets NCAA Core Course Requirements*

1159 - Geometry with Trigonometry

<table>
<thead>
<tr>
<th>Prerequisite: Algebra IA or Algebra I</th>
</tr>
</thead>
</table>

This course develops an understanding of geometry using basic properties, postulates and theorems in the study of triangles, quadrilaterals, and congruence. Other topics include similarity, circles, area, volume, coordinate geometry, transformational geometry, and an introduction to the trigonometric functions and their applications in the right triangle. Students enrolled in this course must take the Geometry NJSLA Assessment. This course is also offered at CIHS.

Meets NCAA Core Course Requirements*

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<table>
<thead>
<tr>
<th>Geometry w Trig to Algebra II Essentials</th>
<th>Geometry w Trig to Algebra II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PARCC Algebra: Level 3 or below</td>
<td>1. PARCC Algebra: Level 4 or 5</td>
</tr>
<tr>
<td>2. Geo w Trig Course Grade below 80%</td>
<td>2. Geo w Trig Course Grade of at least 80%</td>
</tr>
<tr>
<td>3. Algebra IA Course Grade below 80%</td>
<td>3. Algebra IA Course Grade of at least 80%</td>
</tr>
<tr>
<td>4. Algebra IA Midterm Grade below 80%</td>
<td>4. Algebra IA Midterm Grade of at least 80%</td>
</tr>
<tr>
<td>5. Algebra IA Final Exam Grade below 80%</td>
<td>5. Algebra IA Final Exam Grade of at least 80%</td>
</tr>
</tbody>
</table>

1167 - Algebra II Essentials (previously named Algebra II)

<table>
<thead>
<tr>
<th>Prerequisite: Appropriate score on the placement matrix</th>
</tr>
</thead>
</table>

This course is a continuation and extension of the concepts studies in Algebra I and Geometry with Trigonometry. Topics include; extending linear and quadratic functions, polynomial functions, analysis of non-linear functions, statistics and sequences and series. Students enrolled in this course will be expected to purchase either a TI-83+ or TI-84 graphing calculator. These learning tools will be used throughout the course as a means of problem solving and investigation. Students enrolled in this course must take the Algebra II NJSLA Assessment.

Meets NCAA Core Course Requirements*
1160 - Algebra II pending board approval

Prerequisite: Appropriate score on the placement matrix

This course is a continuation and extension of the concepts studies in Algebra I and Geometry with Trigonometry. Topics include; extending linear and quadratic functions, polynomial functions, analysis of non-linear functions, statistics and sequences and series. In addition, this course will include advanced factoring applications, operations with rational expressions, and conic sections. Students enrolled in this course will be expected to purchase either a TI-83+ or TI-84 graphing calculator. These learning tools will be used throughout the course as a means of problem solving and investigation. Students enrolled in this course must take the Algebra II NJSLA Assessment.

Meets NCAA Core Course Requirements*

1162 - Algebra II H

Prerequisite: Appropriate score on the placement matrix

This course is intended for the academically talented student in mathematics. In addition to the topics covered in Algebra II, students will be expected to demonstrate independent thinking as they explore and solve in depth problems related to the applications of the covered topics. Students enrolled in this course will be expected to purchase either a TI-83+ or TI-84 graphing calculator. These learning tools will be used throughout the course as a means of problem solving and investigation. Students enrolled in this course must take the Algebra II NJSLA Assessment. This course is also offered at CIHS.

Meets NCAA Core Course Requirements*

Advanced Courses

1169 - Fundamentals of College Mathematics

Prerequisite: Placement by Mathematics Department Chairperson

This course is designed to provide the student with a strong command of the skills and concepts needed for success in entry-level college mathematics courses. The course presents the algebra of functions and trigonometry of the right angle. In addition, one of the primary goals of this course is to prepare the students for the expectations of a college placement test such as the Accuplacer.

Meets NCAA Core Course Requirements*

1158 - Advanced Algebra with Trigonometry

Prerequisite: Algebra II Essentials or a final course grade of C+ or lower in Algebra II

This course includes a review of essential skills from Algebra, introduces polynomial, rational, exponential and logarithmic functions, and gives the student an in-depth study of trigonometric functions and their applications. Problem solving and investigation through the use of the graphing calculator is an integral part of this course.

Meets NCAA Core Course Requirements*

1161 - Pre-Calculus

Prerequisite: A final course grade of B- or better in Algebra II or a passing grade of C+ or lower in Algebra II H

This course gives the student the necessary background for the study of calculus by providing an extensive study of functions and their graphs. Polynomial, rational, exponential and logarithmic functions are addressed along with the trigonometric functions, trigonometric identities, trigonometric equations, and polar coordinates. Problem solving and investigation through the use of the graphing calculator is an integral part of this course.

Note: This course is not available to students who have completed Advanced Algebra and Trigonometry.

Meets NCAA Core Course Requirements*

1163 - Pre-Calculus H with Limits

Prerequisite: A grade of B- or better in Algebra II H

This course is intended for the academically talented student and includes the study of polynomial, rational, exponential, logarithmic and trigonometric functions. In addition, topics from calculus (such as limits, continuity, and an
introduction to the derivative) will also be introduced in this course as a precursor for Advanced Placement level Calculus. Problem solving and investigation through the use of the graphing calculator is an integral part of this course.

Meets NCAA Core Course Requirements*

**College Pathways Dual Enrollment Program Courses**

### 1180 - Statistics H

**Prerequisite:** Advanced Algebra and Trigonometry (1158) or Pre-Calculus (1161)  
5-5

<table>
<thead>
<tr>
<th>EBHS</th>
<th>MCC</th>
<th><strong>College Pathways Program</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="EBHS Logo" /></td>
<td><img src="image2.png" alt="MCC Logo" /></td>
<td>[Full Year] MCC Course: MAT-123 Statistics I [3 credits]</td>
</tr>
<tr>
<td><img src="image3.png" alt="College Pathways Program Logo" /></td>
<td></td>
<td>This EBHS course provides the opportunity for students to earn up to [3] college credits</td>
</tr>
</tbody>
</table>

This course will familiarize students with mathematical models that occur in more advanced courses and in professions through the use of exploratory data analysis and statistical methods. Topics include descriptive statistics, probability, regression, confidence intervals and an introduction to hypothesis testing. This course also affords students the opportunity to gain experience with college level material and expectations while still enrolled in high school. Please note that while credit is given for this course at the honors level, previous enrollment in honors level math courses is not a prerequisite for this course.

Meets NCAA Core Course Requirements*

### 1168 - Calculus H

**Prerequisite:** Pre-Calculus (1161)  
5-5

<table>
<thead>
<tr>
<th>EBHS</th>
<th>MCC</th>
<th><strong>College Pathways Program</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="EBHS Logo" /></td>
<td><img src="image2.png" alt="MCC Logo" /></td>
<td>[Full Year] MCC Course: MAT-131 Analytic Geometry and Calculus I [4 credits]</td>
</tr>
<tr>
<td><img src="image3.png" alt="College Pathways Program Logo" /></td>
<td></td>
<td>This EBHS course provides the opportunity for students to earn up to [4] college credits</td>
</tr>
</tbody>
</table>

This is a full year study of the Calculus of algebraic, trigonometric, exponential, and logarithmic functions. Topics include limits, differentiation and its applications, integration and the applications of the definite integral. This course also affords students the opportunity to gain experience with college level material and expectations while still enrolled in high school. Please note that while credit is given for this course at the honors level, previous enrollment in honors level math courses is not a prerequisite for this course.

Meets NCAA Core Course Requirements*

### 1183 - Calculus II H

**Prerequisite:** Calculus H (1168) or AP Calculus AB (1164)  
5-5

<table>
<thead>
<tr>
<th>EBHS</th>
<th>MCC</th>
<th><strong>College Pathways Program</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="EBHS Logo" /></td>
<td><img src="image2.png" alt="MCC Logo" /></td>
<td>[Full Year] MCC Course: MAT-132 Analytic Geometry and Calculus II [4 credits]</td>
</tr>
<tr>
<td><img src="image3.png" alt="College Pathways Program Logo" /></td>
<td></td>
<td>This EBHS course provides the opportunity for students to earn up to [4] college credits</td>
</tr>
</tbody>
</table>

Honors Calculus II will be offered in partnership with Middlesex County College as part of the College Pathways Dual Enrollment program and its rigor will be consistent with a second semester of college calculus. Honors Calculus II includes the study of transcendental and hyperbolic functions, applications of integration, more sophisticated techniques of integration, simple differential equations, parametric curves and vectors, indeterminate forms, Taylor’s formula, infinite series as well as topics in analytic geometry. Please note that while credit is given for this course at the honors level, previous enrollment in honors level math courses is not a prerequisite for this course.

Meets NCAA Core Course Requirements*

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* Indicates NCAA core course requirement.
Honors Calculus III will be offered in partnership with Middlesex County College as part of the College Pathways Dual Enrollment program and its rigor will be consistent with a third semester of college calculus. This course will specifically address advanced topics in calculus. Students will explore the use of multivariable calculus to represent phenomena in three-dimensional space and to analyze functions of more than one variable.

*Meets NCAA Core Course Requirements*

## Advanced Placement Courses

### 1164 - AP Calculus AB

Prerequisite: A final course grade of C+ or better in Pre-Calculus H, or an appropriate score on the placement matrix

This college-level course stresses elementary functions and analytic geometry as well as the concepts and applications of differential and integral calculus via the use of analytic methods and technology. It prepares students for the AB Advanced Placement Examination as well as more advanced mathematical study at the college level. The use of technology is an integral part of this course as are advanced problem-solving strategies and methods.

*Meets NCAA Core Course Requirements*

### 1165 - AP Calculus BC

Prerequisite: A final course grade of B- or better in Pre-Calculus H

This is a college-level course, which is considerably more extensive and rigorous than the Calculus AB course. It prepares the student to take the BC Advanced Placement Examination as well as more advanced mathematical and scientific study at the college level. All the topics of the Calculus AB course are included, along with additional topics such as differential equations and sequences and series. The use of technology is an integral part of this course as are advanced problem-solving strategies and methods.

*Meets NCAA Core Course Requirements*

### 1166 - AP Statistics

Prerequisite: A final course grade of B- or better in Pre-Calculus H, or a final grade of A- in Pre-Calculus

This course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The purpose of the course is to introduce the students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. Exploration and investigation are fostered via the use of technology tools and applications.

*Meets NCAA Core Course Requirements*
**Supplementary Math Courses**

*These courses are taken in addition to the appropriate level math course and are required for those students who do not score at the proficient level on state standardized tests.*

**1157 - Algebra II Essentials Lab (Full Year)**

<table>
<thead>
<tr>
<th>Prerequisite: Placement by Mathematics Department Chairperson</th>
<th>5-5</th>
</tr>
</thead>
</table>

This course is intended for students who require additional support in mathematics and is taken in conjunction with Algebra II Essentials (###). Students whose Algebra I and Geometry NJSLA scores were in the partially proficient ranges and/or who earned a final course grade of C or below in Algebra I and/or Geometry w/Trig are strongly encouraged to participate in this course. In addition to supporting the student’s Algebra II Essentials experience, this course will also address problem solving and test taking strategies that are consistent with the expectations of state standardized tests.

**Mathematics Electives**

**1152 - SAT Mathematics Preparation**

<table>
<thead>
<tr>
<th>Hybrid Course</th>
<th>5-1.25</th>
</tr>
</thead>
</table>

This course is designed to provide EBHS students with an opportunity to understand the format, scoring, and test-taking strategies. Students will learn how to prepare for the SAT, and how to approach each type of problem. In order to be successful in this course, the students need to be motivated and self-directed learners.

**1170 - Math Behind Sports**

<table>
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<tr>
<th>5-1.25</th>
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</table>

The Math Behind Sports is a quarter course designed to introduce the student to the mathematics behind four major professional sports – baseball, football, soccer and basketball. Students will read the book “Moneyball” and use this text as a springboard to discuss how different statistics define, drive and affect present day sports. This course will show students how to use simple mathematics to analyze a range of statistical and probability-related questions in professional baseball, basketball, soccer and football. Students will examine questions such as: “Why is passing accuracy so important in professional soccer? Is a singles hitter with a high on base percentage more valuable than a power hitter with a high slugging percentage? Should NFL teams pass or run more often on first downs? Could professional basketball have used statistics to expose a crooked referee? Does money buy performance in professional sports?”
Physical Education Courses
Grades 8-12 | 2019-2020

**GRADE 8**
- **Team Offerings**
  - Basketball
  - Lacrosse
  - Soccer
  - Softball
  - Touch Football
  - Ultimate Frisbee
  - Volleyball
- **Lifetime Activities**
  - Badminton
  - Fitness
  - Golf
  - Project Adventure
  - Recreational Games
- **Physical Fitness Activities**
  - Circuit Training
  - Fitness Assessment
  - Jogging
  - Rope Jumping
  - Speed Walking
  - Step Aerobics
  - Toning Bars

**GRADE 9**
- **Team Offerings**
  - Basketball
  - Lacrosse
  - Soccer
  - Softball
  - Team Handball
  - Touch Football
  - Ultimate Frisbee
  - Volleyball
- **Lifetime Activities**
  - Badminton
  - Golf
  - Line Dancing
  - Ping Pong
  - Project Adventure
  - Recreational Games
  - Tennis
- **Physical Fitness Activities**
  - Circuit Training
  - Fitness Assessment
  - Jogging
  - Rope Jumping
  - Speed Walking
  - Step Aerobics
  - Toning Bars
  - Weight Training
  - Yoga

**GRADES 10-12**
- **Team Sports**
  - Basketball
  - Softball
  - Team Handball
  - Touch Football
  - Ultimate Frisbee
  - Volleyball
- **Lifetime Activities**
  - Ballet
  - Ballroom
  - Broadway Jazz
  - Cultural Dance
  - Dance Fitness
  - Hip Hop
  - Jazz
- **Physical Fitness Activities**
  - Fitness Assessment
  - Jogging
  - Speed Walking
  - Step Aerobics
  - Weight Training
  - Yoga
## Physical Education Course Guide

### Churchill Junior High School Courses

**2728 - 8th Grade Physical Education**

The eighth grade physical education program offers a variety of team, lifetime sports and physical fitness activities. During each unit, there is an emphasis on teaching the fundamentals of each sport/activity, sportsmanship/teamwork, rules, and basic strategies. Physical fitness is also an integral part of the program and includes aerobic and anaerobic exercises. Physical education is taken five days a week for half of the year. The other half of the year the students will take health. Developmental or adapted physical education is also available to students with special needs.

**2721 - 9th Grade Physical Education 3 Days***

**2723 - 9th Grade Physical Education 4 Days***

**2726 - 9th Grade Physical Education 5 Days**

Ninth grade Physical Education meets three, four or five days a week during the entire year depending upon the student’s science course. Their curriculum includes team sports such as basketball, volleyball, and handball and the individual sports include badminton, aerobics, and social dance. During each unit there is an emphasis on the teaching of the fundamentals, rules, sportsmanship, and basic sport strategies. Fitness is also an emphasis and includes aerobic and anaerobic exercises as well as testing. Developmental or adaptive physical education is also available to students with special needs.

### East Brunswick High School Courses

**1724 - Grades 10-12 Physical Education 1 quarter**

**1723 - Grades 10-12 Physical Education 2 quarters**

**1729 - Grades 10-12 Physical Education 3 days***

**1730 - Grades 10-12 Physical Education 4 days***

Physical education for grades 10-12 is an elective program which allows students to select classes that they may be interested in learning more about. The selections are divided into lifetime sports, team sports, and physical fitness units. The students will meet three, four or five times a week depending on their science classes.

The lifetime sports incorporate a wide range of activities that students can use throughout life including teamwork, cooperation, and problem solving. Instructional units include fundamental skills, tournament play, and motivating students to participate on their own to help develop lifelong fitness and wellness. Team sports emphasize skills, strategy and rules of the game. Intangibles such as teamwork, cooperation and sportsmanship are promoted in all units taught. Physical fitness consists of individual programs, group activities and physical fitness assessments.

Another component of the physical education program is developmental/adaptive physical education. This course is focused on fine and gross motor skill development as well as fitness and socialization skills through various sports activities. This course is concentrated for students with special needs.
Dance is a full year program that varies from ballet to pop. This course is scheduled as a separate component and receives the same graduation requirements as the physical education course. Physical fitness is also emphasized during dance classes, as well as skill components related to multiple different styles of dance.

***These courses meet three or four days per week and may alternate with science labs.
The Practical Arts
Business Education Courses
Grades 8-12 | 2019-2020
The Practical Arts
Computer Science/Literacy Courses
Grades 8-12 | 2019-2020

Computer Literacy (Required)

INTRODUCTION TO COMPUTER SCIENCE

AP COMPUTER SCIENCE

AP COMPUTER SCIENCE
PRINCIPLES

INTRODUCTION TO COMPUTER SCIENCE

GAME DESIGN

GRADE 8
GRADE 9
GRADeS 10-12
The Practical Arts
Cooperative Education Courses
Grades 8-12 | 2019-2020

Cooperative Education - Spring

Cooperative Education - Fall

GRADES 11-12
The Practical Arts
Family and Consumer Science
Courses
Grades 8-12 | 2019-2020

Food Science & Nutrition
Sew Much More!
Culinary Essentials
Creative Living II
Creative Living I

Food Science & Nutrition
Sew Much More!
Culinary Essentials
Creative Living II
Creative Living I

Culinary Arts III
Culinary Arts II
Culinary Arts I

Healthy Eating on the Go
Food for Fitness
Senior Seminar
Fashion Merchandising & Retailing
Teaching Practicum H /Teacher Cadet Program

Human Growth & Development

GRADERS 8-9

GRADERS 10-12
The Practical Arts
Engineering/Technology
Courses
Grades 8-12 | 2019-2020

STEM I

STEM II

Mechanical Engineering I

Graphic Communications

Fundamentals of Engineering

Introduction to Woodworking

Mechanical Engineering II

Electronics Engineering II

Engineering Capstone H

Computer Graphics I

Computer Graphics II

Graphics Experience

Game Design

Logo Design & Branding

Video Production Workshop

Web Publishing II

Web Publishing I

Managing Your Digital Word

Introduction to Photography

Graphic Arts/Silk Screen Printing

Architectural Design Technology

Video Production II

Video Production I

Graphics Experience

Photography Workshop

Introduction to Photography

Managing Your Digital Word
The Practical Arts Course Guide

Students are required to take a total of 15 credits in the Fine, Performing, and Practical Arts in grades 9 – 12. Five credits must be taken in the Fine Arts (visual, performing, or humanities) and five credits must be taken in the Practical Arts. The additional five credits can be taken in either of the above areas.

East Brunswick Graduation Requirements:

- 5 credits in the Fine Arts and 5 credits in the Practical Arts.
- 5 additional credits needed in either the Practical Arts or the Fine Arts.
- A total of 15 credits in grades 9 – 12.
- Financial Literacy (2.5 Credits).

Areas that meet the Practical Arts requirement are all courses in:

- Business Education
- Engineering
- Computer Science
- Cooperative Education
- Family and Consumer Sciences
- Technology Education

Courses with dual numbers may be taken at Churchill Junior High School or the high school keeping in mind prerequisites. See detailed course descriptions following this outline. 2000 numbered sequences are taught at Churchill Junior High School. 1000 numbered sequences are taught at the high school.

Please click here to view Honors/AP Course Placement Criteria and Course Prerequisites
### Business Education Courses

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<thead>
<tr>
<th>Course Number</th>
<th>Credits</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>2401</td>
<td>2.5</td>
<td>Computer Keyboarding Applications (Grades 8-9)</td>
</tr>
<tr>
<td>2405 /1412</td>
<td>2.5</td>
<td>Financial Literacy (Grades 9-12) Also offered as an online course</td>
</tr>
<tr>
<td>2406 /1401</td>
<td>2.5</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>1402</td>
<td>2.5</td>
<td>Introduction to Marketing</td>
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<tr>
<td>2404 /1404</td>
<td>2.5</td>
<td>Accounting I (Grades 9-12)</td>
</tr>
<tr>
<td>1407</td>
<td>2.5</td>
<td>Accounting II (Prerequisite: Accounting I)</td>
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<tr>
<td>1411</td>
<td>5.0</td>
<td>Accounting 101 H (Grades 11-12) Optional 4 college credits</td>
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<tr>
<td>1408</td>
<td>2.5</td>
<td>Business and Consumer Law</td>
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<tr>
<td>1409</td>
<td>2.5</td>
<td>Entrepreneurship</td>
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<tr>
<td>1410</td>
<td>2.5</td>
<td>Sports and Entertainment Marketing</td>
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<tr>
<td>1419</td>
<td>2.5</td>
<td>International Business and Politics – Honors</td>
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### Computer Studies

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<th>Credits</th>
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<tbody>
<tr>
<td>2462</td>
<td>2.5</td>
<td>Computer Literacy 8 (Grade 8 Required)</td>
</tr>
<tr>
<td>2464/1450</td>
<td>2.5</td>
<td>Introduction to Computer Science (Prerequisite: Algebra I) Science, Algebra I and Geometry) <em>Optional 3 college credits</em></td>
</tr>
<tr>
<td>1454</td>
<td>5.0</td>
<td>AP Computer Science A (Prerequisites: Introduction to Computer Science, Algebra I and Geometry) <em>Optional 3 college credits</em></td>
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<tr>
<td>1455</td>
<td>5.0</td>
<td>AP Computer Science Principles (Prerequisites: Introduction to Computer Science, Algebra I and Geometry) <em>Optional 3 college credits</em></td>
</tr>
<tr>
<td>1341</td>
<td>1.25</td>
<td>Game Design</td>
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### Cooperative Education

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<th>Credits</th>
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<tr>
<td>1431</td>
<td>7.5</td>
<td>Cooperative Trade/Office – Fall</td>
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<tr>
<td>1432</td>
<td>7.5</td>
<td>Cooperative Trade/Office – Spring</td>
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### Family and Consumer Sciences

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<th>Credits</th>
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<tbody>
<tr>
<td>2360</td>
<td>2.5</td>
<td>Creative Living I (Grades 8-9)</td>
</tr>
<tr>
<td>2361</td>
<td>2.5</td>
<td>Creative Living II (Grades 8-9, Prerequisite: Creative Living I)</td>
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<tr>
<td>2364</td>
<td>2.5</td>
<td>Sew Much More! (Grades 8-9, Sewing machine experience strongly recommended)</td>
</tr>
<tr>
<td>2362</td>
<td>2.5</td>
<td>Culinary Essentials (Grades 8-9, Co-Prerequisite Creative Living I)</td>
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<tr>
<td>1351</td>
<td>2.5</td>
<td>Culinary Arts I (Grades 10-12)</td>
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<tr>
<td>1352</td>
<td>2.5</td>
<td>Culinary Arts II (Grades 10-12, Prerequisite: Culinary Arts I)</td>
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<tr>
<td>1358</td>
<td>2.5</td>
<td>Culinary Arts III (Grades 10-12, Prerequisite: Culinary Arts II)</td>
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<tr>
<td>2363 / 1356</td>
<td>2.5</td>
<td>Food Science and Nutrition</td>
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<tr>
<td>1361</td>
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<td>Healthy Eating On The Go (Formerly Everyday Foods)</td>
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<td>1354</td>
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<td>Human Growth and Development</td>
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<td>1362</td>
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<td>Food for Fitness</td>
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<td>1422</td>
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<td>Fashion Merchandising and Retailing</td>
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<td>1365</td>
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<td>Senior Seminar</td>
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<td>Preschool Education Honors (Grades 11-12, Teaching Laboratory)</td>
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<td>1357</td>
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<td>Teaching Practicum Honors (Teacher Cadets)</td>
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<tr>
<td>2341</td>
<td>2.5</td>
<td>Introduction to Woodworking</td>
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<tr>
<td>2348</td>
<td>2.5</td>
<td>Graphic Communications</td>
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<tr>
<td>2340</td>
<td>2.5</td>
<td>STEM I (Formerly Exploring STEM Concepts)</td>
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<td>2342</td>
<td>2.5</td>
<td>STEM II (Prerequisite: STEM I)</td>
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<tr>
<td>2300</td>
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<td>Fundamentals of Engineering (Grades 8-9)</td>
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<tr>
<td>2301/1302</td>
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<td>Mechanical Engineering I</td>
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<td>1307</td>
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<td>Mechanical Engineering II (Prerequisite: Mechanical Engineering I)</td>
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<td>1301</td>
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<td>Electronics Engineering I</td>
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<td>Electronics Engineering II (Prerequisite: Electronics Engineering I)</td>
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<td>1305</td>
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<td>Engineering Capstone H (Prerequisite: See chart on description page)</td>
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<td>1308</td>
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<td>Architectural Design Technology</td>
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<tr>
<td>1315</td>
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<td>Graphic Arts/Silk Screen Printing</td>
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<td>1316</td>
<td>2.5</td>
<td>Computer Graphics I</td>
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<td>1317</td>
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<td>Computer Graphics II (Prerequisite: Computer Graphics I)</td>
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<tr>
<td>1340</td>
<td>1.25</td>
<td>Graphics Experience</td>
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<tr>
<td>1251</td>
<td>2.5</td>
<td>Introduction to Photography</td>
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<td>1252</td>
<td>2.5</td>
<td>Photography Workshop (Prerequisite: Introduction to Photography)</td>
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<td>1347</td>
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<td>Video Production I</td>
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<td>1349</td>
<td>2.5</td>
<td>Video Production II (Prerequisite: Video Production I)</td>
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<tr>
<td>1304</td>
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<td>Video Production Workshop (Prerequisite: Video Production II, students may take this course multiple times)</td>
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<tr>
<td>1306</td>
<td>1.25</td>
<td>Logo Design &amp; Branding</td>
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<td>1341</td>
<td>1.25</td>
<td>Game Design</td>
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<tr>
<td>1346</td>
<td>1.25</td>
<td>Web Publishing I</td>
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<tr>
<td>1348</td>
<td>1.25</td>
<td>Web Publishing II (Prerequisite: Web Publishing I)</td>
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<tr>
<td>1310</td>
<td>2.5</td>
<td>Managing Your Digital World</td>
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Business Education

The field of business is for individuals looking for an exciting career—one that offers excellent salaries, pleasant working conditions and many opportunities for advancement. The Business Education program is designed to meet the needs of three groups of students—those interested in immediate business careers, those planning to pursue business training in college or business school and those interested in taking business subjects for personal use.

**2406/1401 - Introduction to Business**

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<tr>
<th>Grades 9-12</th>
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Introduction to Business is a half-year course designed to introduce the student to the environment of business today. Students will examine the world of business and how it can and does affect their lives. Ethical and social responsibility issues will be discussed, as well as the increasing importance of international (global) business. The course is designed to be an introduction to the business electives offered at the high school level. It incorporates marketing, accounting, economics, business ownership/entrepreneurship, management/organization, human resources, finance, investment, and legal aspects of the business environment.

**2407/1402 - Introduction to Marketing**

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<th>Grades 10-12</th>
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Intro to Marketing is a half-year course designed to provide the student with a background in the functions and principles of marketing. Intro to Marketing seeks to expose students to media methods of research, and evaluations that are used to sell a product, service, or business. Hands-on experience is given in copy writing, layout, and production in various media. This course meets the New Jersey mandate of a 21st Century Career requirement for all high school students. This class enables students to apply skills to a variety of activities centered on the 7 Functions of Marketing: management, finance, personal selling, promotion, distribution, pricing, and product. Students will develop assignments and projects that authentically assess learned skills. Students will acquire a strong foundation on how businesses use effective marketing strategies in the business world.

**2405/1412 - Financial Literacy**

<table>
<thead>
<tr>
<th>Grades 9-12</th>
<th>Graduation requirement; This course is offered as an online course – See your counselor for details.</th>
<th>5-2.5</th>
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</thead>
</table>

Every student needs to master their finances now, and for the rest of their lives. Our Financial Literacy course addresses the need for all students to know how to earn, save, and manage their money. Through engaging, student-centered activities and projects that require 21st century skills, our students will master career exploration, money management, credit, saving and investing skills. They will also dive into the world of informed purchasing, civic financial responsibility and risk management.

Our Online Financial Literacy course was developed by East Brunswick Teachers and is taught by East Brunswick Teachers. The course covers the same core concepts as the traditional class and the class is taught exclusively online. This class is perfect for highly motivated students who like to work independently and possess strong time management and written communication skills. The assignments and projects are continuously being updated to enhance the online environment. Students enrolled in Online Financial Literacy will be able to take an additional 2.5 credit during the year.

**2404/1404 - Accounting I**

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<th>Grades 9-12</th>
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The field of accounting is for individuals looking for an exciting career; one that offers high earning potential, travel throughout the USA and abroad, and the opportunity to advancement in many careers. Accounting I will introduce students to the accounting cycle, which will serve as a sound background for employment in both the private sector and government entities, owning your own business, and preparation for studying business/commerce courses at college and ultimately in graduate school. Students will be introduced to the computerized accounting cycle stressing general ledger skills needed for producing financial statements for both a single proprietorship and a partnership.

**1407 - Accounting II**
Accounting II focuses on a business organization established as a partnership. Students study the accounting cycle as it pertains to small business opportunities. They work in a fully computerized laboratory to enhance their knowledge of payroll, financial statements, and merchandising business accounting. A real-life business simulation is used to enhance student understanding of merchandising. This course provides an excellent background for college-bound students who plan to major in accounting or other business fields.

1411 - Accounting 101 H (Financial Accounting)

This accounting course is a full-year college-level course designed for juniors and seniors wishing to further their study in an accounting environment. Students planning a career in business, planning on getting an MBA, to owning and operating a business, would do well to take this college-level course. The course covers the accounting cycle from the recording and analyzing of procedures through the summarizing procedures and preparation of general-purpose financial statements. An introduction to accounting for corporations is also presented with emphasis on the capital structure of the corporation. Students electing to take Accounting 101 (Financial Accounting) have the option of earning four college credits from Middlesex County College.

Accounting I & Accounting II are NOT prerequisites for Accounting 101.

1408 - Business and Consumer Law

In Business and Consumer Law, students will learn about the basic issues of our legal system that relate to everyday living. Topics explored include how to buy and insures a vehicle, warranty protection, personal property law and bailments. Students will learn what business and consumer law is and how it applies to them. The students will investigate current law cases and terminology, as well as have the opportunity to research legal issues on the Internet. Information learned in this semester-long course will prove useful to students as they move through life as consumers.

1409 - Entrepreneurship

In Entrepreneurship, students will learn what is involved to start and operate a successful business. Students will discuss current events as they relate to the ideas and concepts of starting their own business. This is a hands-on, activity-based course in which students formulate a business plan and learn how new businesses are created. Exploration will take place on various entrepreneurs. Throughout this course we will study and analyze what leads to the success and failure of various business ventures.
1410 - Sports and Entertainment Marketing
Grades 10-12 5-2.5
Welcome to the world of sports and entertainment marketing; an area of the economy in the USA, which is extremely interesting, lucrative and important to many. There are literally billions of dollars spent each year in this industry dealing with sports figures, teams, apparel licensing, broadcasting and advertising of common household products. This course is geared to students with an interest in this area for possible career paths or for the student who just wants a background in marketing for personal use. The course will cover areas such as public relations, event and stadium management, labor relations, advertising and looking at sponsorship agreements with professional athletes. A field trip to a newer stadium or arena will be offered to show students the revenue potential of a stadium or arena.

1419 - International Business and Politics – H
Grades 10-12 5-2.5
This course is offered for students who are interested in global economics and international trade. Discussions include current events in domestic and international politics on a daily basis. Among the topics covered are global trade/import, political and cultural influences on the business climate, trading blocs, trade agreements, intellectual property. Energy topics will be delivered through an exciting weeklong energy summit. Foreign currency exchange, along with global giants such as the WTO, IMF will be analyzed. Computer research assists students in solving problems and simulations associated with the complex world of global trade and economic interdependence.

Meets NCAA Core Course Requirements*

2401 - Computer Keyboarding Applications
Grades 8-9 5-2.5
This course offers instruction in keyboarding for college (great for producing research papers), general or personal use and provides the foundation for future use of computers. Areas of instruction include mastery of the keyboard, knowledge of storage devices, correct keyboarding techniques, arrangement of business and personal letters, outlining, setting up research reports, tables, and setting up records.

Computer Science and Literacy

2462 - Computer Literacy 8
Grade 8 Required 5-2.5
As engaged digital learners, students are able to acquire and apply content knowledge and skills through active exploration, interaction, and collaboration with others across the globe, challenging them to design the future. The Computer Literacy course, required for all eighth grade students, provides hands-on laboratory experience; through the use of modern operating systems and software applications.

1450/2464 - Introduction to Computer Science
Grades 9-12 Prerequisite: Algebra I 5-2.5
The Introduction to Computer Science course is a one-semester, introductory programming course and lays the foundation for future work in computer science. Students taking the course are required to have taken a prerequisite math course of at least Algebra I A. The course focuses on using a programming language to solve problems. Students will be introduced to an object-oriented programming language. They will design and develop programs to be run and tested on the computer. The course introduces students to interactive input and output methods, file input and output, control structures for selection and iteration, assignments statements, math operators. Students are also introduced to Java data types including basic primitive types (int, long, double, char, Boolean) as well as standard classes (string, math, etc.). Students are required to take tests and write between 30 and 50 independent programming assignments in the semester.
This full year course is designed to prepare students to take the AP Computer Science exam. Students build on their understanding of computer science through the use of the Java language, used in many higher education institutions. The study of object-oriented program design and algorithms is a major emphasis. Topics include strings, vectors, classes and the AP exam format.

AP Computer Science Principles is a course that will introduce students to the big ideas of computer science, and how computers will change our lives. Instead of teaching specific applications, students will have to use all aspects of computer science to solve large-scale problems affecting society. The course focuses on three important ideas: 1) Creativity in solving problems, 2) A means to solve technological problems using large amounts of data, and 3) Internet and societal citizenry. While programming skills are expected, knowledge of programming is only required for solving the task at hand. Grading will be based on collaborative as well as individual portfolio assessments. Students who complete this course will be prepared to take the AP Computer Science Principles exam.
Cooperative Education

Students interested in gaining work experience will find the following courses at the high school level a vital key to the world of work. Students are given the opportunity to have job interviews, gain employment, earn money and, most importantly, gain first-hand knowledge of the business world. Employment while attending school is a great asset to any transcript. In this program, students attend school part of the day (a minimum of 5 periods) and work for standard wages during the afternoon, evening and weekend hours. The work experience, which allows students to leave school to go to work, is counted toward partial fulfillment of their high school graduation requirements and gives them the opportunity to “earn as they learn.”

Four Steps to Getting into Co-op:

1. Pick up an application. A school counselor can assist you at this beginning step.
2. Fill out the application and submit it to your school counselor.
3. Your guidance counselor will inform you if Cooperative Education can fit into your schedule based on availability and acceptance.
4. The Co-op Coordinator will call you over the summer, prior to the school year, to begin the search for a job suitable for the program.

1431-1432 - Cooperative Education

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<tr>
<th>Grade 10-12</th>
<th>Per Semester</th>
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This program (course) is geared towards students interested in gaining employment within an office setting, retail setting, in trades, or an industrial occupation that does not require pre-requisite certifications. Students spend a half-day in school and a half-day on actual on-the-job work experience. Students earn while they learn and, at the same time, prepare for the future either attending college or within the world of work.
Family and Consumer Sciences

Today's society reflects a family structure where both parents may hold full-time jobs and continue with their careers. In these households, children are expected to take on more responsibility with respect to meal planning and preparation, cleaning chores and care of younger siblings. The curriculum is designed to help educate students to deal with the needs of the contemporary family. The following courses prepare students for daily living or continued education in a career within the areas of design, culinary arts and/or education.

2360 - Creative Living I

Grade 8-9  
5-2.5

Creative Living I has two main segments; Foods & Nutrition and Sewing. In Foods, we will investigate the food guide pyramid by analyzing the students' personal diets and through healthy food preparation labs. Students will learn about, and make use of, a variety of kitchen procedures and appliances through fun and healthy recipes. In Sewing, students will gain hands-on experience sewing by hand and with a sewing machine. Sewing tools, terms and applications will be learned.

Both the Foods and the Sewing units have goal-oriented projects which will sharpen 21st century consumer and decision making skills. So, if you want to gain practical knowledge and skills through hands-on experience that can help you be a more independent individual, come join us in Creative Living I.

2361 - Creative Living II

Grade 8-9  
Prerequisite: Creative Living I  
5-2.5

This class furthers the skills and foundation of independent living presented in Creative Living I. In the area of foods and nutrition, the focus is on the preparation of easy and healthy recipes that have become culturally accepted in our diets. The emphasis in this area is on various techniques of preparation (bake, broil, steam, wok, sauté, etc.) in combination with personal nutrition, foreign foods, and vegetarianism. A separate unit on yeast breads is also presented.

The sewing portion of Creative Living II will extend the hand and sewing machine skills previously learned through projects that utilize commercial patterns. The projects will include zipper application and other clothing construction/repair techniques. All students will have the opportunity to personalize their work and express their creativity. Along the way, students will develop their skills and knowledge in the use of the iron and pressing techniques, clothing care and repair, and laundry procedures.

2364 - Sew Much More!

Grade 8-9  
Sewing machine experience strongly recommended  
5-2.5

SEW, you want to learn more? This course will present hands-on opportunities and explore the FUNdamentals of fashion, design and clothing construction. Study the history of fashion and accessories, learn garment construction and detail and create craft projects that are personal and/or seasonal. This might include tie-dye, embroidery, yarn work, scrapbooking, hand and machine sewing.

Students will study clothing detail and construction, basic sewing techniques, pattern layout and simple modification. Information presented in this class may lead students to Fashion or Interior Design classes at the high school. Creativity, motivation and a desire to be SEW MUCH MORE is a must!

2362 - Culinary Essentials

Grade 8-9  
Co/Prerequisite: Creative Living I  
5-2.5

This introductory food preparation course is designed to provide students with basic food preparation skills, cooking principles and techniques that they can apply to their daily lives, or to use as a base foundation to continue in the Culinary Arts program. Through classroom demonstrations, various learning strategies and hands on laboratory experiences, the students will become proficient in the use of standard cooking utensils and equipment, recipe terms, recipe completion skills, ingredient identification, ingredient purpose and substitutions. Units of study will include kitchen and food safety, recipe measurements and development, baking, fruits and vegetables, dips and sauces, microwave cookery, dairy, eggs, meats and desserts.

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The course will present the opportunity for students to become familiar with aspects of many food careers (food critics, chef work, marketing, baking, etc.) in addition to the laboratory experiences to lay the foundation for those that wish to continue in the Culinary Arts program here in East Brunswick. Students will also gain strength in decision-making skills, time management, organization and cooperation with group work.

1351 - Culinary Arts I

| Grade 10-12 | 5-2.5 |

This course is designed to provide students with basic food preparation principles and techniques that allow students to live and work independently. Kitchen safety, food safety and sanitation, kitchen utensils and equipment, introductory knife skills, measurements, abbreviations, equivalents, recipe interpretation, food preparation terminology, are all taught as a foundation for the course. The food units introduced in this course correlate with My Plate and include the following areas of study: vegetables and fruits, introductory baking, quick breads, yeast breads, herbs and spices, American Regional Cuisine, pastas, grains and cereals, proteins, and dairy.

The use of cooperative learning groups in the classroom will give students the opportunity to demonstrate teamwork, leadership roles, decision making strategies, time management and conflict resolution skills. The application of these learned family and consumer science skills will assist our students in all aspects of their daily lives and careers.

All students will receive the NJ Food Handlers Certification before lab work begins.

1352 - Culinary Arts II

| Grade 11-12 | Prerequisite: Culinary Arts I | 5-2.5 |

This course is designed to provide students with intermediate/advanced food preparation principles and techniques that allow students to live and work independently. Coursework builds and focuses on improving and perfecting skills previously learned in Culinary Arts I; Course units include: advanced knife skills, vinaigrettes, plate presentation, stocks and soups, hot and cold sandwiches, sauces, various international cuisines, desserts, and introductory careers in culinary.

Through lab work in small groups, the students gain confidence, employability skills and an appreciation of cultural diversity. Students participate in “QuickFires” where they are urged to design original recipes based on each unit. A highlight of the semester’s work is a special, ‘Iron Chef’ culinary competition.

1358 - Culinary Arts III

| Grade 11-12 | Prerequisite: Culinary Arts II | 5-2.5 |

**Recommended Electives for Program Enhancement:** Food for Fitness, Food Science and Nutrition, Healthy Eating On the Go.

Culinary Arts III is designed to advance previously developed culinary skills and align them to current industry standards. Through learning experiences that combine classroom instruction with culinary labs, students will learn to apply their knowledge and skills to be successful in industry related fields. Students will also be exposed to fine dining, urged to think outside of basic recipes to cook and bake creatively, develop original dishes and menus, and follow current food trends and career pathways. Students are encouraged to participate in extended learning experiences such as career and technical student organizations, such as FCCLA, and other leadership or extracurricular organizations.

2363/1356 - Food Science and Nutrition

| Grade 8-12 | 5-2.5 |

The intention of this comprehensive program is to inspire and engage students, at all ability levels, in the exploration of standard scientific principles relating to food. The students will recognize the involvement and importance of food in our everyday lives.
1354 - Human Growth and Development

This course is for students who want to learn about the child from prenatal development to adult life. Students explore the unique world of life cycle developmental stages through discussion, videos, observations of people of various ages and hands-on projects. A visit to the EBHS Preschool is a highlight of the course. Topics such as family dynamics, dating, child abuse, and communication skills are covered. Projects include the “Sugar Baby Parenting” and “Baby Think It Over,” where students have the opportunity to bring Baby Think It Over, the robotic baby, home for an overnight experience.

1355 - Preschool Education Honors (Teaching Laboratory)

Preschool Education is a full year elective Honors course, which meets for two periods every day. This course gives students interested in the field of education a competitive edge over other students who continue their studies in the field of education. Students learn, plan, teach and observe children, ages 3-5 years of age, in a laboratory preschool setting. Prior to the arrival of the preschoolers in mid-October, study is devoted to child development, guidance techniques, teaching methods, observational techniques, scheduling and routines needed to work with the preschool-aged child. This unique course allows the students to apply their new skills and concepts to conduct and supervise a preschool. Students will continue to learn, plan and develop with the opportunity to practice these skills in storytelling, creative movement, art, music and theme teaching. The students gain confidence, knowledge and skills to assist in careers relating to children, and Preschool Education is an exceptional opportunity for those students who are interested in teaching. Students electing to take Preschool may also be interested in the Teaching Practicum Honors course.

course description video

1357 - Teaching Practicum Honors (Teacher Cadet Program)

Teaching Practicum Honors is a course based on a nationally recognized curriculum-based program with implementation in 34 states across the nation. The Teaching Practicum Honors class allows the student to participate in a mini student teaching program making them competitive with other students interested in pursuing this field. This course includes the study of the history, development, organization and practices of preschool, elementary and secondary education. There are three major focus sections in the course: Experiencing the Learner, Experiencing the Classroom and Experiencing the Profession. Students will learn about the overall operation of schools, their responsibilities as a teacher within a school and the many career possibilities in the field of education. (Principal, Curriculum Coordinator, School Board Member, School Counselor, Special-Education Teacher, Speech Therapist, etc.) Students electing to take the Teaching Practicum Honors class may also be interested in our Preschool Lab course.

Note: Students electing to take Teaching Practicum Honors, (Teacher Cadet Program) have the option of earning three college credits from Rider University. To earn college credit, students must pay a tuition fee to Rider University.

course description video

The following special courses, grades 10-12, which meet on a quarterly basis, may alternate with Health or Driver Education courses.

1361 - Healthy Eating On the Go (Formerly Everyday Foods)

This course is designed to provide students with basic food preparation principles and techniques that allow students to live and eat healthfully when life and work makes finding time to prepare meals difficult. The units introduced in this course correlate with My Plate and include the following areas of study: knife skills, measuring, microwave, pasta, table settings/manners, food preparation using readily available convenient foods, breakfast/eggs, and consumerism.

The use of cooperative learning groups in the classroom will give students the opportunity to demonstrate teamwork, leadership roles, decision making strategies, time management and conflict resolution skills. The application of these learned family and consumer science skills will assist our students in all aspects of their daily lives and careers.
1362 - Food for Fitness
Grades 10-12
This course provides students with hands-on culinary experience combined with innovative nutritional approaches to food preparation. This course is designed to show how food can support a radiant level of health and wellness, and includes all aspects of plant based, natural foods cooking.

1422 - Fashion Merchandising and Retailing
Grades 10-12
This course was designed to introduce students to the exciting world of fashion. Students will learn about clothing design and selection, various components of the apparel industry and fashion careers. Students are expected to demonstrate proficiency in all CPs listed. Fashion Merchandising and Retailing was designed to give a general overview of the world of fashion. Students will learn about designer ready-to-wear, private label lines, and electronic marketing of fashion goods. Students will also look at future directions and trends that apparel manufacturers and retailers are likely to take.

1365 - Senior Seminar
Grade 12
Through various interactive and cross-departmental methods of instruction, our students will develop skills and strategies for dealing with the challenges and opportunities in education beyond high school graduation. Students will learn to be proactive in their chosen path and how to use the resources available to them to be successful in post-secondary school. Students will learn skills to resolve general issues including time management, the world of work/higher education, stress, sharing living quarters with roommates and personal living expenses.

Engineering and Technology Education
The primary purpose of the Technology/Engineering Education program is to prepare students to live and work in the 21st century. The courses listed below have been created to help educate all students, male and female, about career and higher education opportunities in the fields of mechanical engineering, electronic engineering, communications and manufacturing technologies. The various programs provide practical experiences and a broad range of problem-solving activities that promote 21st century skills and prepare our students for the next level.

Suggested Engineering Program Sequences
See instructor for more details.

<table>
<thead>
<tr>
<th>Engineering Capstone H</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Engineering II</td>
</tr>
<tr>
<td>Mechanical Engineering I AND Electronics Engineering I</td>
</tr>
<tr>
<td>Fundamentals of Engineering</td>
</tr>
</tbody>
</table>

2340 - STEM I (Formerly Exploring STEM Concepts)
Grades 8-9
Are you interested in a fun, practical, hands-on course dealing with the technologies found in our world today? This course is designed to appeal to both males and females and will allow them to design and create solutions to various problems. This course will introduce students to the process of critical thinking as it relates to the technologies of today and will emphasize the application of knowledge, tools and skills to solve practical problems. Students will be responsible for properly using the design loop to solve problems they encounter and, through this process, they will have a better understanding of how materials, manufacturing, design, electronic communications, robotics, and transportation systems take their place in our world. A strong emphasis will be placed on group dynamics and cooperation in problem solving and will require the students to critically evaluate a problem they might find in today's society and, by working with each other, find an acceptable solution.
2342 - STEM II
Grades 8-9
Prerequisite: STEM I
5-2.5
This course is designed to extend each student’s ability to problem solve, and each unit of study explores current advancements in STEM-related fields. Students will be responsible for using the design loop to solve problems they encounter; and through this process, they will have the ability to critically evaluate a problem they might find in today’s society and by working with others, find an acceptable solution. We are a project-based classroom and students must be comfortable with working independently and in groups to complete in-class activities and projects. This course is pending Board approval.

2341 - Introduction to Woodworking
Grades 8-9
5-2.5
At some point in your life, you will own your own condo, apartment or home. The skills you will learn from this course will provide you with the basics you will need to make common repairs or alterations to make it more comfortable. These skills may also help save you money normally spent on outside contractors. This course provides an overview of the various systems, materials, tools, and equipment used in manufacturing wood products found in the common home. Students have the opportunity to construct finely crafted projects that they are proud to display. Instruction includes information about the new technologies being used in the design, construction and assembly of their projects as well as how to read and work from blueprints, estimate costs, utilize hand and power tools and various wood finishes.

Engineering

The Engineering Education sequence provides students with an inside look at areas of mechanical engineering, industrial design, shop processes, technical drawing, architectural and computer-assisted design. It also helps students to understand how products are developed from concept through production.

2300 - Fundamentals of Engineering
Grades 8-9
5-2.5
Fundamentals of Engineering is the introductory course in our series of engineering courses. This course is an introduction to the basics of the graphic language. Communicating through technical drawings and sketches generated on the computer (CAD) are essential to many careers in business and industry. The areas of study covered include the use of freehand, mechanical and computerized (CAD) instruments in developing drawings. Through the use of TLA’s (Technology Learning Activities), the students will learn problem solving and design techniques. The TLA’s will include the use of the design loop, computers and hands-on work.

2301/1302 - Mechanical Engineering I
Grades 8-12
Prerequisite: Fundamentals of Engineering ONLY at CIHS
5-2.5
Through use of Technology Learning Activities (TLA’s), the students will learn problem solving and design techniques. The problems will include the use of the design loop, computers and hands-on activities where students will identify a problem, produce a solution and test the solution. Students will be given the opportunity to develop and construct a project in collaboration with electrical engineering students. This course is an introduction to the basics of the graphic language. Communicating through drawings and sketches generated on the computer are essential to many careers in business and industry. The areas of study covered include freehand, mechanical and computerized instruments in developing drawings. One, two and three-view drawings are used to explain designs graphically.

1307 - Mechanical Engineering II
Grades 10-12
Prerequisite: Mechanical Engineering I
5-2.5
In this more advanced course, students continue to utilize industry standard technologies to engineer solutions to real-world problems. The main topics of study are advanced Computer Aided Drafting (CAD) techniques, understanding dimensioning techniques, sections, pictorials and auxiliary views, revolutions, and assembly of parts. Other areas of study are types of motion, simple machines, fastening techniques, and problem solving. The course culminates in a collaborative project where the Mechanical Engineering and Electronics Engineering students work together to engineer a solution to a real-world problem. The skills, both soft skills and hard skills, learned in Mechanical Engineering II will prepare students for college and careers.
1308 - Architectural Design Technology
Grades 10-12

This course provides students with the experience of designing/renovating their own homes. Using state-of-the-art software, students may digitize their present homes and prepare sketches/drawings to change the look, color, roof design, landscaping, etc. Students do research on numerous rooms, styles of architecture and various structures around the world. Emphasis is on planning construction, room design, cost analysis, planned unit development, small home design and solar energy. Each student develops a set of plans consisting of a plot plan, floor plan, elevations and a perspective drawing of a vacation home.

1305 - Engineering Capstone H
Grades 10-12
Prerequisite: See chart on page 102

Engineering Capstone Honors is our highest-level pre-engineering course offered for those students who want to tackle a real-world engineering challenge. Students in this course will work in a team to develop a large-scale engineering project using the skills taught in the prerequisite lower level courses. Potential projects could involve exploration of augmented reality, autonomous vehicles, remotely operated underwater/in air vehicles, national engineering competitions, or any other student inspired topic. Projects will be selected prior to enrollment by collaboration with the instructor. As what happens in the professional environment, students will be expected to be part of an engineering team that may include experts in the profession to complete the project they have developed.

Communications Technology

2348 - Graphic Communications
Grades 8-9

This course provides a hands-on experience in real world applications in the communications field. Students will learn about the ways communications have changed over the years and complete projects in the areas of technical writing, graphic communication, desktop publishing and technical design. Students will work in a collaborative setting to create a new company, design a logo, business card and letterhead and create advertisements as well as an advertising campaign. In addition to the company project, students will be designing their own t-shirts, vinyl decals, and notepads. Through various projects, students will use computer applications including Illustrator and In Design.

Electronics Technology

The electronics industry today may be characterized as one of fast growth and constant change. As computers, network systems and the World Wide Web have proliferated and changed the way we live, the idea of knowing how these systems work become very important. The courses offered in this area begin to build a foundation for which further study in systems and information technology is based.

1301 - Electronics Engineering I
Grades 10-12

This course is designed for students who want an introduction to electronics in preparation for further study in electrical engineering, college engineering or technical school programs. Learn how to build, analyze, and troubleshoot circuits using common tools and components. The course concludes with collaborating with mechanical engineering students on a capstone project such as a simple toy or game, accessory, display or art project, or other practical device.

1303 - Electronics Engineering II
Grades 10-12
Prerequisite: Electronics Engineering I

Electronics Engineering II uses the knowledge and skills gained in Electronics Engineering I; Electronics Engineering II incorporates the power of microcontrollers into the equation. Students spend the first quarter exploring the capabilities of what microcontrollers can do and programming them to react to sensors, motors, displays, etc. The course concludes with another collaborative project more elaborate and functional than the first.
### 1310 - Managing Your Digital World

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<tr>
<th>Grades 10-12</th>
<th>5-2.5</th>
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When your computer system goes haywire at home, can you diagnose and fix it? Are you paying for software and operating systems when there are free and legal alternatives? Do you know how much work really goes into your favorite video game and could you design your own? Can you set up your own home network or theater system? Are you prepared for new and emerging technologies like GPS and drive-by-wire systems? Do you know enough about concerns over cyber warfare, hacking, and personal security?

If you answered no to any of the above, then you might be interested in Managing Your Digital World. In this course, you will learn the underlying technology of today’s digital world. Class topics will include teaching you how to diagnose and fix common problems with your PC, installing hard drives and memory and maximizing your computer’s power. The course will include several hands-on activities using a school PC that you have complete control over. Finally, the course will have you consider the impacts these technologies have on society and how you can take advantage of them without getting into trouble!

### Graphic Communications

Electronic printing and desktop publishing make affordable professional systems available for the average person. The personal computer is a powerful tool, which may be used to generate sales and inventory records, business communications through word processing and design through computer-assisted drafting. It also provides immense possibilities for the average business in areas of interoffice correspondence, advertising, logo design, layout and production. Students proficient in these skills are in high demand in the job market.

### 1315 - Silk Screen Printing

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<tr>
<th>Grades 10-12</th>
<th>5-2.5</th>
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In this course, students are introduced to the screen-printing process. Students will begin by using various hand-cut techniques for printing images on several different mediums. They soon advance to the process of Photographic Screen Printing preparing images using Macintosh computers and the Adobe Creative Suite of programs. Students will learn the art of printing images on paper, fabric, and decal stickers.

### 1316 - Computer Graphics I

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<th>Grades 10-12</th>
<th>5-2.5</th>
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Students are introduced to the basic technology of electronic printing and computer graphics. They learn about materials and methodologies used in electronic and desktop publishing. The equipment available includes a network of the newest and fastest Macintosh computers and a 4-color laser printer. Students design and produce variety of Adobe Photoshop Creative Cloud activities utilizing industry-standard software. Projects include invisible man, postcard text, text and image effects, and custom booklet design.

### 1317 - Computer Graphics II

<table>
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<tr>
<th>Grades 10-12</th>
<th>Prerequisite: Computer Graphics I</th>
<th>5-2.5</th>
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</table>

In this advanced course, there is greater emphasis on production work in which the skills learned from the previous course are integrated into more complex Photoshop Creative Cloud activities. Projects include duotones, photomontage, low-poly artwork and photo mosaics. Students may produce material for personal use as well as internal school printing projects. A great emphasis is placed on individual skills where students can design, layout and produce one-of-a-kind projects for personal portfolios.

### 1340 - Graphics Experience

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<thead>
<tr>
<th>Grades 10-12</th>
<th>5-1.25</th>
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This course provides hands-on experiences in which students use computers to produce graphic designs. They subsequently print their designs on tee shirts, bumper stickers, paper etc., using the silk-screen process. No previous graphic or artistic skills are necessary. A limited amount of instruction, along with some imagination, will yield professional results with a personal touch. The course introduces new areas that may be helpful in future course selection or just adds to the student’s overall educational experience.
1306 - Logo Design & Branding
Grades 10-12  5-1.25
Logo Design & Branding will explore the core concepts of the design process as it relates to the real world of graphic design careers. Students explore concepts like Typography, Color Theory, Movement, General Aesthetics, and Package Design. The course will delve into the Designer / Client relationship through interviews, research, and collaboration with other students and classes, culminating in a comprehensive, custom Design Brief for their "client”. Students will utilize the Adobe Creative Suite to execute their design ideas, including InDesign, Illustrator, and Photoshop.

1346 - Web Publishing I
Grades 10-12  5-1.25
This course explores the basics of the World Wide Web and what it takes to publish a web page. Students develop their own site using only HTML and CSS; the common languages of the internet. This is a great course for those wanting to know more about how computers work and what is behind that browser window we use almost every day.

1348 - Web Publishing II
Grades 10-12  Prerequisite: Web Publishing I  5-1.25
This course builds on the skills learned in Web Publishing I by exploring client based scripting languages such as JavaScript and incorporating more advanced HTML and CSS. Students will learn how to make interactive and dynamic websites that are on par with what one sees on the net today.

Photography & Video Production

Many career opportunities are available in photography and video production, including news photography, fashion photography, sports reporting, television reporting and/or filming and film production. The photography and video production sequences cover a variety of areas in this industry.

1251 - Introduction to Photography
Grades 10-12  5-2.5
This course introduces the basic principles of photography to beginning students interested in photography as a hobby or a career. Digital and 35MM cameras are analyzed and used. Photographic composition is studied and applied. The basic darkroom techniques, including the process of developing negatives, enlarger operation and proof sheets are taught. Students also use computer applications such as Adobe Photoshopper to enhance shots. Cameras, film and paper are supplied for the basic assignments.

1252 - Photography Workshop
Grades 10-12  Prerequisite: Introduction to Photography  5-2.5
Photography Workshop is a sequential course consisting of levels 2 through 5. Constantly building from the basics, students are introduced to photography accessories: lenses, studio lighting, conceptual images and digital and computer enhancements. Emphasis is placed on photographic techniques of the experts and mastery of shooting and printing.

1347 - Video Production I
Grades 10-12  5-2.5
This course is designed to provide students with the opportunity to acquire and utilize an understanding of the video production process and relate it to careers in business and industry. Students will work in front of the camera as talent, as well as behind the scenes as directors and editors. Camera techniques will be learned, as well as production techniques, including lighting, audio, pre- and post-production and editing to create videos. This course will bring together skills learned in language arts, business, technology, science and social studies as students organize, write and produce scripts for final digital production. Projects range from Autobiographies & Commercials to PSA's and Music Videos.

1349 - Video Production II
Grades 10-12  Prerequisite: Video Production I  5-2.5
The course is designed to provide students with the opportunity to advance their skills acquired from Video Production I to create professional demonstration reels for personal use or for their portfolio. Students will learn advanced editing
techniques in combination with multiple software packages to create projects for live broadcast and DVD. Students will also learn studio lighting, multiple camera shoots, audio mixing, technical directing and rundown assembly as they increase their live production skills. The course will bring together skills learned in language arts, business, technology, science and social studies as students organize, write and produce scripts for video and live television broadcast production.

The following special courses, which meet on a quarterly basis, may alternate with health or driver education courses

1304 - Video Production Workshop

Grades 10-12  
(This course can be taken multiple times) Prerequisite: Video Production II  
5-1.25

LIGHTS! CAMERA! ACTION! The video production workshop course will allow students to continue to develop advanced skills in the areas of studio and news/broadcast production as well as developing advanced skills in video editing. This course is project-based and will serve to create a college-ready portfolio as they continue to increase their understanding of the correct use of transitions, effects, sound and camera angles.

1340 - Graphics Experience

Grades 10-12  
5-1.25

This course provides hands-on experiences in which students use computers to produce graphic designs. They subsequently print their designs on tee shirts, bumper stickers, paper etc., using the silk-screen process. No previous graphic or artistic skills are necessary. A limited amount of instruction, along with some imagination, will yield professional results with a personal touch. The course introduces new areas that may be helpful in future course selection or just adds to the student’s overall educational experience.

1341 - Game Design

Grades 10-12  
5-1.25

This course will provide a practical introduction to game design and game design concepts, emphasizing the basic tools of game design: paper and digital prototyping, design iteration, and user testing. This course will allow students to spend the quarter learning how to create basic video game or game content. Students who have an interest in video game design but do not know where to begin should consider taking this course. At the most basic level, students may use 2D game creation software such as Game Maker to look into the mechanics of gaming and the code behind it. There is also the opportunity to explore further and collaborate in groups to create a more advanced game using game engine and animation software.

1346 - Web Publishing I

Grades 10-12  
5-1.25

This course explores the basics of the World Wide Web and what it takes to publish a web page. Students develop their own site using only HTML and CSS; the common languages of the internet. This is a great course for those wanting to know more about how computers work and what is behind that browser window we use almost every day.

1348 - Web Publishing II

Grades 10-12  
Prerequisite: Introduction to Web Publishing  
5-1.25

This course builds on the skills learned in Web Publishing I by exploring client based scripting languages such as JavaScript and incorporating more advanced HTML and CSS. Students will learn how to make interactive and dynamic websites that are on par with what one sees on the net today.

1306 - Logo Design & Branding

Grades 10-12  
5-1.25

Logo Design & Branding will explore the core concepts of the design process as it relates to the real world of graphic design careers. Students explore concepts like Typography, Color Theory, Movement, General Aesthetics, and Package Design. The course will delve into the Designer / Client relationship through interviews, research, and collaboration with other students and classes, culminating in a comprehensive, custom Design Brief for their “client”. Students will utilize the Adobe Creative Suite to execute their design ideas, including InDesign, Illustrator, and Photoshop.
Science Courses
Grades 8-12 | 2019-2020

GRADE 8
| 8th Grade Science |

GRADE 9
| Biology H |
| Biology A |

GRADE 10
| Chemistry H |
| Chemistry A |

GRADE 11
| Physics H |
| Physics A |

GRADE 12
| ELECTIVES |
| Environmental Science A |

SEMESTER ELECTIVES
| Astronomy |
| Marine Biology |
| Science, Engineering and Public Policy |
| Human Biology |

FULL YEAR ELECTIVES
| AP Physics |
| AP Chemistry |
| AP Biology |
| AP Environmental Science |
| Anatomy & Physiology H |
| Research & Sem in Bio Science H |

QUARTER ELECTIVES
| Forensic Science |
Science Course Guide

The recommended science course sequence is:

- Biology (9th Grade)
- Chemistry (10th Grade)
- Physics (11th Grade)
- Electives (12th Grade)

All students are required to successfully complete a minimum of three years of a lab science course to meet NJ graduation requirements. All student must take a biology course. Students will continue their science education with courses in chemistry, physics, environmental science, or Earth and space science. Courses meeting these graduation requirements are denoted in the course listings (with NJ). Students will take a comprehensive state assessment in the spring of their junior year. More than ninety percent of East Brunswick students take a fourth year of science.

The Science Department offers a sequence of courses at the Academic and Honors levels, as well as enrichment electives and AP courses. The courses are designed to provide meaningful, viable choices at each grade level for all interest and skill levels. Student career goals play a major part in the development of the science curriculum. The goal of academic courses is to provide a strong foundation for students so they can be successful in any of the entry-level science courses chosen in college. The Honors sequence enables students to take achievement tests, such as the SAT subject tests. The enrichment electives make students aware of the applications of science. Several courses, as noted in the course listings, can be taken for college credit from Middlesex County College.

*An electronic Advanced Course Enrollment (ACE) form must be submitted online for any variations from the prerequisites stated in this guide for grade 9-12 courses, including taking two full-year science courses concurrently. Serious consideration should be made when submitting ACE requests due to the commitment that is necessary when taking an academically demanding schedule. Students wanting to take courses in summer school for advancement must complete a Summer Advancement Form which is provided by their school counselor. Both summer advancement forms and ACE request forms are due on or before April 26, 2019 in order to be accepted for the following school year.*

Science courses are offered in the following formats:

a. 8th grade science courses meet for five (5) single periods during a five (5) day cycle for a full year for 5 credits.

b. Honors & AP: Grade 9-12 full-year courses meet for seven (7) periods during a five (5) day cycle (three (3) single periods and two (2) double lab periods) for 7 credits.

c. Academic: Grade 9-12 full-year courses meet for six (6) periods during a five (5) day cycle (four (4) single periods and one (1) double lab period) for 6 credits.

d. Semester Electives: Grade 10-12 semester courses meet for five (5) single periods during a five (5) day cycle for 2.5 credits.

e. Quarter Electives: Grade 10-12 quarter courses meet for five (5) single periods during a five (5) day cycle for 1.25 credits.
f. Research Seminar (Waksman): Grade 11-12 full-year course that meets for three (3) single periods in a five (5) day cycle for 3 credits.

g. Hybrid Elective: Grade 10-12 quarter course combines face-to-face meetings with independent online work for 1.25 credits.

Refer to the East Brunswick Public Schools Science Curriculum website for more information.

Please click here to view Honors/AP Course Placement Criteria and Course Prerequisites
## Churchill Junior High School Courses

### Grade 8

#### 2106 - Science 8 A

**Grade 8**

Science 8 Academic is a full-year course designed to provide students with a basic understanding of chemistry, geology, astronomy and meteorology. Students participate in small-group, cooperative learning activities, as well as large-group discussions. This course frequently uses an inquiry approach where students generate questions and revise their thinking as their understandings of scientific concepts are refined. Laboratory skills, data analysis, practical application, and critical thinking using the scientific process are emphasized throughout the course, as well as writing scientific arguments using the claims, evidence, reasoning paradigm.

#### 2108 - Science 8 H

**Grade 8**

Prerequisites: Prerequisites will determine placement into the correct course.

Science 8 Honors is a full-year course designed to initiate the serious science student's explorations into chemistry, geology, astronomy and meteorology. The course frequently uses an inquiry approach where students are constructing their knowledge of basic scientific concepts through small-group, cooperative learning activities and laboratory experiences. Laboratory skills, data analysis, practical application, and critical thinking using the scientific process are emphasized throughout the course, as well as writing scientific arguments using the claims, evidence, reasoning paradigm. This course differs from Academic 8th Grade Science by an accelerated pace and increased depth and breadth of content.

### Grade 9

#### 2110 - Biology A 🟨

**Grade 9**

Academic Biology introduces students to broad aspects of the biological sciences including the structure and function of matter and organisms, inheritance and variation of traits in living things, organisms and their interdependent relationships including the effects of humans on the environment, natural selection and evolution. Students experience a variety of learning strategies, including cooperative group interaction, discussion, demonstration and laboratory experimentation. In all of these activities students incorporate content into their critical thinking.

*Meets NCAA Core Course Requirements*

#### 2111 - Biology H 🟨

**Grade 9**

Prerequisites: Prerequisites will determine placement into the correct course.

Honors Biology, which provides a rigorous, intensive study of Biology, is designed for students who have done exemplary work in the previous year's science class. This course is geared to those students who have strong science skills, high motivation, and who have exhibited the ability to analyze data critically and arrive at meaningful conclusions. Topics of study include the structure and function of matter and organisms, inheritance and variation of traits in living things, organisms and their interdependent relationships including the effects of humans on the environment, natural selection and evolution. The students continuously engage in critical-thinking activities, analysis of data, and the written presentation of logical conclusions during the extensive laboratory activities.

*Meets NCAA Core Course Requirements*

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## East Brunswick High School Courses

### College-Preparatory Sequence

#### 1107 - Biology A 🟨

**Grade 9**

Academic Biology introduces students to broad aspects of the biological sciences including the structure and function of matter and organisms, inheritance and variation of traits in living things, organisms and their interdependent relationships including the effects of humans on the environment, natural selection and evolution. Students experience a variety of learning strategies, including cooperative group interaction, discussion, demonstration and laboratory experimentation.
all of these activities students incorporate content into their critical thinking. Students are required to take the NJ Biology Competency Test (NJCT) that is administered in the May of the year they take the course.

Meets NCAA Core Course Requirements*

1113 - Chemistry $^N\!\!J$

Prerequisite: Prerequisites will determine placement into the correct course. 6-6
Chemistry focuses on a qualitative understanding of introductory chemistry concepts. This conceptual chemistry course is designed for students who are still developing their mathematical skills and applying those skills to science content. Topics include atomic theory, radiation, periodic table, bonding, chemical reactions, thermochemistry, acids and bases, and nuclear chemistry. This course emphasizes the application of chemistry to authentic scenarios, so students appreciate the important role that chemistry plays in their lives. Critical thinking, data analysis, group projects and cooperative learning activities are included in this course, along with laboratory activities that enhance the understanding of chemistry concepts.

Meets NCAA Core Course Requirements*

1114 - Chemistry $^A\!\!J$

Prerequisite: Prerequisites will determine placement into the correct course. 6-6
Academic Chemistry is designed for students who have exhibited past success in mathematics and science and may continue their study of science in college. This course provides a comprehensive study of the basic concepts of chemistry, which will enhance the student's success in a college chemistry course. Topics include both qualitative and quantitative concepts, such as atomic theory, periodic table trends, bonding, chemical reactions, thermochemistry, kinetic theory of gases, mole theory and stoichiometry, acids and bases, and nuclear chemistry. Numerous laboratory sessions are provided to enhance understanding of chemistry concepts and theory. Critical analysis of data and problem solving are the major thrusts of this course.

Meets NCAA Core Course Requirements*

1128 - Physics $^N\!\!J$

Prerequisite: Prerequisites will determine placement into the correct course. 6-6
This course centers on the conceptual study of physics. Topics include motion, forces, work and energy, momentum, electricity, magnetism, sound, waves, and light. Students will collect data and analyze it qualitatively and graphically to arrive at scientific conclusions. This program includes presentations, projects, small-group work, laboratory investigations, and problem-based and inquiry approaches. Many different learning strategies are employed to assist students of all abilities in developing group skills and scientific knowledge that will prepare them for continued study in the sciences. Students taking Pre-Calculus or Pre-Calculus H should schedule Physics A.

Meets NCAA Core Course Requirements*

1127 - Physics $^A\!\!J$

Prerequisite: Prerequisites will determine placement into the correct course. 6-6
Academic Physics provides a comprehensive study of the basic concepts of Physics. Topics include kinematics, dynamics, momentum, work and energy, electrostatics, circuits, magnetism, wave behavior, sound, and light. Numerous laboratory experiences enhance student understanding of the basic physical concepts which govern the physical universe. All topics involve applying math skills to critical-thinking and problem-solving activities in science, such as the graphical analysis of motion and vector analysis in force problems.

Meets NCAA Core Course Requirements*
### 1112 - AP Biology

**Honors/Advanced Placement Sequence**

<table>
<thead>
<tr>
<th>Course Guide [pdf]</th>
<th>Prerequisites: Prerequisites will determine placement into the correct course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCC credits.</td>
<td>[Fall] MCC Course: BIO-123 General Biology I [4 credits]</td>
</tr>
<tr>
<td></td>
<td>[Spring] MCC Course: BIO-124 General Biology II [4 credits]</td>
</tr>
<tr>
<td></td>
<td>This EBHS course provides the opportunity for students to earn up to 8 college credits</td>
</tr>
</tbody>
</table>

AP Biology is a fast-paced course that requires responsible and committed students to spend extensive time and effort in study. Some topics necessitate independent study. In this college-level course, which is designed to prepare students for the AP exam, a college textbook is used and the College Board AP Biology syllabus is followed for topics and laboratories. Areas of study include biochemistry, molecular and cellular biology, energetics, genetics and evolution, principles of taxonomy, plant and animal physiology, and ecology. Non-syllabus labs enrich the analytical approach used in this course. See College Pathways Dual Enrollment Program for information about earning MCC credits.

*Meets NCAA Core Course Requirements*

### 1143 - Anatomy and Physiology H*

<table>
<thead>
<tr>
<th>-course guide [pdf]</th>
<th>Prerequisites: Prerequisites will determine placement into the correct course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCC credits.</td>
<td>[Fall] MCC Course: BIO-111 Human Anatomy and Physiology I [4 credits]</td>
</tr>
<tr>
<td></td>
<td>[Spring] MCC Course: BIO-112 Human Anatomy and Physiology II [4 credits]</td>
</tr>
<tr>
<td></td>
<td>This EBHS course provides the opportunity for students to earn up to 8 college credits</td>
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</tbody>
</table>

Anatomy and Physiology is designed to introduce students to the structure and function of the human body. The scope of the course includes topics such as animal cell structure and biochemistry, tissue organization and function, and mammalian organs and organ systems as they relate to human biology. Extensive laboratory work, including a major mammalian dissection, is required. The course provides a strong background for students entering careers such as nursing, medical technology, and sports medicine. See College Pathways Dual Enrollment Program for information about earning MCC credits.

*Meets NCAA Core Course Requirements*

### 1121 - Chemistry H

<table>
<thead>
<tr>
<th>-course guide [pdf]</th>
<th>Prerequisites: Prerequisites will determine placement into the correct course.</th>
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</thead>
<tbody>
<tr>
<td>MCC credits.</td>
<td>[Fall] MCC Course: CHM-121/125 – General Chemistry I with Lab [4 credits]</td>
</tr>
<tr>
<td></td>
<td>[Spring] MCC Course: CHM-122/126 General Chemistry II with Lab [4 credits]</td>
</tr>
<tr>
<td></td>
<td>This EBHS course provides the opportunity for students to earn up to 8 college credits</td>
</tr>
</tbody>
</table>

Honors Chemistry is a quantitative approach to the study of the basic concepts of chemistry. The topics of study include atomic theory, periodic table trends, bonding, chemical reactions, mole theory, stoichiometry, gases, solutions, thermochemistry, kinetics, equilibrium, thermodynamics, acids and bases, and electrochemistry. The major emphasis of Honors Chemistry is on critical thinking and reasoning based on data gathered in laboratory experiences. Problem-solving activities are an integral part of the course. See College Pathways Dual Enrollment Program for information about earning MCC credits.

*Meets NCAA Core Course Requirements*

### 1126 - AP Chemistry

<table>
<thead>
<tr>
<th>-course guide [pdf]</th>
<th>Prerequisites: Prerequisites will determine placement into the correct course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCC credits.</td>
<td>AP Chemistry is designed for second-year chemistry students who have high motivation and plan to enter a science-related career. The course provides a rigorous quantitative approach to advanced topics of chemistry in preparation for the Advanced Placement exam in chemistry. The course begins with a review of basic concepts, then progresses to kinetics, equilibrium, electrochemistry, thermodynamics, quantum mechanics, and radioactivity. Numerous laboratory experiences</td>
</tr>
</tbody>
</table>

107
are included in the course. Students who have previously taken Academic Chemistry will have extensive work to complete before starting this course to learn topics not included in their entry-level chemistry course.

Meets NCAA Core Course Requirements*

1134 - Physics H

Prerequisites: Prerequisites will determine placement into the correct course.

<table>
<thead>
<tr>
<th>Fall</th>
<th>MCC Course: PHY-123/125 – General Physics I with Lab [4 credits]</th>
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</thead>
<tbody>
<tr>
<td>Spring</td>
<td>MCC Course: PHY-124/126 General Physics II with Lab [4 credits]</td>
</tr>
</tbody>
</table>

This EBHS course provides the opportunity for students to earn up to [8] college credits.

Honors Physics provides a rigorous mathematical study of physics, including topics such as translational and curvilinear motion, mechanics, momentum, simple harmonic motion, torque, energy, gravitation, electrostatics, circuits, magnetism, wave behavior, light and sound. Mathematical and graphical methods of vector analysis are used to describe and analyze the dynamics of physical phenomena. Students perform mathematical and computer analysis of data during the numerous laboratory activities. The concepts are studied theoretically and in the laboratory to reinforce student understanding. Students will use critical-analysis and problem-solving skills extensively. See College Pathways Dual Enrollment Program for information about earning MCC credits.

Meets NCAA Core Course Requirements*

1141 - AP Physics

Prerequisite: Prerequisites will determine placement into the correct course.

AP Physics is a course for highly motivated science students who are considering a science-related career. This course is a Calculus-based, mathematically rigorous study of physics designed to prepare the student for the AP Physics C examinations in both mechanics and electricity and magnetism. Students gain expertise in the mathematical analysis of physical phenomena that is not possible in a first-year physics course. There is an emphasis on solving sophisticated physics problems. Laboratory experiences are provided to help students understand some of the more abstract concepts. Students who have previously taken Academic Physics will have extensive work to complete before starting this course to learn topics not included in their entry-level physics course.

Meets NCAA Core Course Requirements*

1144 - AP Environmental Science

Prerequisites: Prerequisites will determine placement into the correct course.

The goal of AP Environmental Science is to equip students with the scientific knowledge necessary for understanding the interrelationships in the natural world. This course provides students with the skills necessary to analyze environmental problems and the relative risks associated with human changes to natural ecosystems. Students will also examine alternative solutions to solving these problems. AP Environmental Science is an interdisciplinary course that incorporates scientific principles from earth science, biology and chemistry, in addition to aspects of social studies, as they relate to the study of the environment. Students in this course are expected to attend several field trips that take place during school hours.

Meets NCAA Core Course Requirements*

1142 - Research and Seminars in Biological Science

Prerequisites: Prerequisites will determine placement into the correct course.

The Waksman Student Scholars Program provides opportunities for students to conduct an authentic research project in molecular biology and bioinformatics. Students use molecular biology laboratory techniques to isolate and analyze DNA samples. The goal is for students to analyze, and possibly publish, a DNA sequence. Note that this program is affiliated with Rutgers University, which sets course requirements and limitations. This is a full-year course that meets three (3) days a week after school; attendance is mandatory. This course can be taken more than once in a High School career; qualified students take on leadership roles as they progress in the program.

Meets NCAA Core Course Requirements*
### Science Enrichment Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
<th>Meets NCAA Core Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1103</td>
<td>Environmental Science</td>
<td>6</td>
<td></td>
<td>Environmental Science is a full year lab class that will meet six times each week. Students will utilize concepts from earth, chemistry, physics and life science fields to investigate phenomena relating to interactions between living and non-living elements in environment. The course will be made up of four thematic units: energy, atmosphere and climate, marine science, and geology. Students will learn through an inquiry approach and attempt to develop solutions to complex environmental issues. Understanding will be demonstrated through completing group work, lab investigations, engineering and design projects, presentations, and case studies.</td>
<td>Meets NCAA Core Course Requirements*</td>
</tr>
<tr>
<td>1104</td>
<td>Contemporary Issues in Science (Anticipated name change: Science, Engineering, and Public Policy)</td>
<td>5.5</td>
<td></td>
<td>This non-lab science course involves investigating current scientific topics and events as they happen and exploring the policies and laws that govern science on the global stage. Students will learn how societies around the world fund and promote science and technology to improve health, provide energy and food, and help foster new industries and jobs. The course also investigates how science and technology are used to inform and debate policymaking in fields such as environmental policy and health policy, and the roles that scientists, engineers, and other experts play in providing scientific and technical information to the public and to policy-makers.</td>
<td>Meets NCAA Core Course Requirements*</td>
</tr>
<tr>
<td>1105</td>
<td>Astronomy</td>
<td>5</td>
<td></td>
<td>This is a course designed to give students a basic understanding of the structure of the universe, the structure and behavior of the objects that make up the universe and the earth's relationship to the other objects in our solar system. It includes a detailed study of the planets, the sun and the moon. Modern observational and measurement methods used by astronomers are investigated.</td>
<td>Meets NCAA Core Course Requirements*</td>
</tr>
<tr>
<td>1106</td>
<td>Meteorology</td>
<td>5</td>
<td></td>
<td>This is a course designed to give students a basic understanding of weather patterns and their causes. The students observe weather and cloud formations, rain, snow, sleet, and wind. The causes and effects of major storms and the instruments used to measure and predict weather are examined. Major aspects of the course include the prediction of tornadoes, hurricanes, and other weather conditions. Students engage in weather forecasting, collecting daily weather data, and preparing and decoding the daily weather map. Weather data, which is computer generated, is also analyzed by students.</td>
<td>Meets NCAA Core Course Requirements*</td>
</tr>
<tr>
<td>1101</td>
<td>Marine Biology</td>
<td>5</td>
<td></td>
<td>Marine Biology focuses on the study of marine ecosystems with specific emphasis on the ecology of the Atlantic coastal waters. This course involves the study of physical and chemical processes and their influence on the distribution and abundance of marine organisms. Specific ecosystems include coral reefs, kelp forests, rocky intertidal, estuaries, deep sea, and sandy beaches. Students are introduced to vertebrates and invertebrates that inhabit these ecosystems, such as fish, marine mammals, mollusks, cnidarians, poriferans, arthropods, and echinoderms. The impact of humans on these natural ecosystems is also studied. In addition, students explore career options in the field of marine sciences and are expected to participate in multiple field trips.</td>
<td>Meets NCAA Core Course Requirements*</td>
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</table>
1108 - Human Biology

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Semester Course; Prerequisites: Prerequisites will determine placement into the correct course.</td>
<td>5-2.5</td>
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</tbody>
</table>

This non-lab science course involves introducing students to human biology. Students will investigate the interactions between body systems; they will see how body organs work individually and collectively to maintain an internal homeostasis and overall health. The course explores the human body systems through a combination of dissection, practical laboratory exploration, and alternative assessments.

Meets NCAA Core Course Requirements*

1130 - Forensic Science 1 (Evidence Collection)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Quarter Course; Prerequisites: Prerequisites will determine placement into the correct course.</td>
<td>5-1.25</td>
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<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1131 - Forensic Science 2 (Investigating Human Remains)</td>
<td>5-1.25</td>
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<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>1132 - Forensic Science 3 (Examining Physical Evidence)</td>
<td>5-1.25</td>
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<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1133 - Forensic Science 4 (Specialized Forensic Investigation)</td>
<td>5-1.25</td>
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</tbody>
</table>

Students in this course learn the fundamentals of a criminal investigation and how it is used in a court of law. All sessions include crime scene analysis, evidence collection, and case studies. Each quarter will focus on specific analytical techniques that could include fingerprinting, ballistics, explosives, arson, DNA, blood spatter, hair, fiber, handwriting analysis, forensic anthropology, and toxicology. By stepping into the role of the forensic scientist, students learn and apply numerous scientific strategies and skills. Students can take one quarter or multiple quarters of this course in any order; each quarter will focus on different analytical techniques.

Meets NCAA Core Course Requirements*

1140 - Molecular Biology Lab Techniques

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tr>
<td>Semester Course; Prerequisites: Prerequisites will determine placement into the correct course.</td>
<td>5-2.5</td>
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</tbody>
</table>

Students in this semester course get an introduction to using molecular biology laboratory protocols, such as DNA purification, PCR, restriction digests, and agarose gel electrophoresis, to isolate and analyze DNA samples. This course is a prerequisite for the Waksman Student Scholars Program (course 1142) where students conduct a molecular biology research project.

1146 - Experimental Design & Analysis

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Semester Course; Prerequisites: Prerequisites will determine placement into the correct course.</td>
<td>5-2.5</td>
</tr>
</tbody>
</table>

This course is designed for students who want to conduct individual or group research on a chosen topic. Students will get an introduction to the skills necessary to conduct independent scientific research, including how to find, read, and examine published scientific papers, develop testable research questions, design and conduct experiments, use statistics to analyze experimental results, and document and present their findings.

*This course meets the NCAA core course requirements - see Section II, p. 18 for explanation.
Courses required for graduation are U.S. History I in ninth grade, U.S. History II in tenth grade and World History/Cultures in eleventh grade.

In order for students to gain a greater understanding of the world around them, they need to explore significant themes that have been pervasive throughout human history. The social studies curriculum assists students in understanding the experiences and contributions of people from all ethnic and socioeconomic groups in America’s multicultural society.

The social studies program teaches students the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. Courses are taught in depth rather than simply attempting to “cover” large amounts of material. Students are also responsible for researching and analyzing information using primary sources. There is an emphasis on the infusion of educational technology in all social studies courses.

The social studies program develops life skills by emphasizing the understanding of maps, globes, charts, graphs, and diagrams. The five themes of geography serve a vital role in helping students understand the relationship between human history and the environment.

Geography is a major component of World History/World Cultures, while the Civil Rights movement, the Vietnam War, and contemporary economic, social, and political issues are integral parts of U. S. History II.

All social studies course curricula have been aligned to the New Jersey Department of Education Student Learning Standards.

Please click here to view Honors/AP Course Placement Criteria and Course Prerequisites
Churchill Junior High School

Grade 8

2060 - Early American History 8 A
Grade 8

This course is designed to acquaint students with Early American History from the American Revolution through the Period of Reconstruction. It emphasizes important personalities, events, and lifestyles during this period of our nation’s development. An emphasis on the Constitution, current events, New Jersey history, and a geographic skills program are integral parts of the course. In addition, the development of critical thinking skills, along with library/media research projects and applications of technology are incorporated.

2064 - Early American History 8 H

Grade 8

See the criteria above for the pre-requisites for this course

The program is an intensive and challenging study of Early American History for highly motivated students. This course is a chronological survey of our history from American Revolution through the Period of Reconstruction. In addition to the content described above, there are activities requiring extensive reading, independent research, writing, applications of technology, and group discussions.

Grade 9

2063 - U. S. History I A
Grade 9

This course is a survey of our nation’s history from 1890 through World War II. The study of New Jersey history and government is infused throughout the curriculum. In addition, critical-thinking, library/media research skills, and applications of technology are developed.

Meets NCAA Core Course Requirements*

2062 - U. S. History I H

Grade 9

See the criteria above for the pre-requisites for this course

This course is an extension of Early American History Honors and is designed to challenge highly motivated students as they study our nation’s history from 1890 through World War II. In addition to the content described above, there are activities requiring extensive reading, independent research, writing, group discussions, critical thinking skills, along with library/media research projects, and applications of technology are also incorporated.

Meets NCAA Core Course Requirements*

East Brunswick High School

1070 - U. S. History II

Grade 9

This course covers the administrations of major 20th century Presidents, significant social and cultural changes and such key topics as the Cold War, McCarthyism, the Civil Rights movement, the Vietnam War, the space race, Watergate crisis, the end of the Cold War, and the modern era.

Meets NCAA Core Course Requirements*

1071 - U. S. History II H

See the criteria above for the pre-requisites for this course

This course covers the administrations of major 20th century Presidents, significant social and cultural changes and such key topics as the Cold War, McCarthyism, the Civil Rights movement, the Vietnam War, the space race, Watergate crisis, the end of the Cold War, and the modern era. This course is for motivated students interested in studying the course material in greater depth through independent research, writing and group discussion.
Meet NCAA Core Course Requirements

1072 - AP American History

<table>
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<tr>
<th>See the criteria above for the pre-requisites for this course</th>
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</table>

AP American History is a college-level course designed to prepare students for the AP exam. Students develop analytic skills and factual knowledge for understanding of the colonial period, the American Revolution, the Jacksonian period, the Civil War and Reconstruction, populism and progressivism, the New Deal, World Wars I and II, international affairs and domestic change in the post-1945 period up to the present. The work requires in-depth reading of primary documents, essays, periodicals and the text. Students are expected to demonstrate mastery and understanding by presenting written essays on the aspects of the period under study. Students are encouraged to take the Advanced Placement examination.

Meet NCAA Core Course Requirements

1051 - World History/World Cultures

| 5-5 |

This course is designed to acquaint students with modern world history and world cultures, with an emphasis on the post-World War II era. Students examine post-World War II anti-colonial revolutions and global issues, such as poverty, hunger, international trade, and technology that affect all of us in this age of escalating global interdependence. The course begins with a survey of World History from 1800 to the Cold War. This sets the stage for a regional study of the world, including Asia, Latin America, Africa, Europe, and the Middle East. World geography is an important component of the course.

Meet NCAA Core Course Requirements

1052 - World History/World Cultures H

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<th>See the criteria above for the pre-requisites for this course</th>
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<td>5-5</td>
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</table>

This is an intensive and challenging study of modern world history and world cultures designed for highly motivated students. In addition to the content described above, there are activities requiring extensive contemporary readings, independent research, writing, and group discussions.

Meet NCAA Core Course Requirements

**Note: For students who need to fulfill their first year of the state requirement in U. S. History, the following course is offered to tenth, eleventh, and twelfth graders.

1073 - U. S. History I

| 5-5 |

This course covers American History from the American Revolution through World War II and covers the major political, economic, and social events and issues for those periods. This course has been modified from the 8th and 9th grade curricula to meet the state requirements at the high school.

Meet NCAA Core Course Requirements

1077 - AP World History: Modern

<table>
<thead>
<tr>
<th>Grades 11 – 12</th>
<th>See the criteria above for the pre-requisites for this course</th>
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<td>5-5</td>
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</table>

AP World History is designed to be the equivalent of an introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in historical periods addressing from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

Meet NCAA Core Course Requirements
Electives

1054 - Institute for Political and Legal Education (IPLE) I H

For students who may be interested in enrolling in this course for college credit, please register for IPLE H 1054. This course is designed to provide an in-depth study of our Constitution, Bill of Rights and Federal system of government. Students will gain practical experiences and knowledge through the study and use of the procedures and techniques of local, county, state, and federal governments and courts. Students act as Senators and Representatives of the U. S. Congress, using parliamentary procedure and debating legislation they prepare for a three-day Model Congress. Course requirements include research projects, outside reading assignments, and considerable practice in giving oral presentations. IPLE I H is aligned to Middlesex County College and students will have the opportunity to earn college credits in this course. 

Meets NCAA Core Course Requirements*

1055 - AP Institute for Political and Legal Education II

See the criteria above for the pre-requisites for this course

This course offers our students the opportunity to compete against their peers from across the state with the hopes of representing New Jersey at the prestigious “We the People” competition in the spring. If students advance in the competition, there will be costs associated with later rounds.

The AP Institute for Political and Legal Education focuses on the Center for Civic Education’s Competition on the Constitution. Students commit to participating in the competition, which involves learning a curriculum based on the Constitution. The curriculum focuses on various topics including the philosophy of the Constitution, its creation and implementation, the importance of rights in our system of government and the future of the Constitution and its interpretation. Students will participate in extensive research and analysis as well as preparation for the oral competition. The competition is based on group presentations. Students will also follow an AP American Government curriculum with an expectation of participation in the AP American Government examination.

Meets NCAA Core Course Requirements*

1056 - Psychology I

Psychology is the study of the human mind. This course examines topics such as how we perceive the world, personality development theories, self-esteem, altered states of consciousness, sleep, dreams, birth order, personalities, moral development, and other concepts. By providing insights into human behavior, the course is designed to increase understanding of why people behave as they do.

Meets NCAA Core Course Requirements*

1061- Psychology II H

Prerequisite: Psychology I

This course provides additional knowledge of psychology through examination of such topics as the workings of the brain and nervous system, learning and memory theories, and enhancing memory. Stress-related topics and abnormal psychology issues like anxiety disorders, depressive disorders, eating disorders and obsessive-compulsive disorders are studied. Psychology II H is aligned to Middlesex County College and students will have the opportunity to earn college credits in this course. 

Meets NCAA Core Course Requirements*
1067 - AP Psychology

See the criteria above for the pre-requisites for this course 5-5

This course is offered to students who wish to complete an introductory level college course in psychology while still in secondary school. AP Psychology introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Students learn about ongoing research and the most current data in all major subfields within psychology. The course also covers a variety of topics, such as testing methods, social psychology, abnormal psychology, the treatment of psychological disorders and many others. Students are required to enhance their writing skills by responding to free-response format questions.

Meets NCAA Core Course Requirements*

1057 - Sociology I

Sociology is the study of human society and social behavior. This course deals primarily with culture and social values in primitive and modern societies, group behavior, social inequality, social institutions, and the individual in society. Topics covered include rites and rituals, adolescence, social deviance, sanctions, collective behavior and social movements. The course includes a variety of teaching methods: debates, socio-dramas, pantomime, popular films, music, television, surveys, interviews and the famous mock wedding, complete with bride, groom and wedding cake.

Meets NCAA Core Course Requirements*

1079 - Sociology II H

Prerequisite: Sociology I 5-2.5

This course provides additional knowledge of sociology by building upon the topics covered in Sociology I. The major focus of the class will be to examine research methods, deviance, social control, collective behaviors, social change, the environment, and special career fields in sociology. The class will include research, group projects, cooperative activities, field trips and guest speakers.

Meets NCAA Core Course Requirements*

1060 - Economics

5-2.5

Economics is a social science that examines production, consumption and transfer of wealth (money and currency). This course deals primarily with economic vocabulary and answers the following questions: what is economics, what taxes go towards, what attributes to the changes in the business cycle, and how elasticity is applied to supply and demand. This course examines numerous topics such as supply & demand, investment opportunities, the relationship between price changes and the market, various market structures, GDP, labor and economic growth/recession (business cycle) just to name a few. Students will take part in a variety of activities including the stock market game, entrepreneur project, company pitch presentation, hypothesizes of product prices and more. The course does require students to present in front of the class both individually and as a part of a group as well as exercising a basic understanding of mathematics.

Meets NCAA Core Course Requirements*

1053 - AP Macroeconomics

See the criteria above for the pre-requisites for this course 5-5

This course is intended for students seeking an in-depth understanding of macroeconomic issues and principles usually involving large institutional players like commercial banks, the Federal Reserve, and the Federal government. An ability to work with statistics and graphs is also critical to an in-depth understanding of topics. It will prepare students for the spring administration of the AP Macroeconomics examination. Topics will include measurements of economic health and performance (inflation, unemployment, GDP growth, and price indices), aggregate supply and demand, national income and wealth, monetary policy and the role of the Federal Reserve and the banking system, financial markets and exchange rates, productivity, international trade and balance of payments.

Meets NCAA Core Course Requirements*
1065 - Criminal Justice in America

This course begins with a historical overview of the origins and development of our legal system. Students will examine topics that include: preliminary crimes, corrections, police use of force, elements of crime, the arguments of self-defense and insanity, along with a look at juvenile justice.

Meets NCAA Core Course Requirements*

1066 - Law in Society

This course examines the application of law throughout American society. Students will examine topics that include: civil law, hate crimes, constitutional law, the Bill of Rights, the role of Supreme Court justices, and students’ rights.

Meets NCAA Core Course Requirements*

1074 - AP European History

See the criteria above for the pre-requisites for this course

This college-level course is designed to prepare students for the Advanced Placement exam. The course provides students with knowledge of major themes in European history from approximately 1450 to 2010 – from the high Renaissance to the present. Students will develop an ability to analyze historical evidence through primary source documents, works of art, religious philosophy, and enlightenment thinking. This course is not a repeat of World History.

Meets NCAA Core Course Requirements*

1419 - International Business and Politics H

This course, which is team-taught by a social studies teacher and a business education teacher, is offered for students who are interested in global economics and international trade. Among the topics covered are global trade patterns, political and cultural influences on the business climate, trading blocs, trade agreements, international finance, foreign exchanges, commodities exchange, the geography of global resource allocation and use, and customs, tariffs and taxes. Computer research assists students in solving problems and simulations associated with the complex world of global trade and economic interdependence.

Meets NCAA Core Course Requirements*

1075 - International Studies H (Fall)

Hybrid Course

1076 - International Studies H (Spring)

Hybrid Course

Criteria: Students must audition for admittance.
There will be costs associated with this course for attendance at Model United competitions.

This course is an independent study program and considered a hybrid class where students will interact with the teacher in person and on an online platform. Participants must meet after school for no less than twice each week (on average) during the semester, and they must agree to prepare for and to attend Model United Nations simulation activities. Participants accept roles as delegates to various U. N. agencies. They represent assigned countries which are member states in the U. N. At after school meetings they discuss strategies and coordinate research with assigned partners. They are tested on economic, political and geographic information on their “adopted” country, its region and its impact on international diplomacy. Model U. N. Conferences are four-day three-night total immersion/simulation activities. At these Model United Nations Conferences, high school students spend sixty (60) hours on task in debate, caucus, and writing U. N. style resolutions.

Meets NCAA Core Course Requirements*
1063 – Nazi Germany and the Holocaust H

This course will examine the Nazi party in Germany and how its rise resulted in widespread discriminatory practices culminating in the largest mass murder in human history. Specifically, students will study in-depth Nazi anti-Semitic policy, life in the Jewish ghettos, the horrors of the death camps, and rescue and resistance efforts throughout the Holocaust.

Meets NCAA Core Course Requirements *

1064 - Genocide in the Modern World H

Genocide: the systematic destruction of a national, ethnic, racial or religious group. It is the most severe and horrifying of all human crimes. This course examines in detail the background, issues, events, and implications of some of the world’s darkest chapters. This course will investigate selected topics such as Japanese crimes against humanity in WWII, the genocidal policies of Joseph Stalin in the USSR, the Holocaust, and genocide in Rwanda, Bosnia, Cambodia, Iraq, Armenia and Darfur. Students will analyze various ideologies and mechanisms that culminate in genocide, and will examine the roles of collaborators, bystanders, rescuers, and the psychology of both perpetrators and victims. The course will also analyze the role and effectiveness of international law and the United Nations in preventing genocide and bringing perpetrators to justice.

Meets NCAA Core Course Requirements *

Quarter Courses

1062 - The American Image On Film

This course will provide students the opportunity to view major popular films from the twentieth century that convey the American image and focus on issues surrounding social justice. The course will evaluate films that portray traditional American values in the face of complex and often contradictory social, political, scientific, and economic developments. In this course, students will analyze the use of symbolism in film, and relate film topic areas to the literature and social/cultural issues of the period. Selected films from the past will be compared to modern films dealing with the same issues in an attempt to examine the historical accuracy of major popular films.

Meets NCAA Core Course Requirements *

1068 - Independent Learning Workshop: Choose Your Own Adventure

Hybrid Course

Have you ever wished you had time to dig deep into a topic or project, learn all about it and create something awesome? This is your chance. In this quarter course students will discover how to find the information they need to pursue a specific interest, and use that information to create, collaborate and teach others about their passion, whether it’s knitting, anime, or molecular biology. Don’t know what that passion is yet? Figuring it out is part of the process. In this hybrid course students will investigate their interests and then choose a specific topic, project, or skill to learn or explore. Students will document the process of discovering, proposing and planning their project using digital tools to research, journal, collaborate, and present their work, developing real-world skills for project management, communication and presentation. Digital citizenship and trending social media dynamics will also be considered. In this hybrid course students will work independently about eighty percent of each week, with teachers available at all times to guide and support them as needed.
The Vietnam War was the most controversial and divisive American conflict of the 20th century. Unfortunately, it is often the most misunderstood. This course examines the background of Vietnamese history and culture, the political and military history of the war, and the conflicts the war created at home. The course will investigate and analyze all the controversies associated with the war; the major personalities and policy makers, the strategies and tactics implemented, and the experiences of those who fought- both American and Vietnamese. Lastly, the course examines how the Vietnam War shaped and influenced the culture of the 1960s and beyond.

Meets NCAA Core Course Requirements*

*This course meets the NCAA core course requirements - see Section II, p. 18 for explanation.
Spanish Courses
Grades 8-12 | 2019-2020
Mandarin Courses
Grades 8-12 | 2019-2020
French Courses
Grades 8-12 | 2019-2020

French I → French II → French III
French IV H → French V H → French VI H
AP French Language → French VI H
French for Business H → French VI H

French I → French II → French III
French IV H → French V H → French VI H
AP French Language → French VI H
French for Business H → French VI H

French I → French II → French III
French IV H → French V H → French VI H
AP French Language → French VI H
French for Business H → French VI H

GRADE 8
GRADE 9
GRADE 10
GRADE 11
GRADE 12
Italian Courses
Grades 8-12 | 2019-2020
World Language Course Guide

Anyone can learn to speak a second language. The varied world language curriculum affords students the opportunity to begin or continue their study of modern world languages, including French, German, Italian, Mandarin and Spanish. The ability to communicate effectively in another language takes a long time. Therefore, students are encouraged to continue their language study through graduation. East Brunswick Public Schools is committed to a well-articulated World Language program that prepares students to participate in a global community. Students who are in grades 11 and 12 have the options for Mandarin, French, Spanish, German, Italian AP language and culture or to study French for Business H, Spanish for Business H, and Spanish for the Medical Profession H, Italian VI H, Spanish VI H, French VI H or German in the 21st Century H.

Learning a world language is a natural and rewarding process and studies have shown a positive relationship between world language study and SAT scores. The world language classroom is exciting! The emphasis is on learning how to speak and understand the language and a world culture. Students work with Chromebooks, student devices and our digital language laboratory to improve their listening and speaking skills. Students access the internet for authentic material such as newspapers, magazines and videos. The instructional sequence provides opportunities to use language through meaningful interactive experiences enriched by culturally authentic content. Students also have the opportunity to augment their learning with honor societies, club activities, field trips and classroom projects.

East Brunswick Graduation Requirements

The East Brunswick Public School district requires ten credits of a world language for graduation. In order for students to develop a stronger proficiency in both language and cultural understanding, East Brunswick recommends the longest possible sequence of one language. As newly arrived students from their native country, English language learners may use their native language to satisfy the requirement when entering the ninth grade or at subsequent grade levels. Students who have been speaking their native language since a very young age and throughout their prior educational experience will satisfy five credits toward the world language requirement for graduation.

College Requirements

Most colleges and universities require 2 years of a World Language for entrance. Some require as little as none and some selective universities require 4 years. Colleges prefer a long sequence of one language.

World Language Courses

For students wishing to begin a new language or a second or third language, that option is available when there is sufficient enrollment. The World Language flow charts show the typical sequence of languages. East Brunswick Public Schools offers these levels at the indicated grade levels when there is sufficient enrollment. The East Brunswick Public School district is committed to a language sequence of one language so that students will have achieved a usable proficiency in that language.
Seal of Biliteracy

The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school seniors who are able to demonstrate proficiency in English in addition to one or more world languages. The New Jersey State Seal of Biliteracy certifies that a high school graduate has demonstrated proficiency in English. Students do so by meeting English language arts graduation requirements or attaining the appropriate cut score on the ACCESS for English Language Learner’s assessment and demonstrated a linguistic proficiency level of at least Intermediate-Mid according to the American Council on the Teaching of Foreign Languages Proficiency Guidelines.

The State Department of Education awards the New Jersey State Seal of Biliteracy Certificate and an appropriate notation to the senior’s transcript will recognize proficiency in English and another world language per State established criteria.

1. Demonstration of English Proficiency
   a. Seniors demonstrate through any of the NJDOE English Language Arts graduation requirements;
   b. Ells demonstrate proficiency by earning a score of 4 or better on the ACCESS 2.0 in all four language domains during junior year.

2. Demonstration of World Language Proficiency
   a. Juniors who earn a 4 or 5 in an Advanced Placement language and culture exam and are now in their senior year;
   b. Seniors enrolled in a world language class and earn a minimum score of Intermediate-Mid proficiency on all modes of communication on either STAMP 4S or AAPPL;
   c. Seniors who learned a world language not taught in our district and earn a minimum score of Intermediate-Mid on all modes of communication on either STAMP 4S or AAPPL;

3. For eligible students, the district will pay for one assessment: STAMP 4S or AAPPL. This excludes payment for the AP world language exam.

4. The Seal of Biliteracy is not awarded based on seat time or course completion requirements and it is not tied to credits. Attainment of the seal does not provide credits toward graduation and does not act in any way as full or partial fulfillment for granting a student a diploma.

Information about this distinction and testing is available from your high school counselor.

Please click here to view Honors/AP Course Placement Criteria and Course Prerequisites
### 1230/2215 - Spanish I

**Grade 8 – 12**

Open to all students, the course is activity-centered with emphasis on speaking and listening. Spanish is in constant use in the classroom. The focus is on building a working vocabulary, including common idioms and phrases. Students learn words and very basic and relevant grammatical structures. Teachers also introduce elementary principles of reading and writing. Interest is also stimulated through the study of the customs and day-to-day activities of people whose native language is Spanish.

*Meets NCAA Core Course Requirements*

### 1231/2217 - Spanish II

**Grade 8 – 12**

Spanish II further develops the basic language skills with emphasis on communication in the language, thus enabling students to apply what they have learned. Teachers give students the opportunity to improve their ability to communicate effectively in new situations that are likely to encounter in Spanish-speaking countries. While students learn language, they are simultaneously learning Spanish culture.

*Meets NCAA Core Course Requirements*

### 1232/2223 - Spanish III

**Grade 8 – 12**

Students have the opportunity to enhance the language skills learned in levels one and two. The instruction in this course is oriented toward the development of students’ more complete control of the communicative functions and structures addressed in previous levels. Students communicate meaning in realistic situations and carry out functions. Teachers embed student learning with multicultural patterns found in the Spanish language and traditions. Skills in the areas of listening, speaking, reading and writing the Spanish language, as well as cultural understanding, are developed.

*Meets NCAA Core Course Requirements*

### 1233/2221 - Spanish IV

**Grade 9 – 12**

Spanish IV continues the situational/practical use of language while expanding language skills. Videos, oral presentations and outside readings are a part of the course. Teachers review grammatical principles in oral and written work and they provide opportunity for the development of a deeper understanding of the target culture.

*Meets NCAA Core Course Requirements*

### 1235/2220 - Spanish IV H

**Grade 9 – 12**

This is a vigorous course designed for the serious student of Spanish. Spanish IV Honors differs from Spanish IV in that students study the language in greater depth. Videos, oral presentations and outside readings are a regular part of the course. Students complete special projects designed to increase and demonstrate their Spanish proficiency. Students who meet the prerequisites and who plan to take the Advanced Placement test in subsequent years are encouraged to consider this course.

*Meets NCAA Core Course Requirements*

### 1237 - Spanish V

**Grade 10 – 12**

This course is for students who are not interested in preparing for the Advanced Placement exam at this time, but who want to increase their language proficiency and continue their study of Spanish culture. Videos, oral presentations, outside readings and interactive activity are a regular part of the course. Within relevant context, students learn structures needed to discuss, comprehend and compose. Readings from Spanish-speaking countries serve as a springboard for discussion and compositions.

*Meets NCAA Core Course Requirements*
### 1238 - Spanish V H

**Grade 10 – 12**  

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>SPA-121 Elementary Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>SPA-122 Elementary Spanish II</td>
<td>3</td>
</tr>
</tbody>
</table>

This EBHS course provides the opportunity for students to earn up to [6] college credits. 

This course is for students who want to increase their language proficiency and continue their study of Spanish culture. Spanish V H differs from Spanish V in that the students study the language in greater depth. Videos, oral presentations, outside readings and interactive activities are a regular part of the course. Advanced grammatical structures needed to discuss, comprehend, and compose are taught in context. Readings of works from Spanish-speaking countries serve as a springboard for discussion and compositions. Students complete special projects designed to increase and demonstrate their Spanish proficiency. Students who plan to take the Advanced Placement course the following year are encouraged to consider this course.  

*Meets NCAA Core Course Requirements*

### 1240 - Spanish VI H

**Grade 8 – 12**  

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<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>SPA-221 Intermediate Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>SPA-222 Intermediate Spanish II</td>
<td>3</td>
</tr>
</tbody>
</table>

This EBHS course provides the opportunity for students to earn up to [6] college credits. 

This course, a sequel to Spanish V, is designed for students who are not interested in preparing for the Advanced Placement exam but who wish to continue their study of Spanish language and cultures in countries where Spanish is spoken. Videos, oral presentations, outside readings and interactive activities are a regular part of the course. Within relevant context, students learn advanced structures necessary to discuss, comprehend and compose. Readings from Spanish-speaking countries serve as a springboard for discussion and compositions.  

*Meets NCAA Core Course Requirements*

### 1242 - AP Spanish Language

**Grade 11, 12**  

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>SPA-221 Intermediate Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>SPA-222 Intermediate Spanish II</td>
<td>3</td>
</tr>
</tbody>
</table>

This EBHS course provides the opportunity for students to earn up to [6] college credits. 

This demanding course covers the equivalent of the third-year college course in advanced Spanish composition and conversation. There is a focus on advanced oral, listening, reading and grammatical skills. This course prepares the students for the Advanced Placement exam through intensive practice in hearing formal and informal Spanish, inviting expository passages, and in reading material from a wide range of literary sources. This course is a prerequisite for A.P. Spanish Literature.  

*Meets NCAA Core Course Requirements*
1241 - AP Spanish Literature

In this demanding course, students develop interpretive and analytical skills through the study of literary works by major authors, including Jorge Luis Borges, Federico Garcia Lorca, Gabriel Garcia Marquez, Ana María Matute and Miguel Unamuno. The course includes listening to lectures concerning literary works, taking notes and discussing the lectures. Class discussions also address literary analysis of passages from the various works. This course prepares students for the A.P. Spanish Literature exam.

Meets NCAA Core Course Requirements*

1890 - Spanish for Business H

This course will develop students’ Spanish proficiency interpreting information, communicating interpersonally and presenting information at the pre-advanced level of the K-12 proficiency guidelines as defined by the American Council of the Teaching of Foreign Languages. This course will develop students’ understanding of the use of Spanish in the business world.

1891 - Spanish for the Medical Profession H

This course will develop students’ Spanish proficiency interpreting information, communicating interpersonally and presenting information at the pre-advanced level of the K-12 proficiency guidelines as defined by the American Council of the Teaching of Foreign Languages. This course will develop students understanding of the use of Spanish in the medical profession.

French

1200/2203 - French I

Open to all students, the course is activity-centered with an emphasis on speaking and listening. French is in constant use in the classroom. Students build working vocabulary, including common idioms and phrases. Students begin to learn words, phrases and grammatical structures. Students also learn elementary principles of reading and writing. Interest is also stimulated through the study of the customs and day-to-day activities of people whose native language is French.

Meets NCAA Core Course Requirements*

1201/2294 - French II

French II further develops the basic language skills with emphasis on communication in the language, thus enabling students to apply what they have learned. Students have the opportunity to continue in the progressive ability to communicate effectively in new situations that students will encounter in French-speaking countries. Study of French culture in language practice is part of every lesson.

Meets NCAA Core Course Requirements*

1202/2223 – French III

Students have the opportunity to enhance the language skills learned in levels one and two. Instruction is oriented toward the development of students’ more complete control of the communicative functions and structures addressed in previous levels. Students communicate meaning in realistic situations and carry out functions with multicultural patterns found in
the French language and traditions. Skills in the areas of interpreting information, communicating interpersonally and presenting information as well as cultural understanding, are developed.

Meets NCAA Core Course Requirements*

1203/2221 - French IV

Grade 9, 11

French IV continues the situational/practical use of language while expanding language skills. Videos, oral presentations and outside readings are a regular part of the course. Students review grammatical principles as they relate to oral and written work. Students have opportunities for the development for a deeper understanding of the target culture.

Meets NCAA Core Course Requirements*

1204/2229 - French IV H

Grade 9, 11

This is a vigorous course designed for the serious student of French. French IV H differs from French IV in that students study the language in greater depth. Videos, oral presentations, outside readings and interactive activities are a regular part of the course. Students complete special projects designed to increase and demonstrate their French proficiency. Students who meet the prerequisites and who plan to take the Advanced Placement test in subsequent years are encouraged to consider this course.

Meets NCAA Core Course Requirements*

1205 - French V

Grade 10, 12

This course is for students who are not interested in preparing for the Advanced Placement exam at this time, but who want to increase their language proficiency and continue their study of the French culture. Videos, oral presentations, outside readings and interactive activities are a regular part of the course. Students learn structures needed to discuss, comprehend and compose in context. Readings of works from French-speaking countries serve as a springboard for discussion and compositions.

Meets NCAA Core Course Requirements*

1206 - French V H

Grades 10, 12

This course is for students who want to increase their language proficiency and continue their study of French culture. French V H differs from French V in that the students study the language in greater depth. Videos, oral presentations, outside readings and interactive activities are a regular part of the course. Students learn advanced grammatical structures needed to discuss, comprehend and compose in context. Readings of works from French-speaking countries serve as a springboard for discussion and compositions. Students complete special projects designed to increase and demonstrate their French proficiency. Students who plan to take the Advanced Placement course the following year are encouraged to consider this course.

Meets NCAA Core Course Requirements*

1207 - French VI H

Grades 11, 12

This course, a sequel to French V, is designed for students who are not interested in preparing for the Advanced
Placement exam but who wish to continue their study of French language and cultures in countries where French is spoken. Videos, oral presentations, outside readings and interactive activities are a regular part of the course. Students learn advanced structures necessary to discuss, comprehend and compose within cultural context. Readings from French-speaking countries serve as a springboard for discussion and compositions.

Meets NCAA Core Course Requirements*

1209 - AP French
Grades 11, 12

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>FRE-221 Intermediate French I</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>FRE-222 Intermediate French II</td>
<td>3</td>
</tr>
</tbody>
</table>

This EBHS course provides the opportunity for students to earn up to 6 college credits

Meets NCAA Core Course Requirements*

1226 - French for Business H
Grades 11, 12

This course will provide students with an opportunity to learn about French in the business world. It will also provide students with real world use of French. This course will introduce students to the opportunities available using French in the business world and develop their skills to be successful in business. Topics include French-speaking countries involved in business and countries with which they do business. In addition, students will study marketing, international commerce, negotiations, business plans, interpreting business documents and interviewing techniques.

Meets NCAA Core Course Requirements*

German

AATG Centers of Excellence
In 2017-2018, the American Association of Teachers of German recognized EBPS German Program at HMS, CJHS and EBHS as a German Center of Excellence. Our program is the only German program in the state of NJ to receive this certification.

1210/2205 - German I
Grade 8, 10-12

Availability Based on Sufficient Enrollment

Open to all students, this course is activity-centered with emphasis on speaking and listening. German is in constant use in the classroom. Students build working vocabulary, including common idioms and phrases and begin to learn precision in the use of words and grammatical structures. Students also learn elementary principles of reading and writing. Interest is also stimulated through the study of the customs and day-to-day activities of people whose native language is German.

Meets NCAA Core Course Requirements*

1211/2234 - German II
Grade 9 – 12

German II further develops the basic language skills with emphasis on communication in the language thus enabling students to apply what they have learned. Teachers give students the opportunity to continue in the progressive ability to communicate effectively in the new situations that they will encounter in German-speaking countries. Study of German culture is part of language practice. Meets NCAA Core Course Requirements*
1212/2226 - German III

Grades 8, 10 – 12

Students have the opportunity to enhance the language skills learned in levels one and two. Instruction is oriented towards the development of the students’ more complete control of the communicative functions and structures addressed earlier. Students communicate meaning in realistic situations and use multicultural patterns found in the German language and traditions. Skills in the areas of listening, speaking, reading and writing the German language, as well as cultural understanding, are developed. 

Meets NCAA Core Course Requirements*

1213 - German IV H

Grades 9 – 12

German IV H provides students the opportunity to study the spoken and written language in greater depth. Videos, oral presentations and outside readings are a regular part of the course. Students complete special projects designed to increase and demonstrate their German proficiency. This course is for students who want to increase their language proficiency and continue their study of German culture. German IVH provides students the opportunity to study the language in greater depth. Videos, oral presentations, outside readings and interactive activities are a regular part of the course. Students learn advanced grammatical structures needed to discuss, comprehend and compose within context. Readings of works from German-speaking countries serve as a springboard for discussion and compositions. Students complete special projects designed to increase and demonstrate their German proficiency. 

Meets NCAA Core Course Requirements*

1214 - German V H

Grades 10 – 12

This course is for students who want to increase their language proficiency and continue their study of German culture. Videos, oral presentations, outside readings and interactive activities are a regular part of the course. Students learn advanced grammatical structures needed to discuss, comprehend and compose in context. Readings of works from German-speaking countries serve as a springboard for discussion and compositions. Students complete special projects designed to increase and demonstrate their German proficiency. Students who plan to take the Advanced Placement course the following year are encouraged to consider this course. 

Meets NCAA Core Course Requirements*

1223 - German VI H

Grades 11, 12

This course, a sequel to German V H, is for students who want to deepen their language and cultural proficiency. Videos, oral presentations, outside readings and interactive activities are a regular part of the course. Students learn advanced structures necessary to discuss, comprehend and compose in context. Readings from German-speaking countries serve as a springboard for discussion and compositions.

Meets NCAA Core Course Requirements*
1215 - AP German
Grades 11, 12

This demanding course covers the equivalent of the third-year college course in advanced German composition and conversation. There is a focus on stressing advanced oral, listening, reading and grammatical skills. This course prepares the students for the Advanced Placement exam through intensive practice in hearing formal and informal German, inviting expository passages, and in reading material from a wide range of literary sources.

Meets NCAA Core Course Requirements*

1224 - Germany in the 21st Century Honors
Grades 11, 12

This course will examine the influence of 21st century Germany on the world stage, preparing students for global citizenship. Students will develop abilities in interpretive, interpersonal and presentational modes of communication. They will use German in meaningful contexts in a variety of activities. Course materials include videos, short articles, movies, statistics, podcasts, advertisements and songs, providing students with varied perspectives on German business, pop-culture, STEM, and current events.

Meets NCAA Core Course Requirements*

1225 – Contemporary German Issues Honors
Grades 11, 12

This course will examine the influence of Germany in personal and public identities, contemporary life, technology, beauty and aesthetics and global issues preparing students to be world-ready. Students will develop abilities in interpretive, interpersonal and presentational modes of communication. They will use German in meaningful contexts. Course materials include videos, short articles, movies, statistics, podcasts, advertisements and songs. This course is open to students in grades 11-12. Meets NCAA Core Course Requirements*

Italian

1216/2222 - Italian I
Grade 8

Open to all students, this course is activity-centered with emphasis on speaking and listening. Italian is in constant use in the classroom. The building of a working vocabulary, including common idioms and phrases, is very important. Teachers also introduce precision in the use of words and grammatical structures. Students also learn elementary principles of reading and writing. Interest is also stimulated through the study of the customs and day-to-day activities of people whose native language is Italian.

Meets NCAA Core Course Requirements*

1217 - Italian II
Grades 9

Italian II further develops the basic language skills with emphasis on communication in the language, thus enabling students to apply what they have learned. Students have the opportunity to continue in the progressive ability to communicate effectively in new situations that they will encounter in Italian-speaking countries. Study of Italian culture is part of language practice.

Meets NCAA Core Course Requirements*
1218 - Italian III

Grades 8, 10

Students have the opportunity to enhance the language skills learned in levels one and two. Instruction is oriented towards the development of students' more complete control of the communicative functions and structures addressed in the previous levels. Students communicate meaning in realistic situations and carry out functions that teachers embed with multicultural patterns found in the Italian language and traditions. Skills in the areas of listening, speaking, reading and writing the Italian language, as well as cultural understanding, are developed.

Meets NCAA Core Course Requirements*

1219 - Italian IV H

Grades 9, 11

Readings, oral presentations and videos are a regular part of the Italian IV H course. It continues the situational/practical use of language while expanding language skills. Students review and apply grammatical principles in oral and written work. Opportunity for the development of a deeper understanding of the target culture is part of every lesson.

Meets NCAA Core Course Requirements*

1220 - Italian V H

Grades 10, 12

This course is for students who want to increase their language proficiency and continue their study of Italian language and culture. Readings, oral presentations, videos and interactive activities are a regular part of the course. Students learn structures needed to discuss, comprehend and compose in context. Readings of works from Italian-speaking countries serve as a springboard for discussion and compositions.

Meets NCAA Core Course Requirements*

1221 - Italian VI H

Grades 11, 12

This course is for students who wish to continue their study of Italian language and culture. Videos, oral presentations, outside readings and interactive activities are a regular part of the course. Students learn advanced structures necessary to discuss, comprehend and compose in context. Readings from Italian-speaking countries serve as a springboard for discussion and compositions.

Meets NCAA Core Course Requirements*

1222 - AP Italian

Grades 11, 12

This demanding course covers the equivalent of the third-year college course in advanced Italian composition and conversation. It stresses advanced oral, listening, reading and grammatical skills. This course prepares the students for the
Advanced Placement exam through intensive practice in hearing formal and informal Italian, inviting expository passages, and in reading material from a wide range of literary sources.

*Meets NCAA Core Course Requirements*

**Mandarin**

**1227 - Mandarin I**

<table>
<thead>
<tr>
<th>Grade 8 – 12</th>
<th>Available Based on Sufficient Enrollment</th>
<th>5-5</th>
</tr>
</thead>
</table>

This course introduces students to Chinese culture and the basic skills in listening, speaking, reading, and writing in Simplified Mandarin. It is for students with no prior experience in the study and use of Mandarin. This course is activity-centered with emphasis on speaking and listening. Mandarin is in constant use in the classroom. Students build working vocabulary, including common idioms and phrases. In addition, the teacher introduces some areas of precision in the use of words and sentence structures. Interest is also stimulated through the study of the customs and day-to-day activities of people whose native language is Mandarin.

*Meets NCAA Core Course Requirements*

**1228 - Mandarin II**

<table>
<thead>
<tr>
<th>Grade 8 – 12</th>
<th>5-5</th>
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</thead>
</table>

This course is for students who have fulfilled the requirements of Mandarin I or come with some prior speaking and listening comprehension and an ability to write or type short strings of sentences using Chinese characters. This course emphasizes the improvement of listening, speaking, reading, and writing in Simplified Mandarin. Students pay special attention to the introduction of reading and writing of Chinese characters. Mandarin is the language used in the classroom. Students continue to improve their working vocabulary along with additional common idioms and phrases. The teachers emphasize precision in the use of more words and grammatical structures. A study of Chinese culture is an integral part of this course.

*Meets NCAA Core Course Requirements*

**1229 - Mandarin III H**

<table>
<thead>
<tr>
<th>Grade 9 – 12</th>
<th>5-5</th>
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</thead>
</table>

This course is for students who have fulfilled the requirements of Mandarin II or come with prior speaking and listening comprehension and an ability to write or type in paragraph-length using Chinese characters. Instruction is oriented toward the development of the students’ more complete control of the communicative functions and structures addressed in the previous levels. Simplified Mandarin is the language used in the classroom. Students communicate meaning in realistic situations and carry out functions that are necessary for multicultural patterns found in Chinese language and traditions.

*Meets NCAA Core Course Requirements*

**1234 - Mandarin IV H**

<table>
<thead>
<tr>
<th>Grade 10 – 12</th>
<th>5-5</th>
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</thead>
</table>

This course is for students who have fulfilled the requirements of Mandarin III H or come with prior speaking and listening comprehension and an ability to write or type in paragraph-length using Simplified Chinese characters. Instruction is oriented toward the development of the students’ more complete control of the communicative functions and structures addressed in the Mandarin III H. Students communicate meaning in realistic situations and carry out functions that are necessary for multicultural patterns found in Chinese language and traditions. In this course, students will demonstrate proficiency of all the New Jersey World Language Standard Learning: 7.1. IL.A.1 to 7.1. IL.C.5. Teachers use the ACTFL rubrics for proficiency assessment. Students will demonstrate, through multiple forms of assessments, their ability to communicate in the target language within the intermediate low range in the interpretive, interpersonal and presentational modes of communication.

*Meets NCAA Core Course Requirements*
The course is to prepare students for the AP Mandarin Language and Culture Exam. The teacher places an emphasis on developing a high level of proficiency in the spoken and written language, in formal and conversational situations, using appropriate vocabulary and grammatical structures. This course continues to develop students’ interpersonal, interpretive and presentational language competencies that students use for a variety of communicative and cultural functions. Students will continue to compare and contrast the target language and culture with their own, thus enhancing students’ insights into the nature of language and culture. The AP course is for highly skilled, highly motivated students with an outstanding background in Mandarin language. Students are encouraged to take the AP Mandarin Language Examination.

* This course meets the NCAA core course requirements - see Section II, p. 17 for explanation.
Alternative Programs

Career Internship

Grade 12  
For Seniors Only  
10 – 10 or 10 – 5/5 - 5 or 5 – 2.5

The Career Internship program provides an opportunity for students to gain hands-on experiences in a career field they may enter. Students are placed in a business or industry and report there on a regular basis from 5 to 10 hours a week for one or both semesters. Interning may take place either during or after the school day. Interns have learning experiences which provide insight into the career field. Students must provide their own transportation to the site and may not receive a salary for their time. Course requirements include regular attendance, group seminars, daily log, and a term project. Additional information and program applications are available in the Career Center.

Vocational-Technical Shared Time Program

Grade 12  
15-15

East Brunswick High School and the Middlesex County Vocational-Technical High School at East Brunswick have joined together to form a partnership to offer technical training to EBHS students. Students are transported to the Vocational-Technical High School for three periods for a technical course. Upon completion of two years of this program, students obtain a state-endorsed technical certificate, in addition to their East Brunswick High School diploma.

The areas in which students may receive training include:

- Agriscience Technology
- Dry Cleaning
- Architectural Drafting/Computer Assisted
- Graphic Arts and Graphic Design: Commercial Art
  and Drafting (CAD) Illustration
- Automotive Technology and Services
- Heating, Ventilation, Air Conditioning & Refrigeration
- Baking
- Health Services
- Basic Business Technology
- Machine Tool Technology
- Building Services/Maintenance Mechanics
- Masonry
- Building Trades
- Performing Arts: Theater or Dance (requires an audition)
- Carpentry and Cabinetmaking
- Retail Sales
- Cosmetology/Hairstyling
- Welding
- Culinary Arts

Study Hall Options

1800 - Supervised Study Hall

Students may select a supervised Study Hall as a part of their schedule. Students enrolled in study hall will be required to bring work to complete or reading material to read for the full period.

1850 - Senior AM Study Hall

Open to Seniors only

Students enrolled in this first period study hall will be required to sign in to the cafeteria by 8:00 A.M. each day. A contract will be completed on the first day of school with the parameters for maintaining this “senior privilege.”

1860 - Senior PM Study Hall

Open to Seniors only

Students enrolled in this 12th period study hall will be permitted to leave school following period 11 provided they are not involved in any after-school sports, activities or clubs. Students will not be permitted to leave and return if enrolled in this study hall. A contract will be completed on the first day of school with the parameters for maintaining this “senior privilege.”

Seniors with either Late In or Early Out will not be able to have any additional study halls in order to fulfill the 35 credit requirement.