

# **Program of Studies 2026-2027**



**Bridgewater-Raritan High School**  
**PO Box 6569**  
**600 Garretson Road**  
**Bridgewater, NJ 08807**

***[hs.brrsd.org](https://hs.brrsd.org)***

## PERSONNEL DIRECTORY

### BRHS ADMINISTRATION

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|-------------------------|----------------------------------------------------|-------------|
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### BRHS DEPARTMENT SUPERVISORS

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| Mr. Michael Poe       | Supervisor of Mathematics 6 – 12                         | ext. 471699 |
| Mr. Conor Scott       | Supervisor of Special Education 9 – 12                   | ext. 937502 |
| Ms. Sarah Wolf        | Supervisor of Science 6 – 12                             | ext. 937524 |

### BRHS COUNSELING STAFF

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| Ms. Elle Greulich     | ext. 477210 | Ms. Lauren Amisial (SAC)              | ext. 477211 |
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| Mr. Robert Jankay       | Social Worker       | ext. 477507 |
| Ms. Erin Lowman         | School Psychologist | ext. 477508 |
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| Dr. James Porter        | School Psychologist | ext. 477514 |
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| Ms. Risa Trinker        | LDTC                | ext. 477518 |
| Ms. Suzanne Trombadore  | School Psychologist | ext. 477519 |
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| Mr. Robert Beers    | Superintendent of Schools                       | ext. 937198 |
| Dr. Karen Jones     | Assistant Superintendent of Schools             | ext. 937298 |
| Dr. Daniel Fonder   | Assistant Superintendent for Personnel          | ext. 937605 |
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| Mr. Kevin Lomski    | School Business Administrator/Board Secretary   | ext. 937701 |
| Ms. Annmarie Mattia | Director of Elementary Education                | ext. 937503 |
| Mr. Jason Mauriello | Director of 21st Century Learning/Data Analysis | ext. 937402 |



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Student Directed

**Bridgewater-Raritan High School Credit And Course Requirements For Graduation**

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## Educational Philosophy

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The educational philosophy of the Bridgewater-Raritan Regional School District is founded on the belief that the school's responsibility is to cultivate intellect, civic-mindedness, and sociability in students through the combined efforts of staff, administration, parents, and community. Our Board of Education believes that students should be guided to attain the knowledge and develop the skills necessary for success in future occupational endeavors and the social world in which they will find themselves after formal schooling ends. A fundamental aim of our schools is to develop in youth an understanding of, an appreciation for, and a devotion to the democratic way of life, and to instill a desire to improve it. The Board believes each individual's welfare and development are the basis of our educational program. All children shall have an opportunity to learn. The goal is to be a well-prepared individual who can meet and solve society's problems.

The Board and staff accept the following charges to achieve this goal:

- To accept primary responsibility for giving students a mastery of the basic skills of learning, thinking, and problem solving; for teaching them to use the various media of self-expression; for instilling in them a knowledge of the social and natural sciences; for acquainting them with the richness of our heritage; and for stimulating them to productive work in the various areas of human endeavor.
- To recognize their responsibility to help meet the physical, intellectual, and emotional needs of children, particularly the needs to inquire, to learn, to think, to create, to establish aesthetic, moral, and ethical values, and to relate satisfactorily to others in social situations involving family, work, government, and recreation.
- To acknowledge the importance of their supplemental role to the home and other social agencies in developing habits that make for practical personal living, maintaining optimum physical and mental health, and establishing sound moral, ethical, and aesthetic values.



## Graduation — Requirements

Diplomas shall be granted only to students who have completed the requirements for graduation as mandated by state law and administrative code established and approved by the Bridgewater-Raritan Board of Education. Those requirements include:

- The achievement of approved proficiency levels in all courses necessary to satisfy graduation requirements.
- The student's compliance with the district's attendance requirements as stated in BOE Regulation 5200, Attendance.
- Students in the Class of 2027 must complete either the Free Application for Federal Student Aid (FAFSA) or the New Jersey Alternative Financial Aid Application unless an opt-out waiver is completed. The waiver must be signed by the parent or guardian or by the student if aged eighteen (18) or older, or by the student's School Counselor if the student is under the age of seventeen (17), and a form signed by the parent/guardian cannot be reasonably attained.
- The achievement of a passing score on the New Jersey Graduation Proficiency Assessment - Adaptive (NJGPA-A) in Grade 11. The assessment will align with the New Jersey Student Learning Standards (NJSLS) for Grade 10 ELA and for Algebra I and Geometry.

| English Language Arts                       | Mathematics                                         |
|---------------------------------------------|-----------------------------------------------------|
| NJGPA-A – ELA $\geq 450$ (Graduation Ready) | NJGPA-A – Mathematics $\geq 450$ (Graduation Ready) |

If, after completing the NJGPA-A, a student does not demonstrate proficiency in the ELA or Mathematics section, the student may:

- o Retake the NJGPA-A in the following summer or the following fall, or
- o Meet a designated cut score as indicated in the chart below, or
- o Complete a portfolio appeal

Students who perform below statewide standards shall receive a comprehensive individualized assessment as specified in N.J.A.C. 6:8-3.4. Based on the assessment, students shall be provided with the services needed to remedy the identified deficiencies, including, but not limited to, the development and implementation of an individual student improvement plan.

### For the Class of 2027 and beyond (only available if proficiency is not met on NJGPA-A):

| English Language Arts                                               | Mathematics                                                 |
|---------------------------------------------------------------------|-------------------------------------------------------------|
| ACT Reading $\geq 17$ <i>or</i>                                     | ACT Math $\geq 17$ <i>or</i>                                |
| Accuplacer Write Placer $\geq 5$ <i>or</i>                          | Accuplacer Elementary Algebra $\geq 49$ <i>or</i>           |
| Accuplacer Write Placer ESL $\geq 4$ <i>or</i>                      | Accuplacer Next-Generation QAS $\geq 250$ <i>or</i>         |
| PSAT10 Evidence-Based Reading & Writing (EBRW) $\geq 420$ <i>or</i> | PSAT10 Math Section or PSAT/NMSQT Math $\geq 420$ <i>or</i> |
| PSAT10 Reading $\geq 21$ <i>or</i>                                  | PSAT10 Math or PSAT/NMSQT Math $\geq 21$ <i>or</i>          |
| PSAT/NMSQT EBRW $\geq 420$ <i>or</i>                                | SAT Math Section $\geq 440$ <i>or</i>                       |
| PSAT/NMSQT Reading $\geq 21$ <i>or</i>                              | SAT Math Test $\geq 22$ <i>or</i>                           |
| SAT EBRW $\geq 450$ <i>or</i>                                       |                                                             |
| SAT Reading Test $\geq 23$ <i>or</i>                                |                                                             |
| Meet the Criteria of the NJDOE Portfolio Appeal                     | Meet the Criteria of the NJDOE Portfolio Appeal             |

## High School Credit and Course Requirements for Graduation

- ☐ A total of 120 credits is required for graduation, 90 of which must be earned at the high school level or through demonstration of proficiency as per Option II (see page 9).
- ☐ Courses amounting to at least 35 credits must be taken by all 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup>-grade students. For these three grade levels, a minimum of seven courses must be scheduled at all times.
- ☐ 12<sup>th</sup>-grade students can take the minimum number of credits to satisfy a half-day (20 credits) or a full-day (35 credits) schedule. Students must take an English Language & Literature IV course and a Physical Education/Health IV course during their senior year.
- ☐ Successful completion of the following courses:
  - Four years (20 credits) of English Language & Literature (AP English Language & Composition and/or AP English Language & Literature included)
  - Three years (15 credits) of Social Studies; two years (10 credits) must be in American History, and one year (5 credits) must be in World History
  - Three years (15 credits) of Science (5 credits must be in laboratory Biology and one additional laboratory/inquiry-based science course in Chemistry, Physics, or Environmental Science)
  - Three years (15 credits) of Mathematics (must include Algebra I and Geometry)
  - One year (5 credits) in World Languages
  - One year (5 credits) in **Visual and Performing Arts**

|                                 |                           |                            |                          |
|---------------------------------|---------------------------|----------------------------|--------------------------|
| 3D Art & Design                 | Art & Science             | Guitar Ensemble/Guitar III | Symphony Orchestra H     |
| Advanced Ceramics               | Ceramics: Hand Building   | Intermediate Guitar II     | Tech Theater Prod/Design |
| Advanced Studio Art             | Ceramics: Wheel Throwing  | Intro to Guitar            | Theater Arts I, II       |
| AP Art & Design                 | Character Design          | Mixed Choir                | Theater Company H        |
| AP Art History                  | Concert Band              | Musical Theater Workshop   | Understanding Music      |
| AP Music Theory                 | Concert Orchestra H       | Select Treble Choir H      | Watercolor Painting      |
| Art History                     | Digital Fine Arts I, II   | String Orchestra 9         | Wind Ensemble H          |
| Art History Studio              | Digital Music Composition | Studio Art                 | World Music Exploration  |
| Art Journaling                  | Digital Photography       | Symphonic Band H           |                          |
| Art for Meditation & Relaxation | Drawing & Sketching       | Symphonic Choir H          |                          |



- One year (5 credits) in **21<sup>st</sup> Century Life and Careers** or **Career-Technical Education**

|                                                                           |                                        |
|---------------------------------------------------------------------------|----------------------------------------|
| 3D Protoptying                                                            | Entrepreneurship & Business Management |
| Accounting I, II                                                          | Fiber Arts Technique                   |
| Advanced Topics in Computer Science                                       | Fine Woodworking                       |
| AP Business w/ Personal Finance                                           | Fundamentals of Furniture              |
| AP Computer Science A                                                     | Interactive Content                    |
| AP Computer Science Principles                                            | Interior Design & Styling              |
| AP Cybersecurity                                                          | International Foods                    |
| AP Macroeconomics                                                         | Introduction to Culinary Arts          |
| AP Microeconomics                                                         | Introduction to Business               |
| AP Research                                                               | Introduction to Electronics            |
| AP Seminar                                                                | Introduction to Engineering Design     |
| App Development                                                           | International Business                 |
| Apparel Design & Creation H                                               | Jewelry Design                         |
| Architectural Drafting & Design                                           | Leadership & Philanthropy              |
| Audio & Music Engineering                                                 | Marketing                              |
| Baking & Pastry Arts                                                      | Narrative & Documentary Production     |
| Business & Criminal Law                                                   | Principles of Architecture             |
| Career Exploration and Awareness                                          | Principles of Engineering              |
| Computer Science I, II                                                    | Podcasting                             |
| Cooking Across America                                                    | Robotics Concept & Design              |
| Culinary Nutrition                                                        | Robotics Programming                   |
| Cybersecurity I, II                                                       | Sewing Technique                       |
| Digital 3D Modeling                                                       | Shorts & Reels                         |
| Digital Applications & Presentation                                       | Today's Living                         |
| Digital Fabrication                                                       | Video StoryTelling                     |
| The Director's Workshop H                                                 | Wood Design & Fabrication              |
| All Programs of Study at Somerset County Vocational Technical High School |                                        |

- One-half year (2.5 credits) in **Financial, Economic, Business, and Entrepreneurial Literacy**

|                                 |                          |
|---------------------------------|--------------------------|
| Accounting I                    | Economics Today          |
| AP Business w/ Personal Finance | Financial Planning       |
| AP Macroeconomics               | Introduction to Business |
| AP Microeconomics               | Today's Living           |

- Technological Literacy – integrated throughout the curriculum
- One credit year of Physical Education, Health, and Safety for each year of enrollment.

- ❑ In some instances, as determined by the high school principal in consultation with the Superintendent, students may meet specific credit and curriculum requirements through BOE Policy 5462, Option II (refer to page 9 for more information).

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## AP/Honors Program

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The Advanced Placement (AP) Program, in cooperation with the College Board, extends educational opportunities to students who wish to be challenged by college-level courses. Appropriate credit and placement at many colleges may occur as a result of scores achieved on Advanced Placement Examinations.

BRHS is proud to offer our students a robust, rigorous course of study that is both challenging and varied. Higher levels of rigor require students to be motivated and well-organized. The greater the number of higher-level courses, the greater the demand for individual time to prepare for and be successful in those courses. Because of the commitment required, BRHS limits the number of courses a student may take to those that can be scheduled during the regular school day, which is eight periods. Therefore, requests for additional courses outside this framework are not permitted, including requests to register and self-study for AP exams. However, BRHS offers several additional opportunities that apply under the following conditions: the AP course is not offered as part of the Program of Studies and must be taken as an approved Option II, Independent Study. An approved Independent Study must fall within the student's regular BRHS schedule, meaning it is one of 8 classes/periods taken during the school day. Students seeking this option must follow all guidelines for Option II: Independent Study as outlined in the BRHS Program of Studies.

Currently, Advanced Placement courses are available in 2D Art & Design, Art History, Biology, Business with Personal Finance, Calculus, Chemistry, Chinese, Computer Science, Computer Science Principles, Cybersecurity, English, Environmental Science, European History, French, Government & Politics, Human Geography, Italian, Latin, Macroeconomics, Microeconomics, Music Theory, Physics, Statistics, Psychology, Research, Seminar, Spanish, and United States History. Students accepted into the Advanced Placement courses are expected to take the AP examination at the end of the year. Registration for an AP exam is contingent upon BRHS course enrollment.

Retention in Advanced Placement/Honors courses follows the guidelines defined in the next section. Students enrolling in Advanced Placement courses that do not have a respective academic course and seek to drop the Advanced Placement course after the allotted time in the drop/change procedures are eligible for a withdrawal (W) or may remain in the AP course to earn a grade higher than a failure.

AP/Honors courses are available in the following subjects: English, World Languages, Mathematics, Science, Visual Arts, Business, Performing Arts, and Social Studies. These courses offer enrichment in both the scope and exploration of the material presented.

Multiple factors will be considered for placement into AP/Honors Courses, including but not limited to:

- PSAT Score
- AP Exam Score
- AP Potential Recommendation
- Prerequisite Course Grade
- Appeals will be considered

Students who wish to enroll in AP/Honors-level courses must meet eligibility criteria as indicated below:

- ❖ Middle school students enrolled in "E" level courses and maintaining a grade of "B-" or higher are eligible to enroll in the corresponding high school Honors-level course.
- ❖ Middle school students enrolled in "Gen Ed"- level courses and maintaining an "A-" or higher average can enroll in the corresponding high school Honors-level course.
- ❖ Students with an AP Potential course recommendation.
- ❖ Students currently enrolled in an AP course and maintaining a "B-" or higher average are eligible to continue enrollment in next year's AP course in the corresponding subject area.
- ❖ Students who earn an AP score of 3 (three) or greater and a year-end (final) passing grade are permitted to continue enrollment in next year's corresponding AP level course
- ❖ Students currently enrolled in an Honors course and maintaining a "C+" or higher average are eligible to continue enrollment in next year's Honors course in the corresponding subject area.
- ❖ Students currently enrolled in an Honors course and maintaining a "B+" or higher average are eligible to advance into next year's AP course in the corresponding subject area. BRHS acknowledges the greater level of rigor between an AP

level course and an Honors-level course. AP courses align with college-level content and rigor. Honors courses are a more in-depth, faster paced version of high school curriculum.

- o Exception: Students in US History I Honors with a grade of B- or greater are eligible for AP US History. Students with a C+ or higher can continue on to US History II Honors.
- ❖ Students currently enrolled in an Academic-level course and maintaining an "A-" or higher average are eligible to advance into the next year's AP course in the corresponding subject area.
- ❖ Students currently enrolled in an Academic-level course and maintaining a "B+" or higher average are eligible to advance into the next year's Honors course in the corresponding subject area (with the exception of Algebra II Honors and Adv Math: Precalculus, students must earn a grade of "A-" or greater).
- ❖ Students not meeting initial grade eligibility requirements stated above may submit a Course Request Change Form for AP/Honors in the corresponding subject area. Change Forms (for grade requirements) must be submitted by June 30, 2026, and will not be accepted after this date.
- ❖ Students not meeting minimum final grade (or AP Exam grade) requirements may appeal via an online appeal form based on extenuating circumstances beginning June 10, 2026. Appeals must be submitted by July 10, 2026, and will not be accepted after this date.

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## Retention in AP/Honors Level Courses

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Students in grades 9-12 enrolled in an AP/Honors course are responsible for maintaining a grade of at least a "B-" in that course. The following level changes, from AP to Honors, from AP to Academic, and from Honors to Academic, are permitted until October 14, 2026.

All students should be aware of the following regarding AP/Honors level course changes:

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### Level Changes

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- ❖ Level change requests will be considered in accordance with the following process:
  1. The student was enrolled in the course for a **minimum of 3 weeks**.
  2. The student completed course assignments, tests, etc., as expected.
  3. The student communicated concerns with the classroom teacher.
  4. The student sought extra help with the classroom teacher and other available resources (e.g., tutor)
  5. Meet with assigned School Counselor. If determined that a level change should be requested, the School Counselor will provide the student with the **Level Change Form**
  6. Student completes the form and submits the completed form **no later than October 14, 2026**.
  7. The form is reviewed by the department-level supervisor, who will render a decision.

If approved, **the unweighted grade earned will follow from the more rigorous level course to the less rigorous level course**. After this period, students who have not opted for a level change will remain in their current course-level **placement for the duration of the school year. Level changes will not be permitted after this period.**

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### Retention/Continued Eligibility

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- ❖ Continued eligibility for the next school year in an AP-level course is contingent upon receiving a final grade (transcript grade) of "B-" or higher in the corresponding subject area. Students earning a final "C+" or lower grade will be ineligible to continue in that subject area unless they receive a 3 or higher on the AP Exam in that course.
- ❖ Continued eligibility for the next school year in an Honors-level course is contingent upon receiving a final grade (transcript grade) of "C+" or higher in the corresponding subject area. Students earning a final grade of "C" or lower will be ineligible to continue in that subject area.
- ❖ Students who are ineligible, as indicated above, may submit an Appeal Form at the end of the school year to petition for continued enrollment. Approval of the appeal is contingent on the extenuating circumstances presented. **Appeal Forms must be submitted by July 10, 2026. Appeals will not be accepted after this date.**

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## AP Capstone Diploma™

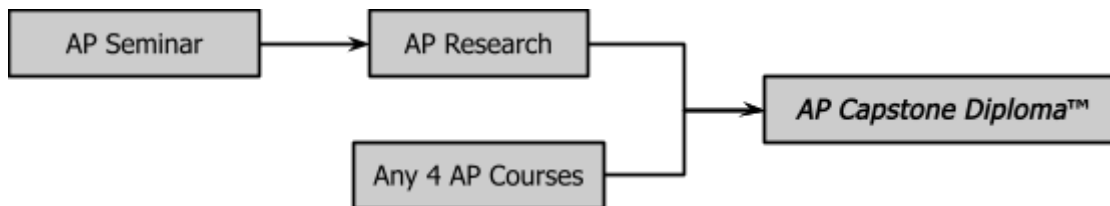
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**AP Capstone™** is a diploma program based on two AP courses: **AP Seminar** and **AP Research**. These yearlong courses focus on developing the critical thinking, research, collaboration, time management, and presentation skills needed for college-level work. **AP Capstone™** fosters the research, argumentation, and communication skills at the core of college readiness and lifelong learning. **AP Capstone™** lets students demonstrate to colleges that they have challenged themselves academically and illustrate their passion and interest in specific research topics. Students may earn an **AP Capstone™** designation on his/her diploma following the successful completion of **AP Seminar**, **AP Research** [earned AP Exam score of three (3) or higher on each], and the successful completion of any combination of four (4) AP courses [earned AP Exam score of three (3) or higher on each]. **AP Seminar** and **AP Research** course descriptions are available on page 70.

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### AP Capstone

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## Option II

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The New Jersey Department of Education (NJDOE) recognizes that not all students will achieve the New Jersey Student Learning Standards (NJSLS) in the same manner or with the same level of success. To this end, the Bridgewater-Raritan Regional School District provides students with individualized learning opportunities outside the traditional classroom that are stimulating and challenging, enabling them to meet or exceed the New Jersey Student Learning Standards. This is commonly referred to as **"Option II."** Option II allows for the design and implementation of programs to meet the needs of all students. Students may earn credit toward graduation through Option II learning experiences. Credits toward graduation will be awarded only to students currently enrolled in high school. Enrollment begins in September of their freshman year. These experiences include, but are not limited to, interdisciplinary or theme-based programs, independent study, early college credit, magnet programs, student exchange programs, distance learning, online learning, work-based programs, internships, service learning, co-curricular or extra-curricular programs, and/or other structured learning experiences. In addition, Option II allows for group programs based upon specific instructional objectives that meet or exceed New Jersey Student Learning Standards. Participation in Option II is predicated on the application process through which students seek approval. The process for application, evaluation, and assessment is detailed below. Attainment of credit toward graduation is based on the successful completion of assessments that verify student achievement in meeting or exceeding the New Jersey Student Learning Standards at the high school level.

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### Option II Credit Attainment

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Students planning to pursue coursework for credit external to the traditional offerings of the BRHS curriculum are required to submit a completed Option II application. Deadlines for submission are June 1<sup>st</sup> for Summer and Fall Semester coursework and January 1st for Spring Semester coursework. Each application will be reviewed to determine eligibility and grant approval/disapproval based on the criteria outlined. Each student's application will be reviewed on its merit. A student may apply under Option II for the following alternatives:

- Additional/Original credit
- Accelerated/Original Credit
- College Credit
- Alternate Physical Education
- Credit Recovery
- Independent Study
- Service Learning

#### The application/approval process will proceed as follows:

1. The student meets with the assigned school counselor to discuss the proposal. If viable, the school counselor will invite the student to complete an electronic Option II application.
2. The application will then be reviewed by the department Supervisor, who may approve, deny, or specify additional requirements necessary for approval.
3. The building principal will determine final approval.
4. Upon completion of the approval process, a final confirmation message will be sent to all individuals involved.

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### Option II Guidelines

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- Students are not permitted to enroll in courses that are graduation requirements. Exceptions may be permitted on a case-by-case basis due to BRHS schedule conflicts/limitations. BRHS courses supersede Option II offerings.
- Option II courses completed before high school enrollment will not be reflected on transcripts.
- Specific course providers may be required, on a case-by-case basis, to approve a student's application.
  - Considerations include:
    - A student's achievement in the content area
    - Acceleration among course levels (Honors or Academic)
    - Acceleration among program courses
- Students are permitted to enroll in five (5) original credits/experiences each year of high school and are not permitted to exceed the maximum number of credits associated with a BRHS full schedule.

- Students are permitted to apply for Alternate Phys Ed. each year of enrollment. Please note: students participating in Alternate Phys. Ed. will automatically be enrolled in Health during the quarter associated with the corresponding Phys. Ed class.
- Five (5) original credits per content area during high school career
- Students must take the BRHS Final Exam for the corresponding course after completing Option II. Credit will be awarded based on the following:
  - A passing grade of 80% or higher is required to earn credit for the course.
  - Passing grades of 70-79% are subject to further review and may be considered for credit.

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## Option II Deadlines

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- Accelerated Credit application due by June 3, 2026
  - Registration for accelerated courses must be completed by July 8, 2026.
  - Accelerated courses must be completed by August 6, 2026.
  - Final exams must be taken during the week of August 3 - 6, 2026. Final exams will be administered during regular school hours and by appointment only with the Counseling Office. The required BRHS Final Exam must be taken by August 13, 2026.
- Additional Credit courses must be completed within nine (9) months of registration and no later than June 4, 2027.
- Credit Recovery application due no later than June 30, 2026
  - Registration must be completed by July 8, 2026.
  - Recovery course must be completed by August 6, 2026.
  - Final exams must be taken during the week of August 3 - 6, 2026. Final exams will be administered during regular school hours and by appointment only with the Counseling Office.
- Alternate Physical Education
  - Applications must be submitted within the first calendar week (7 days) of the applicable marking period (as indicated below):
    - For High School Sports:
      - Fall sports can be used as Alternate PE for MP 1
      - Winter sports can be used as Alternate PE for MP 2
      - Spring sports can be used as Alternate PE for MP 4
      - No high school sports can be used for MP 3
    - For non-school-related sports/activities: applications will only be accepted during the calendar week (7 days) following the start of the marking period.
      - Students should submit a letter from a coach/instructor that highlights the rigor of the activity and the time spent each week participating. This letter must be submitted on organizational letterhead and include the coach/instructor's handwritten signature. This letter should be scanned and cannot be a screenshot from a cellular device.

Grades for approved Option II coursework will be reflected on a student's transcript with the designation of "P" (Pass) or "U" (Fail). Upon approval, policies regarding the dropping of said coursework will follow the procedures outlined by the institution providing the coursework and by the BRHS Program of Studies. Option II coursework will not be included in the calculation of a student's overall Grade Point Average (GPA). Official transcripts generated by coursework taken outside of BRHS may be attached to a student's BRHS transcript. Such requests must be made through the student's assigned school counselor. Once credit has been earned in an approved Option II course, students will not be permitted to enroll in an equivalent BRHS course.

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## Additional Credit; Acceleration Credit

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A student may seek approval to enroll in an Option II course to earn additional credit and/or to accelerate a course level. Additional credit or acceleration can be achieved through in-person or online coursework. The following guidelines must be followed:

1. Graduation requirements are not eligible for acceleration or additional credit.
2. The course must be from an accredited institution. Additional/Acceleration Credit courses must meet the 120-hour enrollment requirement for complete course advancement and meet or exceed NJ Standards.
3. The course must be approved through the process outlined above.

4. Acceleration Credit courses must be completed by August 6, 2026. Students enrolled in an acceleration credit course are required to take the final exam for that course at BRHS. Option II final exams are available by appointment, weekdays only – August 3 - 6, 2026. Associated BRHS final exams must be completed by August 13, 2026. Acceleration will be limited to those who have met the standard BRHS grade requirements for prerequisite courses, have completed an approved course, and have earned the minimum BRHS Final Exam grade for that course.
5. Additional Credit courses must be completed within 9 (nine) months and prior to June 4, 2027. An official transcript from the institution must be submitted promptly following the completion of the course.

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## College Credit

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Students may seek approval to enroll in college-level courses and apply credits earned toward high school graduation requirements. Students enrolling in college-level courses must meet eligibility requirements established by the college or university. The following guidelines must be followed:

1. The course must be taken from a regionally accredited two or four-year college/university.
2. The course must be approved through the process outlined above.

An official transcript from the college/university must be submitted promptly following the completion of the course. Earned grades will appear on the transcript, but will not be factored into the student's GPA.

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## Credit Recovery

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Students receiving a final grade of "U" in a BRHS course do not receive credit. Students who fail to meet course requirements and/or fail to meet attendance requirements receive a final letter grade with an asterisk designation, e.g., "B\*". In each case, credits toward graduation are not earned. Student options include repeating the course during the next school year or enrolling in an approved Option II summer program. Completed applications must be submitted by June 30, 2026. Registration for summer credit recovery courses must be completed by July 8, 2026. This includes traditional classroom and online credit recovery courses. All summer credit recovery courses must be completed by August 6, 2026. Students enrolled in an online credit recovery course must take the final exam for that course at BRHS. Final exams are available by appointment, weekdays only – August 3 - 6, 2026.

Credit Recovery courses require students to be enrolled for a minimum of 60 hours for a 5-credit course. Students are permitted to enroll in a maximum of 2 (two) Credit Recovery courses during the summer. Grades for completed Credit Recovery courses will be reflected on transcripts with the designation of "P" (Pass) or "U" (Fail). Approved courses dropped after the drop/add period will be recorded on BRHS transcripts as "W" (Withdrawn). Credit recovery courses are not included in calculating a student's overall GPA. The original course and final grade **will be** retained on the student's transcript. Appropriate credits will be applied toward graduation requirements.

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## Alternate Physical Education

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Students may pursue opportunities to meet the New Jersey Student Learning Standards for Physical Education through participation in co-curricular or extra-curricular programs and/or through other structured learning experiences that involve substantial physical activity/exertion. Students should apply for consideration through the Option II process as indicated above ([Option II Guidelines](#) and [Deadlines](#)). Students participating in activities outside of BRHS must submit a written letter on organizational letterhead, with a handwritten signature of the coach or advisor, verifying that the student will participate in a minimum of 150 minutes per week (Mon-Sun) in said physical activity. If approval is given, the student will be assigned a study hall during the period that would be scheduled for Physical Education during the marking period(s) for which an alternative experience has been approved. Students are responsible for maintaining an activity log that documents their hours and is signed by the coach or advisor. Students are also responsible for submitting weekly journals documenting their progress in meeting the physical education content standards. The activity logs and journals must be submitted to their assigned Physical Education teacher every week. (More information is available on the high school website – [BRHS Option II Phys Ed](#)). The student will be required to participate in the health curriculum during the marking period during which health is scheduled.

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## NCAA - Option II

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Nontraditional courses are taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence, or similar means.

Generally, for a nontraditional course to count as an NCAA-approved core course, it must meet all of the following requirements:

- The course must meet all **requirements for an NCAA-approved core course**.
- Students in the course must have regular instructor-led interaction for instruction, evaluation, and assistance throughout the course. This may include, for example, exchanging emails between the student and teacher, online chats, phone calls, feedback on assignments, and the opportunity for the teacher to engage the student in individual or group instruction.
- The course must have a defined completion time. For example, it should be clear how long students must remain enrolled and working in the course, and how long a school would permit a student to work on a single nontraditional course.
- Student work (e.g., exams, papers, assignments) must be available for evaluation and validation.
- The course should be clearly identified as nontraditional on the student's official high school transcript. **It is important to note that nontraditional courses are displayed as Pass/Fail on BRHS transcripts and will be assigned a grade of "D" by the NCAA Eligibility Center when calculating a student's grade-point average (GPA).**

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## National Honor Society

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Membership in the National Honor Society is an honor bestowed upon a student. Selection for membership is by a faculty council and is based on leadership, service, character, and outstanding scholarship (minimum 3.5 grade point average, rounded to the hundredths on a 4.33 weighted scale; all courses are factored into computing the grade point average).

NOTE: Refer to the student handbook for further information.



## BR Career Concentrations

### What are career concentrations?

Career concentrations are multi-year coherent course progressions that provide opportunities for students to design an educational program aligned with their possible post-secondary college and career interests. Detailed information is available on the high school website: [Career Concentrations](#).

### How can I enroll?

Enrollment opportunities are available via PowerSchool's Parent/Student Portal. Enrollment is also available through your assigned School Counselor. The information here is meant to help students plan their courses if they are interested in enrolling in a career concentration.

### What will students do in a career concentration?

To complete a career concentration, students must take a minimum of 17.5 credits from the available courses for that concentration, including a capstone course in which they will complete a culminating project related to their concentration.

### Which careers do we have career concentrations for?

The following career concentrations are currently in place: [3D Design & Production](#), [Business](#), [Computer Science](#), [Engineering & Robotics](#), [Media & Content Creation](#), [Music](#), and [Visual Arts](#). The course options for those concentrations are available below.

### 3D Design & Production Concentration

While these courses span diverse disciplines, they share a fundamental commonality: each requires students to engage in practical problem-solving for real-world applications through a structured planning and production process. Every course in this concentration addresses authentic problems that professionals encounter daily. This real-world relevance ensures that students develop technical skills alongside the critical thinking, project management, and problem-solving abilities that transfer across careers and contexts.

**Students take a minimum of 17.5 credits from the following courses, including a capstone course.**

| Drafting & Design Course Options<br>(at least one course) | Creation & Production Course Options<br>(at least one course) |
|-----------------------------------------------------------|---------------------------------------------------------------|
| Architectural Drafting & Design (5 credits)               | 3D Prototyping (2.5 credits)                                  |
| Digital 3D Modeling (5 credits)                           | Advanced Ceramics (2.5 credits)                               |
| Interior Design & Styling (2.5 credits)                   | Apparel Design & Creation (5 credits)                         |
| Introduction to Engineering Design (5 credits)            | Ceramics: Hand Building (2.5 credits)                         |
| Principles of Architecture                                | Ceramics: Wheel Throwing (2.5 credits)                        |
|                                                           | Digital Fabrication (2.5 credits)                             |
|                                                           | Fiber Arts Technique (2.5 credits)                            |
|                                                           | Jewelry Design (2.5 credits)                                  |
|                                                           | Sewing Technique (2.5 credits)                                |
|                                                           | Wood Design & Fabrication (5 credits)                         |
|                                                           | Service Learning (1-2.5 credit hours)                         |

#### Required Capstone Course

Complete one of the following: [Capstone](#), or [3D Art & Design](#)

## Business Concentration

A business pathway helps high school students explore how companies are created, managed, and grown while building skills they can use in almost any career. Students learn the basics of entrepreneurship, marketing, finance, management, and teamwork through hands-on projects, real-world examples, and problem-solving activities. This pathway prepares students to think creatively, communicate professionally, and understand how businesses make decisions, giving them a strong foundation for college, careers, or future entrepreneurship.

**Students take a minimum of 17.5 credits from the following courses, including a capstone course.**

| 5 Credit Course Options                            | 2.5 Credit Course Options                |
|----------------------------------------------------|------------------------------------------|
| <b>Accounting I</b>                                | Business and Criminal Law                |
| <b>Accounting II (Honors)</b>                      | Career Exploration and Awareness         |
| <b>AP Business with Personal Finance</b>           | Entrepreneurship and Business Management |
| <b>AP Macroeconomics</b>                           | Financial Planning                       |
| <b>AP Microeconomics</b>                           | International Business                   |
|                                                    | Introduction to Business                 |
|                                                    | Leadership and Philanthropy              |
|                                                    | Marketing                                |
|                                                    | Service Learning (1-2.5 credit hours)    |
| <b>Required Capstone Course</b><br><b>Capstone</b> |                                          |

## Computer Science Concentration

The computer science pathway introduces high school students to how technology works and how to create it. Students learn to code, design software, analyze data, and solve real-world problems using computers and logic. Through hands-on projects like building apps, games, and websites, students develop critical thinking, creativity, and collaboration skills. This pathway prepares students for college and careers in technology, engineering, cybersecurity, and many other fields where computer science skills are in high demand.

**Students take a minimum of 17.5 credits from the following courses, including a capstone course.**

| 5 Credit Course Options                            | 2.5 Credit Course Options             |
|----------------------------------------------------|---------------------------------------|
| <b>AP Computer Science Principles</b>              | Computer Science I & II               |
| <b>AP Computer Science A</b>                       | Cybersecurity I & II                  |
| <b>AP Cybersecurity</b>                            | Data Science                          |
| <b>Advanced Topics in Computer Science</b>         | Service Learning (1-2.5 credit hours) |
| <b>Required Capstone Course</b><br><b>Capstone</b> |                                       |

## Engineering & Robotics Concentration

The engineering and robotics pathway gives high school students the opportunity to design, build, and test solutions to real-world problems. Students explore areas such as mechanical, electrical, and computer engineering while learning how robots and automated systems work. Through hands-on projects, teamwork, and problem-solving challenges, students develop skills in creativity, critical thinking, and technical design. This pathway prepares students for college and careers in engineering, robotics, manufacturing, and other innovative technology fields.

**Students take a minimum of 17.5 credits from the following courses, including a capstone course.**

| 5 Credit Course Options                     | 2.5 Credit Course Options             |
|---------------------------------------------|---------------------------------------|
| Introduction to Engineering Design          | Robotics Concept & Design             |
| Introduction to Engineering (Honors)        | Robotics Programming                  |
| Advanced Mathematics: Topics in Engineering | Service Learning (1-2.5 credit hours) |
| Principles of Engineering                   |                                       |
| Intro to Electronics                        |                                       |
| Required Capstone Course<br>Capstone        |                                       |

## Media & Content Creation Concentration

The Media and Content Creation Concentration offers a program of courses that address the authentic challenges faced by media professionals. This real-world relevance ensures that students develop not just technical production skills, but the critical thinking, narrative development, audience awareness, and professional workflow abilities that transfer across all media careers and contexts. Whether composing a podcast, editing a short film, writing an article, or designing interactive content, students learn to move purposefully from concept to finished work, making intentional creative choices that serve both their message and their audience.

**Students take a minimum of 17.5 credits from the following courses, including a capstone course.**

| Audio & Visual Communication Course Options<br>(at least one course)                           | Written Communication Course Options<br>(at least one course) |
|------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Audio & Music Engineering                                                                      | Advanced Creative Writing (2.5 credits)                       |
| Digital Music Composition (2.5 credits)                                                        | Advanced Journalism (2.5 credits)                             |
| Digital Fine Arts I, II (2.5 credits each)                                                     | Introduction to Creative Writing (2.5 credits)                |
| Digital Photography (2.5 credits)                                                              | Introduction to Screenwriting (2.5 credits)                   |
| Interactive Content (2.5 credits)                                                              | Journalism (2.5 credits)                                      |
| Narrative & Documentary Production (2.5 credits)                                               | Sports Journalism (2.5 credits)                               |
| Podcasting (2.5 credits)                                                                       | Service Learning (1-2.5 credit hours)                         |
| Shorts & Reels (2.5 credits)                                                                   |                                                               |
| Video Storytelling (2.5 credits)                                                               |                                                               |
| Service Learning (1-2.5 credit hours)                                                          |                                                               |
| Required Capstone Course<br>Complete one of the following: Capstone or The Director’s Workshop |                                                               |

## Music Concentration

The music pathway allows high school students to explore their passion for music while developing performance, creativity, and technical skills. Students learn music theory, composition, performance, and music technology while participating in ensembles and individual practice. Through concerts, collaborations, and creative projects, students build confidence, discipline, and teamwork. This pathway prepares students for college and careers in music performance, production, education, and other creative industries, while also strengthening skills useful in any field.

**Students take a minimum of 17.5 credits from the following courses in consultation with a faculty advisor, including a capstone course.**

| 5 Credit Course Options    |                           | 2.5 Credit Course Options             |
|----------------------------|---------------------------|---------------------------------------|
| Concert Band               | Wind Ensemble Honors      | Audio & Music Engineering             |
| Symphonic Band Honors      | Symphonic Choir Honors    | Digital Music Composition             |
| Mixed Choir                | Symphony Orchestra Honors | Service Learning (1-2.5 credit hours) |
| Select Treble Choir Honors | Guitar I, II, & III       |                                       |
| String Orchestra 9         | AP Music Theory           |                                       |
| Concert Orchestra Honors   |                           |                                       |

### Required Capstone Course

Complete one of the **Visual & Performing Arts Capstone** courses.

## Visual Arts Concentration

The visual arts pathway gives high school students the chance to express their creativity through drawing, painting, sculpture, digital art, and design. Students learn artistic techniques, design principles, and how to communicate ideas visually while exploring their own creative style. Through hands-on projects, critiques, and exhibitions, students build problem-solving skills, confidence, and artistic discipline. This pathway prepares students for college and careers in fine arts, graphic design, animation, fashion, and other creative fields.

**Students take a minimum of 17.5 credits from the following courses in consultation with a faculty advisor, including a capstone course.**

| 5 Credit Course Options       | 2.5 Credit Course Options       |                                       |
|-------------------------------|---------------------------------|---------------------------------------|
| 3D Art & Design               | Advanced Ceramics               | Character Design                      |
| Advanced Studio Art (Honors)* | Art History Studio              | Digital Arts I, II                    |
| Art History                   | Art for Meditation & Relaxation | Digital Photography                   |
| AP Art & Design*              | Art & Science                   | Drawing & Sketching                   |
| AP Art History                | Ceramics: Hand Building         | Watercolor Painting                   |
| Studio Art                    | Ceramics: Wheel Throwing        | Service Learning (1-2.5 credit hours) |

### Required Capstone Course

Complete one of the following: **Advanced Studio Art, AP Art & Design, or Visual & Performing Arts Capstone.**

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## BRHS Dual Enrollment

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Opportunities are available to Sophomore, Junior, and Senior students to earn college credit through Fairleigh Dickinson University, Raritan Valley Community College, Rutgers University, Seton Hall University, and The College of New Jersey (TCNJ). Dual enrollment allows eligible students to earn college credits for high school courses aligned with the designated college/university course. BRHS offers semester and full-year dual enrollment courses taught by BRHS faculty on the high school campus. Students may earn 3 to 5 college credits per course, depending on the course and the post-secondary institution.

College credits earned can be transferred to other post-secondary institutions; however, decisions regarding credit transfers and their application are at the discretion of the individual institution. For more information about in-state (New Jersey) credit transfers, visit [www.njtransfer.org](http://www.njtransfer.org). You are also encouraged to contact the admissions office of any college/university you consider attending.

Dual enrollment costs range from \$240 - \$660 per course, depending on credit value and the institution. Please note that participation begins at BRHS to ensure students are enrolled in the correct course. Registration procedures and payment with the college/university follow student enrollment in the BRHS course. You must notify your assigned School Counselor of your intent to enroll in and register for a dual enrollment course.

A complete list of BRHS dual enrollment courses, partnering colleges/universities, their corresponding course(s), and associated costs is listed below.

More information can be found here: [BRHS Dual Enrollment](#)



| BRHS Course                               | Term | Dual Enrollment Course                                                                    | Credits | School              | Cost*     |
|-------------------------------------------|------|-------------------------------------------------------------------------------------------|---------|---------------------|-----------|
| Accounting II H                           | Full | Intro to Financial Accounting<br>ACCT 2021                                                | 3       | Fairleigh Dickinson | \$312     |
| Cybersecurity I                           | Sem  | Cybersecurity Fundamentals<br>CSCI 2157                                                   | 3       | Fairleigh Dickinson | \$312     |
| Statistics                                | Full | Applied Statistics<br>MATH 1133                                                           | 3       | Fairleigh Dickinson | \$312     |
| Advanced Topics in Computer Science       | Full | Data Structures<br>01:198:112                                                             | 4       | Rutgers             | \$1919.70 |
| Calculus A                                | Full | Calculus I<br>MATH 151                                                                    | 3       | RVCC                | \$240     |
| Calculus III                              | Sem  | Calculus III<br>MATH 251                                                                  | 3       | RVCC                | \$240     |
| Differential Equations                    | Sem  | Differential Equations<br>Math 254                                                        | 3       | RVCC                | \$240     |
| English Lang & Lit IV A DE                | Full | English Composition I<br>ENGL 111                                                         | 3       | RVCC                | \$240     |
| Precalculus A                             | Full | Precalculus I & II<br>MATH 112(Fall); MATH 113(Spr)                                       | 3       | RVCC                | \$240     |
| Advanced Creative Writing                 | Sem  | Introduction to Creative Writing<br>ENGL2511                                              | 3       | Seton Hall          | \$330     |
| Calculus A                                | Full | Calculus I<br>MATH1401                                                                    | 4       | Seton Hall          | \$440     |
| Calculus III                              | Sem  | Calculus II<br>MATH1411                                                                   | 4       | Seton Hall          | \$440     |
| Differential Equations                    | Sem  | Linear Algebra<br>MATH2813                                                                | 4       | Seton Hall          | \$440     |
| English Lang & Lit III H                  | Full | British Literature I<br>ENGL2111                                                          | 3       | Seton Hall          | \$330     |
| Human Anatomy & Physiology                | Full | Fall - Anatomy & Physiology I<br>Lecture & Lab<br>BIOL1122-(Lecture)<br>BIOL1123-(Lab)    | 4       | Seton Hall          | \$440     |
|                                           |      | Spring - Anatomy & Physiology<br>II Lecture & Lab<br>BIOL1133-(Lecture)<br>BIOL1134-(Lab) | 4       |                     | \$440     |
| Organic & Biochemistry H                  | Full | Organic Chemistry I Lecture<br>CHEM 2313(lecture)                                         | 5       | Seton Hall          | \$550     |
| Precalculus A/H<br>Adv. Math: Precalculus | Full | Pre-Calculus<br>MATH1015                                                                  | 4       | Seton Hall          | \$440     |
| Statistics                                | Full | Statistical Concepts & Methods<br>MATH1101                                                | 3       | Seton Hall          | \$330     |
| Social Psychology                         | Sem  | Social Psychology<br>PSYC2216                                                             | 3       | Seton Hall          | \$330     |
| AP Art & Design                           | Full | Non-Major General Elective                                                                | 4       | TCNJ                | \$550     |
| AP Art History                            | Full | AAH 101 Art History I                                                                     | 4       | TCNJ                | \$550     |
| AP Music Theory                           | Full | MUS 261 Musicianship I                                                                    | 4       | TCNJ                | \$550     |

\*Costs are subject to change

For information on the registration and payment process for each institution listed above, click on the following link:

**[BRHS Dual Enrollment Registration & Payment Information](#)**

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## Preparation for College Entrance

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The philosophies of education, specific course requirements, and other qualifications for acceptance vary among the nation's colleges and universities. All, however, recognize the desirability of a broad education with a strong foundation in traditional, solid academic subjects.

Students are evaluated for admission not only on the basis of their grades but also on the strength of the academic program they have undertaken. Students are encouraged to take the strongest possible academic program available within his/her own personal limitations during all four years of high school. A rigorous secondary school preparation remains the best means for a student to maximize the benefits of a challenging college education.

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## NCAA College-Bound Student-Athletes

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The National Collegiate Athletic Association (NCAA) has specific academic requirements for students to be eligible to participate in athletics at the Division I or II collegiate level. It is the responsibility of the student and parent/guardian to ensure compliance with all NCAA eligibility requirements. It is recommended that students/parents/guardians consult with the Counseling Department beginning with 9th-grade course selection. NCAA eligibility requirements are based on course enrollment (core courses) and core-course grade point average (GPA). Minimum requirements are based on collegiate-level play – Division I or II. Please be aware that courses taken outside of BRHS that are not on the approved 48-H form (courses approved by the NCAA for BRHS students) will not count for NCAA eligibility. It is strongly advised that any potential college athlete check the [NCAA Website](#) for information on Option II programs and NCAA eligibility.

For more information, please visit the NCAA Eligibility website at:

[NCAA Eligibility Center](#)

You may also access a quick reference sheet of initial eligibility requirements at:

[NCAA Initial Eligibility Standards](#)

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## Class Rank

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The academic environment in Bridgewater-Raritan Regional High School is very challenging. The majority of our students meet that challenge by earning exemplary grades. However, we believe the comparisons among students inherent in rank-in-class calculations unnecessarily increase competition within the school; further, we believe that our students' levels of achievement are not equitably or fully communicated by this single transcript statistic. **Therefore, Bridgewater-Raritan High School procedures preclude the reporting of class rank for college applications. Note that upon college acceptance, class rank will be made available upon request by the college/university to determine financial aid and scholarship eligibility. This information will only be made available to the inquiring institution.**

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## Master Schedule

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The high school's master schedule and staffing patterns are determined by students' course selections. Every attempt is made to accommodate each student's requests. However, due to the complexities inherent in building a master schedule for a school of our size, conflicts arise, leaving the school unable to fulfill all requests. Board of Education policy (2312, *Class Size*) indicates that each high school course must have a minimum of 15 students to be offered. There may be occasions when a course will not be offered due to insufficient enrollment. This will require selecting an alternate request. Students are given the opportunity to resolve scheduling conflicts during the summer before the start of school. Following the start of school, schedule changes must follow the procedures outlined below.

## Scheduling Procedures/Timeline

The process of selecting an academic program involves many people and requires several months of preparation and consultation. Class size considerations and staffing are determined by initial student course requests. Student course selections are made after serious deliberation among students, parents, faculty, and counselors. The selection program is designed to meet the students' personal and educational needs and goals.

The BRHS Counseling Department will be conducting a BRHS Scheduling presentation for parents of current BRMS 8th-grade students on Tuesday, February 10, 2026, in the BRHS Auditorium. BRMS School Counselors will be presenting to 8th-grade students in January and February to explain high school schedules, available high school courses, graduation requirements, and the online registration process. BRHS School Counselors will conduct classroom presentations during all Junior, Sophomore, and Freshman English classes from February 9 – 13, 2026.

All students will engage in an online registration process in which core (English, Mathematics, Science, Social Studies) content and elective course requests are selected by the individual student. Incoming freshmen (current BRMS 8th-grade students) and current BRHS students (Juniors, Sophomores, and Freshmen) will register for courses during the week of February 13 - 23, 2026. Changes to individual student course requests will not be accepted after the close of scheduling meetings with the assigned school counselor. Therefore, it is essential that the original selections are carefully and thoughtfully considered. Scheduling meetings with school counselors will begin on February 23, 2026, and conclude on March 27, 2026. **Changes to course requests will not be permitted after March 27, 2026.**

### Summer Schedule Changes

Student schedules will be released via the Parent Portal in PowerSchool by mid-August. Please note that the schedule received is tentative and subject to change without notice. The basis for such changes is systemic needs, e.g., to balance course sections, implement programmatic changes, and adjust staffing patterns. Once courses have been selected, program changes are recognized only under special circumstances. Scheduling problems and errors, as well as course conflicts, are given the highest priority. The following illustrates the type of schedule changes permitted:

**Type 1 – Scheduling Error** adjustments should be made as soon as possible. Examples of **Type 1** changes are:

- period or course conflicts
- data entry error, e.g., the student has the wrong course on the schedule
- open period

**Type 2 - Program Change:**

- Students going into or out of a vo-tech share-time program
- Approved early graduation
- The student completed an approved Option II program (Credit Recovery and/or Accelerated Credit) that necessitates a modified schedule
- Students adding an approved independent study program or service learning experience

**Type 3 - Departmental Change**

- Level changes, e.g., French II Academic to French II Honors, etc. Type 3 changes take place only after consultation with the student, parent, counselor, teacher, and supervisor.

BRHS Counselors will be available to resolve the schedule errors listed above during the week of August 17-20, 2026. Students can submit a Google form, which will be posted on the High School Website, to schedule an appointment for the following errors only:

- a) The student does not have 35 credits in the schedule (excluding seniors)
- b) Missing a graduation requirement (seniors only)
- c) A class period with nothing assigned
- d) Incorrect level (i.e., asked for honors course and received academic)
- e) Missing core class
- f) Multiple courses are scheduled during the same period
- g) Special Education Program: Not in accordance with the Individualized Education Plan (IEP)

**Procedures of Bridgewater-Raritan High School do not allow preference-based or lateral course changes.** Examples are, but are not limited to, requests for a different teacher, requests to enroll in a course earlier (or later) in the day, or a sibling who had an unpleasant experience with a particular teacher.

## School-Year Procedures for Dropping a Course

Dropping a course is a serious matter and is generally discouraged; it should be taken only after careful thought and consultation. The request to drop a course must be in writing from the parent or guardian, unless the student is their own agent.

### □ Semester 1 Courses

- ❖ Students are permitted to drop a course provided they maintain an overall total of 35 credits and have seven (7) courses scheduled (*BOE Policy 5410, Promotion and Retention*) (not applicable to Seniors), have the permission of the parent/guardian, and have consulted with his/her assigned counselor. This course will be deleted.
- ❖ Students may drop Semester 1 courses until September 22, 2026. Courses dropped after this date will result in a "W" on their transcript.
- ❖ Students will be given drop priority as follows:
  - Seniors drop period begins on September 10<sup>th</sup>
  - Juniors on September 14<sup>th</sup>
  - Sophomores/Freshmen on September 16<sup>th</sup>

### □ Semester 2 Courses

- ❖ Students are permitted to drop a course provided they maintain an overall total of 35 credits, have seven (7) courses scheduled (*BOE Policy 5410, Promotion and Retention*) (not applicable to Seniors), have the permission of the parent/guardian, and have consulted with their assigned counselor. This course will be deleted.
- ❖ Students may drop semester 2 courses until February 16, 2027. Courses dropped after this date will result in a "W" on their transcript.
- ❖ Students will be given drop priority as follows:
  - Seniors drop period begins on February 3<sup>rd</sup>
  - Juniors on February 5<sup>th</sup>
  - Sophomores/Freshmen on February 9<sup>th</sup>

### □ Full-Year Courses

- ❖ Requests to drop a full-year course will be considered through October 14, 2026, and provided the student will still be scheduled for 35 credits, a minimum of seven (7) courses are scheduled in the semester (*BOE Policy 5410, Promotion and Retention*) (not applicable to Seniors), has the permission of the parent/guardian and has consulted with his/her assigned counselor. The course will be deleted.
- ❖ After October 14, 2026, courses may be dropped provided the student would still be scheduled for 35 credits, a minimum of seven (7) courses are scheduled in the semester (*BOE Policy 5410, Promotion and Retention*) (not applicable to Seniors), has the permission of the parent/guardian, and has consulted with his/her assigned counselor. The transcript will then indicate "W" (withdrawn).
- ❖ Voluntary level changes in which a student moves from a more rigorous level to a less rigorous level (e.g., moving from Advanced Placement to Honors or Honors to Academic) may only take place through October 14, 2026. **The unweighted grade earned will follow from the more rigorous level course to the less rigorous level course.**

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## School-Year Procedures for Adding a Course

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A student may request to add a course provided the student has parental approval and the course has space for an additional student.

### □ Semester 1 Courses

- ❖ Students may add a Semester 1 course until September 22, 2026.
- ❖ Students are permitted to add a Semester 1 course to fill a missing period in their schedule; however, students are not permitted to modify their schedule to accommodate the addition (i.e., moving a currently scheduled class to another period to enroll in a new course).
- ❖ Students will be given add priority as follows:
  - Seniors add period begins on September 10<sup>th</sup>
  - Juniors on September 14<sup>th</sup>
  - Sophomores/Freshmen on September 16<sup>th</sup>

### □ Semester 2 Courses

- ❖ Students may add semester 2 courses until February 16, 2027.
- ❖ Students are permitted to add a Semester 2 course to fill a missing period in their schedule; however, students are not permitted to modify their schedule to accommodate the addition (i.e., moving a currently scheduled class to another period to enroll in a new course).
- ❖ Students will be given add priority as follows:
  - Seniors add period begins on February 3<sup>rd</sup>
  - Juniors on February 5<sup>th</sup>
  - Sophomores/Freshmen on February 9<sup>th</sup>

### □ Full Year (25-26) Courses

- ❖ A student may enroll in a new full-year course through October 14, 2026.
- ❖ A student may enter an Advanced Placement (AP)/Honors course up until September 22, 2026, provided the student meets necessary prerequisites [coursework (if applicable) and minimum AP/Honors grade eligibility requirements].

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## Auditing Courses\*

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- Students will be given the privilege of auditing courses under the following circumstances:
  1. Permission from the parent
  2. Permission from the teacher
  3. Permission from the department supervisor
  4. Permission from the counselor
- Requests to audit semester courses will be considered through the seventh week of the semester.
- Requests to audit full-year courses will be considered through the twelfth week of the course.
- Courses audited will be noted on report cards and transcripts in the grade column as "AU."

**\*Auditors have the same responsibilities in the class as any other student and may not detract from the performance of the regular students in the class.**

## COURSE DESCRIPTIONS

**NOTE:** The first-grade level listed under each course indicates the year the course first becomes available. Additional grade levels show years of continuing student interest.

### English Language & Literature

#### Overview

- All students must satisfactorily complete four years of English Language & Literature. This requirement means that all students must complete all core requirements for English Language & Literature (5 credits) each year they attend school.
- Students who are required to take Literacy Support in addition to English Language & Literature courses are identified based on district- and state-administered test scores.
- In addition to the four years required for English Language & Literature, students may select additional courses from the list of electives. These courses may not replace any of the four years of required English Language & Literature.
- The English Language & Literature courses are characterized by a strong emphasis on the relationship between language processes and thinking and learning. Through the structured integration of speaking, reading, listening, and viewing activities, students can master basic skills and develop a sustained interest in language and literature.
- **Flexible Grouping.** Instruction takes place through large groups, small groups, and independent learning. Flexible grouping and varied activities help maintain interest in learning and accommodate individual differences.
- **Speaking.** To encourage maximum participation, the courses include a wide variety of informal and formal speaking activities, such as oral reports and the dramatization of stories. Speaking is also taught as a vital part of the composing process and is related closely to the development of listening skills.
- **Writing.** Writing is viewed as a continuing, rather than an occasional, activity that requires writing in varied, realistic, challenging ways. Writing is taught not only for its own value but also as a means of thinking and learning. Central to the writing program is the composing process, in which students learn to prepare, write, and revise their work for a given audience and purpose. Writing assignments range from personal responses to formal research papers. Instruction in the support skills - grammar, usage, and mechanics - figures prominently in the editing phase of the composing process.
- **Literature and Reading.** The study of literature is diverse and challenging. The selection of contemporary and classic literature includes the study of the major genres: novel, drama, short story, biography, and poem. Students are provided with materials to meet their reading ability and personal interests. Literature is taught in response to grade-level essential questions either through thematic units or through American, British, or world selections. All of these encourage personal, literal, inferential, critical, and creative responses.
- **Viewing.** Since the non-print media - especially films and television - are major factors in shaping people's lives, students are taught to read visual images and messages intelligently and to share their responses with others in speech and writing.

The following flowcharts illustrate possible course sequencing within the department. Students are encouraged to take the most challenging courses (differentiated by level) in which they are most likely to succeed. **Students are encouraged to read specific course descriptions prior to selection, taking note of prerequisite and recommendation requirements.**



---> Must meet AP/H eligibility requirements

\* Available as Dual Enrollment (DE)

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## English Department Course Descriptions

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### **Advanced Placement Language and Composition III**

**Credits: 5**

#### **Grade 11**

This college-level course in effective writing and critical reading centers on fostering a student's awareness of writing as a thinking process. Intense concentration on language use and stylistic development will lead to insight regarding interpretative reading and writing skills. The fiction and nonfiction course readings will serve as tools for advancing the manipulation of language details and structure to create meaning primarily within the modes of exposition, analysis, and argumentation.

**\*\*Students completing Honors English II in good academic standing may elect Advanced Placement Language and Composition III.**

### **Advanced Placement Literature and Composition IV**

**Credits: 5**

#### **Grade 12**

This college-level course enables students to focus on intensive, in-depth, advanced study in English. A critical analysis of the literature will yield insights into structure and meaning. Authors and literary works from the 16th century to the present will be studied. In addition, major authors, periods, genres, and themes will be studied via a concentration on imaginative literature—poetry, fiction, and drama.

**\*\*Students completing Honors English III or Advanced Placement Language and Composition III in good academic standing may elect Advanced Placement English Literature and Composition IV.**

### **English Language and Literature I (Honors)**

**Credits: 5**

#### **Grade 9**

English I Honors focuses on classic and contemporary literature to establish a framework for students to use language actively to explore the world, communicate effectively, and grow intellectually. As a student in the honors program, you will be asked to read and write in a more independent fashion than you would in other English courses. As a result of an accelerated instructional pace, core literature will be enriched with advanced-level assignments.

### **English Language and Literature II (Honors)**

**Credits: 5**

#### **Grade 10**

English II Honors adds to students' prior knowledge through a study of American literature, encouraging them to use language actively to explore the world, communicate effectively, and grow intellectually. As a student in the honors program, you will be asked to read and write in a more independent fashion than you would in other English courses. As a result of an accelerated instructional pace, core literature will be enriched with advanced-level assignments.

### **English Language and Literature III (Honors)**

**Credits: 5**

#### **Grade 11**

English III Honors uses language as a tool to actively explore the world, communicate effectively, and grow intellectually through the study of British literature. As a student in the honors program, you will be asked to read and write in a more independent fashion than you would in other English courses. As a result of an accelerated instructional pace, core literature will be enriched with advanced-level assignments.

*Available as a Dual Enrollment course through Seton Hall University.*

### **English Language and Literature IV (Honors)**

**Credits: 5**

#### **Grade 12**

English IV Honors serves as the culminating high school experience in which students can refine their use of language as a tool for actively exploring the world, communicating effectively, and growing intellectually through the study of World literature. As a student in the honors program, you will be asked to read and write in a more independent fashion than you would in other English courses. As a result of an accelerated instructional pace, core literature will be enriched with advanced-level assignments.

**English Language and Literature I (A)****Credits: 5****Grade 9**

Language and Literature I focuses on classic and contemporary literature to establish a framework for students to use language actively to explore the world, communicate effectively, and grow intellectually. Through reading, writing, speaking, listening, viewing, and critical thinking, learning becomes a multidimensional, transactional process through which students continually expand their knowledge repertoire.

**English Language and Literature II (A)****Credits: 5****Grade 10**

Language and Literature II adds to the framework of prior knowledge through a study of American literature, encouraging students to use language actively to explore the world, communicate effectively, and grow intellectually. In conjunction with cognitive development, student independence regarding reading, writing, speaking, listening, viewing, and critical thinking increases.

**English Language and Literature III (A)****Credits: 5****Grade 11**

Language and Literature III uses language as a tool to actively explore the world, communicate effectively, and grow intellectually through the study of British literature. Reading, writing, speaking, listening, viewing, and critical thinking are addressed creatively, critically, and strategically.

**English Language and Literature IV (A)****Credits: 5****Grade 12**

Language and Literature IV serves as the culminating high school experience in which students can refine their use of language as a tool for actively exploring the world, communicating effectively, and growing intellectually through the study of World literature. Anticipating higher education and/or career employment, reading, writing, speaking, listening, viewing, and critical thinking are addressed with an understanding of both high academic and practical applications.

**English Language and Literature IV—DE (A)****Credits: 5****Grade 12**

Language and Literature IV— (Dual Enrollment) will continue to follow the philosophy of teaching literature and writing, emphasizing response to literature and writing as a process. The important difference between this course and other English courses is that it merges senior-level academic English with freshman college English. Therefore, if the student meets all requirements, including passing the college-level Basic Skills test, credit is earned for both Language and Literature IV and college English I at **Raritan Valley Community College**. Students pay tuition, purchase some materials, and earn five high school credits and three college credits, which may be transferred to other college or university programs.

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**English Department Electives**


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**Advanced Creative Writing****Credits: 2.5****Grades 10, 11, 12**

*Prerequisite* - [Introduction to Creative Writing](#)

This course is designed for students who demonstrate a strong interest and aptitude in creative writing. In a structured workshop setting, students will write, revise, and refine original fiction and poetry to produce a polished final portfolio. Students will study exemplary works across genres and participate in regular peer critique, learning the techniques and expectations of a professional writing community. Open to students who have completed Introduction to Creative Writing, this half-year course emphasizes sustained development, revision, and growth as confident, working writers.

*Available as a Dual Enrollment course through Seton Hall University.*

**Introduction to Creative Writing ([Media & Content Creation Concentration course](#))****Credits: 2.5****Grades 9, 10, 11, 12**

Introduction to Creative Writing teaches you the process involved in writing fiction, drama, and poetry. As you are introduced to each new form of writing, you will read literature that illustrates the type of writing you are doing. Beginning with short assignments to sharpen your use of sensory perception and imagery, you will eventually progress to writing character sketches, short stories, one-act plays, and poetry. You will be encouraged to share your creative work with others.

**Kid Lit Literacy****Credits: 2.5****Grades 9, 10, 11, 12**

This course explores the history of children's literature, focusing on societal, cultural, and technological influences. Additionally, the course demonstrates how specific children's literature can be used as a learning tool across all academic subjects at the high school level. The culmination of the course will be an original production of a picture book.

**Literacy Support 12****Credits: 2.5****Grades 12**

This offering is required for all students who do not meet state graduation standards in reading and/or writing, as well as for students identified through the English department's student performance monitoring system. This course involves creating an individual-student learning diagnosis, differentiating instruction based on a unique master student prescription, and administering instructional strategies that drive learning. An awareness of each student's learning profile, based on the systems that affect output, guides literacy instruction in guided, independent, and applied practice formations.

**Lyrical Poetry****Credits: 2.5****Grades 9, 10, 11, 12**

From Beethoven to the Beastie Boys to the Grateful Dead and the Dave Matthews Band, LP: Lyrical Poetry provides students with a solid foundation in the formal analysis of literature, music, and critical terminology. Each area of this class will strive to create an understanding and appreciation of the historical, aesthetic, and cultural aspects of lyrical poetry. Furthermore, this course will allow students to strengthen and build upon their poetic/lyrical writing styles, both formal and creative. Ultimately, students will gain a greater appreciation for writing poetry and lyrics through their own unique experiences.

**SAT Preparation****Credits: 2.5****Grades 11, 12**

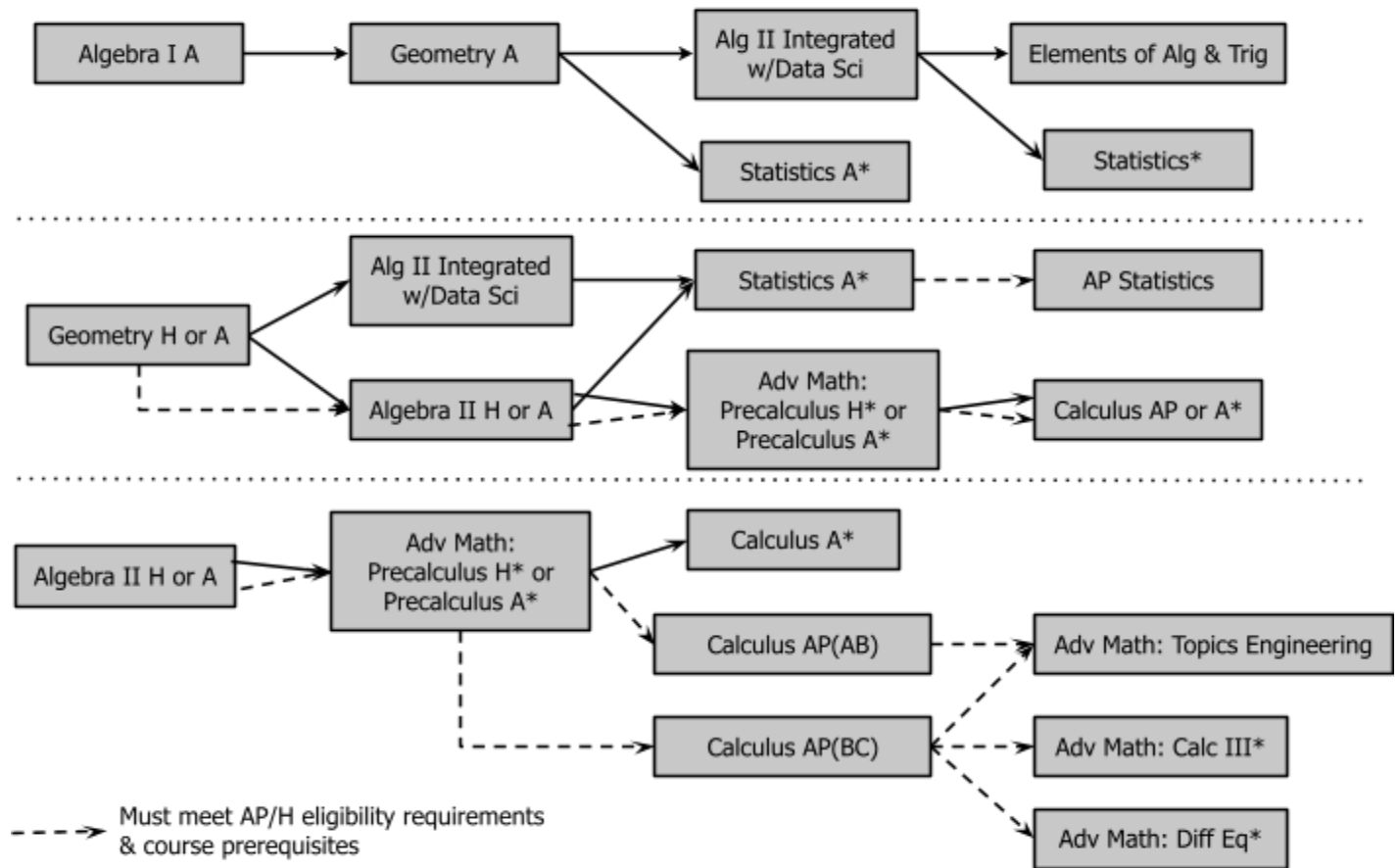
*Prerequisite* - [Algebra II](#) or Essentials of Algebra II, or currently taking

This elective course focuses on math and verbal SAT preparation for students planning to take the SAT. It is designed to increase student awareness of important test-taking strategies and, more importantly, to enhance higher-order problem-solving and thinking skills. One marking period will be devoted to verbal skills and one to math skills.

**Stephen King & American Horror****Credits: 2.5****Grades 11, 12**

In this introductory unit of study, students will take a deep dive into many of the works of American horror writer Stephen King. Students will explore the literary elements Stephen King employs and the cultural impact of the horror genre on society. Furthermore, the focus will be on classifying, identifying, and defining American horror pieces through objective analysis. In addition, we will explore the proper use of specific, focused, and appropriate language and jargon in the horror genre.

The following flowcharts illustrate possible course sequencing within the department. Students are encouraged to take the most challenging courses (differentiated by level) in which they are most likely to succeed. **Students are encouraged to read specific course descriptions prior to selection, taking note of prerequisite and recommendation requirements.**



\*Available as Dual Enrollment (DE)

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## Mathematics Department Course Descriptions

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### Advanced Placement Calculus AB

**Credits: 5**

#### Grades 11, 12

*Prerequisite* – Final grade of “C+” or better in [Adv. Math: Precalculus](#) OR “A-” or better in [Precalculus Academic](#) OR “B-” or better in [Calculus A](#)

This course is designed to prepare students for the College Board Advanced Placement Calculus AB Exam to seek college credit and/or advanced standing in mathematics. The course includes introductory but comprehensive material on differential and integral calculus.

### Advanced Placement Calculus BC

**Credits: 5**

#### Grades 11, 12

*Prerequisite* – Final grade of “C+” or better in [AP Calculus AB](#) or a final grade of “B+” or better in Adv. Math: Precalculus

This course is designed to prepare students for the College Board Advanced Placement Calculus BC Exam to seek college credit and/or advanced standing in mathematics. The course content includes differential and integral calculus, infinite series, and vector-valued functions.

### Advanced Placement Statistics

**Credits: 5**

#### Grades 10, 11, 12

*Prerequisite* - [Algebra II](#)

Advanced Placement Probability and Statistics is offered to students who wish to prepare for the College Board Advanced Placement Examination to seek college credit and/or advanced standing in mathematics. Students will be encouraged to take the examination in May. The content of this course will include introductory yet comprehensive material on topics such as data exploration, observational studies, experiments, surveys, probability, and statistical inference. Problems from a variety of disciplines will provide connections between statistics and real-life applications. Emphasis will be placed on communication and critical thinking.

### Algebra I (A)

**Credits: 5**

#### Grade 9

This course will develop the necessary skills in algebra in order to connect algebra to geometry, connect algebra to probability and statistics, connect ideas between mathematics and other disciplines, learn how to study mathematics, develop the ability to explore, conjecture, and reason logically, solve non-routine problems, and communicate about and through mathematics. Topics include variables, addition, subtraction, multiplication, and division in algebra; slopes and lines; exponents and powers; quadratic equations and square roots; polynomials; linear systems; and factoring.

### Algebra I SI (A)

**Credits: 5**

#### Grade 9, 10

This course is for Multilingual Learners (ESL I, II, III) and will meet both math content objectives and language objectives in a differentiated, sheltered instruction learning environment. This course will develop the necessary skills in algebra in order to connect algebra to geometry, connect algebra to probability and statistics, connect ideas between mathematics and other disciplines, learn how to study mathematics, develop the ability to explore, conjecture, and reason logically, solve non-routine problems, and communicate about and through mathematics. Topics include variables, addition, subtraction, multiplication, and division in algebra; slopes and lines; exponents and powers; quadratic equations and square roots; polynomials; linear systems; and factoring.

### Geometry (Honors or A)

**Credits: 5**

#### Grades 9, 10

*Prerequisite* - [Algebra I](#)

This course will develop skills in visualization and pictorial representation, emphasize the application of geometric ideas to questions about natural, physical, and social phenomena, encourage computer-based exploration, include both coordinate and transformational geometry, and present deductive arguments in a variety of forms. This course includes the principles of plane and solid geometry (e.g., meaning of induction, deduction, methods of deductive reasoning, angle relationships, parallel and perpendicular lines and planes, congruent triangles, arcs and angles as related to the circle, area of polygons, area and volume of solids). Along with Algebra I and Algebra II, this course constitutes the basic mathematics requirements for admission to some institutions of higher learning. However, it is designed to be valuable to you, as its

techniques are applicable across fields of thought, and it develops the ability to solve problems using higher-level thinking skills. The honors course places greater emphasis on deductive reasoning, proof, and advanced problem-solving, and the work is more challenging.

### **Geometry SI (A)**

**Credits: 5**

**Grades 9, 10**

*Prerequisite* - [Algebra I](#) OR [Algebra I SI](#)

This course is for Multilingual Learners (ESL I, II, III) and will meet both math content objectives and language objectives in a differentiated, sheltered instruction learning environment. This course will develop skills in visualization and pictorial representation, emphasize applications of geometric ideas to questions about natural, physical, and social phenomena, encourage computer-based explorations, include both coordinate and transformational geometry, and present deductive arguments in a variety of forms. This course includes the principles of plane and solid geometry (e.g., meaning of induction, deduction, methods of deductive reasoning, angle relationships, parallel and perpendicular lines and planes, congruent triangles, arcs and angles as related to the circle, area of polygons, area and volume of solids). Along with Algebra I and Algebra II, this course constitutes the basic mathematics requirements for admission to some institutions of higher learning. However, it is designed to be valuable to you, as its techniques are applicable across fields of thought, and it develops the ability to solve problems using higher-level thinking skills.

### **Algebra II (Honors or A)**

**Credits: 5**

**Grades 9, 10, 11**

*Prerequisite* - [Algebra I](#), [Geometry](#)

This course will emphasize problem-solving, communication, reasoning, and connections. The following topics will be explored: analyzing equations and inequalities; graphing linear relations and functions; solving systems of linear equations and inequalities; using matrices, polynomials, and radical expressions; quadratic functions and inequalities; polynomial functions; rational expressions; and exponential and logarithmic functions. The honors course moves at an accelerated pace, and the work is more challenging. The honors course dedicates more time to proof, quadratic relations, conic sections, and matrices.

This represents the starting pathway course toward Calculus.

### **Algebra II Integrated with Data Science**

**Credits 5**

**Grades 10, 11, 12**

*Prerequisites* - [Algebra I](#), [Geometry](#)

In this course, concepts from Algebra I and Geometry are extended to the functions typically seen in an Algebra II course (polynomial, logarithmic, rational, trigonometric), with Data Science infused throughout. Data Science uses an inquiry-based approach to examine real-world issues across the social sciences, economics, and the environment, to name a few. Data is gathered and analyzed for trends and relationships, and the validity of those data-collection methods is studied.

This represents the starting pathway course toward Statistics.

### **Algebra II SI (A)**

**Credits: 5**

**Grades 10, 11, 12**

*Prerequisite* - [Algebra I](#), [Geometry](#)

This course is for Multilingual Learners and will meet both math and language objectives in a differentiated, sheltered instruction learning environment. This course will develop the necessary algebraic skills to connect algebra and geometry with ideas in other disciplines, learn how to study mathematics, develop the ability to explore, conjecture, and reason logically, solve non-routine problems, and communicate about and through mathematics. Topics include exponents, polynomials, radicals, quadratics, and logarithms.

**Elements of Algebra and Trigonometry (A)****Credits: 5****Grades 11, 12***Prerequisite* – [Algebra II](#) OR Essentials of Algebra II

Elements of Algebra and Trigonometry is designed to strengthen and extend students' algebraic concepts and skills in preparation for precalculus/calculus. The course introduces the study of trigonometric functions, identities, equations, and their applications.

**Practical Math****Credits: 5****Grade 12***Prerequisite* – [Algebra I](#), [Geometry](#)

Throughout this course, topics in Algebra 1 and Geometry will be extended to explore their connections to everyday life, including financial planning and consumer math. Topics will be examined from a problem-solving perspective, and students will be working to enhance the eight mathematical practices. Practical math can be used to meet the three-year math requirement (when taken after successful completion of Algebra 1 and Geometry), and specific topics will be embedded to strengthen skills on standardized assessments.

**Statistics (A)****Credits: 5****Grades 10, 11, 12***Prerequisite* – [Geometry](#)

This course will cover a broad range of topics in applied statistics and probability, equipping students to make more informed decisions through the analysis of quantitative data. Understanding probability and statistics is essential in today's high-tech world, where print and electronic media are full of numerical information and interpretation. Statistics is the mathematics we use to collect, organize, and interpret numerical data, from test scores to election results to shoppers' product preferences. Probability is the study of uncertainty and assessing the likelihood of real-world events occurring, whether it is games of chance, genetics, or weather prediction, to anticipate and prepare for a major storm.

*Available as a Dual Enrollment course through Fairleigh Dickinson or Seton Hall University.*

**Advanced Mathematics: Precalculus****Grades 10, 11, 12***Prerequisite* - [Algebra II](#)

Adv Mathematics: Precalculus is an accelerated, rigorous course designed to prepare mathematically motivated students for Advanced Placement Calculus and higher-level STEM disciplines. Building on concepts from Honors Algebra II and Honors Geometry, this course deepens students' understanding of mathematical modeling, functional analysis, analytical trigonometry, and introductory calculus. This course devotes more time to factorable, reducible, and quadratic relations; sequences and series; probability; and limits compared to Precalculus (A). ***Students in this course are eligible to sit for the AP Precalculus Exam and will earn AP/Adv Mathematics grade weighting. Students with a B+ or better in the course are eligible to accelerate to AP Calculus BC.***

*Available as a Dual Enrollment course through RVCC or Seton Hall University.*

**Precalculus (A)****Credits: 5****Grades 10, 11, 12***Prerequisite* - [Algebra II](#)

This full-year course is designed to strengthen algebraic skills and expand mathematical reasoning, preparing students for Calculus and college-level mathematics. This course bridges high school mathematics with post-secondary coursework by providing a solid foundation in functional analysis, trigonometry, and analytical problem-solving. Students will explore mathematical concepts visually, numerically, symbolically, and verbally. Emphasis is placed on building conceptual understanding, mastering essential computational techniques, and applying mathematical modeling to real-world applications across various disciplines.

*Available as a Dual Enrollment course through RVCC or Seton Hall University.*

**Calculus (A)****Credits: 5****Grades 11, 12***Prerequisite* - [Precalculus](#)

This course includes the material normally taught in the first two semesters of a college calculus program. It deals with the fundamentals of differential and integral calculus. After a review of analytic geometry, limit theory is developed. The properties of limits are used to find the derivatives of algebraic and transcendental functions. Applications of derivatives are then discussed. The concept of integration is introduced, and the Fundamental Theorem of Integral Calculus is used as a basis for the application of the definite integral. Greater versatility in integration is provided by studying the methods of integration.

*Available as a Dual Enrollment course through RVCC or Seton Hall University.*

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## Mathematics Department Electives

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### **Advanced Mathematics: Calculus III\***

**Credits: 2.5**

#### **Grade 12**

*Prerequisite - [AP Calculus Level BC](#)*

This course is typically a third-semester calculus course at the college level. Calculus III is a multivariate calculus that primarily deals with vectors, rates of change in three dimensions, and multiple integration.

*Available as a Dual Enrollment course through RVCC or Seton Hall University.*

\*This course will give AP weight to calculate the student's GPA.

### **Advanced Mathematics: Differential Equations \***

**Credits: 2.5**

#### **Grade 12**

*Prerequisite - [AP Calculus Level BC](#)*

This course is typically the fourth-semester calculus course at the college level. The course begins with solving first-order differential equations. The material builds on AP Calculus BC, with basic solutions, and progresses throughout the entire course towards solving more complex single differential equations and systems of differential equations. Differential equations are used to solve problems that model applied sciences such as engineering and physics.

*Available as a Dual Enrollment course through RVCC or Seton Hall University.*

\*This course will give AP weight to calculate the student's GPA.

### **Mathematics IV Workshop**

**Credits: 2.5/5**

#### **Grade 12**

This workshop is designed for students who have not demonstrated proficiency in mathematics through required state testing. This course involves the creation and implementation of an individual student plan to achieve graduation testing requirements for mathematics.

Note: This course does NOT fulfill the mathematics graduation requirement. Therefore, students assigned to this workshop must also take another mathematics course.

### **SAT Preparation**

**Credits: 2.5**

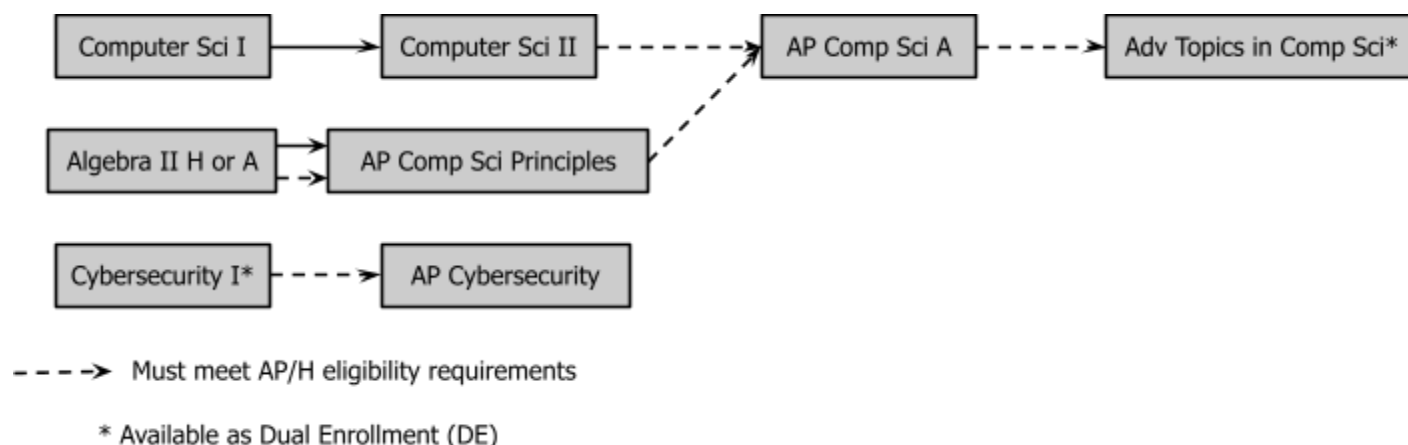
#### **Grades 11, 12**

*Prerequisite – [Algebra II](#) or Essentials of Algebra II, or currently taking*

This elective course focuses on math and verbal SAT preparation for students planning to take the SAT. It is designed to increase student awareness of important test-taking strategies and, more importantly, to enhance higher-order problem-solving and thinking skills. One marking period will be devoted to verbal skills and one to math skills.

## Computer Science

The following flowcharts illustrate possible course sequencing within the department. Students are encouraged to take the most challenging courses (differentiated by level) in which they are most likely to succeed. **Students are encouraged to read specific course descriptions prior to selection, taking note of prerequisite and recommendation requirements.**



### **Advanced Placement Computer Science A** ([Computer Science Career Concentration course](#)) **Credits: 5** **Grades 10, 11, 12**

*Prerequisites* - [Computer Science II](#) OR [AP Computer Science Principles](#)

Advanced Placement Computer Science A is an introductory programming course that teaches programming structures and language syntax. The course features a specific programming language, Java. Students will be encouraged to take the College Board Advanced Placement Examination to seek college credit and/or advanced standing in mathematics. This course utilizes both fundamental and more complex abstract mathematical concepts. The course challenges students to create programs and to use common algorithms in a way that makes them reusable and adaptable through object-oriented programming design. For more information on object-oriented programming, explore [www.greenfoot.org](http://www.greenfoot.org) and [www.code.org](http://www.code.org).

### **Advanced Placement Computer Science Principles** ([Computer Science Career Concentration course](#)) **Credits: 5** **Grades 10, 11, 12**

*Prerequisites* – [Computer Science I](#), OR [Computer Science II](#), OR [Algebra II](#)

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze data and working with large data sets to visualize and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively when using software and other technologies to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems and discussing and writing about the importance of these problems and their impacts on their community, society, and the world.

### **Advanced Placement Cybersecurity** ([Computer Science Career Concentration course](#)) **Credits: 5** **Grades 10, 11, 12**

*Prerequisite* - [Cybersecurity I](#)

AP Cybersecurity is a broad introduction to the field of cybersecurity that aligns closely with a standard first-year college introductory cybersecurity course. Students learn about common threats and vulnerabilities, and how those combine to create risk. Students study how individuals and organizations manage risk and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains, including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, governments, and societies.

**Advanced Topics in Computer Science\*** ([Computer Science Career Concentration course](#))**Credits: 5****Grades 11, 12***Prerequisite* - [AP Computer Science A](#)

Advanced Topics in Computer Science is a course that follows AP Computer Science A to investigate the essential properties of data structures and algorithms for operating on them, to use these structures as tools to assist algorithm design, and to extend exposure to searching, sorting, and hashing techniques. Topics covered during the year include linked lists, stacks, queues, binary trees, sequential search, binary search, binary search trees, balanced binary search trees, hash tables, heaps for priority queues, graphs, and graph algorithms, and asymptotic analysis of time and space requirements. An object-oriented language such as Java will be used to implement algorithms and further develop general programming skills. Students will have the option to pay tuition and receive four college credits through Rutgers University for their CS 112 Data Structures course if all requirements are met.

*Available as a Dual Enrollment course through Rutgers University.*

\*This course will give AP weight to calculate the student's GPA.

**App Development****Credits: 2.5****Grades 9, 10, 11, 12**

This course introduces students to programming technologies, design, and development related to mobile applications. Topics include accessing device capabilities, industry standards, operating systems, and programming for mobile applications. The main thrust of the course will be "hands-on" experience developing apps that address students' everyday lives and needs.

**Computer Repair and Technical Support I****Credits: 2.5****Grades 9, 10, 11, 12**

This hands-on PC repair course familiarizes students with standard PC hardware and software systems. Students dismantle and reassemble a PC, learning about industry-standard hardware systems and components. Students will also be introduced to and practice standard PC support techniques with special regard to personal safety and system reliability. Diagnosis and resolution of common hardware failures and configuration/compatibility issues are stressed, and students are given hands-on practice using proven troubleshooting techniques to solve problems.

**Computer Repair and Technical Support II****Credits: 2.5****Grades 9, 10, 11, 12**

*Prerequisite* - Computer Applications & Keyboarding and Technical Support I

This hands-on course builds on the knowledge acquired in Computer Repair and Technical Support I and provides an advanced understanding of hardware, networks, and operating systems in a PC environment. Diagnosis and resolution of common software failures are stressed, and students are given hands-on practice using proven troubleshooting techniques to solve problems. Participants learn to install, configure, upgrade, and repair an operating system, with a particular focus on managing its software configuration. Students will also explore the career of the PC technician and opportunities in this field.

**Computer Science I** ([Computer Science Career Concentration course](#))**Credits: 2.5****Grades 9, 10, 11, 12**

*Prerequisite* - None

This elective course will introduce students to programming syntax and algorithm design by using various drag-and-drop development kits. Through the use of visual Interactive Development Environments and block-based coding, students will develop and design interactive games, widgets, and app elements while gaining an understanding of basic computer programming principles such as decision-making, looping, variable use, and an object-oriented approach to problem-solving. Although the emphasis will be on graphically based development environments, a connection to text-based coding will be used throughout the course to help students transition to text-based languages.

**Computer Science II** ([Computer Science Career Concentration course](#))**Credits: 2.5****Grades 9, 10, 11, 12**

*Prerequisite* - [Algebra I](#) OR [Computer Science I](#)

This elective course will introduce students to text-based programming syntax and Object-Oriented programming. Students will develop object-oriented programming design skills while creating Classes, Methods, and Functions within various IDEs. Students will create and utilize variables, arrays, decision-making, and loops in their programming. Various

programming environments and languages will be used to give students a broader understanding of the concepts involved in computer science.

**Cybersecurity I** ([Computer Science Career Concentration course](#))

**Credits 2.5**

**Grades 9, 10, 11, 12**

*Prerequisites* - None

This course is designed for students who are interested in exploring careers in Cybersecurity. The focus of instruction will include the implementation and monitoring of security on network and computer systems. Students will investigate strategies to identify and protect against security threats such as hackers, eavesdropping, and network attacks. The basics of cryptography and logic reasoning will be explored. Hands-on labs in a cyber range provide practice in configuring and mitigating system vulnerabilities. Each unit integrates current events and related cyber ethics and law. \*Ethics agreement must be signed by all students and parents during the first 2 weeks of class.

*Available as a Dual Enrollment course through Fairleigh Dickinson University.*

**Cybersecurity II** ([Computer Science Career Concentration course](#))

**Credits 2.5**

**Grades 9, 10, 11, 12**

*Prerequisites* - [Cybersecurity I](#)

This course is designed for students interested in exploring careers in Cybersecurity and its foundations. Building on the concepts from Cybersecurity I, instruction will focus on vulnerabilities in digital systems and methods for implementing defenses. Students will apply tools to identify attack vectors and mitigate vulnerabilities. Advanced forms of cryptography will be explored, along with their role in securing remote transactions. Hands-on labs conducted in a cyber range provide practice in configuring and mitigating system vulnerabilities. Each unit integrates current events with cyber ethics and law. \*Ethics agreement must be signed by all students and parents during the first 2 weeks of class.

**Data Science** ([Computer Science Career Concentration course](#))

**Credits 2.5**

**Grades 9, 10, 11, 12**

*Prerequisite* - [AP Computer Science Principles](#) OR [Computer Science II](#)

With data permeating every aspect of life, the ability to analyze datasets is an important skill for exploring real-world problems and inquiries. This course equips students with the essential skills of a data scientist, including data collection, cleaning, transformation, analysis, and visualization. Students will learn to examine and analyze data to form conclusions. The Python programming environment is used to write and run programs using Python libraries to develop algorithms, tell data stories, and build statistical models. The course topics include data gathering, importing, filtering, cleaning, visualizing, trend analysis, correlation analysis, sorting, and bias. The course is visual, dynamic, interactive, and engaging.



## Science

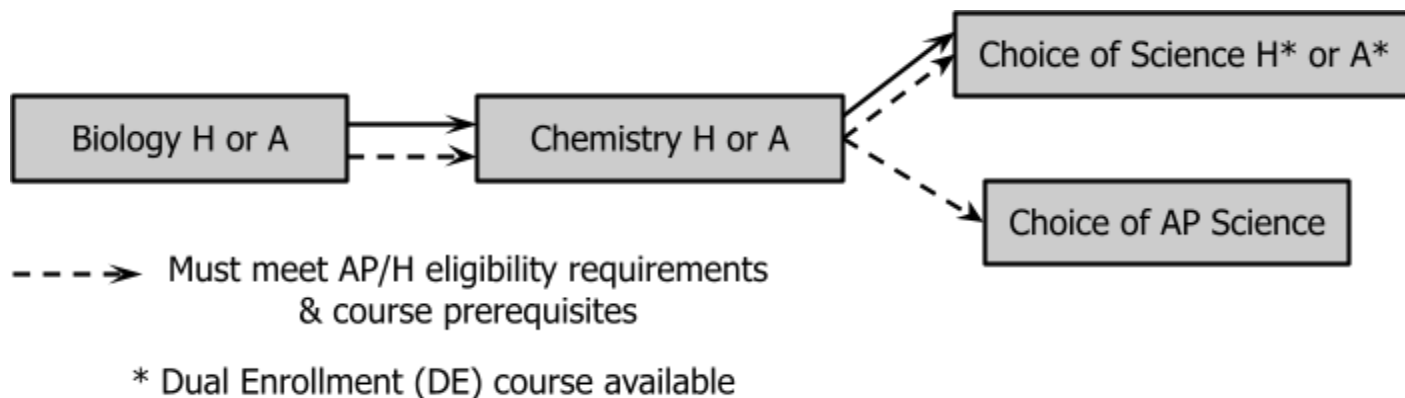
It is recommended that students anticipating a college major in the sciences select an advanced science course in their preferred field. If you wish to design a special science sequence that will enable you to take advanced physics in your senior year, you should consult with your school counselor or the science chairperson in your sophomore year.

### Advanced Placement Science - Overview

*Prerequisite* - For all advanced placement science courses:

1. Appropriate Basic Course
2. 2 years of Science (preference given to Honors)
  - AP Biology students must have successfully completed Biology and be concurrently enrolled in Chemistry
  - AP Chemistry students must have successfully completed Chemistry
  - AP Environmental Science students must have completed one year of Biology and one year of Chemistry
  - AP Physics 1 students must have been enrolled in Adv. Math: Precalculus and have completed Chemistry
  - AP Physics 2 students must have successfully completed Honors Physics, AP Physics 1, or AP Physics C
  - AP Physics C students must have successfully completed Calculus

The following flowcharts illustrate possible course sequencing within the department. Students are encouraged to take the most challenging courses (differentiated by level) in which they are most likely to succeed. **Students are encouraged to read specific course descriptions prior to selection, taking note of prerequisite and recommendation requirements.**



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## Science Department Course Descriptions

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### Advanced Placement Biology

**Credits: 6**

#### Grades 11, 12

*Prerequisite* - Successful completion of [Biology](#), completed or concurrently enrolled in [Chemistry](#)

The Advanced Placement Biology course is designed to be equivalent to the general biology course usually taken during the first year of college and prepares students for the College Board Advanced Placement Examination. The advanced placement program provides an opportunity for secondary school students to pursue and earn college-level credit. It is highly recommended that the students take the Advanced Placement Biology exam in the spring. **Summer assignment required.**

### Advanced Placement Chemistry

**Credits: 6**

#### Grades 11, 12

The Advanced Placement Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. The advanced placement program allows secondary school students to pursue and earn college-level credit for college-level coursework. It is highly recommended that the students take the Advanced Placement Chemistry exam in the spring. Students should have completed two years of academic mathematics. Successful completion of Honors Chemistry is also highly recommended. **Summer assignment required.**

### Advanced Placement Environmental Science

**Credits: 6**

#### Grades 11, 12

*Prerequisites* - Completion of [Biology](#) and [Chemistry](#), and successful completion of at least one year of Algebra.

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The course focuses on the "real science" behind environmental problems. Laboratory and field studies are an important element of the course. **Summer assignment required.**

### Advanced Placement Physics 1

**Credits: 6**

#### Grades 11, 12

*Prerequisite* – successful completion of [Chemistry](#) (B or better) or [Academic Physics](#) (B or better) and [Pre-Calculus](#) (B or better). Alternatively, students who have not completed Pre-Calculus should, at a minimum, be concurrently enrolled in Honors Pre-Calculus and have earned a grade of A- or better in their most recent math course. Trigonometric functions will be utilized; students should have a working knowledge of trigonometry.

**AP Physics 1** is equivalent to a first-semester college course in algebra-based physics. The course requires students to develop a deep understanding of the following topics: Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound; electric charge, electric force, and basic electric circuits (including resistors). **Summer assignment required.**

### Advanced Placement Physics 2

**Credits: 6**

#### Grades 11, 12

*Prerequisite* – successful completion of [Honors Physics](#) (B+ or better), [AP Physics 1](#) or [AP Physics C](#)

**AP Physics 2** is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. Incoming students should have a solid understanding of AP Physics 1 topics. **Summer assignment required.**

**Advanced Placement Physics C****Credits 6****Grade 12**

*Prerequisite* - [Calculus](#) (a first-year Physics course is recommended but not required)

The Advanced Placement Physics C-level course is rigorous and in-depth, covering only "Newtonian Mechanics" and "Electricity and Magnetism." Calculus methods are used wherever appropriate to formulate physical principles and apply them to physical problems. Strong emphasis is placed on solving a variety of challenging problems, some of which require calculus. The Physics C course is the first part of a sequence that, in college, is sometimes a very intensive one-year course but often extends over one and one-half to two years, with a laboratory component. **Summer assignment required.**

**Biology (A)****Credits: 6****Grade 9**

Biology is a field of science that relates primarily to life processes and living things. It seeks to discover and describe all the phenomena associated with living things and with the state of being alive. It develops in us a realization of the unifying principles of plant and animal development and behavior, the awareness of the order underlying the growth and structure of plants and animals, and the discovery of the sensitive balances that regulate the lives of all organisms, including man.

**Biology (Honors)****Credits: 6****Grade 9**

This course is a comprehensive, investigation-oriented introduction to biology and is intended to prepare students to better understand the development of life processes and living forms through time. Major emphasis is placed on biological themes and key concepts within the framework of scientific inquiry. Laboratory work is an integral part of the course, thus encouraging direct participation and insight into scientific methodology. This course is designed for the accelerated student.

**Biology SI (A)****Credits: 6****Grade 9**

This course is for Multilingual Learners and will meet both science content objectives and language objectives in a differentiated, sheltered-instruction learning environment. This six-credit biology course explores a field of science focused primarily on life processes and living things. It seeks to discover and describe all the phenomena associated with living things and with the state of being alive. It develops in us a realization of the unifying principles of plant and animal development and behavior, the awareness of the order underlying the growth and structure of plants and animals, and the discovery of the sensitive balances that regulate the lives of all organisms, including man.

**Chemistry (A)****Credits: 6****Grade 10**

*Prerequisite* - Successful completion of [Biology](#)

This course will establish the fundamentals of chemistry so that further study in this and related fields may be pursued more readily. It meets for six periods per week, allowing the performance of carefully controlled experimentation in a laboratory setting. Strong mathematical skills are highly correlated with success in chemistry.

**Chemistry (Honors)****Credits: 6****Grade 10**

*Prerequisite* – Successful completion of [Biology](#)

This course will provide an in-depth study of chemistry, enabling further study in challenging science courses more readily. It meets for six periods per week, allowing carefully controlled experimentation in a laboratory setting. This is a challenging course that requires excellent Math and study skills.

**Chemistry SI (A)****Credits: 6****Grade 10***Prerequisite* - Successful completion of [Biology](#)

This course is for Multilingual Learners and will meet both science content objectives and language objectives in a differentiated, sheltered-instruction learning environment. This course will establish the fundamentals of chemistry so that further study in this and related fields may be pursued more readily. It meets for six periods per week, allowing the performance of carefully controlled experimentation in a laboratory setting. Strong mathematical skills are highly correlated with success in chemistry.

**Conceptual Physics (A)****Credits: 6****Grades 11, 12***Prerequisite* – Successful completion of [Chemistry](#)

Conceptual Physics has a hands-on, minds-on, project-based focus that illustrates Physics concepts while using algebra, geometry, analysis, and critical thinking to quantify them. The course requires students to develop a deep conceptual understanding of the following topics: Newtonian mechanics, work, energy, and power; mechanical waves and sound; electric charge, electric force, and basic electric circuits.

This course emphasizes scientific exploration and experimentation. Students are expected to engage in classroom experiences by asking more questions, exploring and discussing possible solutions, investigating science concepts, using argumentation, and being fully active in the learning process. Additionally, this course incorporates important engineering, technology, and innovation principles for all students.

**Physics (A)****Credits: 6****Grades 11, 12***Prerequisite* – Successful completion of [Chemistry](#) and a B- or better in [Geometry](#)

The study of physics is necessary for scientific research and inquiry in fields such as engineering and medicine. This course emphasizes both a conceptual understanding of physical relationships and the ability to analyze them quantitatively, which requires a significantly more advanced use of algebra than in chemistry and right-angle trigonometry. Students not proficient in right-angle trigonometry will be required to learn the skills during the class in order to be successful in the course. Laboratory experimentation in the course is an important part of understanding concepts and quantitative relationships.

**Physics (Honors)****Credits: 6****Grades 11, 12***Prerequisite* – Successful completion of [Chemistry](#) and a B- or better in [Geometry](#)

Honors Physics is an in-depth course involving the observation/description, data gathering/analysis, and concept formation of physical phenomena. This is a very challenging course that requires excellent math skills.

**Earth & Space Science (A)****Credits: 5****Grades 11, 12***Prerequisite* – Successful completion of 2 years of science

This course is designed as a survey of the sciences studied when dealing with the forces that affect our planet. The branches of science that will be covered are Astronomy, Geology, Meteorology, and Oceanography. The students will be introduced to plate tectonics, earthquakes, volcanism, the prediction of systems of weather, the processes of the earth, planets, and stars with regard to scales of time and size, the geography and geology of ocean basins, chemistry of seawater, physical dynamics of currents, waves, and tides, coastal processes, and the large scale circulation of the ocean.

**Earth & Space Science SI (A)****Credits: 5***Prerequisite* – Successful completion of 2 years of science

This course is for Multilingual Learners and will meet both science content objectives and language objectives in a differentiated, sheltered-instruction learning environment. This course is designed as a survey of the sciences studied when dealing with the forces that affect our planet. The branches of science that will be covered are Astronomy, Geology, Meteorology, and Oceanography. The students will be introduced to plate tectonics, earthquakes, volcanism, the prediction of systems of weather, the processes of the earth, planets, and stars with regard to scales of time and size, the geography and geology of ocean basins, chemistry of seawater, physical dynamics of currents, waves, and tides, coastal processes, and the large scale circulation of the ocean.

**Environmental Science (A) Credits: 5****Grades 11, 12***Prerequisite* - [Biology](#) and [Chemistry](#)

An in-depth study of the relationships between chemistry and our biosphere will serve as the foundation of inquiry in this academic course. Major environmental concerns will be studied, researched, and analyzed throughout the year. Topics will include environment, global ecology, population, living resources, energy, water environment, air pollution, and societal factors. *NOTE: Not a substitute for Conceptual Physics, Academic Physics, or Honors Physics. It is expected that a student will pursue a physics course concomitantly or before he/she enroll in Environmental Science.*

**Science Department Electives****Astronomy (A)****Credits: 2.5****Grades 10, 11, 12**

Astronomy begins with the study of galaxies and the distribution of stars, and it develops appropriate units of measurement for each. The course continues with the principles of mass, gravitation, and motion in the universe, with consideration of theories of the universe's origin and destiny. Various methods of observing, using a wide variety of astronomical instruments, are studied.

**Exercise Physiology (A)****Credits: 2.5****Grades 10, 11, 12***Prerequisite* – Academic [Biology](#) , [Chemistry](#), or concurrently taking [Chemistry](#)

The course begins with a historical perspective on the study of exercise. Students then move on to homeostasis, ATP production, and metabolism. Obesity, body composition, and nutrition are studied in relation to exercise. Finally, the benefits of exercise on the nerve, muscle, and cardiovascular systems are examined. Students are required to exercise throughout the semester. Four field trips provide additional opportunities for fitness for enrolled students. The topics covered in this course include:

- The History of Exercise Homeostasis
- Bioenergetics
- Metabolism
- Body Composition
- Nutrition
- Nerve Structure
- Muscular System
- Cardiovascular system

**Forensic Science (A)****Credits: 2.5****Grades 10, 11, 12***Prerequisites* - Successful completion of [Biology](#) . Successful completion OR concurrent enrollment in [Chemistry](#) or [Physics](#)

This specialized course draws from all disciplines of science to demonstrate the use of scientific knowledge in criminal investigation. Emphasis will be placed on principles of biology, chemistry, and physics in all topics covered. Subject areas will include processing a crime scene, eyewitness testimony, forensic anthropology and odontology, blood spatter analysis, DNA analysis, forensic pathology, fingerprints, impression evidence, hair/fiber evidence, toxicology, questioned documents, forensic psychology, forensic engineering, firearms evidence, crime scene reconstruction, and jurisprudence. Emphasis will be placed on laboratory investigation.

**General Anatomy & Physiology (A)****Credits: 2.5****Grades 10, 11, 12***Prerequisite* - [Biology](#) , [Chemistry](#), or concurrently taking [Chemistry](#)

As you go through this course, you will learn about one of the most fascinating subjects possible -- your own body. If you are to appreciate emerging discoveries in medicine, understand new techniques for detecting and treating disease, and make use of published facts on how to stay healthy, it is important to learn about the workings of your body and the basic concepts that form the foundation of Anatomy and Physiology. The TLC series "Trauma: Life in the ER" and "Code Blue" will serve as important teaching tools in this class. Topics include cells and tissues, basic biochemistry, the skeletal and muscular systems, the nervous system, the integumentary system, and the senses. Students interested in a second-semester anatomy & physiology course should take Medical Physiology. Laboratory investigations will include dissections.

**Genetics (A)****Credits: 2.5****Grades 11, 12***Prerequisite* - [Biology](#)

This course examines the concepts of genetics & genomes, Mendelian and modern genetics, molecular biology, gene regulation, biotechnology, evolutionary connections, and biodiversity. In addition, careers/ branches of genetics, along with bioethics (ELSI), are included throughout each unit covered in the curriculum.

**Human Anatomy & Physiology (A)****Credits: 5****Grades 10, 11, 12***Prerequisite* - [Biology](#) , [Chemistry](#), or concurrently taking [Chemistry](#)

Human Anatomy & Physiology is a full-year, in-depth, accelerated course that examines the structures and systems of the body and how they function. Topics covered will include orientational/directional terms of the body, chemistry, cells, tissues, and the following body systems: integumentary, skeletal, muscular, nervous, cardiovascular, lymphatic, immune, respiratory, digestive, endocrine, and urinary. Diseases and current medical issues will be discussed. This course is designed for students planning to pursue careers in the healthcare sciences, including nursing, pharmacy, and sports medicine, as well as those interested in medical school. Laboratory investigations will include dissections.

*Available as a Dual Enrollment course through Seton Hall University.*

**Marine Biology (A)****Credits 2.5****Grades 10, 11, 12***Prerequisite* - Successful completion of [Biology](#)

This course is designed to introduce students to the diverse marine environments of the world and the organisms that inhabit them. Emphasis will be placed on the biological features of the oceans, organism-habitat relationships, and general ecological concepts influencing marine populations and communities. Topics will include learning the ecological relationships between flora and fauna, understanding the factors that affect marine organisms, and identifying popular animal species. Dissection of several marine species and identification of marine macro- and microfauna are integral components of this course.

**Medical Laboratory Technique****Credits: 5****Grades 11, 12***Prerequisite* – Successful completion of 2 years of Science

This specialized science course is designed to provide the knowledge of equipment and techniques that will enable you to qualify for employment in hospitals, clinical laboratories, and similar technical areas. It will prove valuable to you if you are considering a career in nursing or allied health fields, or planning to major in biology or pre-med in college. Areas studied include basic chemistry, solution preparation, and instruction on the operation of medical testing equipment. Basic techniques are introduced in urinalysis, hematology, serology, and bacteriology, along with independent work in areas of interest.

**Medical Physiology (A)****Credits: 2.5****Grades 10, 11, 12***Prerequisite* - [Biology](#) , [Chemistry](#), or concurrently taking [Chemistry](#)

This class will thoroughly cover five major body systems and the associated medical issues. This is a more challenging class, as it focuses not only on the anatomy & physiology of those body systems but also on medical problems and treatments (clinical applications). The TLC series "Trauma: Life in the ER" and "Code Blue" will serve as important teaching tools in this class. This class will cover body systems not covered in General Anatomy & Physiology. Although General Anatomy & Physiology is NOT a prerequisite, those students interested in an in-depth study of the human body should take both classes. Topics will include the urinary, immune, cardiovascular, respiratory, and digestive systems, as well as human development. Laboratory investigations will include dissections.

**Microbiology (H)****Credits: 5****Grades 10, 11, 12***Prerequisite* – Successful completion of [Biology](#) and [Chemistry](#) (or concurrently enrolled)

Microbiology will discuss the importance of microorganisms not only as causative agents of disease but also as major contributors to food production, antibiotic manufacture, vaccine development, regulators of ecological systems, and environmental management. Eukaryo, bacteria, protists, algae, fungi, viruses, viroids, and prions will all be explored. Biotechnology laboratories and inquiry-based activities will be implemented throughout the course. Science, technology, engineering, and math will thread throughout the curriculum.

The study of microbiology is extremely rewarding, leading to advances in environmental and human health. Studying the above topics will lead to careers in:

*Biotechnology/Pharmaceutical Manufacturing/Medical research/Forensics/Agriculture/Environmental Sciences*

**Oceanography/Meteorology (A)****Credits: 2.5****Grades 10, 11, 12**

Take a deep dive into the forces that shape our planet in this dynamic course that bridges the gap between the deep sea and the open sky. The first half of the semester is devoted to Oceanography, the study of the distribution of land and water, the ocean-floor topography and sediments, the properties of water and seawater, the characteristics of the open and coastal oceans, ocean currents, waves, and tides. The course will then focus on meteorology, covering the atmosphere, solar radiation, pressure, winds, circulation, precipitation, air masses, fronts, storms, weather forecasting, and climate.

**Organic & Biochemistry (Honors)****Credits: 6****Grades 11, 12***Prerequisite* - Successful completion of [Biology](#) and one full year of [Chemistry](#)

This is an advanced chemistry course that will explore special topics not covered in the Chemistry or AP Chemistry curricula. Students will build on the foundation from their first year of Chemistry and develop an understanding of basic Organic Chemistry and Biochemistry. This course provides a survey of the structures, properties, and reactions of the major functional classes of organic and biological molecules, as well as the basic principles of metabolism and molecular biology. This course will be especially helpful to those students planning to major in fields that rely on organic and biochemistry (Pharmaceutics, Pre-Med, Nursing, Nutrition, Chemical Engineering, Chemistry, etc.).

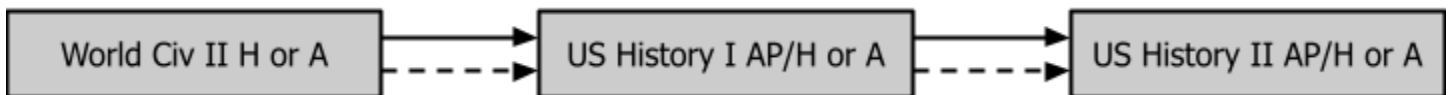
*Available as a Dual Enrollment course through Seton Hall University.*

## Social Studies

***The State of New Jersey requires that a student successfully complete one year of world history/cultures and a two-year program in U. S. History. Each full-year course earns five credits. The United States History courses are sequential.***

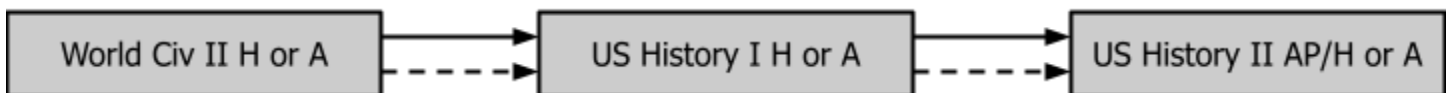
The following flowcharts illustrate possible course sequencing within the department. Students are encouraged to take the most challenging courses (differentiated by level) in which they are most likely to succeed. **Students are encouraged to read specific course descriptions prior to selection, taking note of prerequisite and recommendation requirements.**

### Class of 2027



---> Must meet AP/H eligibility requirements

### Class of 2028



-----> Must meet AP/H eligibility requirements

### Class of 2029 and beyond



-----> Must meet AP/H eligibility requirements

## Social Studies Department Course Descriptions

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### Advanced Placement U.S. History

**Credits: 5**

#### Grades 10, 11, 12

*Prerequisite* - [US History I Honors](#), grade of B- or better

This college-level course takes you through the major political, social, and economic movements that shaped our nation, starting with the end of USI H. You'll analyze primary sources, debate historical interpretations, and develop the critical thinking skills colleges are looking for. The course prepares you for the AP exam in May, which can earn you college credit. Heads up: there's a summer assignment to get you started. **Summer assignments are required.**

### U.S. History I (A)

**Credits: 5**

#### Grade 9

#### **Ever wonder how the United States went from thirteen colonies to a continental power?**

In this course, you'll review what you learned in seventh grade and deepen your understanding of how our nation was founded, expanded, and transformed from the founding fathers to the Industrial Revolution. You'll explore how our nation's culture, laws, and even our own New Jersey roots have shaped us. As an academic-level course, the focus will be on developing critical thinking skills, civic knowledge, and understanding the big picture.

### U.S. History I (Honors)

**Credits: 5**

#### Grade 9

This honors track is ideal for students seeking a challenge to develop their ability to analyze and engage in close reading of primary and secondary sources. Teachers will help you learn how to make sense and find meaning in a variety of sources through challenging, concentrated readings and analytical writing assignments that develop your critical thinking skills through advanced discussions and in-depth analysis. You'll investigate multiple historical perspectives and interpretations, analyzing why historians might disagree about the past and why these debates matter today. This course is a prerequisite for the AP US History course and will prepare students for that course or continuing in honors USII.

### U.S. History II (A)

**Credits: 5**

#### Grades 10, 11

#### **How did we get to where we are today?**

You'll explore how America became a superpower, examine major social movements such as the Civil Rights Movement, and connect historical events to issues we still debate today. You'll see patterns in how political, economic, and social forces have shaped modern America. We examine the significant changes: the Roaring Twenties, the Cold War, the Civil Rights movement, and current global issues. It's history that feels relevant to the world you see on the news every day.

### U.S. History II (Honors)

**Credits: 5**

#### Grades 10, 11

This honors course covers the same era as U.S. History II, but challenges you to think like a historian. You'll read competing interpretations of major events and engage in deeper analysis through extensive reading and writing. Ideal for students seeking to develop advanced analytical skills and explore American history from multiple perspectives.

### World Civilizations II (A)

**Credits: 5**

#### Grade 12

This is a state-mandated, full-year course required of students in the Classes of 2027 and 2028. Students must successfully complete the course to earn credit toward the state-mandated graduation requirement. The focus of the first year of this course was Western civilization. The focus of World Civilizations II is non-Western civilizations from 1350 through contemporary issues. Students will gain an understanding of the geography, environment, economic innovation/technology, history, and culture of major non-Western civilizations.

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## Social Studies Electives

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The Social Studies Department offers elective courses to meet student needs and interests. Students are welcome to take any or all of these courses, but are reminded that none of these courses meets the New Jersey State Mandate for three years of Social Studies.

### **Advanced Placement European History**

**Credits: 5**

#### **Grades 11, 12**

AP European History is a college-level course for students interested in how Europe's past has shaped the modern world. You will explore major political revolutions, cultural movements, economic changes, and social transformations from the Renaissance (1450) to the present. The course balances learning historical facts with developing strong analytical and writing skills as you evaluate primary sources and competing historical interpretations. Students are expected to take the AP exam in May.

### **Advanced Placement Human Geography**

**Credits: 5**

#### **Grades 11, 12**

#### **Why do cities form where they do? How does where you live shape who you are?**

This College Board course connects geographic concepts to real-world scenarios you see every day. You'll investigate population trends, explore diverse cultural landscapes, and identify spatial patterns that explain how our world works. Through analyzing maps, charts, graphs, infographics, and images, you'll develop skills to spot patterns and trends in data. From bustling cities to remote rural areas, you'll examine how people interact with their environment and shape the spaces they inhabit.

### **Advanced Placement Government and Politics, US**

**Credits: 5**

#### **Grades 11, 12**

#### **Want to understand how American politics really works?**

This college-level course goes beyond the headlines to give you an analytical perspective on U.S. government and politics. You'll study the Constitution's framework, examine how political parties and interest groups influence policy, analyze how the media shapes public opinion, and investigate how the three branches of government function (and sometimes clash). The course covers six major areas: constitutional foundations, political beliefs and behaviors, political parties and media, national government institutions, public policy, and civil rights and civil liberties. You'll learn to interpret political events and prepare for the AP exam.

### **Advanced Placement Psychology**

**Credits: 5**

#### **Grades 11, 12**

#### **Why do people act the way they do?**

This course introduces you to psychology as a science, tracing its evolution from 19th-century philosophy to modern research methods. You'll explore the major schools of psychological thought and discover how psychologists use experiments and research to answer questions about behavior. The course covers diverse fields within psychology—from clinical to cognitive to social—and emphasizes the importance of ethics in both research and practice. You'll learn about experimental methods, proper sampling, and control procedures. Perfect preparation for the AP exam and understanding human behavior.

### **Advanced Social Studies-Abnormal Psychology\***

**Credits: 2.5**

#### **Grade 12**

*Prerequisite* - Minimum course grade of B- in [AP Psychology](#)

This advanced course explores psychological disorders and patterns of maladaptive behavior through biological, psychological, and social perspectives. Students will study the causes, diagnosis, treatment, and prevention of disorders such as anxiety, mood disorders, schizophrenia, substance abuse, and developmental disorders. Ethical and legal issues in mental health are also examined. Students will gain insight into how mental health challenges impact their everyday lives and develop empathy and awareness regarding mental health issues.

\*This course carries AP weight for GPA calculation.

**Advanced Social Studies-Social Psychology\*****Credits: 2.5****Grade 12***Prerequisite* - Minimum course grade of B- in **AP Psychology****Ever wonder why you act differently in groups than alone? Why do people conform? What makes someone help a stranger?**

This seminar-style course explores how people think, feel, and act in social situations. You'll examine fascinating experiments and current research on conformity, obedience, prosocial and antisocial behavior, stereotypes and prejudice, persuasion, and interpersonal attraction. Through regular discussions and writing, you'll develop skills to recognize and respond to the social situations you encounter daily. The course uses a research-based approach to understanding human social behavior.

*Available as a Dual Enrollment course through Seton Hall University.*

\*This course carries AP weight for GPA calculation.

**American Law (A)****Credits: 2.5****Grades 10, 11, 12****Know your rights—and your responsibilities.**

This semester elective gives you practical insight into how the legal system actually works. Through court decisions and case studies, you'll explore the mechanics of the judicial process. You'll study criminal law (from investigations to trials), civil law (lawsuits and disputes), tort law (when someone wrongs you), contract law (making agreements legally binding), consumer law (your rights as a buyer), juvenile law (how the system treats minors), and constitutional law (your fundamental rights). Perfect for anyone interested in law, criminal justice, or just being an informed citizen.

**Civics (A)****Credits: 2.5****Grades 9, 10, 11, 12****Have you ever wondered how our democratic republic works or how you could be more involved in it?**

This one-semester course investigates a basic understanding of politics and government at the federal, state, & local levels. We'll also dive into your role in government, and you'll learn how you can participate in it and change the things you want to change.

**Global Studies (A)****Credits: 5****Grades 11, 12**

Climate change doesn't stop at borders. Neither do economic crises, energy shortages, or human rights violations. This full-year course examines the major issues facing humanity today—problems that transcend national boundaries and require global solutions. You'll explore economic development, media literacy, environmental concerns, energy alternatives, national security, and human rights from an international perspective. The course helps you understand how interconnected our world has become and how global issues affect your daily life.

**Global Studies (Honors)****Credits: 5****Grades 11, 12****Ready to tackle the world's biggest challenges?**

This honors course adopts a problem-solving approach to global issues, including economic development, environmental crises, international security, and envisioning alternative futures. You'll engage in extensive reading and writing, conduct individual research, and critically examine the media. This course challenges you to think critically about complex global problems and develop solutions. Expect rigorous analysis and the opportunity to explore topics that matter to you.

**Human Development (A)****Credits: 2.5****Grades 10, 11, 12**

The ultimate "know yourself" course. This introduction to psychology focuses on how you grow, how you learn, and what makes up your personality. The course fosters self-awareness, personal growth, and informed decision-making, laying a foundation for further study in psychology.

**Sociology (A)****Credits: 2.5****Grades 10, 11, 12**

In this semester elective, you will analyze the social structure of American society. You'll study the tools of sociology and the socialization process. In the most basic sense, you'll be looking at why we do the things we do. You'll see how your everyday behaviors are socially constructed and vary by culture. Topics such as crime, deviance, racial, ethnic, and gender issues, and family are all examined.

**Women's Studies: Evolving Image of Women (A)****Credits: 2.5****Grades 9, 10, 11, 12**

Explore how gender roles were built—and how they were smashed. From the fight for the vote to modern struggles with body image and the media, this course challenges preconceived notions about what it means to be a woman in today's world.

**Women's Studies: Social Change, Changing Gender Roles (A)****Credits: 2.5****Grades 9, 10, 11, 12**

The 20th century changed everything. This course examines how major events (such as world wars and economic shifts) reshaped women's roles in families and workplaces worldwide. It's an eye-opening look at how much—and how little—has changed.



## World Language

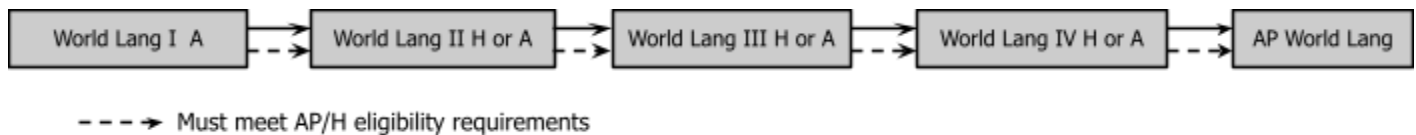
The Multilingual Education Department recognizes that learning an additional language is an asset, as it fosters academic success, enhances communication, offers cognitive benefits, and expands employment opportunities. Whether you are proficient in English and are taking courses to learn a new language or are proficient in a language other than English and are taking courses to learn English, both pathways to multilingualism are of equal value and allow students to use and develop two or more languages throughout their high school education.

### Changing a World Language Honors Course:

It is suggested that the World Language program be started at level II if the language was previously studied and successfully completed in 7th and 8th grade. The study of a world language is cumulative, and the honors curriculum is the most rigorous.

Dropping a world language honors course is a serious decision and can be made only with the written permission of the parent/guardian and after consultation with the School Counselor and department supervisor. Students who drop a world language honors course for whatever reason and request to take an academic-level course instead must make a lateral move. They cannot change course levels. Example: A student dropping Spanish III H must switch to Spanish III A. She/he may not schedule into Spanish IV A.

The following flowcharts illustrate possible course sequencing within the department. Students are encouraged to take the most challenging courses (differentiated by level) in which they are most likely to succeed. **Students are encouraged to read specific course descriptions prior to selection, taking note of prerequisite and recommendation requirements.**



### Advanced Placement Chinese, French, Italian, Spanish Language or Spanish Literature Credits: 5 Grades 11, 12

*Prerequisite* - Level IV

The Advanced Placement Chinese, French, German, Italian, or Spanish Language course is intended for those students who wish to take the Advanced Placement Examination in May. The course is designed to develop students' knowledge of Chinese, French, German, Italian, or Spanish, equivalent to a third-year college course. Great emphasis is placed on the mastery of interpretive (listening and reading), interpersonal (person-to-person), and presentational (speaking and writing for an audience) skills.

A continuing focus will be the development of vocabulary and idiomatic language usage, the advancement of cultural knowledge and skills, and the ability to communicate actively in a variety of oral and written forms. A comprehensive review of grammar/characters (Chinese) is also included. Each curriculum provides a challenging program that may lead to college credit or to a student's acceptance into an advanced program as a college freshman. **Summer assignment required.**

### Advanced Placement Latin Credits: 5 Grades 11, 12

*Prerequisite* - Latin IV

The Advanced Placement Latin course is intended for students who wish to take the Advanced Placement – Virgil Examination in May. Students will engage in a close reading of the Aeneid. They will improve their vocabulary and translation skills and learn how to interpret and analyze a masterpiece of literature. They will study the Aeneid against the backdrop of Roman history, mythology, and philosophy. Students will become sensitive to Virgil's elaborate style and improve their analytical and higher-order thinking skills, which will serve them well in college and in their future workplace. The curriculum offers a challenging program that may lead to college credit or result in a student being accepted into an advanced program as a college freshman. **Summer assignment required.**

**Chinese I, French I, Italian I, Latin I, and Spanish I - Academic****Credits: 5**

Level I courses are **introductory** courses designed for students beginning their study of the language. Students will develop listening, speaking, reading, and writing skills in the target language. Students will learn about the culture of the country or countries they are studying.

**Chinese II, French II, Italian II, Latin II, and Spanish II – Academic****Credits: 5**

*Prerequisite* – successful completion of Level I (MS or HS)

Level II courses are for students who have completed Level I at the High School or Middle School. Students will continue to develop listening, speaking, reading, and writing skills in the target language. Proficiency-based assessments are an integral part of the course.

**Chinese II, French II, Italian II, Latin II, and Spanish II – Honors****Credits: 5**

*Prerequisite* - successful completion of Level I (MS or HS)

Level II honors courses enable motivated students to continue to develop the skills they learned in Level I at a more rigorous pace. Emphasis is placed on improving speaking and writing skills. Proficiency-based assessments are an integral part of the course.

**Chinese III, French III, Italian III, Latin III, and Spanish III – Academic****Credits: 5**

*Prerequisite* – successful completion of Level II

Level III courses are designed to further develop the individual's essential communication skills. Oral proficiency is emphasized. Students read and discuss short stories and selections from contemporary articles on cultural topics. Proficiency-based assessments are an integral part of the course.

**Chinese III, French III, Italian III, Latin III, and Spanish III – Honors****Credits: 5**

*Prerequisite* - successful completion of Level II

Level III Honors courses are designed to further develop individual communication skills at a rigorous pace. Students will read and discuss short stories and selections from contemporary articles on cultural topics. Grammar will be studied to improve comprehension and self-expression. Extemporaneous discussion and writing skills will be incorporated into each unit of study. Proficiency-based assessments are an integral part of the course.

**Chinese IV, French IV, Italian IV, Latin IV, and Spanish IV – Academic****Credits: 5**

*Prerequisite* – successful completion of Level III

Level IV courses are designed to further develop students' communication skills. Reading selections are a crucial component of the program, helping students expand their vocabulary and cultural knowledge. The readings will form the basis for discussion and problem-solving. In many types of writing, more creativity will be expected. Knowledge of the language's structural principles will be reviewed in depth and expanded upon, with a focus on producing structures that support effective communication. Proficiency-based assessments are an integral part of the course.

**Chinese IV, French IV, Italian IV, Latin IV, and Spanish IV – Honors****Credits: 5**

*Prerequisite* – successful completion of Level III

Level IV Honors is designed to further develop the individual's communication skills at a rigorous pace. Students will read and discuss short stories and selections from contemporary articles on cultural topics. Students will be provided with ample opportunities to create meaning and apply critical thinking skills to achieve linguistic proficiency. Grammar learning will take place within a meaningful context, with a focus on producing structures to support communication. Proficiency-based assessments are an integral part of the course.



--- ➔ Must meet AP/H eligibility requirements

**Spanish for Heritage Speakers I - Honors****Credits: 5**

This course is designed for heritage learners with a connection to the Spanish language and proficiency in Spanish. The objective of the course is to expand existing Spanish proficiency by engaging in all three modes of communication, with a specific emphasis on the written, interpersonal, and presentational. Additionally, students will enhance their Spanish literacy skills and cultural awareness.

**Spanish for Heritage Speakers II - Honors****Credits: 5***Prerequisite* – successful completion of Heritage I

This course is designed for heritage learners with a connection to the Spanish language and proficiency in Spanish. The objective of the course is to expand on themes explored in Heritage I and continue to develop language skills, particularly in reading and writing.

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**English as a Second Language/Bilingual**


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**Program Sequence**

Students are grouped in sections of ESL as outlined below, using their WIDA English Proficiency Level (ELP) for placement:

| Option I                                               | Option II                                                | Option III                                               | Option IV                                                               |
|--------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------|
| ELP 1-1.9<br>No English<br>class needed<br>*10 credits | ELP 2.0-2.9<br>No English<br>class needed<br>*10 credits | ELP 3.0-3.9<br>No English<br>class needed<br>*10 credits | ELP 4.0 +<br>Paired with<br>grade level<br>English course<br>*5 credits |

The goal of the high school ESL program is to meet the needs of culturally and linguistically diverse, multilingual learners (MLs) by providing effective instruction that increases English language proficiency and student academic achievement. The curriculum has been developed using the WIDA Standards Framework and relevant content standards. Students are assessed annually using a WIDA assessment to monitor language growth and determine when they are ready to exit the program, in accordance with the process outlined in N.J.A.C. 6A:15, Bilingual Education. Time in the program may vary from student to student. Students are considered for exit when they receive a WIDA score of 4.5 or higher.

"Multilingual Learner" or "ML" means a student whose primary language is not English, who is identified through the process set forth in N.J.A.C. 6A:15, Bilingual Education, and who is developing proficiency in multiple languages (for example, English and a primary language). The term is synonymous with "English learner" or "English language learner."

**English as a Second Language - ESL****Credits: 5 or 10****Grades 9, 10, 11, 12**

This course is for multilingual learners identified to receive services using the multistep process outlined in N.J.A.C. 6A:15-1.3. This course focuses on the needs of multilingual learners. Students are grouped by English proficiency level and receive language support and instruction tailored to their needs accordingly. Skills are developed in listening, speaking, reading, and writing.

## Physical Education/Health

### Physical Education I, II, III, IV

**Credits: 3.75 yr**

#### Required (all students)

The Bridgewater-Raritan Physical Education Department is committed to educating our students to become lifelong learners of wellness by participating in activities that promote good health, appropriate social skills, and physical fitness both in and outside of educational settings. Bridgewater-Raritan students must be provided with opportunities to engage in a physical education program that develops the necessary skills to participate in individual and team sports and fosters a positive attitude towards physical activities. Students will participate in a coeducational physical education program that incorporates large-group, team, dual, cooperative, and individual activities.

In ninth and tenth grade, students will be exposed to various activities, including group initiatives, a low-confidence course, fitness, field hockey, basketball, floor hockey, lacrosse, soccer, softball, table tennis, team handball, and volleyball.

In grades eleven and twelve, students have the opportunity to participate in a variety of activities that include aerobics, badminton, basketball, football, hacky sack, pickleball, soccer, softball, table tennis, punch ball, tennis, ultimate Frisbee, volleyball, weight training, yoga, and the high confidence course.

### PE Partners

**Credits: 4**

#### Grades 11, 12

Instead of Physical Education III or IV, students can apply to the PE Partners program. P.E. Partners is a collaboration between the special education and physical education departments, in which students with developmental disabilities and autism are paired with typical students to promote socialization in an active environment.

### Health I

**Credits: 1.25**

#### Required—Grade 9

Ninth-grade Health allows students to investigate teenage behaviors, human physiological functions, and the avoidance of sexually transmitted diseases, including HIV/AIDS. In furthering the wellness concept, students review balanced nutrition and the importance of physical fitness as integral to overall well-being. Other units of study during ninth-grade health include Body Systems, Family Living, Alcohol –Tobacco, and Other Drugs, Diseases, Sexuality, Abstinence Education, and Effective Communication Skills.

### Health II

**Credits: 1.25**

#### Required—Grade 10—Driver Education Theory

Tenth-grade Health focuses on the automobile in modern life and aims to develop mature attitudes and proper habits for safe driving. It is an aid in preparing for the written examination given by the State Department of Motor Vehicles. Included in this course will be a continued study of drugs, alcohol, and tobacco, along with their relationship to the operation of a motor vehicle.

### Health III

**Credits: 1.25**

#### Required—Grade 11

Eleventh-grade health includes topics such as Family Living, Mental, Emotional, and Social Health, and Human Growth and Development. Students will examine societal influences and the factors that weaken or strengthen relationships. Through a variety of structured classroom experiences, students will learn problem-solving strategies to use in different situations. (Topics can include healthy or unhealthy relationships, death, harassment, drugs, and diseases). Students will also explore personality development and feelings of positive self-worth. Through a variety of exercises involving the decision-making process, students will increase their coping skills in such areas as stress, peer pressure, substance abuse, suicide, and risk situations of sexual assault and abuse.

### Health IV

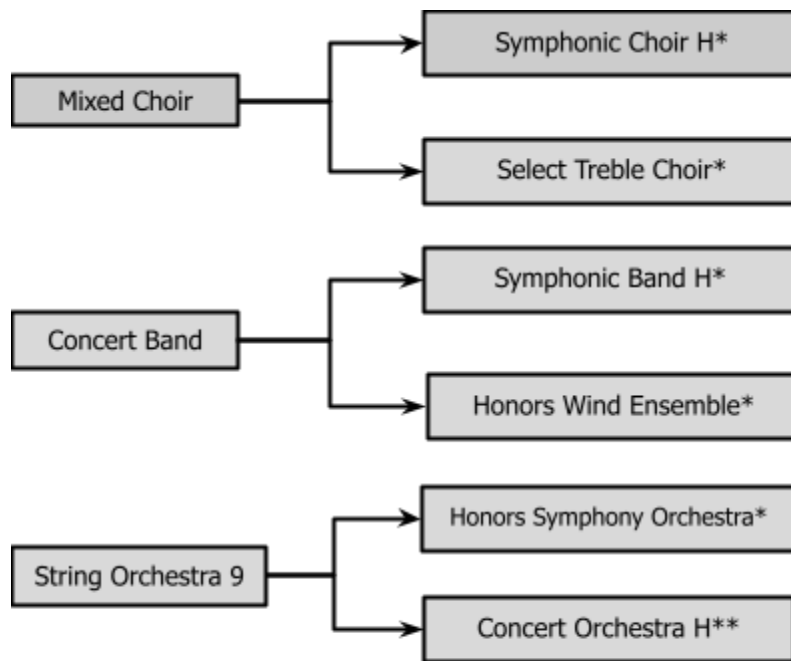
**Credits: 1.25**

#### Required—Grade 12

Senior health units include Cardiopulmonary Resuscitation, Family Living, Human Growth and Development, and Disease Prevention. During CPR, students will be given a practical approach to life-saving techniques and methods to avoid injuries and illnesses. (Students also have the opportunity to become certified in CPR). During Family Life and Human Growth and Development, students will recognize the development of a child from conception to birth. Students will also study prenatal and infant care, budgeting for the childbirth process, and other responsibilities of parenthood and child-rearing.

## Performing Arts

The following flow chart illustrates the sequencing of courses within the department. **Students are encouraged to read specific course descriptions prior to selection, taking note of prerequisite and recommendation requirements.**



\*Audition Required

### Advanced Placement Music Theory ([Music Career Concentration course](#))

**Credits: 5**

#### Grades 11, 12

*Prerequisite criteria:*

- Ensemble music teacher recommendation
- placement exam

This full-year course will provide the student with the equivalent of a college-level music theory course in the study of musical materials, structure, and style. It will integrate melodic, harmonic, textural, rhythmic, and formal aspects of music through musical reading, notation, composition, and active musical listening. Each student's understanding of music history and style will be enhanced by selecting course materials from various musical periods, genres, and media. Students are encouraged to take the AP examination in May.

*Available as a Dual Enrollment course through The College of New Jersey.*

### Concert Band ([Music Career Concentration course](#))

**Credits: 5**

#### Grade 9

**Want to make music, perform often, and be part of a high-energy ensemble your very first year of high school?**

Concert Band is the full-year ensemble course for ninth-grade wind and percussion students. Throughout the year, students rehearse and perform a wide range of standard, popular, and contemporary band literature. The course includes approximately one performance per marking period, including evening concerts and festival events. Students are eligible to participate in marching band, indoor percussion, jazz ensembles, and audition for regional and all-state activities. Concert Band students also receive rotating small-group lessons during unit lunch, supporting individual growth alongside ensemble performance.

**Concert Orchestra (Honors)** ([Music Career Concentration course](#))**Credits: 5****Grades 10, 11, 12****Ready to take your orchestral playing to the next level while building leadership and musicianship?**

Concert Orchestra Honors offers eligible students the opportunity to engage with an honors-level curriculum while rehearsing alongside the Concert Orchestra. Instruction, assessments, and performance expectations reflect advanced musical rigor. Emphasis is placed on individual responsibility, musical growth, and leadership while performing challenging orchestral literature. This course runs concurrently with Concert Orchestra and is ideal for motivated string players seeking a deeper musical experience.

**Introduction to Guitar I** ([Music Career Concentration course](#))**Credits: 5****Grades 9, 10, 11, 12****Why Guitar?****Ever wanted to learn guitar—even if you’ve never picked one up before?**

Introduction to Guitar requires no prior experience and is designed for students eager to learn the fundamentals of guitar performance. Students develop basic chord shapes, notation literacy, and right-hand techniques through songs drawn from popular and traditional music. Guitars are provided for both classroom use and at-home practice. This performance-based course includes regular individual practice expectations and offers an accessible, engaging entry point into music-making.

Guitars will be provided for students for classroom use and at-home practice. The guitar course is performance-based, with homework consisting of individual practice outside of class.

**Intermediate Guitar II** ([Music Career Concentration course](#))**Credits: 5****Grades 9, 10, 11, 12****Already know the basics and ready to expand your guitar skills?**

Intermediate Guitar builds on foundational techniques learned in Guitar I or through equivalent experience demonstrated via audition. Students deepen their understanding of chord structures, notation, and intermediate playing techniques while performing music from a varied repertoire of popular and traditional styles. This course strengthens technical confidence and musical independence while preparing students for advanced ensemble performance.

**Guitar Ensemble/Guitar III** ([Music Career Concentration course](#))**Credits: 5****Grades 10, 11, 12***Prerequisite: [Guitar II](#)***Want to perform guitar music in an ensemble setting like a professional musician?**

The Advanced Guitar Ensemble challenges students to refine advanced guitar techniques while performing in both large-ensemble and chamber-group settings. Building on prior coursework or auditioned experience, students explore a wide range of repertoire and collaborative performance skills. Emphasis is placed on musicianship, ensemble awareness, and artistic expression within a group performance environment.

**Mixed Choir** ([Music Career Concentration course](#))**Credits: 5****Grades 9, 10, 11, 12****Love to sing and want to be part of a welcoming, high-energy vocal community?**

Mixed Choir introduces ninth-grade singers to healthy vocal technique while building confidence and musicianship. Students participate in four major performances each year, including the Winter Concert, Festival of the Arts, Broadway Night, and Spring Concert. This ensemble serves as the foundation for students aspiring to join select choirs, with a strong emphasis on sight-reading, vocal technique, and ensemble skills. Students may audition for solos, Broadway Night, and after-school ensembles, including Lorelei, Ensembros, and Glee Club. Required rehearsals and performances are clearly defined, with additional opportunities encouraged but not required.

**Musical Theater Workshop****Credits: 2.5****Grades 9, 10, 11, 12****Dream of performing on stage and telling stories through song, movement, and acting?**

The Musical Theater Workshop develops students' skills in acting, singing, and dance while exploring the foundations of musical theater performance. Students participate in individual and small-group performances such as song studies and scene work drawn from the musical theater canon. The course also examines direction, design elements, and the history of musical theater from its origins to contemporary works.

*Participation in extracurricular performances is encouraged but not required.*

**Select Treble Choir (Honors)** ([Music Career Concentration course](#))**Credits: 5****Grades 10, 11, 12****Ready to challenge yourself with advanced vocal music in a focused, high-level ensemble?**

Select Treble Choir Honors offers students an honors-level choral experience with rigorous expectations for individual performance, leadership, and musical growth. Students engage with challenging repertoire while refining vocal technique and ensemble skills. Honors-level instruction and assessment run concurrently with the Select Treble Choir, making this course ideal for dedicated singers seeking advanced musical study.

**String Orchestra 9** ([Music Career Concentration course](#))**Credits: 5****Grades 9****Looking to continue your string studies while performing powerful orchestral music?**

String Orchestra 9 rehearses and performs standard orchestral repertoire ranging from the Baroque era to contemporary works. Students perform at school assemblies, concerts, and festivals, and are eligible to audition for regional, state, and national honors ensembles. Participation in scheduled performances is required. Students also receive individual or small-group coaching to support technical growth and musical confidence.

**Symphonic Band (Honors)** ([Music Career Concentration course](#))**Credits: 5****Grades 10, 11, 12****Want to perform challenging music while stepping into a leadership role within a band?**

Symphonic Band is an honors-level, non-auditioned ensemble for upperclassmen committed to advanced performance. Students rehearse and perform standard, popular, and contemporary band literature, with approximately one performance per marking period. Members are eligible for marching band, indoor percussion, jazz ensembles, and regional or all-state auditions. Rotating small-group lessons supports individual growth, while increased expectations emphasize musical leadership and excellence.

**Symphonic Choir (Honors)** ([Music Career Concentration course](#))**Credits: 5****Grades 10, 11, 12***Prerequisite* – audition required**Ready to perform some of the most challenging and rewarding choral music available?**

Symphonic Choir is an auditioned honors ensemble focused on advanced choral repertoire and high-level musicianship. Students perform works spanning the choral canon, including madrigals, motets, spirituals, and contemporary compositions. In addition to major concerts, the choir participates in festivals and competitions throughout the year. Strong expectations for preparation, leadership, and attendance are essential to the ensemble's success.

**Symphony Orchestra (Honors)** ([Music Career Concentration course](#))**Credits: 5****Grades 10, 11, 12***Prerequisite* - audition required**Want to experience the power and precision of a full symphony orchestra?**

Symphony Orchestra performs advanced orchestral literature and may combine with winds and percussion for full symphonic works. Students are selected by audition and are expected to demonstrate leadership, responsibility, and musical independence. Public performances are required, and students receive individual or small-group coaching to support artistic growth.

**Technical Theater Production & Design****Credits: 2.5****Grades 9, 10, 11, 12****Ever wondered what makes a live performance look, sound, and feel incredible?**

Technical Theater explores the behind-the-scenes work that brings productions to life. Students gain hands-on experience in the BRHS Theater while learning about scenic design, lighting, sound, construction, painting, costumes, makeup, publicity, and stage management. The course blends academic study with real-world application, offering students practical skills and insight into careers in theatrical production and design.

**Theater Arts I****Credits: 2.5****Grades 9, 10, 11, 12****Curious about acting, performance, or what happens on a stage?**

Theater Arts I introduces students to the fundamentals of theater, including acting, voice, movement, improvisation, character development, and design. Through discussion, performance, and collaborative activities, students explore aesthetics, criticism, theater history, and performance techniques. This course is ideal for beginners and students exploring theater for the first time.

*Participation in extracurricular performances is encouraged but not required.*

**Theater Arts II****Credits: 2.5****Grades 9, 10, 11, 12**

*Prerequisite – [Theater Arts I](#)*

**Ready to take your acting and performance skills further?**

Theater Arts II builds on foundational skills while emphasizing advanced performance work, including monologues, scene studies, and one-act plays. Students begin exploring directing and design while examining theater history and contemporary performance mediums. This course is ideal for students seeking deeper engagement with theatrical storytelling.

*Participation in extracurricular performances is encouraged but not required.*

**Theater Company (Honors)****Credits: 5****Grades 10, 11, 12****Want to create, direct, and produce theater from the ground up?**

Theater Company is an advanced course in which students take full ownership of a theatrical production. Students gain hands-on experience in directing, acting, budgeting, casting, choreography, technical design, and artistic decision-making. After selecting material, students oversee productions from start to finish, culminating in a public presentation of one-act performances. This course prepares students for future studies and careers in theater performance, education, and production.

**Understanding Music****Credits: 2.5****Grades 9, 10, 11, 12****Why do some songs get stuck in your head—and others give you chills?**

Understanding Music explores how music works and why it affects us emotionally. Students study melody, harmony, rhythm, and form through active listening and hands-on activities, examining music from Gregorian chant to modern popular hits. The course builds musical literacy, deepens appreciation across styles and eras, and provides foundational knowledge for students interested in AP Music Theory.

**Wind Ensemble (Honors) ([Music Career Concentration course](#))****Credits: 5****Grades 10, 11, 12**

*Prerequisite - audition required*

**Looking for the highest level of band performance and musical responsibility?**

Wind Ensemble is an auditioned honors ensemble for advanced band students. Members perform challenging standard and contemporary literature through frequent concerts, festivals, and professional experiences. The ensemble emphasizes individual excellence, leadership, and musical independence, often featuring one player per part. Students receive rotating small-group lessons and are eligible for co-curricular ensembles and regional or all-state auditions.

**World Music Exploration****Credits: 2.5****Grades 9, 10, 11, 12****Want to travel the world through music?**

World Music Exploration invites students to experience diverse musical traditions from around the globe, including West African drumming, Indian classical music, and more. Through listening, analysis, and hands-on exploration of instruments, students broaden their musical understanding and cultural awareness. This course is ideal for curious learners, musicians, and non-musicians alike who want a deeper connection to global cultures through music.

## Business & Marketing

The Department recognizes that citizens in the 21st Century need diverse knowledge, skills, and competencies. As a result, the Business & Marketing Department provides students with a dynamic experience in technology and business from seventh grade through their senior year. The Business & Marketing Department believes that, at the middle school level, the program prepares students with the skills necessary to succeed in their secondary education. At the secondary level, the Business & Marketing Department's focus shifts to a philosophy of technology and business integration that equips students with the skills to succeed in the rapidly changing technological world in which they live.

The staff of the Business & Marketing Department believes that offering a unique blend of curricula will allow students to gain the diverse knowledge, skills, and competencies necessary to succeed in the 21st Century. The Business & Marketing staff accepts all students, regardless of individual skill or prerequisite knowledge, and strives to stimulate, encourage, and support their growth in technology and business. The Business & Marketing Department works hard to ensure the educational environment is an open and inviting place where everyone feels safe and encouraged to learn. Innovative curricula allow students to gain knowledge that is then applied, adapted, and used to encourage other students to develop a desire to become lifelong learners in our technological society.

All courses in the Business & Marketing Department are intended to expose students to real-world situations while encouraging them to question and analyze their knowledge and understanding of the world. Students are challenged to utilize technology to be creative problem-solvers while strengthening the skills necessary to become leaders in their schools, communities, and, ultimately, in the ever-changing technological world.

### **Accounting I** ([Business Career Concentration Course](#))

**Credits: 5**

#### **Grades 9, 10, 11, 12**

This subject is the introductory course in a recommended two-year sequence that introduces students to the basic principles, concepts, and procedures of accounting, including computerized accounting. Students will go through the entire accounting cycle, from analyzing and recording transactions to preparing financial statements. The emphasis will be on accounting procedures for a proprietorship business organization. Accounting career opportunities will be explored.

### **Accounting II (H)** ([Business Career Concentration Course](#))

**Credits: 5**

#### **Grades 10, 11, 12**

*Prerequisite* - [Accounting I](#) and grade of "B+" or better

This is the second course of a recommended two-year sequence. The emphasis will be placed on accounting procedures and concepts as they apply to proprietorships, partnerships, and corporations. Students will also learn to interpret and analyze financial reports. The computer will be used to perform accounting functions throughout the course, and career opportunities in the accounting field will be explored for entry-level employment or further study.

*Available as a Dual Enrollment course through Fairleigh Dickinson University.*

### **Advanced Placement Business with Personal Finance** ([Business Career Concentration Course](#)) **Credits: 5**

#### **Grades 10, 11, 12**

*Prerequisite* – Minimum grade of "A-" in [Introduction to Business](#), ability to read a college-level textbook, and express themselves clearly in writing

#### **Get ready to build the skills you need to run a business and manage your own money!**

AP Business with Personal Finance is a challenging, year-long course that dives deep into what it takes to succeed in the modern economy. It's essentially a college-level introduction to business, designed to give you a serious head start. In this class, you won't just memorize definitions. You'll tackle real-world business challenges, analyze case studies, and get hands-on with project-based learning. You will explore key business fields, including:

- **Entrepreneurship:** Learn how to spot opportunities and launch your big idea.
- **Marketing:** Discover the secrets behind branding and connecting with customers.
- **Finance & Accounting:** Master how money flows in a company and how to read the numbers.
- **Management:** Develop leadership skills and learn how organizations make smart decisions.

**Advanced Placement Macroeconomics** ([Business Career Concentration Course](#))**Credits: 5****Grades 11, 12**

*Prerequisite* – Final grade of "A-" or better in [Integrated Algebra II/Data Science](#), OR [Algebra II](#), OR a final grade of "B+" or better in Honors [Algebra II](#), OR successful completion of [AP Business with Personal Finance](#)

This AP course aims to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The curriculum emphasizes the study of national income and price determination and develops students' familiarity with economic performance measures, economic growth, and international economics. Coverage of these concepts provides students with the foundation for a thorough understanding of macroeconomics in a global context.

**Advanced Placement Microeconomics** ([Business Career Concentration Course](#))**Credits: 5****Grades 11, 12**

*Prerequisite* – Final grade of "A-" or better in [Integrated Algebra II/Data Science](#), OR [Algebra II](#), OR a final grade of "B+" or better in Honors [Algebra II](#), OR successful completion of [AP Business with Personal Finance](#)

This college-level course is an in-depth study of how individuals, firms, and organizational structures make economic decisions. Areas of study will include the following: demand and supply analysis, allocation of goods and services, factors of productivity, and the distribution of goods and services throughout the economy. Students will evaluate the strengths and weaknesses of economic decision-makers by employing concepts of efficiency and equity. Throughout the course, the emphasis is placed on reasoned, logical arguments using economics as a method and model for decision-making.

**Business & Criminal Law** ([Business Career Concentration Course](#))**Credits: 2.5****Grades 9, 10, 11, 12**

The legal environment of Business and Criminal Law overlaps quite frequently. This course will provide an overview of both areas, introducing students to various aspects of business and criminal law for institutions and individuals in society, as well as general legal and social law. Throughout, emphasis is placed on the basic theory of business and criminal law, the relationship between doctrines, and the various justifications for the imposition of punishment. Some engaging and thought-provoking topics include Consumer Protection, Employment Law, Criminal Law, and The Law of Torts.

**Career Exploration and Awareness** ([Business Career Concentration Course](#))**Credits: 2.5****Grades 9, 10, 11, 12**

This course allows students to explore career opportunities and prepare themselves for employment. Students will take self-assessments and study employment trends to help them focus on career considerations. They will explore various tools to evaluate and research careers, colleges, and trade schools. This class will examine skills and professional conduct required in the workplace. Students will explore employment laws and employee benefits, salary, and taxes. Students will also create a customized resume and cover letter to prepare for and participate in a mock interview.

**Digital Applications & Presentation****Credits: 2.5****Grades 9, 10, 11, 12**

Turn everyday tech into a superpower. Digital Applications & Presentation helps students master Google Docs, Sheets, Slides, Forms, and Drive to work smarter, not harder. Students learn to organize files, analyze data, collaborate in real time, and present ideas clearly. Projects mirror real school and workplace tasks, building digital confidence, responsibility, and skills students will use across every class, career path, and future opportunities that matter in college and beyond.

**Economics Today (A)****Credits: 2.5****Grades 9, 10, 11, 12**

This semester's course will meet the 2.5-credit state requirement for financial, economic, business, and entrepreneurial literacy. The course is designed to teach students about key principles of economics and how Economics relates to them. Students are allowed to analyze and assess economic cause/effect relationships. Students will take a "hands-on" approach to understanding the real-life application of the economic infrastructure and their role in it. The course will enhance students' competence in understanding the theoretical underpinnings and functional knowledge of economics, enabling them to become informed consumers, producers, and citizens in today's world.

**Entrepreneurship & Business Management** ([Business Career Concentration Course](#))**Credits: 2.5****Grades 9, 10, 11, 12***Prerequisite* – [Introduction to Business](#)

This course will focus on the steps to take when creating a business, including recognizing and developing the opportunity into a small business. By developing a business idea, students will work collaboratively to write a business plan and pitch it to the other class members.

**Financial Planning** ([Business Career Concentration Course](#))**Credits: 2.5****Grades 11, 12**

This course was developed to give high school students the knowledge and skills to manage their finances. Students will learn to evaluate the risks and rewards of financial decisions. This class covers credit management, credit laws, debt and bankruptcy, financial fraud, saving, banking, and budgeting. Students will be introduced to investing in stocks, bonds, mutual funds, index funds, ETFs, and basic retirement planning.

**International Business** ([Business Career Concentration Course](#))**Credits: 2.5****Grades 9, 10, 11, 12**

This course will provide students with a foundation for understanding international business and the various aspects of conducting business in a global economy. It will help students understand the customs of people from different geographic, cultural, racial, and ethnic backgrounds around the world. Students will study the technological advances of the Internet and e-commerce that enable the delivery of goods and services worldwide. This course prepares students to work, live, and think in a global environment.

**Introduction to Business** ([Business Career Concentration Course](#))**Credits: 2.5****Grades 9, 10, 11, 12**

This course is designed to introduce students to business and financial literacy. Students will be exposed to business terminology, concepts, practices, and personal finance. Students will establish a basic business vocabulary and foster critical thinking while evaluating current business practices. Topics covered in this class include basic economics, types of business ownership, owning and operating a business, business ethics, international business, credit, budgeting, banking, and investment strategies.

**Leadership & Philanthropy** ([Business Career Concentration Course](#))**Credits: 2.5****Grades 9, 10, 11, 12**

This course will provide students with the opportunity to study practical leadership skills to address problems in their community. Participants will be exposed to the concepts and principles of philanthropic work and the challenge of sustained service. There will be "hands-on" real-world philanthropy projects developed during the course.

**Marketing** ([Business Career Concentration Course](#))**Credits: 2.5****Grades 9, 10, 11, 12***Prerequisite* - None (Suggested: [Introduction to Business](#))

This course builds core marketing skills and analyzes the evolving social media landscape. Students are introduced to such topics as Advertising, Marketing Plans, International Marketing, the Marketing Mix, Consumer Behavior, and the Product Life Cycle. Students also learn how Marketers use Social Media platforms to market products and services.

**Today's Living****Credits: 5****Grade 12**

Ever wondered how you're actually supposed to be an *adult*? This senior-only course is designed to teach you the real-life skills you'll need to live independently and confidently after high school. It also fulfills your Financial Literacy graduation requirement, so you'll get valuable life skills *and* earn the credit you need. Throughout the course, you'll learn practical skills that will help you manage money, make smart decisions, and navigate life on your own. You'll explore topics like communication, personality, career planning, consumer awareness, using modern technology, renting an apartment, banking, credit, budgeting, taxes, insurance, relationships, and stress management. By the end, you'll feel more prepared, capable, and ready to take on whatever comes after graduation—whether that's college, work, or living on your own.

## Culinary Arts

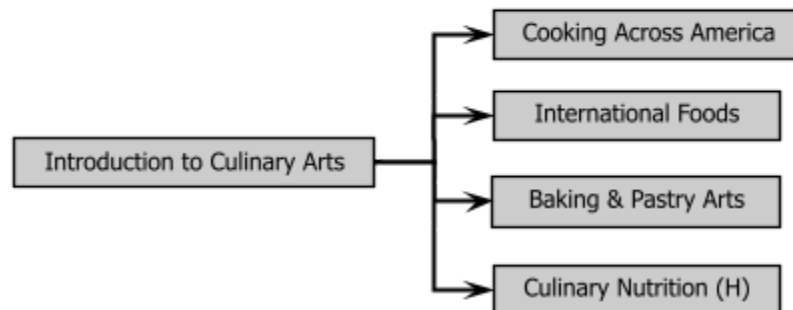
Welcome to the Culinary Arts program—where food, creativity, and hands-on learning come together! Whether you're a beginner or an experienced home cook, our classes give you the chance to learn real kitchen skills, explore new flavors, and discover what makes the culinary world so exciting.

You'll spend plenty of time cooking in our fully equipped kitchens, practicing techniques, trying new recipes, and creating dishes you can be proud of. Along the way, you'll learn important skills like teamwork, communication, time management, and problem-solving—skills that matter both in and out of the kitchen.

Start with **Introduction to Culinary Arts**, where you'll learn the essentials of cooking, safety, and kitchen tools. From there, you can choose from a variety of courses that fit your interests:

- **Baking & Pastry Arts** – Dive into breads, pastries, cakes, and more while learning the science behind baking.
- **Cooking Across America** – Explore iconic foods from different U.S. regions and learn what makes each style unique.
- **Culinary Nutrition (Honors)** – Blend cooking with food science and nutrition while creating meals focused on health and wellness.
- **International Foods** – Travel the world through food as you prepare dishes from a variety of cultures and cuisines.

Each class gives you more freedom to be creative, try new techniques, and expand your knowledge of the culinary world. Whether you're thinking about a future career in food or you simply love to cook, our program helps you build confidence, creativity, and real-life skills you'll use long after the final dish is served.



### Baking & Pastry Arts

**Credits: 2.5**

**Grades 9, 10, 11, 12**

*Prerequisite* - [Introduction to Culinary Arts](#)

If you loved the baking portion of Intro to Culinary, this course takes it to the next level. You'll dive deeper into the science of baking—learning what ingredients do, why measurements matter, and how to follow (and eventually adapt) recipes with confidence. Through hands-on baking labs, you'll practice techniques, learn about design and presentation, and create a wide variety of baked goods. You'll continue building skills in teamwork, creativity, and communication while exploring your interests in the pastry world.

### Cooking Across America

**Credits: 2.5**

**Grades 9, 10, 11, 12**

*Prerequisite* - [Introduction to Culinary Arts](#)

Take a culinary road trip across the United States! In this course, you'll explore different regions of the country and the foods that make each one unique. Through hands-on cooking labs, you'll learn about the cultural, historical, and creative influences behind American regional cuisine. You'll continue to build your skills in planning, preparation, presentation, and teamwork while having more freedom to experiment and get creative in the kitchen.

**Culinary Nutrition (H)****Credits: 2.5****Grades 10, 11, 12***Prerequisite* - [Introduction to Culinary Arts](#) and a grade of "B+" or better

This honors-level class blends cooking with food science and nutrition. Through creative, hands-on labs using ingredients from all food groups, you'll explore how food works in the body, why nutrients matter, and how to make meals that support health and wellness. You'll build advanced culinary skills while diving deeper into recipe creation, presentation, analysis, and the science behind what we eat. Teamwork, communication, and decision-making continue to be key parts of the course as you gain more independence and creativity in the kitchen.

**International Foods****Credits: 2.5****Grades 9, 10, 11, 12***Prerequisite* - [Introduction to Culinary Arts](#)

Travel the world without leaving the kitchen! In this course, you'll explore flavors, traditions, and cooking techniques from a variety of countries and cultures. Through hands-on labs, you'll learn how food connects people across the globe and how cultural backgrounds shape different cuisines. You'll continue developing your culinary skills—especially in creativity, design, presentation, and teamwork—while expanding your understanding of global food traditions.

**Introduction to Culinary Arts****Credits: 2.5****Grades 9, 10, 11, 12**

Get ready to jump into the world of cooking! In this course, you'll learn the essential skills needed in the kitchen—from using equipment safely to understanding recipes and preparing a variety of dishes. You'll spend a lot of time in hands-on cooking labs where you'll practice techniques, learn to present food, and analyze your results. You'll also build important life skills, such as communication, teamwork, and decision-making.

*Note: This course is a prerequisite for all culinary courses.*

## Textile Arts

### Step into a world of creativity, craftsmanship, and design.

The Fashion & Fiber Arts program invites students to bring ideas to life through hands-on making, technical skill development, and original design. Whether you are new to sewing or already interested in design-focused creative work, these courses help you build practical skills while expressing your personal style.

Students work in a collaborative studio environment, planning, creating, and refining projects using industry-relevant tools and techniques. Across the program, students learn to select and work with fabrics and fibers, read and modify patterns, safely operate sewing machines and sergers, and apply both technical and creative problem-solving skills. The program also explores how clothing, textiles, and wearable art connect to culture, function, and modern design.

Students typically begin with **Sewing Technique**, where they develop foundational construction skills and confidence using tools and materials. From there, students may expand their experience through courses such as **Fiber Arts Technique**, which emphasizes textile-based creative processes, and **Jewelry Design**, which focuses on designing and constructing wearable art.

The program culminates in **Apparel Design & Creation**, a comprehensive course in which students design, construct, and refine original garments from concept to completion. This advanced course emphasizes craftsmanship, design iteration, and portfolio-quality work.

Throughout the program, students develop independence, creativity, and precision. By the end, students leave with a strong body of work, practical design skills, and the confidence to pursue personal creative projects or future pathways in fashion, design, and related fields.

### **Apparel Design & Creation (Honors)** ([3D Design & Production Career Concentration course](#)) **Credits 5.0** **Grades 10, 11, 12**

*Prerequisites* – Two or more of the following courses: [Fiber Arts Technique](#), [Jewelry Design](#), [Sewing Technique](#)

Apparel Design & Creation is an advanced, full-year, project-based course focused on the full design and construction process of original garments. Students move from concept development and sketching through pattern modification, fabric selection, fitting, and final construction. Emphasis is placed on precision sewing, design iteration, problem-solving, and understanding how clothing functions in real-world use. Students complete multiple garments and develop a cohesive body of work suitable for a portfolio. This course is recommended for students considering further study or careers in fashion, design, or related creative fields.

### **Fiber Arts Technique** ([3D Design & Production Career Concentration course](#)) **Credits: 2.5** **Grades 9, 10, 11, 12**

Fiber Arts Technique explores creative and technical approaches to working with textiles beyond traditional garment sewing. Students investigate fibers, yarns, and fabrics while learning techniques such as embroidery, weaving, dyeing, surface design, and mixed-media textile work. Emphasis is placed on texture, pattern, color, and craftsmanship, allowing students to express creativity while developing fine-motor and design skills. This course is ideal for students interested in art, design, or hands-on creative processes using fiber-based materials.

### **Jewelry Design** ([3D Design & Production Career Concentration course](#)) **Credits: 2.5** **Grades 10, 11, 12**

Jewelry Design introduces students to the principles of designing and constructing wearable art. Students explore metals, beads, wire, resin, and alternative materials while learning techniques such as wire wrapping, beading, and basic fabrication. The course emphasizes design thinking, scale, balance, and personal style, while also addressing craftsmanship and safe tool use. Students create original pieces and build a small portfolio reflecting both technical skill and creative expression.

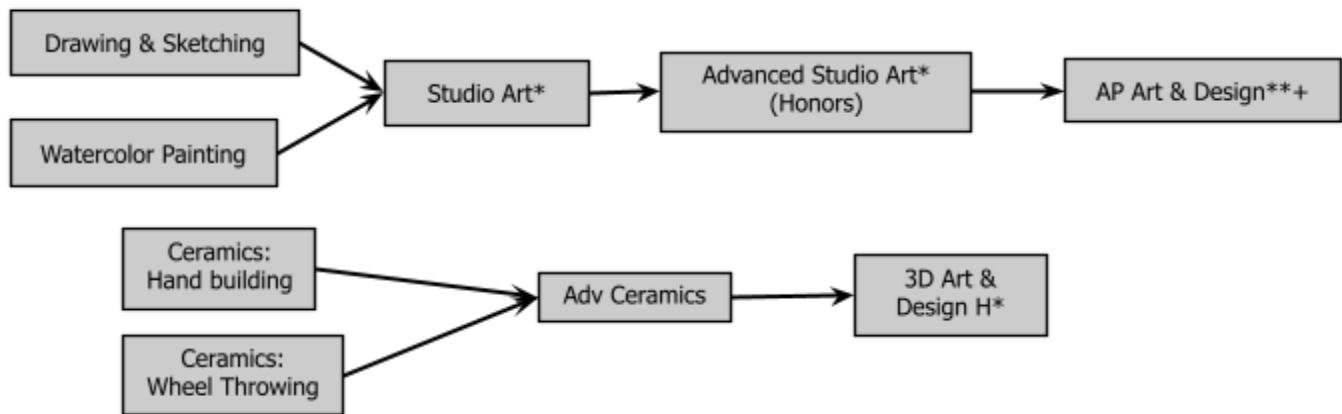
### **Sewing Technique** ([3D Design & Production Career Concentration course](#)) **Credits: 2.5** **Grades 9, 10, 11, 12**

Sewing Technique introduces students to the foundational skills and tools used in garment construction and textile projects. Students learn to use sewing machines and hand-sewing techniques safely and confidently while developing precision, accuracy, and craftsmanship. Projects focus on essential skills such as measuring, pattern reading, fabric

selection, seams, hems, and basic alterations. This course emphasizes technical proficiency and problem-solving while building confidence for more advanced design-based coursework.

## Visual Arts

The following flow chart illustrates the sequencing of courses within the department. **Students are encouraged to read specific course descriptions before selection, taking note of prerequisite and recommendation requirements.**



\*Prerequisite exemption available with submission of a portfolio

\*\*Portfolio required

+available as Dual Enrollment (DE)

### Advanced Placement Art & Design – Drawing or 2D Design ([Visual Arts Career Concentration course](#))

**Credits: 5**

**Grade 12**

*Prerequisites* – Portfolio review

The AP Art and Design course asks students to document an in-depth investigation into materials, processes, and ideas. A passing score on the AP Exam can earn three college credits.

**Drawing Portfolio:** Students identify specific areas of inquiry to guide their art-making in a media of their choice as they apply and develop drawing skills, including mark-making, line, surface, space, light and shade, and composition. There is no preferred content or material for the portfolio, and students may select processes such as analog and digital drawing, painting, printmaking, or mixed media work for their in-depth exploration.

**2D Design Portfolio:** Students identify specific areas of inquiry to guide their art-making in a media of their choice as they apply and develop 2D Design skills, including point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ground relationship, connection, juxtaposition, and hierarchy. There is no preferred content or material for the portfolio; students may select from graphic design, photography, collage, fabric design, weaving, fashion design, illustration, painting, and printmaking.

*Available as a Dual Enrollment course through The College of New Jersey.*

### Open Studio

**Credits: Noncredit Bearing**

**Grades 11, 12**

*Prerequisite* - Enrolled in [AP Art and Design](#) or [Advanced Studio Art](#)

Students enrolled in AP Art and Design or Advanced Studio Art can elect to add the Open Studio study hall to their schedule to allow them additional time during the school day to work on their portfolios independently. There is no

required coursework, and the election is noncredit-bearing. Preference is given to seniors and AP Art and Design Students. Open Studio may be added to the senior study.

**Advanced Placement Art History** ([Visual Arts Career Concentration course](#))**Credits: 5****Grades 10, 11, 12**

*Prerequisite* - none, but [Art History \(A\)](#), [World History](#), or AP World History are good preparations. Students who have done well in history, literature, and visual art studies are encouraged to enroll.

The AP Art History course is a survey of world history and civilization organized around 250 exemplary works of art and architecture. Students discover connections across time, culture, and geography by examining these works' form, function, content, and context. Students learn to identify and analyze artworks using visual and contextual evidence and attribute unknown artworks to specific periods and places.

*Available as a Dual Enrollment course through The College of New Jersey.*

**Advanced Studio Art (Honors)** ([Visual Arts Career Concentration course](#))**Credits: 5****Grades 10, 11, 12**

*Prerequisite* - [Studio Art](#) or *Portfolio Review*

**Ready to take full ownership of your art and push your ideas as far as they can go?**

Advanced Studio Art is a rigorous, student-driven course for artists prepared to work independently and think deeply about their creative practice. Students engage in all stages of the artistic process—idea development, experimentation, production, reflection, and presentation—while refining craftsmanship and conceptual thinking. Emphasis is placed on understanding how ideas, materials, and processes work together to communicate meaning. This course serves as a capstone experience in the visual arts or as preparation for AP Art and Design, culminating in a polished portfolio suitable for college and scholarship submissions.

**Art History** ([Visual Arts Career Concentration course](#))**Credits: 5****Grades 9, 10, 11, 12****Why have humans always felt the need to make art—and why does it still matter today?**

Art History explores painting, sculpture, architecture, and visual traditions from the earliest civilizations to the modern world. Students examine why art was created, what it meant to the people who made it, and how it reflects cultural values, beliefs, and identity. Through close analysis and discussion, students develop skills in interpretation and critical thinking while gaining insight into the human experience. Students interested in history, culture, literature, or the arts will find this course intellectually engaging and rewarding.

*Note: This is not a studio art course*

**Art History Studio** ([Visual Arts Career Concentration course](#))**Credits: 2.5****Grades 9, 10, 11, 12****What if you could learn about historic art—and make it your own?**

Art History Studio combines the study of art history with hands-on creative work. Students explore artistic traditions from across cultures and time periods, then create original artworks inspired by related techniques, ideas, and processes. Each project encourages connections between history, geography, culture, and personal experience, making this course ideal for students who enjoy learning through both research and making.

**Art Journaling****Credits: 2.5****Grades 9, 10, 11, 12****Looking for a creative space to explore ideas, emotions, and imagination—no rules required?**

Art Journaling introduces students to visual journaling as a personal and expressive art form. Students learn bookmaking techniques and experiment with a variety of materials to document thoughts, experiences, and ideas through images and writing. Emphasis is placed on process, reflection, and creative freedom, making this course ideal for students who enjoy art as a tool for self-expression and storytelling.

**Art for Meditation and Relaxation** ([Visual Arts Career Concentration course](#))**Credits: 2.5****Grades 9, 10, 11, 12****Need a creative break from the stress of the school day?**

Art for Meditation and Relaxation explores art making as a calming, restorative practice. Drawing inspiration from global folk art traditions, students work with a variety of materials while learning the elements and principles of art. The focus is on mindful process rather than final product, allowing students to slow down, reflect, and experience art as a form of balance, wellness, and creative escape.

**Art and Science** ([Visual Arts Career Concentration course](#))**Credits: 2.5****Grades 9, 10, 11, 12****What if art could help explain how the world works?**

Art and Science explores how visual art can convey scientific ideas, discoveries, and processes. Students investigate scientific concepts while learning foundational art-making skills, using a variety of materials and approaches. Projects challenge students to translate complex information into clear, engaging visuals, making this course ideal for students interested in STEM, design, illustration, or visual communication.

**Ceramics: Hand Building** ([3D Design & Production](#) or [Visual Arts Career Concentration course](#))**Credits: 2.5****Grades 9, 10, 11, 12****Love working with your hands and shaping ideas into real objects?**

Ceramics: Hand Building introduces students to the fundamentals of working with clay through sculptural and decorative forms. Students explore hand-building techniques, surface design, and glazing while developing an understanding of three-dimensional form. The course emphasizes craftsmanship, experimentation, and personal expression through the tactile and expressive medium of clay.

**Ceramics: Wheel Throwing** ([3D Design & Production](#) or [Visual Arts Career Concentration course](#))**Credits: 2.5****Grades 9, 10, 11, 12****Ever wanted to throw clay on a pottery wheel and create something you can actually use?**

Ceramics: Wheel Throwing focuses on functional pottery created on the wheel. Students learn traditional throwing techniques, refine forms, and explore surface design using glazes and finishes. By balancing artistic design with practical function, students gain both technical skill and an appreciation for how visual art enhances everyday objects.

**Advanced Ceramics** ([3D Design & Production](#) or [Visual Arts Career Concentration course](#))**Credits: 2.5****Grades 10, 11, 12***Prerequisite* - Ceramics I OR II, OR [Ceramics: Hand Building](#) OR [Ceramics: Wheel Throwing](#)**Ready to push clay beyond the basics and develop work that reflects your own artistic voice?**

Advanced Ceramics offers an in-depth study of ceramic design and production using a wide range of materials, techniques, and styles. Students create a cohesive body of work that emphasizes self-expression, problem-solving, craftsmanship, and intentional use of 3D design elements. Alongside required projects, students are encouraged to pursue independent work aligned with personal interests, building a strong portfolio for future study or creative careers.

**3D Art & Design (Honors)** ([3D Design & Production](#) or [Visual Arts Career Concentration course](#))**Credits: 5****Grades 10, 11, 12***Prerequisite* - [Apparel Design & Creation](#) OR [Wood Design & Fabrication](#) OR [Advanced Ceramics](#) OR Portfolio Review**Want to design, build, and create like a professional artist or designer?**

In 3D Art & Design, students independently develop original works while exploring advanced three-dimensional techniques and concepts. Through consistent practice, experimentation, and revision, students build portfolios across disciplines such as sculpture, architecture, jewelry, fashion, fibers, interior design, bookmaking, and game design. The course also focuses on real-world skills, including exhibiting artwork, branding creative work, developing portfolios, and collaborating with clients or community partners.

**Character Design** ([Visual Arts Career Concentration course](#))**Credits: 2.5****Grades 9, 10, 11, 12****Ever imagined creating characters for games, comics, animation, or graphic novels?**

Character Design introduces students to the art of developing compelling characters with distinct personalities and stories. Students work from observation, reference, and imagination to design characters that communicate emotion, narrative, and identity. Projects explore how visual choices—such as shape, costume, expression, and pose—enhance storytelling across media.

**Drawing and Sketching** ([Visual Arts Career Concentration course](#))**Credits: 2.5****Grades 9, 10, 11, 12****Want to strengthen the skills that every artist relies on?**

Drawing and Sketching focus on developing essential drawing foundations through observation, experimentation, and creative exploration. Students work with a variety of materials and techniques while exploring multiple approaches to image-making. This course is an excellent entry point for students new to art or for those looking to strengthen their confidence and drawing skills.

**Studio Art** ([Visual Arts Career Concentration course](#))**Credits: 5****Grades 9, 10, 11, 12**

*Prerequisite - [Drawing and sketching](#), [Watercolor painting](#), or Portfolio Review*

**Ready to grow as an artist and discover your own creative voice?**

Studio Art offers students the opportunity to expand technical skills while exploring a wide range of media and techniques. Through a balance of structured skill-building and student-driven projects, students develop confidence, craftsmanship, and artistic direction. Writing and discussion activities support reflection, creative growth, and goal setting, preparing students for advanced study in the visual arts.

**Watercolor Painting** ([Visual Arts Career Concentration course](#))**Credits: 2.5****Grades 9, 10, 11, 12****Love color, experimentation, and expressive painting?**

Watercolor Painting introduces students to the unique qualities and techniques of watercolor media. Students explore color theory, transparency, and composition as they create both realistic and abstract works. This course emphasizes experimentation and control, helping students develop confidence and creativity with one of the most expressive painting mediums.



## Media & Communication

### **Advanced Journalism** ([Media & Content Creation Concentration course](#))

**Credits: 2.5**

**Grades 10, 11, 12**

*Prerequisite - [Journalism](#) or [Sports Journalism](#)*

This advanced journalism course builds on skills developed in Journalism and Sports Journalism, while providing students with greater experience in reporting, writing, editing, and media analysis. Students will produce publishable work while pitching story ideas, conducting interviews, applying AP Style, collaborating in an editorial environment, and analyzing media coverage. Students are also required to submit articles to the BRHS school newspaper.

*Available as a Dual Enrollment course through Fairleigh Dickinson University.*

### **American Film Study**

**Credits: 2.5**

**Grades 11, 12**

This course seeks to complement and expand upon the core film units addressed in Language & Literature courses. Through an academic consideration of the relationship between film and American culture, students will develop the critical thinking skills needed to meet the demands of contemporary society. Additionally, by studying literary/cinematic devices and paralleling the formal analysis of print texts, the course will help ensure greater success in the language arts classroom.

### **Audio & Music Engineering** ([Media & Content Creation](#) or [Music Career Concentration course](#))

**Credits: 2.5**

**Grades 9, 10, 11, 12**

This course introduces students to the principles of audio recording. Students will learn to select and set up recording equipment through guided activities, create multi-track recordings, apply effects, and use advanced mixing and recording techniques. Students will gain a fundamental understanding of the necessary skills for the audio industry and audio post-production for video. The curriculum is based on music, audio content production, acoustics, fundamental engineering science, signal processing hardware and software, electronics, and software engineering.

### **Digital Fine Arts I** ([Media & Content Creation](#) or [Visual Arts Career Concentration course](#))

**Credits: 2.5**

**Grades 9, 10, 11, 12**

#### **Want to create art using the same digital tools professionals use every day?**

Digital Fine Arts I introduces students to the exciting intersection of technology, science, and contemporary fine art. The course expands traditional ideas of fine art, art history, and design by exploring how digital tools shape modern visual culture. Students develop foundational skills using industry-standard software such as Adobe Photoshop, Adobe Illustrator, Procreate, and PIXLR to create original digital artwork. Projects are designed to strengthen 2D portfolios for college applications while introducing career and vocational pathways in visual communication, design, and digital media.

### **Digital Fine Arts II** ([Media & Content Creation](#) or [Visual Arts Career Concentration course](#))

**Credits: 2.5**

**Grades 9, 10, 11, 12**

#### **Ready to take your digital artwork to the next level and build a portfolio that stands out?**

Digital Fine Arts II builds on the concepts and skills introduced in Digital Fine Arts I, deepening students' understanding of technology-driven art and digital new media. Students refine advanced techniques in Adobe Photoshop, Adobe Illustrator, Procreate, and PIXLR while creating original, concept-driven artwork. Emphasis is placed on artistic intention, technical mastery, and contemporary design practices. This course further expands students' 2D portfolios and prepares them for college programs, creative careers, and vocational opportunities in visual communications.

### **Digital Music Composition** ([Media & Content Creation](#) or [Music Career Concentration course](#))

**Credits: 2.5**

**Grades 9, 10, 11, 12**

#### **Ever wanted to create your own music using technology instead of traditional instruments?**

Digital Music Composition uses state-of-the-art music software to explore how music is created, recorded, and produced in today's digital world. Students experiment with melody, harmony, rhythm, and texture by layering and manipulating digitally generated and recorded sounds. Through hands-on projects, both beginner and experienced musicians discover new ways to create, shape, and share music while developing essential skills in modern music production.

**Digital Photography** ([Media & Content Creation Concentration course](#))**Credits: 2.5****Grades 9, 10, 11, 12****Want to learn how powerful images are made—and tell stories through photography?**

Digital Photography explores both the creative and technical sides of image-making. Students learn to control light, focus, composition, and timing to create compelling photographs for communication and personal expression. The course introduces basic principles of commercial photography while emphasizing artistic vision. Students build a diverse portfolio that includes portraits, landscapes, close-up studies, and action photography, developing skills applicable to both creative and professional contexts.

**The Director's Workshop (Honors)** ([Media & Content Creation Concentration course](#))**Credits: 2.5****Grades 10, 11, 12**

*Prerequisite* - Two or more of the following courses: [Video Storytelling](#), [Shorts & Reels](#), [Narrative & Documentary Production](#), [Podcasting](#)

Step into the director's chair. The Director's Workshop is a Media and Communications capstone experience for students ready to lead big ideas from vision to final cut. Create polished, long-form projects using advanced cinematography, editing, and sound design. Students manage productions, collaborate like professionals, and build standout portfolio pieces. This course prepares serious creators for college programs, careers, or independent work in today's film and media industries.

**Interactive Content** ([Media & Content Creation Concentration course](#))**Credits: 2.5****Grades 9, 10, 11, 12**

Design content that people click, scroll through, and interact with. Interactive Content teaches students how to edit photos, design layouts, and build engaging web-based projects. Learn the basics of image editing, web design, and user experience while turning creative ideas into polished digital products. Through hands-on projects and collaboration, students build real skills in visual communication, problem-solving, and digital creativity used across today's online platforms.

**Introduction to Screenwriting** ([Media & Content Creation Concentration course](#))**Credits: 2.5****Grades 11, 12**

This course will enable students to write within the accepted framework for professional film scripts, producing an act-long script excerpt. Students will learn to analyze film with an increasingly critical eye, synthesizing previously learned skills with a more advanced understanding of the art and science of screenwriting. They will then be equipped to apply these technical and creative processes to their work. The format of the course will include close "readings" of a film and several film clips concurrently with their scripts; instruction of and practice with script jargon, format, and structure; experience writing and work-shopping a story pitch; writing a 400-word treatment; visually diagramming existing scripts as well as original story ideas; and drafting a complete first act of an original screenplay.

**Journalism** ([Media & Content Creation Concentration course](#))**Credits: 2.5****Grades 9, 10, 11, 12**

In this course, students will be introduced to newspaper journalism. Students will learn the specific skills required for journalistic writing, including fact-gathering, note-taking, objective reporting, interviewing, editing, and proofreading. Students will read a wide variety of newspapers and literature on how ideas are communicated in order to become more informed consumers in the media marketplace. Students will have the opportunity to publish their writing in school periodicals.

**Narrative & Documentary Production** ([Media & Content Creation Concentration course](#))**Credits: 2.5****Grades 9, 10, 11, 12**

Tell stories that matter—and make them cinematic. Narrative & Documentary Production dives into longer-form films, documentaries, interviews, and episodic content. Students plan, script, storyboard, film, light, and edit like real crews. Working in production teams, students manage projects from pre-production to final cut while mastering advanced techniques and storytelling structure used in professional film and media industries.

**Podcasting** ([Media & Content Creation Concentration course](#))**Credits: 2.5****Grades 9, 10, 11, 12**

Turn your voice into a brand. Podcasting lets students create, record, edit, and publish original podcasts using professional equipment and industry-standard software. From true crime and sports talk to storytelling and interviews, students develop real-world media skills in scripting, sound design, editing, and promotion. Perfect for creators who want to be heard—and remembered—in today's digital world.

**Pop Culture: 20<sup>th</sup> Century.****Credits: 2.5****Grades 10, 11, 12**

Pop Culture is the culture of the masses. It's an attitude, style, or trend that becomes popular for a short time. This one-semester course will provide you with an understanding of major trends in American art, literature, movies, music/radio, television, sports, fads, and fashion of the 20th century by immersing you in the experience. You'll also see how history can both affect and be affected by the pop culture of the time.

**Shorts & Reels** ([Media & Content Creation Concentration course](#))**Credits: 2.5****Grades 9, 10, 11, 12**

Shorts and Reels takes short-form video to the next level with advanced editing, transitions, motion graphics, sound design, and effects. Students design videos for real platforms, real audiences, and real impact—focusing on pacing, branding, and engagement. Fast-paced, collaborative projects mirror today's creator economy, helping students think like editors, storytellers, and digital brands.

**Speech****Credits: 2.5****Grades 9, 10, 11, 12**

An activity-based approach to public speaking, this course provides you with practical lessons on how to communicate clearly and effectively to diverse audiences. You will learn how to prepare and deliver formal and informal talks. Practice in voice, diction, and listening will be emphasized throughout the course. Tapes of famous personalities may be used to illustrate the technique. Finally, you will learn about the similarities and differences in spoken and written English by writing speeches and dialogues.

**Sports Journalism** ([Media & Content Creation Concentration course](#))**Credits: 2.5****Grades 9, 10, 11, 12**

Students will learn the specific skills needed for sports journalism writing, including fact-gathering, note-taking, objective reporting, interviewing, editing, and proofreading. Students will read various sports publications, digital and print, to learn how ideas are communicated and further hone their writing skills. Sports writing will be analyzed in historical, modern, and future contexts. Students will have the opportunity to publish their writing in school periodicals and report on school sporting events.

**Video Storytelling** ([Media & Content Creation Concentration course](#))**Credits: 2.5****Grades 9, 10, 11, 12**

Scroll less. Create more. Video Storytelling turns ideas into short-form videos built for today's platforms. Students learn camera, lighting, audio, and editing skills while creating content across multiple genres. From concept to final cut, this hands-on course blends creativity, collaboration, and visual storytelling—perfect for beginners and experienced creators ready to make media that stands out.

## Engineering & Technology

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### **3D Prototyping** (3D Design & Production Career Concentration course)

**Credits: 2.5**

#### **Grades 9, 10, 11, 12**

Design it. Model it. Build it. 3D Prototyping lets students turn ideas into real-world creations using 3D modeling, digital design, and rapid prototyping tools. Students tackle creative and technical challenges while designing objects that can be physically produced. This hands-on course blends creativity, problem-solving, and tech skills, opening doors to careers in engineering, product design, architecture, and emerging technologies.

### **Advanced Mathematics: Topics in Engineering\*** (Engineering & Robotics Career Concentration course) **Credits: 5**

#### **Grade 12**

*Prerequisite* - AP Calculus BC OR AP Calculus AB with concurrent enrollment in AP Calculus BC

This course will introduce students to the advanced mathematics and “big ideas” of the standard undergraduate engineering curriculum. Topics include series expansions, complex numbers, linear algebra and vector spaces, Fourier analysis, and other advanced calculus methods. The course will consist of an experiential (lab or coding) component in which students apply their mathematical knowledge to a practical engineering problem. Topics of Engineering is designed to prepare future engineering and science majors for success in their first- and second-year college coursework.

\*This course will give AP weight to calculate the student’s GPA.

### **Architectural Drafting & Design** (3D Design & Production Career Concentration course)

**Credits: 5**

#### **Grades 10, 11, 12**

*Prerequisite* - [Principles of Architecture](#)

Design spaces where people live, work, and dream. Architectural Drafting & Design immerses students in professional Computer-Aided Design (CAD) and 3D modeling tools used by architects today. Students create site plans, floor plans, elevations, and detailed digital models while blending math, art, and problem-solving. This advanced, project-based course mirrors real architectural workflows—ideal for creative thinkers pursuing careers in architecture, engineering, design, or construction.

### **Digital 3D Modeling** (3D Design & Production Career Concentration course)

**Credits: 5**

#### **Grades 9, 10, 11, 12**

Think in 3D—and design it for real. Digital 3D Modeling teaches students how to turn ideas and sketches into detailed digital creations. Students learn to read and create technical drawings, build accurate 3D models, render realistic scenes, and produce basic animations using industry tools. The course strengthens spatial reasoning, design precision, and creative problem-solving, while preparing students for careers in engineering, architecture, game design, product development, and digital media.

### **Digital Fabrication** (3D Design & Production Career Concentration course)

**Credits: 2.5**

#### **Grades 9, 10, 11, 12**

Design on a screen. Carve it for real. Digital Fabrication introduces students to CNC technology used in modern manufacturing and design. Create digital designs and transform them into precise wood, plastic, and metal projects. Students learn how CNC differs from 3D printing while gaining hands-on experience with industry tools. This course blends creativity, engineering, and real-world production skills used in today’s tech-driven careers.

### **Introduction to Electronics** (Engineering & Robotics Career Concentration course)

**Credits: 5**

#### **Grades 9, 10, 11, 12**

This course will investigate the fundamentals of electrical principles through activities in magnetism, light heat, elementary electronics, house wiring, and printed circuits. Emphasis is placed on fundamental theory, tools, materials, equipment maintenance, use, and control of power, meters, computation, and testing. (Algebra I recommended.)

**Introduction to Engineering (Honors)** ([Engineering & Robotics Career Concentration course](#))**Credits: 6****Grades 11, 12***Prerequisite* – Successful completion of Academic [Physics](#) (B+ or better) or concurrently taking [AP/Honors Physics](#)

In this honors-level laboratory course, students interested in science- and technology-based careers are exposed to both the academic and applied aspects of engineering. Topics in mechanical, electrical, materials, energy production, civil, biomedical, and industrial engineering are explored. Principles of science and mathematics will be applied to solve tasks in multidisciplinary projects in which teams of students collaborate to develop communication, academic, and technical skills. Project activities include proposals, research and development, design, experimentation, presentations, reports, and assessments.

**Introduction to Engineering Design (A)****Credits: 5**([3D Design & Production](#) or [Engineering & Robotics Career Concentration course](#))**Grades 9, 10, 11, 12***Prerequisite* - None

Introduction to Engineering Design A introduces students to the basics of engineering and design. IED allows students to refine and apply problem-solving skills using a design-based development process. Product solutions are modeled, analyzed, and communicated using industry-standard modeling software. This program aims to immerse students in the engineering sciences and support them in developing highly transferable skills, such as critical thinking, logical planning, and communication, both within their design teams and to a broader audience.

**Principles of Architecture** ([3D Design & Production Career Concentration course](#))**Credits: 5****Grades 9, 10, 11, 12**

From sketch to structure. Principles of Architecture introduces students to architectural design using Computer-Aided Design (CAD) and 3D modeling tools used by real architects and engineers. Students learn to create technical drawings, floor plans, and digital models, then bring designs to life through renderings and simulations. The course builds spatial thinking, precision, and creative problem-solving while exploring how form, function, and design shape the built environment.

**Principles of Engineering (H)** ([Engineering & Robotics Career Concentration course](#))**Credits: 5****Grades 10, 11, 12***Prerequisite* – [Introduction to Engineering Design](#)

Principles of Engineering is designed to expand students' foundations in engineering and technology, which began in Introduction to Engineering (IED). Students will explore various technology systems and manufacturing processes to help them integrate math, science, and technology and solve practical problems.

**Robotics Concept & Design (A)** ([Engineering & Robotics Career Concentration course](#))**Credits: 2.5****Grades 9, 10, 11, 12**

Students will work in teams to play robotic games, exploring the basic concepts of engineering simple robots. Students will focus on controlling a robot using driver input and on how to manipulate game objects with claws, arms, and motor groups. Students will also be introduced to methods of automating their robots. Throughout the course, there will be a focus on following and analyzing rules and using trial and error to overcome obstacles. This course and Robotics Programming may be taken in either order.

**Robotics Programming (A)** ([Engineering & Robotics Career Concentration course](#))**Credits: 2.5****Grades 9, 10, 11, 12**

Students will work in teams to play robotic games, exploring the basic concepts of programming simple robots. Students will focus on automating a robot using sensors, logic, and motor groups. Students will also be introduced to the mechanics of manipulating objects with their robots. Throughout the course, the focus will be on following logical rules and using trial-and-error to overcome obstacles. This course and Robotics Concept & Design may be taken in either order.

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## Construction & Design

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### **Fine Woodworking**

**Credits: 5****Grades 11, 12***Prerequisite - [Fundamentals of Furniture](#)*

Create pieces that last—and tell a story. Fine Woodworking challenges students to design and craft high-quality wood projects driven by their own interests. Explore classic and modern design styles as you plan, build, and refine detailed pieces. Students develop precision, craftsmanship, and critical analysis skills to evaluate and improve their work, blending creativity and function in projects that reflect professional-level woodworking and design.

### **Fundamentals of Furniture**

**Credits: 5****Grades 10, 11, 12***Prerequisite - [Wood Design & Fabrication](#)*

Take your skills to the next level. Fundamentals of Furniture is for students ready to design and build high-quality furniture and custom projects. Students plan, prototype, and refine pieces based on their own interests while exploring design styles and history. With a focus on precision, craftsmanship, and self-critique, this hands-on course helps students create polished work that blends creativity, function, and real-world design skills.

### **Interior Design & Styling** ([3D Design & Production Career Concentration course](#))

**Credits: 2.5****Grades 9, 10, 11, 12**

Interior Design & Styling introduces students to the creative and practical aspects of designing functional, visually appealing interior spaces. Students explore how color, texture, lighting, furniture, and textiles work together to shape a room's look and feel. Projects focus on space planning, mood boards, material selection, and styling techniques used in residential and commercial interiors.

Students learn to analyze how design choices support function, comfort, and personal style while considering real-world constraints such as budget, scale, and user needs. Through hands-on projects and design challenges, students develop visual literacy, creativity, and problem-solving skills that apply to interior design, home styling, set design, and related creative fields.

### **Wood Design & Fabrication** ([3D Design & Production Career Concentration course](#))

**Credits: 5****Grades 9, 10, 11, 12**

Build it. Shape it. Make it yours. Wood Design & Fabrication blends creativity and craftsmanship as students design and construct wood projects that actually work and look great. Learn how form meets function through hands-on building, tools, and design challenges. From guided projects to personal creations, students turn ideas into finished pieces while developing problem-solving, craftsmanship, and real-world fabrication skills used in design and skilled trades.

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## Student Directed

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### Advanced Placement Research

**Credits: 5**

#### Grades 11, 12

*Prerequisite* - Minimum course grade of B- in [AP Seminar](#)

**AP Research** allows students to investigate a topic of personal interest through a year-long research project. Students design and conduct original research, analyze data, and apply ethical research practices. The course culminates in a 4,000–5,000-word academic paper and an oral presentation with a defense. AP Research develops independence, persistence, and advanced academic skills essential for college success.

### Advanced Placement Seminar

**Credits: 5**

#### Grades 10, 11, 12

*Prerequisite* – Must meet AP/Honors eligibility requirements in both English and Social Studies

**AP Seminar** is a college-level course that challenges students to explore real-world issues through research, discussion, and collaborative work. Collaboration is central to this course: you'll work extensively in teams to investigate topics, challenge each other's thinking, and create joint presentations. You'll also complete individual work to demonstrate your personal analytical skills. Through collaborative research projects, presentations, and seminar-style discussions, students build critical thinking, communication, and leadership skills while also strengthening their reading, writing, and presentation abilities. AP Seminar prepares students for college-level work by emphasizing inquiry, collaboration, and clear, evidence-based communication.

### Capstone Project (Honors)

**Credits: 2.5**

#### Grades 11, 12

*Prerequisite* – Juniors enrolled in a career concentration must have completed at least 10 credits toward their concentration; all Seniors are eligible

Capstone Experience is a foundational course that engages students in cross-curricular conversations exploring the complexities of academic and real-world topics related to the concepts they have encountered in high school. Through this exploration, students learn to synthesize information from multiple sources and to design, plan, and conduct a semester-long research-based investigation to address a research question of their own interest. Students present their completed projects at the end of the course. Students enrolled in a career concentration should select a research topic related to the experiences and concepts in their concentration.

### Education Internship

**Credits: 5 or 10**

#### Grade 12

**One or Two Semesters**

The Education Internship offers Grade 12 students an opportunity to work as an Intern in the Intermediate schools of the Bridgewater Raritan Regional School District (Hillside & Eisenhower, Grades 5 & 6) and receive either 5 or 10 credits (1 Semester or Full-Year, respectively). This allows students to gain insight into a professional career working with children. Possible careers include Teachers, Counselors, Therapists/Psychologists, Pediatricians, Nurses, Speech Pathologists, Physical/Occupational Therapists, and many more.

Requirements include eighty (80) minutes at the assigned school placement and graded assignments throughout the course. Interested students must apply for the program.

### Independent Study

**Credits: 2.5 - 5**

#### Grades: 9, 10, 11, 12

The Independent Study program at BRHS is intended for individuals seeking intensive study in an academic area not currently offered in the BRHS curriculum. Independent studies may not replace a course in the BRHS Program of Studies. Students may seek approval for an Independent Study through the Option II application.

A BRHS-certified faculty member must serve as an advisor and be secured before submitting the Option II application. The Independent Study advisor is responsible for the final evaluation of the study and must submit verification that instructional objectives have been met.

**Service Learning****Credits: Dependent on hours completed****Grades: 9, 10, 11, 12**

Students are encouraged to seek opportunities within the community to complement their education through volunteering. Under Option II, students may apply Service Learning credit toward high school graduation requirements if approved in advance. The following guidelines must be followed:

1. The student must have an approved mentor for the project.
2. The student must complete a self-reflection and a service hours log, both verified by the mentor.

**Visual and Performing Arts Capstone (Honors)****Credits: 2.5****Grades 11, 12**

*Prerequisite* - Junior or Senior with 10 visual or performing art credits

Students in the Visual Arts Capstone create and present a portfolio that synthesizes, builds on, and reflects on their previous learning in one or more art disciplines. This course can satisfy the Capstone requirement for the Visual Art or Music Concentration, provided the student has completed at least 10 credits aligned with one of the concentrations before the start of the course.



## BRIDGEWATER-RARITAN HIGH SCHOOL CREDIT AND COURSE REQUIREMENTS FOR GRADUATION

**Student Name:**

|                                       |                      |                       |                     |                  |
|---------------------------------------|----------------------|-----------------------|---------------------|------------------|
| English                               | 1                    | 2                     | 3                   | 4                |
| Math                                  | 1                    | 2                     | 3                   |                  |
| Science                               | Bio                  | 2                     | 3                   |                  |
| Social Studies                        | World Civ II/History |                       | US I                | US II            |
| Visual/Perform Arts                   | 1                    | 2                     | (Total = 5 credits) |                  |
| 21 <sup>st</sup> Century Skills       | 1                    | 2                     | (Total = 5 credits) |                  |
| Financial Literacy                    | 1                    | (Total = 2.5 credits) |                     |                  |
| PE/Health                             | 9 <sup>th</sup>      | 10 <sup>th</sup>      | 11 <sup>th</sup>    | 12 <sup>th</sup> |
| World Language                        | 1                    | (Total = 5 credits)   |                     |                  |
| Electives                             | 1                    | 2                     | 3                   | 4                |
| Credits completed towards graduation: |                      | 9 <sup>th</sup> ,     | 10 <sup>th</sup>    | 11 <sup>th</sup> |

Total credits needed for graduation = 120

### Scheduling Worksheet

| Class | Fall  | Spring |
|-------|-------|--------|
| 1     |       |        |
| 2     |       |        |
| 3     |       |        |
| 4     |       |        |
| Lunch | Lunch | Lunch  |
| 5     |       |        |
| 6     |       |        |
| 7     |       |        |
| 8     |       |        |