

Ewing High School

Course

Catalog

2025-2026



**EWING HIGH SCHOOL
900 Parkway Avenue
Ewing, NJ 08618
609-538-9800**

**Course Catalog
2025 – 2026**

EWING PUBLIC SCHOOLS ADMINISTRATION

| | |
|--|-----------------------------|
| Superintendent of Schools | <i>Dr. David Gentile</i> |
| Assistant Superintendent of Schools | <i>Dr. Trisha Bogusz</i> |
| Business Administrator/Board Secretary | <i>Mr. Dennis Nettleton</i> |
| Director of Counseling Services and Assessment | <i>Dr. Jennifer Antoni</i> |
| Director of Special Services/Grant Management/Innovation | <i>Mrs. Maria Petos</i> |

EWING HIGH SCHOOL ADMINISTRATION

| | |
|------------------------------|-----------------------------|
| Principal | <i>Ms. Lisa Sabo</i> |
| Assistant Principal, 11 & 12 | <i>Ms. Shalieka Jarrett</i> |
| Assistant Principal, 9 & 10 | <i>Mrs. Lisa Lenihan</i> |
| Dean of Students, 10 & 11 | <i>Mr. Greg Coward</i> |
| Dean of Students, 9 & 12 | <i>Mr. David Sheffel</i> |

DISTRICT SUPERVISORS

| | |
|--|--------------------------------------|
| Business, Family & Consumer Science 9-12 | <i>Ms. Shalieka Jarrett</i> |
| English/Language Arts Literacy, & ESL K-12 | <i>Ms. Sara Graja</i> |
| Health/Physical Education & Athletic Director K-12 | <i>Ms. Christina Monaco Caldwell</i> |
| Instructional Technology K-12 | <i>Ms. Alicia Mackall</i> |
| Mathematics and Science K-12 | <i>Mr. Donald Wahlers</i> |
| Social Studies, World Language, Music & Art K-12 | <i>Mr. Brock Mislan</i> |
| Special Education, PK-5 Programs & OBA | <i>Mr. David Hauserman</i> |
| Special Education, 6-12 Programs | <i>Ms. Shanté Middleton</i> |

EWING HIGH SCHOOL COUNSELORS

*Ms. Iné Collins
Mr. Cooper Csillan
Ms. Trish Krajunus
Ms. Michelle Mattonelli
Mr. Nicholas Moran
Ms. Leena Fadel- SAC (Student Assistance Counselor)*

EWING HIGH SCHOOL

Bell Schedules

DAILY SCHEDULE

(NOTE: 5 minutes passing time between classes)

| | | |
|---------------------|---------------|--------------|
| Homeroom | 7:45 - 7:55 | (10 minutes) |
| Block I | 7:55 - 9:22 | (87 minutes) |
| Block II | 9:27 - 10:54 | (87 minutes) |
| Block III (A lunch) | 10:59 - 11:25 | (26 minutes) |
| Block III (B lunch) | 11:30 - 11:56 | (26 minutes) |
| Block III (C lunch) | 12:01 - 12:27 | (26 minutes) |
| Block III (D lunch) | 12:32 - 12:58 | (26 minutes) |
| Block IV | 1:03 - 2:30 | (87 minutes) |

SINGLE SESSION

(NOTE: No lunches provided)

| | | |
|-----------|---------------|--------------|
| Block I | 7:45 - 8:49 | (64 minutes) |
| Block II | 8:54 - 9:58 | (64 minutes) |
| Block III | 10:03 - 11:07 | (64 minutes) |
| Block IV | 11:12 - 12:15 | (63 minutes) |

DELAYED OPENING

(NOTE: 4 minutes passing time between classes)

| | | |
|---------------------|---------------|--------------|
| Homeroom | 9:14 - 9:22 | (7 minutes) |
| Block I | 9:22 - 10:22 | (60 minutes) |
| Block II | 10:26 - 11:26 | (60 minutes) |
| Block III (A lunch) | 11:30 - 11:56 | (26 minutes) |
| Block III (B lunch) | 12:00 - 12:26 | (26 minutes) |
| Block III (C lunch) | 12:30 - 12:56 | (26 minutes) |
| Block III (D lunch) | 1:00 - 1:26 | (26 minutes) |
| Block IV | 1:30 - 2:30 | (60 minutes) |

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GENERAL CURRICULUM INFORMATION

Goals and Philosophy: Ewing High School is an institution dedicated to the proposition that all students will be provided an equal educational opportunity regardless of race, color, creed, religion, sex, national origin, or socioeconomic background. To the greatest degree possible, students will be challenged to achieve their maximum potential. Our school community is a microcosm of our nation in the sense that it reflects the diversity of cultures, religions, philosophies, and lifestyles found across the United States. Students will have the opportunity to appreciate the value of this diversity and become socially responsive in our democratic society. The goal of the Ewing High School faculty is to assist every student in becoming a valued member of society. Therefore, we will prepare students to be effective communicators, critical thinkers, and self-directed problem solvers. At the same time, students will have the opportunity to be prepared for success after high school in college and/or careers.

Our teachers are not only devoted to discovering and developing students' talents, skills, and abilities, they are also innovative in creating opportunities for students to take advantage of the intellectual and personal possibilities provided through the curricular and extracurricular programs offered at Ewing High School. Students may participate in school government, recreational or athletic teams, clubs, musicals and dramas, artistic performances, journalism publications, or service organizations.

Considering the increasing technological complexity of our world, Ewing High School includes computer labs, as well as mobile computer services for classrooms and a high-tech media center. The curriculum is revised to meet the demands of State and national content standards, and the teachers have been prepared to infuse technology into their instruction. The dedication of the faculty and the richness of the curricular offerings have resulted in graduates who are prepared for success at the country's most prestigious colleges and universities.

Message to Parents: Parents are encouraged to consult with members of the school staff regarding their children's progress. Please email or call to make an appointment during the school day with a teacher, counselor, department supervisor, or administrator. Every effort will be made to ensure that your questions and concerns are addressed in an appropriate and timely fashion.

EWING HIGH SCHOOL COUNSELING SERVICES

Important Points:

- A minimum of two academic subjects are required each semester. Students may not take more than four courses each semester. Study halls are not available.
- Seniors and juniors receive preference when a course is over-enrolled.
- Course selection for the entire year will take place in the 2nd semester of the preceding year.
- Students are expected to graduate in four years.
- Students must take courses in the grade for which they are designated, except in the case of previous failures. Course sequences will not be modified for students who fail.

Our school counselors provide assistance in college and career readiness, social emotional wellness, and academic advising. Each entering student is assigned a counselor, who will remain the same for four years. Counselors provide a wealth of knowledge regarding graduation, college requirements, NCAA eligibility, honor roll, class rank, college applications, and vocational opportunities. Each student is invited to meet as often as needed for conferences, scheduling concerns, academic or social emotional counseling. Students can make an appointment for counseling at any time by stopping at the secretary's desk in the Counseling Office and completing a form. Parents with concerns are encouraged to contact their child's counselor for a telephone conference or to make an appointment for an in-person meeting.

Counselor assignments are by student last name and may be subject to adjustments based on enrollment:

| <u>Ms. Krajunus</u> X 2114 | <u>Mr. Csillan</u> X 2118 | <u>Ms. Collins</u> X 2117 | <u>Ms. Mattonelli</u> X 2115 | <u>Mr. Moran</u> X 2182 |
|---|--|--|---|--|
| A - Bl; U-Z | Bo- F | G - K | L - PH | PI - T |

In addition to our traditional school counselor roles, one of our counselors also serves as a Student Assistance Counselor (SAC) and our counseling program works closely with our school-based Available School Youth Support Services Team (ASYSST) program. The SAC meets with students and/or their families to help them deal with drug or alcohol-related problems as well as other issues. The ASYSST program is available to assist students and families with a wide range of services. All information shared is strictly confidential. Both resources are free and available by calling the Counseling Office at 609-538-9800 x 2111.

College admissions representatives from different colleges and universities are invited to the high school to meet with interested students through the Counseling Office. Students may find the listing of upcoming visits through Naviance or at the EHS Counseling Department website ("College Visits, Fairs, Open Houses, & Tours"), EHS bulletin, and PA announcements. Students will need to sign up in Naviance or in person in the Counseling Office. These visits will take place throughout the school year and are on a first come first served basis as seating may be limited.

Daily Schedule: Ewing High School's academic year is on a two-semester basis. Students take four classes in each semester that meet daily for approximately 86 minutes. The instructional day is organized by the Intensive Block Schedule. The daily schedule for each semester is as follows:

| Homeroom | 7:45 | - | 7:55 |
|-----------------|-------------|----------|-------------|
| Block I | 7:56 | - | 9:22 |
| Block II | 9:27 | - | 10:54 |
| Block III A | 10:59 | - | 11:25 |
| Block III B | 11:30 | - | 11:56 |
| Block III C | 12:01 | - | 12:27 |
| Block III D | 12:32 | - | 12:58 |
| Block IV | 1:03 | - | 2:30 |

Subject Selection: The course selection process is a vitally important first step for students seeking academic success in high school. Students are scheduled for academic classes based on departmental placement criteria. In conjunction with these recommendations, students and parents should make a serious evaluation of academic potential, achievement, and career plans. New Jersey State law prescribes a number of subjects that all students must pass to earn a state-sanctioned high school diploma. Additionally, the Ewing Public Schools requires additional credits beyond the state mandate. Appropriate selections of a program of study will solidify the high school experience into an interesting exploration of different content and an effective preparation for postsecondary endeavors. Education is a life-long journey. Students should make good decisions, plan wisely, and take responsibility for their actions at Ewing High School. These steps will prove beneficial to them in preparing for a fulfilling future. **The Student Academic Planner Worksheet** is found at the back of this course catalog and will be of great assistance in selecting courses and planning a four-year program.

PLEASE NOTE THAT COURSES WITH INSUFFICIENT ENROLLMENT MAY NOT BE OFFERED.

Academic Levels: Courses at Ewing High School are grouped as follows:

- **College and Career Prep (CCP):** College and career preparatory courses are intended to develop in students the skill sets and content knowledge needed to pursue a variety of college and career options beyond high school. Students are expected to engage in a rigorous sequence of learning at this level that will develop reasoning and communication skills while learning required content.
- **Honors:** Courses designated as Honors are intended for students who are well above grade level in their academic skills. The homework load, academic environment, and level of difficulty of tests and quizzes are consistent with an accelerated level of course work. Specific departmental placement criteria/prerequisite must be met.
- **Advanced Placement®:** Courses designated as Advanced Placement® * (AP®)/College coursework are intended for the most able and motivated members of the student body. Taught under guidelines established by The College Board, AP® courses are college-level offerings. Students enrolled in AP® courses will be challenged at the highest level of academic difficulty available in a high school setting.
- **College Coursework:** College courses are offered through the dual enrollment programs with Princeton University, The College of New Jersey, Rider University, and Mercer County Community College. Students enrolled in college courses must meet the criteria of the college/university and will be challenged at the highest level of academic difficulty available in a high school setting.

* AP® and Advanced Placement® are registered trademarks of the College Board. Used with permission.

Courses with Honors and Advanced Placement® designation will be titled as such. All other courses will be considered College and Career Prep courses.

AP® COURSES OFFERED AT EWING HIGH SCHOOL



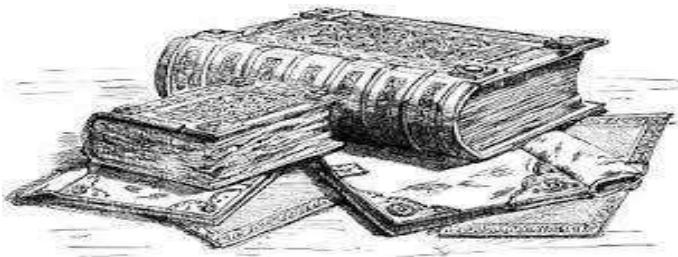
CollegeBoard

Advanced Placement
Program



English Language and Composition AP®

English Literature and Composition AP®



World History AP
Human Geography AP®

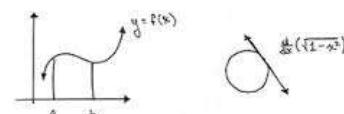
US History AP®

US Government and Politics AP®

Calculus AB AP®

Calculus BC AP®

Statistics AP®

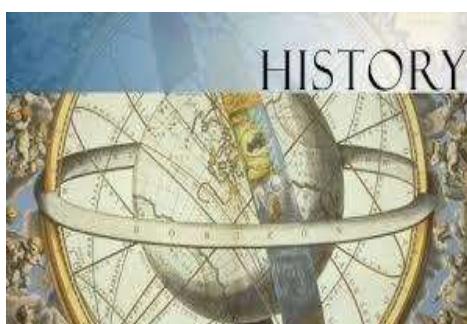


Calculus

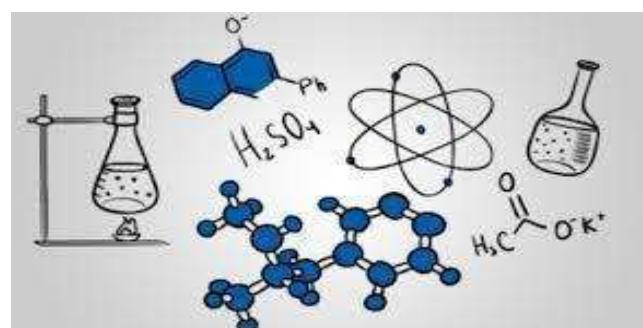
$$\lim_{n \rightarrow \infty} \left(\frac{2n}{3n+1} \right) \quad \int e^{2x} dx$$

Biology AP®

Environmental Science AP®



French AP®
Spanish AP®



Studio Art: Drawing Portfolio AP®



AP Participation and Testing Contract 2025-2026

Taking an Advanced Placement (AP) class provides Ewing High School students an opportunity to experience the rigor of high-level classwork which can earn college credit when the accompanying AP exam is taken and passed. Advanced Placement classes offer students rigorous instruction at a national level while requiring students to meet a higher level of responsibility. Studies have shown that students who take AP classes in high school are far more likely to graduate college within four years precisely because they are better prepared for college level work.

Ewing High School offers the following AP courses to students in 10th, 11th and 12th grades:

| | |
|-----------------------------------|--|
| AP Studio Art: Drawing Portfolio: | 11 th - 12 th grade |
| AP Biology: | 11 th - 12 th grade |
| AP Environmental Science: | 11 th -12 th grade |
| AP Calculus AB: | 11 th -12 th grade |
| AP Calculus BC : | 11 th -12 th grade |
| AP Statistics: | 11 th -12 th grade |
| AP Language: | 11 th grade |
| AP Literature: | 12 th grade |
| AP French: | 12 th grade |
| AP Spanish: | 12 th grade |
| AP World History: | 11 th -12 th grade |
| AP Human Geography: | 10 th , 11 th & 12 th grade |
| AP US Government & Politics: | 10 th , 11 th , & 12 th grade |
| AP Computer Science Principles | 9 th , 10 th , 11 th , & 12 th grade |

All Ewing High students who enroll in AP classes are required to read and sign the following contract to ensure they understand that:

- *AP classes require a semester-long commitment to the course; schedule changes will not be considered after the first quarter*
- *All students will take the corresponding AP exam for each of their AP courses in May 2026*
- *If a final grade of 60 or higher is earned, students will earn a credit weighting of 1.5 toward their GPA*

Special Considerations in addition to those shown above for AP Studio Art: Drawing Portfolio

- creation and submission of a combined physical and digital portfolio that will be submitted as part of the exam commitment

Exam Ordering:

- The ordering deadline for AP exams is in the fall. **Therefore, there can be NO AP DROPS/ADDS after October 1, 2025.**
- At this time, AP exams are expected to cost \$98 per exam; Ewing High School is able to pay this fee for all students, HOWEVER, if changes to a student's exam order are required after the November 13 deadline, the student/their family will be responsible for paying the \$40 late fee.
- **Students who don't show up to take their exam(s) will be charged a \$40 unused exam fee.**
 - Late testing is available depending on the reason for missing the exam – you must contact your AP Teacher(s) and the AP Coordinator immediately if a conflict arises.
- Digital access: all students will need to be sure they can access their College Board account and must complete a simple online enrollment process that will provide access to classroom resources and information necessary for exam registration in addition to joining the Ewing AP Google Classroom.

AP Participation and Testing Contract 2025-2026 – Signature Page

I have read the AP course description or course syllabus and understand the commitment required of my student. I am willing to support my child as he/she pursues this rigorous course of study. I also understand that my AP student is expected to take the AP exam(s) they are registered for.

I understand that I am expected to work with my counselor and my AP teacher(s) to ensure my success in this/these class(es).

I understand that I can NOT drop my AP course(s) after October 1, 2025. I understand that there are no exceptions to this rule. **If there are extreme circumstances or a failure to show up for the AP exam that will incur College Board's \$40 late/unused exam fee, I understand that I/my family are responsible for paying it.**

Participating students will be required to sign and return a signature page to the Ewing Counseling Office.



CAREER & TECHNICAL EDUCATION (CTE)

NJ Department of Education CTE Program Information

The Carl D. Perkins Career and Technical Education Act: Perkins 135(b) 1-9 requires states to create sequences of academic and technical education coursework to help students attain a postsecondary degree or industry-recognized license or certificate. CTE programs must provide a curriculum for the approved CTE courses to ensure that it will meet appropriate industry-recognized and/or state or nationally recognized skill standards as well as the New Jersey Student Learning Standards.

CTE programs are designed to offer high school students the opportunity to learn valuable skills, gain job experience and support from participating mentors, and complete coursework to graduate with a high school diploma and the ability to pursue additional training after high school, enter an apprenticeship program or join the work force with the ability to become licensed or receive a certificate to work.

All students should consider taking CTE courses no matter their background and future plans after high school as they can benefit from an enriched educational experience through the CTE courses. The practical training and technical subject matter can further prepare students who are college bound or plan to work full time after high school. The CTE courses can even introduce new avenues and opportunities for students to explore different career paths. Students taking CTE courses are apt to develop employability skills, problem solving skills, project completion, communication skills, time management and critical thinking skills.

Career and Technical Education at Ewing High School

Currently, Ewing High School offers a CTE pathway program in the Family & Consumer Science Department.

Family & Consumer Science

Career Cluster: Hospitality & Tourism

Career Pathway: Culinary Arts

* Culinary Arts Career Pathway Sequence

- *Culinary Arts I: Introduction to Culinary Arts*
- *Culinary Arts II: International Cuisine*
- *Culinary Arts III: Baking and Catering*

NAVIANCE

<https://student.naviance.com/ewing>

Student success is a group effort among all stakeholders of a student's learning experience: counselors, teachers, administrators, parents, and guardians. Effective parent involvement is seen when a partnership exists between schools and families. Creating that partnership, especially with regard to academics, is what drives student achievement.

As such, Ewing High School is pleased to provide "Naviance/Student" by Naviance, a web-based service designed especially for students and families to investigate, track, and plan for the student's post high school career as well as the college planning and admissions process. Naviance/Student is a customizable planning portal for students and families including self-discovery assessments, goal setting, college research tools, course planning, career exploration resources, and individual learning plans.

Activating Your Account: Students and parents/guardians must obtain a registration code from the EHS Counseling Department. Then, log on to activate your account at <https://student.naviance.com/ewing>.

College Exploration Should Start Early: Students and parents are provided with valuable insight into the college admissions process with scattergrams, scholarship information, and application statistics.

Connecting Learning and Life: Naviance's comprehensive college and career readiness solution empowers students and families to connect learning and life and provides schools and districts with the information they need to help students prepare for life after high school. It also allows students to create a plan for their futures by helping them discover their individual strengths and learning styles and explore college and career options based on their results.

Dimensions of Readiness: Preparing students for post-secondary success is a multidimensional process. Students begin by learning about themselves and exploring careers, then create plans and develop the skills and knowledge to accomplish their goals. Institutions also need the tools to support students at each step. Naviance brings these dimensions of readiness into one comprehensive platform.

Journals: Naviance journals feature time tracking, allowing you to track the amount of time you spend on a journal entry. Regardless of whom the journal entry is shared with, only the author can edit the journal entry.

Scholarship List: In Naviance/Student, EHS has uploaded a list of local and national scholarships for students to explore or match directly based on qualifications such as gender, ethnicity, minimum grades and/or test scores.

Seniors: Seniors will be required to use Naviance in the college application process. Seniors are also required to complete the Senior Class Exit Survey in order to receive a cap and gown for graduation.

Student Email: Naviance/Student allows counselors to send mass messages to students and parents or targeted communications based on custom groups and segments.

Surveys: The survey tool allows you to get information and feedback from students, parents, or alumni. Naviance/Student includes a survey called the Game Plan Survey. There is also a Naviance Senior Class Exit Survey which is a requirement for seniors in order to receive a cap and gown for graduation. In addition, you will find surveys which have been created by the EHS Counseling Department for Grades 9, 10, and 11.

[Business Management & Administration CTE Brochure](#)

| Naviance/Student Tabs | | | |
|------------------------------|---|-----------------|---|
| Home | Welcome Message Message Center Contact the Counselor Surveys to take Success Plan | Careers | Explore Careers What are My Interests? Road Trip Nation |
| About Me | Managing Your Parent Profile Interesting Things About Your Student Official Things | Colleges | My Colleges College Research Scholarship and Money |

EHS GRADING SYSTEM

Grading: Each semester is divided into four quarters, two quarters equaling a term. **Report cards are issued at the end of each semester and will be available online in Genesis within ten working days of the semester's end.** Grades are posted to Genesis, and the Genesis Parent Portal is available to view your child's grades and attendance throughout each semester. **The minimum passing grade is 60.** Students receive a numerical average in each course based on the following scale:

| | | | |
|----|-----------|-----|----------------------------------|
| 90 | to | 100 | Excellent |
| 80 | to | 89 | Good |
| 70 | to | 79 | Fair |
| 60 | to | 69 | Poor but Passing |
| 59 | and below | | Failure of the course, no credit |

Since 2017-2018, Ewing High School adopted the following grading system:

- Semester courses: Term 1 (45%) + Term 2 (45%) + Final Exam (10%) = Final Grade (Semester 1)
Term 3 (45%) + Term 4 (45%) + Final Exam (10%) = Final Grade (Semester 2)
- Full year courses: Term 1 (22.5%) + Term 2 (22.5%) + Midterm Exam (5%) +
(meeting daily) Term 3 (22.5%) + Term 4 (22.5%) + Final Exam (5%) = Final Grade

Refusal to Work Policy: The following policy may be activated after the first quarter of each semester:

- The teacher discusses the reasons for refusal to work with the student.
- The parent is notified.
- The student's school counselor arranges for a parent conference with the student, a parent/guardian, the teacher, the school counselor, and possibly the principal or an assistant principal. An agreed-upon plan of action is implemented to enable the student to improve in the class. Refusal to work is defined as:
 - Incomplete homework/class work
 - Failure to make up work when absent from class
 - Lack of participation in-class activities
 - Incomplete tests

Policy for Schedule Changes: Students are expected to give careful consideration to the courses chosen during the course planning meeting. Withdrawing from a course is strongly discouraged, as it may adversely affect class sizes and course enrollment. A course drop/add request should only be pursued under extraordinary circumstances. A request may be rejected if the deadline for withdrawal passed, a section is filled, sections become significantly unbalanced, or the course is required for graduation.

Schedule Change Deadlines: No schedule changes will be made after the first 7 days of the semester.

Class Withdrawal: Students who change a class after one full quarter will have this reflected on their transcript as a WF (withdraw failure) or WP (withdraw pass) as their final grade. Credits may not be earned for a course that is not completed and full credit may not be awarded for courses that a student joins after the first 7 days of the semester.

Exams: All full year courses will give a midterm exam and all students must take a final exam in each course. Final exam grades constitute 10% (one tenth) of the final course average. Report cards for the end of each semester include the final exam grade and the final course grade. Any student who refuses to take a final exam will receive a zero (0) as a grade for the exam. For full year courses, the mid-term exam will count as 5% (one twentieth) and the final exam will count as 5% (one twentieth) of the final grade.

Make-Up Final Exams: If a student has a verifiable and administratively approved reason, he/she must miss a final exam, the student should notify his/her teacher(s) (who will then notify their respective supervisor), their school counselor, and their assistant principal. First semester make-up final exams for students on OSS, or absence with a doctor's note will be scheduled for a specific day and will be announced to all students.

Senior Final Exam Exemption (per District Regulation 2624 – Grading System, High School Grading):

"All students will take a final exam in every course. Exceptions are seniors who maintain a 90 or higher in any 1st or 2nd semester course will not be required to take a final exam. Their final exam grade will be the average of the semester's four quarters."

GPA/Credit: GPA/credit is based on the course level in which the final exam was taken (i.e. a student has Quarter 1 and Quarter 2 in Honors level, but changes to the College and Career Prep (CCP) level of the same course, after Quarter 2. He/she finishes the course in a CCP level and takes the CCP level final exam.).

Summer School: Students may make up for credit deficiencies by enrolling in an **approved** summer school program, including virtual high school. All summer school program coursework must be approved in advance by the school counselor and Director of Counseling and Assessment in order to receive credit. Ewing High School does not accept credit for courses taught by a private tutor.

Early Graduation: Parents/Guardians of a student seeking early graduation may initiate a written request for special consideration. The written request by the student's parents/guardian must be filed in the Counseling Office before March 15 of the student's sophomore year for consideration for the following year. The request must include the reasons for the student's plan for fulfilling graduation requirements. A meeting with the student's school counselor must follow this request. The Director of Counseling and Assessment and the Principal will review and either approve or deny the request.

Class Rank: Class rank will be reported on transcripts by decile percentage (i.e. 10%, 20%, 30%, etc.) for students in grades nine through twelve. All subjects taken for credit are incorporated into the GPA calculation and impact where students are in the decile rank. There are three levels of courses currently used for ranking purposes: AP®/College Course, Honors, and College and Career Prep (CCP). The GPA calculation is determined on a standard GPA scale where each percentage grade is converted, point-by-point, to an equivalent conventional GPA. A 60 in a College and Career Prep course will be a 1.5 and a 100 in an Honors class a 5.00. Converted grade points are then multiplied by credits in each course for quality points. Earned points for each course are totaled and divided by the number of credits attempted. Individual (numerical order) class rank will still be calculated and used only to determine valedictorian, salutatorian, Top 10 students and be available for scholarships and other honors as needed. All students shall be ranked together. **The conversion chart to determine quality points is on Page 12.**

Valedictorian/Salutatorian: The Valedictorian is the highest ranking student in the graduating class and the Salutatorian is the second highest ranking student in the graduating class. Both must have been students at Ewing High School for a minimum of 2 years and must carry at least 40 credits per year. Rank is calculated based on seven semesters.

GRADUATION REQUIREMENTS

NEW JERSEY HIGH SCHOOL GRADUATION ASSESSMENT REQUIREMENTS

As of December 2024, the state assessment graduation requirements have not been released by NJDOE. Any updates will be made to the PDF copy on the EHS Counseling website.

The Classes of 2024 and 2025

The amended Consent Order establishes the following pathways for the Classes of 2024 and 2025 to meet the high school assessment graduation requirements in both English Language Arts/Literacy (ELA) and mathematics:

CLASSES of 2024 and 2025

NJDOE GRADUATION ASSESSMENT MINIMUM REQUIREMENTS IN ORDER TO RECEIVE A HIGH SCHOOL DIPLOMA

This document reflects the high school graduation assessment requirements for the Classes of 2024 and 2025 adopted by the New Jersey State Board of Education on September 8, 2021 for the classes of 2024-2025. Class of 2026 requirements will be updated online when NJDOE publishes these.

| PATHWAYS AVAILABLE | ENGLISH LANGUAGE ARTS/LETTERACY (ELA) | MATHEMATICS |
|---|--|---|
| First Pathway: Demonstrate proficiency in grade 11 on the New Jersey Graduation Proficiency Assessment (NJGPA) which includes content aligned to the grade 10 NJSLs in ELA, and the NJSLs in Algebra 1 and Geometry | NJGPA – ELA Grade 11 ≥ 750 | NJGPA – MATH Grade 11 ≥ 750 |
| Second Pathway: Demonstrate proficiency in English language arts and/or mathematics by meeting the designated cut score on one of the alternative assessments. This pathway is only available to students who completed the NJGPA in grade 11. | SAT Evidenced-Based Reading and Writing Section ≥ 450 , or SAT Reading Test ≥ 23 , or ACT Reading or ACT PLAN Reading ¹ ≥ 17 , or Accuplacer WritePlacer ² ≥ 5 , or Accuplacer WritePlacer ² ESL ≥ 4 , or PSAT10 Reading or PSAT/NMSQT Reading ≥ 21 , or ACT Aspire Reading ¹ ≥ 422 , or | SAT Math Section ≥ 440 , or SAT Math Test ≥ 22 , or ACT ≥ 17 , or Accuplacer Elementary Algebra ² ≥ 76 , or Next-Generation ACCUPLACER Quantitative, Reasoning, Algebra, and Statistics (QAS) (beginning January 2019) ≥ 250 , or PSAT10 Math or PSAT/NMSQT Math ≥ 21 , or ACT Aspire Math ¹ ≥ 422 , or |
| Third Pathway: Demonstrate proficiency in English language arts and/or mathematics through NJDOE Portfolio Appeals. This pathway is only available to students who completed the NJGPA in grade 11. | Meet the criteria of the NJDOE Portfolio Appeal for ELA | Meet the criteria of the NJDOE Portfolio Appeal for Math |

Note: Special Education students, whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies, are required to take the NJGPA will follow graduation assessment requirements set forth in their IEPs.

PLANNING A COURSE OF STUDY

**The Ewing Board of Education requires
completion of the following subjects/credits for high school graduation:**

| SUBJECT – AREA | CREDITS |
|---|------------|
| English/Language Arts | 20 |
| Mathematics (Algebra I, Geometry and Algebra II) * | 15 |
| Social Studies (World History, US History I, US History II) | 15 |
| Science (Earth Space Science, Biology, one additional science course, and one additional science, math or technology course) | 20 |
| Health & Physical Education (5 credits during each year of enrollment) | 20 |
| Visual & Performing Arts | 5 |
| Career/Consumer Education, Family/Life Skills or Vo-Tech Education | 5 |
| Financial Literacy/Consumer Education | 5 |
| World Language | 5 |
| Electives | 50 |
| TOTAL CREDITS SCHEDULED | 160 |

Note: Additional Foundations Math and/or English/Language Arts (ELA) courses may be needed for State testing and will be in lieu of an elective.

Note: * When a student successfully completes Algebra I in Grade 8, the student will take Geometry, Algebra II, and a third approved math course while at EHS in order to meet the 15 credit mathematics requirement.

Classification of Grade Level: Classification of grade level will be established annually, in September, based on the number of credits earned. The criteria are as follows:

| Grade | Retained | Promoted To Next Grade |
|--------------|-----------------------|-------------------------------|
| 9 | 34 credits or less | 35 credits |
| 10 | 69 credits or less | 70 credits |
| 11 | 99 credits or less | 100 credits |
| 12 | Less than 140 credits | |

Promotion/Retention for High School (9-12): A pupil will be promoted to the next grade when he or she has completed, in the current school year, the number of credits required for that grade as indicated above (35 credits are needed to be promoted to 10th grade; 70 credits are needed to be promoted to 11th grade; 100 credits are needed to be promoted to 12th grade). The graduation requirement will be 140 credits and passing the NJGPA or a second pathway assessment. Of the 140 credits required for graduation, no fewer than 110 credits designed to meet all of the New Jersey Student Learning Standards (NJSLS) must be passed.

Procedures for Remediation for Promotion for High School (9-12) – Summer/Virtual School or for additional Virtual School courses taken during the school year with approval by administration:

- Summer/Virtual School, or for additional courses taken during the school year (with approval by the Director of Counseling and Assessment), the grade earned in credit recovery will be added onto the student's transcript under the school year that the course was taken and completed. The original grade or NCA (No Credit Attendance) will remain on the transcript in the school year where the original course was taken.
- An earned grade from an original credit, full virtual course will be accepted as reported and added onto the transcript in the school year that the course was taken.

Vocational Students: Students who intend to acquire a valuable trade also need to carefully consider their high school course of study. Employers make it quite clear to educators that the best jobs and the highest wages go to those entry-level workers who have strong reading and math skills. Other job readiness skills are equally important. Academic courses at EHS will offer a strong foundation for our vocational students who hope to enter the work force with entry-level positions upon completion of high school.

Vocational students should also carefully consider the opportunities available in the Mercer County Technical School program. This Program is a 'shared time' system. Our students go to one of the vocational schools (**see Page 75 for details**) for half day each day during their junior and/or senior years. We encourage students to seriously consider the vocational school option as early in their high school years as possible. Careful course planning, in consultation with the school counselor, during the sophomore year will ensure a smooth transition into the Mercer County Technical School program.

College Bound Students: Students often have questions about the college admissions process during the course selection process. Consideration of college plans should begin early in the high school experience. In general, the following questions should be examined in this process:

- Is college for me?
- Do I see myself as more of a Math/Science student or as more of a Liberal Arts/Business student?
- How selective of a college am I interested in attending?

As far as the question "Is college for me?" is concerned, that is a question that some cannot answer until well into their high school years. Fortunately, however, the academic requirements that the State of New Jersey and The Ewing Public Schools place upon students will make them eligible to attend many post-secondary institutions. Most colleges require at least 16 courses of satisfactory high school class work distributed as follows:

| | |
|--------------------|---------|
| English | 4 years |
| Mathematics | 3 years |
| Social Studies | 3 years |
| World Languages | 2 years |
| Laboratory Science | 3 years |
| Electives | 2 years |

It is also important for students to consider whether they are pursuing a Math/Science or Liberal Arts/Business-oriented academic program. To answer this question, students should consider the types of courses which they enjoy and in which they excel. Once they know this, students can start using their electives to take courses within those broad areas. By doing this, they will make themselves more attractive to the colleges in which they are interested.

The basic academic courses at Ewing can prepare students for admission to a college. However, if they aspire toward highly selective schools, students need to take the most rigorous curriculum their talent and initiative will allow.

QUALITY GRADE POINTS – CONVERSION CHART

| GRADE | CCP | HONORS | AP®/COLLEGE |
|-------|-------|--------|-------------|
| 100 | 4.5 | 5 | 5.5 |
| 99 | 4.425 | 4.925 | 5.425 |
| 98 | 4.35 | 4.85 | 5.35 |
| 97 | 4.275 | 4.775 | 5.275 |
| 96 | 4.2 | 4.7 | 5.2 |
| 95 | 4.125 | 4.625 | 5.125 |
| 94 | 4.05 | 4.55 | 5.05 |
| 93 | 3.975 | 4.475 | 4.975 |
| 92 | 3.9 | 4.4 | 4.9 |
| 91 | 3.825 | 4.325 | 4.825 |
| 90 | 3.75 | 4.25 | 4.75 |
| 89 | 3.675 | 4.175 | 4.675 |
| 88 | 3.6 | 4.1 | 4.6 |
| 87 | 3.525 | 4.025 | 4.525 |
| 86 | 3.45 | 3.95 | 4.45 |
| 85 | 3.375 | 3.875 | 4.375 |
| 84 | 3.3 | 3.8 | 4.3 |
| 83 | 3.225 | 3.725 | 4.225 |
| 82 | 3.15 | 3.65 | 4.15 |
| 81 | 3.075 | 3.575 | 4.075 |
| 80 | 3 | 3.5 | 4 |
| 79 | 2.925 | 3.425 | 3.925 |
| 78 | 2.85 | 3.35 | 3.85 |
| 77 | 2.775 | 3.275 | 3.775 |
| 76 | 2.7 | 3.2 | 3.7 |
| 75 | 2.625 | 3.125 | 3.625 |
| 74 | 2.55 | 3.05 | 3.55 |
| 73 | 2.475 | 2.975 | 3.475 |
| 72 | 2.4 | 2.9 | 3.4 |
| 71 | 2.325 | 2.825 | 3.325 |
| 70 | 2.25 | 2.75 | 3.25 |
| 69 | 2.175 | 2.675 | 3.175 |
| 68 | 2.1 | 2.6 | 3.1 |
| 67 | 2.025 | 2.525 | 3.025 |
| 66 | 1.95 | 2.45 | 2.95 |
| 65 | 1.875 | 2.375 | 2.875 |
| 64 | 1.8 | 2.3 | 2.8 |
| 63 | 1.725 | 2.225 | 2.725 |
| 62 | 1.65 | 2.15 | 2.65 |
| 61 | 1.575 | 2.075 | 2.575 |
| 60 | 1.5 | 2 | 2.5 |
| 0-59 | 0 | 0 | 0 |

CÓMO PLANIFICAR UN PLAN DE ESTUDIOS

**La Junta de Educación de Ewing exige
que se completen los siguientes créditos/asignaturas para graduarse de la escuela secundaria:**

| ASIGNATURA; ÁREA | CRÉDITOS |
|---|------------|
| Inglés/Lengua y Literatura | 20 |
| Matemática (Álgebra I, Geometría y Álgebra II)* | 15 |
| Estudios Sociales (Historia Mundial, Historia Estadounidense I, Historia Estadounidense II) | 15 |
| Ciencias (Ciencias del Espacio, Biología, un curso adicional de ciencias y otro de matemáticas, tecnología o ciencias) | 20 |
| Educación Física y de la Salud (5 créditos durante cada año de inscripción) | 20 |
| Artes Visuales y Escénicas | 5 |
| Ciencias de la Familia/del Consumidor, Habilidades para la Familia/Vida o Educación Técnica y Profesional | 5 |
| Educación Financiera/Ciencias del Consumidor | 5 |
| Idiomas Extranjeros | 5 |
| Asignaturas optativas | 50 |
| TOTAL DE CRÉDITOS NECESARIOS | 160 |

Nota: Para las pruebas estatales, es posible que se necesiten cursos adicionales de Fundamentos de las Matemáticas y/o Inglés/Lengua y Literatura (ELA), que reemplazarán las asignaturas optativas.

Nota: * Cuando los estudiantes completan Álgebra I de forma exitosa en el 8.º grado, tomarán Geometría, Álgebra II y un tercer curso de matemáticas aprobado mientras se encuentran en EHS para cumplir con el requisito de 15 créditos para matemática.

Clasificación del nivel de grado: La clasificación del nivel de grado se establecerá de forma anual, en septiembre, según la cantidad de créditos obtenidos. Los criterios son los siguientes:

| Grado | Retenido | Promovido al próximo grado |
|--------------|-----------------------|-----------------------------------|
| 9 | 34 créditos o menos | 35 créditos |
| 10 | 69 créditos o menos | 70 créditos |
| 11 | 99 créditos o menos | 100 créditos |
| 12 | Menos de 140 créditos | |

Promoción/retención para asistir a la escuela secundaria (9-12): Los pupilos serán promovidos al próximo grado cuando hayan completado, en el año escolar actual, la cantidad de créditos requeridos para ese grado según se indica arriba (se necesitan 35 créditos para ser promovidos al 10.º grado, 70 para el 11.º grado y 100 para el 12.º grado). El requisito para la graduación será obtener 140 créditos y aprobar todas las evaluaciones exigidas por el estado para poder graduarse (o las evaluaciones alternativas exigidas por el estado). De los 140 créditos que se requieren para la graduación, se deben obtener no menos de 110 créditos designados para cumplir con los Estándares de Aprendizaje Estudiantil de Nueva Jersey (NJSLS, por sus siglas en inglés).

Procedimientos para recuperar la promoción a la escuela secundaria (9-12); escuela virtual/de verano o para cursos de la escuela virtual realizados durante el año escolar con la aprobación de la administración:

- Para la escuela virtual/de verano o los cursos adicionales que se toman durante el año escolar (con la aprobación del director de Conserjería y Evaluación), el grado obtenido en la recuperación de créditos se añadirá al expediente académico del estudiante en virtud del año escolar en el que se tomó y se completó el curso. El grado original o la asistencia sin créditos (NCA, por sus siglas en inglés) permanecerán en el expediente académico en el año escolar en el que se tomó el curso original.
- Según se informó, se aceptará el grado obtenido a partir de un curso virtual completo de créditos originales y se añadirá al expediente académico en el año escolar en el que se tomó el curso.

Estudiantes de formación profesional: Los estudiantes que tienen pensado adquirir un oficio valioso también necesitan analizar detenidamente el plan de estudios de la escuela secundaria. Los empleadores dejan muy en claro a los educadores que los mejores trabajos y los salarios más altos están destinados a aquellos trabajadores de nivel básico que tengan habilidades sólidas de lectura y matemáticas. Otras habilidades para la preparación laboral son igual de importantes. Los cursos académicos en EHS ofrecerán una base sólida para nuestros estudiantes de formación profesional que esperan ingresar a la fuerza laboral mediante puestos de nivel básico después de completar la escuela secundaria.

Los estudiantes de formación profesional también deben analizar detenidamente las oportunidades disponibles en el programa de la Mercer County Technical School. Este programa es un sistema de "tiempo compartido". Nuestros estudiantes asisten a una de las escuelas de formación profesional (**consulte la página 75 para obtener información detallada**) durante medio día todos los días en los años del undécimo grado y/o del último grado. Instamos a los estudiantes a analizar seriamente la opción de la escuela de formación profesional tan pronto como sea posible durante la escuela secundaria. La planificación cuidadosa de los cursos durante el décimo grado, en consulta con el consejero escolar, garantizará una transición sin problemas al programa de la Mercer County Technical School.

Estudiantes preuniversitarios: Los estudiantes suelen tener preguntas sobre el proceso de admisión universitaria durante la selección de los cursos. Deberían comenzar a analizar los planes universitarios de forma temprana durante su experiencia en la escuela secundaria. En general, se deben examinar las siguientes preguntas en este proceso:

- ¿La universidad es para mí?
- ¿Me veo más como estudiante de Matemáticas/Ciencias o como estudiante de Humanidades/Negocios?
- ¿Cómo seleccionar una universidad a la que me interesa asistir?

En lo que respecta a la pregunta "¿La universidad es para mí?", esta es una pregunta que algunos estudiantes no pueden responder hasta bien entrados en los años de la escuela secundaria. Sin embargo, afortunadamente, los requisitos académicos que el estado de Nueva Jersey y las Escuelas Públicas de Ewing establecen para los estudiantes los volverán elegibles para asistir a muchas instituciones de educación superior. La mayoría de las universidades exigen al menos 16 cursos de trabajo de clase satisfactorio en la escuela secundaria que se distribuyen de la siguiente manera:

| | |
|-------------------------|---|
| Ingles | 4 años |
| Matemáticas | 3 años |
| Estudios Sociales | 3 años |
| Idiomas Extranjeros | 2 años (preferentemente de 2 a 3 años) |
| Ciencias de Laboratorio | 2 años (se les exige a todos los estudiantes de EHS que tomen cuatro cursos de Ciencias de Laboratorio) |
| Asignaturas optativas | 2 años |

También es importante que analicen si son estudiantes orientados a las Matemáticas/Ciencias o a las Humanidades/los Negocios. Para responder esta pregunta, los estudiantes deben analizar los tipos de cursos que disfrutan y en los que sobresalen. Una vez que sepan esto, pueden comenzar a usar las asignaturas optativas para tomar cursos dentro de esas amplias áreas. Al hacerlo, atraerán aún más a las universidades en las que están interesados.

Los cursos académicos básicos en Ewing pueden preparar a los estudiantes para la admisión a una universidad. Sin embargo, si aspiran a escuelas altamente selectivas, necesitan tomar el plan de estudios más riguroso según su talento e iniciativa.

CALIFICACIONES DE CALIDAD: TABLA DE CONVERSIÓN

| GRADO | CCP | HONORES | AP®/UNIVERSIDAD |
|-------|-------|---------|-----------------|
| 100 | 4,5 | 5 | 5,5 |
| 99 | 4,425 | 4,925 | 5,425 |
| 98 | 4,35 | 4,85 | 5,35 |
| 97 | 4,275 | 4,775 | 5,275 |
| 96 | 4,2 | 4,7 | 5,2 |
| 95 | 4,125 | 4,625 | 5,125 |
| 94 | 4,05 | 4,55 | 5,05 |
| 93 | 3,975 | 4,475 | 4,975 |
| 92 | 3,9 | 4,4 | 4,9 |
| 91 | 3,825 | 4,325 | 4,825 |
| 90 | 3,75 | 4,25 | 4,75 |
| 89 | 3,675 | 4,175 | 4,675 |
| 88 | 3,6 | 4,1 | 4,6 |
| 87 | 3,525 | 4,025 | 4,525 |
| 86 | 3,45 | 3,95 | 4,45 |
| 85 | 3,375 | 3,875 | 4,375 |
| 84 | 3,3 | 3,8 | 4,3 |
| 83 | 3,225 | 3,725 | 4,225 |
| 82 | 3,15 | 3,65 | 4,15 |
| 81 | 3,075 | 3,575 | 4,075 |
| 80 | 3 | 3,5 | 4 |
| 79 | 2,925 | 3,425 | 3,925 |
| 78 | 2,85 | 3,35 | 3,85 |
| 77 | 2,775 | 3,275 | 3,775 |
| 76 | 2,7 | 3,2 | 3,7 |
| 75 | 2,625 | 3,125 | 3,625 |
| 74 | 2,55 | 3,05 | 3,55 |
| 73 | 2,475 | 2,975 | 3,475 |
| 72 | 2,4 | 2,9 | 3,4 |
| 71 | 2,325 | 2,825 | 3,325 |
| 70 | 2,25 | 2,75 | 3,25 |
| 69 | 2,175 | 2,675 | 3,175 |
| 68 | 2,1 | 2,6 | 3,1 |
| 67 | 2,025 | 2,525 | 3,025 |
| 66 | 1,95 | 2,45 | 2,95 |
| 65 | 1,875 | 2,375 | 2,875 |
| 64 | 1,8 | 2,3 | 2,8 |
| 63 | 1,725 | 2,225 | 2,725 |
| 62 | 1,65 | 2,15 | 2,65 |
| 61 | 1,575 | 2,075 | 2,575 |
| 60 | 1,5 | 2 | 2,5 |
| 0-59 | 0 | 0 | 0 |

PLANIFICATION D'UN PROGRAMME D'ÉTUDES

Le Conseil d'éducation d'Ewing exige la validation des matières/crédits suivants pour l'obtention du diplôme de fin d'études secondaires :

| SUJET - DOMAINE | CRÉDITS |
|--|------------|
| Anglais/Arts du langage | 20 |
| Mathématiques (Algèbre I, Géométrie et Algèbre II) * | 15 |
| Études sociales (Histoire du monde, Histoire des États-Unis I, Histoire des États-Unis II) | 15 |
| Sciences (Sciences de la terre et de l'espace, Biologie, un cours de sciences supplémentaire, et un cours de sciences, de mathématiques ou de technologie supplémentaire) | 20 |
| Éducation physique et à la santé (5 crédits au cours de chaque année d'inscription) | 20 |
| Arts visuels et du spectacle | 5 |
| Enseignement axé sur la carrière/la consommation, sur les compétences familiales/de la vie courante ou enseignement professionnel et technique | 5 |
| Éducation financière/éducation des consommateurs | 5 |
| Langue étrangère | 5 |
| Cours facultatifs | 50 |
| TOTAL DES CRÉDITS NÉCESSAIRES | 160 |

Remarque : Des cours supplémentaires de mathématiques et/ou d'anglais/arts du langage peuvent être nécessaires pour les examens d'État et remplaceront les cours facultatifs.

Remarque : * Lorsqu'un élève valide le cours d'algèbre I en 8e année, il prend la géométrie, l'algèbre II et un troisième cours de mathématiques approuvé pendant qu'il est à l'EHS afin de satisfaire à l'exigence de 15 crédits en mathématiques.

Classification du niveau scolaire : Un classement par niveau scolaire sera établi chaque année, en septembre, sur la base du nombre de crédits obtenus. Les critères sont les suivants :

| Classe | Redoublement | Promu au niveau supérieur |
|---------------|----------------------|----------------------------------|
| 9 | 34 crédits ou moins | 35 crédits |
| 10 | 69 crédits ou moins | 70 crédits |
| 11 | 99 crédits ou moins | 100 crédits |
| 12 | Moins de 140 crédits | |

Promotion/redoublement pour le lycée (9-12) : Un élève est promu dans la classe supérieure lorsqu'il a obtenu, pendant l'année scolaire en cours, le nombre de crédits requis pour cette classe, comme indiqué ci-dessus (35 crédits sont nécessaires pour être promu en 10ème classe ; 70 crédits sont nécessaires pour être promu en 11ème classe ; 100 crédits sont nécessaires pour être promu en 12ème classe). Pour obtenir le diplôme, il faudra obtenir 140 crédits et réussir toutes les évaluations prescrites par l'État pour l'obtention du diplôme (ou les évaluations alternatives prescrites par l'État). Sur les 140 crédits requis pour l'obtention du diplôme, au moins 110 crédits destinés à satisfaire à l'ensemble des normes d'apprentissage des étudiants du New Jersey (NJSLS) doivent être validés.

Procédures de remédiation pour la promotion au lycée (9-12) - Cours d'été/virtuel ou pour des cours supplémentaires suivis virtuellement pendant l'année scolaire avec l'approbation de l'administration :

- Cours d'été/virtuel, ou pour des cours supplémentaires suivis pendant l'année scolaire (avec l'approbation du directeur de l'orientation et de l'évaluation), le niveau obtenu en récupération de crédits sera ajouté au relevé de notes de l'élève pour l'année scolaire au cours de laquelle le cours a été suivi et validé. La note originale ou l'absence de crédit restera sur le relevé de notes de l'année scolaire au cours de laquelle le cours original a été suivi.
- Une note obtenue dans le cadre d'un cours virtuel entièrement validé sera acceptée et ajoutée au relevé de notes de l'année scolaire au cours de laquelle le cours a été suivi.

Étudiants en formation professionnelle : Les élèves qui ont l'intention de se lancer dans un métier de valeur doivent également évaluer avec soin leur programme d'études secondaires. Les employeurs font clairement comprendre aux éducateurs que les meilleurs emplois et les salaires les plus élevés reviennent aux travailleurs débutants qui disposent de solides compétences en lecture et en mathématiques. D'autres compétences de préparation à l'emploi sont tout aussi importantes. Les cours académiques dispensés à l'EHS offriront une base solide à nos élèves de l'enseignement professionnel qui espèrent entrer sur le marché du travail en occupant des postes de niveau débutant à la fin de leurs études secondaires.

Les étudiants en formation professionnelle doivent également étudier attentivement les possibilités offertes par le programme de l'école technique du comté de Mercer. Ce programme fonctionne selon le principe de l'alternance. Nos élèves suivent une demi-journée de cours dans l'une des écoles professionnelles (**voir page 75 pour détails**) au cours de leurs années de première et/ou de terminale. Nous encourageons les élèves à envisager sérieusement l'option de l'école professionnelle dès le début de leurs études secondaires. Une planification minutieuse des cours, en consultation avec le conseiller scolaire, au cours de la deuxième année, assurera une transition réussie par rapport au programme de l'école technique du comté de Mercer.

Étudiants entrant en études supérieures : Les étudiants se posent souvent des questions sur le processus d'admission à l'université pendant le processus de sélection des cours. Il est important de penser aux projets d'études supérieures dès le début de l'enseignement secondaire. De manière générale, il convient de se poser les questions suivantes dans le cadre de ce processus :

- L'université est-elle faite pour moi ?
- Est-ce que je me vois plutôt comme un étudiant en mathématiques/sciences ou plutôt comme un étudiant en arts libéraux/commerce ?
- Quel est le degré de sélectivité de l'établissement qui m'intéresse ?

En ce qui concerne la question « L'université est-elle faite pour moi ? », certains ne peuvent y répondre avant d'avoir bien avancé dans leurs études secondaires. Heureusement, les exigences académiques que l'État du New Jersey et les écoles publiques d'Ewing imposent aux élèves leur permettent d'accéder à de nombreux établissements d'enseignement supérieur. La plupart des établissements d'enseignement supérieur exigent au moins 16 cours d'enseignement secondaire satisfaisants, répartis comme suit :

| | |
|-------------------------|--|
| Anglais | 4 ans |
| Mathématiques | 3 ans |
| Études sociales | 3 ans |
| Langues étrangères | 2 ans (de préférence 2 à 3 ans) |
| Sciences de laboratoire | 2 ans (tous les étudiants de l'EHS doivent suivre quatre cours de sciences de laboratoire) |
| Cours facultatifs | 2 ans |

Il est également important que les étudiants déterminent s'ils sont plutôt intéressés par les mathématiques et les sciences ou par les arts libéraux et le commerce. Pour ce faire, les étudiants doivent réfléchir aux types de cours qu'ils apprécient et dans lesquels ils excellent. Une fois ceci déterminé, les étudiants peuvent commencer à suivre des cours facultatifs dans le cadre de ces grands domaines. Ce faisant, ils deviendront plus attractifs pour les établissements d'enseignement supérieur qui les intéressent.

Les cours académiques de base dispensés à Ewing peuvent préparer les élèves à l'admission dans un établissement d'enseignement supérieur. Cependant, s'ils aspirent à intégrer des écoles très sélectives, les élèves doivent suivre le programme d'études le plus rigoureux que leur talent et leur esprit d'initiative leur permettent de suivre.

POINTS DE NIVEAU SCOLAIRE - TABLEAU DE CONVERSION

| NOTE | CCP | MENTIONS | AP®/UNIVERSITÉ |
|------|-------|----------|----------------|
| 100 | 4,5 | 5 | 5,5 |
| 99 | 4,425 | 4,925 | 5,425 |
| 98 | 4,35 | 4,85 | 5,35 |
| 97 | 4,275 | 4,775 | 5,275 |
| 96 | 4,2 | 4,7 | 5,2 |
| 95 | 4,125 | 4,625 | 5,125 |
| 94 | 4,05 | 4,55 | 5,05 |
| 93 | 3,975 | 4,475 | 4,975 |
| 92 | 3,9 | 4,4 | 4,9 |
| 91 | 3,825 | 4,325 | 4,825 |
| 90 | 3,75 | 4,25 | 4,75 |
| 89 | 3,675 | 4,175 | 4,675 |
| 88 | 3,6 | 4,1 | 4,6 |
| 87 | 3,525 | 4,025 | 4,525 |
| 86 | 3,45 | 3,95 | 4,45 |
| 85 | 3,375 | 3,875 | 4,375 |
| 84 | 3,3 | 3,8 | 4,3 |
| 83 | 3,225 | 3,725 | 4,225 |
| 82 | 3,15 | 3,65 | 4,15 |
| 81 | 3,075 | 3,575 | 4,075 |
| 80 | 3 | 3,5 | 4 |
| 79 | 2,925 | 3,425 | 3,925 |
| 78 | 2,85 | 3,35 | 3,85 |
| 77 | 2,775 | 3,275 | 3,775 |
| 76 | 2,7 | 3,2 | 3,7 |
| 75 | 2,625 | 3,125 | 3,625 |
| 74 | 2,55 | 3,05 | 3,55 |
| 73 | 2,475 | 2,975 | 3,475 |
| 72 | 2,4 | 2,9 | 3,4 |
| 71 | 2,325 | 2,825 | 3,325 |
| 70 | 2,25 | 2,75 | 3,25 |
| 69 | 2,175 | 2,675 | 3,175 |
| 68 | 2,1 | 2,6 | 3,1 |
| 67 | 2,025 | 2,525 | 3,025 |
| 66 | 1,95 | 2,45 | 2,95 |
| 65 | 1,875 | 2,375 | 2,875 |
| 64 | 1,8 | 2,3 | 2,8 |
| 63 | 1,725 | 2,225 | 2,725 |
| 62 | 1,65 | 2,15 | 2,65 |
| 61 | 1,575 | 2,075 | 2,575 |
| 60 | 1,5 | 2 | 2,5 |
| 0-59 | 0 | 0 | 0 |

FASON POU PLANIFYE YON KOU ETID

Konsèy Edikasyon Ewing egzije pou fini avèk matyè/kredi sa yo pou diplome nan lekòl segondè:

| MATYÈ – DOMÈN | KREDI |
|---|------------|
| Anglè/Lang ak Literati Anglè | 20 |
| Matematik (Aljèb I, Jewometri ak Aljèb II) * | 15 |
| Syans Sosyal (Istwa Jeneral, Istwa Etazini I, Istwa Etazini II) | 15 |
| Syans (Syans Espas Latè, Byoloji, yon kou syans siplemantè, ak yon syans siplemantè, matematik oswa kou teknoloji) | 20 |
| Sante ak Edikasyon Fizik (5 kredi pandan chak ane enskripsyon) | 20 |
| Boza Vizyèl ak Teyatral | 5 |
| karyè/Edikasyon sou Konsomatè, Ladrès pou viv nan Fanmi/Lavi oswa Edikasyon Vo-Tech | 5 |
| Edikasyon Finansye/Edikasyon sou Konsomatè | 5 |
| Lang Mondyal | 5 |
| Kou ki pa obligatwa | 50 |
| Kantite total kredi ki nesesè | 160 |

Nòt: Fondman Matematik Siplemantè ak/oswa kou Anglè/Lang ak Literati Anglè(ELA) ka nesesè pou egzamen Leta epi y ap ranplase yon kou ki pa obligatwa.

Nòt: * Lè yon elèv fini nan Aljèb I nan Klas 8yèm ane, elèv la ap pran Jewometri, Aljèb II, ak yon twazyèm kou matematik ki apwouve nan EHS pou li kapab satisfè egzijans 15 kredi matematik.

Klasman Nivo Klas: Nou pral detèmine klasman nivo klas la chak ane, nan mwa Septanm , dapre kantite kredi elèv la resevwa. Kritè yo prezante konsa:

| Klas | konsève | Janbe nan Pwochen Klas |
|-------------|----------------------|-------------------------------|
| 9 | 34 kredi oswa mwens | 35 kredi |
| 10 | 69 kredi oswa mwens | 70 kredi |
| 11 | 99 kredi oswa mwens | 100 kredi |
| 12 | Mwens pase 140 kredi | |

Pwomosyon/Konsèvasyon pou Lekòl Segondè (9yèm - 12yèm ane): Yon elèv ap janbe nan pwochen klas lè li fini. Nan ane lekòl moman an, kantite kredi ki obligatwa pou klas la jan sa endike anwo a (35 kredi nesesè pou li janbe nan klas 10yèm ane: 70 kredi nesesè pou elèv la janbe nan klas 11yèm ane; 100 kredi nesesè pou elèv la janbe nan klas 12yèm ane). Egzijans pou diplome se pral 140 kredi ak pasaj tout evalyasyon Leta egzije (oswa lòt kalite evalyasyon Leta egzije). Sou 140 kredi ki obligatwa pou elèv yo diplome, elèv la dwe pase mwens pase 110 kredi ki deziyen pou satisfè tout Nòm Aprantisaj Elèv New Jersey (NJSLS).

Pwosedi pou Ratrapaj pou Pwomosyon pou Lekòl Segondè (9yèm-12yèm ane) – Lekòl Lete/ Vityèl oswa pou kou siplemantè elèv la pran pandan ane lekòl la avèk apwobasyon administrasyon an.

- Lekòl Lete/Vityèl, oswa pou kou siplemantè elèv la pran pandan ane lekòl la (avèk apwobasyon Direktè Konsèy la ak Evalyasyon), nòt elèv la resevwa nan ratrapaj kredi pral ajoute nan bilten elèv la anba ane lekòl la ou endike li te pran kou a ak fini ladan. Nòt orijinal la oswa NCA (Pa gen Prezans nan Kredi pral rete nan bilten an nan ane lekòl la kote elèv la te pran kou orijinal la.
- N ap aksepte yon nòt elèv la resevwa nan yon kredi orijinal, kou vityèl okonplè jan yo rapòte sa epi n ap ajoute li nan bilten an nan ane lekòl la pou endike elèv la te pran kou a.

Elèv ki nan Fòmasyon Pwofesyonèl: Elèv ki gen entansyon vin gen metye enpòtan tou bezwen anvizaje kou etid lekòl segondè yo avèk anpil prekosyon. Patwon yo fè li fasil anpil pou edikatè pou fè yo konnen pi bon djòb yo ak pi gwo salè pa èdtan yo ale pou travayè nivo antre ki gen bon jan ladrès nan lekti ak matematik. Ladrès pou preparasyon pou lòt djòb yo enpòtan egalego. Kou akademik nan EHS pral ofri yon baz solid pou elèv fòmasyon pwofesyonèl yo ki swete antre nan mache travay la avèk pozisyon nivo antre lè yo fini nan lekòl segondè.

Elèv fòmasyon pwofesyonèl yo ta dwe anvizaje avèk anpil prekosyon opòtinite ki disponib yo nan pwogram Mercer County Technical School. Pwogram sa a se yon sistèm 'tan pataje'. Elèv nou yo ale nan youn nan lekòl pwofesyonèl yo (**gade paj 75 pou jwenn detay yo**) pou mwatye jounen an chak jou pandan premye ane yo ak/oswa dènye ane yo. Nou ankouraje elèv yo pou yo anvizaje oserye chwa lekòl pwofesyonèl byen bonè nan ane lekòl segondè yo otank posib. Planifikasyon kou avèk prekosyon, nan tèt ansanm avèk konseye pedagojik lekòl la, pandan dezyèm ane yo ap asire yon tranzisyon fasil nan pwogram Mercer County Technical School.

Etidyan ki nan fen etid nan Kolèj: Elèv yo souvan gen kesyon konsènan admisyon nan kolèj pandan pwosesis chwa kou yo. Konsiderasyon plan yo pou kolèj ta dwe kòmanse bonè nan eksperyans nan lekòl segondè Anjeneral, elèv yo ta dwe egzamine kesyon an ba yo nan pwosesis sa a:

- Èske kolèj fèt pou mwen?
- Èske mwen konsidere tèt mwen kòm plis pase yon elèv Matematik/Syans oswa plis pase yon etidyan Boza Liberal/Biznis?
- Kijan pou mwen enterese nan kou ki pa obligatwa nan yon kolèj m ap frekante?

Pou kesyon "Èske kolèj fèt pou mwen?" konsène, se yon kesyon kèk elèv pa kapab reponn jouk lè yo rive lwen nan ane lekòl segondè yo. Men, malerezman egzijans akademik ki endike Eta New Jersey ak Ewing Public Schools mete sou elèv yo pral fè yo kalifye pou ale nan anpil enstitisyon pòs-segondè. Pifò kolèj egzije omwen 16 kou travay klas satisfezan nan lekòl segondè, ki repati konsa anba a:

| | |
|---------------------|---|
| Anglè | 4 ane |
| Matematik | 3 ane |
| Syans Sosyal | 3 ane |
| lang Mondyal | 2 ane (pito 2 oswa 3 ane) |
| Syans Laboratwa | 2 ane (tout elèv EHS gen obligasyon pou pran kat kou laboratwa syantifik) |
| Kou ki pa obligatwa | 2 ane |

Li enpòtan tou pou elèv yo anvizaje si yo se yon elèv ki oryante nan Matematik/Syans, oswa Boza Liberal/Biznis. Pou reponn kesyon sa a, elèv yo ta dwe konsidere kalite kou yo renmen swiv, ak nan sa yo travay byen anpil. Depi yo konnen sa, elèv yo kapab kòmanse itilize kou ki pa obligatwa yo pou yo pran kou nan pi gwo domèn. Lè yo fè sa, elèv yo ap fè tèt yo vin pi atraktif pou kolèj kote yo enterese yo.

Kou akademik debaz yo nan Ewing kapab prepare elèv yo pou admisyon nan yon kolèj. Men, si yo gen aspirasyon pou lekòl elèv chwazi anpil, elèv yo bezwen pran pwogram akademik pi sevè talan ak pwojè yo ap facilite.

PWEN KLAS KALITE – TABLO KONVÈSYON

| KLAS | CCP | ONÈ | AP®/KOLEJ |
|------|-------|-------|-----------|
| 100 | 4.5 | 5 | 5.5 |
| 99 | 4.425 | 4.925 | 5.425 |
| 98 | 4.35 | 4.85 | 5.35 |
| 97 | 4.275 | 4.775 | 5.275 |
| 96 | 4.2 | 4.7 | 5.2 |
| 95 | 4.125 | 4.625 | 5.125 |
| 94 | 4.05 | 4.55 | 5.05 |
| 93 | 3.975 | 4.475 | 4.975 |
| 92 | 3.9 | 4.4 | 4.9 |
| 91 | 3.825 | 4.325 | 4.825 |
| 90 | 3.75 | 4.25 | 4.75 |
| 89 | 3.675 | 4.175 | 4.675 |
| 88 | 3.6 | 4.1 | 4.6 |
| 87 | 3.525 | 4.025 | 4.525 |
| 86 | 3.45 | 3.95 | 4.45 |
| 85 | 3.375 | 3.875 | 4.375 |
| 84 | 3.3 | 3.8 | 4.3 |
| 83 | 3.225 | 3.725 | 4.225 |
| 82 | 3.15 | 3.65 | 4.15 |
| 81 | 3.075 | 3.575 | 4.075 |
| 80 | 3 | 3.5 | 4 |
| 79 | 2.925 | 3.425 | 3.925 |
| 78 | 2.85 | 3.35 | 3.85 |
| 77 | 2.775 | 3.275 | 3.775 |
| 76 | 2.7 | 3.2 | 3.7 |
| 75 | 2.625 | 3.125 | 3.625 |
| 74 | 2.55 | 3.05 | 3.55 |
| 73 | 2.475 | 2.975 | 3.475 |
| 72 | 2.4 | 2.9 | 3.4 |
| 71 | 2.325 | 2.825 | 3.325 |
| 70 | 2.25 | 2.75 | 3.25 |
| 69 | 2.175 | 2.675 | 3.175 |
| 68 | 2.1 | 2.6 | 3.1 |
| 67 | 2.025 | 2.525 | 3.025 |
| 66 | 1.95 | 2.45 | 2.95 |
| 65 | 1.875 | 2.375 | 2.875 |
| 64 | 1.8 | 2.3 | 2.8 |
| 63 | 1.725 | 2.225 | 2.725 |
| 62 | 1.65 | 2.15 | 2.65 |
| 61 | 1.575 | 2.075 | 2.575 |
| 60 | 1.5 | 2 | 2.5 |
| 0-59 | 0 | 0 | 0 |

يطلب مجلس التعليم في إيوينج
إكمال المواد/الاعتمادات التالية للتخرج من المدرسة الثانوية:

| الاعتمادات | الموضوع - المجال |
|------------|--|
| 20 | اللغة الإنجليزية/فنون اللغة |
| 15 | الرياضيات (الجبر 1، الهندسة، والجبر 2) * |
| 15 | الدراسات الاجتماعية (تاريخ العالم، وتاريخ الولايات المتحدة 1، وتاريخ الولايات المتحدة 2) |
| 20 | العلوم (علوم الأرض والفضاء، علم الأحياء، ودورة علمية إضافية، ودورة إضافية في العلوم أو الرياضيات أو التكنولوجيا) |
| 20 | الصحة وال التربية البدنية (5 اعتمادات خلال كل عام من التسجيل) |
| 5 | الفنون البصرية وفنون الأداء |
| 5 | التعليم المهني/الاستهلاك، أو مهارات الأسرة/الحياة، أو التعليم المهني والتقني |
| 5 | محو الأمية المالية/تعليم المستهلك |
| 5 | لغة عالمية |
| 50 | اختيارية |
| 160 | اجمالي الاعتمادات المطلوبة |

ملاحظة: قد تكون ثمة حاجة إلى دورات إضافية في الرياضيات الأساسية/أو اللغة الإنجليزية/فنون اللغة لاختبار الولاية وستكون بدلاً من مادة اختيارية.
ملاحظة: * عندما يكمل الطالب بنجاح الجبر الأول في الصف الثامن، سيأخذ الطالب الهندسة والجبر 2 ودورة ثالثة معتمدة في الرياضيات أثناء وجوده في المدرسة الثانوية في إيوينج من أجل تلبية متطلب الرياضيات المكون من 15 ساعة معتمدة.

تصنيف المستوى الدراسي: سيتم تحديد تصنيف المستوى الدراسي سنوياً، في سبتمبر، بناءً على عدد الاعتمادات المكتسبة. المعايير هي كما يلي:

| الصف | الاحتفاظ | الترقية إلى الصف التالي |
|------|------------------------|-------------------------|
| 9 | 34 ساعة معتمدة أو أقل | 35 ساعة معتمدة |
| 10 | 69 ساعة معتمدة أو أقل | 70 ساعة معتمدة |
| 11 | 99 ساعة معتمدة أو أقل | 100 ساعة معتمدة |
| 12 | أقل من 140 ساعة معتمدة | أقل من 140 ساعة معتمدة |

الترقية/الاستبقاء في المدرسة الثانوية (12-9): سيتم ترقية الطالب إلى الصف التالي عندما يكمل، في العام الدراسي الحالي، عدد الساعات المعتمدة المطلوبة لذلك الصف كما هو موضح أعلاه (35 ساعة معتمدة مطلوبة للترقية إلى الصف العاشر، 70 ساعة معتمدة مطلوبة للترقية إلى الصف الحادي عشر، 100 ساعة معتمدة مطلوبة للترقية إلى الصف الثاني عشر). سيكون شرط التخرج 140 ساعة معتمدة واجتياز جميع التقييمات التي تفرضها الولاية للتخرج (أو التقييمات البديلة التي تفرضها الولاية). من بين 140 ساعة معتمدة مطلوبة للتخرج، يجب اجتياز ما لا يقل عن 110 ساعة معتمدة مصممة لتلبية جميع معايير التعلم الطالبية في ولاية نيو جيرسي (NJSLs).

إجراءات التصحيح للترقية في المدرسة الثانوية (9-12) - المدرسة الصيفية/الافتراضية أو بالنسبة للدورات الإضافية في المدرسة الافتراضية التي تم أخذها خلال العام الدراسي بموافقة الإداره:

- المدرسة الصيفية/الافتراضية، أو بالنسبة للدورات الإضافية التي تم أخذها خلال العام الدراسي (بموافقة مدير الإرشاد والتقييم)، سيتم إضافة الدرجة التي حصل عليها في استرداد الاعتماد إلى سجل الطالب في العام الدراسي الذي تم فيه أخذ الدورة وإكمالها. ستظل الدرجة الأصلية أو حضور بدون انتقام في السجل في العام الدراسي الذي تم فيه أخذ الدورة الأصلية.
- سيتم قبول الدرجة المكتسبة من دورة انتقامية أصلية كاملة افتراضية كما تم الإبلاغ عنها وإضافتها إلى السجل في العام الدراسي الذي تم فيه أخذ الدورة.

طلب المهن: يحتاج الطلاب الذين يعترضون اكتساب مهنة قيمة أيضاً إلى التفكير بعناية في مسار دراستهم في المدرسة الثانوية. يوضح أصحاب العمل للمعلمين أن أفضل الوظائف وأعلى الأجر تذهب إلى العمال في المستوى الأول الذين يتمتعون بمهارات قوية في القراءة والرياضيات. مهارات الاستعداد للوظيفة الأخرى مهمة بنفس القدر. ستتوفر الدورات الأكاديمية في المدرسة الثانوية في إيوينج أساساً قوياً لطلابنا المهنيين الذين يأملون في دخول قوة العمل بوظائف أولية عند الانتهاء من المدرسة الثانوية.

يجب على الطلاب المهنيين أيضاً النظر بعناية في الفرص المتاحة في المدرسة الثانوية. يوضح أصحاب العمل للمعلمين أن أفضل الوظائف وأعلى الأجر الصفحة 75 للحصول على التفاصيل لمدة نصف يوم كل يوم خلال سنتهم الدراسي الأولى وأو الأخيرة. تشجع الطلاب على التفكير بجدية في خيار المدرسة المهنية في أقرب وقت ممكن من سنوات دراستهم الثانوية. سيضمن التخطيط الدقيق للمقررات الدراسية، بالتشاور مع مستشار المدرسة، خلال السنة الثانية انتقالاً سلساً إلى برنامج ميرسر كاوتشي التقنية.

الطلاب الذين يتجهون إلى الكلية: غالباً ما يطرح الطلاب أسئلة حول عملية القبول بالكلية أثناء عملية اختيار الدورة. يجب أن تبدأ دراسة خطط الكلية في وقت مبكر من تجربة المدرسة الثانوية. بشكل عام، يجب التتحقق من الأسئلة التالية في هذه العملية:

• هل الكلية مناسبة لي؟

- هل أرى نفسي كطالب رياضيات/علوم أكثر أم كطالب فنون حرة/أعمال أكثر؟
- إلى أي مدى أنا أنتقاني بشأن الكلية التي أرغب في الالتحاق بها؟

يقدر ما يتعلّق الأمر بالسؤال "هل الكلية مناسبة لي؟"، فهذا سؤال لا يستطيع البعض الإجابة عليه إلا بعد سنوات دراستهم الثانوية. ولكن لحسن الحظ، فإن المتطلبات الأكاديمية التي تفرضها ولاية نيوجيرسي ومدارس إيوينج العامة على الطلاب ستعلّمهم مؤهلين للالتحاق بالعديد من مؤسسات ما بعد الثانوية. تتطلّب معظم الكليات 16 دورة على الأقل من العمل الدراسي المرضي في المدرسة الثانوية موزعة على النحو التالي:

| | |
|---------------------|---|
| اللغة الإنجليزية | 4 سنوات |
| الرياضيات | 3 سنوات |
| الدراسات الاجتماعية | 3 سنوات |
| اللغات العالمية | ستنان (فضل من سنتين إلى 3 سنوات) |
| علوم المختبر | ستنان (يطلب من جميع طلاب المدرسة الثانوية في إيوينج أخذ أربع دورات مختبرية علمية) |
| الاختيارية | ستنان |

من المهم أيضاً للطلاب التفكير فيما إذا كانوا طلاباً في الرياضيات/العلوم أو الأداب/الأعمال. للإجابة على هذا السؤال، يجب على الطالب النظر في أنواع الدورات التي يستمتعون بها والتي يتقوّون فيها. بمجرد معرفتهم بذلك، يمكن للطلاب البدء في استخدام المواد الاختيارية الخاصة بهم لأخذ دورات في تلك المجالات الواسعة. من خلال القيام بذلك، سيتعلّمون أنفسهم أكثر جاذبية الكليات التي يهتمون بها.

يمكن للدورات الأكاديمية الأساسية في إيوينج إعداد الطلاب للقبول في الكلية. ومع ذلك، إذا كانوا يطمحون إلى الالتحاق بمدارس انتقائية للغاية، فيتعين على الطلاب اختيار المناهج الدراسية الأكثر صرامة والتي تسمح لهم مواهبهم ومبادراتهم بها.

نقط الدرجات النوعية - مخطط التحويل

| الجامعة / AP® | الامتيازات | CCP | الدرجة |
|---------------|------------|-------|--------|
| 5.5 | 5 | 4.5 | 100 |
| 5.425 | 4.925 | 4.425 | 99 |
| 5.35 | 4.85 | 4.35 | 98 |
| 5.275 | 4.775 | 4.275 | 97 |
| 5.2 | 4.7 | 4.2 | 96 |
| 5.125 | 4.625 | 4.125 | 95 |
| 5.05 | 4.55 | 4.05 | 94 |
| 4.975 | 4.475 | 3.975 | 93 |
| 4.9 | 4.4 | 3.9 | 92 |
| 4.825 | 4.325 | 3.825 | 91 |
| 4.75 | 4.25 | 3.75 | 90 |
| 4.675 | 4.175 | 3.675 | 89 |
| 4.6 | 4.1 | 3.6 | 88 |
| 4.525 | 4.025 | 3.525 | 87 |
| 4.45 | 3.95 | 3.45 | 86 |
| 4.375 | 3.875 | 3.375 | 85 |
| 4.3 | 3.8 | 3.3 | 84 |
| 4.225 | 3.725 | 3.225 | 83 |
| 4.15 | 3.65 | 3.15 | 82 |
| 4.075 | 3.575 | 3.075 | 81 |
| 4 | 3.5 | 3 | 80 |
| 3.925 | 3.425 | 2.925 | 79 |
| 3.85 | 3.35 | 2.85 | 78 |
| 3.775 | 3.275 | 2.775 | 77 |
| 3.7 | 3.2 | 2.7 | 76 |
| 3.625 | 3.125 | 2.625 | 75 |
| 3.55 | 3.05 | 2.55 | 74 |
| 3.475 | 2.975 | 2.475 | 73 |
| 3.4 | 2.9 | 2.4 | 72 |
| 3.325 | 2.825 | 2.325 | 71 |
| 3.25 | 2.75 | 2.25 | 70 |
| 3.175 | 2.675 | 2.175 | 69 |
| 3.1 | 2.6 | 2.1 | 68 |
| 3.025 | 2.525 | 2.025 | 67 |
| 2.95 | 2.45 | 1.95 | 66 |
| 2.875 | 2.375 | 1.875 | 65 |
| 2.8 | 2.3 | 1.8 | 64 |
| 2.725 | 2.225 | 1.725 | 63 |
| 2.65 | 2.15 | 1.65 | 62 |
| 2.575 | 2.075 | 1.575 | 61 |
| 2.5 | 2 | 1.5 | 60 |
| 0 | 0 | 0 | 59-0 |

EHS BUSINESS CAREER PATHWAYS

RECOMMENDED COURSES

Accounting I & II
Business Organization & Management
Financial Literacy/Consumer Education
Entrepreneurship I
Principles of Marketing
Probability & Statistics
The Art of Communicating

Accounting I & II
Business Organization & Management
Calculus
Financial Literacy/Consumer Education
Entrepreneurship I
Pre-Calculus
Principles of Marketing
Probability & Statistics
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Accounting I & II
Business Organization & Management
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LEVELED CAREER OPTIONS

4 yr Degree &/or Graduate School

- Compensations & Benefits Managers
- Compliance Manager
- General & Operations Managers
- Human Resources Managers

- Accountants
- Auditors
- Budget Analysts
- Business Teachers
- Chief Executives
- Financial Analysts
- Statisticians

- Chief Sustainability Officers
- Financial Managers
- Management Analysts
- Marketing Analyst/Manager
- Retail/Store Manager
- Risk Management Specialists
- Supply Chain Manager
- Warehouse Manager

2 Yr Degree or Certification

- Human Resource Managers
- Labor Relations Specialists
- Training & Development Managers
- Training & Development Specialists

- Computer Systems Analysts
- Credit Analysts
- Operation Research Analysts

- Construction Managers
- Compliance Managers
- Industrial Production Managers
- Property & Real Estate Managers
- Regulatory Affairs Managers

HS Degree /On the Job Training

- Compensation, Benefits, & Job Analysis
- Specialists
- First-Line Supervisors
- Human Resources Managers of Office
- Administrative Support Workers
- Payroll & Timekeeping Assistants

- Administrative Support Staff
- Business Assistants
- First Line Supervisors/Managers of Office & Administrative Support

- Database Administrators
- First Line Supervisors/Managers of Office & Administrative Support
- First Line Supervisors/Managers of Production & Operating Support
- Retail Sales Associate

BUSINESS EDUCATION DEPARTMENT

- All courses listed are considered College and Career Preparatory unless otherwise noted.

Whether choosing courses for career preparation or personal fulfillment, students taking courses in the Business Education Department are provided extensive opportunities for realistic learning. After studying business, students are well prepared for the demands of a rigorous college curriculum and/or the increasingly competitive workplace. Business courses are instructed with a focus on college and career readiness.

- Courses indicated with an ^ meet the minimum graduation requirement of 5 credits for Career Education.
- Courses indicated with an * meet the minimum graduation requirement of 2.5 credits for Financial Literacy.

Business Organization & Management ^

5 credits Grades: 9-12

Prerequisite: None

This course is designed to help the student acquire an understanding of business organization, procedures, and management. It is further designed to help individuals who will work in business, who may manage a business, and who may eventually own their own business. The role of management, its responsibilities, the various structures of the organization, and its functions are discussed and explored. Students will gain appreciation for the various facets of business, including technology, organizational change, diversity in the workplace, international competition, and the link between business and society.

Principles of Marketing ^

5 credits Grades: 9-12

Prerequisite: None

Principles of Marketing introduces students to the foundations and functions needed to successfully market goods, services and ideas to consumers. While students study business foundations, economics, selling, human relations, communications, logistics, promotion, product planning, and pricing, they will also see marketing as a career choice from a "big picture" perspective. In addition to the development of a marketing plan, students will plan, create and produce advertising campaigns which will include all major media; including television, print and digital/social channels. Sports and entertainment marketing will also be examined over the course of the year.

Entrepreneurship I ^

5 credits Grades: 10-12

Prerequisite: Minimum grade of 70 in Business Organization & Management **OR** Principles of Marketing

How do you turn an idea into a business? Experience that in this course! Entrepreneurship I is designed to provide students with the skills and knowledge currently needed to successfully become future professionals and operate a successful business in today's global business economy. Throughout the course, students become well-versed in how to determine the nature of their business including product and services development, organizational structure, and establishing a hierarchy of management. Students also learn the ins and outs of the many departments of a business such as Administration, Accounting/Finance, Sales, Marketing, Human Resources, Communications, and Information Technology as well as learn the pitfalls of common business mistakes. Professionalism, business acumen, and presentation skills are embedded within the curriculum.

Accounting I^

5 credits Grades: 10-12

Prerequisite: None

Designed to provide the student with a clear understanding of how to analyze, evaluate, and interpret the effects of business transactions for a proprietorship, partnership and corporation, Accounting I provides students with the opportunity to complete the accounting cycle for a service and merchandising business. Used to communicate financial information, accounting is known as the language of business. This course is an invaluable aid in developing a sound business foundation. Knowledge of accounting can also contribute to an ability to earn a living, understand business activities, and gain competency in managing personal finances.

Accounting II Honors^

5 credits Grades: 11-12

Prerequisite: Minimum grade of 85 in Accounting I

This in-depth, advanced course expands on topics learned in Accounting I while adding new topics about management accounting, cost accounting, not-for-profit accounting, and financial analysis. The study of a second year of accounting will provide an excellent background and preparation for college business and accounting courses. Research has proven that students who have successfully completed two years of high school accounting are more successful in their first year of college accounting than students without that background. In addition, the cost, budgeting, and financial analysis topics are useful tools for the new entrepreneur. Students planning to further their study of business will find this course invaluable.

Financial Literacy/Consumer Education *

5 Credits Grades: 10-12

Prerequisite: None

Financial Literacy/Consumer Education is designed to assist students acquire the educational understanding of various financial areas related to effectively managing one's personal finances. Students will assume the role consumers and engage in a wide array of experiences to make appropriate decisions about personal finances such as income and employee benefits, establishing a budget, checking and savings accounts, investing, paying for college, the pitfalls related to credit, and tax planning. This course meets New Jersey's State Financial Literacy requirement of 2.5 credits for graduation.

EHS ENGLISH LANGUAGE ARTS (ELA) CAREER PATHWAYS

RECOMMENDED COURSES

English I, II, III, IV
AP Language & Composition
AP Literature & Composition

ELECTIVES
African-American Experience in Literature
Creative Writing
Journalism and Digital Media
From Zeus to Superman: Intro Mythology
The Art of Communicating

English I, II, III, IV
AP Language & Composition
AP Literature & Composition

ELECTIVES
African-American Experience in Literature
Journalism and Digital Media
The Art of Communicating
Public Health

English I, II, III, IV
AP Language & Composition
AP Literature & Composition
ELECTIVES
African-American Experience in Literature
Creative Writing
Journalism and Digital Media
From Zeus to Superman: Intro Mythology
The Art of Communicating

LEVELED CAREER OPTIONS

4 yr Degree &/or Graduate School

- Author
- Copywriter
- Editor
- Grant Writer
- Journalist
- Publisher
- Managing Editor
- News Reporter
- Proof Reader
- Researcher
- Television Writer
- Web Designer

- Attorney
- Federal Agent
- Foreign Service Officer
- Forensic Scientist
- Judge
- Legislator
- Paralegal
- Parole/Probation Officer
- Police Officer
- Social Worker

- Counselor
- Curriculum Developer
- Librarian
- Media Specialist
- Principal
- Professor
- Psychologist
- Social Worker
- Speech Language Pathologist
- Superintendent

2 Yr Degree or Certification

- Author
- Editor
- Publisher
- Proofreader
- News Reporter
- Television Writer
- Radio Writer
- Screenplay Writer
- Web Designer

- Animal Control Officer
- Corrections Officer
- Court Reporter
- Fire Inspector
- Legal Assistant
- Paralegal (via community college)
- Police Officer
- Sheriff's Officer
- Transit Police Officer

- Administrative Assistant
- Paraprofessional
- Substitute Teacher
- Teaching Assistant
- Technology Coordinator
- Web Designer

HS Degree /On the Job Training

- Author
- Book Buyer/Seller
- Proofreader
- Radio Writer
- Screenplay Writer
- Television Writer
- Web Designer

- Animal Control Officer
- Corrections Officer
- Firefighter
- Legal Secretary
- Security Guard
- Transit Police Officer

- Administrative Assistant
- Childcare Worker
- Custodian
- Educational Technology Support
- Vendor for Classroom Materials

ENGLISH DEPARTMENT

The English Department seeks to create lifelong readers and writers. To accomplish these goals, a variety of courses are offered that stresses reading and writing. Various genres are used as springboards for students to utilize their critical and creative thinking skills. A wide range of electives is offered to supplement the required courses.

To graduate from Ewing High School, students must pass four required English courses and demonstrate proficiency on a high school English assessment as required by the New Jersey Department of Education.

Course levels in English include College and Career Prep (CCP), Honors, and Advanced Placement. Regardless of the level of study of the course, homework and high academic standards will be encountered. For students needing additional assistance with the state assessment (i.e., NJSLA, End-of-Course exams), the department offers Real World Writing as well as Foundations of English. Honors and Advanced Placement study are reserved for the most able and motivated members of the student body. These courses are marked by daily and substantial reading assignments, as well as rigorous and challenging written work. To remain in good standing, students must maintain a minimum grade of 80 in Honors/AP work.

Students are encouraged to read often and widely. This will equip students with what may arguably be the most important skill needed to compete for the best jobs and the best colleges. Reading will also foster a life-long hobby that will be a constant source of amusement and education.

- *Courses indicated with an * count toward the minimum graduation requirement of 20 English credits.*
- *Courses indicated with an ^ meet the minimum graduation requirement of 5 credits for Career Education*

Real World Writing

5 credits Grade: 9

Prerequisite: Successful completion of 8th grade English Language Arts, a demonstrated need on standardized or diagnostic testing, and/or teacher recommendation for support in the area of writing is required. Placement is by Administration only.

Real World Writing is designed for those students who would benefit from additional instruction and support with written expression and the conventions of writing. Students will build upon the skills learned in middle school English Language Arts classes and will work toward proficiency in high school and post-secondary institutions. Instruction will focus on persuasive, analytical, expository, business and creative writing. While writing daily, students will learn not only the rules of grammar and writing mechanics, but also how to apply those rules when writing. Students will also learn how to naturally infuse new vocabulary terms into their writing. Student performance and individual growth will be evaluated using rubrics, quizzes, tests, formal writings, and a final exam.

English I CCP (Introduction to Literature and Composition) *

5 credits Grade: 9

Prerequisite: Successful completion of 8th grade English Language Arts

English I College and Career Prep is an introduction to literature and places emphasis on reading comprehension as well as composition, mechanics, spelling, and vocabulary. The study of literature concentrates on reading novels as well as short stories, epics, works of nonfiction, drama, and poetry. Other activities include informational reading, research writing, creative writing, developing vocabulary skills, and public speaking. Students must participate in the 9th Grade ELA state assessment.

English I Honors (Introduction to Literature and Composition) *

5 credits Grade: 9

Prerequisite: Minimum grade of 75 in Humanities or 85 in 8th grade English Language Arts

This course is designed to challenge students to critically analyze and discuss literature; the course also focuses on developing many types of written expression. Emphasis is placed on developing research skills; a review of composition, grammar, and reading skills will also be conducted. Reading assignments, homework requirements, and essay and test expectations are all at an accelerated level and pace. Students must participate in the 9th Grade ELA state assessment

English II CCP (Themes in Literature and Composition) *

5 credits Grade: 10

Prerequisite: Successful completion of English I

English II concentrates on continued development of reading and writing skills. Included in this is a thematic approach to literature, a variety of writing tasks, a number of speaking opportunities, and further development of research skills, grammar, and vocabulary. Works included in literary analysis are those written by Shakespeare and George Orwell, among others. Students must participate in the 10th Grade ELA state assessment.

English II Honors (Themes in Literature and Composition) *

5 credits Grade: 10

Prerequisite: Minimum grade of 75 in English I Honors or 85 in English I CCP

The Honors sequence of courses is designed to challenge students who possess excellent English Language Arts skills. Literature will feature the critical analysis of a variety of contemporary multicultural and classical works, including Shakespeare and Orwell. In addition, this course will stress expository and creative writing, as well as research. Writing, grammar and vocabulary skills will be emphasized. Students must participate in the 10th Grade ELA state assessment.

English III CCP* (American Literature and Composition)

5 credits Grade: 11

Prerequisite: Successful completion of English II

English III includes a study of American literature from the Colonial Period to the 1950s and traces the evolution of the unique ideas and forces that influence American life today. Also included are vocabulary study, grammar instruction, oral presentation, and written composition. This course includes the study of prominent essayists, poets, playwrights, novelists, and short story writers ranging from Ernest Hemingway to Maya Angelou. Students must participate in the 11th Grade ELA state assessment.

English III Honors * (American Literature and Composition)

5 credits Grade: 11

Prerequisite: Minimum grade of 75 in English II Honors or 85 in English II CCP

English III Honors will survey a very challenging selection of American literature ranging from the Colonial period to the 1950s. Emphasis will be placed on literary criticism by both scholars and students from a variety of literary eras. Students will study creative parodies, skits, and various prose and verse forms and will practice oral and written expression in this class. Students must participate in the 11th Grade ELA state assessment.

English Language and Composition AP® *

5 credits Grade: 11

Prerequisite: Minimum grade of 80 in English II Honors or 90 in English II CCP (and/or recommendation from The College Board as having "potential to succeed in this AP® course and corresponding AP® exam" based upon PSAT results) (Semester 1 only)

AP® English is reserved for the most able and motivated members of the junior class. AP® Language and Composition aligns to introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages and drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in nonfiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students must participate in the 11th Grade ELA state assessment.

Additionally, taking the end of course AP® Test is a requirement for enrollment in an AP® course.

There will be no cost to students to take the AP® test

Foundations of English IV

5 credits Grade: 12

Prerequisite: Minimum 90 credits earned. All students who have not earned a passing score on at least one of the required NJGPA, or an approved second pathway assessment to meet high school graduation requirements (Placement is by Administration only.)

English IV Foundations is designed for those students who demonstrate a need of additional support in the areas of reading, writing, and critical thinking. Intensive reading exercises stressing comprehension, inference, and vocabulary are one portion of the course. The second portion is composed of skill development in argumentative and expository writing and responses to open-ended questions. Through this course, students will develop a writing portfolio that demonstrates high school proficiency and college and career readiness in the areas of reading and writing. This course does not fulfill one of the four units of English required for graduation.

English IV CCP*

5 credits Grade: 12

Prerequisite: Successful completion of English III

This course is designed to introduce students to social justice issues and assist them in discovering their ability to create positive change in their own world. Students will critically analyze various social movements related to race, ethnicity, gender, sexual orientation, and class. Students will also explore and discuss how these concepts influence human understanding, relationships, and behavior for centuries. Students will understand how individuals operate within community contexts created through interactions and relationships structured by sociability, belonging, and responsibility. This course will encourage students to think critically and expansively about the social world and the conditions of humanity. By exploring social justice issues and remedies, students will thereby develop the necessary analytical tools and information to identify inequality and injustice while addressing historical and contemporary issues relevant to students' present day lives.

English IV Honors*

5 credits Grade: 12

Prerequisite: Minimum grade of 75 in English III Honors or 85 in English III CCP

This course is designed to introduce students to social justice issues and assist them in discovering their ability to create positive change in their own world. Students will critically analyze various social movements related to race, ethnicity, gender, sexual orientation, and class. Students will also explore and discuss how these concepts influence human understanding, relationships, and behavior for centuries. Students will understand how individuals operate within community contexts created through interactions and relationships structured by sociability, belonging, and responsibility. This course will encourage students to think critically and expansively about the social world and the conditions of humanity. By exploring social justice issues and remedies, students will thereby develop the necessary analytical tools and information to identify inequality and injustice while addressing historical and contemporary issues relevant to students' present day lives. Honors differentiation will include in depth analysis of texts, literary criticism by both scholars and students, research and writing for different purposes.

English Literature and Composition AP® *

5 credits Grade: 12

Prerequisite: Minimum grade of 80 in English III Honors or a minimum grade of 80 in AP® English Language Composition (Semester 1 only)

AP® English is reserved for the most able and motivated members of the senior class. Taught according to guidelines established by the College Board, it is a college-level course; the workload is collegiate. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. **Taking the end of course AP Test is a requirement for enrollment in an AP course. There will be no cost to students to take the AP test.**

African American Experience in Literature^

5 credits Grades: 9-12

Prerequisite: None

The rich literary heritage of African American literature will be the focus of study in this course. Materials from the distant past to those of the present will explore the life experiences of African American artists. All literary genres, from poetry and essays to short stories and novels will be explored. Literature from early American history up through the Harlem Renaissance, and onward past the impact of the Civil Rights Movements of the 1960s and into the present day will be read and dissected. Writers such as Harriet Jacobs, Countee Cullen, Langston Hughes, Zora Neale Hurston, Toni Morrison, Booker T. Washington, Frederick Douglass, Nella Larsen, and educator Nicole Bailey-Williams are a small sampling of the authors studied. The course covers topics such as; slave narratives, slave resistance, the rise of the black middle class, the Harlem Renaissance, blacks in business, and contemporary literature. Students should expect to read widely and write regularly, and discuss knowledgeably what they read.

Creative Writing^

5 credits Grades: 9-12

Prerequisite: None

A good story always captures the attention of audiences of all ages. Creative Writing is designed to build on that love of a good story by giving students the opportunity to use their creative thinking abilities to write short stories, narratives, plays, poems, songs, and much more. Taught in a writing lab format, the course will encourage each student to acquire the skills and habits needed to be a self-directed writer. This course builds creative writing skills; it is not intended to provide remedial help in essay writing.

Drama through Literature

5 credits Grades: 9-12

Prerequisite: None

Anyone with a flair for acting and related performing arts will enjoy this course. In addition to studying the history of theater plus reading and interpreting significant modern plays, students will learn and practice the basic elements of acting and stage production. Participation (either performing or helping "backstage") in a classroom workshop setting will be required. Also included will be opportunities for creative writing, pantomime, and improvisation.

Journalism and Digital Media^

5 credits Grades: 9-12

Prerequisite: None

Throughout this course of study, students will learn and practice major elements of responsible journalism. Skills will include interviewing, writing articles, developing headlines, and creating editorials, plus explaining the concepts of page design, layout, editing, and cartooning. Everyone will experience the variety of skills needed to create an impressive newspaper, and students will work together to create the Ewing High School student newspaper which is distributed to the entire student body.

From Zeus to Superman: Introduction to Mythology^

5 credits Grades: 9-12

Prerequisite: None

Through the study of classical and world mythology, students will come to appreciate the timeless pertinence of this fascinating genre. The course will concentrate on the enduring patterns and motifs of mythology and how these are reflected in literature. It will enable students to deepen their appreciation for the continuity and tradition of our literary heritage and will offer a useful critical approach to the study of literature. Critical thinking, research, small group discussions, and oral presentations will be emphasized. Students who seek an intellectual challenge are encouraged to select this course.

The Art of Communicating^

5 credits Grades: 11-12

Prerequisite: None

Whether you want to be an accountant, an architect, a mechanic, a nurse, a teacher, a surgeon or a scuba instructor, communications skills are essential for your career development. Come explore ways to persuade others and get what you want. Learn how to ace your class presentations and upcoming interviews with the skills to make you stand out. In this class you'll learn to discuss, not argue, speak so others will listen, and share your thoughts and ideas on a variety of subjects with your peers. You will learn techniques of effective speaking in general and applying these skills and techniques to various types of speeches, panel discussions, debates, interview, oral readings, and performances. Through this course, students will develop the confidence and self-assurance they will need to be successful beyond high school.

Tomorrow's Teachers Honors

5 credits Grades: 11-12

Prerequisite: Cumulative GPA of 3.0

This course is a study of the history, development, organization, and practices of preschool, elementary, and secondary education. All students will participate in a field experience with a cooperating teacher during the course. It is highly recommended that students who are planning to pursue a career in education, educational administration, counseling, or social work take this course. All students accepted into the program will have automatic membership in the New Jersey Future Educators' Association and will be able to participate in NJFEA conferences and service projects. Students also have an opportunity through Rider University to receive college credit (for a fee) for participating in the Tomorrow's Teachers program. Students will be encouraged to apply to the Urban Teacher's Academy at The College of New Jersey.

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL is a developmental program of instruction mandated by the State Department of Education for students who have been identified through testing to have limited proficiency in the English language. The program provides instruction in the English language and the American culture for English Language Learners in Grades 9-12. The ESL curriculum is an integrated curriculum designed to prepare English Language Learners to meet the following standards: TESOL (Teachers of English to Speakers of Other Languages), WIDA (World-Class Instructional Design and Assessment) Standards, and the New Jersey New Jersey Student Learning Standards for English Language Arts. Student placement in ESL courses is based upon his or her English Language Proficiency as well as his or performance in coursework.

ESL – Newcomer

10 credits (5 credits per semester)

Proficiency Level: The Newcomer course is designed for students who are new to the country and are entering a US school for the first time.

Prerequisite: Placement by administration and counseling services

ESL – Newcomer is a complete English course taken over the full school year. It is designed for students who are enrolled in English Language Arts for the first time. This ESL – English course will help students in their development of English in the four language domains: listening, speaking, reading and writing. Students will engage in activities appropriate to their level of English proficiency while learning the vocabulary and cultural shifts necessary to become successful in the mainstream content area classroom. Lessons will align to the WIDA English Language Proficiency Standards as well as the New Jersey Student Learning Standards for English Language Arts. Students must participate in the 9th Grade ELA state assessment and the annual ACCESS for ELs 2.0 assessment.

ESL – Beginner

10 credits (5 credits per semester)

Proficiency Level: 1.5-2.0 composite score on the previous year's ACCESS 2.0 for ELLS

Prerequisite: Placement by administration and counseling services

ESL – Beginner is a complete English course taken over the full school year. The course concentrates on the continued development of speaking, listening, reading and writing. Included in this is a thematic approach to literature, a variety of writing tasks, a number of speaking opportunities, further development of informational reading and research skills, grammar development, and vocabulary acquisition and use. Lessons will align to the WIDA English Language Proficiency Standards as well as the New Jersey Student Learning Standards for English Language Arts. Students must participate in the 10th Grade ELA state assessment and the ACCESS for ELs 2.0 assessment.

ESL – Intermediate

10 credits (5 credits per semester)

Proficiency Level: 2.1-3.0 composite score on the previous year's ACCESS 2.0 for ELLS

Prerequisite: Placement by administration and counseling services

ESL – Intermediate is a complete English course taken over the full school year. ESL – Intermediate continues the development of the four domains of English, listening, speaking, reading and writing, and includes a study of both literature and nonfiction. Also included are vocabulary study, grammar instruction, oral presentation, and written composition. Lessons will align to the WIDA English Language Proficiency Standards as well as the New Jersey Student Learning Standards for English Language Arts.

ESL – Advanced Intermediate

10 credits **(5 credits per semester)**

Proficiency Level: 3.1-3.8 composite score on the previous year's ACCESS 2.0 for ELLS

Prerequisite: Placement by administration and counseling services

ESL – Advanced Intermediate is a complete English course taken over the full school year. ESL – Advanced Intermediate continues the development of the four domains of English, listening, speaking, reading and writing, and includes a study of both literature and nonfiction. Also included are vocabulary study, grammar instruction, oral presentation, and written composition. Lessons will align to the WIDA English Language Proficiency Standards as well as the New Jersey Student Learning Standards for English Language Arts.

ESL- Advanced

10 credits **(5 credits per semester)**

Proficiency Level: 3.9-4.5 composite score on the previous year's ACCESS 2.0 for ELLS

Prerequisite: Placement by administration and counseling services

ESL – Advanced is a complete English course taken over the full school year. ESL – Advanced is for the ESL student who is about to exit the program. In this course, students will demonstrate more sophistication in the English language. The focus will be on strengthening skills in the four domains of English, listening, speaking, reading and writing, and includes a study of both literature and nonfiction. Also included are vocabulary study, grammar instruction, oral presentation, and written composition. Lessons will align to the WIDA English Language Proficiency Standards as well as the New Jersey Student Learning Standards for English Language Arts.

EHS FAMILY & CONSUMER SCIENCE CAREER PATHWAYS

| HUMAN SERVICES SOCIAL SERVICES | HOSPITALITY TOURISM | CULINARY ARTS FOOD SCIENCE |
|---|--|---|
| RECOMMENDED COURSES | | |
| Business Organization & Management Financial Literacy Human Behavior Life & Career Prep The Art of Communicating Sociology Women's Studies World Language | Accounting I & II Business Organization & Management Financial Literacy Human Behavior Life & Career Prep Principles of Marketing The Art of Communicating World Language | Accounting I & II Business Organization & Management Creative Writing Culinary Arts I, II & III Genetics Human Behavior Journalism |
| LEVELED CAREER OPTIONS | | |
| 4 yr Degree &/or Graduate School | <ul style="list-style-type: none"> • Applied Technology • Budget Analyst • Business Consultant • Counselor • Early Intervention Specialist • Family Policy Consultant • Family/Marriage Counselor • Financial Advisor • Financial Fitness • National Programs in Action • Social Worker/Services Specialist/Director • Teacher • Translator/Interpreter | <ul style="list-style-type: none"> • Airport Manager • Budget Analyst • Business Consultant • Computer-Aided Design (CAD) • Consumer/Resource Management • Cruise Ship Director • Economist • Entrepreneurship • Facilities Management • Financial Advisor • Fitness Director/Management • Hospitalities/Hotel/Resort Management • Interior Designer • Nutritionist • Physical Therapist |
| 2 Yr Degree or Certification Program | <ul style="list-style-type: none"> • Case Manager • Corrections Officer • Family Support Specialist • Licensed Practical Nurse (LPN) • Nurse's Aide • Police Officer • Program/Activity Director • Social Worker | <ul style="list-style-type: none"> • Chef • Culinary Management • Food Preparation Supervisor • Gaming Manager • Personal Chef • Resort Activities Coordinator • Sales Person • Travel Agent |
| HS Degree /On the Job Training | <ul style="list-style-type: none"> • Camp Counselor • Child-Care Worker • Financial Assistant • Financial/Resident Counseling • Home Health Aide • Mentor • Personal Aide • Recruiter • Retail/Sales Associate | <ul style="list-style-type: none"> • Customer Service Representative • Meals on Wheels • Reservations Clerk • Retail/Sales Associate • Ticket Agent • Tour Guide |
| | | <ul style="list-style-type: none"> • Catering Management • Chef • Cook Assistant • Culinary Management • Food Preparation Supervisor • Food/Beverage Service Manager • Kitchen Manager • Line Cook • Pastry Chef • Personal Chef • Sales Person - Wholesale • Sous Chef |
| | | <ul style="list-style-type: none"> • Bartender • Caterer • Cook/Short Order Cook • Dishwasher/Porter • Food Server • Kitchen Manager • Military Chef • Produce Demonstrator - Retail • Restaurant Host/Hostess • Retail Shop Owner - Deli, Diner, Pizza, etc. • Retail/Supermarket • Wholesale/Warehouse Inventory Selector |

FAMILY AND CONSUMER SCIENCE

- All courses listed are considered College and Career Preparatory unless otherwise noted.

The Family and Consumer Science program is designed to prepare students for adult responsibilities as a member of a family, a consumer, a home manager, and a wage earner. Through hands-on applied learning experiences, students will develop skills that lead to effective home and work place decisions; learn concepts and skills basic to home and family responsibilities; and develop personal skills that will enhance their employment potential.

- Courses indicated with an ^ meet the minimum graduation requirement of 5 credits for Career Education.
- Courses indicated with an * meet the minimum requirement of 5 credits of Financial Literacy.

Life and Career Prep ^or *

5 credits Grades: 9-12

Prerequisite: None (Should not be taken if student has taken Adult Roles & Responsibilities)

This course gives students the tools they need to develop skills they can use throughout their lives and careers. Topics covered include; human relationships involving individuals and families, financial planning, food and nutrition, clothing and design, and child development. Students will be expected to show their understanding of content through projects and class discussions.

CAREER & TECHNICAL EDUCATION (CTE)

Designed to give purpose to learning by emphasizing real-world skills and practical knowledge, Career and technical Education (CTE) programs consist of a series of courses that prepares learners for high-wage, high-skill, and in-demand careers that are aligned with workforce needs. In addition, students who enroll in CTE programs develop critical workforce skills employers need most including teamwork, critical-thinking, decision-making, initiative and enterprise, and interpersonal communication.

The Culinary Arts CTE Program at EHS prepares students to apply technical knowledge and skills for food production and service occupations including chef, pastry chef/baker, caterer, kitchen manager, menu planner, food/beverage director, restaurant owner, or culinary consultant.

Culinary Arts I: Introduction to Culinary Arts ^ (CTE Program Course)

5 credits Grades: 9-12

Prerequisite: None

Culinary Arts I: Introduction to Culinary Arts will introduce students to fundamental food preparation terms, concepts, and methods where laboratory practice will parallel class work. Essential techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. This course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway in Culinary Arts. In addition, Culinary Arts I will explore culinary careers outside of the kitchen including recipe developers and formulators, restaurant publicists, culinary consultants, culinary educator, food writer, and research and developer. So even if you don't want to be a chef, this is a great time to learn about the food world and become equipped with culinary skills and food cultural knowledge.

Culinary Arts I: Introduction to Culinary Arts is the 1st Pathway course in the Culinary Arts CTE Program.

Culinary Arts II: International Cuisine (CTE Program Course)

5 credits Grades: 10-12

Prerequisite: Minimum grade of 70 in Culinary Arts I

Culinary Arts II: International Cuisine presents a comprehensive study of advanced food preparation; students will identify geography, climates, customs, traditions, and cultural factors of a country through individualized research and class preparations. Specific foods, ingredients and methods of preparation unique to a variety of cultures will be studied. Students will also investigate menus through a number of theme-based projects, including their own international restaurant. Careers and entrepreneurship in the fields of food service and culinary arts will be explored.

Culinary Arts II: International Cuisine is the 2nd Pathway course in the Culinary Arts CTE Program.

Culinary Arts III: Baking and Catering (CTE Program Course)

5 credits Grades: 11-12

Prerequisite: Minimum grade of 70 Culinary Arts II: International Cuisine

Culinary Arts III: Baking and Catering focuses on the baking of sweet and savory pastries and foods. Students will discover and explore baking and pastry equipment, ingredient functionality, and exact measuring/ingredient proportions. Advance creations of pastries, pies, cookies, and cakes will be explored via artistic design and preparation techniques. Students will also be presented with opportunities to cater events within the school district. Additionally, students will be able to learn organizational and entrepreneurial skills, increase mathematical skills, as well as essential food safety practices creating a lifelong culture of food safety.

Culinary Arts III: Baking and Catering is the 3rd Pathway course in the Culinary Arts CTE Program.

EHS HEALTH/PHYSICAL EDUCATION (PE) CAREER PATHWAYS

HEALTH, WELLNESS, PHYSICAL EDUCATION

RECOMMENDED COURSES

- Health/Physical Education I
- Health/Physical Education II
- Health/Physical Education III
- Health/Physical Education IV
- Unified PE

LEVELED CAREER OPTIONS

4 yr Degree &/or Graduate School

- Certified Athletic Trainer
- Corporate Wellness Instructor
- Health & Physical Education Teacher
- Nurse (BSN/MSN)
- Physical Therapist
- Special Education Teacher
- Strength & Conditioning Coach

2 Yr Degree or Certification Program

- Nurse
- Nursing Aide
- Student Aide
- Teacher

HS Degree /On the Job Training

- Aerobic Dance Instructor
- Emergency Medical Technician
- Fitness Instructor
- Yoga Instructor

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

PHYSICAL EDUCATION

The primary objective of the physical education program is to develop individuals who are physically, mentally, socially, and emotionally fit. To promote these objectives, students are exposed to individual, team sport, and cooperative activities. Our goal is to educate students by participation in a wide variety of physical activities that can carry over into their adult lives.

The high school program is co-educational and classes are grouped heterogeneously. Fitness exercises and activities are a part of each grade level curriculum. Activities designed to increase overall strength and aerobic capabilities form the core of these activities. Other activities are offered that stress competitive athletics in both individual and team sports. The curriculum for each activity is based on sequential skill development, with rules and strategies for game play taught where applicable. All activities emphasize teamwork and sportsmanship. Students are evaluated on skill development at the completion of each unit. Some of the high school offerings include step aerobics, badminton, flag football, fitness, soccer, ultimate Frisbee, volleyball, team handball, golf, floor hockey, basketball, lacrosse, softball, weight training, Adventure Games, field hockey, yoga, and pickle ball. Students are taught the skills during each semester course and an opportunity for a program evaluation.

Under the block schedule format, students take a combined course of approximately 15 weeks of physical education and 5 weeks of health education for one semester of the school year.

As with all Ewing High School courses, students must have a minimum average of 60 to receive credit for physical education.

- *All courses with a * in the Health & Physical Education Department meet the graduation requirement of four courses (20 credits) in Health and Physical Education.*

Physical Education/Health I, II, III, IV *

5 credits Grades: 9-12

Prerequisite: Successful completion of the preceding level of physical education.

Unified PE

5 credits Grades: 9 - 12

Prerequisite: Submittal of application for Unified PE. Approval of application by Health and Physical Education Supervisor (Class sections and class sizes will be determined based upon matching the needs of students.)

Unified PE focuses on the physical, intellectual and social growth for all students. Students of all ability levels come together through ongoing fitness, sports, leadership, and wellness activities. Students will learn skills, techniques and strategies needed to engage in physical activities and sports alongside peers of differing abilities.

HEALTH

Freshman Health: Focus in this course is on the immediate needs of students as well as the contemporary health issues that students face in adult life. Emphasis is placed on the improvement of health knowledge and the development of positive attitudes and desirable health practices. Course topics include mental health, human sexuality, responsible behavioral development, AIDS awareness, and drug education.

Sophomore Health: Focus in this course is devoted to Driver Education. In this course, students study the theories related to sound driving habits. Course objectives are achieved through textbooks, videos, and visual aids. A comprehensive 10-hour drug/alcohol and AIDS awareness unit is also included in the course. The goal of Driver Education classroom instruction is a mature understanding of the responsibilities of the road for each student. A minimum of 30 classroom hours of instruction are required to receive state certification. The New Jersey Division of Motor Vehicles' written exam is administered at the conclusion of the course.

Junior Health: Family Living is the focus in junior year. Topics covered in the curriculum include: anatomy and physiology of the male and female reproductive systems, sexuality, pregnancy, childbirth, birth defects, social and psychological aspects of sexuality, premarital sex, birth control methods, decisions of unwed parents, other sexual identities, dating, types of love, relationships, and decision making. Embedded in the class are projects which teach parenting skills and responsibilities of taking care of a family. Ten hours of drug/alcohol education and AIDS awareness are also included.

Senior Health: Focus in this course is on the American Red Cross Community First Aid and Safety Course. It includes discussions, lectures, and cooperative learning experiences, videos, demonstrations, and practical hands-on application of first aid procedures for common medical emergencies. Emphasis is placed on prevention and treatment of injuries and sudden illnesses. Ten hours of drug/alcohol education and AIDS awareness are also included in the program.

EHS STEM (Science, Technology, Engineering, Math) CAREER PATHWAYS

| BIOMEDICAL & ENVIRONMENTAL SCIENCE, ENGINEERING | COMPUTER SCIENCE INFORMATION TECHNOLOGY | INDUSTRIAL/AEROSPACE/ TRANSPORTATION TECH DIGITIZED MANUFACTURING |
|---|--|---|
| RECOMMENDED COURSES | | |
| Biology Chemistry Environmental Science Physics I ADVANCED ELECTIVES Anatomy AP Biology AP Environmental Science Forensics Genetics Zoology | Robotics Introduction to Web Design Introduction to Computer Science Engineering Design ADVANCED ELECTIVES AP Calculus AB AP Computer Science A AP Statistics Calculus | Chemistry Engineering Design Physics I Robotics ADVANCED ELECTIVES AP Calculus AB Calculus Physics II |
| LEVELED CAREER OPTIONS | | |
| 4 yr Degree &/or Graduate School <ul style="list-style-type: none"> • Biomedical Engineer • College Professor • Dentist • Environmental Attorney or Engineer • Hydrologist • Land Use Planner • Marine Biologist • Medical Doctor • Pharmacist • Physical Therapist • Research Scientist • Teacher | 2 Yr Degree or Certification Program <ul style="list-style-type: none"> • Biosensors Engineer • College Professor • Computer Network Architects • Computer Programmer • Computer Systems Analysts • Computer Security Analysts • Software Developer • Teacher | HS Degree /On the Job Training <ul style="list-style-type: none"> • 3D CAD Modelers • Chemical Engineer • Civil Engineer • College Professor • Electrical Engineer • Industrial Engineer • Industrial/Prototype Designer • Mechanical Engineer • Robotics Engineer • Teacher |
| 2 Yr Degree or Certification Program <ul style="list-style-type: none"> • Biomedical Equipment Technician • Dental Hygienist • EMT/Paramedic • Forensic Nurse • Forest Technician • Greenhouse Manager • Occupational Assistant • Pharmacy or Dietetic Technician • Physical Therapy Assistant • Registered Nurse | 2 Yr Degree or Certification Program <ul style="list-style-type: none"> • Computer Forensics Specialist • Computer Network Support Specialist • Control Systems Analyst • Information Security Technician • Web Developer | 2 Yr Degree or Certification Program <ul style="list-style-type: none"> • Architectural Drafter • Aviation Safety Inspector • CAD Technician • Electrical Drafter • Hydroelectric Plant Technician • Mechanical Drafter • Telecommunications Specialist • Wind Turbine Technician |
| HS Degree /On the Job Training <ul style="list-style-type: none"> • Hazardous Waste Emergency Responder • Home Health Aide • Phlebotomist • Physical Therapy Aide • Solar Installation Technician | HS Degree /On the Job Training <ul style="list-style-type: none"> • Computer Technician • Cyber Security Specialist • IT Support Specialist • PC Technician • Software Test Technician | HS Degree /On the Job Training <ul style="list-style-type: none"> • Aircraft Mechanic • Boilermaker • Construction Worker • Electrician • Millwright • Rapid Prototype Technician • Telecommunications Technician |

MATHEMATICS DEPARTMENT

In survey after survey, people identify mathematics as the most "important and practical" course they took in high school. No wonder! An understanding of math helps people of all walks of life on the job and in their personal lives. Mathematics teaches an orderly and logical method of thinking that is vitally important to effective problem-solving. The Mathematics Department at Ewing High School offers a variety of courses that will provide students with these important and practical skills. In order to graduate from Ewing High School, all students must pass three courses of mathematics: Algebra I, Geometry, and Algebra II courses. (If Algebra I was passed in 8th grade, the high school graduation requirements require an additional third math course).

- *Courses indicated with * are offered as semester courses and meet the minimum graduation requirement within Mathematics (Algebra I, Geometry).*
- *Courses indicated with ** are offered as full year courses and meet the minimum graduation requirement within Mathematics (Algebra I, Geometry).*

Algebra I CCP **

10 credits (This is a yearlong course that runs both Semester 1 and Semester 2)

Grades: 9-12

Prerequisite: Successful completion of 8th Grade Math

Algebra I is a comprehensive college preparatory course that will provide the foundations needed for the further study of mathematics and meets the standards and rigor of the New Jersey Student Learning Standards. Units of study include properties of real numbers, linear and quadratic equations and functions, linear and quadratic inequalities, polynomials and factoring, rational expressions and equations, systems of equations, graphing functions, radicals, and connections to geometry. Students will use mathematical reasoning and modeling in problem-solving. Students will participate in the end of course Algebra I state assessment.

Algebra I Honors *

5 credits Grades: 9-10

Prerequisite: Minimum final grade of 85 in 8th Grade Math

Algebra I Honors is an accelerated college preparatory Algebra I course that will provide the foundation for further study of advanced mathematics and meets the standards and rigor of the New Jersey Student Learning Standards. Students should have a strong working knowledge of algebraic concepts from eighth grade and a demonstrated ability to use reasoning and modeling in problem-solving. Students will further their exploration and mastery in algebra through the study of real numbers, linear and quadratic equations and functions, linear and quadratic inequalities, polynomials and factoring, rational expressions and equations, systems of equations, graphing functions, radicals, and connections to geometry. Students will participate in the end of course Algebra I state assessment.

Geometry CCP **

10 credits (This is a yearlong course that runs both Semester 1 and Semester 2)

Grades: 9-10

Prerequisite: Successful completion of Algebra I

This complete college and career preparatory Geometry course is aligned to the standards and rigor of the New Jersey Student Learning Standards. Geometry includes solid or spatial geometry, the development of logical and critical thinking skills, and the use of modeling and reasoning. Units of study include deductive and inductive reasoning, parallel lines and planes, polygons, circles, measurements of angles and arcs, area and volume, proportions, congruency, similarity, spatial relations, and coordinate geometry. Students will participate in the end of course Geometry state assessment.

Geometry Honors *

5 credits Grades: 9-10

Prerequisite: Minimum grade of 75 in Honors Algebra I or an 85 in Algebra I CCP

Geometry Honors is a rigorous course that will provide the foundation for further study of advanced mathematics and meets the standards and rigor of the New Jersey Student Learning Standards. The course assumes that the student has a strong working knowledge of concepts from Algebra I and geometric concepts from eighth grade, as well as a demonstrated ability to use reasoning and modeling in problem-solving. Geometry includes solid or spatial geometry, the development of logical and critical thinking skills, and the use of modeling and reasoning. Units of study include deductive and inductive reasoning, parallel lines and planes, polygons, circles, measurements of angles and arcs, area and volume, proportions, congruency, similarity, spatial relations, and coordinate geometry. Students will participate in the end of course state Geometry assessment.

Algebra II CCP *

10 credits **(This is a yearlong course that runs both Semester 1 and Semester 2)**

Grades: 10-11

Prerequisite: Successful completion of Geometry

This is a comprehensive, college and career preparatory Algebra II course that meets the standards and rigor of the New Jersey Student Learning Standards. Completion of Algebra II Level 1 with satisfactory grades prepares students to pursue further study in advanced math courses such as Pre-Calculus, Calculus and Probability and Statistics. Units of study in Algebra II will concentrate on linear and quadratic equations, inequalities, and functions, polynomials and factoring, exponential and logarithmic functions, and imaginary and complex numbers. Students will use mathematical reasoning and modeling in problem-solving. Students will participate in the end of course Algebra II state assessment.

Algebra II CCP *

5 credits Grades: 11-12

Prerequisite: Successful completion of Geometry and approval by administration

Algebra II is a comprehensive, college preparatory Algebra II course that meets the standards and rigor of the New Jersey Student Learning Standards. Completion of Algebra II Level 1 with satisfactory grades prepares students to pursue further study in advanced math courses such as Pre-Calculus, Calculus and Probability and Statistics. Units of study in Algebra II will concentrate on linear and quadratic equations, inequalities, and functions, polynomials and factoring, exponential and logarithmic functions, and imaginary and complex numbers. Students will use mathematical reasoning and modeling in problem-solving.

Algebra II Honors *

5 Credits Grades: 10-11

Prerequisite: Minimum grade of 75 in Geometry Honors or an 85 in Geometry CCP

Algebra II Honors is a rigorous Algebra II course that meets the standards and rigor of the New Jersey Student Learning Standards. Completion of Algebra II Honors with satisfactory grades prepares students to pursue further study in advanced math courses such as Pre-Calculus, Calculus and Probability and Statistics at the Honors or AP Level. Units of study in Algebra II will concentrate on linear and quadratic equations, inequalities, and functions, polynomials and factoring, exponential and logarithmic functions, and imaginary and complex numbers. Students will use mathematical reasoning and modeling in problem-solving.

Pre-Calculus CCP

5 credits Grades: 11-12

Prerequisite: Minimum grade of 70 in Algebra II CCP

This course prepares students who plan to take Calculus in 12th Grade. Pre-Calculus provides the background for concepts, problems and techniques that will be studied in calculus. Units of study include polynomial functions and inequalities, inverse functions, logarithms, circular functions, and trigonometry.

Pre-Calculus Honors

5 credits Grades: 11-12

Prerequisite: Minimum grade of 75 in Algebra II Honors or a minimum of 85 in Algebra II CCP

Honors Pre-Calculus is a rigorous course for students who plan to take Calculus at the Honors or AP level, and who have demonstrated mastery in algebraic and geometric concepts in previous coursework. Pre-Calculus provides the background for concepts, problems and techniques that will be studied in calculus. Units of study include polynomial functions and inequalities, inverse functions, logarithms, circular functions, and trigonometry.

Math IV Foundations

5 credits Grade: 12

Prerequisite: Minimum 90 credits earned. All students who have not earned a passing score on at least one of the required NJGPA, or an approved second pathway assessment to meet high school graduation requirements (Placement is by Administration only.)

This course will provide students who are at risk of not graduating with an intensive program of preparation for an alternative assessment to meet graduation requirements. It is designed to promote confidence in taking standardized tests in mathematics, as well as to strengthen the student's ability in the concepts and practices of the New Jersey Student Learning Standards. Students will also complete a portfolio as an additional pathway to meet graduation requirements.

Calculus CCP

5 credits Grade: 12

Prerequisite: Minimum grade of 70 in Pre-Calculus CCP

This is a differential calculus course. Its curriculum parallels the course of study found in a first-year college calculus program. Topics will include differentiation and applications of calculus. Units of study include curve sketching, related rates, extrema problems, and velocity and acceleration.

Calculus AB AP®

5 credits Grade: 11 & 12

Prerequisite: Minimum grade of 80 in Pre-Calculus Honors or minimum grade of 90 in Pre-Calculus CCP
(Semester 1 only)

Advanced Placement® (AP®) Calculus is an extremely rigorous calculus course, taught on a college level. This course is designed for those students who wish to earn college credit for Calculus I while still in high school. In order to earn college credit, students must take the College Board Advanced Placement examination in the spring. The course adheres closely to the outline of topics published by the College Board. The units of study include elementary functions and limits, differentiation and its applications, integration, application of the definite integral, logarithmic and exponential functions, inverse trigonometric functions, and techniques of integration. **Taking the end of course AP® Test is a requirement for enrollment in an AP® course.**

There will be no cost to students to take the AP® test.

Calculus BC AP®

5 credits Grade: 11 & 12

Prerequisite: Successful completion of AP® Calculus AB with a grade of 70 or higher (AP® Calculus BC will be in the spring semester following AP® Calculus AB in the fall semester)

Advanced Placement® (AP®) Calculus BC is an extremely rigorous calculus course, taught on a college level. This course is designed for those students who have successfully completed Advanced Placement® Calculus AB. The course adheres closely to the outline of topics published by the College Board. The units of study include: L'Hopital's rule, improper integrals, partial fractions, infinite series, parametric functions, vector functions, and polar functions. **Taking the end of course AP® Test is a requirement for enrollment in an AP® course. There will be no cost to students to take the AP® test.**

Probability and Statistics CCP

5 credits Grades: 11-12

Prerequisite: Successful completion of Algebra II CCP

Probability and Statistics is an introduction to an important applied mathematical discipline. The first part of this course will enhance students' background in a variety of topics including set theory, logic, probability, series and sequences, matrices, linear programming, and problem-solving techniques. The second part of this course will enhance the students' understanding of the major concepts and tools for collecting, organizing, and drawing conclusions from data. The course will provide practical applications and a solid foundation for advanced work in mathematics. Projects, cooperative problem-solving, and writing will be components of this course. Students will learn to use technology as a tool to facilitate understanding of the concepts.

Statistics AP®

5 credits Grade: 11-12

Prerequisite: Minimum grade of 80 in Algebra II Honors or a minimum of 90 in Algebra II CCP (Semester 1 only)

The AP® Statistics course will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data by describing patterns and departures from patterns; sampling and experimentation through planning and conducting studies; anticipating patterns by exploring random phenomena using probability and simulation; and making statistical inferences by estimating population parameters and testing hypotheses. **Taking the end of course AP® Test is a requirement for enrollment in an AP® course. There will be no cost to students to take the AP® test.**

EHS HUMANITIES – **Music** – CAREER PATHWAYS

LAW ENFORCEMENT PUBLIC SAFETY

EDUCATION FAMILY SERVICES

ARTS, ENTERTAINMENT, DESIGN

RECOMMENDED COURSES

- Human Behavior
- Sociology
- US History I & II
- World History
- World Language
- ADVANCED ELECTIVES**
- Government & Politics AP®
- Spanish/French AP®
- US History AP®
- World History AP®

- Human Behavior
- Sociology
- US History I & II
- World History
- World Language
- ADVANCED ELECTIVES**
- Peer Leadership
- Spanish/French AP®
- US History AP®

- Art I, II, III
- Band/Orchestra
- Concert Choir
- Drawing/Painting
- Figure Fashion Drawing
- Graphic Arts I
- Digital Photography
- ADVANCED ELECTIVES**
- Advanced Sculpture
- Spanish/French AP®
- Studio Art AP®

LEVELED CAREER OPTIONS

4 yr Degree &/or Graduate School

- Ambassador
- Attorney
- Diplomat
- Emergency management Specialist
- FBI
- Judge
- Politician
- Probation Officer
- Social Worker
- State Police
- US Marshal

- Attorney
- College Professor
- Dean
- Professional School Counselor
- Principal
- Program Director
- Psychologist
- Supervisor
- Teacher
- Therapist

- Animator
- Architect
- Commercial Artist
- Costume Designer
- Fashion Merchandiser
- Film Producer
- Graphic Design
- Graphic Novel Author
- Illustrator
- Interior Design
- Museum Curator

2 Yr Degree or Certification Program

- Court Reporter
- Executive Administrative Assistant
- Fire Fighter
- Forensic Nurse
- Human Resource Assistant
- Paralegal
- Paramedic
- Police Dispatcher

- Audio Visual Technician
- Child Care Director
- Clinical Social Work Aide
- Community Service Specialist
- Executive Administrative Assistant
- Family Service Assistant
- Home Health Aide
- Teacher's Assistant

- Desktop Publisher
- Fashion Buyer
- Graphic Artist
- Landscape Technician
- Pattern Maker
- Personal Stylist
- Textile Design
- Web Developer

HS Degree /On the Job Training

- Bailiff
- Clerk
- Fish & Game Warden
- Interpreter
- Legal Support Worker
- Mail Carrier
- Postal Service
- Transit Authority
- Translator

- Community Association Manager
- Housing Assistant
- Preschool & Child Care
- Real Estate Broker
- Transportation

- Actor
- Customer Sales Representative
- Dress Maker
- Floral Arranger
- Musician
- Singer
- Song Writer

MUSIC DEPARTMENT

- All courses listed are considered College and Career Preparatory unless otherwise noted.

The Music Department provides an important opportunity for students to enrich their lives with the boundless treasures of culture. To effectively study in music one must be self-disciplined, reliable and able to get along with others. Performers gain self-esteem and self-confidence by acquiring many musical skills through lessons and rehearsals. Music students also gain pride and community service through parade, concert and other public performances. Those students who decide to become part of the music program (Band, Choir, or Orchestra) are expected to make every effort to acquire these important attributes. By becoming part of our ensembles, students accept the responsibilities that attend it, including presence at all rehearsals and performances. Each musical group may receive an instrumental group lesson every week.

The instructor in charge of a musical group will announce the dates for the public appearances in advance of the performance, as well as dates and times of any additional rehearsals (if needed). Students in the musical programs are responsible for informing parents or guardians of practice and performance dates and times. **All performances are mandatory for all students in Grades 9-12.**

Additional information can be found at www.tempoehs.org or on Twitter by following [@ewinghsmusic](https://twitter.com/ewinghsmusic). TEMPO stands for The Ewing Music Parent Organization. www.tempoehs.org is used to disseminate important paperwork and information for band, orchestra, choir, bell choir and Mastersingers. Please check it frequently for performance schedules, rehearsals, TEMPO meetings and fundraising materials.

Please join our email list by sending an email to tempo@tempoehs.org with your child's name, grade, instrument, mailing address and phone number.

- All courses in the Music Department meet the minimum graduation requirement of 5 credits for Visual/Performing Arts.
- All courses listed are considered College and Career Preparatory unless otherwise noted.

Marching/Concert Band (Full Year)

5 credits Grades: 9-12

Prerequisite: Approval of Department Supervisor

The major emphasis of the fall curriculum is Marching Band music (Stand/Show) and Marching Band show preparation. Students will learn to maneuver in drum corps style and perform, while playing their instruments, by reading drill charts. During Marching Band season, the students will participate in all football games. The Marching Band will shift into a concert band mode in mid-November. The emphasis in concert band is placed on techniques of musical skill, tone development, music theory, and performance of challenging concert band literature. The Marching/Concert Band schedules a spring trip each year. Past trips have been to Washington, D.C., Virginia, Canada, Florida, and California.

Participation in the Marching Band is required in order to be a member of concert band /or jazz band. All Marching/Concert Band members must be present for the entire Band Camp, held in early August from 8 am to 3 pm, in the Ewing High School Instrumental Music Room. Participation at EHS graduation is a required performance for Band and Orchestra members in Grades 9-11. Students who do not fulfill this obligation will be removed from the group the following year.

Orchestra (Full Year)

5 credits Grades: 9-12

Prerequisite: Teacher approval, one year of previous training, and an audition may be required.

Group participation in the techniques of orchestra playing and program presentation is the principal focus of this course. A study is made of the development of the repertoire of music from classical to modern times. The Orchestra will participate in the Marching/Concert Band spring trip. **Participation at EHS graduation is a required performance for Band and Orchestra members in Grades 9-11. Students who do not fulfill this obligation will be removed from the group the following year.**

Concert Choir (Full Year)

5 credits Grades: 9-12

Prerequisite: 7th/8th Grade Choir or teacher interview

Any student interested in singing a variety of music is invited to join the EHS Concert Choir. The EHS Concert Choir performs choral music of varying styles including classical, folk, jazz, pop, and show tunes. Focus is given to developing good singing technique, the ability to read music and ear training, as well as to the history and culture associated with the music. All Concert Choir students will participate in winter and spring choral concerts, as well as events in the Ewing Township community. Group lessons are held on a rotating basis.

Chorale (Full Year)

5 credits Grades: 9-12

Prerequisite: Audition required

Students who demonstrated advanced proficiency in singing are invited to audition for the EHS Chorale. This ensemble performs choral music with independent singing parts, up to eight group parts, a wide variety of languages and complex meters and time signatures. All musical styles are represented in the repertoire. Focus is given to developing singing technique so students may be eligible for auditions to CJMEA Regions Choir. All Chorale students will participate in winter and spring choral concerts, events in the Ewing Township community, and choral festivals at local universities.

Drama through Literature

5 credits Grades: 9-12

Prerequisite: None

Anyone with a flair for acting and related performing arts will enjoy this course. In addition to studying the history of theater plus reading and interpreting significant modern plays, students will learn and practice the basic elements of acting and stage production. Participation (either performing or helping "backstage") in a classroom workshop setting will be required. Also included will be opportunities for creative writing, pantomime, and improvisation.

Music Appreciation through the Ages: Bach to Rock

5 credits Grades: 9-12

Prerequisite: None

Students in this course will have a multi-sensory experience with the world of music: listening, critiquing, comparing and even performing! A wide variety of musical genres and eras will be explored by listening for instrumentation, rhythm, melody, lyrical themes and by examining how the music was composed and created. Students will also have the opportunity to play percussion and use keyboards to directly connect with the music, and will be part of cultural exchanges where peers, teacher and working musicians share and understand their inspiration and feelings for the music. By the end of the course, students will understand the connections between musical genres and eras in our country and around the world.

Guitar I

5 credits Grades: 9-12

Prerequisite: None

Guitar I is an introductory elective course designed to study basic, beginning guitar and styles. Class guitars are provided. All students will be introduced to a core curriculum of basic techniques that includes: correct instrument posture, aural skills, folk/pop/rock chord types (major, minor, and 7th chords) and standard strumming styles for accompaniment and blues patterns. In addition, students will learn how to read music notation and chord symbols. Advanced topics for individual exploration may include fingerpicking, elementary classical technique, barre shapes, advanced note reading (Jazz & Classical), and Rock & Blues improvisation.

Non-Credit Music Activities

Non-credit music activities in Grades 9-12 include Handbell Choir, Mastersingers, and Jazz Band.

Please note that Marching/Concert Band is a prerequisite for an audition for Jazz Band.

EHS STEM (Science, Technology, Engineering, Math) CAREER PATHWAYS

BIOMEDICAL &
ENVIRONMENTAL SCIENCE,
ENGINEERING

COMPUTER SCIENCE
INFORMATION TECHNOLOGY

INDUSTRIAL/AEROSPACE/
TRANSPORTATION TECH
DIGITIZED MANUFACTURING

RECOMMENDED COURSES

Biology
Chemistry
Environmental Science
Physics I
ADVANCED ELECTIVES
Anatomy
AP Biology
AP Environmental Science
Forensics
Genetics

Robotics
Engineering Design
ADVANCED ELECTIVES
AP Calculus AB
AP Computer Science A
AP Statistics
Calculus

Chemistry
Engineering Design
Physics I
Robotics
ADVANCED ELECTIVES
AP Calculus AB
Calculus
Physics II

LEVELED CAREER OPTIONS

4 yr Degree &/or Graduate School

- Biomedical Engineer
- College Professor
- Dentist
- Environmental Attorney or Engineer
- Hydrologist
- Land Use Planner
- Marine Biologist
- Medical Doctor
- Pharmacist
- Physical Therapist
- Research Scientist
- Teacher

- Biosensors Engineer
- College Professor
- Computer Network Architects
- Computer Programmer
- Computer Systems Analysts
- Computer Security Analysts
- Software Developer
- Teacher

- 3D CAD Modelers
- Chemical Engineer
- Civil Engineer
- College Professor
- Electrical Engineer
- Industrial Engineer
- Industrial/Prototype Designer
- Mechanical Engineer
- Robotics Engineer
- Teacher

2 Yr Degree or Certification

- Biomedical Equipment Technician
- Dental Hygienist
- EMT/Paramedic
- Forensic Nurse
- Forest Technician
- Greenhouse Manager
- Occupational Assistant
- Pharmacy or Dietic Technician
- Physical Therapy Assistant
- Registered Nurse

- Computer Forensics Specialist
- Computer Network Support Specialist
- Control Systems Analyst
- Information Security Technician
- Web Developer

- Architectural Drafter
- Aviation Safety Inspector
- CAD Technician
- Electrical Drafter
- Hydroelectric Plant Technician
- Mechanical Drafter
- Telecommunications Specialist
- Wind Turbine Technician

HS Degree /On the Job Training

- Hazardous Waste Emergency Responder
- Home Health Aide
- Phlebotomist
- Physical Therapy Aide
- Solar Installation Technician

- Computer Technician
- Cyber Security Specialist
- IT Support Specialist
- PC Technician
- Software Test Technician

- Aircraft Mechanic
- Boilermaker
- Construction Worker
- Electrician
- Millwright
- Rapid Prototype Technician
- Telecommunications Technician

SCIENCE DEPARTMENT

Today, schools are expected to produce students who are scientifically literate, capable of understanding the science and technology they experience each day and preparing many to step into the STEM workforce of tomorrow. The educational goals for Ewing students reflect the importance of both scientific content and the science and engineering practices that are part of the Next Generation Science Standards. The opportunity for all students to experience the major components of science education is at the heart of a high-quality science program. **The science high school graduation requirements are Earth and Space Science, Biology, a third science course of their choosing, and a fourth Science, Technology, or Math (STEM) course of their choosing.** Additionally, students are expected to take a state assessment, The New Jersey Student Learning Assessment for Science (NJSLA-S), that measures student proficiency with the New Jersey Student Learning Standards for Science during high school.

Earth and Space Science CCP

5 credits (Course fulfills the graduation requirement of either Earth and Space Science or Environmental Science)

Grades: 9-12

Prerequisite: Successful completion of most recent Science course

This laboratory course requires students to employ previously-and-newly learned scientific and problem-solving skills, along with appropriate technology, to a study of Earth, space, and changes in Earth caused by human activity and natural events.

Earth and Space Science Honors

5 credits (Course fulfills the graduation requirement for Earth and Space Science or Environmental Science)

Grades: 9-12

Prerequisite: Minimum grade of 85 in most recent Science course

This laboratory course requires students to employ previously-and-newly learned scientific and problem-solving skills, along with appropriate technology, to a study of Earth, space, and changes in Earth caused by human activity and natural events.

Biology CCP

5 credits (Course fulfills the graduation requirement for Biology)

Grades: 10-12

Prerequisite: Successful completion of most recent Science course

This laboratory course requires students to employ previously-and-newly learned scientific and problem-solving skills, along with appropriate technology, to a study of the structural and functional aspects of living things.

Biology Honors

5 credits: (Course fulfills the graduation requirement for Biology)

Grades: 9-12

Prerequisite: Minimum grade of 75 in last Honors level science course taken or a minimum grade of 85 in last College and Career Prep Science course

This laboratory course requires students to employ previously-and-newly learned scientific and problem-solving skills, along with appropriate technology, to a study of the structural and functional aspects of living things.

AP Biology®

10 credits (Full year course that runs Semester 1 and Semester 2)

Grades: 10-12

Prerequisite: Minimum grade of 80 in Honors Biology or a minimum grade of 90 in Biology CCP

This full year course is designed as the equivalent of a college introductory biology course taken by biology majors or others pursuing a four-year degree in a related field of study. Taught according to guidelines provided by the College Board, students may earn college credit for biology by performing successfully on the AP® Examination for Biology. AP® Biology includes an in-depth study of molecules and cells of life, heredity and evolution, and organisms and populations. **Taking the end of course AP® Test is a requirement for enrollment in an AP® course. There will be no cost to students to take the AP® test.**

Environmental Science CCP

5 credits

Grades: 10-12

Prerequisite: Successful completion of most recent Science course

This course is a complete laboratory course with an added focus on current research in the field of environmental science. Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Environmental Science AP®

5 credits: (Offered Semester 1 only)

Grades: 11-12

Prerequisite: Minimum grade of 80 in Biology Honors or a minimum grade of 90 in Biology CCP

The AP® Environmental Science course is designed to be the equivalent of an introductory college course in environmental science. AP® Environmental Science will be an introductory AP® Science course, and students who would have taken Environmental Science Honors are encouraged to enroll. 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 risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Taught according to guidelines provided by the College Board, students may earn college credit for it by performing successfully on the AP® Examination for Environmental Science. **Taking the end of course AP® Test is a requirement for enrollment in an AP® course. There will be no cost to students to take the AP® test.**

Chemistry CCP

5 credits

Grades: 11-12

Prerequisite: Successful completion of previous Science course

This is a laboratory course, which requires students to use their problem-solving skills to discover and investigate the main principles of inorganic and organic chemistry. Topics discussed during this semester include basic atomic theory, the formation of chemical bonds, chemical and physical changes, periodic relationships, mixtures and solutions, acids and bases, and chemical thermodynamics. Each topic examined is accompanied by laboratory work intended to illustrate basic concepts and introduce students to the proper use of chemical tools, equipment observation, and reporting.

Chemistry Honors

5 credits

Grades: 10 -12

Prerequisite: Minimum grade of 75 in last Honors level science course taken or a minimum grade of 85 in last College and Career Prep science

This course uses a laboratory approach, which places its major emphasis on the main principles of inorganic and organic chemistry. Topics included are theories of the atom, the chemical bond, chemical thermodynamics, reaction kinetics, the states of matter, and periodic relationships. Extensive laboratory work accompanies each unit of study. The lab work is intended to develop the proper use of chemical tools and equipment, scientific laws, and methods of reporting results. Advanced skills in mathematics are developed when needed and combined with appropriate technology and problem-solving skills used to explore concepts in detail

Physics I CCP

5 credits Grades: 11-12

Prerequisite: Successful completion of Algebra I and most recent Science course

This multi-activity/laboratory-based course develops a genuine understanding of the physical laws fundamental to all sciences and the interrelationship of those laws to the development of society in general. The physical concepts studied are introduced in the context of everyday applications and are reinforced and enriched by the use of computer and non-computer-based laboratories, video demonstrations, and simulation software. The trigonometry utilized in developing vector applications is taught within the scope of the course.

Physics I Honors

5 credits Grades: 11-12

Prerequisite: Minimum grade of 75 in both Algebra I Honors and the last Honors science course taken or a minimum grade of 85 in Algebra I CCP and the last CCP science taken

This laboratory course develops a genuine understanding of the physical laws basic to all sciences and the interrelationships and effects the laws have on the development of society in general. A multi-activity/laboratory-based approach, including video demonstrations, computer and non-computer-assisted laboratories, and interactive computer simulations, is to be used. Advanced skills in mathematics are developed when needed and combined with appropriate technology and problem-solving skills to explore concepts in detail. The concepts of motion and force, work and energy, and electricity and magnetism are among those examined.

Physics II Honors

5 credits Grades: 11-12

Prerequisite: Minimum grade of 75 in Physics I Honors or a minimum grade of 85 in Physics I CCP

This laboratory course develops a genuine understanding of the physical laws basic to all sciences and the interrelationships and effects the laws have on the development of society in general. A multi-activity/laboratory-based approach, including video demonstrations, computer and non-computer-assisted laboratories, and interactive computer simulations, is to be used. Advanced skills in mathematics are developed when needed and combined with appropriate technology and problem-solving skills to explore concepts in detail. The concept of energy is reintroduced with a special focus on heat, then taking it through ideas like its role in the human body, the earth, in electricity and, ultimately, into a look at the emerging fields of nano-science and nano-tech.

Public Health

5 credits Grades: 10-12

Prerequisite: Successful completion of Biology CCP and Algebra 1

This course will provide an overview of the interdisciplinary field of public health. Students will learn about the history of public health and the core public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental health, and policy. Other topics will include health disparities (both within the US and globally), ethics in public health, community participation in research, public health promotion, and the prevention of chronic and infectious diseases.

Zoology CCP^

5 credits Grades: 10-12

Prerequisite: Successful completion of Biology

This lab-based course will walk you through how species have evolved from the simplest, single-celled organisms to the more complex, multicellular life forms. Throughout the course, you will compare and contrast the biological processes of these organisms, ultimately comparing them with the human species. **Dissection is a required component for this course. Please note there is no Educere online credit recovery option for this course.**

Forensic Biology CCP

5 credits Grades: 11-12

Prerequisite: Minimum grade of 70 in Biology CCP or Chemistry CCP

This course is laboratory oriented and designed to give the student an introduction to the science of forensics. Topics of study include molecular biology, DNA analysis (electrophoresis/PCR) as it relates to crime/paternity, anthropology, comparative skeletal anatomy, blood composition and behavior, entomology as it relates to crime solving, genetics (mitochondrial DNA analysis), odontology, and pathology.

Genetics CCP

5 credits Grades: 11-12

Prerequisite: Minimum grade of 70 in Biology CCP

This course may interest students who are pursuing a career in a medical or biological field or who simply have an interest in genetics. This course utilizes concepts learned in Biology and builds on them to investigate the role of chromosomes in our lives. Studies will begin with a brief overview of Mendelian genetics, DNA structure and replication, and cell division. Exploration of more modern genetic topics will follow, such as genetic engineering, cloning, stem cell research, DNA fingerprinting, genetic basis for disease, genetics of behavior, and genetic technologies.

Human Anatomy and Physiology Honors

5 credits Grades: 11-12

Prerequisite: Minimum grade of 75 in Biology Honors or a minimum of 85 in Biology CCP

Throughout the ages, humans have had a natural curiosity about the mechanisms of life. The body consists of many specialized tissues, such as those found in skin, bones, muscle, and nerves. These tissues are arranged differently in each part of the body, and their cell processes interact to produce the major systems of the human body. Sometimes these interactions are interrupted or disrupted by outside agents resulting in dysfunction or disease. The structure of cells, tissues, and organs, their relationship to the whole organism, how the organ system functions, and how their functions are disrupted by disease serve to focus this in-depth lab-based tour of the human body.

Robotics I CCP^

5 credits Grades: 9-12

Prerequisite: Minimum grade of 70 in previous year's science and math course

This is an activities-based course in which the students will construct, and program VEX robots to complete a variety of competitive tasks. Both programmed and remote-controlled robots will be built and programmed with RobotC, a C-based programming language. The study of electronics, mechanics, and computer programming will be supplemented with lab experiments which will require the use of basic Physics formulae. Grading for the class is heavily weighted toward the building, programming, and performance of the students' robots. This course can count as the fourth required science course OR as the technology course requirement, however, it cannot count as both.

Robotics II CCP

5 credits Grades: 10-12

Prerequisites: Successful completion of Robotics 1

Robotics is an emerging field with applications in many facets of our lives. Students in this course will develop understanding of a wide range of topics in engineering and technology that build upon similar concepts from Robotics I through more advanced content, practice, and themes. Robotics II emphasizes the interrelationships of computer aided design (CAD), iterative design, planning, prototyping, programming, strategy, machine interactions, and common themes. This course can count as the fourth required science course OR as the technology course requirement, however, it cannot count as both

Engineering Design CCP^

5 credits Grades: 9-12

Prerequisite: Successful completion of previous science course

This course introduces students to the foundational concepts of engineering design. Students will learn how to define and delimit problems, design and test solutions, and revise and optimize those solutions. Students will also gain exposure to 3D Printing as a tool in the design and testing of solutions to real-world problems. This course can count as the fourth required science course OR as the technology course requirement, however, it cannot count as both.

EHS HUMANITIES – Social Studies – CAREER PATHWAYS

LAW ENFORCEMENT PUBLIC SAFETY

EDUCATION FAMILY SERVICES

ARTS, ENTERTAINMENT, DESIGN

RECOMMENDED COURSES

- Human Behavior
- Sociology
- US History I & II
- World History
- World Language

ADVANCED ELECTIVES- Spanish/French AP®
- US Government & Politics AP®
- US History AP®
- Human Geography AP®
- World History AP®

- Human Behavior
- Sociology
- US History I & II
- World History
- World Language

ADVANCED ELECTIVES- Peer Leadership
- Spanish/French AP®
- US History AP®
- Human Geography AP®

- Art I, II, III
- Band/Orchestra
- Concert Choir
- Drawing/Painting
- Figure Fashion Drawing

ADVANCED ELECTIVES- Advanced Sculpture
- Spanish/French AP®
- Studio Art AP®

4 yr Degree &/or Graduate School

2 Yr Degree or Certification Program

HS Degree /On the Job Training

LEVELED CAREER OPTIONS

- Ambassador
- Attorney
- Diplomat
- Emergency management Specialist
- FBI
- Judge
- Politician
- Probation Officer
- Social Worker
- State Police
- US Marshal

- Attorney
- College Professor
- Dean
- Professional School Counselor
- Principal
- Program Director
- Psychologist
- Supervisor
- Teacher
- Therapist

- Animator
- Architect
- Commercial Artist
- Costume Designer
- Fashion Merchandiser
- Film Producer
- Graphic Design
- Graphic Novel Author
- Illustrator
- Interior Design
- Museum Curator

- Court Reporter
- Executive Administrative Assistant
- Fire Fighter
- Forensic Nurse
- Human Resource Assistant
- Paralegal
- Paramedic
- Police Dispatcher

- Audio Visual Technician
- Child Care Director
- Clinical Social Work Aide
- Community Service Specialist
- Executive Administrative Assistant
- Family Service Assistant
- Home Health Aide
- Teacher's Assistant

- Desktop Publisher
- Fashion Buyer
- Graphic Artist
- Landscape Technician
- Pattern Maker
- Personal Stylist
- Textile Design
- Web Developer

- Bailiff
- Clerk
- Fish & Game Warden
- Interpreter
- Legal Support Worker
- Mail Carrier
- Postal Service
- Transit Authority
- Translator

- Community Association Manager
- Housing Assistant
- Preschool & Child Care
- Real Estate Broker
- Transportation

- Actor
- Customer Sales Representative
- Dress Maker
- Floral Arranger
- Musician
- Singer
- Song Writer

SOCIAL STUDIES DEPARTMENT

The ultimate goal of the Social Studies Department is to prepare our students to live as global citizens in the 21st century. They must be able to recognize and respect multiple perspectives and diverse experiences in order to be contributing members of society. A multicultural approach to social and historical events prevails throughout the curriculum with emphasis on inclusion of ethnic contributions, experience, and noteworthy current events. Moreover, as the world is experiencing a virtual revolution in information and communication technologies, students need to be taught to acquire and critically evaluate the abundance of information that is available to them on a daily basis.

- *Courses indicated with an * meet the minimum graduation requirement within the Social Studies Department (World History, United States History I and II).*
- ***Courses indicated with an ^ meet the minimum graduation requirement of 5 credits for Career Education.***

World History CCP *

5 credits Grade: 9

Prerequisite: Successful completion of 8th Grade Social Studies (Ninth grade students are expected to take World History.)

This course offers the student an in-depth examination of the geography, culture, and history of Africa, Asia, Europe, and Latin America. Students will be encouraged to examine the diversity of various cultures and the conditions common to these societies. Supplemental readings of both primary and secondary sources will be required. Essays and other types of written expression will also be assigned. Students will be expected to think critically on a variety of current global concerns.

World History Honors *

5 credits Grade: 9

Prerequisite: Minimum of 85 in the 8th Grade Social Studies course (Ninth grade students are expected to take World History.)

This course offers the student an in-depth examination of the geography, culture, and history of Africa, Asia, Europe, and Latin America. Students will be encouraged to examine the diversity of various cultures and the conditions common to these societies. Required outside reading will include excerpts from books, plays, and poems written by authors from a variety of countries. Students will be expected to discuss, analyze, and synthesize these supplemental readings. Essays and short evaluative papers will also be required. Students at this level are expected to be able to think critically on a variety of current global concerns. Students must have strong verbal, reading and writing skills.

World History AP®

5 credits Grades: 11-12

Prerequisite: 80 in previous AP® Social Studies course or 85 in U.S. History II Honors or 90 in U.S. History II CCP

AP® World History engages students in learning and investigation about cultures, conflict and innovation in each region of the world, as well as comparative analysis between nations, empires and states, from the year 1200 to the present. Students will work closely with primary and secondary sources, using advanced methods to analyze a wide variety of individuals and movements. As required by the College Board, students will utilize comparison, causation, continuity and change over time shape as they engage in reading, writing and collaboration. Humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation will be explored in all regions of our world. This course is designed to reflect a college level introductory history course. Students will use a college-level text and College Board materials. **Taking the end of course AP® Test is a requirement for enrollment in an AP® course. There will be no cost to students to take the AP® test.**

Human Geography AP®

5 credits Grades: 10-12

Prerequisite: Minimum of 80 in World History Honors or 80 in previous Honors/AP course in Social Studies or 90 in World History CCP or previous CCP course in Social Studies.

The AP® Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students who perform successfully on the AP® Exam for Human Geography may be afforded college credit for their efforts in this class. **Taking the end of course AP® Test is a requirement for enrollment in an AP® course. There will be no cost to students to take the AP® test.**

United States History I CCP*

5 credits Grade: 10

Prerequisite: Successful completion of World History

This course concentrates on American history from the Colonial Period to the 1920s. The emphasis is on the causes and effects of the American Revolution and the Civil War, the US Constitution, immigration, and the Progressive Movement. Essays and a term paper involving original research sources and supplemental readings will be required.

United States History I Honors *

5 credits Grade: 10

Prerequisite: Minimum grade of 75 in World History Honors or 85 in World History

The emphasis is on the causes and effects of the American Revolution and the Civil War, the US Constitution, immigration, and the Progressive Movement. Required reading will include supplemental source books and historical fiction novels. Essays, short evaluative papers, and a term paper involving original research sources will also be required.

United States History I AP® *

5 credits Grade: 11

Prerequisite: Minimum grade of 80 in previous AP Social Studies course or 85 in United States History I Honors or 90 in United States History I CCP

Taught according to guidelines provided by the College Board, AP® United States History is a college-level course designed to challenge the most able and motivated students. Following the chronology of American history from the Colonial period to the 20th Century, the coursework is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with problems and materials in United States history. Students who maintain a minimum grade of 70 in this course will go on to take AP® United States History II second semester. All EHS students are required to take one semester of US I and one semester of US II. **Taking the end of course AP® Test is a requirement for enrollment in an AP® course. There will be no cost to students to take the AP® test.**

United States History II CCP*

5 credits: Level I

Grade: 11

Prerequisite: Successful completion of United States History I

This is a complete sequentially-based social studies course that begins with the study of Pre-World War II Era and continues to the present day. Inquiry is at the core of this curriculum as students are challenged to ask questions, investigate, analyze, and critique before they draw conclusions. We expect that they will be able to recognize and respect multiple perspectives and diverse experiences.

United States History II Honors *

5 credits Grade: 11

Prerequisite: Minimum grade of 75 in United States History I Honors or 85 in United States History I CCP

This is a complete sequentially-based social studies course that begins with the study of Pre-World War II Era and continues to the present day. Inquiry is at the core of this curriculum as students are challenged to ask questions, investigate, analyze, and critique before they draw conclusions. We expect that they will be able to recognize and respect multiple perspectives and diverse experiences.

United States History II AP® *

5 credits Grade: 11

Prerequisite: Minimum grade of 70 in AP® United States History I

Taught according to guidelines provided by the College Board, AP® US History is a college-level course designed to challenge the most able and motivated students. Continuing with the narrative begun in AP® United States History I, AP® United States History II gives particular stress to the historic American developments of the 20th Century. United States History II AP meets the graduation requirement for US History II. Students who perform successfully on the AP® Exam for US History may be afforded college credit for their efforts in this class. **Taking the end of course AP® Test is a requirement for enrollment in an AP® course. There will be no cost to students to take the AP® test.**

African American History and Culture

5 credits Grades: 10 -12

Prerequisite: None

Students will be challenged to understand race as a social construction that has had lasting implications for people throughout United States history. Riddled with pain and punctuated with moments of cultural and social triumph, the story of African Americans has been one of dissonance and irony. This course examines the African American experience through careful analysis of music, art, literature and popular culture. Students will re-examine major historical events and movements and also consider the intersectionality of the African American experience with other groups in society. With the course content being both historical and modern, students will be able to better understand the African American experience in our society today.

Human Behavior CCP^

5 credits Grades: 10-12

Prerequisite: None

This course has a practical application to everyday life. The basic elements of personality will be investigated which will lead to an understanding of a person's development, motivation and behavior. Students will have the opportunity to investigate human behavior from birth to death by exploring the development of the person's physical, cognitive, and psychosocial growth. Examine major behavioral disorders, personality disturbances and mental illnesses through the study of behavioral psychology. Additional topics such as sensation/perception, memory, sleep and dreams and social psychology will also be presented.

Model United Nations

5 credits Grades: 10-12

Prerequisite: None

The Model United Nations course allows students to represent a country of their choice in a student-led simulation of the United Nations General Assembly, with the goal of enacting policies to improve the economic, social and political conditions. Students will get to explore and brainstorm real solutions to problems impacting hunger and access to water, the environment and climate change, border security, ethnic conflict and genocide, trade barriers, healthcare, poverty, access to technology, education, supporting democratic regimes and improving women's and LGBTQIA+ rights. Students will research issues pertaining to their country with the help of resources from the United Nations and leaders in our Ewing community. The course will conclude with a virtual or in-person conference with other MUN students in New Jersey, as well as other states.

Sociology CCP^

5 credits Grades: 10-12

Prerequisite: None

This course is offered for those students who are interested in learning more about the society in which they live and the various positions they occupy within society. Many different aspects of our society will be examined, such as the criminal justice system, deviant behavior, marriage and the family, sports in America, social class, race, and gender issues, and what psychology is to the individual, sociology is to the group.

United States Government and Politics AP®

5 credits Grades: 10-12

Prerequisite: Minimum of 80 in World History Honors or 80 in previous Honors/AP® course in Social Studies or 90 in World History CCP (or previous CCP course in Social Studies)

This course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret US politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US political reality. The AP® Government and Politics course generally covers topics that are presented in government and US history college classes. Students will also have their choice of civics and government projects that may involve measuring public opinion, evaluating campaigns, advocating for public policy, analyzing media sources, determining influences on the legislative process and the role of the courts in society. **Taking the end of course AP® Test is a requirement for enrollment in an AP® course. There will be no cost to students to take the AP® test.**

Women's Studies^

5 credits Grades: 10-12

Prerequisite: None

This course is a survey of the experiences, lives and contribution of women to American and world history. The student will study women's changing roles through history, as well as the diversity of women's experience on a racial, ethnic and class basis. Problems and solutions women have faced in the past will be discussed with an emphasis on understanding the participation of women to uncover and restore women's achievements and experiences.

Student Voices in Action^

5 credits Grades: 10, 11 & 12

Prerequisite: None

Do you want to make your community, state and nation a better place? In this course, you will learn the skills required to engage with local, state and national government to solve real problems facing our friends, neighbors and fellow citizens. Students will learn how to negotiate and mediate conflicts, write and pass laws, act as attorney in a court trial, develop advanced communication and media skills, and discover how to become a powerful agent for change in our community. This dynamic, hands-on learning experience will benefit from guest speakers and practitioners from Ewing Township and New Jersey state government.

Honors in Course

This pilot program allows students in *Student Voices In Action* and *Model United Nations*, both CCP courses, to attain Honors designation for the course. In order to apply for the Honors in Course designation, students, by the end of the fourth week of the semester, must complete and submit a written proposal to the course teacher, and gain full approval from the teacher.

In order to achieve and attain the Honors in Course designation, the student proposal must include the following requirements, all of which must be achieved by the last day of the semester:

1. A plan to modify one of the course's projects, or the course final project, so that it may address a governing body, agency, interest group or active practitioner in the field
2. The project must address a community, societal, national or global problem or dilemma
3. The project must contain specific recommendations for change and reform
4. The project must provide pertinent research in direct support of the recommendations
5. During the course, the student must have at least two interactions with community members/practitioners to help revise the project
6. During the last week of the course, a meeting with member(s) of a governing body, agency, interest group or active practitioner to present final recommendations

Upon successful completion of these requirements in the project, the student's course weighting will be changed from CCP to Honors.

SPECIAL EDUCATION

Ewing High school provides special education programming designed to meet the diverse needs of students with disabilities. The levels of support range from least restrictive to most restrictive environments, ensuring compliance with each students' Individual Education Program (IEP). The IEP team convenes on behalf of students with identified disabilities, minimally on an annual basis, to outline the specific courses designed to fulfill their graduation requirements. At that time, the level of programming (ranges noted below) will be determined by the IEP team. All special education programming is designed to address the appropriate grade level proficiencies (NJ Student Learning Standards) while providing students with specific accommodations, modifications, goals and objectives notated within their IEP. IEP programming can consist of the following:

- In-Class Resource (ICR), also known as Inclusion, is a collaborative model designed to provide students with disabilities the necessary support to succeed within the general education classroom. This program permits general education and special education teachers to plan, instruct, and assess students. Both teachers bring their expertise to the classroom, ensuring that all students receive instruction tailored to their unique needs. The special education teacher provides targeted support, implementing accommodations, modifications, and individualized strategies as outlined in students' Individualized Education Programs (IEPs) while the students with disabilities are educated alongside their general education peers with little to no curriculum modification.
- Special class programming shall serve students with IEPs who have similar educational needs related to their disabilities, and the IEP team warranted that an ICR program is not sufficient to meet the students' needs. Special class programming offers instruction by a general education *or* special education teacher; however, either must hold a certificate in the subject-specific content area and provide instruction at a modified pace yet is aligned to the New Jersey Student Learning Standards.
- Resource programming is subject specific and emphasizes the development of foundational skills while aligning with the general education curriculum. Students often require that the curriculum is modified (in content and pace) and may work on improving academic skills, organizational strategies, or problem-solving techniques. Special education teachers often utilize research-based instructional methods, assistive technology, and hands-on materials to enhance engagement and learning outcomes. This structured setting allows special education teachers to focus on the specific goals and objectives outlined in the students' IEPs, and instruction is tailored to meet students' unique learning styles, strengths, and challenges, ensuring they make meaningful progress.
- Self-Contained programming provides a highly structured and supportive environment tailored to meet the unique academic, social, emotional, and behavioral needs of each student, as outlined in their Individualized Education Programs (IEPs). This setting typically features smaller student-to-teacher ratios, allowing for individualized instruction and close monitoring of progress. Classrooms are staffed by certified special education teachers, often supported by paraprofessionals, to ensure each student receives the attention and assistance they require. Instruction focuses on a range of skills, including academic content, functional life skills, social skills, and behavior management, depending on the individual needs of the students.

SPECIAL SENIOR PROGRAMS

Senior Experience CCP

5/10 credits Grade: 12

Prerequisites: During the preceding semester, students must meet the following requirements:

Academic -

- 2.5 Cumulative GPA
- 100 credits by the end of your junior year

Discipline -

- No OSS or Level 3 or 4 incidents

Attendance -

- No NCA's for any class

(Fall Senior Experience students receiving an 80% or below in the program will be ineligible to take Senior Experience during Spring semester)

Senior Experience allows qualifying seniors a unique opportunity to gain real-world experience through an internship or workplace environment. Advantages of this program include, but are not limited to: exploring a possible career path; gaining valuable work experience; enhancing your resume; developing and refining time management skills; receiving financial compensation; networking with professionals in the field; gaining confidence; and transitioning into the workforce. In addition to time spent at the internship or work site, students in the program are required to complete assignments that will be graded. Examples of assignments include: weekly schedules, weekly journals, monthly mentor evaluations, resume/cover letter, safety report, mentor interviews, self-evaluations, etc.

Students in the course will choose Fall and/or Spring Senior Experience and choose 5 or 10 credits option in consultation with their school counselor.

- 5 credits = Students will be dismissed from EHS at 1:00pm, 8 hours/week must be attained in your placement
- 10 credits = Students will be dismissed from EHS at 11:00am, 16 hours/week must be attained in your placement

(Note: Internships require students to be at their worksite EVERY DAY that school is in session. Students with paid jobs must have a minimum of 3 shifts/week that are scheduled DURING the school day. Not meeting these requirements can result in dismissal from the program)

Prior to the start of the chosen semester, students must apply for an internship or job in/around the Ewing community. **Students must be hired and on the work schedule PRIOR to the first day of the semester.**

Additional Course Information:

- The Senior Experience Coordinator will hold an information meeting prior to the beginning of each semester. Paperwork and deadlines will be discussed. Students must adhere to deadlines.
- Students considering this program are advised to discuss this choice with their parents, school counselor, and Senior Experience Coordinator at the time of course selections for 12th grade.

| Examples of Ewing Internships: | Examples of Ewing Jobs: |
|--|------------------------------------|
| • Trenton-Mercer Airport | • Maida & Maida Accounting, LLC |
| • Boys and Girls Club of Mercer County | • Princeton Orthopedics |
| • Greenwood House | • Credit Union of New Jersey |
| • Lore, Antheil, Parkway Elementary Schools | • Marrazzo's |
| • Fisher Middle School | • Shop Rite of Ewing or Pennington |
| • Ewing High School – Guidance Department Only | • Barnes and Noble |
| • Ewing Police/Fire Department | |

Peer Leadership Honors

5 credits Grade: 12

Prerequisite: Submit required application, interview, and acceptable discipline and attendance record

This course provides the basic structure for the Peer Leadership group. The Peer Leadership program develops the leadership skills of high school seniors while teaching them to provide outreach for freshmen that focus on: building healthy relationships, fostering collaboration, increasing self-confidence, developing problem-solving skills, and acquiring decision-making strategies. Seniors are provided with a thorough knowledge of group dynamics and instruction in leadership and problem-solving skills which will help to equip students as they lead weekly small group activities and discussions with the freshmen peer groups. Students are selected for this course by filing an application at announced times and being interviewed by the current Peer Leadership teachers and students. Acceptance into the course is also based on attendance and discipline records, as well as teacher recommendations.

Dual Enrollment College Course Program

(College courses will be given AP level weighting)

5/10 credits Grade: 12

Qualified Ewing High School seniors are afforded a unique and remarkable opportunity to take college courses at several area local colleges/universities. The College of New Jersey offer courses on campus. Mercer County Community College offers course options both on campus and online. Eligible students may take up to two face to face or synchronous online college courses per semester during their senior year. Asynchronous courses are not eligible for credit. College courses will not be available during Block 1. **Space for this program is very limited, and eligibility is contingent upon on time completion of required paperwork.** The eligible courses are as follows:

MCCC

MAT125-Statistics
MAT146-Pre-Calculus
ASL101/102-American Sign Language
SOC101-Sociology
PSY101-Psychology
CRJ101-Introduction to Criminal Justice
CMN101-Mass Media
ECO103-Economics
BUS101-Introduction to Business

TCNJ

AAS150-Introduction to Social Justice
PSY101-General Psychology
SOC101-Introduction to Sociology
STA115-Elementary Statistics
CWR206-Creative Writing Language Courses
-require placement test
WGS220-Gender and Pop Culture

Prerequisites: Students may not have had an OSS or level 3 or 4 disciplinary infraction during the preceding semester; students may not have received an NCA, for any class, during the preceding semester. Students must have earned at least 110 credits by the end of Junior year and met proficiency requirements on the NJGPA that satisfy the state requirement. Additionally, students must meet the dual enrollment GPA requirements set by the college or university they plan to attend and may not have failed a dual enrollment course in a past academic semester or year.

TCNJ: GPA of 3.75

MCCC: GPA of 3.75

Additionally, each college or university may have additional requirements such submission of standardized test scores or placement tests to qualify for certain courses. Counselor will review criteria and application process with eligible students.

****EHS Online College Course**

5 Credits Grades: 11-12

Prerequisites: Cumulative GPA of at least 3.75 (Participating students must have taken and met MCCC testing entrance requirements prior to the start of the course to avoid taking placement tests.)

Ewing High sponsors a dual enrollment online college course option through Mercer County Community College that is available to both juniors and seniors. The course will be held at the high school during the school day and will be one of the four classes your child may take in spring semester (semester 2). Students will be under the supervision of certificated staff member but are expected to work independently on course content delivered by a college professor. Eligible students will be invited by letter each year. To participate students must return the signed consent form to the EHS Counseling Office. Space for this program is very limited so students will be scheduled based on the date of receipt of the consent form.

College Course Grading

Dual enrollment students **must request an "official transcript" from the registrar's office of the college or university where the class is being taken.** This "official transcript" must be for the current semester, requested and received in a timely manner, and sent directly to the student's school counselor in order to become part of the student's final Ewing High School transcript. The following deadlines must be adhered to:

- Fall Semester college courses end in December: EHS must receive the official transcript no later than one week before the end of Semester 1
- Spring Semester college courses end in May: EHS must receive the official transcript no later than one week before the end of Semester 2

College Course Grading Conversion

Colleges and universities provide letter grades on official transcripts. Ewing High School, however, provides number grades and strictly abides by the following conversion chart for grading on our official EHS transcript:

| | | | | |
|----------------|----------------|----------------|----------------|---------------|
| A+ = 99 | B+ = 89 | C+ = 79 | D+ = 69 | F = 55 |
| A = 95 | B = 85 | C = 75 | D = 65 | |
| A- = 90 | B- = 80 | C- = 70 | D- = 60 | |

PLEASE NOTE: Without the school counselor receiving the 'official college transcript' directly from the college, college course final grades will appear as a '0' on the student's final EHS report card and final EHS transcript. Any unapproved withdrawal from a college course will result in a "0" on the student's final EHS report card and final EHS transcript.

EHS STEM (Science, Technology, Engineering, Math) CAREER PATHWAYS

| BIOMEDICAL & ENVIRONMENTAL SCIENCE, ENGINEERING | COMPUTER SCIENCE INFORMATION TECHNOLOGY | INDUSTRIAL/AEROSPACE/ TRANSPORTATION TECH DIGITIZED |
|---|--|---|
| RECOMMENDED COURSES | | |
| <p>Biology Chemistry Environmental Science Physics I ADVANCED ELECTIVES Anatomy AP Biology AP Environmental Science Forensics Genetics</p> | <p>Robotics Introduction to Computer Science Engineering Design ADVANCED ELECTIVES AP Calculus AB AP Computer Science A AP Statistics Calculus</p> | <p>Chemistry Engineering Design Physics I Robotics ADVANCED ELECTIVES AP Calculus AB Calculus Physics II</p> |
| LEVELED CAREER OPTIONS | | |
| <ul style="list-style-type: none"> • Biomedical Engineer • College Professor • Dentist • Environmental Attorney or Engineer • Hydrologist • Land Use Planner • Marine Biologist • Medical Doctor • Pharmacist • Physical Therapist • Research Scientist • Teacher | <ul style="list-style-type: none"> • Biosensors Engineer • College Professor • Computer Network Architects • Computer Programmer • Computer Systems Analysts • Computer Security Analysts • Software Developer • Teacher | <ul style="list-style-type: none"> • 3D CAD Modelers • Chemical Engineer • Civil Engineer • College Professor • Electrical Engineer • Industrial Engineer • Industrial/Prototype Designer • Mechanical Engineer • Robotics Engineer • Teacher |
| <ul style="list-style-type: none"> • Biomedical Equipment Technician • Dental Hygienist • EMT/Paramedic • Forensic Nurse • Forest Technician • Greenhouse Manager • Occupational Assistant • Pharmacy or Dietetic Technician • Physical Therapy Assistant • Registered Nurse | <ul style="list-style-type: none"> • Computer Forensics Specialist • Computer Network Support Specialist • Control Systems Analyst • Information Security Technician • Web Developer | <ul style="list-style-type: none"> • Architectural Drafter • Aviation Safety Inspector • CAD Technician • Electrical Drafter • Hydroelectric Plant Technician • Mechanical Drafter • Telecommunications Specialist • Wind Turbine Technician |
| <ul style="list-style-type: none"> • Hazardous Waste Emergency Responder • Home Health Aide • Phlebotomist • Physical Therapy Aide • Solar Installation Technician | <ul style="list-style-type: none"> • Computer Technician • Cyber Security Specialist • IT Support Specialist • PC Technician • Software Test Technician | <ul style="list-style-type: none"> • Aircraft Mechanic • Boilermaker • Construction Worker • Electrician • Millwright • Rapid Prototype Technician • Telecommunications Technician |
| 4 yr Degree &/or Graduate School | 2 Yr Degree or Certification | |
| HS Degree /On the Job Training | HS Degree /On the Job Training | |

TECHNOLOGY DEPARTMENT

- All courses listed are considered College and Career Preparatory unless otherwise noted.
- **Courses indicated with an ^ meet the minimum graduation requirement of 5 credits for Career Education.**
- **Courses indicated with an * meet the minimum graduation requirement of 5 credits for Visual/Performing Arts.**
- **Courses indicated with an # satisfies the fourth year of a Science, Math or approved Tech elective class**

CS Python Fundamentals

5 credits Grades: 9 – 12
Prerequisite: None

This course is designed to offer an introduction to computer science. Students will learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements of computer science. It gives a foundation in the tools used in computer science and prepares students for further study in computer science, including AP Computer Science Principles and AP Computer Science A courses.

Graphic Design I^*

5 credits Grades: 9- 12
Prerequisite: None

In this course, students learn the theory of a traditional design course and incorporate technology into its applications. Projects completed in this course develop solid design skills that are enhanced in the computer lab. Students will learn to create and manipulate graphic images for fine and commercial art. The course includes importing, editing, and preparation of multiple formatted images from the Web, original artwork and scanned objects. The basic software utilized in the course is Adobe PhotoShop and Adobe Illustrator. Students selecting this course should have strong computer skills and artistic ability.

Graphic Design II*

5 credits Grades: 11-12
Prerequisite: Minimum grade of 80 in Graphic Design I

This course builds upon the foundation of Graphic Design I to further develop students' skills in visual communication. Students will explore more advanced concepts in typography, layout, and design. They will also learn to use industry-standard software programs and such as Adobe Photoshop and Illustrator.

Digital Photography^*

5 credits Grades: 9-12
Prerequisite: None

An introduction to visual literacy, storytelling, composition and design through the lens of a camera. Students will learn photo editing and manipulation in Adobe Photoshop. Students taking this course must have strong computer skills and artistic ability. Students will learn photography using a digital single lens reflex camera; they will explore lighting through still life and portraiture and other subject matter to achieve a solid basis in both technical and creative photographic processes.

Robotics I CCP^#

5 credits Grades: 9-12
Prerequisite: Minimum grade of 70 in previous year's science and math course

This is an activities-based course in which the students will construct and program VEX robots to complete a variety of competitive tasks. Both programmed and remote-controlled robots will be built and programmed with RobotC, a C-based programming language. The study of electronics, mechanics, and computer programming will be supplemented with lab experiments which will require the use of basic Physics formulae. Grading for the class is heavily weighted toward the building, programming, and performance of the students' robots. This course can count as the fourth required science course OR as the technology course requirement, however, it cannot count as both.

Robotics II CCP#

5 credits Grades: 10-12

Prerequisites: Successful completion of Robotics 1

Robotics is an emerging field with applications in many facets of our lives. Students in this course will develop understanding of a wide range of topics in engineering and technology that build upon similar concepts from Robotics I through more advanced content, practice, and themes. Robotics II emphasizes the interrelationships of computer aided design (CAD), iterative design, planning, prototyping, programming, strategy, machine interactions, and common themes. This course can count as the fourth required science course OR as the technology course requirement, however, it cannot count as both

Engineering Design CCP^#

5 credits Grades: 9-12

Prerequisite: None

This course introduces students to the foundational concepts of engineering design. Students will learn how to define and delimit problems, design and test solutions, and revise and optimize those solutions. Students will also gain exposure to 3D Printing as a tool in the design and testing of solutions to real-world problems.

Advanced Engineering Design II Honors#

5 credits Grades: 10-12

Prerequisite: 80 or above in Engineering Design with 3D Printing

This course covers advanced engineering and robotics topics such as engineering design graphics, cybersecurity, biotechnology, information technology and robotics.

Computer Science Principles AP® #

10 credits Grades: 9-12

Prerequisite: Minimum of 75 in Algebra I

Computer Science Principles AP® is a college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems-including the internet work. Students explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. **Taking the end of course AP® Test is a requirement for enrollment in an AP® course. There will be no cost to students to take the AP® test.**

EHS HUMANITIES – Visual Arts – CAREER PATHWAYS

LAW ENFORCEMENT PUBLIC SAFETY

EDUCATION FAMILY SERVICES

ARTS, ENTERTAINMENT, DESIGN

RECOMMENDED COURSES

- Human Behavior
- Sociology
- US History I & II
- World History
- World Language
- ADVANCED ELECTIVES
- Spanish/French AP®
- US Government & Politics AP®
- US History AP®

- Human Behavior
- Sociology
- US History I & II
- World History
- World Language
- ADVANCED ELECTIVES
- French AP®
- Peer Leadership
- Spanish
- US History AP®

- Art I, II, III
- Band/Orchestra
- Concert Choir
- Drawing/Painting
- Figure Fashion Drawing

- ADVANCED ELECTIVES
- Advanced Sculpture
- Spanish/French AP®
- Studio Art AP®

4 yr Degree &/or Graduate School

2 Yr Degree or Certification Program

HS Degree /On the Job Training

LEVELED CAREER OPTIONS

- Ambassador
- Attorney
- Diplomat
- Emergency management Specialist
- FBI
- Judge
- Politician
- Probation Officer
- Social Worker
- State Police
- US Marshal

- Attorney
- College Professor
- Dean
- Professional School Counselor
- Principal
- Program Director
- Psychologist
- Supervisor
- Teacher
- Therapist

- Animator
- Architect
- Commercial Artist
- Costume Designer
- Fashion Merchandiser
- Film Producer
- Graphic Design
- Graphic Novel Author
- Illustrator
- Interior Design
- Museum Curator

- Court Reporter
- Executive Administrative Assistant
- Fire Fighter
- Forensic Nurse
- Human Resource Assistant
- Paralegal
- Paramedic
- Police Dispatcher

- Audio Visual Technician
- Child Care Director
- Clinical Social Work Aide
- Community Service Specialist
- Executive Administrative Assistant
- Family Service Assistant
- Home Health Aide
- Teacher's Assistant

- Desktop Publisher
- Fashion Buyer
- Graphic Artist
- Landscape Technician
- Pattern Maker
- Personal Stylist
- Textile Design
- Web Developer

- Bailiff
- Clerk
- Fish & Game Warden
- Interpreter
- Legal Support Worker
- Mail Carrier
- Postal Service
- Transit Authority
- Translator

- Community Association Manager
- Housing Assistant
- Preschool & Child Care
- Real Estate Broker
- Transportation

- Actor
- Customer Sales Representative
- Dress Maker
- Floral Arranger
- Musician
- Singer
- Song Writer

VISUAL ARTS DEPARTMENT

- *All courses listed are considered College and Career Preparatory unless otherwise noted.*

The Visual Arts Department offers a broad range of courses designed to appeal to students with varying degrees of talent and interest in visual art. The department has excellent offerings for students with artistic talent who want to prepare for a career in the field. In addition to these students, the department also offers course work for those who want to learn more about art as a leisure pastime. Any student who wants a better appreciation of art or who is a creative person will find worthwhile courses to take. Guest artists and visits to galleries and museums may be a component of these courses. Students enrolled in these classes will participate in exhibits, including our own high school art show in the spring.

- *Courses indicated with an * meet the minimum graduation requirement of 5 credits for Visual/Performing Arts.*
- *All courses listed are considered College and Career Preparatory unless otherwise noted.*

Art I: Foundations of Art *

5 credits Grades: 9-12

Prerequisite: None

This is an introductory level course that teaches drawing, sculpture, ceramics and printmaking. Gaining exposure to various kinds of art will help you choose a two-dimensional path (i.e., drawing) or three-dimensional (i.e., sculpture, ceramics).

Art II

5 credits Grades: 10-12

Prerequisite: Minimum grade of 70 in Art I: Foundations of Art or recommendation of Department Supervisor

This course expands and refines the knowledge and skills learned in Art I. Projects are designed to explore concepts of art and to develop technical skills with special emphasis placed on two-dimensional artwork. Units on pencil drawing, pen and ink, painting, printmaking, and the study of art history are crucial elements in art education. Students learn to integrate art appreciation with creating art. Art history is taught through slide lecture, video, guest lectures, and field trips.

Art III

5 credits Grades: 11-12

Prerequisite: Minimum grade of 75 in Art II

This course is for students planning to pursue a career in art or for those who have a sincere interest in continuing art at an advanced level. Course content includes units on drawing, painting, graphics, sculpture, computer art, and art history. Emphasis is placed on preparation of a portfolio, exploring various art schools, and investigating career possibilities.

Ceramics I *

5 credits Grades: 9-12

Prerequisite: None

This course will introduce students to the basic hand-building techniques, such as pinch, coil, and slab, and the elements involved in the design and making of ceramic pottery. The course explores the properties and preparation of clay, methods and processes of forming clay, ideas and sources of stimulus, and the possibilities for decoration and glazing. It will also provide information on the history of humanity's accomplishments in clay from ancient times to the present by reviewing significant works from cultures around the world.

Ceramics II

5 credits Grades: 10-12

Prerequisite: Minimum grade of 75 in Ceramics I

This course further develops the fundamentals and techniques identified in Ceramics I. Emphasis is on quality, size and refinement of work. In addition to using pinch, coil, and slab pottery techniques, throwing on the potter's wheel, model making and casting, ceramic sculpture and architectural ceramics will be offered

Crafts *

5 credits Grades: 10-12

Prerequisite: None

This course introduces students to a variety of the world's different cultures and their customs, as well as exploring hands on art projects such as jewelry making, watercolor screens, three-D building projects, sewing, and textile designs. The fundamental art elements and design principles will be discussed for each project. Functional projects with the student's unique designs will be part of the evaluation process, as well as the knowledge of different countries customs. The student's work will also be a part of the Ewing High School annual spring art show.

Drawing/Painting

5 credits Grades: 10-12

Prerequisite: Minimum grade of 70 in Art I: Foundations of Art

This class is for those who love to draw and who want to seriously develop skills for a portfolio. Intensive skill development will be in line, value, and color. Students will work with graphite, charcoal, ink, watercolor, pen, and pastel. Elements and principles of design will be covered. Art history will be introduced. Students are to have a sketchpad. Homework will be given. For those majoring in any type of art (even computer graphics), this is a good foundation course to have. Students will render from observation, visual references and from the imagination. Subjects include still life, landscape, portraiture and fantasy/cartoon.

Figure/Fashion Drawing *

5 credits Grades: 9-12

Prerequisite: None

This course begins with a review of drawing skills associated with the human form. Anatomy is introduced. Students will be encouraged to sketch figures in different settings. Figure proportions, stylizing the figure, and depicting clothing using various techniques will be emphasized. Pencil, pen and ink, pastel, and markers will be used. Appropriate field trips may be included. If students are interested in fashion design and modeling, they should try this course.

Introduction to Sculpture *

5 credits Grades: 10-12

Prerequisite: None

This course is designed to develop an understanding of three-dimensional form and its relationship to space. Students will execute projects in a variety of sculpting media, including paper, cardboard, clay, plaster of Paris, wire, metal, and wood. Some drawing will be required. Students will be required to maintain a sketchbook. Visits to galleries and museums and guest artists may be a part of this course. Students will also participate in exhibits, including the Ewing High School art show in the spring.

Advanced Placement® Studio Art Program

The Advanced Placement® (AP®) Studio Art program enables highly-motivated students to do college-level work in studio art while still in high school. The AP® Studio Art examination requires the student to submit a portfolio of work for evaluation. The College Board completes this evaluation at the end of the school year. Advanced Placement® work involves significantly more time and commitment than most high school courses. Therefore, the program is intended for students who are seriously committed to studying art. Students participating in the program should strive to produce high-quality artwork, and their submitted portfolios should reflect this intention.

Studio Art: Drawing Portfolio AP®

10 credits: (This is a full year course taken in the fall and spring semesters)

Grades: 11-12

Prerequisite: Minimum grade of 90 in Art III and a portfolio interview

This course is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that will be addressed. Traditional drawing techniques, painting, printmaking and mixed media, as well as abstract, observational, and inventive works will be explored. **Completing the end of course AP® Art Portfolio is a requirement for enrollment in an AP® Art course. There will be no cost to students to submit the AP® Portfolio.**

EHS HUMANITIES – World Languages – CAREER PATHWAYS

LAW ENFORCEMENT PUBLIC SAFETY

EDUCATION FAMILY SERVICES

ARTS, ENTERTAINMENT, DESIGN

RECOMMENDED COURSES

- Human Behavior
- Sociology
- US History I & II
- World History
- World Language
- ADVANCED ELECTIVES
- Spanish AP®
- US Government & Politics AP®
- US History AP®
- World History AP®

- Human Behavior
- Sociology
- US History I & II
- World History
- World Language
- ADVANCED ELECTIVES
- Peer Leadership
- Spanish AP®
- US History AP®

- Art I, II, III
- Band/Orchestra
- Concert Choir
- Drawing/Painting
- Figure Fashion Drawing
- ADVANCED ELECTIVES
- Advanced Sculpture
- Spanish AP®
- Studio Art AP®

LEVELED CAREER OPTIONS

4 yr Degree &/or Graduate School

- Ambassador
- Attorney
- Diplomat
- Emergency management Specialist
- FBI
- Judge
- Politician
- Probation Officer
- Social Worker
- State Police
- US Marshal

- Attorney
- College Professor
- Dean
- Professional School Counselor
- Principal
- Program Director
- Psychologist
- Supervisor
- Teacher
- Therapist

- Animator
- Architect
- Commercial Artist
- Costume Designer
- Fashion Merchandiser
- Film Producer
- Graphic Design
- Graphic Novel Author
- Illustrator
- Interior Design
- Museum Curator

2 Yr Degree or Certification Program

- Court Reporter
- Executive Administrative Assistant
- Fire Fighter
- Forensic Nurse
- Human Resource Assistant
- Paralegal
- Paramedic
- Police Dispatcher

- Audio Visual Technician
- Child Care Director
- Clinical Social Work Aide
- Community Service Specialist
- Executive Administrative Assistant
- Family Service Assistant
- Home Health Aide
- Teacher's Assistant

- Desktop Publisher
- Fashion Buyer
- Graphic Artist
- Landscape Technician
- Pattern Maker
- Personal Stylist
- Textile Design
- Web Developer

HS Degree /On the Job Training

- Bailiff
- Clerk
- Fish & Game Warden
- Interpreter
- Legal Support Worker
- Mail Carrier
- Postal Service
- Transit Authority
- Translator

- Community Association Manager
- Housing Assistant
- Preschool & Child Care
- Real Estate Broker
- Transportation

- Actor
- Customer Sales Representative
- Dress Maker
- Floral Arranger
- Musician
- Singer
- Song Writer

WORLD LANGUAGES DEPARTMENT

In our increasingly shrinking world, knowledge of a language other than English is becoming more of a necessity every day. Job applicants who are bilingual have an advantage over their competitors. The necessity for acquiring a second language recently became more compelling for all high school students when our state moved to require one year of world language study for graduation. And, of course, the continuing demand of colleges that applicants have proficiency in a language other than English has long been a compelling reason for selecting a course in the World Language Department. At Ewing High School, students have the option of studying French, and Spanish.

- *All courses with an * meet the minimum graduation requirement of 5 credits within the World Language Department.*
- *All courses listed are considered College and Career Preparatory unless otherwise noted.*
- *All students will be placed at the CCP level unless teacher and supervisor evaluation of student portfolio of speaking, writing, reading and writing tasks determines readiness the Honors or Advanced Placement level.*

French I CCP *

5 credits Grades: 9-12

Prerequisite: Recommended that ninth grade students take a World Language

Through dialogues and basic reading materials, the student learns vocabulary and grammar structures. Pronunciation and letter-sound correspondences are emphasized. This course integrates listening, speaking, reading, writing, and culture for the purpose of developing proficiency in all skills.

French II CCP

5 credits Grades: 9-12

Prerequisite: Successful completion of French I

Students with above-average academic skills should enroll in this course. French II reinforces and expands the vocabulary and grammar structures learned in French I. This course continues to integrate the skills of listening, speaking, reading, writing, and culture. There is a greater emphasis on speaking French in the classroom.

French II Honors

5 credits Grades: 9-12

Prerequisite: 75 in Honors French II or 85 in French I CCP or by Supervisor recommendation

This course continues to integrate the skills of listening, speaking, reading, writing, and culture. There is a greater emphasis on speaking French in the classroom.

French III CCP

5 credits Grades: 10-12

Prerequisite: Successful completion of French II

A continuation of work begin in French II will take place. All language skills will be stressed, with greater emphasis on reading, writing, and speaking. The student will converse about given topics and compose original paragraphs.

French III Honors

5 credits Grades: 10-12

Prerequisite: 75 in French II Honors and 85 in French II CCP

All language skills will be stressed, with a greater emphasis on reading, writing, and speaking. The student will converse about given topics and compose original paragraphs.

French IV CCP

5 credits Grades: 11-12

Prerequisite: Successful completion of French III

This course aims to perfect and refine the language skills learned during the first three years of French. Students will participate in discussions and read original structures. Cultural study will be included, with emphasis on French writers and artists. Students are expected to use French on a daily basis.

French IV Honors

5 credits Grades: 11-12

Prerequisite: 75 in French III Honors and 85 in French III CCP

This course will further develop the student's proficiency in all language skills. Both oral and written communication are stressed. Students are expected to use French on a daily basis. The student is also exposed to French culture in greater depth. The course is conducted entirely in French, with increased emphasis on literature, composition, and conversation. A review of French grammar will be included through practical application.

French AP®

5 credits Grade: 12

Prerequisite: 75 in French IV Honors and 85 in French IV CCP

Strong focus on reading, listening, speaking, and writing will be the centerpiece of this rigorous program. Students will be prepared to take the AP® Examination for French Language and Culture. By scoring at an acceptable level, students may earn college credit for this course. **Taking the end of course AP® Test is a requirement for enrollment in an AP® course. There will be no cost to students to take the AP® test.**

Spanish I CCP*

5 credits Grades: 9-11

Prerequisite: It is recommended that ninth grade students take a World Language

Through dialogues and basic reading materials, the student learns vocabulary and grammar structures. Accuracy in pronunciation will be stressed, as well as the relationship of sounds to the spelling of the language. This course integrates listening, speaking, reading, writing, and culture for the purpose of developing proficiency in all skills.

Spanish II CCP

5 credits Grades: 9-12

Prerequisite: Successful completion of Spanish I

The course reinforces and expands the vocabulary and grammar structures learned in Spanish I. The course continues to integrate the skills of listening, speaking, reading, writing, and culture. There is greater emphasis on speaking Spanish in the classroom.

Spanish II Honors

5 credits Grades: 9-12

Prerequisite: 75 in Spanish I Honors or 85 in Spanish I CCP

Reinforcing and expanding the vocabulary and grammar structures learned in Spanish I are the main concerns of this program. The course continues to integrate the skills of listening, speaking, reading, writing, and culture. This is a class that involves maximum use of the target language by the teacher and students.

Spanish III CCP

5 credits: Grades: 10-12

Prerequisite: Successful completion of Spanish II

Students will continue to refine and deepen their proficiency in the target language. All language skills will be stressed with a greater emphasis on reading, writing, and speaking. The student will converse about given topics and compose original paragraphs. This class is conducted in Spanish as much as possible and students are encouraged to use Spanish daily.

Spanish III Honors

5 credits: Grades: 10-12

Prerequisite: 75 in Spanish II Honors and 85 in Spanish II CCP

All language skills will be stressed with a greater emphasis on reading, writing and speaking. The student will be expected to be increasingly more adept with the target language. This will include the ability to converse about given topics and compose original paragraphs. This is a class that involves maximum use of the target language by the teacher and students.

Spanish IV CCP

5 credits Grades: 11-12

Prerequisite: Successful completion of Spanish III

This course aims to perfect and refine the language skills learned during the first three years of Spanish. Students will participate in discussions and read original structures. Cultural study will be included, with emphasis on Spanish writers and artists. Students are expected to use Spanish on a daily basis.

Spanish IV Honors

5 credits Level Honors

Grades: 11-12

Prerequisite: 75 in Spanish III Honors and 85 in Spanish III CCP

This course will further develop the student's proficiency in all language skills. Both oral and written communication are stressed. Students are expected to use Spanish on a daily basis. The student is also exposed to Spanish culture in greater depth. The course is conducted entirely in Spanish, with increased emphasis on literature, composition, and conversation. A review of Spanish grammar will be included through practical application.

Spanish AP®

5 credits Grade: 12

Prerequisite: 75 in Spanish IV Honors and 85 in Spanish IV CCP

Strong focus on reading, listening, speaking, and writing will be the centerpiece of this rigorous program. Students will be prepared to take the AP® Examination for Spanish Language and culture. By scoring at an acceptable level, students may earn college credit for this course. **Taking the end of course AP® Test is a requirement for enrollment in an AP® course. There will be no cost to students to take the AP® test.**

MERCER COUNTY TECHNICAL SCHOOLS

The Mercer County Technical School District offers opportunities for students to participate in career and technical education programs while in high school. The programs prepare students for college and careers. Many of the programs allow students to earn college credit and/or industry certification for the work completed in high school. Students may apply online at www.mcts.edu. Upon submission of the online application, the Counseling Department will be notified.

Most high school students apply for shared-time programs in 10th grade. First-year students typically attend in 11th grade from 8:00AM to 10:45AM and return to their home school for lunch and academic classes. Second-year students typically attend in 12th grade from 11:45AM to 2:30PM after completing their academics and lunch at the home school. Individual class schedules for shared-time students are completed by EHS School counselors, ensuring that each student has all the necessary requirements for high school graduation.

Students who elect to attend the Mercer County Technical School programs will continue to identify Ewing as their home school. This includes the ability to participate in extracurricular activities and sports. On full days of school, students will have lunch at Ewing High School, if it can be scheduled. Transportation to and from the technical schools will be provided. Students will earn 20 credits toward graduation for each year of successful completion of the career and technical education program.

Most programs are for **two years** with the exception of identified **one-year** programs. There is no cost to Mercer County resident high school students. If a student fails to meet his/her obligations at the technical school (attendance, punctuality, proficiencies, etc.) the student can, and probably will, be dropped from the program with the loss of 20 credits toward graduation. **Please note that students cannot apply to be a part of VoTech for their senior year if they did not participate their junior year.**

2024-2025 PROGRAMS APPLY ONLINE at www.mcts.edu

(*) College Credit Earned

ASSUNPINK CENTER
1085 Old Trenton Road
Trenton, NJ 08690
Phone: 609-586-5144
Fax: 609-586-1709

- Carpentry (*)
- Diesel Technology (*)
- Electrician (*)
- Computer Game Programming
- Heating, Ventilation, Air Conditioning and Refrigeration Technology (*)
- Carpentry (*)
- Pre-Nursing (*)

ARTHUR R. SYPEK CENTER
129 Bull Run Road
Pennington, NJ 08534
Phone: 609-737-9785
Fax: 609-737-3951

- Automotive Collision Technology (*)
- Automotive Technology
- Cosmetology
- Culinary Arts (*)
- Graphic Design (*)
- Horticulture & Turf Care Management (*)

MERCER COUNTY COMMUNITY COLLEGE
CAREER PREP (12th graders only)
1200 Old Trenton Road
Trenton, NJ 08550
Phone: 609-570-3400
Fax: 609-586-4985

- Advertising and Design (*)
- Aviation (*)
- Business Studies (*)
- Communication (*)
- Criminal Justice (*)
- Culinary and Pastry Arts (*)
- Dance (*)
- Entertainment Technology: Music Technology (*)
- Entertainment Technology: Technical Theater (*)
- Exercise Science (*)
- Fashion/Apparel Design (*)
- Fashion Merchandising (*)
- Fire Science Technology (*)
- Gaming (*)
- Hospitality Management (*)
- Information Technology (*)
- New Media and Journalism (*)
- Photography (*)
- Pre-Engineering (*)
- Radio and Television Production (*)
- Theater (*)
- Visual Arts (*)

EXTRACURRICULAR ACTIVITIES

Contact the EHS Activities Director with any questions concerning Student Activities.

NOTE: The keys to getting into the college of your choice include good grades and test scores. It also includes having several extracurricular activities, especially community service organizations, on your record. Ewing High School has an exceptional array of these activities. Here is a list of them:

Anime Club: The Anime Club features videos and manga representative of Japanese pop culture. Interested members often bring their own media collection to share with the group. We occasionally sponsor video game tournaments as an alternative activity. The Anime Club meets year-round on Friday afternoons. Membership is open to anyone.

Art Club: The Art Club meets to work on visual arts projects. Most projects are community and/or school based; therefore, the Art Club is an excellent choice for those students who wish to beautify the school and community. All students are welcome in the Art Club, even those who are not serious artists. Most work is collaborative and there are jobs for everyone. Art Club is an excellent way to make lasting bonds with students and teachers who share a love of the visual arts.

Black Student Alliance: The BSA is an organization that creates a forum for students to discuss and develop opportunities to share in the African American experience. Various topics are discussed at each meeting, and service to the community is promoted.

Blue Flames Dance Team: The Blue Flames Dance Team is a group of dynamic dancers and performers. Member try-outs are open to all students and are held in the fall. The team performs at school events from pep rallies to basketball games.

Clay Club: Clay Club is a new way for students to learn about Ceramics and develop their skills without having to pay high fees to attend a studio class outside of school. Clay Club will host events in the ceramics room for staff, parents, and the community. This is a great opportunity to get involved in school and community beautification projects.

Coffee for the Soul: Students meet on campus every other week for Bible study, prayer, and sharing. The group seeks to assist the school in developing the whole person: physically, mentally, emotionally, and spiritually. The club promotes self-esteem, personal morality, and community service.

Consumer Bowl: Ewing High participates in The New Jersey Attorney General's Office's annual Consumer Bowl. High schools throughout New Jersey compete in a game-show format at county, regional, and state levels on various consumer topics. Four advisor-appointed contestants and one alternate meet regularly to prepare for the spring competition.

Culinary Club: The Ewing High School Culinary Arts Club was created to stimulate, foster and promote students interest in the culinary arts. Students learn different cooking techniques, explore the professional food service industry, and most importantly enjoy a fun and creative outlet while developing leadership and cooperation skills. Join up and embark on a new culinary adventure, become a foodie, and make new friends.

Drama Club: Drama Club's main goals are to promote the love of theater and to experience it in many forms, not only via performance, but also as an audience member. Drama Club members perform, create, and view dramatic arts. Meetings involve playing improvisational games, practicing acting skills, and coordinating all of our various activities, such as: Murder Mystery Night, IMPROV Night, fundraisers, and trips to see live theater.

Environmental Club: The Environmental Club is designed to expand club members' knowledge and awareness of the environment and current ecological issues affecting our society as well as the rest of the world.

Film Club: The EHS Film Club was created to promote a love of filmmaking and cinema. Each meeting, different films will be screened and discussed by the students.

Frescoes: Students interested in creative writing and artistic expression should consider membership in the EHS literary and art magazine *Frescoes*. Members meet every two weeks throughout the year, with actual layout and publication during May. Copies of the magazine are sold in June, just before the school year ends.

Gaming Club: The Gaming Club provides an opportunity for students to meet after school and have fun with video games, board games, RPL and brain games. Gaming Club meetings are held in A.S.Y.S.S.T. (Available Student Youth Support Services Team).

Glee Club: The Glee Club is a newly formed club that students can join to promote their love for creative expression through singing, dancing, spoken word, and rap. Club members sing medleys of musical mash-ups while performing well-choreographed dance routines to a variety of musical genres. Glee Club productions will be performed twice a school year.

Grief Group: This group provides a safe space for students to share their thoughts and feelings with other students who are grieving the death of a loved one. The group will explore the grieving process, adjusting to life after loss, and coping strategies. (Open to all and sponsored by A.S.Y.S.S.T., Available School Youth Support Services Team.)

International Thespian Society: ITS is an Honors Society for drama and the performing arts. Through this prestigious organization, students are honored at the National level, compete at both the State and National level, and earn points to illustrate their dedication to theatre. For the first time in Ewing history, our ITS troupe 4883 has qualified to compete at Nationals this year where students will be adjudicated by distinguished judges from all over the country.

Jazz Band: The Jazz Band meets once a week starting in January. The band plays many styles within the jazz idiom (Swing, Blues, Bebop, Latin, Funk and Rock). The band performs in many outside engagements as well as the spring concert. Jazz band members must be active in the instrumental music program.

Key Club: Sponsored by Ewing Kiwanis Club, Key Club is a service organization dedicated to community service. Recent club activities have included blood drives, food/clothing/toy drives, Special Olympics Bowling, and volunteer work in local nursing homes and animal shelters.

Marching Band/Color Guard: Marching Band is co-curricular with Band. Band Camp is held during the first week of August from 8A.M. to 3 P.M. The Band Front or Color Guard is a precision flag ensemble that accompanies the Marching Band on all trips and performances. Auditions for this specialized flag unit are held in April.

Master Singers: This auditioned choir performs musical styles ranging from classical to pop to jazz. The group practices once a week after school and sings at school and community events.

Musical Production: The Musical Production is a great way to get involved. Students can participate in numerous ways, such as on stage as performers acting, singing, and/or dancing; or backstage helping with costumes, props, and set construction; or, if you play a musical instrument, as a member of the pit orchestra! All dedicated and passionately artistic students are welcomed and encouraged to join us.

National Honor Society: A nationally-chartered organization, NHS rewards excellence in high school academics, leadership, and integrity. Members are selected during the spring from the junior and senior classes. The organization engages in worthwhile community service activities.

Newspaper: The Ewing Voice is the school's newspaper that has updates on what's happening around the school. Writing, editing, and planning layouts, as well as typing, proofing and taking photos, are the types of jobs required by newspaper staff.

NJFEA: The mission of the New Jersey Future Educators Association (NJFEA) is to foster the recruitment and development of prospective teachers and attract dynamic and diverse students to become great teachers. Opportunities to: network statewide with other NJFEA chapters and individual members; participate in Future Teacher Leadership training; participate in urban-suburban student high school exchanges; and participate in statewide service projects.

Ping Pong Club: The Ping Pong Club helps students learn the game and compete individually or on teams. The club meets in A.S.Y.S.S.T. (Available Student Youth Support Services Team) and is open to all students.

Robotics: Students with a strong interest in mechanics, math, science, technology, or business will enjoy joining this team. The team is centered on constructing a robot for local and world competitions, as well as activities in writing, web design, video production and public speaking. Experience is not necessary as the students are taught skills by mentors in their perspective fields. The team members are eligible for a varsity letter as well as \$16 million in FIRST scholarships. Community service activities are completed throughout the year.

Rotary Interact: Affiliated with Rotary International, this is a service organization dedicated to community service. Recent activities have included Thanksgiving food drive, Children's Home Society baby bottles for hope change fundraiser, Ronald McDonald House soda tab collection, and assisting at the POAC Autism Walk. Rotary Club holds monthly bake sales and the profits are used to donate to charities such as Anchor House, American Red Cross, and POAC.

Sexual and Gender Alliance (SAGA): The Sexual and Gender Alliance is a student-run organization that provides a safe place for students of every sexual orientation. We discuss the political process and provide support for all members. Meetings are open to all students and are held in A.S.Y.S.S.T. (Available Student Youth Support Services Team).

Spanish Club: The goal of the Spanish Club is to celebrate and promote the love of the Spanish language outside of the classroom. Some of the areas include cooking, art, and music.

Sports Medicine: Students interested in athletic training, and sports medicine in particular, will be attracted to this organization. Students may observe and aid the Athletic Trainer with daily functions. For those students interested in the profession, the Athletic Trainer provides assistance in the college/university selection process.

Student Council: This is an organization of elected student officers tasked with adopting policies and programs for the betterment of the Ewing High School student body. Student Council activities include running the year-long Battle of the Classes spirit competition, overseeing all Homecoming events, planning Spirit Weeks and Pep Rallies, and administering various programs and committees that serve the school community (i.e., Faculty Appreciation Awards, the School Lunch Committee, the Community Cup, and the Leadership Council).

UNIFIED Club: UNIFIED Club is a national project funded by the U.S. Department of Education. The program uses sports and education initiatives of Special Olympics to promote a school environment where all differences are respected. The goal of this club is to promote social inclusion, respect and acceptance for all student differences. The organization discusses ways to socially include all students and participants in events and fundraisers where all students feel included.

Volleyball Club: The Volleyball Club is a recreational program where students can learn the game and teams compete in fall and spring leagues. The club is open to all students.

Yearbook: The student members of the *Clepsydra* staff organize, lay-out and do all of the writing necessary for the production of the school's annual yearbook. Seniors serve as section editors. Underclassmen serve in various composition positions.

Ewing High School
Student Academic Progress Planner

| GRADE 9 | Credits | Grade | GRADE 10 | Credits | Grade | SUBJECT | CREDITS |
|---|---------|-------|--|---------|-------|--|------------|
| English I | 5 | | English II | 5 | | ENGLISH | 20 |
| Health & PE I | 5 | | Health & PE II | 5 | | [5] English I [5] English II [5] English III [5] English IV | |
| Algebra I | 5/10 | | Geometry | 5/10 | | SOCIAL STUDIES | 15 |
| Earth Science/Biology | 5 | | Biology/Earth Space | 5 | | [5] World History [5] US History I [5] US History II | |
| World History | 5 | | US History I | 5 | | WORLD LANGUAGE | 5 |
| World Language | 5 | | Financial Literacy | 5 | | MATHEMATICS | 15 |
| Elective | 5 | | Visual/Performing Arts | 5 | | [5] Algebra I [5] Geometry [5] Algebra II | |
| Elective | 5 | | Elective | 5 | | SCIENCE | 20 |
| Total | | | Total | | | [5] Earth/Space [5] Biology [5] Any Science [5] Any Science, Math, or approved Technology | |
| Total to Date | | | Total to Date | | | VISUAL & PERFORMING ARTS | 5 |
| GRADE 11 | Credits | Grade | GRADE 12 | Credits | Grade | HEALTH & PE | 20 |
| English III | 5 | | English IV | 5 | | [5] PE/Health I [5] PE/Health II [5] PE/Health III [5] PE/Health IV | |
| Health & PE III | 5 | | Health & PE IV | 5 | | FINANCIAL LITERACY <u>OR</u> LIFE & CAREER PREP | 5 |
| Algebra II <i>*Or approved 3rd math course if student passed Algebra I in Grade 8</i> | 5/10 | | Science, Math or approved Technology of Choice | 5 | | CAREER/CONSUMER EDUCATION | 5 |
| Chemistry, Physics, Environmental Science | 5 | | Electives | 25 | | ELECTIVES | 5 |
| US History II | 5 | | | | | TOTAL CREDITS SCHEDULED | 160 |
| Electives | 15 | | | | | MINIMUM CREDITS NEEDED FOR GRADUATION IS 140 | |
| Total | | | Total | | | | |
| Total to Date | | | Total to Date | | | | |

NOTE: Student must successfully complete State Testing Requirements

* A student who successfully completes Algebra I in Grade 8 will take Geometry, Algebra II, and a third approved math course while at EHS in order to meet the 15 credit mathematics requirement.

**EWING HIGH SCHOOL
900 Parkway Avenue
Ewing, NJ 08618**

COUNSELING DEPARTMENT

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Director of Counseling Services and Assessment

Dr. Antoni jantoni@ewingboe.org x2121

Secretary to the Director

Ms. Beck debeck@ewingboe.org x2121

High School Counselors

| | | |
|-----------------|--|-------|
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| | | |
|-------------|--|-------|
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Ewing High School Counseling Department

www.ewing.k12.nj.us

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- ✓ Select 'Ewing High School'
- ✓ On the left, scroll down and select 'Counseling Department'

Naviance/Student <https://student.naviance.com/ewing>

