Bound Brook High School

Program of Studies
2022-2023

Bound Brook School District

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Anthony Appezzato
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LETTER TO STUDENTS

BOUND BROOK
HIGH SCHOOL

A supportive multicultural community that provides an innovative and academically challenging educational program while offering a variety of extra-curricular and social opportunities that encourage lifelong learning and citizenship.

www.bbrook.k12.nj.us 732-652-7950
Edward Smith, Principal Jeffrey Steele, Assistant Principal/Athletic Director Christine Larson, Assistant Principal

Dear Students,

The faculty and administration of Bound Brook High School have designed this Program of Studies as an aid in planning your academic program. Our course offerings provide a variety of learning opportunities and require you to make decisions that best meet your needs and goals. The offerings should be reviewed carefully with your parents and in consultation with your teachers and counselor in order to create a schedule that meets your academic needs and goals.

Bound Brook School District believes that it is necessary to ensure that all of the students have a rigorous education that prepares them for college and career readiness. Enclosed in this Program of Studies are Graduation Requirements according to New Jersey State and Bound Brook Board of Education Policies, Recommended Course Load for each grade level, and the Course Descriptions for all courses offered at Bound Brook High School.

You are encouraged to have a comprehensive education, sampling new subjects and interests so that you develop a well-rounded program. Work with your parents, teachers and counselors and strive to develop a program of studies that challenges you to achieve your educational and career goals.

Sincerely,

Edward L. Smith

Edward Smith, Principal
Bound Brook High School
111 West Union Avenue
Bound Brook, NJ 08805
(732) 652-7950

GRADUATION REQUIREMENTS

Students must successfully earn a total of **120 CREDITS** for high school graduation.

Of the 120 credits, the following are the prescribed courses that are dictated through New Jersey State and Bound Brook Board of Education Policies:

4 years of English*	20 credits
4 years of Physical Education	15 credits
4 years of Health Education*	5 credits
3 years of Mathematics*	15 credits
3 years of Science*	15 credits
3 years of Social Studies*	15 credits
1 year of 21st Century Career/Technology	5 credits
1 year of Visual/Performing Arts+	5 credits
1 year of World Language+	5 credits
1 semester of Financial Literacy	2.5 credits
total	***102.5 prescribed credits***

The remaining course credits (17.5 credits) should be chosen to give the student a well-rounded program that will help them to become a better person and citizen, and prepare them for college and career readiness.

Course Load

All freshmen through juniors are required to carry a 40-credit class load each year; seven full year courses or six full year courses and two semester courses.

Seniors, in good standing, will be allowed to apply for a senior privilege of late arrival or early dismissal. The minimum credit load requirement for a senior will be 30-credits; six full year courses or five full year courses and two semester courses.

Grading Scale

A=90-100	**B=80-89**	**C=70-79**	**D=65-69**

*Subjects have specific courses students need to successfully complete for graduation requirements
+Students may choose courses that are offered to successfully complete for their graduation requirement

ASSESSMENTS

High School Assessment

High School Graduation Assessment Requirements

On June 5, 2019, the New Jersey Department of Education (NJDOE) updated the high school graduation assessment requirements in both English Language Arts/Literacy (ELA) and mathematics for the Classes of 2019 through 2022, pursuant to an amended Consent Order from the Appellate Division of the Superior Court of New Jersey.

The Classes of
2019, 2020, 2021, and 2022

The high school assessment graduation requirements that are in place for the Classes of 2019, 2020, 2021, and 2022 are:

In **English Language Arts/Literacy**, students must demonstrate proficiency:

1. On NJSLA/PARCC ELA 10; or
2. By meeting the designated cut score on an alternative assessment such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER as defined in the chart below; or
3. By submitting, through the district, a student portfolio appeals to the New Jersey Department of Education.

In **mathematics**, students must demonstrate proficiency:

1. On NJSLA/PARCC Algebra I; or
2. By meeting the designated cut sore on an alternative assessment such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER as defined in the chart below; or
3. By submitting, through the district, a student portfolio appeals to the New Jersey Department of Education.

Proficiency levels/cut scores for the Classes of 2019 through 2022 are specified in the chart on the next page.

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

The Class of 2023 and Beyond

The NJDOE is committed to providing fair notice to students and educators and will continue to collaborate with stakeholders to transition to the next generation of statewide assessments.

ELA and Mathematics Assessment Graduation Requirements for the Classes of 2019, 2020, 2021, and 2022

This document reflects the high school graduation assessment requirements for the Classes of 2019, 2020, 2021, and 2022, pursuant to an amended Consent Order received by the NJDOE from the Appellate Division of the Superior Court of New Jersey on June 5, 2019.

The requirements for the Class of 2019, including the cut scores, remain unchanged from the requirements that were applied to the Classes of 2017 and 2018. These requirements now apply to the Classes of 2020, 2021, and 2022.

Pathways Available	English Language Arts/Literacy (ELA)	Mathematics
First Pathway: ***Demonstrate proficiency in the high school end-of-course NJSLA/PARCC assessments in ELA-10 and/or Algebra I***	NJSLA/PARCC ELA Grade 10 ≥ 750 (Level 4)	NJSLA/PARCC Algebra I ≥ 750 (Level 4)
Second Pathway: ***Demonstrate proficiency in English language arts and/or mathematics by meeting the designated cut score on one of the alternative assessments***	NJSLA/PARCC ELA Grade 9 ≥ 750 (Level 4), *or* NJSLA/PARCC ELA Grade 11 ≥ 725 (Level 3) *or* SAT Critical Reading (taken before 3/1/16) ≥ 400, *or* SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) ≥ 450, *or* SAT Reading Test (taken 3/1/16 or later) ≥ 22, *or* ACT Reading or ACT PLAN Reading[1] ≥ 16, *or* ACCUPLACER WritePlacer ≥ 6, *or* ACCUPLACER WritePlacer ESL ≥ 4, *or* PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) ≥ 40, *or* PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) ≥ 22, *or* ACT Aspire Reading[1] ≥ 422, *or* ASVAB-AFQT Composite ≥ 31	NJSLA/PARCC Geometry ≥ 725 (Level 3), *or* NJSLA/PARCC Algebra II ≥ 725 (Level 3) *or* SAT Math (taken before 3/1/16) ≥ 400, *or* SAT Math Section (taken 3/1/16 or later) ≥ 440, *or* SAT Math Test (taken 3/1/16 or later) ≥ 22, *or* ACT or ACT PLAN Math[1] ≥ 16, *or* ACCUPLACER Elementary Algebra ≥ 76, *or* Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019)[2] ≥ 255, *or* PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) ≥ 40, *or* PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) ≥ 22, *or* ACT Aspire Math[1] ≥ 422, *or* ASVAB-AFQT Composite ≥ 31
Third Pathway: ***Demonstrate proficiency in English language arts and/or mathematics through Portfolio Appeals***	Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

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College Admission Assessments

In addition to academic courses, Bound Brook High School offers a preparatory session for college admissions tests (a chance to take the PSAT exam).

Students should contact their counselors for information regarding these programs.

[1] Test is no longer administered but can be used for the graduating year. 2 Beginning on Monday, January 28, 2019, classic ACCUPLACER tests were no longer available. QAS replaced ACCUPLACER Elementary Algebra.

PROCEDURE FOR CALCULATING HONOR ROLL

Bound Brook High School recognizes outstanding scholarship by its Honor Roll. Qualifications are as follows:

- High Honor Roll - Students must have a 91 or higher in all classes. Also, students must be in at least 5 graded classes (PE does count towards the total # of classes).

- Honor Roll – Students must have a 85 or higher in all classes. PE is excluded, but you cannot have a failing grade. Also, students must be in at least 5 graded classes (PE does count towards the total # of classes).

Students must be enrolled in a minimum of 5 academic courses in order to be eligible for honor roll status. Please note that honor roll status is calculated using the un-rounded (actual) average.

GRADING

Policy Statement

"The Board recognizes that a system of grading student achievement can help the student, the teacher and the parent to assess his/her progress toward his/her educational goals and to assist in the implementation of that progress. Grading shall be that system of measuring and recording student progress and achievement which enables the student, his/her parents and teachers to learn his/her strengths and weaknesses, plan an educational future in the areas of the greatest potential for success, and know where remedial work is required. The Board directs that the instruction program of this district includes a system of grading which is consistent with the educational goals of the district."

Procedures at Bound Brook High School

Grading System:

1) The grading system is numerical.

A = 90-100
B = 80-89
C = 70-79
D = 65-69
F = below 65

2) Pre-Assessments and Post-Assessments will be administered, as well as Quarterly Assessments.
3) The final grade in a full year course is a combination of four marking periods. The final grade in a semester course is a combination of two marking periods for that course.

4) Any grade below 65 is failing.

Grading Policy

1) Students will no longer receive a minimum failing grade of 55 on their report cards. Students will receive the grade they earned during each marking period.
2) In semester courses, the same policy applies as a full year course. Students will receive the grade they earned during each marking period.
3) Students who do absolutely no work will receive an "NW" for that marking period in which a minimum failing grade is in effect. The "NW" will be computed as a zero (0).
4) For mid-year averages, other marking periods, post-assessments and final averages, quarterly assessments, actual numerical grades will be reported.
5) Students fully aware of the individual or departmental grading criteria used within their classes. This should include, for example, penalties for late or missing assignments, consequences of cheating, and how class participation is evaluated.

Behavior and Grades

A student's behavior pattern is not to influence the academic grade rendered by the teacher. Discipline problems are handled in a variety of ways, which may be reviewed with a Building Administrator. The purpose of a grade is an evaluation of academic achievement.

Calculating Grades

For a full year course, each Marking Period will be worth 25%:

Breakdown for Full Year Course

Marking Period 1-25%
Marking Period 2-25%
Marking Period 3-25%
Marking Period 4-25%
Total: 100%

Breakdown for Half-Year Course

Marking Period 1-50%
Marking Period 2-50%
Total: 100%

OR

Marking Period 3-50%
Marking Period 4-50%
Total: 100%

Students will be expected to take quarterly assessments, which will be used more frequently and commonly to monitor students' performance in meeting the curriculum and aligned standards. The quarterly assessment will be utilized as **ONE** "major assessment" grade, no more or no less, which will count towards each marking period quarter grade.

ATHLETIC ELIGIBILITY

According to the N.J.S.I.A.A. (information can be found on the website www.njsiaa.org):

- A student, to be eligible for participation in the interscholastic athletic program of a member school, must be enrolled in that school and must meet all the eligibility requirements of the Constitution, Bylaws, and Rules and Regulations of the N.J.S.I.A.A.
- To be eligible for athletic competition during the first semester (September 1 to January 31) of the 10th grade or higher, or the second year of attendance in the secondary school or beyond, a pupil must have passed 25% of the credits (30) required by the State of New Jersey for graduation during the immediately preceding academic year.

The above shall not apply to incoming students from middle school (8th grade).

To be eligible for athletic competition during the second semester (Feb. 1 to June 30) of the 9th grade or higher, a pupil must have passed the equivalent of 12.5% of the credits (15) required by New Jersey for graduation 120 at the close of the preceding semester (Jan. 31). Full-year courses shall be equated as one-half of the total credits to be gained for the full year to determine credits passed during the immediately preceding semester.

All regulations pertaining to student athletes will conform to the current N.J.S.I.A.A. guidelines and the rules and regulations of the Bound Brook Board of Education.

RECOMMENDED COURSE LOAD

(The following is only an example; schedules may vary.)

Grade 9 (35 total credits):

Required Courses:	Credits
1. English I	5
2. US History I	5
3. Physical Science	5
4. Algebra I	5
5. Physical Education	3.25
6. Health 9- Drug, Alcohol and Reproduction Education	1.75
Recommended Courses:	
7. World Language	5
8. Visual or Performing Arts	5

Grade 10 (35 total credits):

Required Courses:	Credits
1. English II	5
2. US History II	5
3. Biology	5
4. Algebra II	5
5. Physical Education	3.25
6. Health 10- Driver's Education	1.75
Recommended Courses:	

7. Financial Literacy 2.5
8. World Language 5
9. Semester Elective Course 2.5

Grade 11 (35 total credits):

Required Courses: Credits

1. English III 5
2. Modern World History 5
3. Chemistry 5
4. Geometry 5
5. Physical Education 3.25
6. Health 11- First Aid and Cardiopulmonary Resuscitation (CPR) . . 1.75

Recommended Courses:

7. 21st Century Career/Technology 5
8. Visual/Performing Arts 5

Grade 12 (35 total credits):

Required Courses: Credits

1. English IV 5
2. Physical Education 3.25
3. Health 12- Relationships and Healthy Living 1.75

Recommended Courses:

4. Physics or Anatomy and Physiology 5
5. Pre Calculus or Applied Math. 5
6. Intro to Psychology or Sociology 5
7. 21st Century Career/Technology 5
8. Elective 5

Block Scheduling

The high school transitioned to an A/B Block Schedule for the 2017-2018 school year, which will have a tremendous impact on student learning. Essentially, a block-scheduling format provides the flexibility to organize the schedule into fewer, but longer class periods per day, that will enable teachers and students alike with the ability to maximize instructional time. Block scheduling will foster the use of innovative teaching strategies and differentiation that will address multiple learning styles, and create an improved atmosphere in the building.

COURSE DESCRIPTIONS
BUSINESS AND MARKETING EDUCATION

The Business and Marketing Courses are designed to ensure Bound Brook High School students can experience these highly competitive careers to prepare them for college and career readiness.

Graduation Requirements: Financial Literacy and a course in 21st Century Career/Technology

ACCOUNTING **Grade Level 10, 11, 12** **5 Credits**
Prerequisite: None

This course is designed to give students the understanding of how financial decisions affect the business world, and how accounting serves to make those decisions fiscally strong. Students will gain an understanding of accounting principles that businesses use. The course will discuss accounting careers and college preparation for business majors. After completing this course students will be well suited for first year college level accounting. Unit studies include accounting terminology, accounting principles, creating financial documents for managerial decision-making, accounting careers and demand for accounting majors, and business simulations.

21st CENTURY CAREERS **Grade Level 9, 10, 11, 12** **2.5 Credits**
Prerequisite: None

This course is designed to introduce students to various career clusters and the process that requires purposeful planning based on research, self-knowledge, & informed choices. Topics covered in this course include 21st Century Skills, career exploration, career preparation, employment trends, employee rights, and entrepreneurship.

BUSINESS LAW **Grade Level 10, 11, 12** **2.5 Credits**
Prerequisite: None

This course helps students gain a better understanding of their rights and responsibilities as citizens of the United States. This course covers both personal law as well as business law. Subjects that are studied include both criminal and civil law and how they relate to our society and to the business world. Students are encouraged to participate in well -rounded respectful conversation regarding any major legal issue that may be presented. Students are encouraged to share their beliefs in regards to legal issues and to share those beliefs with the class. Unit content includes sources of law, distinguish between different types of crimes, evaluate legal issues that our society faces, criminal law versus tort law, elements of a contract, legal forms of business, courtroom procedures, analyze case studies, serial killer projects, and landmark case studies.

FINANCIAL LITERACY **Grade Level 9, 10, 11, 12** **2.5 Credits**
Prerequisite: None

This course is designed to help students develop basic economic reasoning that will enable the student to operate intelligently and to promote an understanding of our economic system and the interrelationships of the individual with business and government. Topics covered in this course include money management, checking accounts, savings accounts, credit, buying goods and services, and insurance.

SPORTS AND ENTERTAINMENT MARKETING **Grade Level 9, 10, 11, 12** **5 credits**
Prerequisite: None

This course introduces the basic functions of marketing and how vital it is in today's world and economic system. This course is designed to introduce students to the fundamentals of marketing through the sports and entertainment industries. Topics covered in this course include world of marketing, sports market, entertainment market, product and price decisions, branding and licensing, images and licensing, sports and entertainment market research and outlets, and sports and entertainment promotion.

INVESTING AND THE STOCK MARKET **Grade Level 9, 10, 11, 12** **2.5 credits**
Prerequisite: None

Investing and the Stock Market is designed to introduce students to personal investment options. The course will delve into topics involving investing and savings, and familiarize students with key investment terminology. The course consists of five units: savings vehicles and understanding the difference between saving and investing, understanding a variety of investment vehicles with particular emphasis on the stock market, mutual funds, investing for retirement (social security, traditional IRAs, pension plans, Roth IRAs, 401K/403B, Roth 401K), and the role of the Federal Reserve. The intent of the course is to help students demystify the investing process, understand the basic tools of investing, and give practical experience in establishing and monitoring a portfolio. This basic-level course will enable students to prepare investment strategies for their immediate future and their career years, as well as plan for their retirement years. Problem solving and decision-making skills will be stressed.

ENTREPRENEURSHIP **Grades: 10, 11, 12** **2.5 credits**
Prerequisite: None

Entrepreneurship is a useful course for the student who may someday operate or manage a small business and for the student contemplating the study of business after high school. Areas covered include economics, internal business organizations, communications, personnel management, marketing, and financial management. And the course will also address a variety of legal topics which may confront the student in both personal life and business practice. Areas covered include kinds of federal and state laws; elements of contracts; and buyer/seller relationships related to business.

ENGLISH

The English Courses are designed to develop students' critical thinking, listening, speaking, reading, writing, and study skills for the 21st Century Learner. Bound Brook High School students will be challenged to develop competency in their use of the English language to prepare them for college and career readiness.

Graduation Requirements: English I, II, III and IV

ENGLISH I CP **Grade Level 9** **5 Credits**

Prerequisite: Successful Completion of Grade 8 Language Arts

This course is the study of literature with a focus on writing. Emphasis should be on helping students approach literature and writing at a pace appropriate to their abilities. Students will read a variety of literary genres including short stories, essays, novels, drama and poetry and write in response to the literature. Students will continue to learn about the writing process in order to foster confidence in developing a written voice, use of mechanics and enhanced vocabulary. This course will cover traditional grammar usage, study skills, library research, vocabulary, listening skills and oral communication. Multimedia projects are incorporated into the curriculum for the 21st Century learner.

ENGLISH I HONORS **Grade Level 9** **5 Credits**

Prerequisite: Grade Eight Teacher Recommendation, 93% Grade 8 Language Arts, Grade Eight NJSLA Assessment Score, Completion of Entrance Essay (graded by High School English Teachers), and completion of summer assignments.

This course is an accelerated course designed for students who are academically advanced and eager to foster a deeper understanding of a variety of literary genres. This course requires students to exercise all of their communication skills. Students will demonstrate an understanding of literary and rhetorical devices by writing narrative, expository, persuasive, and research essays. In order to further develop their reading comprehension and writing skills, all students are expected to actively and consistently participate in independent writing, group projects, and class discussion. In the middle and at the end of the year, students will draw connections between a variety of fictional and nonfiction texts by completing research assignments.

ENGLISH II CP **Grade Level 10** **5 Credits**

Prerequisite: Successful Completion of English I and Summer Assignment

This course is a survey of World Literature. Students read a selection of writers from across the globe, expanding their knowledge of different cultures, heritages and traditions. The course emphasizes active reading strategies and critical thinking skills, encouraging students to see literary texts from multiple perspectives, and to evaluate the strengths and limits of those viewpoints. With this goal in mind, the class includes a considerable amount of intellectual off-roading, developing beyond the framework of literary studies to include informational texts and literary nonfiction that challenge and enrich our sense of who we are, where we come from, and where our world might be headed. A debate unit on *The Ethics of Genetic Engineering* provides models for how to speak and listen in an informed way about a controversial issue. Passage-based reading will be the primary training ground for reading comprehension, but certainly not the only one: there are opportunities for creative writing (haiku cut-up, collage narratives), journaling, and data mining for literary elements. Overall, the course cycles through some of literature's most enduring themes, including The Price of Progress, Overcoming

Challenges, Clashing Forces, and The Hero's Journey. Major readings include: *Catcher in the Rye, The Adventures of Ulysses*, *Lord of the Flies, Cry, the Beloved Country,* and *Julius Caesar*.

ENGLISH II HONORS **Grade Level 10** **5 Credits**
Prerequisite: Successful Completion of English I with a 93% or better, English I Teacher Recommendation, and Summer Assignment

The American novelist Willa Cather once wrote: "There are only two or three human stories, and they go on repeating as fiercely as if they'd never happened before." How might these stories look from another cultural perspective? In this course, we will attempt to answer this question, traveling back in time to explore the myths of Ancient Greece, and then using those myths – those "human stories" repeating so fiercely everywhere – as a set of patterns for grasping the meaning of other texts through cultural literacy. This course encourages students to evaluate the strengths and limits of arguments (Cather's, for example), anticipate counterarguments, and to venture beyond the ordinary limits of literary study to incorporate insights from other disciplines. Additional emphasis will be placed on 21st Century Skills, including the use of technology to share writing with other students as well as the instructor. Major readings may include: *The Odyssey, 1984, Lord of the Flies, Julius Caesar*, and *The God of Small Things*.

ENGLISH III CP **Grade Level 11** **5 Credits**
Prerequisite: Successful Completion of English II and Summer Assignment

This course will study a survey of American Literature in various genres of novel, short story, drama, and poetry, as well as non-fiction by American writers prepares students in all aspects of the language arts, including reading, writing, listening, speaking, and viewing. Reading comprehension, critical thinking, reading and writing, vocabulary development and application, analysis and discussion of literary features, and oral expression of formal academic English are major aspects of this course. A formal academic MLS supported research paper and preparation for SAT and HSPA testing are included. Each marking period, students will engage in independent and/or collaborative projects/presentations/essays as unit extensions for enhanced learning.

ENGLISH III HONORS **Grade Level 11** **5 Credits**
Prerequisite: Successful Completion of English II with a 93% or better, English II Teacher Recommendation, and Summer Assignment

This is an accelerated course that requires students to think deeply and richly about American Literature in fiction and non-fiction. Students should expect a rigorous, challenging, active experience in the course. This course will study a survey of American Literature in various genres of novel, short story, drama, and poetry, as well as non-fiction by American writers prepares students in all aspects of the language arts, including reading, writing, listening, speaking, and viewing. Reading comprehension, critical thinking, reading and writing, vocabulary development and application, analysis and discussion of literary features, and oral expression of formal academic English are major aspects of this course. A formal academic MLS supported research paper and preparation for SAT and HSPA testing are included. Each marking period, students will engage in independent and/or collaborative projects/presentations/essays as unit extensions for enhanced learning.

ENGLISH IV CP **Grade Level 12** **5 Credits**
Prerequisite: Successful Completion of English III and Summer Assignment

This is a course in the study of British literature and composition. Students will read and analyze works from a variety of authors and genres. They will contrast major literary forms, techniques, and characteristics of the major literary periods and they will relate the literary works and authors to the major themes and issues of these eras. Emphasis in the writing process is on the essay, research paper, and analysis of themes in the literature. This course will reinforce spelling, mechanics and grammar as each student advances through the

pre-writing, writing, revising, and publishing stages of essay development. Students will create descriptive, evaluative, and informative essays, complete college and career readiness work as well as complete a research project. Multimedia projects are incorporated into the curriculum for the 21st Century learner. Students will respond orally to the literature in all genres and give a year-end oral presentation that summarizes their research project.

ENGLISH IV HONORS Grade Level 12 5 Credits
Prerequisite: Successful Completion of English III with a 93% or better, English III Teacher Recommendation, and Summer Assignment

This is an accelerated course that requires students to think deeply and richly about both fiction and non-fiction. Students should expect a rigorous, challenging, active experience in the course. This course will study British literature and composition by reading and analyzing works from a variety of authors and genres. Students will contrast major literary forms, techniques, and characteristics of the major literary periods and will relate the literary works and authors to the major themes and issues of these eras. Emphasis in the writing process is on the essay, research paper, and analysis of themes in the literature. This course will reinforce spelling, mechanics and grammar as each student advances through the pre-writing, writing, revising, and publishing stages of essay development. Students will create descriptive, evaluative, and informative essays, complete college and career readiness work as well as complete a research project. Multimedia projects are incorporated into the curriculum for the 21st Century learner. Students will respond orally to the literature in all genres and give a year-end oral presentation that summarizes their research project.

ENGLISH IV LANGUAGE AND COMPOSITION AP Grade Level 12 5 Credits
Prerequisite: Successful Completion of English III with a 93% or better, English III Teacher Recommendation, and Summer Assignment

This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Students' predominantly focus on nonfiction texts where they examine the interaction of the writer's purpose, an audience's expectations and the subject matter. The conventions of effective rhetoric are unpacked and perused to reveal the techniques and craft of successful writers.

ENGLISH IV LITERATURE AND COMPOSITION AP Grade Level 12 5 Credits
Prerequisite: Successful Completion of English III with a 93% or better, English III Teacher Recommendation, and Summer Assignment

This course is a full year course designed to meet the expectations of a freshman literature and composition class at the college level. Students will read critically from novels, short stories, drama and poetry. Through a close reading of a variety of literary works, students will learn to analyze texts of different genres and literary periods. In exploring these texts, students will develop and hone compositional skills to foster confidence and proficiency in creative, expository, and persuasive writing. During the first half of the year, composition will focus on the writing process, revision, reflection, and work-shopping papers through teacher/student conferencing and peer review. In conjunction with working papers from drafts to finished writings, students will develop skills in composing a variety of sentences that deploy several types of syntactic structures. Major readings may include: *Candide, Mrs. Dalloway, Heart of Darkness, The Sun Also Rises, The Awakening, Hamlet, The Metamorphosis,* and *Catch-22.* This is a college level course that students can receive college credits through the AP Exam or through concurrent enrollment at Raritan Valley Community College.

ENGLISH ELECTIVES

These courses do not fulfill the English requirements for graduation.

CREATIVE WRITING **Grade Level 10, 11, 12** **2.5 Credits**
Prerequisite: Successful Completion of required English Courses with an 80% or better

This is a one-semester course that explores writing as art. Students will read, analyze, and create works of fiction, non-fiction, drama, and poetry. Throughout the semester, students will compile a portfolio of revised work. This course provides the time, instruction, and skills necessary to pursue meaningful creative writing. Reading to write involves studying the history of master writers and genres as well as the craftsmanship inherent to creation. Creative writing features include consideration of audience, figurative language, cross-genre writing, performance, and publication.

PUBLIC SPEAKING **Grade Level 9,10,11,12** **2.5 Credits**
Prerequisite: None

This course is an introduction to speech communication which emphasizes the practical skill of public speaking, including techniques to lessen speaker anxiety, the use of visual aids to enhance speaker presentations, and strategies for engaging in robust debate. Civility and ethical speech-making are the foundations of this course. Its goal is to prepare students for success in real-world public speaking situations and to provide them with the basic principles of organization and research needed for effective speeches, debates, and verbal expression.

RACIAL JUSTICE AND LITERACY **Grade Level 9, 10, 11, 12** **2.5 Credits**
Prerequisite: None

Racial Literacy and Justice is an introductory course that explores the sociology and history of race in America, and the intersection of race with class and culture. Although an introductory course that students of any grade level could take, the content of the course requires levels of analysis that are complex, and will challenge students in their ability to critically think. As an English Language Arts based elective offering, the course will approach racial literacy using conventions that seek to develop and transform student skills, attitudes and dispositions. Although any discussion of race must be bounded by historical contexts, students will be allowed to demonstrate their understanding using the disciplinary traditions of various fields. A variety of texts will be used to frame the course, and educational outcomes include the development of enduring understandings about their own implicit bias, structures of oppression, and strategies needed to enact change at various levels of engagement.

INTRODUCTION TO PHILOSOPHY **Grade: 9, 10, 11, 12** **Credits: 2.5**
Prerequisite: None

Introduction to Philosophy is designed for the student interested in the foundations of Western and Eastern philosophy. Specifically, the student is encouraged to understand the origins of political, social, religious, and artistic thought and to be able to connect them to specific pieces of literature. Students also begin to examine and compare—through reading, writing, and speaking—the foundations of their own thinking.

ENGLISH AS A SECOND LANGUAGE (ESL)

English as a Second Language (ESL) instruction is an academic discipline that is designed to teach English language learners social and academic language skills as well as the cultural aspects of the English language necessary to succeed in an academic environment and contribute to society. It involves a curriculum focusing on listening, speaking, reading, and writing at appropriate developmental and proficiency levels with little or no use of the native language. The objectives of the ESL program are to develop both the basic interpersonal communication skills (BICS) and the cognitive academic language proficiencies (CALPS).

Planned instruction in ESL includes listening, speaking, reading and writing at different levels of proficiency (Entering, Emerging, Developing, Expanding, Bridging). The amount and type of standards-based ESL instruction provided to students will depend upon their level of language development and proficiency as determined by multiple criteria including student reading level, student success in the current ESL course placement, student success in mainstream courses, the New Jersey state ACCESS assessment for English language proficiency, and teacher recommendations.

Levels of Proficiency

1. Newcomers
2. Entering
3. Emerging
4. Developing
5. Expanding
6. Bridging

Exit Criteria

1. ACCESS test score
2. Mainstream teacher recommendation
3. ESL teacher recommendation
4. Report Cards
5. Formal state assessments
6. Informal classroom assessments

ESL NEWCOMER **Grade Level 9, 10, 11, 12** **5 Credits**

Prerequisites : WIDA Screener Assessment for course placement, review of previous course transcripts

The Newcomer ESL course is a specialized academic environment that serves newly arrived, immigrant English language learners for a limited period of time. The goals of this course are to help students acquire beginning English skills, to provide some instruction in core content areas, to guide students' acculturation to the school system in the United States, and to develop or strengthen students' native language literacy skills. After students complete the newcomer program, they transition to the Entering ESL course.

ESL-ENTERING **Grade Level 9, 10, 11, 12** **5 Credits**

Prerequisite: Placement by Assessment, ACCESS or W-APT Score

This course introduces students to basic structures and vocabulary of the English language through the skills of reading, writing, speaking, and listening. Students learn strategies in order to advance their reading, listening, and pronunciation skills. They expand oral comprehensibility and write complete sentences, a standard paragraph, and short content-based essays. They utilize level-appropriate conventions of grammar and

punctuation with a minimum of errors. This is a high intensity ESL course, which is held Monday through Friday, two periods per day.

ESL-EMERGING **Grade Level 9, 10, 11, 12** **5 Credits**
Prerequisite: Successful Completion of ESL-Entering, ACCESS Score Demonstrating English Proficiency, and Teacher Recommendation

This course is an extension of the skills learned previously in Entering ESL. It focuses on syntax, continued vocabulary development, reading, listening comprehension, speaking and pronunciation skills, and writing multiple-paragraph compositions that demonstrate organization of ideas, use of a thesis statement, and supportive elements. Intensive grammar instruction that supports academic writing skills is emphasized. This is a high intensity ESL course, which is held Monday through Friday, two periods per day.

ESL-DEVELOPING **Grade Level 9, 10, 11, 12** **5 Credits**
Prerequisite: Successful Completion of ESL-Emerging ACCESS Score Demonstrating English Proficiency, and Teacher Recommendation

This course is an extension of the skills learned previously in Emerging ESL. It focuses on syntax, continued vocabulary development, reading, listening comprehension, speaking and pronunciation skills, and writing multiple-paragraph compositions that demonstrate organization of ideas, use of a thesis statement, and supportive elements. Intensive grammar instruction that supports academic writing skills is emphasized. This is a high intensity ESL course, which is held Monday through Friday, two periods per day.

ESL-EXPANDING **Grade Level 9, 10, 11, 12** **5 Credits**
Prerequisite: Successful Completion of ESL-Developing, ACCESS Score Demonstrating English Proficiency, and Teacher Recommendation

In this course, advanced English language learners use and extend their vocabulary, grammar, and communication skills more consciously and effectively for academic purposes. This course is similar to a mainstream English course in that students read nonfiction literature and write essays of various forms. This course is held Monday through Friday, one period per day.

ESL-BRIDGING **Grade Level 9, 10, 11, 12** **5 Credits**
Prerequisite: Successful Completion of ESL-Expanding ACCESS Score Demonstrating English Proficiency, and Teacher Recommendation

In this course, advanced English language learners use and extend their vocabulary, grammar, and communication skills more consciously and effectively for academic purposes. This course is similar to a mainstream English course in that students read nonfiction literature and write essays of various forms. This course is held Monday through Friday, one period per day.

MATHEMATICS

The Mathematics Courses are designed to develop knowledge skills necessary for students to be college and career ready and reflect the high academic expectations of the Common Core State Standards. Bound Brook High School students will be challenged to develop competency in understanding of concepts, multiple representations and connections, mathematical modeling, and mathematical problem solving.

Graduation Requirements: Three Years of Mathematics

ALGEBRA I CP **Grade Level 9** **5 Credits**

Prerequisite: Successful Completion Grade 8 Mathematics

This course is the foundation for all high school mathematics courses. Algebra, being the language through which most of mathematics is communicated, is a fundamental life skill. Algebra 1 makes the transition from the specifics of arithmetic to the generalizations of higher mathematics. The ability to use algebraic thinking in real-life situations is developed. Graphs and equations are needed to express and visualize these relationships and situations. Real world applications are presented throughout the course with an emphasis on functions.

Students study the fundamental concepts, skills, and techniques traditionally associated with algebra. These techniques examine the structure of the real number system and the properties that permit us to perform algebraic operations. Considerable attention is placed on simplifying and evaluating expressions, solving equations and inequalities, graphing linear and quadratic functions, and problem solving with the use of the calculator as a tool. Solving systems of equations and inequalities, exponents and exponential functions, polynomials and factoring and working with radical and rational expressions are also covered.

Algebra 1 CC **Grade Level 9** **5 Credits**

Prerequisite: Successful Completion Grade 8 Mathematics

This course is the foundation for all high school mathematics courses. Algebra, being the language through which most of mathematics is communicated, is a fundamental life skill. Algebra 1 makes the transition from the specifics of arithmetic to the generalizations of higher mathematics. The ability to use algebraic thinking in real-life situations is developed. Graphs and equations are needed to express and visualize these relationships and situations. Real world applications are presented throughout the course with an emphasis on functions.

This course emphasizes the most important concepts of a traditional algebra curriculum that are necessary for students to be successful in Algebra 2. These techniques examine the structure of the real number system and the properties that permit us to perform algebraic operations. Considerable attention is placed on simplifying and evaluating expressions, solving equations and inequalities, graphing linear and quadratic functions, and problem solving with the use of the calculator as a tool. Solving systems of equations and inequalities, exponents and exponential functions, polynomials and factoring and working with radical and rational expressions are also covered.

ÁLGEBRA I BILINGÜE (ESPAÑOL) **Nivel de Grado 9** **5 Créditos**

Pre- requisito: Haber terminado con éxito Matemáticas del 8vo Grado

Álgebra 1 es la base para todos los cursos de matemáticas del colegio de secundaria. Álgebra, siendo el lenguaje a través del cual la mayor parte de las matemáticas se comunica, es una habilidad fundamental de la vida. Álgebra 1 hace la transición de los aspectos específicos de la aritmética a las generalizaciones de las matemáticas superiores. Se desarrolla la capacidad de utilizar el pensamiento algebraico en situaciones de la vida real. Se necesitan gráficos y ecuaciones para expresar y visualizar estas relaciones y situaciones.

Aplicaciones del mundo real se presentan dentro de los contenidos del curso y se acentúa el enfoque de una función.

Los alumnos estudian los conceptos fundamentales, las habilidades y las técnicas tradicionalmente asociados con el álgebra. Estas técnicas examinan la estructura del sistema de números reales y las propiedades que nos permiten realizar operaciones algebraicas. Se pone mucha atención en la simplificación y la evaluación de expresiones, la resolución de ecuaciones y desigualdades, gráficas lineales y funciones cuadráticas, y la solución de problemas con el uso de la calculadora como herramienta. Resolviendo sistemas de ecuaciones y desigualdades, exponentes y funciones exponenciales, polinomios y factorización de problemas y trabajando con expresiones radicales y racionales también están cubiertos.

ALGEBRA I HONORS **Grade Level 9** **5 Credits**

Prerequisite: Successful Completion of Grade 8 Mathematics with a 90% or better and Grade 8 Teacher Recommendation

This course is the foundation for all high school mathematics courses. The Honors student will be required to complete more challenging problems and examine the mathematics involved at a much deeper level. Selected students must be self-reliant and disciplined to persevere through individual and team projects with limited guidance from the teacher.

Algebra I Honors Description Continued: Algebra, being the language through which most of mathematics is communicated, is a fundamental life skill. Algebra 1 makes the transition from the specifics of arithmetic to the generalizations of higher mathematics. The ability to use algebraic thinking in real-life situations is developed. Graphs and equations are needed to express and visualize these relationships and situations. Real world applications are presented within the course content and a function's approach is emphasized.

Students study the fundamental concepts, skills, and techniques traditionally associated with algebra. These techniques examine the structure of the real number system and the properties that permit us to perform algebraic operations. Considerable attention is placed on simplifying and evaluating expressions, solving equations and inequalities, graphing linear and quadratic functions, and problem solving with the use of the calculator as a tool. Solving systems of equations and inequalities, exponents and exponential functions, polynomials and factoring and working with radical and rational expressions are also covered.

GEOMETRY CP **Grade Level 10** **5 Credits**

Prerequisite: Successful Completion of Algebra I and Algebra II

This course is a fundamental course with concepts and skills necessary for advanced mathematics. It explores the relationships among points, lines, and planes in two and three-dimensional space. Many geometric concepts are presented from both a numerical and algebraic point of view. Algebraic skills acquired in Algebra 1 are used extensively. Emphasis is also placed on inductive and deductive reasoning using proofs. Since students need to develop their reasoning ability to become self-reliant, independent thinkers, geometry helps students discover a math system that can be logically developed from simple intuitive concepts. The proof concept that every statement has a corresponding reason relates directly to real-life situations and the ability to use a step-by-step procedure to solve real-world problems.

GEOMETRIÁ BILINGÜE (ESPAÑOL) **Nivel de Grado 10** **5 Créditos**

Pre- requisito: Haber terminado con éxito Álgebra 1

Geometría es un curso fundamental con los conceptos y las habilidades necesarias para las matemáticas avanzadas. Explora las relaciones entre puntos, líneas y planos en planos de espacio bidimensional y tridimensional. Muchos de los conceptos geométricos se presentan tanto desde el punto de vista numérico y algebraico. Habilidades algebraicas adquiridas en Álgebra I se utilizan ampliamente. También se hace hincapié en el razonamiento inductivo y deductivo mediante pruebas. Dado que los estudiantes necesitan desarrollar su capacidad de razonamiento para convertirse en pensadores independientes y autosuficientes, la geometría ayuda a los estudiantes a descubrir un sistema matemático que puede desarrollarse lógicamente de conceptos intuitivos

simples. La prueba de concepto de que todo enunciado tiene una razón correspondiente se relaciona directamente con las situaciones de la vida real y la capacidad de utilizar un procedimiento paso a paso para resolver problemas del mundo real. En el curso de honores, se pone énfasis en el razonamiento y las habilidades de resolución de problemas. El curso también profundiza en las relaciones del triángulo, triángulo rectángulo y la trigonometría triángulo oblicuo y círculos.

GEOMETRY HONORS **Grade Level 10** **5 Credits**

Prerequisite: Successful Completion of Algebra I and Algebra II with a 90% or better in CP or a 75% or better in Honors and Algebra I and II plus Teacher Recommendation

This course is a fundamental course with concepts and skills necessary for advanced mathematics. It explores the relationships among points, lines, and planes in two and three-dimensional space. Many geometric concepts are presented from both a numerical and algebraic point of view. Algebraic skills acquired in Algebra 1 are used extensively. Emphasis is also placed on inductive and deductive reasoning using proofs. Since students need to develop their reasoning ability to become self-reliant, independent thinkers, geometry helps students discover a math system that can be logically developed from simple intuitive concepts. The proof concept that every statement has a corresponding reason relates directly to real-life situations and the ability to use a step-by-step procedure to solve real-world problems. In the honors course, emphasis is placed on reasoning and problem solving skills. The course also goes in depth into triangle relationships, right triangle and oblique triangle trigonometry, and circles.

ALGEBRA II CP **Grade Level 11** **5 Credits**

Prerequisite: Successful Completion of Algebra I

This course is the last traditional course in the college preparatory sequence. In this course, students' build on their knowledge of Algebra I to revisit and advance their understanding of concepts, skills, and techniques traditionally associated with Algebra. For example, knowledge of linear function is used to solve systems of equations in two and three dimensions. Considerable attention is placed on quadratic equations, factoring, and maximization with an emphasis on real life applications of these skills. Students are introduced to several other non-linear function types such as radical, polynomial, and exponential models. Algebra, being the language through which most of mathematics is communicated, is a fundamental life skill. Algebra II makes the transition from linear relations to other types of functions that are needed to model real world occurrences. The ability to apply abstract thinking to develop and test theories/models is developed. This course will help prepare students for college mathematics courses and college entrance exams such as the SAT and the ACT.

ALGEBRA II HONORS **Grade Level 10-11** **5 Credits**

Prerequisite: Successful Completion of Algebra I Honors with a 90% or better in CP or a 75% or better in Honors and Algebra I Teacher Recommendation

This course is the last traditional course in the college preparatory sequence. In this course, students built on their knowledge of Algebra II to revisit and advance their understanding of concepts, skills, and techniques traditionally associated with Algebra. For example, knowledge of linear function is used to solve systems of equations in two and three dimensions. Students will learn how to translate systems of equations into matrices and how to use matrices as a tool for solving multi-dimensional systems of equations. This approach is then used to create a methodology to solve problems in the 4^{th}, 5^{th}, and n^{th} dimension. Considerable attention is placed on quadratic equations, factoring, and maximization with an emphasis on real life applications of these skills. Students are introduced to several other non-linear function types such as radical, polynomial, exponential, and trigonometric models. Algebra, being the language through which most of mathematics is communicated, is a fundamental life skill. Algebra II Honors makes the transition from linear relations to other types of functions that are needed to model real-world occurrences. The ability to apply abstract thinking to develop and test theories/models is developed.

Algebra II Honors prepares a student for Pre-Calculus Honors and is a crucial stepping-stone for students interested in the hard sciences (such as Physics, Biology, Chemistry, Mathematics, and Statistics). This

course will help prepare students for college mathematics courses and college entrance exams such as the SAT and the ACT.

APPLIED MATH **Grades: 11, 12** **5 credits**

Prerequisite: Algebra 1 and Geometry
Applied mathematics gives real world application to a wide variety of mathematical topics. Students in the course will learn how to utilize Algebra and Geometry, as well as, statistics, probability, graph theory, number theory, consumer mathematics, discrete mathematics, set theory, and more. With a wide variety of topics being addressed, this course will cover a breadth of mathematical material without going needlessly deep into the topic. The focus of the course is to develop problem solving strategies and to help students see the application of mathematics beyond the classroom walls. The requirements for the course are Algebra 1 and Geometry.

*****Could potentially replace Algebra II as a third year of math.*****

MATHEMATICS ELECTIVES

These courses do not fulfill the Mathematics requirements for graduation.

PRE-CALCULUS CP **Grade Level 11, 12** **5 credits**
Prerequisite: Successful Completion of Algebra I and Algebra II 85% or better in CP or 75% or better in Honors, Teacher Recommendation

This course is the last requirement for calculus and a very rigorous course with emphasis on abstract thinking, relationships between graphs and equations, and proofs. The first semester focuses on non-linear functions with an emphasis on polynomial, rational, exponential, and logarithmic models. Students are deeply involved in the derivation of rules, techniques, and theorems associated with non-linear functions. Special attention is placed on the visual and verbal representation of non-linear relationships as well as real world problem solving. The second semester focuses on conic cross-sections such as circles, ellipses, hyperbolas, and parabolas and trigonometry. Students will learn about trigonometric identities and the unit circle. Emphasis will be placed on deriving trigonometric theorems and proving trigonometric identities.

PRE-CALCULUS HONORS **Grade Level 10, 11, 12** **5 Credits**
Prerequisite: Successful Completion of Algebra II 85% or better in CP or 75% or better in Honors, Qualifying Score on the College Board Accuplacer Exam, Algebra II Teacher Recommendation, and Successful completion of Summer Preparatory Program.

This course is the last requirement for calculus and a very rigorous course with emphasis on abstract thinking, relationships between graphs and equations, and proofs. It is broken down into a two-semester sequence of courses. A grade of C or higher is required during the 1st semester to be registered for the second semester of Pre-Calculus. The first semester focuses on non-linear functions with an emphasis on polynomial, rational, exponential, and logarithmic models. Students are deeply involved in the derivation of rules, techniques, and theorems associated with non-linear functions. Special attention is placed on the visual and verbal representation of non-linear relationships as well as real world problem solving. The second semester focuses on conic cross-sections such as circles, ellipses, hyperbolas, and parabolas and trigonometry. Students will learn about trigonometric identities and the unit circle. Emphasis will be placed on deriving trigonometric theorems and proving trigonometric identities. This is a college level course that students can receive college credits through concurrent enrollment at Raritan Valley Community College.

QUANTITATIVE REASONING **Grade Level 11, 12** **5 Credits**
Prerequisite: Successful Completion of Algebra II, Qualifying score on the College Board Accuplacer Exam and Algebra II Teacher Recommendation

This course builds upon algebra to cover mathematical concepts such as deductive reasoning, functions, logarithms, personal finance, statistics, and probability. Students will explore data analysis, functions, and graphs as they relate to fiscal, environmental, and health applications, quantitative reasoning and statistical thinking. The course develops students' ability to reason with quantitative information and great emphasis will be given to the application of mathematical arguments to real-life situations. In addition, students will learn to use technology to analyze and solve problems, and to communicate mathematical ideas orally and in writing. This is a college level course that students can receive college credits through concurrent enrollment at Raritan Valley Community College.

STATISTICS AP **Grade Level 11, 12** **5 Credits**

Prerequisite: Successful Completion of Algebra II with a 90% or better and Algebra II Teacher Recommendation

This course is designed to prepare students for success on the College Board Advanced Placement Exam in May. The topics of the course are divided into four major themes: exploratory analysis, planning and conducting a study, probability, and statistical inference. Students will learn to make use of graphical and numerical techniques to study patterns and data. Various data collection methods will be studied to ensure that samples provide reliable representations of the population. The mathematical description of variation is central to statistics, and as such, random phenomena will be examined in the context of the long run, and will be oriented toward using probability distributions to describe data. Finally, students will learn to draw conclusions from data through inferential and diagnostic methods including making a statement in probability language, of how confident one can be about the selection.

AP CALCULUS AB **Grade Level 12** **5 Credits**

Prerequisite: Successful Completion of Pre-Calculus Honors with an 85% or better and Pre-Calculus Honors Teacher Recommendation

This course revisits all functions covered in Algebra and Pre-Calculus, focusing on their rates of change and the accumulation of their areas beneath the curves. This is an Advanced Placement level course and students are expected to take the AP exam during the first week of May. More specifically, students will learn how to approximate the rate of change of functions using arithmetic methods and limits. Students will then apply the principles of limits to arrive at the formal definition for the derivative of all functions covered in Algebra and Pre-Calculus. Derivatives will then be used to better approximate graphs and solve optimization problems. The second part of the course focuses on the accumulation of area underneath the curve of a function by examining definite and indefinite integrals and the application of this to the real world. For example, students will examine how a changing velocity can be used to calculate the distance traveled, how to calculate volumes of irregular shapes, in addition to many other applications. This is a college level course that students can receive college credits through the AP Exam or through concurrent enrollment at Raritan Valley Community College.

Calculus 2 (Dual Enrollment)

Prerequisite: AP Calculus AB (MATH 151 Calculus I) with a grade of C or better or placement into Calculus II via the Accuplacer exam, and teacher recommendation.

This course is the second semester of a three-semester sequence of introductory calculus with a technology- based computer laboratory. Topics include integration techniques, integration applications in various coordinate systems, indeterminate forms, improper integrals, and infinite series. This course is run through a partnership between Bound Brook High School and Raritan Valley Community College and is typically taken online or on RVCC's campus.

PERFORMING ARTS

Music has developed naturally in every culture. It is an important element to who we are as human beings. The understanding of music requires the development of a wide range of skills essential to success in many aspects of life. Music curriculum should provide quality experiences that are musically meaningful. It should help students discover, understand, and enjoy music as an art form, an intellectual endeavor, a medium of self-expression, and as a means of social growth. The elective courses in the music department are designed to appeal to a variety of interests and levels to create a well-rounded 21st Century Learner. Bound Brook High School students will be challenged to develop skills in Performing Arts to prepare them for college and career readiness.

Graduation Requirements: One Course in Performing or Visual Arts

SYMPHONIC BAND **Grade Level 9, 10, 11, 12** **5 Credits**
Prerequisite: Prior Instrumental Experience or Director Approval

This course is a performance ensemble that will develop and build upon varied skills and elements of musicianship. Students will learn how to read music, play an instrument with proper technique, and evaluate music critically and aesthetically. This course offers students the opportunity to build confidence, musicianship, and performance skills in all who participate, particularly for students who enroll for four years. The Symphonic Band performs at evening concerts and festivals. All concerts will be announced at least one month in advance.

CHORUS **Grade Level 9, 10, 11, 12** **5 Credits**
Prerequisite: None

This course offers interested students the opportunity to sing in a group and also receive instruction in the techniques of choral singing. Included in the activities of this group may be concerts, assembly programs, and appearances for civic and community organizations. Evaluation is based on class participation and individual performance of music.

HISTORY OF ROCK AND ROLL **Grade Level 9, 10, 11, 12** **5 Credits**
Prerequisite: None

This course is designed for them to gain an overview of the historical foundation of rock and roll, its influences, and its impact on societal norms, trends, and current music. Students will be encouraged to participate actively in class through listening and discussion sessions.

MUSIC IN CULTURE **Grade Level 9, 10, 11, 12** **2.5 Credits**
Prerequisite: None

This course is designed for them to gain a better understanding of a variety of music from different cultures, and its impact on respective cultures. Students will learn to listen to music critically with regard to Melody, Harmony, Rhythm, Timbre, and Form. Students will be encouraged to participate actively in class through listening and discussion sessions.

MUSIC APPRECIATION **Grade Level 9, 10, 11, 12** **5 Credits**
Prerequisite: None

This course is open to all students who are interested in the elements and principles of music. Included will be the development of critical listening skills, an introduction to the basic theory of music, and the study and analysis of varied, historically and culturally significant music.

MUSIC TECHNOLOGY **Grade Level 9, 10, 11, 12** **2.5 Credits**
Prerequisite: None

This course is a semester class, available both the first and second semester, and is open to all interested students, grades 9-12. This class will cover the evolution of music technology innovations for the personal consumer

as well as the professional industry. Students will also utilize software to create, edit, and distribute music in ways to simulate the music production industry.

PHYSICAL EDUCATION AND HEALTH

PHYSICAL EDUCATION

Students will gain the knowledge of fitness activities and skills as an individual and within groups to create a life-long experience. The courses are designed to generate a well-rounded 21st Century Learner. Bound Brook High School students will be challenged to develop skills and fitness to prepare them for college and career readiness.

Graduation Requirements: Four Years of Physical Education

PHYSICAL EDUCATION: ACTIVITIES Grade Level 9, 10, 11, 12 3.75 Credits
Prerequisite: None

This course will consist of all students utilizing safe, efficient and effective movement in correlation with health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle. All students will participate in the *FitnessGram Assessments* to determine and maintain healthy fitness zones. The course is designed with comprehensive games and skill programs engaging the students in team games, informal games, and recreational activities that have a value in adult life. Activities will include but are not limited to Fitness, Flag Football, Soccer, Basketball, Volleyball, Floor Hockey, Badminton, Pickle-ball, Softball and Co-operative Activities.

PHYSICAL EDUCATION: CST Grade Level 9, 10, 11, 12 3.75 Credits
Prerequisite: None

This course will consist of all students utilizing safe, efficient and effective movement in correlation with health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle. All students will participate in the *FitnessGram Assessments* to determine and maintain healthy fitness zones. The course is known as *Core Strength Training* and is designed as a weight room activity that will focus on the development of core muscles of the body and components of balance and stability. The program will include but are not limited to the proper techniques to lifting, the anatomy of the human body and components of fitness.

HEALTH

The courses are designed to generate a well-rounded 21st Century Learner with skills and knowledge they can use in their adult life. Bound Brook High School students will be challenged to develop knowledge in all aspects of Health Education to prepare them for college and career readiness.

Graduation Requirements: Four Years of Health Education

DRUG, ALCOHOL AND REPRODUCTION EDUCATION Grade Level 9 1.25 Credits
Prerequisite: None

This course will consist of all students acquiring health promotion concepts and skills along with knowledge about the physical, emotional and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. The focus of course will be on the Endocrine System, Male and Female Reproduction Systems, dangers of unprotected sex, STD's and unintended pregnancy and the health and the social effects of drugs and alcohol use and abuse with a concentration of the dangers of addiction. Drug,

Alcohol and Reproduction Education is a quarter year course for the freshman year health requirement that students need to successfully complete for graduation.

DRIVER'S EDUCATION Grade Level 10 1.25 Credits
Prerequisite: None

This course will consist of all students summarizing New Jersey motor vehicle laws and regulations and determining their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices). All students will also analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes. This is a theory course in which students at the end of the course will be given the chance to take the New Jersey State Motor Vehicle Written Assessment; a *blue card* will be issued after successful completion of the test, allowing the students to obtain their permit after turning sixteen year olds and taking the proper steps according to New Jersey Laws and Regulations for Driving. By New Jersey state law, students are required to complete at least thirty hours of theory instruction.

Driver's Education is a quarter year course for the sophomore year health requirement that students need to successfully complete for graduation.

FIRST AID AND CARDIOPULMONARY RESUSCITATION Grade Level 11 1.25 Credits
Prerequisite: None

This course will consist of all students demonstrating first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies. The course is guided by regulations of the American Heart Association. Upon successful completion of the course students can receive a Cardiopulmonary Resuscitation (CPR) certification if they purchase the CPR certification card; price of card varies from year to year.

First Aid and (CPR) is a quarter year course for the junior year health requirement that students need to successfully complete for graduation.

RELATIONSHIPS AND HEALTHY LIVING Grade Level 12 1.25 Credits
Prerequisite: None

This course will consist of all students acquiring knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. The course will also consist of all students applying basic nutritional and fitness concepts to lifestyle behaviors and impacts on wellness.

Relationships and Healthy Living is a quarter year course for the senior year health requirement that students need to successfully complete for graduation.

SCIENCE

The Science Courses are designed to help grow and develop the 21st Century Learner's understanding to value science in a multiplicity of disciplines: life, earth and space, and physical sciences. Bound Brook High School students will be challenged to learn the importance of Science to prepare them for college and career readiness.

Graduation Requirements: Three years of Science

PHYSICAL SCIENCE **Grade Level 9** **5 Credits**
Prerequisite: Successful Completion of Grade 8 Science with a 93% or better and Grade 8 Teacher Recommendation

This course explores the physical world around us, including the interaction of matter and energy in the physical world. This course is a hands-on, discovery based, and student-centered course. Extensive lab work and real-life applications will be a focus throughout this course. This course is designed to prepare students with fundamental skills such as measuring, data collections and manipulation, observing, and application of the scientific method. Algebra will be learned and used in order to determine physical quantities and important information about various objects and substances. The honors section of this course will provide a deeper look into the mathematics behind Physical Science, including algebraic manipulation, graphical analysis, and geometry. Students will explore the how and why of Physics, and Earth and Space Science with the emphasis that science is a process, not just learned facts and memorization. The first half (MP1 & MP2) of this course will focus on Physics, the third quarter (MP3) will focus on Earth Science, and the fourth quarter (MP4) will focus on Space Science. This course includes a once-a-week lab period in which students will continue to apply learned knowledge to laboratory experimentation and real-life applications.

PHYSICAL SCIENCE HONORS **Grade Level 9** **5 Credits**
Prerequisite: Successful Completion of Grade 8 Science with a 93% or better and Grade 8 Teacher Recommendation

This course explores the physical world around us, including the interaction of matter and energy in the physical world. This course is a hands-on, discovery based, and student-centered course. Extensive lab work and real-life applications will be a focus throughout this course. This course is designed to prepare students with fundamental skills such as measuring, data collections and manipulation, observing, and application of the scientific method. Algebra will be learned and used in order to determine physical quantities and important information about various objects and substances. The honors section of this course will provide a deeper look into the mathematics behind Physical Science, including algebraic manipulation, graphical analysis, and geometry. Students will explore the how and why of Physics, and Earth and Space Science with the emphasis that science is a process, not just learned facts and memorization. The first half (MP1 & MP2) of this course will focus on Physics, the third quarter (MP3) will focus on Earth Science, and the fourth quarter (MP4) will focus on Space Science. This course includes a once-a-week lab period in which students will continue to apply learned knowledge to laboratory experimentation and real-life applications.

BIOLOGY CP **Grade Level 10** **5 Credits**
Prerequisite: Successful Completion of Physical Science

This course is devoted to the study of living things and their processes. Throughout the year this course provides an opportunity for students to develop scientific process skills, laboratory techniques, and an understanding of the fundamental principles of living organisms. Students will explore biological science as a process of cell structure and function, genetics and heredity, evolution and classification, diversity of living

organisms and their ecological roles, and an introduction to animal structure and function. An end of course test will be administered in June, which covers objectives for both semesters.

BIOLOGY HONORS **Grade Level 10** **5 Credits**

Prerequisite: Successful Completion of Physical Science with a 91% or better in CP or 85% or better in Honors and Physical Science Teacher Recommendation

This course is for students who are interested in pursuing a career in the science field and have demonstrated the ability for in-depth study. Students will also be required to write reports using scientific format. This course is devoted to the study of living things and their processes. Throughout the year this course provides an opportunity for students to develop scientific process skills, laboratory techniques, and an understanding of the fundamental principles of living organisms. Students will explore biological science as the process of cell structure, production and use of energy. An end of course test will be administered in June, which covers objectives for both semesters.

CHEMISTRY CP **Grade Level 11** **5 Credits**

Prerequisite: Successful Completion of Biology

This course introduces concepts and ideas of Chemistry. Students will learn about chemical terminology, chemical and physical properties, elements and compounds, chemical reactions, atomic structure, solution chemistry, chemical bonding, mass and energy relationships, and states of Matter. This is a laboratory course in which lab techniques (and some report writing skills), mathematical calculations, analysis of data and observations, and discussion of results are emphasized.

CHEMISTRY HONORS **Grade Level 11** **5 Credits**

Prerequisite: Successful Completion of Physical Science and Biology with a 93% or better and Biology Teacher Recommendation

This course is designed for students who plan to pursue a career in science or related fields. With study and hard work students can build a sound preparation for college chemistry or technical writing. This course introduces concepts and ideas of Chemistry. Students will learn about chemical terminology, chemical and physical properties, elements and compounds, chemical reactions, atomic structure, solution chemistry, chemical bonding, mass and energy relationships, and states of Matter. Extensive lab exercises are conducted to improve understanding of important concepts.

SCIENCE ELECTIVES

AP CHEMISTRY **Grades 11, 12** **5 Credits**

Prerequisite: Successful completion of Honors Chemistry, Algebra I and Algebra II

The AP Chemistry course is designed to be the equivalent of an introductory college course usually taken by science majors during their first year. The course will contribute to the development of the students' ability to express ideas with clarity and logic, both orally and in writing. Topics such as the structure of matter, kinetic theory of gases, chemical equilibrium, chemical kinetics, and the basic concepts of thermodynamics will be presented in considerable depth. A great deal of time will be spent on chemical calculations, and mathematical formulations of principles of chemistry. The advanced work in chemistry should not displace any other part of the student's science curriculum. It is recommended that a student have a course in high school physics and a four- year college prep program in mathematics. Students are encouraged to take the AP exam. Summer work is required.

PHYSICS CP **Grade Level 12** **5 Credits**

Prerequisite: Successful Completion of Biology, Chemistry, Geometry, Algebra II and Current Enrollment in Pre-Calculus

This course is an algebra based science course that examines the relationship between matter and energy and how they interact. Extensive lab work and real-life applications will be stressed throughout the course. Special emphasis will be placed on the conceptual understanding of the underlying phenomena with mathematics layered overtop of the concepts. This course is designed to prepare students with the fundamentals necessary for freshman college physics as well as life as a professional in STEM fields (science, technology, engineering and math). Topics covered include Newtonian Mechanics, Momentum, Energy, Thermodynamics, Waves and Sound, Light and Optics, Electricity, Atomic and Nuclear Science.

PHYSICS HONORS **Grade Level 12** **5 Credits**

Prerequisite: Successful Completion of Biology, Chemistry, Geometry and Algebra with a 93% or better, Current Enrollment in Pre-Calculus and Teacher Recommendation

This course is an algebra based science course that examines the relationship between matter and energy and how they interact. Extensive lab work and real-life applications will be stressed throughout the course. Special emphasis will be placed on the conceptual understanding of the underlying phenomena with mathematics layered overtop of the concepts. This course is designed to prepare students with the fundamentals necessary for freshman college physics as well as life as a professional in STEM fields (science, technology, engineering and math). Topics covered include Newtonian Mechanics, Momentum, Energy, Thermodynamics, Waves and Sound, Light and Optics, Electricity, Atomic and Nuclear Science. The honors section of this course will provide a deeper look into the mathematics behind the science, including algebraic manipulation, graphical analysis and geometry.

ANATOMY AND PHYSIOLOGY **Grade Level 12** **5 Credits**

Prerequisite: Successful Completion of Physical Science, Biology and Chemistry

This course is intended for the serious, college bound science student. It is a study about the structures and functions of human living systems. It is a course designed for students interested in the field of medicine, dentistry, nursing, health, nutrition, teaching, etc. Specific areas of study will include: gross anatomy of the systems of the human body, histology, concepts of physiology, disease and related terminology.

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

Successful Completion of Grade 8 Science with a 93% or better and Grade 8 Teacher Recommendation

This course will introduce you to the composition and structure of the Universe. Astronomy is the scientific study of the concepts of the entire Universe and the laws that govern it. This course will focus on the conditions, properties, and motions of bodies in space. The content of this course includes historical astronomy, astronomical instruments, the celestial sphere, gravity, the Solar System, the Earth as a system in space, the Earth/Moon system, the Sun, stars, galaxies, Kepler's Laws of Planetary Motion, the Big Bang Theory, Hubble's Law, and NASA. Students will apply their knowledge of physics, chemistry, biology, mathematics, and technology to deepen their understanding of the Universe. In this course, students will also learn how to critically think, problem-solve, use Google Sheets and other Google applications, and apply concepts and ideas to the real-world.

ADVANCED PLACEMENT PHYSICS 1 Grade Level: 11, 12 5 Credits
Pre-requisites: Prior achievement in Honors Physical Science, Honors Algebra I, Honors Algebra II

AP Physics 1 is an Algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. Additionally, AP Physics 1 is a full-year course that is the equivalent of a first-semester introductory college course in algebra-based physics.

PROJECT LEAD THE WAY- BIOMEDICAL

Project Lead the Way is a four-year sequential program of technical classes designed to expose students to the discipline of BioMedical courses while they learn to use state of the art equipment, tools and computer programs.

PRINCIPLES OF BIOMEDICAL SCIENCES Grade Level 9, 10, 11, 12 5 Credits
Prerequisite: None

This course is designed for students to investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, research processes and bioinformatics. This course is designed to provide an overview of all the courses in the BioMedical Sciences program and lay the scientific foundation for subsequent courses.

HUMAN BODY SYSTEMS Grade Level 10, 11, 12 5 Credits
Prerequisite: Principles of Biomedical Sciences

This course is designed for students to examine the interactions of body systems as they explore identity, communication, power, movement, protection and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.

MEDICAL INTERVENTIONS Grade Level 11, 12 5 Credits
Prerequisite: Human Body Systems

This course is designed for students to investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of fictitious families. The course is a "How-To" manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future.

BIOMEDICAL INNOVATION Grade Level 11, 12 5 Credits
Prerequisite: Medical Interventions and Algebra II

This capstone course is designed for students to apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.

SOCIAL STUDIES

The Social Studies Courses are designed to include the four disciplines of history, geography, civics and economics for the 21st Century Learner. Bound Brook High School students will be challenged to acquire a basic understanding and appreciation of World and American History to prepare them for college and career readiness.

Graduation Requirements: Three Years of Social Studies

UNITED STATES HISTORY I CP Grade Level 9 5 Credits
Prerequisite: Successful Completion of 8th Grade World History

This course is a survey of United States history from the American Revolution to the Gilded Age. Special emphasis will be placed on the economic and political development of the United States, American belief in Individual, Natural Rights and how groups were impacted by these developments. This course or the Honors course is required for all students. The instructional pace is rigorous and is designed to prepare students for United States History II. This course is for students of high academic ability, emphasizing concepts and trends, as well as facts. Challenging assignments are designed to develop writing and reading skills in preparation for college.

UNITED STATES HISTORY I HONORS Grade Level 10 5 Credits
Prerequisite: Successful Completion of 8th Grade World History with a 91% or better in CP and 85% or better in CP, 8th Grade Teacher Recommendation

This course is a survey of United States history from the American Revolution to the Gilded Age. Special emphasis will be placed on the economic and political development of the United States, American belief in Individual, Natural Rights and how groups were impacted by these developments. This course or the Honors course is required for all students. The instructional pace is rigorous and is designed to prepare students for United States History II. This course is for students of high academic ability, emphasizing concepts and trends, as well as facts. Challenging assignments are designed to develop writing and reading skills in preparation for college

The honors program is designed for students who have demonstrated an interest and ability for in-depth study of American history. Students will be required to conduct independent research and inquiry.

UNITED STATES HISTORY II CP Grade Level 10 5 Credits
Prerequisite: Successful Completion of US History I

This course, which fulfills the state requirement for graduation, is a survey course in American History from 1900 to the present day. Units of study include World War I, the 1920s, Great Depression, World War II, Cold War, 1950s, Civil Rights Movement, the 1960s, the Vietnam War, 1970s, 1980s, 1990s and the 21st century.

UNITED STATES HISTORY II HONORS Grade Level 10 5 Credits
Prerequisite: Successful Completion of US History I with an 91% or better in CP or 85% or better in Honors, US History I Teacher Recommendation and completion of summer assignment

This course, which fulfills the state requirement for graduation, is a survey course in American History from 1900 to the present day. Units of study include World War I, the 1920s, Great Depression, World War II, Cold War, 1950s, Civil Rights Movement, the 1960s, the Vietnam War, 1970s, 1980s, 1990s and the 21st century.

The honors program is designed for students who have demonstrated an interest and ability for in-depth study of American history. Students will be required to conduct independent research and inquiry.

AP UNITED STATES HISTORY Grade Level: 10, 11, 12 5 Credits

Pre-requisites: Prior achievement in Honors Social Studies

United States History, AP is an elective course offered to sophomores, juniors and seniors with superior academic ability and a genuine interest in history. This course will include independent study, extensive outside reading, research, writing, and seminar discussions as course requirements. Additionally, this course will offer students the opportunity to earn college credit and replace the US II requirement for sophomores. Enrollment in 10^{th}, 11^{th}, or 12th grade English Honors or AP is also strongly advised because of the rigorous nature of the course and the need for superior reading comprehension. All students will be encouraged to take the AP exam in May.

***Students in Grade 10 may select AP US History to replace their Honors US History II requirement for graduation. This course may also be taken as an elective in grades 11-12.**

MODERN WORLD HISTORY CP Grade Level 11 5 Credits

Prerequisite: Successful completion of US History I and US History II.

This is a full-year course, which fulfills the state requirement for graduation. This is a survey course in World History from 1900-Present. Units of study include the Rise of International Business, The World Wars, Collapse of Empires & the Cold War, Communism in Asia, Israel & the Middle East, Latin America & Cuba, the Vietnam War, Civil Rights & Self Determination, Arab Oil Crisis & the PetroDollar, The Collapse of the Soviet Union, Pax Americana, The Global Financial System & the Great Recession, and the Media & the Information Revolution.

MODERN WORLD HISTORY HONORS Grade Level 11 5 Credits

Prerequisite: Successful Completion of US History II with an 91% or better in CP or 85% or better in Honors, US History II Teacher Recommendation and completion of summer assignment

This is a full-year course, which fulfills the state requirement for graduation. This is a survey course in World History from 1900-Present. Units of study include the Rise of International Business, The World Wars, Collapse of Empires & the Cold War, Communism in Asia, Israel & the Middle East, Latin America & Cuba, the Vietnam War, Civil Rights & Self Determination, Arab Oil Crisis & the PetroDollar, The Collapse of the Soviet Union, Pax Americana, The Global Financial System & the Great Recession, and the Media & the Information Revolution. In order to further develop their reading comprehension and writing skills, all students are expected to actively and consistently participate in independent writing, group projects, and class discussion.

HISTORY ELECTIVES

HOLOCAUST AND GENOCIDE Grade Level 11, 12 2.5 Credits
Prerequisite: Successful Completion of World History and US History and Recommended completion of US History II

This course will focus on an in-depth analysis of Genocide using the Holocaust as a foundation. The course is designed to get students to question themselves as to what their role has been and will be as human rights violations occur throughout the world. Students will identify roles as well as look at the stages of genocide and analyze the seeds of hatred that began as racism and bigotry and eventually grew into the murder of men, women, and children. Specifically, students will look at the history of anti-Semitism and its role in the emergence of the Holocaust, and we will also look at genocidal case studies in Armenia, Cambodia, Bosnia, Rwanda, and Darfur. At the end of the course, each student will develop a plan, which will define what their role will be to prevent genocide, hatred, and racism.

LAW AND SOCIETY Grades 10, 11 & 12 5 Credits
Prerequisite: Successful completion of U.S. History I. Recommended completion of U.S. History II.

The course is designed to acquaint students with both legal rights and responsibilities. The American system of justice will be explored at the local, state and national levels. How laws are made, how they are enforced and how they are interpreted will be studied. Class trips and guest speakers will be an integral part of the course.

***Note*:** This course does not fulfill a history course for the minimal graduation requirement as defined by the State of New Jersey.

AP WORLD HISTORY Grade Level: 10, 11, 12 5 Credits
Prerequisite for Grades 11-12: Prior achievement in Honors Social Studies

The Advanced Placement World History course is organized around key concepts to foster a deeper level of learning while covering the chronological periods of world history from 1200 C.E. to the present.

Students develop and use the same skills, practices, and methods employed by historians: analyzing sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. Students are expected to work with primary and secondary resource materials on a regular basis and complete AP level DBQ assignments (document-based questions). Due to the rigorous nature of the course, it is strongly recommended that students concurrently take Honors English in order to reinforce the superior reading comprehension and writing skills needed to find success in this course. This course will offer students the ability to earn college credit and all students will be encouraged to take the AP exam in May.

***Students may select AP World History to replace their World History requirement for graduation. This course may also be taken as an elective in grades 11- 12.**

AP Government and Politics Grade Level: 10, 11, 12 5 Credits

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

COMPUTER SCIENCE, TECHNOLOGY, AND INDUSTRIAL ARTS

The Technology and Industrial Arts Courses are a designed comprehensive education for students, developing skills for the 21st Century Learner. Bound Brook High School students will be able to experience hands-on opportunities to develop skills and achieve success for college and career readiness.

Graduation Requirements: One course of 21st Century Career/Technology

ARCHITECTURAL DRAFTING AND DESIGN **Grade Level 10, 11, 12** **5 Credits**
Prerequisite: Successful Completion of Machine Drafting I or Introduction to Engineering Design

This course is the study of the design and construction of residential and commercial building projects. The full year course includes an introduction to many of the varied factors involved in building and site design and construction including building components and systems, structural design, stormwater management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry. The major focus of the course is to expose students to the design and construction practices of residential and commercial building projects, design teams and teamwork, communication methods, building codes and ordinances, engineering design calculations, and technical documentation. Problem solving skills and design experience are gained through an activity-project-problem-based teaching and learning pedagogy. Used in combination with a teaming approach, project based learning challenges students to continually hone their interpersonal skills and creative abilities while applying math, science, and technology knowledge learned in other courses to solve design problems and communicate their solutions. Students will use industry standard 3D architectural modeling software to facilitate site and building design and technical documentation. As the course progresses and the complexity of the design problems increase, students will learn more advanced computer modeling skills as they become more independent in their learning, more professional in their collaboration and communication, and more experienced in problem solving and design.

COMPUTER SCIENCE **Grade Level: 9, 10, 11, 12** **5 Credits**
Pre-requisites: No Prerequisites

Computer Science introduces students to the fundamental concepts of computer science and challenges them to explore how computing and technology impacts the world. Multidisciplinary in nature, the course teaches students to analyze problems, use creative thinking, and collaborate to investigate solutions to real-word issues using computing. Students will develop a thorough grasp of the computing foundations and concepts relevant to college and career.

AP COMPUTER SCIENCE A (JAVA) **Grade Level: 10, 11, 12** **5 Credits**
Pre-requisites: Computer Science

This course introduces students to the basic features of the Java programming language. Through the Introduction to Java Programming course, students will gain extensive hands-on experience writing, compiling, and executing Java programs. Students will also learn to build robust applications that use Java's object-oriented features. Java is known for reliability, maintainability, and ease of development. Its unique architecture enables programmers to develop a single application that can seamlessly run across multiple platforms. (ex. Java primitive and non-primitive data types, control flow constructs, built-in class libraries, object-oriented programming concepts such as classes, objects, method overloading and encapsulation).

INTRODUCTION TO WEB DESIGN **Grade Level: 9, 10, 11, 12** **5 Credits**
Pre-requisites: No Prerequisites

This course provides students the skills required to author standards based Web sites using the Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS) specifications. HTML5 and CSS will be used to create effective Web pages accessible on a variety of computer platforms. Students will learn how to incorporate tables, forms, images, and video into Web pages and will be briefly introduced to responsive web page design. (enhancing web pages with the use of page layout techniques, text formatting, graphics, images, and multimedia; and producing a functional, multi-page website).

COMPUTER SCIENCE PRINCIPLES (CSP) Grade Level: 9, 10, 11, 12 5 Credits
Pre-requisites: No Prerequisites

The CSP class is a holistic computer science course and is more a general studies or humanities type course related to all aspects of the computer science world. The CSP course does some coding in Scratch, a drag and drop animation based coding language, that helps students prepare for continuing their studies in higher level computer science courses.

PROJECT LEAD THE WAY- ENGINEERING

Project Lead the Way is a four-year sequential program of technical classes designed to expose students to the discipline of engineering and engineering technology courses while they learn to use state of the art equipment, tools and computer programs.

INTRODUCTION TO ENGINEERING DESIGN Grade Level 9, 10, 11, 12 5 Credits
Prerequisite: None

This is a course that is appropriate for 9th or 10th grade students who are interested in design and engineering or another technical career. The major focus of the course is to expose students to the design process, professional communication and collaboration methods, design ethics, and technical documentation. The full year course gives students the opportunity to develop skills in research and analysis, teamwork, technical writing, engineering graphics, and problem solving through activity-, project-, and problem-based learning. Used in combination with a teaming approach, students continually hone their interpersonal skills and creative abilities while applying math, science, and technology knowledge learned in other courses to solve engineering design problems and communicate their solutions. Students will use industry standard 3D solid modeling software to facilitate the design and documentation of their solutions to design problems and challenges, and will create physical projects.

PRINCIPLES OF ENGINEERING Grade Level 10, 11, 12 5 Credits
Prerequisite: Introduction to Engineering Design

This course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers. The course gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based learning through Autodesk Inventor-Mechanical Design & AutoCAD. Used in combination with a teaming approach, real world problems challenge students to continually hone their interpersonal skills, creative abilities, and problem-solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education. The class will cover mechanics, energy, fluids, statics, materials, statistics and kinematics.

DIGITAL ELECTRONICS Grade Level 11, 12 5 Credits
Prerequisite: Principles of Engineering

This course is the study of electronic circuits that are used to process and control digital signals. In contrast to analog electronics, where information is represented by a continuously varying voltage, digital signals are represented by two discreet voltages or logic levels. This distinction allows for greater signal speed and storage capabilities and has revolutionized world electronics. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, high definition televisions, etc. The major focus of this full year course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Utilizing the activity-project-problem-based teaching and learning pedagogy, students will analyze, design and build digital electronic circuits. While implementing these designs students will continually hone their interpersonal skills, creative abilities and understanding of the design process. Students will work in teams to design and construct physical solutions to real world problems using software such as Autodesk Inventor-Mechanical Design & AutoCAD.

COMPUTER INTEGRATED MANUFACTURING Grade Level 11, 12 5 Credits
Prerequisite: Successful Completion of Principles of Engineering and Algebra II

This course is the study of manufacturing planning, integration, and implementation of automation. The yearlong course explores manufacturing history, individual processes, systems, and careers. In addition to technical concepts, the course incorporates finance, ethics, and engineering design. This reflects an integrated approach that leading manufacturers have adopted to improve safety, quality, and efficiency. Utilizing the activity-project-problem-based teaching and learning pedagogy, students will analyze, design, and build manufacturing systems. While implementing these designs, students will continually hone their interpersonal skills, creative abilities, and understanding of the design process. Students apply knowledge gained throughout the course in a final open-ended problem to build a factory system.

VISUAL ARTS

The Visual Arts Courses are designed to allow the 21st Century Learner to pursue their creative interests. Bound Brook High School students will be challenged to develop higher level thinking skills, creativity and problem solving while encouraging their self- expression and experimentation to prepare them for college and career readiness.

Graduation Requirements: One Course in Performing or Visual Arts

ART I **Grade Level 9, 10, 11, 12** **5 Credits**

Prerequisite: None

This course is designed to introduce beginning art students to the fundamentals of art: the concepts and ways of creative problem solving used in the actual process of making art, and the essential skills and techniques needed to produce various art forms. Throughout this course, various masterpieces of art will be viewed, analyzed and discussed to acquaint students with a variety of exemplary works from other cultures and time periods. Students will be introduced to the elements of art through exploring a variety of art media. The elements of art serve as a foundation for each unit in this course. These terms are taught as visual vocabulary for students to use when planning, discussing, writing about, analyzing, and describing their artwork along with other artists. In addition to gaining confidence and proficiency working with a variety of mediums, students will learn about the history, analysis, and interpretation of art.

The goals and purposes of this course are to stimulate creative abilities, critical thinking and problem-solving strategies, cultural appreciation, social and individual development, personal growth, and appreciation of the visual arts through actual art making: to provide the beginning art student with basic instruction in the elements of art as a foundation for continued development as an artist.

ART II **Grade Level 10, 11, 12** **5 Credits**

Prerequisite: Successful Completion of Art I

This course is designed for students who wish to pursue art as a career or enjoy art as a hobby. Students will further develop an understanding of the elements and principles of design through exploring a variety of art media while being encouraged to take chances and experiment with different kinds of media. Throughout this course, students will study artists from the past and present who have worked in a variety of ways. Students will then combine knowledge of art history with artistic practice. Students will hone their critiquing skills and express aesthetic judgments in oral and written formats. In addition to gaining confidence and proficiency working with a variety of mediums, students will learn about the history, analysis, and interpretation of art.

The goals and purposes of this course are to further prepare students interested in pursuing art as a career by developing an understanding of the principles of design and critique methodologies. Goals and purposes also include stimulating creative problem solving, social and individual development, personal growth, and a deeper understanding of how art can be a useful tool to impact the world.

ART III **Grade Level 11, 12** **5 Credits**

Prerequisite: Successful Completion of Art II

This course is designed to challenge the students by assigning them two and three-dimensional projects that require the student to build upon the basic skills learned in Art II and I. The student will be encouraged to be experimental with the various media to create highly original art. The four disciplines of art, including studio art, art criticism, art history, and aesthetics will be taught. The pupil will be encouraged to display his/her art in local art shows. Homework drawing assignments will be assigned frequently. Evaluation is based upon creativity, neatness, total presentation, and testing.

ART IV **Grade Level 12** **5 Credits**

Prerequisite: Successful Completion of Art III

This course is designed for students who have plans on enrolling in post-secondary art instruction or seeking a career in an artistic field after high school. Students who take art four will focus on building a portfolio of their work. The Art IV student will be assigned challenging two and three-dimensional projects that require the student to build upon the basic skills learned in Art III, II and I. The student will be encouraged to be experimental with the various media to create highly original art. The four disciplines of art, including studio art, art criticism, art history, and aesthetics will be taught. The pupil will be encouraged to display his/her art in local art shows. Homework drawing assignments will be assigned frequently. Evaluation is based upon creativity, neatness, total presentation, and testing.

DIGITAL IMAGING **Grade Level 9, 10, 11, 12** **5 Credits**

Prerequisite: None

This course is a semester course. Students will be introduced to basic photography techniques and learn photo specific terms that will enable them to produce, understand, and assess photographs. Students will be encouraged to see photography as an art form. Through the use of digital manipulations (use of Photoshop) students will use their photos to create various art projects that bring photography from the average photograph to an art form

CRAFTS **Grade Level 9, 10, 11, 12** **5 Credits**

Prerequisite: None

This course is designed for all students, including those who feel that they cannot draw well but enjoy working with their hands. A history of the crafts from various countries and cultures will also be taught in conjunction with the Craft being produced in class. Ceramics, bookmaking, fiber arts, and textiles are some but not all of the projects students who take Crafts can expect to be creating.

WORLD LANGUAGES

The World Language Courses are designed to help the 21st Century Learner converse, understand and interpret spoken and written language in addition to comparing the different languages and cultures to their own. Bound Brook High School students will be challenged to present information, concepts and ideas in a language other than English to prepare them for college and career readiness.

Graduation Requirements: One course of a World Language
Two to Three Courses of a World Language are a requirement for some Four-Year College

FRENCH

FRENCH I CP **Grade Level 9, 10, 11, 12** **5 Credits**
Prerequisite: None

This course is an introduction to the French language. We will work to develop you listening, speaking, reading and writing skills in French. You will make your first steps towards communicating in French, as well as learn about the cultures of many places in the French-speaking world.

Topics discussed will include greetings, numbers to 1000, telling time, weather, the calendar, friends and family, the home and common objects, foods and beverages, ordering at a café, common activities, opinions, buildings in a city, sports and games, French cities, French-speaking countries of the world, and school in France.

FRENCH II CP **Grade Level 10, 11, 12** **5 Credits**
Prerequisite: Successful Completion of French I

This course is designed as a continuing introduction to the French language. We will continue to enhance you listening, speaking, reading and writing skills in French. You will work towards communicating better in French, as well as continue to learn about the cultures of many places in the French-speaking world.

Topics discussed will include buildings in a city, giving directions, family members, clothing and accessories, shopping, weekend activities, individual summer and winter sports, chores, transportation, means of transportation, the future, the past, food and beverages.

FRENCH III CP **Grade Level 11, 12** **5 Credits**
Prerequisite: Successful Completion of French II

This course begins with a brief review of some of the topics discussed in the two previous courses. In this course students are expected to communicate in the target language using the interpretational, interpersonal, and presentational modes. Most of the themes from French I and II are revisited and expanded upon.

Topics discussed will include who students are, family, professions, leisure activities, entertainment, meals, the past tense, and the future tense.

FRENCH IV **Grade Level 12** **5 Credits**
Prerequisite: Successful Completion of French III

This course is considered to be the stepping-stone to the AP program. The themes introduced in this course mirror those included in the AP exam. Students are expected to communicate solely in the target language using the three modalities (interpretive, interpersonal, presentational). An emphasis on literature and culture is a major component of this course.

Topics discussed include Sports, health, daily routine, taking care of oneself, the home, your city, clothing, shopping, traveling, the past tense, the future tense, the conditional and subjunctive moods.

SPANISH

SPANISH I CP **Grade Level 9, 10, 11, 12** **5 Credits**

Prerequisite: None

This course introduces students to the language and cultures of the Spanish-speaking world through the use of audio, video and communicative activities, and various online and technology resources. In Spanish I, students communicate orally and in writing about topics such as self, school, food, family, clothing, and the house. Students will learn basic grammar points, including the gender of nouns, noun-adjective agreement, and the present tense of regular and some irregular verbs. Students will explore the Spanish-speaking world, focusing on the geography of Spanish-speaking countries

SPANISH II CP **Grade Level 10, 11, 12** **5 Credits**

Prerequisite: Successful Completion of Spanish I

This course is designed for students to build on the vocabulary and grammar skills acquired in Spanish I. Through the use of audio, video and communicative activities, and various online and technology resources, students begin to tell, write, and understand longer, more descriptive stories and dialogues about self and community. Students will learn more complex grammar, such as commands, reflexive verbs, and the past tense. Culture is embedded in each unit, with emphasis placed on daily life, events, holidays, and traditions that exist in Spanish-speaking countries.

SPANISH III CP **Grade Level 11, 12** **5 Credits**

Prerequisite: Successful Completion of Spanish II with a 70% or better and Teacher Recommendation

Spanish III Course Description:

This course is designed for students to build on the vocabulary and grammar skills acquired in Spanish I and II. Through the use of audio, video and communicative activities, and various online and technology resources, students will learn vocabulary to discuss art, leisure activities, jobs and careers, and history of Spain and Latin America. Grammar topics include the present perfect and the subjunctive. Students will begin to analyze and synthesize information in the target language to create presentations, hold conversations, and write essays.

SPANISH IV CP **Grade Level 12** **5 Credits**

Prerequisite: Successful Completion of Spanish III with a 70% or better and Teacher Recommendation

This course is designed for students to engage in presentational and interpersonal communication surrounding the following themes: Global Challenges, Beauty and Aesthetics, Personal and Public Identities, Family and Community, Contemporary Life, and Science and Technology. Students will analyze and synthesize information in the target languages from a variety of authentic sources (newspapers, news reports, documentaries, magazines, etc.) to create presentations, hold conversations, and write essays. Students will be responsible for a large portion of work to be done independently at home. Evaluation is based largely on class participation in discussions, debates, lectures, etc. in addition to tests, projects, and homework.

SPANISH LANGUAGE AP **Grade Level 12** **5 Credits**

Prerequisite: Successful Completion of Spanish III with a 70% or better and Teacher Recommendation

This course is designed to prepare students to take the AP Spanish Language and Culture Exam. Students will engage in presentational and interpersonal communication surrounding the six themes that appear on the AP Exam: Global Challenges, Beauty and Aesthetics, Personal and Public Identities, Family and Community, Contemporary Life, and Science and Technology. Students will analyze and synthesize information in the target languages from a variety of authentic sources (newspapers, news reports, documentaries, magazines, etc.) to create presentations, hold conversations, and write essays. Students will be responsible for a large portion of work to be done independently at home.

SPECIAL PROGRAMS

RVCC Career Training Programs

ADVANCED MANUFACTURING **Grade Level: 9, 10, 11, 12** **5 Credits**

Requires student is half-day at BBHS and half day at RVCC

The Advanced Manufacturing Technology (Metal-Works fabrication) certificate program is designed to provide fast-track, high-skilled manufacturing training in the following areas: Measurement, Materials and Safety, Job Planning and Bench Work, Manual Milling, Manual Turning, CNC Milling and CNC Turning. This program was designed as a partnership between RVCC and local manufacturing industry (employers) to address the current shortage of Manual Machinists and CNC Production Technicians. Each program is a National Institute for Metalworking Skills certificate program. Graduates from this program are prepared to enter the industry as entry-level Manual and CNC machine operators.

AUTO MECHANICS **Grade Level: 9, 10, 11, 12** **5 Credits**

Requires student is half-day at BBHS and half day at RVCC

The Certificate in Automotive Technology prepares students for entry into the automotive service field as technicians. Graduates are qualified for various technical level positions in manufacturing or developmental laboratories, diagnostic centers, specialized repair shops and sales. Graduates are also prepared for self-employment. This certificate is designed for students to complete in one year, if they begin in the fall semester. Instruction in the program includes fuel systems, electrical systems, analysis of engines, suspension systems and wheel alignment. Students have the opportunity to develop diagnostic and mechanical competency in the automotive field. Courses in this certificate prepare students to take the Automotive Service Excellence (ASE) certification test.

APEX LEARNING

Bound Brook High School offers a virtual learning program that allows students to earn credit through **APEX Learning** as our online course provider, while being monitored and assisted by staff, as well as working independently. Instructional outcomes, learning activities, materials, resources, and assessments in our **APEX Learning** courses are in complete alignment to the 2009 Standards and the Common Core Curriculum standards, and are adapted to plan for authentic student learning.

APEX Learning courses enable us to cultivate 21st Century Learning Skills, by actively building on previous knowledge and prerequisite skills as students progress through the coursework. Essentially, through active participation in the learning process, our **APEX Learning** course enables students to initiate curiosity, take ownership of the activities, while conveying through their actions that they value the courses.

AVID PROGRAM

AVID, Advancement Via Individual Determination is a global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. The AVID program brings best practices and proven methodologies to students in high school. AVID's goal is to prepare all students in a school for college, starting with the core elective class and expanding school wide.

The AVID Elective class targets students in the academic middle, who have the desire to go to college and are capable of completing rigorous curriculum using the will to work hard. In the AVID Elective, students are routinely required to enroll in their school's toughest courses, such as honors or Advanced Placement®.

AVID Goals:

- Teaches skills and behaviors for academic success
- Provides intensive support with tutorials and strong student/teacher relationships
- Creates a positive peer group for students
- Develops a sense of hope for personal achievement gained through hard work and determination

As a result, AVID's mission is to be an essential strategy for closing the achievement gap, making college access and success available to all students.

*******AVID is a voluntary program, which will only be open to 9th grade students during the 2020-2021 school year.*******

TRANSITION COURSE

The transition program provides an overview of key aspects, knowledge, and skills needed for special education students to transition from high school to their future paths. Students identify their goals, personal strengths and areas for development. The goal of this course is to enhance the student's ability to recognize, describe, and discuss what is important to them and what they hope to accomplish in life. They will leave high school with a plan for their future, whether that is school, military, work force, etc. Students will also gain experiences outside the classroom by attending Structured Learning Experiences, which are experiential, supervised, in-depth learning experiences that are designed to offer students the opportunity to more fully explore career interests.

LIFE SKILLS 1 AND 2

The Life Skills Program focuses on everyday skills for Special Education Students: personal/social skills, hygiene, independent life skills such as cooking and clothing care, work competencies, and functional academics. These skills are essential for special education students to learn because they provide the basis for and facilitate transition from school to life in the "real world. Special education students learn things better when they are not confined to sitting behind a desk or staying in one spot, learning life skills are best done "by doing"; "We learn by doing."

SCHEDULE CHANGES

During the first two weeks of the new school year, students who have errors on their schedules or who have incorrect classes should complete a "Schedule Change Request" form in their homeroom period indicating the need for a change. The homeroom teachers will collect the request forms and submit them to the Guidance Office. The students' guidance counselor will then send him/her a pass to meet.

Additionally, during the first two weeks of the new school year, students are not to go to the Guidance Office to make schedule changes without a pass from his/her Guidance Counselor. All students will be sent back to class until the guidance counselor issues a pass.

Students entering the guidance office must sign in and sign out with the Guidance Secretary. The counselor or office staff will initial the log.

Class and/or Course Level Changes:

- Level changes should be made in consultation with counselor, teacher, and parents/ guardians. Level changes from one level course to another must be made only after consultation with the counselor.
- Changes to a higher level must be made within 15 days from the beginning of the course.
- The deadline for level changes down is 30 school days after the start of the course.
- There must be an open seat in the requested course in order for the change to be initiated. Maintaining acceptable class size is a priority.
- In addition, the student is responsible for missed work. Grades follow the student when he/she makes a level change, with due consideration given to the weight of that grade.

*Due to the complexity of the schedule, it is difficult to accommodate schedule changes. Therefore, students should have made careful and thoughtful decisions when choosing all courses, including electives. We are unable to accommodate requests for schedule changes related to teacher, period, or convenience/preferential changes.

Schedule changes *will* be considered only for the following reasons:

- The correction of a clerical error in the schedule (i.e., a missing course, a conflict between two or more courses, or not having the appropriate prerequisite).
- A recommendation from the Child Study Team.
- A recommendation from a building administrator for disciplinary, attendance, or instruction reasons.
- A student is repeating a course with the same teacher he/she previously had.
- A recommendation from a teacher for a level change.

Schedule changes *will not* be considered only for the following reasons:

- Course content or standards differing from student expectations.
- Dropping a course because it is not needed for graduation.
- Inability of a student

BOUND BROOK HIGH SCHOOL

Schedule Change Request Form

Student Name: _____ **Grade:** _____ **Date:** _____

Counselor: **Mr. Appezzato** ☐ **Ms. Hayes** ☐ **Mr. Ryan-Hannaway** ☐

Name of the Course you wish to Drop:	**Name of the Course you would like to Add:**
Reason for Dropping this Course:	**Reason for Adding this Course:**
Teacher Signature of Course Dropped	**Teacher Signature of Course Added**

Please complete the following schedule change form, sign it, have your parent/guardian sign it and return this form to Mrs. Kathleen Jordan, the Guidance Secretary. Your Guidance Counselor will review your request and schedule a time to meet with you. Until you are called down to meet with your counselor, you are expected to follow the schedule you were given and go to every class on your schedule.

Student Signature: _____ **Date:**_____

Parent Signature: _____ **Date:**_____

Principal's Signature: _____ **Date:**_____

Head of Guidance Signature: _____ **Date:**_____

New Jersey Gradation Requirements by Content Area and Grade 9 Class

	Course and Credit requirements for all students entering grade 9 in: 2013-2014 and Beyond
Language Arts Literacy	20 credits aligned to grade nine through twelve standards
Mathematics	15 credits including algebra I and geometry or the content equivalent* and a third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st century careers
Science	15 credits including at least five credits in laboratory biology/life science or the content equivalent**; an additional laboratory/inquiry-based science course including chemistry, environmental science, or physics; and a third laboratory/inquiry-based science course
Social Studies	15 credits including satisfaction of N.J.S.A.18A:35- 1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings
Financial, Economic Business, and Entrepreneurial Literacy	2.5 credits
Health, Safety, and Physical Education	3 ¾ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week, as required by N.J.S.A.18A:35-5, 7 and 8
Visual and Performing Arts	5 credits
Technological Literacy	Consistent with the Core Curriculum Content Standards, integrated throughout the curriculum
21st Century Life and Careers, or Career-Technical Education	5 Credits
Total Credits (State Minimum)	120***

*School districts may establish course and/or credit requirements which exceed the State minimums.
**"Content Equivalent" means courses or activities that include the same or equivalent knowledge and skills as those found in traditionally titles courses which are required for high school graduation and which are aligned with the Core Curriculum Content Standards. This content must be taught by certified teachers, may be integrated in one or more courses, may be titles differently, or may present material in an interdisciplinary or spiral format.
***The 120 credit total is greater than the sum of the individual requirements above, to all for student electives.

BOUND BROOK HIGH SCHOOL

Individual Student Academic Chart

Students must successfully earn a total of **120 CREDITS** for high school graduation. Of the 120 credits, 102.5 Credits are prescribed (requirements) according to New Jersey and Bound Brook School District Policy.

This chart can be used as guidance throughout your high school career to keep track of the courses you have taken towards graduation. The required courses according to New Jersey and Bound Brook School District's Policy have already been filled in.

Example:

Course Title	Year	Teacher	Credits	Final Grade
English I CP	*9th*	*Mr. Smith*	*5*	*87.3*

4-Year Requirement Courses

English

Course Title	Year	Teacher	Credits	Final Grade
English I			5	
English II			5	
English III			5	
English IV			5	

Physical Education

Course Title	Year	Teacher	Credits	Final Grade
Physical Education 9			3.75	
Physical Education 10			3.75	
Physical Education 11			3.75	
Physical Education 12			3.75	

Health Education

Course Title	Year	Teacher	Credits	Final Grade
Health 9-Drug, Alcohol and Reproduction Education			1.25	
Health 10-Driver's Education			1.25	
Health 11-First Aid and Cardiopulmonary Resuscitation			1.25	
Health 12-Relationships and Healthy Living			1.25	

Three-Year Requirement Courses

Mathematics

Course Title	Year	Teacher	Credits	Final Grade
Algebra I			5	
Algebra II			5	
Geometry				

Science

Course Title	Year	Teacher	Credits	Final Grade
Physical Science			5	
Biology				
Chemistry				

Three-Year Requirement Courses Continued

Social Studies

Course Title	Year	Teacher	Credits	Final Grade
US History I			5	
US History II				
World History				

One-Year Requirement Courses

21st Century Career or Technology

Course Title	Year	Teacher	Credits	Final Grade

Visual or Performing Arts

Course Title	Year	Teacher	Credits	Final Grade

World Language

Course Title	Year	Teacher	Credits	Final Grade

Financial Literacy

Course Title	Year	Teacher	Credits	Final Grade
Financial Literacy			2.5	

The remaining course credits (17.5 credits) should be chosen to give the student a well-rounded program that will help them to become a better person and citizen, and prepare them for college and career readiness.

Elective Courses

Course Title	Year	Teacher	Credits	Final Grade

Laude System Policy

During the 2018-2019 school year, the Laude System replaces the class rank system. Class rank will not be provided to colleges for admissions purposes. The transcript will report the student's cumulative grade point average with an accompanying Laude point score and distinction. A cover letter will be provided to the colleges explaining our Laude System.

Why change from Class Rank?

Class rank is not an accurate representation of student success, especially not for how students compare to others. Each grade has a different level of achievement; some filled with high achievers with an excellent GPA, and others with few high achievers. Put simply, the same student in two different grades could have extremely different ranks. Some classes are harder than others; if a student takes many AP classes, the GPA can't be accurately compared to a student who only took entry-level courses. Adding weighted grades does not solve this problem, as it encourages high achieving students to take weighted courses in order to boost their GPA instead of exploring specialized non-AP classes that could benefit their future careers. Most importantly, having no class rank would not hurt students' academic futures. At one time, colleges may have considered class rank to be an important admissions consideration. Colleges are now increasingly recognizing that many high schools are no longer using class rank, and most do not consider it to be a significant factor.
However, the lack of a class rank does not negatively impact chances for admission."

To Qualify for Cum Laude or Higher:

It is our belief that this system is a fairer system and will allow the recognition of a wider range of students. Under the Laude system students must meet the two criteria. The student must minimally have a 3.2 cumulative GPA (this is calculated after multiple semesters) and the amount of honor points associated with the level of honor. However, students are not punished for taking non-AP courses that are relevant to their career path. A student can qualify for Cum Laude without taking any AP or Honor level courses. Taking harder classes earns students a higher honor. Once a student meets these requirements they can earn one of the following distinctions:

Cum Laude
(With honor/distinction)

Magna Cum Laude
(With great honor/distinction)

Summa Cum Laude
(With highest honor/distinction