



2023-2024

# PROGRAM OF STUDIES

**BAYONNE HIGH SCHOOL  
COUNSELING DEPARTMENT**

---

*The Youth of Today, The Leaders of Tomorrow*

# **BAYONNE BOARD OF EDUCATION**

## **BAYONNE, NEW JERSEY**

### **TRUSTEES**

**JODI CASAIS**, President

**HECTOR GONZALEZ, Jr.**, Vice President

**MIRIAM BECHAY**

**MARY JANE DESMOND**

**MELISSA GODESKY-RODRIGUEZ**

**SAM MAGGIO**

**CHRISTOPHER MUNOZ**

**PAMELA SCLAFANE**

**MARIA VALADO**

**GARY MAITA**, Board Secretary

### **CENTRAL OFFICE PERSONNEL**

**JOHN J. NIESZ**

Superintendent of Schools

**KENNETH KOPACZ**

Assistant Superintendent of Personnel

**DENNIS C. DEGNAN, Ed.D.**

Assistant Superintendent of Curriculum & Instruction

**JENNIFER VECCHIARELLI**

Assistant Superintendent of Special Education

**WACHERA RAGLAND-BROWN, Ed.D**

Chief Academic Officer

**DANIEL CASTLES**

School Business Administrator

**THOMAS FOGU, Jr.**

Assistant School Business Administrator

## TABLE OF CONTENTS

	<u>Page #</u>
<b>Requirements for Graduation: State and Local</b>	<b>3</b>
<b>Seal of Biliteracy</b>	<b>4</b>
<b>Guidelines To Scheduling</b>	<b>5</b>
<b>Course Selection Process</b>	<b>6</b>
<b>Grading System: GPA/Rank</b>	<b>7</b>
<b>Early College Program</b>	<b>9</b>
<b>Post Secondary Planning</b>	<b>9</b>
<b>College Admission Testing Information</b>	<b>12</b>
<b>Naviance / Family Connection</b>	<b>12</b>
<b>Eligibility for Participation in Sports and Co-Curriculum Activities</b>	<b>13</b>
 <b><u>Course Descriptions:</u></b>	
<b>Business</b>	<b>14</b>
<b>Computer Science</b>	<b>17</b>
<b>Early College Program</b>	<b>19</b>
<b>Engineering</b>	<b>20</b>
<b>English</b>	<b>21</b>
<b>English Electives</b>	<b>23</b>
<b>English as a Second Language (ESL)</b>	<b>24</b>
<b>Financial Literacy</b>	<b>25</b>
<b>Freshmen Seminar</b>	<b>25</b>
<b>Mathematics</b>	<b>26</b>
<b>Mathematics Electives</b>	<b>29</b>
<b>Medical Sciences</b>	<b>30</b>
<b>Performing Arts</b>	<b>31</b>
<b>Physical Education / Health</b>	<b>35</b>
<b>SAT Preparation</b>	<b>36</b>
<b>The Sciences</b>	<b>37</b>
<b>Science Electives</b>	<b>39</b>
<b>Social Studies</b>	<b>40</b>
<b>Social Studies Electives</b>	<b>41</b>
<b>Special Education</b>	<b>44</b>
<b>Visual Arts</b>	<b>45</b>
<b>Vocational</b>	<b>47</b>
<b>World Languages</b>	<b>49</b>
 <b>Course Planner</b>	 <b>53</b>

## REQUIREMENTS FOR GRADUATION: STATE AND DISTRICT

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

- The achievement of approved levels of proficiency in all courses necessary to satisfy graduation requirements.
- The student's compliance with the district's service learning requirements.
- The student's compliance with the district's attendance requirements as stated in BOE Attendance Regulations.
- The achievement of a passing score as indicated in the charts below (by graduating year) on any required New Jersey State assessment(s) or other designated, substitute assessment(s) approved by the New Jersey Department of Education (NJDOE).

### **High School Credit and Course Requirements for Graduation**

- A total of **125** credits are required for graduation.
- Courses amounting to at least 35 credits must be taken by all 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students. For these three grade levels, a minimum of seven courses must be scheduled at all times.
- 12<sup>th</sup> grade students are permitted to take the minimum number of credits needed for graduation. Students are required to take an English Language & Literature IV course and a Physical Education/Health IV course during their senior year.

### **Requirements for Promotion**

- 90 credits are required for placement in Grade 12
- 60 credits are required for placement in Grade 11
- 30 credits are required for placement in Grade 10

### **State Assessment Requirements**

#### **STATE TESTING REQUIREMENTS NJDOE Graduation Assessment Requirements for the Classes of 2024 & 2025**

The high school assessment graduation requirements that are in place for these classes are:

Students in the classes of 2024, and 2025 will take the New Jersey Graduation Proficiency Assessment in grade 11. The assessment will be aligned to New Jersey Student Learning Standards (NJSLS) for grade 10 ELA and NJSLS for Algebra I and Geometry. The assessment format will be familiar to students and educators, as it will be delivered on the same platform students use for the current New Jersey Student Learning Assessments (NJSLA).

If, after completing the New Jersey Graduation Proficiency Assessment, a student does not demonstrate proficiency on the ELA or Mathematics section, the student may take the following steps:

- Retake the New Jersey Graduation Proficiency Assessment in the following summer or the following fall. A district must offer remediation and support to prepare the student to retake the assessment;
- Meet a designated cut score from the same menu of alternative assessments as the class of 2022; or
- Complete a portfolio appeal.

<https://www.nj.gov/education/assessment/requirements/>

#### **The Class of 2026 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.

\*It is also important to note that these requirements are currently being re-evaluated at the NJDOE and are subject to change. All changes will be shared with BRHS students and families as soon as they become official.

\*\*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.

### **Service Learning Requirement**

Students are required to complete **20 hours** of service learning in order to meet school based graduation requirements.

## **Credit Requirements**

Students must earn 125 credits, of which 102.5 must come from the following required courses:

### **Course Requirements**

English	4 years/20 credits (English 9, English 10, English 11, English 12)
Social Studies	3 years/15 credits (World History, US History 1, US History 2)
PE/Health	1 year for each year of high school / 20 credits
Mathematics	3 years/15 credits (Algebra 1 <b>and</b> Geometry <b>and</b> a third math that builds on Algebra and Geometry)
Science	3 years/15 credits (Biology <b>and</b> Chemistry <b>and</b> either Physics or Environmental Science)
World Language	1 years/5 credits (of the same language)
Visual or Performing Art	1 year/5 credits
Financial Literacy	2.5 credits (embedded in Business and Vocational courses)
21st Century Skills	1 year/5 credits

## **SEAL OF BILITERACY**

### **What is the Seal of Biliteracy?**

A special recognition awarded by The New Jersey Department of Education to celebrate graduating high school seniors who have successfully demonstrated a high level of proficiency in speaking, reading, listening and writing in one or more World Languages, in addition to English.

For more information visit the NJ Department of Education website: [www.state.nj.us/education/aps/cccs/wl/biliteracy/](http://www.state.nj.us/education/aps/cccs/wl/biliteracy/)

### **Why seek the Seal of Biliteracy?**

The Seal of Biliteracy opens up opportunities for those pursuing higher education or joining the workforce. As the world increasingly becomes more global, the need for employees with bilingual and multilingual skills has increased. Employers seek bilingual or multilingual individuals for reasons such as:

- Accessing expanding markets;
- Better serving customer needs;
- Reaching particular and wider ranges of audiences; or
- Opening a channel of communication with customers.

### **How do students earn the Seal of Biliteracy?**

In order for students to be eligible to receive the Seal of Biliteracy, they must meet certain criteria:

- Students must demonstrate a proficiency level of Intermediate Mid in a World Language in all four domains of language.
- Students must demonstrate proficiency in English by meeting State high school graduation requirements in English or its alternatives, including through State ELA assessments.

The Seal is only awarded to current graduating Seniors and is recognized on the student's transcript.

### **What languages are eligible for testing?**

Students who are fluent in the following languages are able to take the Seal of Biliteracy assessment:

- Arabic
- Chinese
- French
- Hindi
- Italian
- Russian
- Spanish

## GUIDELINES TO SCHEDULING

### **Prerequisites and Sequential Courses**

**In order to sign up for a course that has a prerequisite, students MUST meet ALL stated prerequisites at the time of course selection.** Students who have not met the required prerequisites at the time of registration will not have these course requests added to their proposed schedules. Prerequisites are checked again at the end of the year, so final grades must be maintained in order to remain in a desired course. By the end of the fourth quarter, if a student's grade in a particular class has improved or no longer meets a prerequisite, the student must see their counselor by the end of the school year. If there is room in the appropriate class and the schedule can accommodate the request, the change may be made.

### **Combined Courses**

Two courses may be combined during one period when the enrollment is insufficient to run both courses as separate sections. This usually occurs in upper-level World Language classes or with elective classes.

### **Course Load**

Students must be scheduled for seven classes and a lunch period in each school year. Students must be scheduled for one class in English and in Physical Education for every year they are enrolled in high school. Students planning to apply to college should take a minimum of five Carnegie units, or academic classes, per year; one in each content area: English, Mathematics, Social Studies, the Science, and World Language. Zero period physical education is available for students in grades 11 and 12. Elective courses and alternates should be selected carefully in accordance with the student's interests, aptitudes, and future plans. All students are required to take lunch.

**4-Year Planning:** This chart is an example sequence of Bayonne High School students.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
World History	U.S. History 1	U.S. History 2	Social Studies Elective
Algebra 1 or Geometry	Geometry or Algebra 2 or Algebra 2/AP Precalculus Honors	Algebra 2 or Precalculus or AP Calculus AB	Precalculus or Math Elective or AP Calculus BC or AP Statistics
Biology	Chemistry	Physics or Environmental Science	Science Elective
Health/PE 9	Driver's Education 10 /PE 10	Health/PE 11	Health/PE 12
World Language	World Language	World Language or Elective	World Language or Elective
Fine or Performing Art or 21 Century Life & Career Elective	Fine or Performing Art or 21 Century Life & Career Elective	Elective	Elective
Lunch	Lunch	Lunch	Lunch
<b>Students will be scheduled for 35 credits a year</b>			

### **Course Differentiation**

- Level B:
  - meet the general expectations for a specific grade level or course;
  - are expected to complete independent work;
  - are expected to complete special projects and summer assignments.
- Level A:
  - meet the general expectations for a specific grade level or course;
  - are expected to complete more independent work in greater depth than in the Level B curriculum;
  - are expected to complete special projects and summer assignments.
- Honors:
  - are taught at an advanced level;
  - are expected to complete more independent work;
  - are expected to complete special projects and summer assignments;
  - go more in-depth into broader themes.
- Advanced Placement (AP):
  - are taught at a college level;
  - are expected to complete more independent work
  - are expected to complete special projects and summer assignments;
  - follow guidelines determined by the College Board as the curriculum and syllabi are approved by the College Board and meet the requirements of a college level course;
  - require a completed AP Contract;
  - are required to take the AP exam for each AP course they are enrolled in; exams are the first two weeks of May.
  - AP Exams are only administered to students who attend Bayonne School District and are currently enrolled in the AP exams offered at Bayonne High School.

## **Course Placement**

Student placement is based on multiple measures including: teacher recommendation, standardized test scores, and academic performance.

Unless otherwise noted, students can move up one level in placement. For example, a student who is in Level B cannot move into Honors, but can move into Level A assuming they meet the criteria outlined for each department.

Refer to each content area for specific criteria for placement.

## **Appeal Process**

Students who do not meet the criteria for a course level may complete the following appeal process for consideration.

1. Students request a Level Change by submitting a letter from a parent/guardian requesting a level change; letters must be brought to school counselors by **April 6**;
2. Director reviews the student's request as well as academic history and teacher placement. Directors make decisions by **April 19**;
3. If student's request for a level change is not granted, student may complete an Appeal Level Change Request. Completed form must be brought to school counselor by **April 24**. Students will be allowed to waive into the course without the approval of the teacher or Director; however, since the student did not meet the criteria for the course level and because they were advised that their requested placement was not appropriate, the student must remain in the course regardless of academic performance. Counselors maintain a waiver spreadsheet that is shared with the Directors.

## **COURSE SELECTION PROCESS**

Students are encouraged to make the BEST decisions at time of registration and to make a serious commitment to the courses they originally select.

### **Course Selections**

The registration process occurs during the winter for the following school year. Desired elective courses are not guaranteed and are based on availability. Students are recommended for courses based on teacher recommendation, standardized test scores, and academic performance. Students select their courses in a conference with their school counselor and their parents if they are able to be present.

### **Insufficient Enrollment**

Sections of courses are determined by how many students request the course. In some cases, a course may not be offered if too few students sign up. Alternate courses will be substituted automatically for elective courses.

### **Schedule Conflicts**

While Bayonne High School will do everything possible to see that a student is scheduled for all the classes he or she desires, the complexities of academic scheduling do not always permit such flexibility, especially when students attempt to register for a number of courses with limited enrollment or those that only have one section. If there are scheduling conflicts between an academic course and an elective, students will be placed into their academic course. Students should be especially careful when scheduling possible electives. When scheduling conflicts arise in the selection of electives, alternates will be substituted automatically.

### **Schedule Change Requests**

Students should take the course selection process very seriously. Before making course choices, students must be familiar with course descriptions and requirements. **Changing your selections after the fact will be very difficult, if at all possible.** Before selections are finalized, counselors will review the choices, checking prerequisites and considering post-high school plans. It is the students' responsibility to be familiar with qualifications for the courses they wish to take and their status regarding graduation requirements and college entrance requirements.

Once schedules are posted in the student and parent portals, **students will have an opportunity to make course changes during the summer schedule change window only.** This window is typically **the last week of August** and will be communicated with students and parents when summer schedules are released. After this time, no course changes will be honored.

Schedule change requests are **not** honored for the following:

- Elective changes
- Physical Education changes
- Lunch changes
- Teacher changes
- No waivers will be accepted as the deadline is **April 24, 2023**

### **Changing a Course Level**

Students may initiate a level change during the summer schedule change window only. After this time, no level changes will be honored.

### **Dropping a Course in Progress**

Staffing needs are determined on the basis of students' course requests. When the scheduling process is complete, there will be a limited opportunity to make a change. A change request will only be honored if there is a seat available in the course requested and the requested change can be made with minimal disruption of the schedule.

When requesting a change in schedule, the following process must be followed:

1. All student or parent requests to drop an academic course will require a letter from either a parent or guardian explaining the reason for the change.
2. Students who wish to drop a course and replace it with an entirely different course will be required to complete a *Waiver to Drop a Course Form*.
3. Minimum and maximum class sizes will be determining factors when processing schedule changes.
4. **Student requests to drop a course during summer schedule change window only.**

### **Grading of Dropped Courses in Progress**

Administrative approval is needed for students who drop a course after the allotted schedule change window.

- If the Principal requests a student drop a course **within the first two weeks of school**, the course will be dropped without any indication of enrollment. Therefore, a grade will not be assigned and thus no adverse consequences to a student's GPA and rank will occur.
- If the requests is made **after the first ten school days** the action can impact student GPA and Class Rank\*\*. A WF (Withdrawn Failing) or WP (Withdrawn Passing) will be indicated on the report card and transcript. The student's grade will also be used in the calculation of his or her GPA along with the credits attempted. Since the course has technically been dropped, the final credits for the course will not be awarded.

\*\*Note: WF and WP will adversely affect the GPA because credits earned will equal zero while credits attempted will be the actual credits assigned to the course.

WP or WF on your transcript may affect a college admissions counselor's decision for acceptance into the college or university you have applied to.

### **GRADING SYSTEM: GPA/ RANK**

The grading system adopted by the Bayonne Board of Education calls for each of the four marking periods to carry a value of two-ninths (2/9) of the total grade, and the final examination to be valued at one-ninth (1/9) of the total grade. Though it is weighted less, you will now receive your actual exam grade. The new grading system can best be illustrated by using the following formula:

#### **EXAMPLE**

1st Marking Period Grade = 84

2nd Marking Period Grade = 87

3rd Marking Period Grade = 90

4th Marking Period Grade = 81

Total: 342

(Multiply the Total x 2)

342 x 2 = 684

(Add the Average of 4 District Assessments)

+ 90

Total:

774

774 Divided by 9 = **86**

Maintaining a 70% average for three marking periods will not necessarily ensure that a student will achieve a final passing grade. Final grades will, of course, change in accordance with those grades achieved for the 4th marking period and the final exam. Senior ranking will now be determined at the end of the second marking period (first semester).

### **Definition of Grades**

Grades which are placed in the progress column:

95 or above	Superior
90 to 94	Excellent
85 to 89	Good
80 to 84	Above Average
75 to 79	Average
70 to 74	Below Average
69 or below	Failing

**No Grade lower than 50 can appear on a report card.**



### **General Minimum Requirements**

1. The minimum requirement for the successful completion of each course is the attainment of an overall average of 70% in the proficiencies established for that individual course.
2. Student Evaluation is based on:
  - a. Teacher-made tests and final exam.
  - b. Homework assignments.
  - c. Classroom assignments.
  - d. Classroom participation.
  - e. Any other activities specifically prescribed for a particular course.
3. The Bayonne Board of Education believes that the material covered in each class session is an integral part of the course. Therefore, each student is required to complete make-up assignments for all absences, whatever their cause. Time allowed to make-up work should not exceed the amount of time absent. Arrangements to make up work must be initiated by the students.

### **Special Grading Symbols**

<b>INC</b>	The INC (Incomplete) mark is given when a student has been absent more than half the number of school days in a given marking period and has not made up all work for that marking period. The INC must be changed to a numerical grade by the end of the next marking period. An INC mark for the fourth marking period or the final exams must be converted to a numerical grade before the close of the school year.  NOTE: The exception to the above marking scheme will be permitted if a student is not returning to school before the end of the term for medical reasons. In this case, all previous grades may be averaged to achieve the final grade.
<b>WF / WP</b>	Withdrawn Passing or Withdrawn Failure whichever is representative of the students cumulative grade average in the class at the time of withdrawal (negatively impacts GPA).
<b>W</b>	Given for a legitimate change in class (no penalty as it is merely an adjustment in curriculum).
<b>WN</b>	Student is withdrawn from the class. No summer school permitted for that course. In addition, if eligible for graduation, the student may not participate in the ceremony. This grade counts as a 50 in the cumulative average. This grade can be issued for cutting, behavioral problems, total resistance to putting forth an effort, as well as other documented occurrences. No doubles will be allowed in subject area the following year.
<b>S / U</b>	Satisfactory or Unsatisfactory grades will be issued for some semester courses in lieu of numerical grades.
<b>HI</b>	Home instruction grade will be provided by the home instructor teacher and recorded by the classroom teacher. Guidelines for this procedure are available upon request.

### **Class Rank and Grade Point Averages**

Individual class rank is based on student grade point average, which is calculated using only numerical grades. The class rank is interpreted on a standard GPA scale where each percentage grade is converted, point-by-point, to an equivalent conventional GPA.

It should be noted that the class rank of students is cumulative. Thus, the rank reported in the Fall of the Senior year is a composite of grades 9-11. A final class rank is calculated after the second marking period for Seniors.

### **Procedures for Class Rank**

Subjects included for determining grade point average for ranking purposes:

- All courses with numerical final average, **except** Physical Education and Health. Courses that are graded using an S or U are **not** calculated in the GPA/Rank.
- All courses completed in summer school are included, with the exception of Physical Education/Health.

### **Procedures for Determining Grade Point Average**

- The final average for all courses must be totaled. When a student fails a course and then repeats the subject during summer school/credit recovery or during the following school year, both final averages are included in the GPA calculation.
- The total of final averages is then divided by the total number of courses included. When a student fails a course and then repeats it, the course is considered two subjects.
- No final average lower than a 50 is used. Final averages lower than 50 are rounded to 50 for ranking purposes.
- For determination of the Circle of Ten, averages shall be carried out to the third decimal place – no further.
- WF and WN grades receive a 50 grade point average for ranking purposes.

### **Determination of Class Rank**

In determining rank, all students with the same Grade Point Average receive the identical rank. However, the next rank takes into account the total number of students receiving the previous rank, i.e., if five students have a grade point average of 95.51, they would all be ranked #21. A new or transferring student with a grade point average of 95.42 would be ranked #26.

1. First Ranking
  - a. First ranking, based on the cumulative Grade Point Average through junior year, is completed in September of Senior year. This completion date is to accommodate summer school results and homeroom changes. Rank is calculated with sufficient time to allow for processing of college applications.
2. Second Ranking
  - a. The Second Rank is completed as of the end of the second marking period of Senior year. The ranking is completed for every student eligible for graduation in June.
  - b. Second Ranking is calculated in the same manner as First Ranking. Added to this is the average the student presently holds in each subject during Senior year. This average is the mid-year average shown on report cards.
  - c. The Second Ranking will be used for the determination of Valedictorian, Salutatorian, and the Circle of Ten. Only students who entered Bayonne High School prior to the end of first marking period of Sophomore year are eligible to be Valedictorian, Salutatorian or a member of the Circle of Ten.

### **Valedictorian and Salutatorian**

Valedictorian and Salutatorian eligibility is based on the end-of-year Junior enrollment report. No student who enters BHS after that date will be eligible for Valedictorian or Salutatorian. The Valedictorian and Salutatorian of the Senior Class at BHS will be determined after the second marking period Rank is determined.

The Valedictorian and Salutatorian positions are based on the grade point average that determines the 1st and 2nd position in Rank in Class, respectively.

## **EARLY COLLEGE PROGRAM**

Bayonne High School inaugural class of **Early College Program** entered in September 2020. Created in conjunction with Hudson County Community College (HCCC), the **Early College Program** at BHS provides the opportunity for select students to earn an **Associate of Arts** degree from Hudson County Community College while earning their high school diploma.

Eligibility is based on the *Accuplacer* criteria.

Students will take all of their HCCC classes at Bayonne High School for the first two years. In their third year, they will travel to HCCC for half of their course work; for their fourth year, they will attend HCCC for the majority of their classes (Physical Education/Health will be taught at BHS). Transportation to and from Hudson County Community College will be provided by the Bayonne School District. There is currently no cost to the student.

## **POST SECONDARY PLANNING**

In our modern work world, most high school graduates find it essential to continue their education and training beyond high school. The average annual income for individuals with an associate's degree is almost twice what someone with just a high school diploma can earn. The earnings for a bachelor's degree can be three times more. Post high school education and training may be attained in a variety of forms. Some students find that they can best meet their goals by attending a two year or four-year college. Others feel that a college program is not appropriate for their needs upon graduation. Regardless of your future goals, planning is essential. The following information should be considered as you select your courses:

### **Full-Time Employment / Military**

Students who plan to enter the job market as full-time employees after graduation need to have researched the skills required for entry level positions, and have a realistic expectation of the salaries, benefits, and opportunities for advancement that are available with these positions.

Since employment-bound students will need specific job skills, it is critical to take courses that prepare them accordingly. However, it is just as critical to build a solid background of skills in reading, writing, science, and mathematics. Students who are considering the post high school goal of full-time employment should look into Vocational offerings. These courses provide intensive training in a variety of fields supported by study in related academic areas.

Students interested in joining the Military should seek information about each branch of the service, discuss options with their counselors and meet with recruiters who visit the school. Taking the ASVAB, an aptitude test, is an integral part of the decision-making when various training opportunities within the service are considered.

### **Vocational Education / Technical Training**

Many high school graduates enroll in trade, vocational, technical and business schools for one or two years before seeking employment. Others may go directly to work but continue their training as they work by enrolling in apprentice programs, business college courses, university extension courses, and public school community education courses available in the area.

Just as it is not wise to choose a college without counseling with people who know colleges, it is not wise to choose business or trade schools without complete information about them. The standing of the school with employers, a clear understanding of its costs and its programs, and the placement and follow-up services - all are factors in making an intelligent choice. Students interested in the above opportunities should consult with their counselors in developing plans for their future.

### **Community / Junior College**

Some students find that their plans to attend college are better fulfilled at a Community/Junior College. Community and Junior Colleges fall into two categories:

- colleges which generally do not provide housing (Community Colleges)
- colleges that usually have dormitory facilities (Junior Colleges)

Study at a Community/Junior College can lead to a certificate or an Associate's Degree in a specific career field, or it can be used as a stepping stone to a four-year college. Careful selection of and success in courses at the Community/Junior College allow students to transfer into four-year colleges as juniors, so that a Bachelor's degree can be earned after four years of study. Many Community/Junior Colleges have articulation agreements with four-year colleges so that students can transfer easily.

Generally, Community/Junior Colleges do not require 16 academic units, nor do they require college admission tests. Depending upon the program of study, there may be specific course work required at the high school level, or special entrance tests for particular programs.

At many schools a Minimum Basic Skills Test is required for placement into college level courses. It is recommended that students research schools and programs of interest to them and consult with their counselors.

### **Four-Year College**

Students planning to apply to four-year colleges will want to develop the strongest possible academic record. There is not one program that is right for everyone, but you should keep the following information in mind:

Admission to college is based on a picture of the applicant obtained from the examination of

- the scholastic record (rigor of courses taken, final grades earned, grade point average and number of Carnegie units accrued),
- results on college admissions tests, such as the ACT, SAT, and SAT II (Subject Area Tests),
- recommendation letters written on behalf of the student,
- the quality, not quantity of participation in extra-curricular school and community activities,
- personal interviews,
- content and presentation of the written application, including any required essays.

### **Carnegie Units or Academic Units**

Student's post-secondary school plans will determine to a great extent which courses they will take in high school. Students who are planning to go to a four-year college should accrue a minimum of sixteen Carnegie Units before graduation. A Carnegie Unit is earned for completion of study in a year-long college preparatory course. Students will want to present as strong an academic record as possible to prospective colleges.

English I, II, III, IV – all levels	Biology – all levels	Algebra 1 – all levels	World History – all levels
	Chemistry – all levels	Geometry – all levels	U.S. History – all levels
Latin I, II, III, IV	Physics – all levels	Algebra 2 – all levels	European History – all levels
Italian I, II, III, IV	A.P. Biology	Pre Calculus – all levels	Psychology
French I, II, III, IV	A.P. Chemistry	Probability and Statistics	Economics
Spanish I, II, III, IV	A.P. Physics – A, B	Discrete Math	A.P. U.S. History
	Anatomy and Physiology	A.P. Calculus – AB, BC	A.P. European History
A.P. Computer Science Principles		A.P. Statistics	A.P. Human Geography
A.P. Computer Science A			A.P. Economics – Micro, Macro
			A.P. Psychology
			A.P. U.S. Govt. & Politics

### **Suggested Programs of Study for College Planning**

As part of the high school record, colleges look for courses that are College Preparatory in content and level of work required. Such courses are considered Carnegie Units (Academic Units).

A total of sixteen units taken from grades 9-12 are generally the minimum required for college entrance. While each college prescribes the number and character of the academic units it will accept, the following are the usual requirements for entrance to four-year colleges:

### Number of Years Recommended

Required Courses	Community Colleges & Junior Colleges	Less Competitive Colleges	Competitive Colleges	Highly and Very Competitive Colleges	Most Competitive Colleges
ENGLISH	4	4	4	4	4-5
SOCIAL STUDIES	3	3	3-4	3-5	4-5
MATHEMATICS	3	3	3-4	4-5	4-5
LAB SCIENCE	3	3	3-4	3-4	4-5
WORLD LANGUAGE	1	2	3-4	3-4	4-5
CARNEGIE UNITS (Academic Units)	14	15	16-20	17-22	20-25

### Suggested Course Sequences

The type and competitiveness of your academic program and the quality of work you do during your four years in high school will serve as your resume for college acceptance. Your scholastic record, submitted to a college or university on your high school transcript, is considered one of the most important factor in determining your chances for admission.

The following is a chart of suggested patterns of college-preparatory study and can be used to help in developing a four-year plan of courses. The content areas outlined are those in which colleges are looking for specific preparation. Colleges considered to be most competitive generally look for students to take several Advanced Placement courses. It is recommended that students select from the wide array of offerings in 21<sup>st</sup> Century, Business, Performing Arts, Visual Art areas. These courses will provide a well-rounded background for possible career and vocational interests.

#### Most Competitive Colleges

Admission criteria generally fall into the following categories:

Top 10% of graduating class; A to B+ GPA; Average 1500 - 1600 SAT (Critical Reading and Math Only); 29+ ACT (Composite); 18-22 Carnegie Units

Colleges include:

Boston College, Brown University, Bucknell University, Colgate University, Columbia University, Dartmouth College, Harvard University, New York University, Princeton University, Stanford University, Tulane University and Yale University.

#### Highly Competitive Colleges

Admission criteria generally fall into the following categories:

Top 20% of graduating class; B+ to B GPA; Average 1240 - 1400 SAT (Critical Reading and Math Only); 27-28 ACT (Composite); 17-20 Carnegie Units

Colleges include:

Boston University, Cornell University, Fordham University, Rowan University, Rutgers (New Brunswick), Stevens Institute of Technology, The College of New Jersey, University of Maryland

#### Very Competitive Colleges

Admission criteria generally fall into the following categories:

Top 35% of graduating class; B GPA; Average 1170 - 1290 SAT (Critical Reading and Math Only); 24-26 ACT (Composite); 17-20 Carnegie Units

Colleges include:

Drew University, Drexel University, Michigan State, Monmouth University, NJIT, Penn State (College Park), Purdue University, Ramapo College of New Jersey, Richard Stockton College of New Jersey, Rutgers (Camden), Rutgers (Newark), Temple University, Towson University, University of Delaware

#### Competitive Colleges

Admission criteria generally fall into the following categories:

Top 50% of graduating class; B- to C+ GPA; Average 1050 - 1200 SAT (Critical Reading and Math Only); 21-23 ACT (Composite); 16-18 Carnegie Units

Colleges include:

Bloomfield College, East Stroudsburg University, Fairleigh Dickinson University, Felician College, Johnson and Wales University, Kean University, Kutztown University, Montclair State University, Rider University, Seton Hall University, St. John's University, University of Hartford, University of Rhode Island, West Virginia University, William Paterson University

### Less Competitive Colleges

Admission criteria generally fall into the following categories:

Top 65% of graduating class; C or lower GPA; Average 1000 SAT (Critical Reading and Math Only); 20 ACT (Composite); 16 Carnegie Units

Colleges include:

Berkley College of New Jersey, Caldwell College, Centenary College, College of St. Elizabeth, DeVry University, Georgian Court University, Lock Haven University, New Jersey City University, St. Peter's College of New Jersey, Slippery Rock University

## COLLEGE ADMISSION TESTING INFORMATION

Colleges can use a wide variety of standardized testing in their evaluation of students. Testing is only one part of the application and students should map out their "testing schedule" as early as possible. Students must make arrangements for their test scores to be sent to the college of their choice.

### **PSAT**

This exam is given once a year in October to ALL sophomores and juniors. This is a practice SAT I exam to acclimate the students to the SAT and to provide predictive information for SAT performance. It is also used by the National Merit Corporation to identify highly qualified juniors for recognition.

### **SAT I (Reasoning Test)**

This exam is a three and one-half hour test, divided into two sections: Mathematics and Evidenced Based Reading and Writing. The SAT is based on a 1600 point scale; each section is scored between 200-800. It is recommended that students take the exam two or three times, two of which should be in their junior year.

### **ACT**

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

## NAVIANCE / FAMILY CONNECTION

Naviance is a web based system that supports course, career, and college planning. Bayonne High School has the following components that provide career and college counseling for our students:

### **Career Planner:**

- Career exploration
- The Career Key Assessment
- Do What You Are Personality Assessment
- Myers Briggs and Holland's Career Interest Profiler
- Search for careers, read about skills, requirements, wages, etc., view nearly 600 popular careers, link directly to colleges offering related majors

### **Counselor's Office:**

- Secure, web-based system that collects and organizes post-secondary plans
- Schedule college visits and view register students
- Produce scatter grams and charts based on individual student data and historical data
- Track applications and analyze historical data
- Publish scholarship information and match students with awards
- Store teacher letter of recommendation
- Submit all credentials (SSR, MYR, teacher recommendations, transcripts, profiles) to the Common Application and nearly 800 college and universities

### **Freshman Year Activities:**

- *Strength Explorer Inventory*
- *Career Cluster Finder*
- *Career Cluster Favorite list*
- Development of an Academic Smart Goal
- Development of Resume

**Sophomore Year Activities:**

- Career Interest Profiler
- Road Trip Nation
- Development of Career Smart Goal
- Maintenance of Resume
- Establishment of College Board account

**Junior Year Activities:**

- Do What You Are inventory
- College Super Match Search
- Colleges I'm Thinking About list
- Development of Post Secondary Goal
- Maintenance of Resume

**Senior Year Activities:**

- Colleges I'm Applying To list
- College Applications
- Final Resume
- Scholarship Search
- Financial Aid Night
- Senior Exit Survey

**ELIGIBILITY FOR PARTICIPATION IN SPORTS AND CO-CURRICULAR ACTIVITIES**

Students who wish to participate in sports and/or other co-curricular activities must meet the eligibility standards that are listed below:

- Students in grades 10, 11, and 12 who in the previous year earned **30credits** are eligible for participation in sports and other co-curricular activities in the fall and winter semesters.
- Students in grades 9, 10, 11, and 12 must be passing **15credits** for the previous semester to be eligible to participate in sports and other co-curricular activities during the spring semester.
- Students eligible at the start of a sports season or semester remain eligible for that entire sports season or semester regardless of individual marking period grades.
- Pupils in grades 9 through 12 must maintain a cumulative grade average of 70.
- Students may not have failed in the preceding year a course required for promotion or graduation, e.g., English, Physical Education, or any course which would have to be taken in conjunction with the next sequential level of that course.
- Pupils in grades 9 through 12 must maintain satisfactory records of attendance 90% of the days that school is in session in any given year. (Appeals to this provision shall follow the same guidelines as noted in the Attendance Regulation for Cumulative/Non-Cumulative absences.)

**Athletic Eligibility**

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 (120), during the immediately preceding academic year.

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 1/2% 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.

As per NJSIAA Bylaws, it is recognized that students may accelerate their academic programs during their first three years of secondary schooling. Consequently, such students may be eligible in the second semester of their senior year even when they carry less than the State minimum (15 credits) during the first semester provided they are meeting their school district's graduation requirements and are passing all courses in which they are enrolled at the start of the first semester. Seniors who withdraw from courses with a passing grade (WP) will be eligible provided they are carrying sufficient credits for graduation purposes.

## **BUSINESS**

Meets 21<sup>st</sup> Century Life and Career Graduation Requirement  
Considered Free Elective

### **21<sup>st</sup> Century Business Survival Skills**

Grade 9, 10

**(2.5 credits)**

This course provides students with the knowledge and skills necessary to achieve success in the workplace, postsecondary education, and daily life.

*\*This course is offered in the Spring semester. Fall semester is Business Technology.*

*\*\* Personal Financial Literacy embedded in course.*

### **Accounting I**

Grade 10, 11, 12

**(5 credits)**

Accounting is the language of business and will be required of anyone attending a business school or pursuing a major or minor in business in college. If students do not understand the material/are absent/home instruction etc. there is no allotted time period to help them get caught up. Accounting builds from Chapter 1 on so if you miss chapter 1 you may not do well in the course. Computers/teacher made handouts are utilized to reinforce accounting cycle knowledge and give students a realistic view of how many businesses perform accounting tasks.

*\* Personal Financial Literacy embedded in course.*

### **Accounting II**

Grade, 11, 12

**(5 credits)**

**Prerequisite:** Successful completion of Accounting I

This course is the advanced course for all students who have completed Accounting I and have determined their career objective to be in the field of accounting. The emphasis in Accounting II is on accounting for sole proprietorships, partnerships and corporations. Through the study of advanced accounting, students will broaden their accounting knowledge and develop and refine their skills to serve as a foundation on which to continue the study of accounting at the college level.

*\* Personal Financial Literacy embedded in course.*

### **American Film**

Grade 9, 10, 11, 12

**(5 credits)**

This course explores the complex interplay between film and the culture and context within which the film was made. The course begins in the silent era and tracks the development of not only the narrative style of the films, but the technological advancements that occurred, ending in the 1960's.

*\* Personal Financial Literacy embedded in course.*

### **American Television**

Grade 9, 10, 11, 12

**(5 credits)**

This course functions as an introduction to the field of television studies, emphasizing both close textual analysis and key critical approaches to the medium. It also provides an historical overview of television's commercial and cultural functions as well as its complex reception in America.

*\* Personal Financial Literacy embedded in course.*

### **BEN-TV Studio Production**

Grade 10, 11, 12

**(5 credits)**

This intermediate hands-on course is designed to familiarize students with professional level television production techniques, standards, terminology, and regulations. The curricular productions take place in the television studio located within BHS, and revolve around the proper usage of the equipment located within it.

*\* Personal Financial Literacy embedded in course.*

### **Business Honors (DECA / FBLA)**

Grade 10, 11, 12

**(5 credits)**

This course provides students with exclusive access to various business disciplines such as Real Estate, Marketing, Public Speaking and Entrepreneurship. The class allows students to interact closely with their classmates, with their teacher, and the community. The education achieved through the Business Honors curriculum provides students with a competitive advantage when entering the job market or pursuing an undergraduate education.

### **Business Law I**

Grade 10, 11, 12

**(5 credits)**

This course is designed to offer an introductory view of our legal system and its laws. It examines our court systems and trial procedures as well as other aspects of legal activities which influence the operation of a business and personal life activities. Emphasis is also placed on the following topics: internet law, ethics, product warranties, consumer protection, employment conditions, family law, and contracts. This class includes a field trip to Dauphin County Courthouse to view a trial in progress.

*\* Personal Financial Literacy embedded in course.*

**Business Law 2**

**Prerequisite:** Successful completion of Business Law I

Grade 11, 12

**(5 credits)**

This is a survey of the American legal system designed to develop an understanding of the fundamentals of business law. Classes are conducted by using text and actual case studies for the purpose of observing the development and application of legal principles in a business activity. Topics covered include the nature of law, courts and court procedures, crimes and torts, contracts, sales, and negotiable instruments. This course provides the student with a working knowledge of the legal framework within which formal business organizations must operate.

\* *Personal Financial Literacy embedded in course.*

**Business Technology**

Grade 9, 10

**(2.5 credits)**

This course allows students to develop the skills needed to communicate quickly and easily through Google Drive (Google Docs, Google Sheets and Google Slides). The students use relevant simulations to increase productivity.

\*This course is offered in the Fall semester. Spring semester is 21<sup>st</sup> Century Business Survival Skills.

**Career Exploration**

Grade 9

**(5 credits)**

This course allows students to discuss, explore and understand the vast career choices available to them. Students will explore a variety of professions, and get first-hand advice from real industry professionals. This course is designed for students to explore non-traditional, in-demand jobs in the energy / utilities, construction, manufacturing, public safety, information technology and transportation industries. Students have the opportunity to learn about career paths, strategies in conflict management, team building, workplace expectations, resume creation, applying online, interviewing, and connecting with. Personal and professional development content is included to promote college and career readiness and help students develop and strengthen essential personal and professional skills.

\*This course is by Teacher Recommendation only

\*\* *Personal Financial Literacy embedded in course.*

**Clothing Construction I**

Grade 10, 11, 12

**(5 credits)**

This course teaches students basic clothing construction techniques using both hand and machine sewing students will be expected to maintain a portfolio of sewing projects and complete at least three full garments during the course of the year.

\* *Personal Financial Literacy embedded in course.*

**Clothing Construction II**

Grade 11, 12

**(5 credits)**

**Prerequisite:** Successful completion of Clothing Construction I

This course is a follow up to Clothing Construction I where students will be expected to perfect learned skills and develop more advanced construction techniques. Students will maintain a sewing portfolio and be required to complete at least three full garments during the course of the year.

\* *Personal Financial Literacy embedded in course.*

**Clothing Construction III**

Grade 12

**(5 credits)**

**Prerequisite:** Successful completion of Clothing Construction II

This course is a follow up to Clothing Construction II where students will be expected to perfect learned skills and develop more advanced construction techniques. Students will maintain a sewing portfolio and be required to complete at least three full garments during the course of the year.

\*This course is by Teacher Recommendation only

**Introduction to Video Production**

Grade 10, 11, 12

**(5 credits)**

This hands-on introductory course will familiarize students with the terminology and methodology of digital filmmaking by utilizing classroom learning, professional interpretation, and various student-conceived productions. The curricular lessons and projects are designed to ensure a well-rounded understanding of the basics of digital filmmaking.

\* *Personal Financial Literacy embedded in course.*

**E-Marketing**

Grade 10, 11, 12

**(2.5 credits)**

This course focuses on communication, sales, customer service, advertising and promotion. A study of why consumers buy and how consumer behavior affects marketing strategy formulation. Topics include the individual (perceptions, needs, motives, personality, learning, and attitudes), group interactions, and applications to selected areas of the marketing mix (product, price, and advertising).

\*This course is offered in the Spring semester. Fall semester is Marketing Communications.

\*\* *Personal Financial Literacy embedded in course.*



**Introduction to Cruise Industry**

Grade 10, 11, 12

(2.5 credits)

This course is designed to examine the major aspects of cruise operations and management including history, global cruise market, economic significance, geography of cruising, itinerary design, anatomy of a cruise ship, operations, sales and marketing procedures, passenger services, event planning and management and career opportunities.

\* This course is offered in the Spring semester. Fall semester is Introduction to Travel and Tourism.

\*\* Personal Financial Literacy embedded in course.

**Introduction to Travel and Tourism**

Grade 10, 11, 12

(1 – 2.5 credits)

This is a course designed to provide students with a basic understanding of tourism including tourism organizations, related business and service industry, traveler behavior, planning tourism, tourism research and marketing.

\*This course is offered in the Fall semester. Spring semester is Introduction to Cruise Industry.

\*\* Personal Financial Literacy embedded in course.

**Law Enforcement**

Grade 10, 11, 12

(5 credits)

This course examines the day-to-day operation of criminal justice in our society. Emphasis is on the inter-relationships of the components of law enforcement, the courts, corrections, and the juvenile justice system.

\* Personal Financial Literacy embedded in course.

**Marketing**

Grade 10, 11, 12

(2.5 credits)

Presents an overview of the business operations that connect a product or service to its user. Students will learn skills and concepts such as the four P's of marketing, and channels of distribution.

\*This course is offered in the Fall semester. Spring semester is eMarketing.

\*\* Personal Financial Literacy embedded in course.

**Real Estate Basics**

Grade 12

(5 credits)

This course provides students with an introduction to Real Estate Basics. The class allows students to interact closely with their classmates, with their teacher, and the community. The education achieved through this curriculum provides students with a competitive advantage when entering the job market and sets them up for the Real Estate Exam upon graduation.

**Retail Management**

Grade 9, 10, 11, 12

(10 credits)

This course gives students an on-hand learning opportunity to run the school store. Students will learn all aspects of how to run a small business with classroom and on-hands work experience. Daily tasks include merchandising, customer service, business plans, accounting, event promotion, pricing and signing, and team building skills. The school store is a great opportunity for a diverse student body to collaborate and run a successful business.

\*double periods, 1 class and 1 school store period

**Stocks and Other Investments**

Grade 10, 11, 12

(2.5 credits)

This course introduces students to a multitude of investment products offered by banks, brokerage firms and other institutions. Heavy emphasis is placed on stocks and the stock market, bonds, mutual funds, exchange-traded funds and various retirement products such as individual retirement accounts (IRA'S) and 401k's. This course is essential not only for those students considering a career in a business-related field, but for individuals looking to become more literate and financially functional.

\* Personal Financial Literacy embedded in course.

**Supply Chain, Logistics and Port Management**

Grade 9, 10, 11, 12

(5 credits)

Demand in the Supply Chain, Logistics, and Maritime Port Management fields has increased dramatically due to the fact that it is a \$6 billion dollar industry in New Jersey alone. Global business today encompasses domestic and global companies with busy ports in New York and New Jersey to handle cargos worldwide from North America, Europe, South America, Africa, and Asia. Globalization revolutionizes the way companies conduct their business. This course qualifies for NJCU Credits.

\* Personal Financial Literacy embedded in course.

**Student Film**

Grade 10, 11, 12

(5 credits)

This is the most advanced course offering within the media department. This class is designed to group students into mini production crews in order to write, storyboard, record, edit, and premiere original student films from various genres. All productions will display the group's highest video capabilities, and will be guided by collegiate and professional filmmaking standards and techniques.

\* Personal Financial Literacy embedded in course.

### **Tomorrow's Teachers**

Grade 11, 12

(5 credits)

This course is a study of the history, development, organization and practices of preschool, elementary and secondary education. This is a course for those students who possess exemplary interpersonal and leadership skills to consider teaching as a career. TT will provide these talented future community leaders with insights about teachers and schools so that they will become civic advocates of education.

## **COMPUTER SCIENCE**

Meets 21<sup>st</sup> Century Life and Career Graduation Requirement

Considered Free Elective

### **App Design 1**

Grade 10, 11, 12

(2.5 credits)

This course introduces students to programming technologies, design and development related to mobile applications. Topics include accessing device capabilities, industry standards, operating systems, and programming for mobile applications.

\* *Personal Financial Literacy embedded in course.*

### **App Design 2**

Grade 10, 11, 12

(2.5 credits)

This course builds upon the fundamentals taught in App Design 1. Students will continue to learn and apply skills in programming technologies, design and development related to mobile applications. Topics include accessing device capabilities, industry standards, operating systems, and programming for mobile applications.

\* *Personal Financial Literacy embedded in course.*

### **Coding 1**

Grade 10, 11, 12

(5 credits)

**Prerequisite:** Successful completion of Algebra 1

This course will introduce you to the field of computer science and the fundamentals of computer programming. Coding 1 is specifically designed for students with no prior programming experience, and touches upon a variety of fundamental topics. Some fundamental topics include variables, logical thinking, arithmetic and boolean operators, if-else statements, and loops. Upon completion of this course, students will be able to craft basic programs that use various mathematical operations.

\* *Personal Financial Literacy embedded in course.*

### **Computer Programming**

Grade 10, 11, 12

(5 credits)

**Prerequisite:** Successful completion of Algebra I

This is a course designed for students who are interested in computer coding. The course is taught in the C++ computer language and requires students to have a firm grasp on algebraic equations in order to develop computer programs that solve real-world mathematical problems.

\* *Personal Financial Literacy embedded in course.*

### **Exploring Computer Science**

Grade 11, 12

(5 credits)

**Prerequisite:** Successful completion of App Design or Coding 1

This course will introduce students to a rapidly changing field by acquiring a thorough grounding in the core principles and foundations of computer science (e.g., techniques of program design, creation, and testing; key aspects of computer hardware; algorithmic principles). Students will be prepared for the next step in their careers, for example, by having done a research project (for those planning to attend school beyond HS), a programming project (for those going into the software industry), or some sort of business plan (for those going into startups). This course will allow students to explore the different avenues (video game design, website development, 3d imagery, creating a startup, software designing, topics are endless), students can take after learning the fundamentals of computer science.

\* *Personal Financial Literacy embedded in course.*

### **AP Computer Science Principles**

Grade 10, 11, 12

(5 credits)

**Prerequisite:** Coding 1 or App Design or Computer Programming and Math Department Recommendation, AP Contract

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

\* *Student enrolled in AP Computer Science Principles will participate in the AP Computer Science Principles Exam.*

\*\* *AP Contract required.*

\*\*\* *Personal Financial Literacy embedded in course.*

**AP Computer Science A**

Grade 10, 11, 12

**(5 credits)**

**Prerequisite:** *Coding 1 or App Design or Computer Programming and Math Department Recommendation, AP Contract*

This course reviews, develops and expands topics studied in prior programming courses. This course enables the student to develop skills in writing logically-structured, well-documented programs using object-oriented programming in the JAVA programming language. APCS is recommended for students who have a strong interest in computer science and engineering and are willing to spend the extra time beyond the classroom this course requires.

*\*Student enrolled in AP Computer Science A will participate in the AP Computer Science A Exam.*

*\*\* AP Contract required.*

\*\*\* *Personal Financial Literacy embedded in course.*

**Web Design & Applications**

Grade 10 11, 12

**(5 credits)**

This is a course designed for students who are interested in creating personal Web pages using Adobe Dreamweaver and Photoshop. This course is meant to introduce basic design skills and concepts that will allow students to publish their Web projects which will include sites that have personal (favorite hobbies, music, sports, etc.) and business based themes.

*\* Personal Financial Literacy embedded in course.*

## EARLY COLLEGE PROGRAM

Students in the Early College Program must follow a set four year program of studies as outlined below in order to earn both the High School diploma and their Associates of Arts degree.

Grade 9 Courses (Algebra 1)
Physical Education / Health
English 9 Honors
Geometry Honors
Biology Honors
World History Honors
<b>DUAL ENROLLMENT:</b> World Language 1 (French 1)
<b>DUAL ENROLLMENT:</b> Intro to Computers (CSC100) at BHS
<b>DUAL ENROLLMENT:</b> Speech (ENG 112) at BHS
College Student Success (CSS 100)
Marking Period 3 at HCCC Virtual

Grade 9 Courses (Math 8)
Physical Education / Health
English 9 Honors
Algebra 1 Honors
Biology Honors
World History Honors
<b>DUAL ENROLLMENT:</b> World Language 1 (French 1)
<b>DUAL ENROLLMENT:</b> Intro to Computers (CSC100) at BHS
<b>DUAL ENROLLMENT:</b> Speech (ENG 112) at BHS
College Student Success (CSS 100)
Marking Period 3 at HCCC Virtual

Grade 10 Courses (Algebra 1)
Physical Education / Health
<b>DUAL ENROLLMENT:</b> College Composition I (ENG 101) at BHS (AP English Language)
Yoga
<b>DUAL ENROLLMENT:</b> College Chemistry 1 (CHP 111) at BHS (Chemistry Honors)
US History 1 Honors
<b>DUAL ENROLLMENT:</b> World Language 2 (French)
<b>DUAL ENROLLMENT:</b> College Algebra (MAT 100) at BHS (Algebra 2 Honors)
OPTIONAL AP Human Geography (0 Period)

Grade 10 Courses (Math 8)
Physical Education / Health (0 Period)
<b>DUAL ENROLLMENT:</b> College Composition I (ENG 101) at BHS (AP English Language)
Yoga
<b>DUAL ENROLLMENT:</b> College Chemistry 1 (CHP 111) at BHS (Chemistry Honors)
US History 1 Honors
<b>DUAL ENROLLMENT:</b> World Language 2 (French)
Geometry Honors
<b>DUAL ENROLLMENT:</b> College Algebra (MAT 100) at BHS (Algebra 2 Honors)

Grade 11 Courses (Fall Semester)
Physical Education / Health (0 Period)
AP English Literature and Composition
AP US History 2
AP Macro Economics
AP Physics 1 or Physics A
Personal Financial Literacy
Cultures and Values (asynchronous)
Pre-Calculus

Grade 11 Courses (Spring Semester)
Physical Education / Health (0 Period)
AP Literature and Composition
AP US History 2
AP Macro Economics
AP Physics 1 or Physics A
Personal Financial Literacy
Western Civilization 1 (asynchronous)

Grade 12 Courses (Fall Semester)
Physical Education / Health (0 Period)
1. Anatomy and Physiology (with lab)
2. College Composition 2
3.
4.

Grade 12 Courses (Spring Semester)
Physical Education / Health (0 Period)
1. Art (with lab)
2. Literature elective
3.

### Additional Coursework to be taken Fall or Spring Semester of Senior Year

Social Science elective  
Western Civilization 2  
200 level course in Humanities, Social Science or Diversity

Projected elective choices offered at Hudson County Community College are not guaranteed and are based on availability.

## **ENGINEERING**

Meets 21<sup>st</sup> Century Life and Career Graduation Requirement  
Considered Free Elective

### ***Introduction to Engineering***

Grades 10, 11, 12

**(5 credits)**

This course is designed for highly motivated students interested in pursuing a career in engineering. Students will explore pre-engineering vocabulary, writing for engineering, the engineering design process, creative problem solving, project management, cost engineering, systems/reverse engineering, entrepreneurship/patent law, and engineering societies and careers. Focus will be on chemical engineering, thermodynamics, heat transfer, hydraulics, mechanical, and structural engineering. There is a strong emphasis on robotics and students are required to attend/compete in various events.

### ***Engineering***

Grades 10, 11, 12

***Prerequisite: Successful completion of Introduction to Engineering***

**(5 credits)**

This course is an advanced project based course for students interested in building upon concepts learned in Introduction to Engineering. Students will expand upon all elements of engineering solutions. There will be a strong emphasis on robotics and students are required to attend/compete in various events. Final grade is based on project completion and presentation.

## ENGLISH

### Graduation Requirement

Student placement is based on multiple measures including: teacher recommendation, standardized test scores, and academic performance.

For students who are currently in Grade 8, the following criteria for placement is used:

Level	Mid Year Grade Requirement	Marking Period 2 District Assessments	NJSLA 2022 7th Grade ELA Score	CogAT	IXL Diagnostic Pinpoint	Teacher Recommendation
Level B	84 and below	84 and below	Levels 1-3	Below 5	649 and below	Yes
Level A	85 – 94	85-94	Level 4 (750-765)	5, 6, 7	650 – 799	Yes
Honors	95 and above	95 and above	Level 4 (766 and above) or Level 5	7V+ or 7A 8 or 9	800 and above	Yes

For students who are currently in grades 9 thru 11, the following criteria for placement is used:

Current Level	Level Change	Mid Year Grade Requirement	Marking Period 2 District Assessment	CogAT (if available)	Teacher Recommendation
Level B	Level A	90 or better	90 or better	5 or below	Yes
Level A	Honors	92 or better	90 or better	7V+ or 7A or 8 or 9	Yes
Honors	AP	92 or better	90 or better	7V+ or 7A or 8 or 9	Yes

\* Students who want to move from Level A to Honors must make an appointment with next year's Honors teacher to discuss program during office hours.

### English 9

Grade 9, 10, 11, 12

(5 credits)

**Prerequisite:** English department recommendation, NJSLA scores, multiple measures

This course serves as an examination of literature, including short stories, novels, dramatic literature, songs and poems from different cultures and time periods, in order to explore how the theme of the journey is treated in a variety of texts. Over the course of the year, students will closely read and critically analyze these texts to gain a greater command of the differences between genres. Students will be able to consider how authors treat a similar theme differently, and how it can be impacted by culture and time. Through writing and discussion, students will explore how the theme of the journey continues to develop today.

### English 9 Honors

Grade 9

(5 credits)

**Prerequisite:** English department recommendation, NJSLA scores, multiple measures

This course engages students in a study of literary genre and deeper literary analysis, challenging students to closely examine language for its purpose and impact. Over the year, students will closely read and critically examine a wide variety of World Literature, which has been carefully curated to show different perspectives, including major historical events. Students will examine the role words have played in instigating and healing conflict. Word choice, connotation, denotation, inference and tone are emphasized in this deep study of the power words can have, including why some seek to limit the voices of others. Through reading, writing, speaking, listening and revising their own language, they will explore the ways a deeper understanding of words and the development of language skills can help them to use their voice and value the voices of others.

### English 10

Grade 10, 11, 12

(5 credits)

**Prerequisite:** Successful completion of English 9, English department recommendation, NJSLA scores, multiple measures

Through reading and composition, this course engages students in a careful examination of the theme of morality. Over the course of the year, students will closely read and analyze classic and modern works of literature and informational texts. Students will learn how to effectively produce written responses in the areas of literary analysis, research simulation and narrative writing. Through reading, writing, and speaking, students will explore literary devices and themes that relate back to morality such as moral dilemmas, conflicts through morality, and injustice as a vehicle for change.

### English 10 Honors

Grade 10

(5 credits)

**Prerequisite:** Successful completion of English 9, English department recommendation, NJSLA scores, multiple measures

This rigorous course engages students by analyzing works of Early American Literature to discover how and why American literary movements and traditions are formed. Over the course of the year, students will closely read and understand various literary and nonfiction texts. In addition to closely reading these texts, students will improve composition skills in the areas of literary analysis, research simulation and narrative writing. Through reading, writing, speaking, listening, and analysis, students will explore the themes of morality, justice, and free will with an emphasis on using different critical lenses to examine literature and non-fiction works.

**English 11**

Grade 11, 12

**(5 credits)****Prerequisite:** *Successful completion of English 10, English department recommendation, NJSLA scores, multiple measures*

This course engages students in a survey course of American Literature. Over the course of the year, students will closely read and analyze classic and modern literary and informational texts by American authors. In addition to analyzing the work of American authors, students will form an understanding of literary devices and express ideas through composition. Through reading, writing, speaking, listening, and revising their language, students will explore themes such as the American Dream, American Identity and Conformity, and American Ethics.

**English 11 Honors**

Grade 11

**(5 credits)****Prerequisite:** *Successful completion of English 10, English department recommendation, NJSLA scores, multiple measures*

The English 11 Honors course serves to develop keen critical thinking, speaking, and writing skills. The course focuses on the composition and revision of evidence-based analytic and argumentative writing, with an emphasis on American texts ranging from poetry to political speeches. American literature and history provide “lenses” with which students will explore the themes of American identity, American dreams, war, and ethics. Additionally, students identify and analyze literary/rhetorical elements and their effects in various texts—including images as forms of text—from a range of disciplines and historical periods.

**Advanced Placement English Language and Composition**

Grade 11

**(5 credits)****Prerequisite:** *Successful completion of English 10, English department recommendation, NJSLA scores, multiple measures*

The advanced placement (AP) English Language and Composition course focuses on the critical analysis of various texts and the composition and revision of scholarly, analytic argument. American authors and history provide the foundation for students to explore the nuances of language, with texts ranging from advertisements to political speeches. Students will develop evidence-based arguments through research and analysis, write rhetorical analysis of texts from a range of disciplines and historical periods, and work at a collegiate level.

*\*Students enrolled in AP English Language and Composition will participate in the AP English Language and Composition Exam.*

*\*\* AP Contract required.*

**English 12**

Grade 12

**(5 credits)****Prerequisite:** *Successful completion of English 11, English department recommendation, NJSLA scores, multiple measures*

This course is designed to engage students in a survey course of British Literature. Over the course of the year, students will closely read and critically analyze classic and modern literary and informational texts by British authors. Through reading, writing, speaking, listening, and revising their language, they will explore themes such as of heroes and monsters, human nature, and fate vs. free will.

**English 12 Honors**

Grade 12

**(5 credits)****Prerequisite:** *Successful completion of English 11, English department recommendation, NJSLA scores, multiple measures*

The English 12 Honors course offered at Bayonne High School is designed to provide students with an engaging and meaningful experience devoted to the reading and analyzing of British literature historical and contemporary to examine the development of the English language. Students will consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include argumentative essays that require students to analyze and interpret literary works.

**Advanced Placement English Literature & Composition**

Grade 12

**(5 credits)****Prerequisite:** *Successful completion of English 11, English department recommendation, NJSLA scores, multiple measures*

The advanced placement (AP) English Literature and Composition course is an introductory college-level literary analysis course. The course is designed to provide students with an enriching, rigorous and meaningful experience devoted to the reading and analyzing of literature, as well as the development of literary scholarship through writing. The course requires extensive reflective, critical, and creative writing in order to help students develop confidence in grappling with intricate texts, appreciating their aesthetic merits, and producing persuasive analytical essays that will demonstrate a mastery of the elements of scholarly composition.

*\*Students enrolled in AP English Literature and Composition will participate in the AP English Literature and Composition Exam.*

*\*\* AP Contract required.*

## ENGLISH ELECTIVES

Considered a Carnegie Unit / Academic Elective / College Entrance Unit

### **Collective Voices: Reading and Writing for Social Change**

**(5 credits)**

Grades 10,11,12

This course will analyze and discuss various examples of diverse literature to understand past injustices and present changes. Readings that span across genres and modalities regarding various social issues will help develop students into citizens, activists, and change-makers. They will begin to see that the written or spoken word has the power to create sustainable change. Students will use the readings and class discussions to help develop their own identities in an effort to create positive change and liberate their own and collective voices.

### **Creative Writing I**

**(5 credits)**

Grades 9,10

This course provides students with foundational skills that will help them grow as readers and writers of English. Scholars will have the opportunity to read and analyze slam poetry, narrative, journals, and plays in order to write their own renditions of the texts that they engage with. Students will have the platform to write original, creative work and share their work with their peers to promote a community of growth. This course fosters students' writing abilities to combine personal experience, literary texts, and unrestricted imagination to reach their full potential as writers. Through close reading, writing, discussion, and creative freedom, scholars will produce authentic work that they can be proud of.

### **Creative Writing II**

**(5 credits)**

Grades 11,12

This course provides students with foundational skills that will help grow as readers and writers of English. With a focus on the genres of poetry, vignette, short fiction, and satire, students will have the opportunity to explore their lives, express their feelings, share their opinions, and use their imaginations. Students will engage in planning, drafting, conferencing, revising, editing and publishing. Through close reading, writing, discussion, and creative freedom, students will produce authentic work that they can be proud of.

### **Horror and Detective Literature**

**(5 credits)**

Grades 11-12

For centuries, horror and mystery have been some of the most popular and lucrative genres of fiction. Humanity's obsession with horror, the supernatural, and the terrifying is as old as society, from violent and gruesome stories of revenge in Greek tragedy, to the fairy tales and folklore of cultures around the globe, to the modern cinema. The spooky, the creepy, and the unexplainable will be the common thread through the readings and writing in this course as well as the inspiration for discussions and creative projects. This course will examine why detective and horror literature is such a popular and relevant genre, including how these stories reflect society's tensions, fears, and unease. The curriculum will center on written fiction, with occasional reference to horror in films and other media. We read a range of authors from Edgar Allan Poe (the King of the macabre), Agatha Christy (the Queen of mystery), and Stephen King (the King of horror).

### **Mythology and Literature**

**(5 credits)**

Grades 11,12

In the year long Mythology and Literature elective, students will explore folktales and legends from around the world. They will make connections between the course content and their modern day interests found in fantasy video games, fantasy tv shows and movies, superhero films and comics, and other forms of popular content. The range of topics in the elective includes creation myths, the afterlife, gods and goddesses, and heroes and monsters which are covered extensively through interactive and non-interactive fiction.

Many students have been introduced to well known Greek myths and epic poems such as The Odyssey and Beowulf. Therefore, the elective will address some of those stories but have an emphasis on other regions of the globe such as Africa, Scandinavia, Japan, and the Indigenous communities of the Americas and the Pacific Islands. Students will become familiar with mythological archetypes and their role in modern culture and literature by using short stories, readers' scripts, music, videos and engaging in class discussion.



## ENGLISH AS A SECOND LANGUAGE (ESL)

The ESL program at Bayonne High School is designed to provide English Language Learners with the opportunity to attain requirements for a high school diploma as they move toward English Language proficiency. Students are assigned to ESL classes according to grade level and English Language proficiency. Need for ESL services is determined based on Home Language Survey, WIDA Entrance Score, ACCESS DATA, State Standardized Assessment Scores, prior ESL Enrollment, and Teacher Recommendation. A certified ESL teacher will use the ESL curriculum which is aligned with the NJCCCS and WIDA standards. ALL ELLs participate in local and/or state required assessments as required by law.

### Course Expectations:

- Courses for each WIDA language proficiency level are offered for each grade level. Two periods of instruction every day by a certified ESL teacher.
- The student is expected to meet the curriculum requirements for the grade and level being taught.
- Instruction is provided by an ESL certified teacher and support services are provided by a paraprofessional assigned to assist the classroom teacher.

### ***E.S.L. Beginners (Level 1)***

Grade 9, 10, 11, 12

**(10 credits)**

**Prerequisite:** WIDA Entrance Assessment, ESL Department Recommendation, Multiple Measures

This English course is offered to those students whose native language is not English and whose English language proficiency level ranges from a 1.0 - 1.9 on the WIDA Model entrance test or WIDA ACCESS 2.0. The goal of this course is for the student to develop his/her literary skills to a degree that he/she will be able to communicate, read, and write as they work towards an English language proficiency level comparable to that of a native speaker. The English language is introduced with a focus on academic language development across all four domains (reading, writing, listening and speaking) according to the WIDA can do descriptors appropriate for beginners.

### ***E.S.L. Advanced Beginners (Level 2)***

Grade 9, 10, 11, 12

**(10 credits)**

**Prerequisite:** WIDA Entrance Assessment, ESL Department Recommendation, Multiple Measures

This English course is offered to those students whose native language is not English and whose English language proficiency level ranges from a 2.0 - 2.9 on the WIDA Model entrance test or WIDA ACCESS 2.0. The goal of this course is for the student to develop his/her literary skills to a degree that he/she will be able to communicate, read, and write as they work towards an English language proficiency level comparable to that of a native speaker. The English language is introduced with a focus on academic language development across all four domains (reading, writing, listening and speaking) according to the WIDA can do descriptors appropriate for advanced beginners.

### ***E.S.L. Intermediate (Level 3)***

Grade 9, 10, 11, 12

**(10 credits)**

**Prerequisite:** WIDA Entrance Assessment, ESL Department Recommendation, Multiple Measures

This English course is offered to those students whose native language is not English and whose English language proficiency level ranges from a 3.0 - 3.9 on the WIDA Model entrance test or WIDA ACCESS 2.0. The goal of this course is for the student to develop his/her literary skills to a degree that he/she will be able to communicate, read, and write as they work towards an English language proficiency level comparable to that of a native speaker. The English language is introduced with a focus on academic language development across all four domains (reading, writing, listening and speaking) according to the WIDA can do descriptors appropriate for beginners.

### ***E.S.L. Advanced (Level 4)***

Grade 9, 10, 11, 12

**(10 credits)**

**Prerequisite:** WIDA Entrance Assessment, ESL Department Recommendation, Multiple Measures

This English course is offered to those students whose native language is not English and whose English language proficiency level ranges from a 4.0 - 4.9 on the WIDA Model entrance test or WIDA ACCESS 2.0. The goal of this course is for the student to develop his/her literary skills to a degree that he/she will be able to communicate, read, and write as they work towards an English language proficiency level comparable to that of a native speaker. The English language is introduced with a focus on academic language development across all four domains (reading, writing, listening and speaking) according to the WIDA "Can Do" descriptors appropriate for beginners.

## FINANCIAL LITERACY

Meets Personal Financial Literacy Graduation Requirement

### **Financial Literacy**

Grade 9, 10, 11, 12

(2.5 credits)

#### **Embedded in all Business, Economics, Computer Science and Vocational courses**

The Financial Literacy online course is designed to meet the high school graduation requirement for personal financial literacy as set forth by the Department of Education for the State of New Jersey. Aside from mandated standards, however, financial education is critically important for our young adults. This course will focus on teaching students the skills they need to reach financial independence, maximize their net worth, and maintain a strong credit score. Credit card usage, appropriate debt, banking services, investments, budgeting, insurance, and prevention of identity theft will be explored and discussed. Students will be engaged in learning about finances in an online environment under the direction and supervision of a teacher. The online approach incorporates a variety of techniques and interactive experiences to accommodate different learning styles. Students will have the opportunity to choose, at their own discretion, to explore more deeply into a topic, repeat a lesson, or seek personal attention from the teacher. Providing students with a sound, practical financial education will benefit them as they venture to college and work where they will be faced with managing money on their own.

#### **Special Note:**

- *This course requires students to complete online modules that must be completed outside of the classroom/school day.*
- *Students must work independently on these modules.*
- *Failure to complete the modules will result in a failing grade for the course.*
- *Students will have specific modules assigned in each marking periods.*
- *This course is only offered in the Fall (marking periods 1 and 2).*

## FRESHMEN SEMINAR

### **Freshmen Seminar**

Grade 9

(2.5 credits)

Freshman Seminar is designed to assist freshmen in a successful transition to high school and in planning for a future beyond high school. A major concentration of the course is helping students to project into the future and realize how today's actions may have long term consequences. The importance of a good education and the necessity of a varied high school learning experience are stressed. Course topics include School Foundations, Communication Skills, Academic Skills and Motivation, Collaboration Skills and Group Projects, Empathy, Building Relationships and Resolving Conflict and Setting and Achieving Long Term Goals

## MATHEMATICS

### Graduation Requirement

Student placement is based on multiple measures including: teacher recommendation, standardized test scores, and academic performance.

For students who are currently in Grade 8, the following criteria for placement is used:

Level	Mid Year Grade Requirement	Link It Benchmark	CogAT	NJSLA Start Strong	IXL Diagnostic Assessments	Teacher Recommendation
Level B	87 and below	Reference	Below 5	Reference	Reference	Yes
Level A	88 and above	Reference	5, 6, 7	745 or higher/3	Reference	Yes
Honors	93 and above	Reference	7Q+or N+ or A 8 or 9	765 or higher/ 3	Reference	Yes

For students who are currently in grades 9 thru 11, the following criteria for placement is used

Current Level	Level Change	Mid Year Grade Requirements	Marking Period 2 District Assessments	NJSLA Start Strong	CogAT if available	IXL Diagnostic Assessments	Teacher Recommendation
Level B	Level A	93 and above	88 or above	740 or higher	5 or above	Reference	Yes
Level A	Honors	93 and above	88 or above	750 or higher / 3	7Q+or N+ or A 8 or 9	Reference	Yes
Honors	AP	93 and above	88 or above	765 or higher / 3	7Q+or N+ or A 8 or 9	Reference	Yes

### Algebra I

Grade 9, 10, 11, 12

(5 credits)

**Prerequisite:** math department recommendation, NJSLA scores, multiple measures

Algebra I provides a solid foundation in preparation for more advanced mathematics that lead to college and career readiness. Students will engage in mathematical learning activities which promote critical thinking and problem solving skills. The overview of the Algebra I curriculum is as follows: seeing structure in expressions, arithmetic with polynomials and rational functions, creating equations, reasoning with equations and inequalities, build and interpret functions, reason and model with linear, quadratic, absolute value and exponential models. The math content standards expectations will intersect with the following math practices: make sense of problems, reason with mathematics, construct viable arguments, model with mathematics, use appropriate tools strategically, attend to precision and look for structure in mathematics. This class is designed to reinforce and re-teach prior math skills while still moving forward to master the Algebra I curriculum goals.

\*Student enrolled in Algebra I will participate in the Algebra I NJSLA

### Algebra I Honors

Grade 9, 10, 11, 12

(5 credits)

**Prerequisite:** math department recommendation, NJSLA scores, multiple measures

Algebra I Honors provides a solid foundation in preparation for more advanced mathematics that lead to college and career readiness. Students will engage in mathematical learning activities which promote critical thinking and problem solving skills. The overview of the Algebra I curriculum is as follows: seeing structure in expressions, arithmetic with polynomials and rational functions, creating equations, reasoning with equations and inequalities, build and interpret functions, reason and model with linear, quadratic, absolute value and exponential models. The math content standards expectations will intersect with the following math practices: make sense of problems, reason with mathematics, construct viable arguments, model with mathematics, use appropriate tools strategically, attend to precision and look for structure in mathematics. This class is designed to move at a fast pace for mature math students.

\*Student enrolled in Algebra I will participate in the Algebra I NJSLA

### Geometry

Grade 9, 10, 11, 12

(5 credits)

**Prerequisite:** Successful completion of Algebra 1, math department recommendation, NJSLA scores, multiple measures

Geometry is a branch of mathematics that deals with points, lines, angles, surfaces, solids and transformations. Students will recognize, visualize, create, interpret and analyze geometric properties and relationships through models, manipulatives and technology. Coordinate geometry will be used in problem solving situations. The students will apply the principles of congruence and similarity, to compare and make conjectures using reasoning and proof, to verify or refute conjectures. Measurement of two and three dimensional figures will be discovered through formulas and manipulatives. Students are expected to define trig ratios and solve problems involving right triangles. Students will understand and apply theorems about the circle and experiment with transformations. The geometry expectations will intersect with the following math practices: make sense of problems, reason with mathematics, construct viable arguments, model with mathematics, use appropriate tools strategically, attend to precision and look for structure in mathematics.

\*Student enrolled in Geometry will participate in the Geometry NJSLA assessment.

### **Geometry Honors**

Grade 9, 10, 11, 12

(5 credits)

**Prerequisite:** *Successful completion of Algebra 1, math department recommendation, NJSLA scores, multiple measures*

This class builds upon the mastery of previous math coursework knowledge. Geometry is a branch of mathematics that deals with points, lines, angles, surfaces, solids and transformations. Students will recognize, visualize, create, interpret and analyze geometric properties and relationships through models, manipulatives and technology. Coordinate geometry will be used in problem solving situations. The students will apply the principles of congruence and similarity, to compare and make conjectures using reasoning and proof, to verify or refute conjectures. Measurement of two and three dimensional figures will be discovered through formulas and manipulatives. Students are expected to define trig ratios and solve problems involving right triangles. Students will understand and apply theorems about the circle and experiment with transformations. The geometry course expectations will intersect with the following math practices: make sense of problems, reason with mathematics, construct viable arguments, model with mathematics, use appropriate tools strategically, attend to precision and look for structure in mathematics. This course is designed for mathematical mature students and moves at a fast pace.

*\*Student enrolled in Geometry will participate in the Geometry NJSLA assessment.*

### **Algebra II**

Grade 10, 11, 12

(1-5 credits)

**Prerequisite:** *Successful completion of Geometry, math department recommendation, NJSLA scores, multiple measures*

This course builds on the understanding of linear, quadratic, absolute value, polynomial and exponential functions from Algebra I. This course will extend function concepts to include rational and radical functions. The standards in this course continue the work of modeling situations, reasoning with mathematics and solving equations. The number system will be explored to include complex numbers. The course will build upon prior knowledge of probability and statistics to include visual displays of data, statistical summaries, samples, surveys, experiments and simulations. Additionally, fundamentals of trigonometric ratios and circles in geometry to extend trigonometry to model periodic phenomena are explored to a point at which a student is well prepared for the study of more advanced mathematical areas. Prior knowledge regarding transformations will be expanded. The Algebra II expectations should intersect with the following math practices: make sense of problems, reason with mathematics, construct viable arguments, model with mathematics, use appropriate tools strategically, attend to precision and look for structure in mathematics.

*\*Students enrolled in Algebra II will participate in the Algebra II NJSLA assessment.*

### **Algebra II Honors**

Grade 10, 11, 12

(5 credits)

**Prerequisite:** *Successful completion of Geometry, math department recommendation, NJSLA scores, multiple measures*

This course builds on the mastery of linear, quadratic, absolute value, polynomial and exponential functions from Algebra I. This course will extend function concepts to include inverse, rational and radical functions. The standards in this course continue the work of modeling situations, reasoning with mathematics and solving equations. The number system will be explored to include complex numbers. The course will build upon prior knowledge of probability and statistics to include visual displays of data, statistical summaries, samples, surveys, experiments and simulations. Additionally, fundamentals of trigonometric ratios and circles in geometry to extend trigonometry to model periodic phenomena are explored to a point at which a student is well prepared for the study of more advanced mathematical areas. Prior knowledge regarding transformations will be expanded. The Algebra II expectations will intersect with the following math practices: make sense of problems, reason with mathematics, construct viable arguments, model with mathematics, use appropriate tools strategically, attend to precision and look for structure in mathematics. This class is designed to move at a fast pace for mature math students.

*\*Students enrolled in Algebra II will participate in the Algebra II NJSLA assessment.*

### **Algebra II & AP Precalculus Honors**

Grade 10, 11, 12

(10 credits)

**Prerequisite:** *Successful completion of Geometry, math department recommendation, NJSLA scores, multiple measures*

This course is designed for mathematically gifted students with a strong work ethic. Algebra II and Precalculus is taught concurrently in a double period math setting with the same teacher. This course builds on the mastery of linear, quadratic, absolute value, polynomial and exponential functions from prior math course work and will extend function concepts to include inverse, rational and radical functions. The standards in this course continue the work of modeling situations, reasoning with mathematics and solving challenging problems. The number system will be explored to include complex numbers. The course will build upon prior knowledge of probability and statistics to include visual displays of data, statistical summaries, samples, surveys, experiments and simulations. Additionally, fundamentals of trigonometric ratios and circles in geometry to extend trigonometry to model periodic phenomena are explored to a point at which a student is well prepared for the study of more advanced mathematical areas. Prior knowledge regarding transformations will be expanded. Furthermore, this course will expand upon conic sections, vectors, partial differential equations, series and introduction to calculus. The expectations of this 10 credit course will intersect with the following math practices: make sense of problems, reason with mathematics, construct viable arguments, model with mathematics, use appropriate tools strategically, attend to precision and look for structure in mathematics. This class is designed to move at a fast pace for mature math students.

*\* Students enrolled in Algebra II will participate in the Algebra II NJSLA assessment.*

*\*\* Students enrolled in AP Precalculus will participate in the AP Precalculus Exam.*

*\*\*\* AP Contract required.*

**Precalculus**

Grade 11, 12

**(5 credits)****Prerequisite:** *Successful completion of Algebra II, math department recommendation, NJSLA scores, multiple measures*

This course builds on the understanding of linear, quadratic, absolute value, polynomial, rational, radical and exponential functions from Algebra II. This course will continue the work of modeling situations, reasoning with mathematics and solving complex equations. The Precalculus course weaves together previous mastery of mathematics topics and extends to include conic sections, matrices, vectors, and introduction to calculus. The course will build upon prior knowledge of probability and statistics. The Precalculus expectations will intersect with the following math practices: make sense of problems, reason with mathematics, construct viable arguments, model with mathematics, use appropriate tools strategically, attend to precision and look for structure in mathematics. This class is designed for mature math students.

**Precalculus Honors**

Grade 11, 12

**(5 credits)****Prerequisite:** *Successful completion of Algebra II, math department recommendation, NJSLA scores, multiple measures*

This course builds on the mastery of linear, quadratic, absolute value, polynomial, rational, radical, inverse and exponential functions from Algebra II. This course will continue the work of modeling situations, reasoning with mathematics and solving complex problems. The Precalculus course weaves together previous mastery of mathematics topics and extends to include conic sections, matrices, vectors, and introduction to calculus. The course will build upon prior knowledge of probability and statistics. The Precalculus expectations will intersect with the following math practices: make sense of problems, reason with mathematics, construct viable arguments, model with mathematics, use appropriate tools strategically, attend to precision and look for structure in mathematics. This class is designed to move at a fast pace for mature math students.

**AP Precalculus**

Grade 11 - 12

**Prerequisite:** *Successful completion of Algebra II honors or math department recommendation***(5 credits)**

AP Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Note: This course is not a prerequisite and does not have to be followed by AP Calculus AB or BC.

\* Students enrolled in AP Precalculus will participate in the AP Precalculus Exam.

\*\* AP Contract required.

**Calculus**

Grade 11, 12

**(5 credits)****Prerequisite:** *Successful completion of Algebra II, math department recommendation, NJSLA scores, multiple measures*

This course is designed for students who have completed the traditional four-year college prep sequence in mathematics before their senior year in high school. The course incorporates topics from Pre-Calculus and enables the student to hone his/her algebra skills and techniques and to extend his/her knowledge of analytic geometry. The course also focuses on helping students to develop an understanding of the derivative and its applications and introduces students to some of the techniques and applications of integration. Students will work with real-life applications and data to model the use of calculus to solve problems in areas such as business, economics, management, and/or the social and life sciences.

**Discrete Mathematics**

Grade 11, 12

**(5 credits)****Prerequisite:** *Successful completion of Algebra II, math department recommendation, NJSLA scores, multiple measures*

This class reviews and builds upon previous required HS courses such as Algebra I, Geometry and Algebra II. The Discrete Mathematics curriculum will focus on real-world math applications. Discrete Mathematics will introduce students to the mathematics of networks, social choice, and decision making. Discrete Mathematics requires problem-solving strategies be applied to real-world application, develops verbal and written skills in the process of problem-solving, and promotes mathematical connections across disciplines. The course also includes theory of probability, description of statistical measurements, probability distributions, and statistical inference. This class is designed to keep students current in math topics and prepare students for career and college placement tests.

**Probability and Statistics**

Grade 11, 12

**(5 credits)****Prerequisite:** *Successful completion of Algebra II, math department recommendation, NJSLA scores, multiple measures*

Probability and Statistics is one of the most widely used math subjects, and many career fields require a background in probability and statistics. This class builds upon previous math course knowledge and technology skills. Statistical technologies are greatly infused with learning activities in this course. The course will focus on design of experiments and observations, summarizing and graphing data, statistical inferences, probability, probability distributions, and hypothesis testing. Students will plan and implement data collections and perform data analysis. This class is designed for mature math students to prepare them for career and college.

**AP Statistics**

Grade 11, 12

**(5 credits)****Prerequisite:** *Successful completion of Algebra II, math department recommendation, NJSLA scores, multiple measures, AP Contract*

This course is designed to meet the growing need for knowledge of the statistical procedures necessary to analyze data from all disciplines. Students are introduced to the major concepts and tools for collecting, analyzing, and inferring from data. The four broad conceptual themes include: exploratory data, planning a study, anticipating patterns and statistical inference. This course is designed for students who intend to study business, economics, social sciences and many other disciplines where data analysis is required.

*\*Student enrolled in AP Statistics will participate in the AP Statistics Exam.*

*\*\* AP Contract required.*

**AP Calculus AB**

Grade 11, 12

**(5 credits)****Prerequisite:** *Successful completion of Pre-Calculus, math department recommendation, NJSLA scores, multiple measures, AP Contract*

This course is recommended to students with a strong background in college prep mathematics. The curriculum includes theory of limits, continuity, mean value theorem, properties and applications of differentiation and integration. This Advanced Placement course is taught at a college level. Students must possess a strong interest in mathematics and be willing to devote extra time to this course.

*\*Student enrolled in AP Calculus AB will participate in the AP Calculus AB Exam.*

*\*\* AP Contract required.*

**AP Calculus BC**

Grade 12

**(5 credits)****Prerequisite:** *Successful completion of Pre-Calculus, math department recommendation, NJSLA scores, multiple measures, AP Contract*

This course incorporates an abstract, formal approach to mathematics and is intellectually rigorous. The topics covered include function theory, analytic geometry, trigonometry, discrete mathematics and an introduction to limit theory with application to derivatives. Students must demonstrate their grasp of essential concepts through their interactions with each other. Challenge problems, calculator labs and group work extend and expand text material and provide opportunities for students to communicate mathematical understanding. This course is recommended for those planning careers in fields related to mathematics or science and who enjoy and have a strong interest in the study of mathematics.

*\*Student enrolled in AP Calculus BC will participate in the AP Calculus BC Exam.*

*\*\* AP Contract required.*

**MATHEMATICS ELECTIVES**

Considered Free Elective

**Foundations of Mathematics**

Grade 9 or 11

**(5 credits)**

This math elective course is intended to build math confidence and proficiency in skills to support success in Algebra I and Algebra II courses. The course will cover math skills typically found in prealgebra coursework. This class will be an additional math course not in lieu of Algebra I or Algebra II. This course will also cover the financial literacy requirements.

## **MEDICAL SCIENCES**

Meets 21<sup>st</sup> Century Life and Career Graduation Requirement  
Considered Free Elective

### ***Clinical Health***

Grade 11, 12

**(5 credits)**

This course builds and expands upon content covered in the Dynamics of Public Health course. In Clinical Skills , students examine the health care environment from the perspective of the nurse. Students will begin to utilize the Nursing Process and the idea of Evidence Based Practice. Students are introduced to the fundamental skill and talent of “caring” and explore the unique needs of clients based upon age, condition, developmental status, and culture. Students will “practice” the art of communication as a means to assess these needs.

### ***Dynamics of Public Health***

Grade 10, 11, 12

**(5 credits)**

In this course, students will learn about the environment and components of the health care field of employment. Topics will include ethics, professional behavior, decision making, problem solving, management, infection control, safety on the job, health careers, stress, time management skills, the history of health care, communication, getting a job and job satisfaction. This course will serve as a foundation for the students in exploring the fundamentals of health care in today’s society.

### ***Introduction to Medical Terminology***

Grade 9, 10, 11, 12

**(5 credits)**

This course is a study of the language related to medical science and allied health specialties with emphasis on word analysis, construction, definition, pronunciation, spelling, and standard abbreviations. The program is system structured to facilitate association of terminology with anatomy and physiology, symptomatology, diagnostic operative and therapeutic procedures.

\* *Personal Financial Literacy embedded in course.*

## PERFORMING ARTS

Meets Visual / Performing Art Graduation Requirement  
Considered Free Elective

### **Beginner Band I**

(5 credits)

This course introduces the elements of Instrumental music playing: pedagogy, intonation, ensemble sound, and basic music theory. Students do not need to know how to play an instrument or read sheet music.

### **Band I**

Grade 9,10, 11, 12

(5 credits)

**Prerequisite:** *Performance Placement Day required, department recommendation, multiple measures*

This course introduces the elements of Instrumental music playing: pedagogy, intonation, ensemble sound, and basic music theory. Students in Band II should have already taken Band I and/or approval from the Band Director to advance.

### **Band II**

Grade 10, 11, 12

(5 credits)

**Prerequisite:** *Performance Placement Day required, successful completion of Band I, department recommendation, multiple measures*

This course builds upon the elements of Instrumental music playing: pedagogy, intonation, ensemble sound, and basic music theory. Students in Band II should have already taken Band I and/or approval from the Band Director to advance.

### **Band III**

Grade 11, 12

(5 credits)

**Prerequisite:** *Performance Placement Day required, successful completion of Band I, department recommendation, multiple measures*

This course builds upon the elements of Instrumental music playing: pedagogy, intonation, ensemble sound, and basic music theory. Students in Band II should have already taken Band I and/or approval from the Band Director to advance.

### **Band IV**

Grade 12

(5 credits)

**Prerequisite:** *Performance Placement Day required, successful completion of Band I, department recommendation, multiple measures*

This course builds upon the elements of Instrumental music playing: pedagogy, intonation, ensemble sound, and basic music theory. Students in Band II should have already taken Band I and/or approval from the Band Director to advance.

### **Black Theatre & Performance**

Grade 9, 10, 11, 12

(5 credits)

This course explores African American theatre with specific emphasis on their social, political, and cultural contexts. Possible topics include the Harlem Renaissance, African American Little Theatres, the Black Arts Movement, and black musical theatre.

### **Concert Choir**

Grade 9, 10, 11, 12

(5 credits)

This course is open to students without previous musical and or vocal training, experience or talent. Students study easy and moderately easy choral repertoire. This course introduces the elements of choral singing: breathing, vowel/tone production, ear training, and basic music-theory fundamentals.

### **Dance I**

Grade 9, 10, 11, 12

(5 credits)

This course is an Intro level Dance course for beginners where students will learn a variety of dance genres including Modern, Ballet, Hip Hop, Jazz and Ballroom. Students will also learn how to analyze, critique, and choreograph their own dances. Students in this class perform in the end of the year show.

### **Dance II**

Grade 10, 11, 12

(5 credits)

**Prerequisite:** *successful completion of Dance I, multiple measures*

This course is an Intermediate level Dance course for students who have taken Dance I. Students in this class teaches Modern, ballet, Hip Hop and Jazz dance techniques, they learn about Dance History, create their own choreography, and perform in the mid year show and the end of the year show.

### **Dance III**

Grade 11, 12

(5 credits)

**Prerequisite:** *successful completion of Dance II, multiple measures*

This course is an Advanced level Dance course for students who have taken Dance II. Students in this class learn Modern and Ballet Techniques, and they learn about Dance History and current dance world, they create their own choreography, perform in the mid-year show and end of the year show, and they train on the path to be a college dance major. Students enrolling in Dance III are required to enroll in Dance IV at the same time. Dance III and IV must be run back to back in the schedule. Both Dance III and IV may be repeated each year for credit.

\* Students in this course are required to take Dance IV in addition to Dance III.

### **Dance IV**



Grade 12

(5 credits)

**Prerequisite:** *successful completion of Dance III, multiple measures*

This course is an Advanced level Dance course for students who have taken Dance II. Students in this class learn Modern and Ballet Techniques, and they learn about Dance History and current dance world, they create their own choreography, perform in the mid-year show and end of the year show, and they train on the path to be a college dance major. Students enrolling in Dance III are required to enroll in Dance IV at the same time. Dance III and IV must be run back to back in the schedule. Both Dance III and IV may be repeated each year for credit.

*\* Students in this course are required to take Dance III in addition to Dance IV.*

### **Dance 9 Honors**

Grade 9

(5 credits)

**Prerequisite:** *successful completion of Dance III, multiple measures*

In this course, students develop technical, performance, cognitive, and creative artistry. Through the training curriculum implemented by BHS Dance faculty and world renowned guest artists, dancers will be able to learn from professionals with a wide array of expertise. Performances for the dancers will occur multiple times throughout the year and will take place throughout New Jersey and New York City. Students will also develop their own choreographic works, develop understanding of pedagogical dance content knowledge, and create connections within the professional dance community. Their dance training will also be supplemented with somatic practices such as Pilates and Yoga.

### **Electronic Music**

Grade 10, 11, 12

(5 credits)

This course introduces students to music technology including the development of electronic instruments, the physics of sound, sound systems for live application and recording studio applications, microphones, speakers, sound synthesis and digital recording & music creation.

### **Guitar I**

Grade 10, 11, 12

**Prerequisite:** *Must read sheet music*

(5 credits)

This course is a performance based Classical guitar course for the beginner, students will learn to read standard music notation and play repertoire using classical guitar/fingerstyle technique. Although students will learn tools and techniques that can be applied to playing any style of music, this is not a pop/rock guitar class.

### **Guitar II**

Grade 11, 12

(5 credits)

**Prerequisite:** *Successful completion of Guitar I, department recommendation, multiple measures, must read sheet music*

This course is an intermediate level performance based class. Students will further their understanding of music literacy, classical guitar technique, classical music history and repertoire. Students must participate in BHS Guitar Ensemble, which requires after school participation and school, community and festival performances. Students must be able to read standard music notation and have an understanding of classical guitar technique.

### **Guitar III**

Grade 12

(5 credits)

**Prerequisite:** *Successful completion of Guitar II, department recommendation, multiple measures, must read sheet music*

This course is an advanced level performance based class. Students will further their understanding of music literacy, classical guitar technique, classical music history and repertoire. Students must participate in BHS Guitar II Ensemble and the Combined BHS Guitar Ensemble, which requires after school participation and school community and festival performances. Students must be able to read standard music notation and have an understanding of classical guitar technique.

### **Jazz Concepts**

Grade 9, 10, 11, 12

(5 credits)

For advanced instrumental music studies in the jazz/popular music genre. Topics of study include: large ensemble "big band" repertoire, small ensemble "combo" repertoire, performance practice, jazz theory/improvisation and jazz history. Students will also perform throughout the school year in competitive and non-competitive atmospheres. Students in Jazz Band must get prior approval through audition before enrolling.

*\*This course is offered during Zero Period.*

### **Music Fundamentals**

Grade 10, 11, 12

(5 credits)

**Prerequisite:** *Students must have experience playing an instrument*

This course is offered to any student and introduces the aspiring musician to the basic elements of music theory; notion, rhythm/meter harmony, scales, key-signatures, basic singing techniques, basic piano skill, ear-training, and composition/arranging. All students who plan to continue with any music classes-instrumental or vocal-must take this class within two years of music classes. This course will prepare students for AP Music Theory.

### **AP Music Theory**

Grade 11, 12

(5 credits)

**Prerequisite:** Department recommendation, multiple measures

This course corresponds to two semesters of a typical introductory college music theory course covering topics such as musicianship, theory, musical materials, and procedures. Students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Students understand basic concepts and terminology by listening to and performing a wide variety of music. This course is Part II of Music Fundamentals with a more vigorous and advanced approach to ear training, sight singing and theory. Students are prepared to take the annual music theory test each May.

\*Students enrolled in AP Music Theory will participate in the AP Music Theory Exam.

\*\* AP Contract required.

### **Music History**

Grade 10, 11, 12

(5 credits)

This class is designed to give students a basic understanding of music and to inspire an appreciation for music from a variety of genres and cultures. We will apply the elements of music to our favorite music, learn how to read and apply rhythmic notation through bucket drumming, and investigate how music has changed throughout history.

### **Musical Theatre I**

Grade 9, 10, 11, 12

(5 credits)

This course is a beginner course teaching technical and practical aspects of musical theatre and the impact of the arts, in general, on society. Students work on basic acting, music and movement skills. The focus is on history and repertoire from the American musical theatre, 1900-1960, as well as collaboration, problem solving, critical analysis and understanding the arts as a business.

### **Musical Theatre II**

Grade 10, 11, 12

(5 credits)

**Prerequisite:** Successful completion of Musical Theater I, department recommendation, multiple measures

This course is an intermediate course in acting, singing, and dancing that focuses on contemporary musical theatre styles from 1970-present. Heavy emphasis is placed on character development, performance skills and dance technique. Students are required to audition.

### **Musical Theatre III**

Grade 11, 12

(5 credits)

**Prerequisite:** Successful completion of Musical Theater II, department recommendation, multiple measures

This course is an advanced course in action, singing, and dancing that focuses on contemporary musical theatre styles from 1970-present. Heavy emphasis is placed on dance technique. Students are required to audition for school musical productions and work on the end of year dance concert. This course is repeatable for credit.

### **Musical Theatre IV**

Grade 12

(5 credits)

**Prerequisite:** Successful completion of Musical Theater III, department recommendation, multiple measures

This course is an advanced course in action, singing, and dancing that focuses on real world applications of skills. In addition to working on performance skills, students investigate the many careers found in the theatre, both on stage and off.. Students are required to audition for school musical productions and work on the end of year dance concert. This course is repeatable for credit.

### **Piano I**

**Prerequisite:** Must read sheet music

(5 credits)

Grade 10, 11, 12

(5 credits)

This course teaches students how to read and play in both treble and bass clefs. Students are able to play block and broken chords. C, G, F, D, A and E hand positions as well as playing sharps and flat key signatures.

### **Piano II**

Grade 11, 12

(5 credits)

**Prerequisite:** Successful completion of Piano I, department recommendation, multiple measures, must read sheet music

This course continues the skills that are introduced in piano I and introduces various styles to play on the piano including, boogie woogie, jazz, classical and pop.

### **Piano III**

Grade 12

**Prerequisite:** Successful completion of Piano II, department recommendation, multiple measures, must read sheet music

This course continues the skills that are introduced in piano I and introduces various styles to play on the piano including, boogie woogie, jazz, classical and pop.

### **Theater & Performance I**

Grade 9, 10, 11, 12

(5 credits)

This course is an activity-oriented introduction to the nature of theatre as a performing art. Students will learn the basics of theatre and acting. Student performance is required.

**Theater & Performance II**

Grade 10, 11, 12

(5 credits)

**Prerequisite:** *Successful completion of Theater & Performance I, department recommendation, multiple measures*

This course is an introduction to the technical elements of theatrical production (e.g., sets, lights, costumes, and sound) and their relation to performance. Student performance is required.

**Theatre & Performance III**

Grade 11, 12

(5 credits)

**Prerequisite:** *Successful completion of Theater & Performance I, department recommendation, multiple measures*

This course is an introduction to stage directing and basic directorial concepts and techniques, applied to scenes and short plays. Student performance is required.

**Yoga I**

Grade 9, 10, 11, 12

(5 credits)

This course is designed to introduce students, safely and accessibly, to the basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built up stress, learn to relax, and ultimately get more out of day today life. The aim of this course is to promote vibrant health and to tap the body's latent energy reserves.

\* *This course is offered Zero Period and during the school day.*

\*\* *Personal Financial Literacy embedded in the course.*

**Yoga II**

Grade 11, 12

(5 credits)

**Prerequisite:** *Successful completion of Yoga I, department recommendation, multiple measures*

Will practice Hatha Yoga focusing on yoga for strength, flexibility, and relaxation. The class will also cover techniques for increasing concentration and decreasing anxiety which leads to stronger academic performance. Breathing exercises and healthy fitness activities will also be taught.

\* *This course is offered Zero Period and during the school day.*

\*\* *Personal Financial Literacy embedded in the course.*

## PHYSICAL EDUCATION / HEALTH

### Graduation Requirement

#### **Physical Education / Health 9**

Grade 9

(5 credits)

The Physical Education Program has been designed to meet the New Jersey Core Content Standards in Health & Physical Education. All students in grades 9, are required to take three marking periods of Physical Education and one marking period of Health Education. Physical Education is required every year a student is enrolled at Bayonne High School.

The Health component includes an understanding of the factors for good physical health, mental health and well being; the importance of personal health habits and information of various illnesses and lifestyles which affect their short-term and long-term bodily and emotional conditions. The students will be made aware of the various sources and resources for information and assistance for specific problems.

#### **Physical Education / Health**

Grade 10, 11, 12

(5 credits)

Students will have three different activity units each year of physical education from the sophomore through the senior year. The activities will vary from unit to unit depending on the available staff and facilities. The following activities will be offered:

Basketball  
Volleyball

Ice Skating  
Wellness

Table Tennis  
Weight Room

Ultimate Games

Students who are interested in assisting MD students may take Unified PE for three marking periods in place of their elective choices.

#### **Unified Physical Education / Health**

Grade 10, 11, 12

(5 credits)

This course focuses on the physical, intellectual and social growth for all students. Students of all ability levels come together through ongoing fitness, sports, leadership, and wellness activity. Engaging in physical activity and sport alongside peers with and without disabilities creates important social relationships. Unified Physical Education will foster inclusion through repeated, meaningful, inclusive experiences that foster relationships and friendships.

#### **Physical Education / Health 10**

Grade 10

(5 credits)

The Physical Education Program has been designed to meet the New Jersey Core Content Standards in Health & Physical Education. All students in grades 10, are required to take three marking periods of Physical Education and one marking period of Drivers Education. Physical Education is required every year a student is enrolled at Bayonne High School.

The Driver Education component includes driving rules, regulations and techniques and thereby help make them more courteous and safer drivers.

#### **Physical Education / Health 11**

Grade 11

(5 credits)

The Physical Education Program has been designed to meet the New Jersey Core Content Standards in Health & Physical Education. All students in grades 11, are required to take three marking periods of Physical Education and one marking period of Health Education. Physical Education is required every year a student is enrolled at Bayonne High School.

The Health component includes an understanding of the factors for good physical health, mental health and well being; the importance of personal health habits and information of various illnesses and lifestyles which affect their short-term and long-term bodily and emotional conditions. The students will be made aware of the various sources and resources for information and assistance for specific problems.

#### **Physical Education / Health 12**

Grade 12

(5 credits)

The Physical Education Program has been designed to meet the New Jersey Core Content Standards in Health & Physical Education. All students in grades 12, are required to take three marking periods of Physical Education and one marking period of Health Education. Physical Education is required every year a student is enrolled at Bayonne High School.

The Health component includes an understanding of Wellness, Family Life, Drug and Alcohol Education. The course is designed to help students examine their lifestyles, select goals, and make plans to achieve and maintain optimum health. This includes choosing behaviors that help prevent illnesses and accidents, promote health for oneself and others and improve the quality of the environment.

## SAT PREPARATION

### **SAT – English / Writing**

Grade 11, 12

**(1.25 credits)**

This course is designed to help students prepare to take the SAT Verbal Exam. The SAT Verbal Exam consists of two main sections: Reading and Writing and Language. This course covers both of these main sections and will prepare a student with instruction as well as hundreds of examples and practice problems. Specific topics covered are: Vocabulary in Context (VIC), Evidence-based Paired Questions, Main Idea of the Passage, Style/Tone of the Author, Function of a Phrase or Sentence in the Passage, Data Analysis on the Basis of Diagrams, Charts, or Graphs.

*\*This course is offered during Zero Period.*

### **SAT - Mathematics**

Grade 11, 12

**(1.25 credits)**

This course prepares students for the SAT math tests. The math content covered in the class is aligned with the actual test. Classes consist of targeted lessons and practice with problems similar to those on the SAT. Students take periodic practice exams, which provide valuable feedback to the students and enable lessons to be targeted to specific areas of weakness. Homework will be assigned after each lesson. Periodic quizzes will be used to assess student progress as well. Classes will also address test-taking strategies and time management.

*\*This course is offered during Zero Period.*

## THE SCIENCES

### Graduation Requirement

Student placement is based on multiple measures including: teacher recommendation, standardized test scores, and academic performance.

For students who are currently in Grade 8, the following criteria for placement is used:

Level	Mid Year Grade Requirement	Marking Period 2 District Assessment	CogAT	NJSLA/Start Strong Math Score	Teacher Recommendation
Level B	87 and below	Below 88	Below 5	Reference	Yes
Level A	88 and above	88 or above	5, 6, 7	745 or higher/ 3	Yes
Honors	93 and above	93 or above	7Q+ or N+ or A 8 or 9	765 or higher/ 3	Yes

For students who are currently in grades 9 thru 11, the following criteria for placement is used

Current Level	Level Change	Mid Year Grade Requirements	Marking Period 2 District Assessment	NJSLA/Start Strong Math Score	CogAT if available	Teacher Recommendation
Level B	Level A	93 and above	88 or above	740 or higher	5 or above	Yes
Level A	Honors	93 and above	88 or above	750 or higher /3	7Q+ or N+ or A 8 or 9	Yes
Honors	AP	93 and above	88 or above	765 or higher/3	7Q+ or N+ or A 8 or 9	Yes

### **Biology**

Grade 9, 10, 11, 12

(5 credits)

Biology is a life science introductory course designed for students to develop an understanding of the major themes in the life sciences such as organization and development, matter and energy transformation, interdependence, heredity, and evolution and diversity. Students will engage in inquiry based activities, laboratory investigations, data analysis, virtual simulations, and the engineering design process.

### **Biology**

Grade 9,10,11,12

(6 credits)

Biology is a life science introductory course designed for students to develop an understanding of the major themes in the life sciences such as organization and development, matter and energy transformation, interdependence, heredity, and evolution and diversity. Students will engage in inquiry based activities, data analysis, virtual simulations, the engineering design process, and complex laboratory investigations with an emphasis on proper laboratory techniques. Additionally, students will be required to use mathematics, organize and interpret data, graphing skills, and statistical analysis.

### **Biology Honors**

Grade 9, 10, 11, 12

(6 credits)

Biology Honors is an advanced life science course designed for students to develop an in-depth understanding of the major themes in the life sciences at an accelerated pace such as organization and development, matter and energy transformation, interdependence, heredity, and evolution and diversity. Students will engage in inquiry based activities, data analysis, virtual simulations, the engineering design process, and complex laboratory investigations with an emphasis on proper laboratory techniques. Additionally, students will be required to use mathematics, organize and interpret data, graphing skills, and statistical analysis.

### **AP Biology**

Grade 11,12

(10 credits)

**Prerequisite:** Successful completion of Biology and Chemistry, multiple measures, AP Contract

Advanced Placement Biology is designed to be the equivalent of a college introductory biology course, usually taken by biology majors during their first year. This course is designed to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The College Board based curriculum includes topics such as general chemistry, biochemistry, molecular genetics, origin of life, evolution, animal behavior, cellular biology, cell transport, microbiology, nervous, immune and endocrine systems, cell energetics and cellular respiration, photosynthesis, cellular reproduction, Mendelian genetics, population genetics, ecology, and genetic engineering.

\*Students enrolled in AP Biology will participate in the AP Biology Exam.

\*\* AP Contract required.

### **Chemistry**

Grade 10, 11, 12

(5 credits)

**Prerequisite:** Successful completion of Biology

Chemistry is a basic introductory course designed to develop knowledge and understanding of basic principles and applications of chemistry. Concepts covered include structure and properties of matter, bonding and chemical reactions, matter and energy in living systems, and industrial applications. Students will engage in inquiry based activities, laboratory investigations, data analysis, virtual simulations, and the engineering design process.

**Chemistry**

Grade 10, 11, 12

(6 credits)

**Prerequisite: Successful completion of Biology**

Chemistry is a basic introductory course designed to develop knowledge and understanding of basic principles and applications of chemistry. Concepts covered include structure and properties of matter, bonding and chemical reactions, matter and energy in living systems, and industrial applications. Students will engage in inquiry based activities, data analysis, virtual simulations, the engineering design process, and complex laboratory investigations with an emphasis on proper laboratory techniques. Additionally, students will be required to use mathematics, organize and interpret data, graphing skills, and statistical analysis.

**Chemistry Honors**

Grade 10, 11, 12

(6 credits)

**Prerequisite: Successful completion of Biology, multiple measures**

Chemistry Honors is an advanced course designed to develop knowledge and understanding of basic principles and applications of chemistry at an accelerated pace. Concepts covered include structure and properties of matter, bonding and chemical reactions, matter and energy in living systems, and industrial applications. Students will engage in inquiry based activities, data analysis, virtual simulations, the engineering design process, and complex laboratory investigations with an emphasis on proper laboratory techniques. Additionally, students will be required to use mathematics, organize and interpret data, graphing skills, and statistical analysis. This course is intended to prepare students for Advanced Placement courses in the Sciences.

**AP Chemistry**

Grade 11, 12

(10 credits)

**Prerequisite: Successful completion of Biology, Chemistry, Geometry, multiple measures, AP Contract**

Advanced Placement Chemistry is designed to be the equivalent of a college introductory chemistry course. Students in this course attain a depth of understanding of fundamentals and competence in dealing with chemical problems; chemical periodicity viewed by quantum mechanics; stoichiometric calculations involved with chemical reactions; energy involved in chemical reactions; behavior of ideal and real gases based on the Kinetic Molecular Theory; physical and chemical properties of liquids and solids determined by molecular motion and intermolecular bonding; chemical kinetics; equilibrium; thermodynamics; acids, bases, and salts, including buffer solutions; and electrochemistry.

\*Students enrolled in AP Chemistry will participate in the AP Chemistry Exam.

\*\* AP Contract required.

**Environmental Science**

Grade 11, 12

(5 credits)

**Prerequisite: Successful completion of Biology and Chemistry**

Environmental Science is designed to introduce students to concepts required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternate solutions for resolving or preventing them. Topics include organization, populations, spheres/impact, climate change, and energy/sustainability. Students will engage in inquiry based activities, laboratory investigations, data analysis, virtual simulations, and the engineering design process.

**Environmental Science**

Grade 11,12

(6 credits)

**Prerequisite: Successful completion of Biology and Chemistry**

Environmental Science is designed to introduce students to concepts required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternate solutions for resolving or preventing them. Topics include organization, populations, spheres/impact, climate change, and energy/sustainability. Students will engage in inquiry based activities, data analysis, virtual simulations, the engineering design process, and complex laboratory investigations with an emphasis on proper laboratory techniques. Additionally, students will be required to use mathematics, organize and interpret data, graphing skills, and statistical analysis.

**Physics**

Grade 11,12

(5 credits)

**Prerequisite: Successful completion of Biology, Chemistry**

Physics is an algebra based, introductory physics course that helps students develop an understanding of how the physical world works around us. Students will be able to build conceptual models of physical phenomena and solve problems based on the models developed including one-dimensional motion, forces in one dimension, projectile motion, circular motion, universal gravitation, momentum, energy, vibrations and waves, electrostatics and simple circuits. Topics in this course build upon each other throughout the year. Students will engage in inquiry based activities, investigations, data analysis, virtual simulations, and the engineering design process. Students should have completed Algebra 1 and Geometry to be eligible for this course.

**Physics**

Grade 11,12

(6 credits)

**Prerequisite: Successful completion of Biology, Chemistry, multiple measures**

Physics is an algebra based, introductory physics course that helps students develop an understanding of how the physical world works around us. Students will be able to build conceptual models of physical phenomena and solve problems based on the models

developed including one-dimensional motion, forces in one dimension, projectile motion, circular motion, universal gravitation, momentum, energy, vibrations and waves, electrostatics and simple circuits. Topics in this course build upon each other throughout the year. Students will engage in inquiry based activities, data analysis, virtual simulations, the engineering design process, and complex investigations. Additionally, students will be required to use mathematics, organize and interpret data, graphing skills, and statistical analysis. Students should have completed Algebra 1 and Geometry to be eligible for this course.

### **Physics Honors**

Grade 11, 12

(6 credits)

**Prerequisite:** *Successful completion of Biology, Chemistry, and (corequisite Algebra 2)*

Physics Honors is an advanced course that helps students develop an understanding of how the physical world works around us, through the language of mathematics, words, diagrams and graphs. Students will be able to build conceptual models of physical phenomena and solve problems based on the models developed including one-dimensional motion, forces in one dimension, projectile motion, circular motion, universal gravitation, momentum, energy, vibrations and waves, electrostatics and simple circuits. Topics in this course build upon each other throughout the year. Students will engage in inquiry based activities, data analysis, virtual simulations, the engineering design process, and complex investigations. Additionally, students will be required to use mathematics, organize and interpret data, graphing skills, and statistical analysis.

Students should have completed Algebra 1 and Geometry to be eligible for this course.

### **AP Physics 1**

Grade 11, 12

(6 credits)

**Prerequisite:** *Successful completion of Biology, Chemistry, and Algebra 2 Honors, multiple measures, AP Contract*

AP Physics 1 follows the curriculum set forth by the College Board and is equivalent to a first semester algebra-based Physics course. Topics include kinematics, Newton's Laws of motion, torque, rotational motion and angular momentum, gravitation and circular motion, work, energy, power, linear momentum, oscillations, mechanical waves, sound, and an introduction to electric circuits. There will be a focus on inquiry-based laboratory activities which challenge students to design and carry out experiments targeting certain learning objectives.

\*Students enrolled in AP Physics 1 will participate in the AP Physics 1 Exam.

\*\* AP Contract required.

### **AP Physics 2**

Grade 12

(5 credits)

**Prerequisite:** *Successful completion of AP Physics 1, multiple measures, AP Contract*

AP Physics 2 follows the curriculum set forth by the College Board and is equivalent to a second semester algebra-based Physics course. Topics include fluid statics and dynamics, thermodynamics, electrostatics, electrical circuits, magnetic fields, electromagnetism, physical and geometric optics, and topics in modern physics. There will be a focus on inquiry-based laboratory activities which challenge students to design and carry out experiments targeting certain learning objectives.

\*Students enrolled in AP Physics 2 will participate in the AP Physics 2 Exam.

\*\* AP Contract required.

## **SCIENCES ELECTIVES**

Considered a Carnegie Unit / Academic Elective / College Entrance Unit

### **Anatomy & Physiology**

Grade 11, 12

(5 credits)

**Prerequisite:** *Successful completion of Biology and Chemistry*

Anatomy and Physiology is an elective designed to give students interested in pursuing a career in the health fields a background of knowledge into the human body. Topics covered include the basics of human anatomy and physiology including anatomical terminology, basic biochemistry, cells and tissues, along with the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, excretory, and reproductive systems.

\*This course does not meet the science graduation requirements.

### **Forensic Science**

Grade 11, 12

(5 credits)

This course is an elective introducing students to the basic theoretical and philosophical understanding of the investigatory process as well as fundamental investigation techniques such as crime scene analysis, collection, preservation, and testing of evidence. Students will become familiar with the study of hereditary material, its biological, chemical, and physical nature. They will also become versed in the tools of human molecular genetic analysis and the nature of DNA and its applications.

\*This course does not meet the science graduation requirements.

### **Scientific Research Design Methods 1 - 4**

Grades 9, 10, 11, 12

(5 credits)

This course is an elective that allows students to design their own research project. Students will explore and study a topic for investigation. Additionally, students will be required to participate and present their research in various competitions.

\*This course does not meet the science graduation requirements.



## SOCIAL STUDIES

### Graduation Requirement

Student placement is based on multiple measures including: teacher recommendation, standardized test scores, and academic performance.

For students who are currently in Grade 8, the following criteria for placement is used:

Current Level	Mid Year Grade Requirement	NJSLA Score	Teacher Recommendation
Level B	84 or below	Level 3 or below	Yes
Level A	85 - 94	Level 4	Yes
Honors	95 or higher	Level 4	Yes
AP	95 or higher	Level 5	Yes

For students who are currently in grades 9 thru 11, the following criteria for placement is used

Current Level	Level Change	Mid Year Grade Requirement	NJSLA Score	Teacher Recommendation
Level B	Level A	90 or higher	Level 4	Yes
Level A	Honors	92 or higher	Level 4	Yes
Level A	AP	93 or higher	Level 5	Yes
Honors	AP	90 or higher	Level 5	Yes

### **World History**

Grade 9

(5 credits)

**Prerequisite:** Social Studies department recommendation, multiple measures

The ninth grade Social Studies program requires the study of the modern world from the Age of Global Encounters to the present. Growth in a comprehensive understanding of history, economic development, geography, political institutions, as well as the social and cultural life of each era is an anticipated outcome of this course. In addition, important current events and the New Jersey Student Learning Standards related to the course of study will be interwoven with the learning plan and made part of the curriculum.

### **World History Honors**

Grade 9

(5 credits)

**Prerequisite:** Social Studies department recommendation, multiple measures

Honors students must meet the same proficiency requirements outlined for World History 9 and also demonstrate an ability to analyze primary and secondary sources, in addition to completing projects specifically planned for the honors course. This course should be taken in conjunction with English 9 Honors. To be automatically enrolled in the course, students must meet the criteria set by the district.

### **United States History 1**

Grades 10, 11

(5 credits)

**Prerequisite:** Successful completion of World History, Social Studies department recommendation, multiple measures

This course emphasizes the meaning and value of our democratic form of government, the achievements of American men and women, the development of American institutions and the relationship between cause and effect in history. Additional aspects integrated into the course are current events, New Jersey Studies and the New Jersey Student Learning Standards. The content of this course covers the period from 1763 to 1898.

### **United States History I Honors/AP**

Grades 10, 11

(5 credits)

**Prerequisite:** Successful completion of World History, Social Studies department recommendation, multiple measures

The Honors United States History 1 course is designed to be the equivalent of the Early American History survey course usually taken during the first or second year of college. Honors students must meet the same proficiencies outlined for United States History 1 Grades 10 and 11 and demonstrate their ability to do college level work.

*\*Students enrolled in US1 Honors/AP are expected to continue with AP United States History 2 and then take the AP United States History Exam.*

### **United States History 2**

Grades 11, 12

(5 credits)

**Prerequisite:** Successful completion of United States History 1, Social Studies department recommendation, multiple measures

Arranged chronologically from 1898 to the present, this course will expose students to the events, people(s), beliefs, and forces that have given shape to the modern United States. This course includes current events, New Jersey studies and addresses the New Jersey Student Learning Standards.

### **United States History 2 Honors**

Grades 11, 12

(5 credits)

**Prerequisite:** Successful completion of United States History 1, Social Studies department recommendation, multiple measures

This course is designed to be the equivalent of the second semester chronological Survey of United States History from 1898 to present. Students must meet the same proficiencies outlined in United States History 2 and demonstrate their ability to do college level work.

**AP United States History 2**

Grades 11, 12

(5 credits)

**Prerequisite:** Successful completion of United States History 1, Social Studies department recommendation, multiple measures, AP Contract

The advanced placement (AP) United States History course is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

\*Students enrolled in AP United States History 2 will participate in the AP United States History Exam.

\*\* AP Contract required.

**European History Honors**

Grade 12

(5 credits)

**Prerequisite:** Successful completion of United States History 2, Social Studies department recommendation, multiple measures

This course is designed to be the equivalent of the Modern European History survey course usually taken during the first or second year of college. Students will focus on intellectual and cultural history as well as political and diplomatic history and social and economic history.

**AP European History**

Grade 12

(5 credits)

**Prerequisite:** Successful completion of United States History 2, Social Studies department recommendation, multiple measures, AP Contract

The advanced placement (AP) European History course is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

\*Students enrolled in AP European History will participate in the AP European History Exam.

\*\*This course is offered during Zero Period.

\*\*\* AP Contract required.

**SOCIAL STUDIES ELECTIVES**

Considered a Carnegie Unit / Academic Elective / College Entrance Unit

**African-American History**

Grade 9, 10, 11, 12

(5 credits)

This is a full year course offered to all students. Dedicated to exploring the history, culture and contributions of African-Americans, this course begins with an overview of Africa prior to the start of the Atlantic Slave Trade and ends with an exploration of relevant contemporary issues.

**American Civil War**

Grades 11-12

(2.5 credits)

This semester course is for anyone who wants to take a deep dive into the causes and effects of the American Civil War. Students will learn how to dispel the Myth of the Southern Confederacy, explore the lives of the soldiers and discover the intimate details of Abraham Lincoln's life, writings and politics, as well as other topics. Students will read a variety of primary and secondary sources while also engaging in regular writing assignments. Students taking American Civil War are expected to also take History Through Film.

**American Social Issues**

Grade 11, 12

(2.5 credits)

American Social Issues is divided into six separate units and it can be taken by juniors or seniors. The respective units deal with topics such as Family Issues in American Life, The Influence of Religion in American Life, The Impact of Technology, The Impact of Sports in American Life, Violence in American Life, and We the People. This is a semester-long class and is Pass/Fail.

**Anthropology**

Grade 11, 12

(2.5 credits)

This course allows students to learn about anthropology, a behavioral science that focuses on the study of humanity and culture. Students will learn about all of the major topics in physical and cultural anthropology. Students will also apply their observational skills to the real-life study of cultures in the United States and around the world. This course runs for a semester.

**Criminal Justice**

Grade 11, 12

(2.5 credits)

No matter who you are, crime affects your life. As a taxpayer and a voter you will fund crime fighting, repair its damages and choose candidates based in part on their views about crime. This course covers criminal law and procedure and the system that investigates, apprehends, and punishes lawbreakers. Students will study crime itself. This course reviews the role of criminologists as they try to find answers to some very difficult questions. Why do people become criminals? How serious is our crime problem? How can crime be reduced? This course is aimed at those who are considering criminology as a career and to help each student understand the important issues of criminal justice. This course runs for a semester.

**Economics**

Grade 11, 12

(5 credits)

The course is intended to provide students with an in-depth understanding of economic issues and principles as it relates to the individual and other economic systems. Specific units will cover microeconomic issues such as the law of supply and demand and the business cycle while other units will address macroeconomic issues such as money and banking. Students will also explore the history of economic thought as well as current economic issues.

\* *Personal Financial Literacy embedded in the course.*

**AP Economics**

Grade 11, 12

(5 credits)

**Prerequisite:** *Social Studies department recommendation, multiple measures, AP Contract*

The advanced placement (AP) Economics course is designed to be the equivalent of Introduction to Economics usually taken during the first or second year of college. Admission is based on academic performance and teacher recommendation. Those taking AP Economics should be prepared for and be willing to accept the volume of work and effort necessary to succeed.

\* *Students enrolled in AP Economics will participate in the AP Microeconomics and AP Macroeconomics exams.*

\*\* *AP Contract required.*

\*\*\* *Personal Financial Literacy embedded in the course.*

**History Through Film**

Grades 11-12

(2.5 credits)

*This semester course is for students who enjoy movies and are interested in comparing history as presented on the screen with what we know to be the facts of the film's setting. Students will also learn about the impact of contemporary issues on the presentation of the past. Students are responsible for completing regular readings and writings. Students taking History Through Film are expected to have taken American Civil War.*

**Indigenous History of the United States**

Grade 10, 11, 12

(5 credits)

This is a full year course offered to students in Grades 10-12. Scholars will engage in project-based learning to explore the rich and resilient history of the varied Indigenous histories of the United States from past through present. Thematic units might include: Education: Reflection, Resistance, Resilience; Immigration and Migration: Voluntary & Forced; Agriculture and the Environment: Who influences who?; Political Crisis: Government, War, Disease, & More. Students will also have access to guest speakers, field trips and service-learning opportunities.

**Model UN 1**

Grades 10, 11, 12

(5 credits)

Open to Grades 10-12, this year-long course introduces students to local and international politics, political actors, policy positions, NGOs and the United Nations. Students will also explore local and international issues and participate in activities relevant to the Model UN including possibly attending a Model UN conference.

**Model UN 2**

Grades 11, 12

(5 credits)

**Prerequisite:** *Successful completion of Model UN 1*

This course is designed to help students who have a deep and abiding interest in global affairs to continue to develop their understanding of the trends and events in our world today by going beyond the confines of Model UN, Part I. Furthermore, students will immerse themselves in 21st century skills and themes as they conduct sustained and in-depth research on real-world issues. Students will evaluate multiple perspectives and analyze a variety of primary and secondary sources as they practice disciplined and scholarly research. All students will construct and present evidence-based arguments, understand context and perspective and employ effective written and oral communication techniques, considering audience, context and purpose. Additionally, students will assume leadership roles with select activities from Model UN, Part I such as Choices and Model UN Conferences. For example, students will organize a local Model UN conference in which local upper elementary students will participate. This course is geared towards motivated and self-directed learners.

**Holocaust and Human Behavior**

Grade 11, 12

(5 credits)

This course offers students the opportunity to explore the root causes and effects of genocide and discrimination. Students will learn about certain historical events such as the Holocaust and the Rwandan genocide while also exploring sociological reasons for individual

and group behaviors. Additionally, students will also study the American Civil Rights Movement. Several texts will be used in this class but the core resource will be *The Holocaust and Human Behavior*.

### **AP Human Geography**

Grade 9, 10, 11, 12

(5 credits)

**Prerequisite:** *Social Studies department recommendation, multiple measures, AP Contract*

The advanced placement (AP) Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socio-economic organization and its environmental consequences. They also learn about the tools and methods geographers use in their research and applications. Students must take the AP Exam in May.

*\*Students enrolled in AP Human Geography will participate in the AP Human Geography Exam.*

*\*\*This course is offered during Zero Period.*

*\*\*\* AP Contract required.*

### **Political Legal Education**

Grade 10, 11, 12

(2.5 credits)

Political/Legal Education begins with an in-depth study of constitutional rights, before moving into an examination of civil and criminal law. The course closes with a study of our political system and current political events. Additionally, students are required to attend and report on various political and civic meetings. This course runs for a semester.

### **Psychology**

Grade 11, 12

(5 credits)

An introduction to the science of human behavior, this course may be taken by students in Grades 11 and 12. Topics to be discussed include: sensation and perception, altered states of consciousness, learning and memory, physiological regulation of behavior, the relation between animal and human behavior, emotion and motivation, psychological development from infancy to old age, personality and deviancy, social interactions between individuals and groups, and psychological testing and research techniques.

### **AP Psychology**

Grade 11, 12

(5 credits)

**Prerequisite:** *Social Studies department recommendation, multiple measures, AP Contract*

The advanced placement (AP) Psychology course is a second level psychology course modeled on the curriculum approved by the College Board. It is a rigorous academic endeavor and is designed to be the equivalent of a Psychology course usually taken during the first or second year of college. It is taught on a very high level and students taking this course should be prepared and be willing to accept the volume of work and effort necessary to succeed. Additionally, this course is designed to prepare students to take the AP Psychology test for which students must take.

*\*Students enrolled in AP Psychology will participate in the AP Psychology Exam.*

*\*\* AP Contract required.*

### **Sociology**

Grade 11, 12

(2.5 credits)

Sociology is a semester-long course that offers students an introduction to the study of this subject. Topics such as education, socialization, gender and sports in society will be explored.

### **AP United States Government and Politics**

Grade 11, 12

(5 credits)

**Prerequisite:** *Social Studies department recommendation, multiple measures, AP Contract*

The Advanced Placement (AP) United States Government and Politics course deals with the major aspects of the development, organization, operation and practical workings of our national government. It is designed to be the equivalent of an American Government college course. As such, students must be prepared for a rigorous and demanding workload. Students will also sit for the AP Exam in May.

*\*Students enrolled in AP United States Government and Politics will participate in the AP United States Government and Politics Exam.*

*\*\* AP Contract required.*

## SPECIAL EDUCATION

Special Education programs offered at Bayonne High School are designed to provide classified students with a number of scheduling options to promote success in attaining the requirements for a high school diploma. The student's individualized education plan (IEP), which is developed collaboratively by teacher(s), parents, related service providers and the child study team, is the legal document that drives the course selection to best meet the needs of each student.

### **In-Class Resource (Inclusion)**

**In-Class Resource** classes include both classified and non-classified students. A general education and special education teacher co-teach these classes. They work collaboratively in regards to the planning and implementation of content.

Classified students in the in-class resource classroom receive a variety of modifications and accommodations as indicated in their IEP. The IEP ensures that a student with a classification has equal access to the general education curriculum in order to successfully meet their specific goals and objectives for that content area.

### **At-Risk/SOAR**

**At-Risk** classes are general education classes that are offered to both classified and non-classified students who are experiencing either academic or emotional barriers that are preventing them from meeting with success in the traditional general education classroom. Instruction is provided by a content area certified teacher. Support services are provided to the general education teacher by a certified special education teacher using a liaison model. For non-classified students, the teacher in collaboration with their curriculum director, determines the class placement. For classified students, the CST determines placement.

**SOAR** is an extension of the At-Risk classes. SOAR provides additional support to both classified and non-classified students who exhibit learning gaps and/or difficulty with social, emotional and behavioral regulation. These supports include, but may not be limited to, a modified length of school day, tailored electives and ongoing availability to counseling services. Not all students in At-Risk classes require SOAR support. Support is determined on an individual basis.

### **Self-Contained**

**Self-Contained** classes are taught by certified Special Education teachers. All students in these classes are classified. The nature and intensity of the student's educational needs shall determine whether the student is placed in a self-contained Learning or Multiply disabled classroom. Instruction is provided to address the learning standards unless the IEP indicates a modified curriculum.

## VISUAL ARTS

Meets Visual / Performing Art Graduation Requirement  
Considered Free Elective

### **Art I**

Grade 9, 10, 11, 12

(5 credits)

This course offers students the opportunity to explore a wide range of "hands on " activities. In addition to learning the basic developmental skills and techniques in each area, this course will expose students to the works of famous artists and stress the art elements and design principles of good composition. This course will prepare the student for advanced art courses.

### **Art II**

Grade 10, 11, 12

(5 credits)

**Prerequisite:** *Successful completion of Art I*

This course students continue exploration in the areas of drawing, printmaking, painting, and three dimensional construction as well as crafts, graphic art and art history. Emphasis is placed on color and more advanced techniques and materials. Students will develop greater observational skills while creating a portrait. Students will also explore creative problem solving and abstraction.

### **Art III**

Grade 11, 12

(5 credits)

**Prerequisite:** *Successful completion of Art II*

This course emphasizes the individual's growth in the ability to observe, to think through problems, and to plan and to carry projects to a conclusion. Subject matter areas covered in previous grades are reviewed and enriched through further exploration.

### **Art IV Portfolio**

Grade 12

(5 credits)

**Prerequisite:** *Successful completion of Art III*

This course emphasizes the individual's growth in the ability to observe, to think through problems, and to plan and to carry projects to a conclusion. Subject matter areas covered in previous grades are reviewed and enriched through further exploration. The development of skills and mastery of one's own style is encouraged as well as the development of individual student portfolios

### **Comic Book Illustrations**

Grade 10, 11, 12

(5 credits)

In this course, students explore cartooning and animation as an art form and career path stressing the development of artistic expression using traditional techniques and digital technology. The influence of cartooning and animation throughout history and across cultures is explored. Students begin by learning about composition and how a viewer's emotions can be manipulated using the Elements and Principles of Design. They learn the correct proportions to draw the human head, and how to distort those proportions in order to draw a caricature. Emphasis is placed on linear perspective and other methods of creating depth in artwork. Students learn how to letter artwork properly and how to present their art work upon completion. Basic ideas regarding panel composition, color theory, and panel/page layout are explored, along with various animation techniques, including: stop motion, eel and computer animation. Discussion of aesthetics and critiquing help students demonstrate and apply learned understandings.

### **Computer Graphics I**

**Prerequisites:** *Successful completion of Art I*

Grade 10, 11, 12

(5 credits)

This course is designed to emphasize digital graphic design through the eye of an artist. By using traditional techniques and digital technology, creative artwork is produced for such things as advertising, printing and promotion. Drawing and computer skills are expanded to create high quality original layouts, illustrations and graphic designs. Typical areas of study include package design, corporate identity, print and media advertising, etc.

### **Computer Graphics II**

Grade 11, 12

(5 credits)

**Prerequisite:** *Successful completion of Computer Graphics I*

This course builds on what students learned in Computer Graphics 1. It is designed to emphasize digital graphic design through the eye of an artist. By using traditional techniques and digital technology, creative artwork is produced for such things as advertising, printing and promotion. Drawing and computer skills are expanded to create high quality original layouts, illustrations and graphic designs. Typical areas of study include package design, corporate identity, print and media advertising, etc.

### **Computer Graphics III**

Grade 12

(5 credits)

**Prerequisite:** *Successful completion of Computer Graphics II*

This course builds on what students learned in Computer Graphics II. It is designed to emphasize digital graphic design through the eye of an artist. By using traditional techniques and digital technology, creative artwork is produced for such things as advertising, printing and promotion. Drawing and computer skills are expanded to create high quality original layouts, illustrations and graphic designs. Typical areas of study include package design, corporate identity, print and media advertising, etc.

**Observational Drawing**

Grade 10, 11, 12

**(5 credits)**

This course is designed for serious art students. Students will explore the fundamental principles of observational drawing. Being able to draw realistically is not a trait that one is born with; it requires behaviors and practices in mindfulness, patience, risk taking, and perseverance. Students will learn, develop, and practice techniques and strategies in perspective, composition, line weight, proportion, and measuring. We will share ideas and reflect on our process and completed works in individual, one-on-one, and group critiques.

**Photography I**

Grade 10, 11, 12

**(5 credits)****Prerequisite:** *Successful completion of Art I*

This course explores the fundamentals and intermediate levels of Digital Photography and Adobe Photoshop. Photography is taught from both technical and aesthetics perspectives. Skills needed to create an interesting photograph from initial image capture to post-processing will be developed with hands-on demonstrations, activities and applications. An introduction to studio photography will be included in the course. Students are required to do outside work, as well as classroom participation, project completion, and critique involvement.

**Photography II**

Grade 11, 12

**(5 credits)****Prerequisite:** *Successful completion of Photography I*

This course builds on the skills and aesthetics learned and developed in Photography I. An enhanced studio lighting experience will be provided to all students along with a wet darkroom introduction and experience later in the course. The Course explores concepts and ideas as a means of creating interesting and advanced level photographs, as well as traditional themes. The history of photography and a focus on past and contemporary Masters of Photography will be included. Students are required to do outside work, as well as classroom participation, project completion, and critique involvement.

**Photography III**

Grade 12

**(5 credits)****Prerequisite:** *Successful completion of Photography II*

This course builds on all skills and techniques learned in Photography I and Photography II. Students will be able to explore personal themes and ideas as they experiment with photo art as well as digital photography. Portfolio development will be an objective as students work with advanced concepts and themes. Outside work will be required and students will be expected to be self-motivated. The darkroom will also be available for advanced darkroom experimentation.

**Sculpture**

Grade 10, 11, 12

**(5 credits)**

This course is on three-dimensional art. Students work on a wide range of sculptural techniques both additive (clay, wire, paper Mache) and subtractive (plaster, wood, stone, carving) as well as assemblage (using found objects to create sculpture).

## VOCATIONAL

Meets 21<sup>st</sup> Century Life and Career Graduation Requirement  
Considered Free Elective

### **Automotive**

Grade 10, 11, 12

(10 credits)

This course will develop an understanding of suspensions, engines, fuel systems, emission systems, inspection requirements, braking systems, transmissions and other systems. It will emphasize diagnostic methods. Lectures and hands-on work will be introduced. Shop and personal safety, use of hand tools, lubrication services, car safety inspection, under car/under hood visual inspections, oil & filter change, service of transmission, tire maintenance & repair, wheel bearing maintenance, basic automotive electricity & engine theory will be included.

### **Career Academy 1**

Grade 11

(10 credits)

#### **Prerequisite: Interview for the Career Academy Program**

This course teaches the skills necessary to successfully apply for a position in the construction industry. Students learn about safety, PPE, framing of walls, floors, and ceilings, electricity, wiring, as well as residential plumbing and piping.

### **Career Academy 2**

Grade 12

(10 credits)

#### **Prerequisite: Successful completion of Career Academy 1**

This course teaches the skills necessary to successfully apply for a position in the construction industry. Students learn about safety, PPE, framing of walls, floors, and ceilings, electricity, wiring, as well as residential plumbing and piping.

### **Construction Trades Cycle:**

Grade 9

#### **Introduction to Carpentry**

Introductory one marking period course. This emerging program is designed to prepare students to enter the construction industry with a variety of marketable skills. The Construction Trades Technology Program teaches energy conservation practices, renewable resource products and a strong influence on residential and commercial carpentry.

\* *Personal Financial Literacy embedded in the course.*

#### **Introduction to Electricity**

Introductory

one marking period course. Preparing students to enter the industry as an electrical apprentice in a variety of settings, this program teaches residential, commercial, and industrial wiring consistent with the National Electrical Code.

\* *Personal Financial Literacy embedded in the course.*

#### **Introduction to Plumbing**

Introductory one marking period course. This one marking period course introduces students to the plumbing trade. Students will learn plumbing safety, basic piping, plumbing materials/equipment and installation of plumbing fixtures.

\* *Personal Financial Literacy embedded in the course.*

#### **Introduction to Welding**

Introductory one marking period course. Students in this program are instructed in the concepts of joining metal through a variety of welding techniques. With an emphasis on safety, theory, and practice, this course covers the permanent bond formed when heat is applied to metal pieces to join, melt, and fuse them

\* *Personal Financial Literacy embedded in the course.*

### **Carpentry 2**

Grade 10, 11

(10 credits)

#### **Prerequisite: Successful completion of Carpentry 1**

This course includes a review of the previous grade course content with an increase in emphasis on shop and personal safety, and selections and use of hand tools and machines; also, radial saw, circular saw, jointer, planer, mortise, et. al. The student will further develop their skills and techniques as applied to various learning situations and activities.

### **Carpentry 3**

Grade 11

(10 credits)

#### **Prerequisite: Successful completion of Carpentry 2**

This course includes a review of the previous grade content and shop and personal safety. Emphasis in this course centers on the trade area of carpentry as it relates to the industrial building trades. The students will learn and develop their skills and competencies constructing foundations, rough framing, roof framing, exterior and interior finish on a modified scaled model house, power hand tools and equipment. The student will learn how to do estimating that will involve material cost, labor cost and general expense.



**Food and Nutrition**

Grade 12

**(10 credits)**

An overview of the typical culinary and hospitality program. Students will be given selected topics in the production kitchen, front and back of the house, bake shop, pantry, foods of different lands, careers in the food industry, nutrition, safety, proper equipment and service. This course earns ten credits in practical arts.

**In Vogue**

Grade 10, 11, 12

**(5 credits)**

What it takes to look your best, feel good about yourself, and make a great impression. The “In Vogue” course provides basic concepts and hands-on experiences in hair design, cosmetics, nail technology, manicure and pedicure, eyebrows and eyelashes, skin care, esthetics, fragrances, fashion, accessories, haute couture, and social graces.

**Piping Design and Installation**

Grade 10, 11, 12

**(10 credits)****Prerequisite:** *Interview for the Career Academy Program*

This course teaches the skills necessary to successfully apply for a position in the construction industry. Students will learn how to measure, cut, and assemble various piping materials, how to design and install plumbing pipes and fixtures, and plumbing code.

\* *Personal Financial Literacy embedded in the course.*

**Welding 2**

Grade 10, 11

**(10 credits)****Prerequisite:** *Successful completion of Welding 1*

Activities of this course include instruction in shop and personal safety, personal protection devices, care, selection and use of tools, electric arc welding on the flat, vertical and horizontal positions using various electrodes.

\* *Personal Financial Literacy embedded in the course.*

**Welding 3**

Grade 11

**(10 credits)****Prerequisite:** *Successful completion of Welding 2*

Instruction in this advanced course includes shop and personal safety, personal protection devices, electric arc welding in the overhead, flat, vertical and horizontal positions on flat and pipe stock. Student activities include: TIG and MIG welding – noting the advantages, types, equipment and materials.

\* *Personal Financial Literacy embedded in the course.*

## WORLD LANGUAGE

### Graduation Requirement

Considered a Carnegie Unit / Academic Elective / College Entrance Unit

Student placement is based on multiple measures including: teacher recommendation, standardized test scores, and academic performance.

For students who are currently in Grade 8, the following criteria for placement is used:

Current Level	Mid Year Grade Requirement	NJSLA Score	Teacher Recommendation
Level B	80 or below	Level 3 or below	Yes
Level A	81 - 82	Level 4	Yes
Honors	83 - 84	Level 4	Yes
AP	85 or above	Level 5	Yes

For students who are currently in grades 9 thru 11, the following criteria for placement is used

Current Level	Level Change	Mid Year Grade Requirement	NJSLA Score	Teacher Recommendation
Level B	Level A	88	Level 4	Yes
Level A	Honors	93	Level 4	Yes
Level A	AP	93 or higher	Level 5	Yes
Honors	AP	90 or higher	Level 5	Yes

### French 1

Grade 9, 10, 11, 12

(5 credits)

This course provides an introduction into the language and culture of each corresponding country. These courses develop listening, comprehension, reading, writing, correct pronunciation, and conversation skills. Students are exposed to the culture and life style of the country through the use of films, music, audio visual aids, and field trips. Each course aims to introduce grammatical structures of the language and standard vocabulary development. The courses are designed to encourage gradual reading and translation abilities as well as developing conversational and writing skills.

### French 2

Grade 10, 11, 12

(5 credits)

**Prerequisite:** Successful completion of French 1, World Language department recommendation, multiple measures

This course reinforces the basics learned in the previous course as well as promote a greater emphasis on conversation and composition. Knowledge of the geography, culture, history, and literature of each individual country is expanded through the use of textbooks, supplemental reading material, field trips, and the Internet. There is a continuation of the development of grammatical structure and proper pronunciation.

### French 3

Grade 11, 12

(5 credits)

**Prerequisite:** Successful completion of French 2, World Language department recommendation, multiple measures

This course fine-tunes the skills and knowledge learned in the previous two courses. At this level students are introduced into an intensive study of the culture, history, and geography of the country of the target language. There is a continuation of the reinforcement of basic grammar and an introduction of more complex grammatical structures, with an increased emphasis on reading and writing, to promote speaking fluently in the target language.

### French 3 Honors

Grade 11, 12

(5 credits)

**Prerequisite:** Successful completion of French 2, World Language department recommendation, multiple measures

The goal of this course is to fine-tune the skills and knowledge learned in the previous two courses. At this level students are introduced into an intensive study of the culture, history, and geography of the country of the target language. There is a continuation of the reinforcement of basic grammar and an introduction of more complex grammatical structures, with an increased emphasis on reading and writing, to promote speaking fluently in the target language. In addition, the target language is used exclusively in the classroom.

### French 4

Grade 12

(5 credits)

**Prerequisite:** Successful completion of French 3, World Language department recommendation, multiple measures

This course focuses on extensive reading, compositions, and class discussions in the target language. These goals are achieved through independent projects on topics like art, literature, and music of the country. Students will take part in an intense review of all that has been learned up to this point from prior course work. This course also stresses proper pronunciation and oral and written fluency.

## **French 4 Honors**

Grade 12

(5 credits)

**Prerequisite:** *Successful completion of French 3, World Language department recommendation, multiple measures*

The goal of this course is to fine-tune the skills and knowledge learned in the previous two courses. At this level students are introduced into an intensive study of the culture, history, and geography of the country of the target language. There is a continuation of the reinforcement of basic grammar and an introduction of more complex grammatical structures, with an increased emphasis on reading and writing, to promote speaking fluently in the target language. In addition, the target language is used exclusively in the classroom.

## **Italian 1**

Grade 9, 10, 11, 12

(5 credits)

This course provides an introduction into the language and culture of each corresponding country. These courses develop listening, comprehension, reading, writing, correct pronunciation, and conversation skills. Students are exposed to the culture and life style of the country through the use of films, music, audio visual aids, and field trips. Each course aims to introduce grammatical structures of the language and standard vocabulary development. The courses are designed to encourage gradual reading and translation abilities as well as developing conversational and writing skills.

## **Italian 2**

Grade 10, 11, 12

(5 credits)

**Prerequisite:** *Successful completion of Italian 1, World Language department recommendation, multiple measures*

This course reinforces the basics learned in the previous course as well as promote a greater emphasis on conversation and composition. Knowledge of the geography, culture, history, and literature of each individual country is expanded through the use of textbooks, supplemental reading material, field trips, and the Internet. There is a continuation of the development of grammatical structure and proper pronunciation.

## **Italian 3**

Grade 11, 12

(5 credits)

**Prerequisite:** *Successful completion of Italian 2, World Language department recommendation, multiple measures*

The goal of this course is to fine-tune the skills and knowledge learned in the previous two courses. At this level students are introduced into an intensive study of the culture, history, and geography of the country of the target language. There is a continuation of the reinforcement of basic grammar and an introduction of more complex grammatical structures, with an increased emphasis on reading and writing, to promote speaking fluently in the target language. In addition, the target language is used exclusively in the classroom.

## **Italian 3 Honors**

Grade 11, 12

(5 credits)

**Prerequisite:** *Successful completion of Italian 2, World Language department recommendation, multiple measures*

The goal of this course is to fine-tune the skills and knowledge learned in the previous two courses. At this level students are introduced into an intensive study of the culture, history, and geography of the country of the target language. There is a continuation of the reinforcement of basic grammar and an introduction of more complex grammatical structures, with an increased emphasis on reading and writing, to promote speaking fluently in the target language. In addition, the target language is used exclusively in the classroom.

## **Italian 4 Honors**

Grade 12

(5 credits)

**Prerequisite:** *Successful completion of Italian 3, World Language department recommendation, multiple measures*

The goal of this course is to fine-tune the skills and knowledge learned in the previous two courses. At this level students are introduced into an intensive study of the culture, history, and geography of the country of the target language. There is a continuation of the reinforcement of basic grammar and an introduction of more complex grammatical structures, with an increased emphasis on reading and writing, to promote speaking fluently in the target language. In addition, the target language is used exclusively in the classroom.

## **Latin 1**

Grade 9, 10, 11, 12

(5 credits)

This course provides an introduction into the language and culture of each corresponding country. These courses develop listening, comprehension, reading, writing, correct pronunciation, and conversation skills. Students are exposed to the culture and life style of the country through the use of films, music, audio visual aids, and field trips. Each course aims to introduce grammatical structures of the language and standard vocabulary development. The courses are designed to encourage gradual reading and translation abilities as well as developing conversational and writing skills.

## **Latin 2**

Grade 10, 11, 12

(5 credits)

**Prerequisite:** *Successful completion of Latin 1, World Language department recommendation, multiple measures*

This course reinforces the basics learned in the previous course as well as promote a greater emphasis on conversation and composition. Knowledge of the geography, culture, history, and literature of each individual country is expanded through the use of textbooks,

supplemental reading material, field trips, and the Internet. There is a continuation of the development of grammatical structure and proper pronunciation.

### **Latin 3 Honors**

Grade 11, 12

(5 credits)

**Prerequisite:** *Successful completion of Latin 2, World Language department recommendation, multiple measures*

The goal of this course is to fine-tune the skills and knowledge learned in the previous two courses. At this level students are introduced into an intensive study of the culture, history, and geography of the country of the target language. There is a continuation of the reinforcement of basic grammar and an introduction of more complex grammatical structures, with an increased emphasis on reading and writing, to promote speaking fluently in the target language. In addition, the target language is used exclusively in the classroom.

### **Latin 4 Honors**

Grade 12

(5 credits)

**Prerequisite:** *Successful completion of Latin 3, World Language department recommendation, multiple measures*

The goal of this course is to fine-tune the skills and knowledge learned in the previous two courses. At this level students are introduced into an intensive study of the culture, history, and geography of the country of the target language. There is a continuation of the reinforcement of basic grammar and an introduction of more complex grammatical structures, with an increased emphasis on reading and writing, to promote speaking fluently in the target language. In addition, the target language is used exclusively in the classroom.

### **Spanish 1**

Grade 9, 10, 11, 12

(5 credits)

This course provides an introduction into the language and culture of each corresponding country. These courses develop listening, comprehension, reading, writing, correct pronunciation, and conversation skills. Students are exposed to the culture and life style of the country through the use of films, music, audio visual aids, and field trips. Each course aims to introduce grammatical structures of the language and standard vocabulary development. The courses are designed to encourage gradual reading and translation abilities as well as developing conversational and writing skills.

### **Spanish 2**

Grade 10, 11, 12

(5 credits)

**Prerequisite:** *Successful completion of Spanish 1, World Language department recommendation, multiple measures*

This course reinforces the basics learned in the previous course as well as promote a greater emphasis on conversation and composition. Knowledge of the geography, culture, history, and literature of each individual country is expanded through the use of textbooks, supplemental reading material, field trips, and the Internet. There is a continuation of the development of grammatical structure and proper pronunciation.

### **Spanish 3**

Grade 11, 12

(5 credits)

**Prerequisite:** *Successful completion of Spanish 2, World Language department recommendation, multiple measures*

This course fine-tunes the skills and knowledge learned in the previous two courses. At this level students are introduced into an intensive study of the culture, history, and geography of the country of the target language. There is a continuation of the reinforcement of basic grammar and an introduction of more complex grammatical structures, with an increased emphasis on reading and writing, to promote speaking fluently in the target language.

### **Spanish 3 Honors**

Grade 11, 12

(5 credits)

**Prerequisite:** *Successful completion of Spanish 2, World Language department recommendation, multiple measures*

The goal of this course is to fine-tune the skills and knowledge learned in the previous two courses. At this level students are introduced into an intensive study of the culture, history, and geography of the country of the target language. There is a continuation of the reinforcement of basic grammar and an introduction of more complex grammatical structures, with an increased emphasis on reading and writing, to promote speaking fluently in the target language. In addition, the target language is used exclusively in the classroom.

### **Spanish 4**

Grade 12

(5 credits)

**Prerequisite:** *Successful completion of Spanish 3, World Language department recommendation, multiple measures*

This course focuses on extensive reading, compositions, and class discussions in the target language. These goals are achieved through independent projects on topics like art, literature, and music of the country. Students will take part in an intense review of all that has been learned up to this point from prior course work. This course also stresses proper pronunciation and oral and written fluency.

**Spanish 4 Honors**

Grade 12

**(5 credits)****Prerequisite:** *Successful completion of Spanish 3, World Language department recommendation, multiple measures*

The goal of this course is to fine-tune the skills and knowledge learned in the previous two courses. At this level students are introduced into an intensive study of the culture, history, and geography of the country of the target language. There is a continuation of the reinforcement of basic grammar and an introduction of more complex grammatical structures, with an increased emphasis on reading and writing, to promote speaking fluently in the target language. In addition, the target language is used exclusively in the classroom.

**Spanish for Native Speakers**

Grade 9, 10, 11, 12

**(5 credits)****Prerequisite:** *World Language department recommendation, multiple measures*

This course develops listening, comprehension, reading, and writing skills of students whose first language is Spanish, while refining their existent native skills. The students will study the culture of various Spanish-speaking countries and make comparisons to the American culture. This course will help the students reinforce their grammar skills necessary for analyzing literature and professional composition writing. The class is conducted entirely in Spanish to enhance the oral proficiency of the students.

**Advanced Spanish for Native Speakers**

Grade 10, 11, 12

**(5 credits)****Prerequisite:** *World Language department recommendation, multiple measures*

This course is designed for students who have successfully completed the Spanish for Native Speakers course. The goal of this course is to further develop listening comprehension, reading, writing and refine conversational skills in Spanish. Students will continue to study various Spanish speaking countries making comparisons to American culture. The course is conducted entirely in Spanish in order to strengthen comprehension, reading, writing, and oral skills.

**Spanish for Heritage Speakers I**

Grade 9, 10, 11, 12

**(5 credits)****Prerequisite:** *World Language department recommendation, multiple measures*

This course is designed for students who come from a Spanish background and speak the language but their Spanish literacy skills are lacking. The goal of the course is to strengthen listening, comprehension, reading, and writing skills from their existent native skills. Students will learn to read and write Spanish properly, through the reinforcement of the grammatical structures of the language, for the purposes of literature analysis and composition writing. Students will also learn about the similarities and differences between the cultures of various Spanish-speaking countries and American culture. The class will be conducted entirely in Spanish in order to enhance the oral proficiency of the students.

**Spanish for Heritage Speakers II**

Grade 10, 11, 12

**(5 credits)****Prerequisite:** *World Language department recommendation, multiple measures*

This course is designed for students who speak Spanish but whose Spanish literacy skills need further development. The goal of this course is a continuation of the strengthening of listening, comprehension, reading, and writing skills. Students will also continue to learn to read and write Spanish properly. The course will also focus on the reinforcement of grammar necessary analyzing literature and writing compositions. The class will be conducted in Spanish in order to enhance the oral proficiency of the students.

## BAYONNE HIGH SCHOOL COURSE PLANNER

Students must enroll in a minimum seven courses per year (35 credits)  
 Graduation Requirements are the priority when selecting elective courses  
 Additional Courses (Electives) are allowed after graduation requirements are fulfilled  
**Please refer to the Bayonne High School Program of Studies for more details.**

Content Area	Graduation Requirement	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English	4 years 20 Credits	English 9	English 10	English 11 OR AP English Language & Composition	English 12 OR AP Literature & Composition
Physical Education and Health	4 years 20 Credits	PE 9/Health	PE 10/Driver's Ed	PE 11/Health	PE 12/Health
Mathematics	3 years 15 Credits <i>must include Algebra 1, Geometry and one additional year</i>	Algebra 1 or Geometry	Geometry or Algebra 2	Algebra 2 or 3 <sup>rd</sup> year of Math	
Science	3 years 15 Credits <i>must include Biology, Chemistry and one additional year</i>	Biology	Chemistry	3 <sup>rd</sup> year of Science	
Social Studies	3 years 15 Credits <i>must include World History, US 1, &amp; US 2</i>	World History	US History 1	US History 2	
World Languages	1 year 5 credits				
21 <sup>st</sup> Century Life and Career	1 year 5 credits				
Fine or Performing Art	1 year 5 credits				
Financial Literacy	$\frac{1}{2}$ year 2.5 credits <i>Modules completed outside of class</i>				
Freshman Seminar	$\frac{1}{2}$ year 2.5 credits				
Electives					

### In order to earn a diploma from Bayonne High School

Students are required to have completed 125 total credits in grades 9-12  
 Pass the State Assessments in Language Arts and Mathematics or an alternative state approved assessment  
 Complete 20 hours of Service Learning