

# **NPHS**

## **Program of Studies**

### **Grades 9 - 12**



**2025 - 2026**

Welcome to North Plainfield High School! It is the sincere hope of the administration and staff that your high school years will be exciting and challenging. Your high school experience is a continuation of the learning process which began when you first entered school. May it be all that you have anticipated . . . and more.

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## **Glossary of Terms**

**ML-** Multilingual Learners **CP-** College Prep **AP-** Advanced Placement

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## How to use this guide

Read the entire guide carefully, especially the section on graduation requirements. Look over the tables and text that outline the sequences of courses in each subject area. Your choices should fit into an overall four-year plan. Note graduation requirements, and then consult the course listings. These include credits offered, prerequisites, and other pertinent information.

Some courses have prerequisites or require departmental recommendation. Consult with your school counselor about placement into these courses. Your performance on certain level tests, such as the NJSLA, may result in placement in courses that are designed to strengthen your skills.

## Curriculum Information

The curriculum offerings in this booklet should be carefully reviewed by you and your parents/guardians, in consultation with your school counselor. The courses have been designed to provide a wide variety of learning experiences and to meet the needs of each student. When planning your schedule, you must consider requirements for graduation and should take into account your interests, talents, abilities, and future plans. Making decisions about your courses is an important part of your education. There are many opportunities for you to become involved in extracurricular programs such as student government, clubs, and athletics. Participation in an interesting activity will help to make your experience at North Plainfield High School richer and more meaningful.

## Course Registration Procedures

It should be clearly understood that the availability of courses listed in this program booklet is subject to recommendation by the administration of the school district and to final action and authorization by the Board of Education, as the Board of Education develops its annual budget.

The North Plainfield Public School District does not discriminate on the basis of sex, ethnic background, or religious beliefs in the educational programs or activities which it operates, and it is required by Title IX of the Education Amendments of 1972 not to discriminate in such a manner. This policy of nondiscrimination includes the following areas: recruitment and appointment of employees, access by students to educational programs, course offerings, and student activities

## Choosing a program

The **Program of Studies** outlines your possible choices for next year and includes the information you need to plan your program. A four-year program, which includes the required courses in English, mathematics, science, social studies, world languages, physical education, and fine and/or performing arts, provides each student with an essential educational base. This core of knowledge and skills will prepare you to pursue many career and educational opportunities in the future.

When you choose electives, you may want to consider taking additional academic courses, such as a world language, and/or a more extensive program of fine and/or performing arts. If your future plans include college, especially a highly competitive one, check with that college to determine the appropriate criteria necessary for admission. You will be able to find useful information about educational and career planning by working collaboratively with your school counselor, along with

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using Naviance. Our college and career counselor also supports the excellent work of our counselors, providing additional opportunities and support.

Whatever you choose, take the time to think about your personal interests, talents, long-term goals, and possible career choices. Talk over your options with parents/guardians, teachers, and counselors to make sure your program selection meets your needs.

### **Procedure for scheduling**

The scheduling process for NPHS is a very careful and important matter which requires the input of students, teachers, counselors, and parents/guardians.

- Students review the Program of Studies and decide which classes are of interest to them.
- Current teachers give students advice about course offerings and appropriate levels of instruction.
- Counselors meet with the students and offer career and personal counseling during the scheduling process.
- Parents/guardians are encouraged to review the final course selections, based upon teacher, student, and counselor input.
- Instructions for course selection are on the counseling website.

### **Schedule changes**

The only acceptable reasons for changing courses are the following:

- Course failures which prohibit progress to the next sequential course
- Successful summer school attendance that allows progress to the next sequential course
- Data processing errors
- The addition of a course to fulfill a graduation requirement for a senior
- Class level changes supported by the teacher and counselor and approved by the appropriate department supervisor within guidelines indicated below.
- A history of student/teacher/family conflict in previous year

### **Schedule change deadlines**

- Last day to add a full year course or 1st semester course....fifth day of school
- Last day to drop a full year course or 1st semester course....fifth day of school
- Last day to add a 2nd semester course.....the 3rd day of the third marking period
- Last day to change a course level.....the last day of the 1st marking period
- A 1st semester course can NOT be added/dropped after the fifth day of school
- A 2nd semester course can NOT be added/dropped after the third day of the 2nd semester

**\* Students who want to drop a course after the above deadlines, must complete the appeal form and process that can be obtained by their school counselor. A student who is given permission by a department supervisor to withdraw from a course after the above deadlines will be removed from the class roster. If a level change is permitted, the student's grades will transfer to the new course. Dropping a course completely, will result in a "W" (Withdrawal) and will be recorded on the student's permanent transcript. Students can not drop a class so as to leave early from school.**

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## Curricular Graduation Requirements

To earn a North Plainfield High School diploma, students must complete 120 credits. Students must also meet the following graduation requirements in addition to the state graduation assessment requirements and FAFSA completion or waiver.

Course	Number of Credits Required for Graduation
English (9 - 12)	20
Math- Including Algebra 1 and Geometry	15
Social Studies- (World History, US History I, US History II)	15
Lab-Based Science (Biology, Chemistry, Physics, Environmental Science)	15
Visual, Performing/Fine Arts	5
21st Century Life & Careers/Practical Arts/Vo-tech	5
World Language	5
Financial Literacy	2.5
Phys Ed. or ROTC	16 *Requirement is waived for students who are not enrolled in NPHS for all 4 years.
Health	3 *Requirement is waived for students who are not enrolled in NPHS for all 4 years.
Drivers Ed (10)	1 credit during 10th grade. *Students who enter after the completion of 10th grade are exempt.

*For the graduating seniors in the class of 2025 and for two school years thereafter, students in public high schools and charter schools must complete either the Free Application for Federal Student Aid (FAFSA®) or the New Jersey Alternative Financial Aid Application as a condition of receiving a high school diploma, unless an opt-out waiver is completed according to the terms of [P.L. 2023, c.295](#).*

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The total number of credits a student can take in one (1) school year typically, is forty (40). The forty (40) credits can include Option II; however, not more than five (5) credits can be in Option II. A student wishing to take more than forty (40) credits in a school year must have his/her schedule approved by the school administration.

<b>30 credits</b>	<b>Needed to go to Grade 10</b>
<b>60 credits</b>	<b>Needed to go to Grade 11</b>
<b>90 credits</b>	<b>Needed to go to Grade 12</b>

***Electives will be used to accrue the 120 credits, which are needed for graduation.***

- Summer school, whether for make-up of failures or additional graduation credit, must have the prior written approval of the counselor.
- Students are not permitted to carry two (2) levels of English or physical education/health in the same year, unless approval is given by the school administration.
- Students are not permitted to carry two (2) levels of mathematics in the same year unless approval is given by the department supervisor.
- The graduation requirement is waived for a student with a medical excuse for PE, but the student does not receive credit for the course.
- Transfer students who enter after 10th grade or were not enrolled as an NPHS student when Drivers Education was offered, will have the Drivers Education requirement waived.
- Students who transfer into NPHS during their 10th grade year and missed the offered marking period course, will need to make it up.
- Students are only required to take Health/PE for the years that they are enrolled in NPHS.

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## New Jersey High School Graduation Assessment Requirements

*Updated by the NJDOE May 2023*

The requirements in this section were adopted by the New Jersey State Board of Education on September 8, 2021 for the classes of 2024–2025.

### The Classes of 2024-2025

#### *FIRST PATHWAY*

*Demonstrate proficiency on the New Jersey Graduation Proficiency Assessment (NJGPA) in Grade 11. If after completing the New Jersey Graduation Proficiency Assessment a student does not demonstrate proficiency on the ELA or mathematics section, the student may retake the New Jersey Graduation Proficiency Assessment in the following summer or fall.*

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

ELA: New Jersey Graduation Proficiency Assessment—ELA  $\geq$  725 (Graduation Ready)

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

Mathematics: New Jersey Graduation Proficiency Assessment—Mathematics  $\geq$  725 (Graduation Ready)

#### *SECOND PATHWAY*

**\*Note:** This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

*Students who sat for the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics by meeting the designated cut score on one of the assessments on the menu of substitute competency tests in the table for the second pathway (below).*

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## Second Pathway—Menu of Substitute Competency Tests

ELA	Mathematics
<p>One of the following:</p> <ul style="list-style-type: none"> <li>● ACT Reading <math>\geq 17</math></li> <li>● Accuplacer WritePlacer <math>\geq 5</math></li> <li>● Accuplacer WritePlacer English Second Language <math>\geq 4</math></li> <li>● PSAT10 Evidence Based Reading and Writing (EBRW) <math>\geq 420</math></li> <li>● PSAT10 Reading <math>\geq 21</math></li> <li>● PSAT/NMSQT EBRW <math>\geq 420</math></li> <li>● PSAT/NMSQT Reading <math>\geq 21</math></li> <li>● SAT EBRW <math>\geq 450</math></li> <li>● SAT Reading <math>\geq 23</math></li> </ul>	<p>One of the following:</p> <ul style="list-style-type: none"> <li>● ACT Math <math>\geq 17</math></li> <li>● Accuplacer Elementary Algebra <math>\geq 49</math></li> <li>● Accuplacer Next-Generation QAS <math>\geq 250</math></li> <li>● PSAT10 Math Section or PSAT/NMSQT Math Section <math>\geq 420</math></li> <li>● PSAT10 Math or PSAT/NMSQT Math <math>\geq 21</math></li> <li>● SAT Math Section <math>\geq 440</math></li> <li>● SAT Math Test <math>\geq 22</math></li> </ul>

### ***THIRD PATHWAY***

**\*Note:** This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

***Students who completed the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics through a portfolio appeal in grade 12.***

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

ELA: Meet the criteria of the NJDOE Portfolio Appeal for ELA

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

Mathematics: Meet the criteria of the NJDOE Portfolio Appeal for Math

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## **College and Career Planning**

Students and parents/guardians are urged to seek the assistance of school counselors during the decision-making process regarding educational and career planning. Students are encouraged to see their school counselors during any non-instructional time during the school day or before or after school hours.

Parents may arrange for an appointment with the school counselors by calling the school counseling office at 769-6000, Ext. 3118. The services of interpreters **may be** available for those parents who do not speak English.

The following resources are available through the School Counseling Department and can serve as valuable tools for students and parents as they consider the wide range of educational options and opportunities available:

- Naviance - Naviance is a college and career readiness program that is online and available to students, families and staff. It is a tool for students and parents to use to explore careers and post-secondary schools. Applications can be sent to colleges/universities electronically using Naviance, which saves time and postage! Teachers and counselors can send letters of recommendations directly to the school by using this program. Parents can monitor their child's college application process through the use of Naviance. Directions for using Naviance are located on the school counseling website.
- College catalogs and guides
- Computer search programs
- Scholarship reference books
- Armed Forces information

**In addition, the counseling staff is ready to assist with any of the following:**

- Selection of a program of courses
- Research of post-high school career and educational opportunities
- Scholarship and college open house information
- Occupational and vocational information
- Problems/concerns regarding academic progress
- Personal concerns
- College and Career Planning
- Use and access of the College and Career Center

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## **Planning for college**

The most important factors in college admission are the strength of your academic program and your achievement in your academic courses (English, mathematics, science, history and a world language). You should select the highest level college preparatory course offered for which you are prepared and that is appropriate for your ability and skill. Although college requirements vary, it is advisable to prepare for admission to the largest variety of colleges by pursuing a broad and balanced program.

### **To prepare for college you should:**

- Complete at least 16 college preparatory units. Applicants to highly competitive colleges should complete 20 or more units. A unit represents a year course in a college preparatory subject.
- Read widely in a variety of subjects to build your comprehension, reading speed, and vocabulary.
- Develop good study habits in all subject areas.
- Participate actively in school and community activities; become involved in service projects.
- Prepare for college entrance examinations by taking the most challenging academic courses for which you are prepared.
- The following general criteria for admission may assist you in your planning

### **Liberal arts colleges:**

- four years of English
- four years of mathematics including Algebra I, Geometry, and Algebra II
- three years of lab science
- three years of history
- two to four years of a world language

### **Highly competitive colleges:**

- four years of English
- four years of mathematics including Algebra I, Geometry, and Algebra II
- four years of lab science
- four years of history
- four years of a world language

### **Engineering colleges:**

- four years of English
- four years of mathematics including Calculus
- four years of science including Chemistry and Physics
- three years of history
- two to three years of a world language
- proficiency in computer programming

### **Technical or post-secondary vocational schools**

- four years of English
- one year each of Algebra, Geometry, and Algebra II
- two years of science
- one to two years of a world language
- elective courses in the area one wishes to pursue
- a portfolio may be required in programs such as art or photography

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# Department Course Sequences

## English Language Arts and Literacies

Ms. Cathline Tanis  
 cathline\_tanis@nplainfield.org  
 (732) 769-6000, ext. 3121

### New Jersey Department of Education English Language Arts Requirement

Students must complete four years of English Language Arts courses.

#### ENGLISH COURSE SEQUENCE

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
College Prep English I	College Prep English II	College Prep English III	College Prep English IV options: Heroes, Villains & Monsters Justice for All Lies and Betrayal The World of Fear In Times of War Rutgers College Writing
Honors English I	Honors English II	Honors English III  <i>Option of English 11 Honors            with RVCC 111 Concurrent</i>	Honors English IV  <i>English 12 Honors with RVCC 112            Concurrent</i>
		AP Language and Composition	AP Literature and Composition

#### ENGLISH ELECTIVES

English Electives	Grade Levels	Length of Course
Creative Writing and the Study of Poetry and Prose	9 - 12	Full Year
The Graphic Novel	9-12	Semester
Film Analysis	9-12	Semester
Talk the Talk	9-12	Semester
Introduction to Journalism <i>(Prerequisite Course to Production Journalism)</i>	9 - 12	Full Year
Production Journalism and Tunlaw	10 - 12	Full Year
Introduction to Yearbook Production <i>(Prerequisite Course to Yearbook Production)</i>	9 -12	Semester

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Yearbook Production	10 -12	Full Year
Ready. Prep, Go!	11-12	Semester
Media Literacy	9-10	Semester

**ENGLISH CONCURRENT COURSES**

Concurrent courses allow students to earn college credits through Raritan Valley Community College (RVCC) and Rutgers University. Students must meet the criteria set by RVCC to earn the college credits but can still take the course if they aren't earning college credits.

ENGL 111 - English Composition I	3 Credits
ENGL 112 - English Composition II	3 Credits
355:101 College Writing	3 Credits

**ENGLISH GRADUATION ASSESSMENT REQUIREMENT: SENIORS ONLY**

Students must meet specific assessment scores to graduate high school. Starting with the class of 2023, students must pass the New Jersey Graduation Proficiency Assessment. If students do not have a passing score, they will be required to complete a portfolio appeal process in order to graduate

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**English as a Second Language**

Ms. Regina Acevedo

regina\_acevedo@nplainfield.org

908-769-6000, ext. 3142

**New Jersey Department of Education English as a Second Language (ESL) Requirement:**

Students must complete four years of English Arts courses.

ENGLISH AS A SECOND LANGUAGE

<b><u>9th Grade</u></b>	<b><u>10th Grade</u></b>	<b><u>11th Grade</u></b>	<b><u>12th Grade</u></b>
Recent Arrival	Recent Arrival	Recent Arrival	Recent Arrival
ESL 1	ESL 1	ESL 1	ESL 1
ESL 2	ESL 2	ESL 2	ESL 2
ESL 3	ESL 3	ESL 3	ESL 3
	ESL 4	ESL 4	ESL 4
		ESL 4 + Workshop*	ESL 4 + Workshop*

\*ESL 4 + Workshop is a semester-long course worth 2.5 credits

**Eligibility for this class:**

- Multilingual Student who successfully passed ESL 4, but who has not yet met the 4.5 composite score on WIDA ACCESS for MLs or WIDA ACCESS Model test
- Students enrolled in in ESL 4+ Workshop will also be enrolled in their grade level English Language Arts class

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## Fine, Practical, and Performing Arts

Mr. Alfred Hadinger

alfred\_hadinger@nplainfield.org / 908-769-6000, ext. 3154

### New Jersey Department of Education Arts Requirement

Students must complete five credits (one full year) of Fine/Performing Arts and five credits of 21st Century Life and Careers (Practical Arts).

#### FINE, PRACTICAL, AND PERFORMING ARTS ELECTIVES

Fine, Practical, and Performing Arts Electives	Grade Levels	Length
Concert Band	9 - 12	Full Year
Introduction to Dance Studies	9 - 12	Full Year
Art and Design	9 - 12	Full Year
Drawing 1	9 - 12	Full Year
Introduction to Music Technology	9 - 12	Full Year
Introduction to Theater	9 - 12	Full Year
Mixed Chorus	9 - 12	Full Year
Digital Photography 1 #	9 - 12	Full Year
Marching Band	9 - 12	Marking Period 1
Child Development 1	10-12	Full Year
Introduction to Foods and Nutrition #	10-12	Full Year
Graphic Design 1#	10-12	Full Year
Graphic Design 2#	11-12	Full Year
Intermediate Dance - Technique & Creative Practices*	10-12	Full Year
Honors Dance Performance & Composition*	11-12	Full Year
Principles of Acting*	10-12	Full Year
Entrepreneurship#	10-12	Semester 1
Marketing#	10-12	Semester 2
Drawing 2*	10-12	Full Year
Painting*	10-12	Full Year

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Sculpture and Ceramics	10-12	Full Year
Digital Photography 2*	10-12	Full Year
Honors Studio*	11-12	Full Year
Advanced Theater Workshop*	11-12	Full Year
Concert Choir*	9-12	Full Year
Advanced Placement Music Theory*	11-12	Full Year
Advanced Placement 2-D Art and Design*	12	Full Year
Foundations of Education*#	11-12	Full Year

\*Prerequisite or audition required

# Denotes Practical Arts course

#### FINE, PRACTICAL, AND PERFORMING ARTS CONCURRENT COURSES

Concurrent courses allow students to earn college credits through Stockton University or Kean University. Students must meet the criteria set by those universities to earn the college credits but can still take the course if they aren't earning college credits.

Foundations of Education	3 Credits
Honors Dance Performance & Composition	4 Credits

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**Mathematics**  
 Ms. Lauren Heckendorf  
 lauren\_heckendorf@nplainfield.org  
 908-769-6000, ext. 3132

**New Jersey Department of Education Mathematics Requirement**

Students must complete three years of mathematics courses including Algebra, Geometry, and a third year of an Algebra/Geometry-based math course.

**MATHEMATICS COURSE SEQUENCE**

<b><u>9th Grade</u></b>	<b><u>10th Grade</u></b>	<b><u>11th Grade</u></b>	<b><u>12th Grade</u></b>
Algebra 1 (Double/CP/Honors)	Geometry (CP/Honors)	Algebra 2 (CP/Honors) OR Practical Algebra	Precalculus (CP/Honors/AP) Trigonometry Practical Algebra AP Statistics Quantitative Reasoning
Geometry(CP/Honors)  *Must have completed Algebra 1 in 8th grade	Algebra 2 (CP/Honors)	Precalculus (CP/Honors/AP) Quantitative Reasoning AP Statistics	AP Calculus AB/BC AP Statistics Practical Algebra Quantitative Reasoning

Note: Students can “double up” in Geometry and Algebra 2 to progress quicker to high level math courses.\*

**MATHEMATICS CONCURRENT COURSES**

Concurrent courses allow students to earn college credits through Stockton University. Students must meet the criteria set by North Plainfield to earn the college credits.

Precalculus Honors/AP	4 Credits
Quantitative Reasoning	4 Credits
AP Statistics	4 credits
AP Calculus AB	5 Credits
AP Calculus BC	5 Credits

**MATHEMATICS ACADEMIC SUPPORT: SENIORS ONLY**

Students must meet specific assessment scores to graduate high school. Starting with the class of 2023, students must pass the New Jersey Graduation Proficiency Assessment. If students do not have a passing score, they will be assigned a senior-level academic support class that will require students to complete a portfolio appeal process in order to graduate.

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## Health and Physical Education/ROTC

### Director of Athletics

Sean Dowling

sean\_dowling@nplainfield.org

908-769-6000, ext. 3143

### New Jersey Department of Education Health and Physical Education Requirement

Students must complete 15 credits over four years. 3.75 credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week each year.

#### HEALTH AND PHYSICAL EDUCATION COURSE SEQUENCE

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Physical Education 9	Physical Education 10	Physical Education 11	Physical Education 12
Health 9	Driver's Education	Health 11	Health 12
ROTC 1	ROTC 2	ROTC 3	ROTC 4

<b>NPHS Sports</b>		
<b>Fall Sports</b>	<b>Winter Sports</b>	<b>Spring Sports</b>
Cheerleading	Cheerleading	Baseball
Cross Country (B/G)	Basketball (B/G)	Boys Tennis
Field Hockey	Wrestling	Softball
Football	Winter Track (B/G)	Track and Field (B/G)
Soccer (B/G)		Boys Volleyball
Girls Tennis		Girls Flag Football
Girls Volleyball		

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## Science, Technology, and Engineering

Mrs. Leah Bromley

leah\_bromley@nplainfield.org

908-769-6000, ext. 3109

### New Jersey Department of Education Science Requirement

Students must complete three years of lab/inquiry-based science courses, which **must** include one year of Biology/Life Science, as well as two additional years of inquiry/lab-based science.

### TRADITIONAL SCIENCE COURSE SEQUENCES

<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Biology CP	Chemistry CP	Environmental Science CP Physics CP	Electives
Biology ML	Chemistry ML	Environmental Science ML	Electives
Biology Honors	Chemistry Honors	AP Environmental Science AP Physics I	Electives

\* AP Biology does not count towards the three-year lab science graduation requirement

### SCIENCE ELECTIVE COURSES

Science Electives	Grade Levels	Length
Environmental Science CP*	11-12	Full Year
Environmental Science ML*	11-12	Full Year
Advanced Placement (AP) Biology	11-12	Full Year
Advanced Placement (AP) Physics I*	11-12	Full Year
Advanced Placement (AP) Environmental Science*	11-12	Full Year
Astronomy I: Legends of the Universe^	9-12	Semester 1
Astronomy II: Journey into the Cosmos^	9-12	Semester 2
Marine Science	10-12	Semester
Forensic Science	10-12	Semester
<i>Biomedical Science Electives (must be taken sequentially)</i>		
1. Principles of Biomedical Science^	9-12	Full Year
2. Human Body Systems^	10-12	Full Year

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3. Medical Interventions <sup>^</sup>	11-12	Full Year
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\* Counts as lab science credits towards graduation

<sup>^</sup> Counts as a practical art

**Science, Technology, and Engineering**

Mrs. Leah Bromley

leah\_bromley@nplainfield.org

908-769-6000, ext. 3109

**TECHNOLOGY AND ENGINEERING ELECTIVE COURSES**

Technology and Engineering Electives	Grade Levels	Length
Computer Science Discoveries <sup>^</sup>	9-12	Full Year
Advanced Placement (AP) Computer Science Principles <sup>^</sup>	10-12	Full Year
Advanced Placement (AP) Computer Science A <sup>^</sup>	10-12	Full Year
Digital Dreamscapes <sup>^</sup>	9-12	Full Year
Cybersecurity <sup>^</sup>	10-12	Full Year
Engineering Essentials <sup>^</sup>	9-12	Full Year
<i>Cisco Networking Academy Electives (must be taken sequentially)</i>		
1. Cisco Networking Academy I: IT Essentials <sup>^</sup>	9-12	Full Year
2. Cisco Networking Academy II: Introduction to Networks <sup>^</sup>	10-12	Full Year
<i>Engineering Electives</i>		
Introduction to Robotics and Design <sup>^</sup>	9-12	Semester 1
Competitive Robotics <sup>^</sup>	9-12	Semester 2
Digital Electronics <sup>^</sup>	10-12	Full Year
Engineering Design and Development <sup>^</sup>	12	Full Year

<sup>^</sup> Counts as a practical art

**SCIENCE, TECHNOLOGY, AND ENGINEERING CONCURRENT COURSES**

Concurrent courses allow students to earn college credits through Raritan Valley

Community College (RVCC). Students must meet the criteria set by RVCC; however, students can still take the course if they elect to not pursue the concurrent credit option.

Introduction to Networks	3 Credits
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**Glossary of Terms**

**ML-** Multilingual Learners **CP-** College Prep **AP-**Advanced Placement

Social Studies  
 Cathline Tanis  
 cathline\_tanis@nplainfield.org  
 (732) 769-6000, ext. 3121

**New Jersey Department of Education Requirement**

Students must complete three years of social courses including United States History I, United States History II, World History, and a half year of Personal Financial Literacy.

**SOCIAL STUDIES COURSE SEQUENCE**

<b><u>9th Grade</u></b>	<b><u>10th Grade</u></b>	<b><u>11th Grade</u></b>	<b><u>12th Grade</u></b>
U.S. I CP	U.S. II CP	World History CP	AP U.S. History
U.S. I Honors	U.S. II Honors	World History Honors	AP World History
Electives	AP U.S. History	AP World History	Electives
	Electives	Electives	

**SOCIAL STUDIES ELECTIVES**

<b>Social Studies Electives</b>	<b>Grade Levels</b>	<b>Length</b>
Advanced Placement Human Geography	10 - 12	Full Year
Advanced Placement Psychology	11 - 12	Full Year
American Politics and Government	9 - 12	Full Year
Latin American Studies	9 - 12	Semester
Law, Crime, and Punishment	11 - 12	Full Year
Psychology	10 - 12	Semester
Race, Gender, and Equity in America	10 - 12	Full Year
Sociology	10 - 12	Semester
Sports and Society	9 - 12	Semester
Dimensions of Genocide, Prejudice and Holocaust	9 - 12	Full Year

**Glossary of Terms**

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World Languages  
Regina Acevedo  
regina\_acevedo@nplainfield.org  
908-769-6000 ext. 3142

**New Jersey Department of Education World Languages Requirement:**  
Students must earn at least five credits in world languages and are encouraged to earn more.

**World Languages: French, Italian, Spanish**

<b><u>9th Grade</u></b>	<b><u>10th Grade</u></b>	<b><u>11th Grade</u></b>	<b><u>12th Grade</u></b>
World Language 1	World Language 1	World Language 1	World Language 1
World Language 2	World Language 2	World Language 2	World Language 2
World Language 2 Honors	World Language 2 Honors	World Language 2 Honors	World Language 2 Honors
	World Language 3	World Language 3	World Language 3
	World Language 3 Honors	World Language 3 Honors	World Language 3 Honors
		World Language 4 Honors	World Language 4 Honors
		Spanish for Heritage Speakers	World Language Advanced Placement
			Spanish for Heritage Speakers

**FRENCH World Language Concurrent Courses**

Concurrent courses allow students to earn college credits through Raritan Valley Community College (RVCC). Students must meet the criteria set by RVCC to earn the college credits but can still take the course if they aren't earning college credits.

French 224 - French Conversation and Composition 1	3 credits
French 225 - French Conversation and Composition 2	3 credits



**NPHS Criteria for Placement**  
*Advanced Placement, Honors, Concurrent,  
 College Preparatory, Blocks, and Academic Support*

**ADVANCED PLACEMENT (AP) IN ENGLISH**

**Placement into AP Language (11th grade) or AP Literature (12th grade)**

All students must meet **three** of the following criteria:

- All students must have a grade of at least an 93% in English 10 CP or at least a 90% in English 10 Honors and at least an 85% in AP
- Teacher recommendation
- IXL Score in the 80th Percentile and Above
- Last NJSLA Score of 4-5

*Please note that any student waiving into an AP course is required to take the AP summer bootcamp course to place into AP. Non attendance will lead to removal from the course.*

**ADVANCED PLACEMENT IN MATHEMATICS**

**Placement into Advanced Placement Precalculus**

- Open Enrollment:* All students who took Algebra 2 and have an interest in taking AP Precalculus can sign up for the course.

**Placement into Advanced Placement Calculus**

**Prerequisite: Precalculus**

All students must have **two** of the following criteria:

- Grade of at least 90% in Precalculus or 85% in Precalculus Honors
- Teacher recommendation

**Placement into Advanced Placement Statistics**

**Prerequisite: Algebra 2**

All students must have **two** of the following criteria:

- Grade of at least 90% in Algebra II or 85% in Algebra II Honors
- Teacher recommendation

**ADVANCED PLACEMENT IN SCIENCE AND TECHNOLOGY**

**Placement into AP Biology**

**(Incoming 11th and 12th-grade students)**

**Prerequisite/Corequisite: Chemistry**

All students must have attained:

- A grade of 90% or higher in CP Biology or 85% in Honors Biology
- STE Teacher Recommendation

**Placement into AP Physics**

**(Incoming 11th and 12th-grade students)**

**Prerequisite/Corequisite: Chemistry**

All students must have attained:

- A grade of 90% or higher in CP Chemistry or 85% in Honors Chemistry
- STE Teacher Recommendation

**Placement into AP Environmental Science**

**(Incoming 10th-12th)**

**Prerequisite: Biology, Algebra I**

All students must have successfully completed Biology and Algebra I.

**Placement into AP Computer Science Principles, AP Computer Science A**

**Prerequisite: Computer Science Discoveries or IT Essentials, Algebra I**

**Glossary of Terms**

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All students must have attained:

- A grade of 90% or higher in CP Algebra I or 85% in Honors Algebra I
- STE Teacher Recommendation Rubric

### ADVANCED PLACEMENT IN SOCIAL STUDIES

<u>Placement into AP US HISTORY (10th-12th grade)</u>	<u>Placement into AP WORLD HISTORY (11th/12th grade)</u>
All students must have <b>three</b> of the following criteria: <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher Recommendation</li> <li><input type="checkbox"/> A minimum grade of at least 93% in US I CP or 90% in US I Honors</li> <li><input type="checkbox"/> IXL Score in the 80th Percentile and Above</li> <li><input type="checkbox"/> Last NJSLA Score of 4-5</li> </ul>	All students must have <b>three</b> of the following criteria: <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher Recommendation</li> <li><input type="checkbox"/> A minimum grade of at least 93% in US History II CP OR 90% in US II Honors OR 85% in AP US History</li> <li><input type="checkbox"/> IXL Score in the 80th Percentile and Above</li> <li><input type="checkbox"/> Last NJSLA Score of 4-5</li> </ul>

*Please note that any student waiving into an AP course is required to take the summer bootcamp course to place into AP. Non attendance will lead to removal from the course.*

### ADVANCED PLACEMENT INTO SOCIAL STUDIES ELECTIVES

<u>Placement into AP PSYCHOLOGY</u>	<u>Placement into AP HUMAN GEOGRAPHY</u>
All students must have <b>four</b> of the following criteria: <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher Recommendation by current social studies teacher</li> <li><input type="checkbox"/> Minimum score of a 90% in current social studies course</li> <li><input type="checkbox"/> Minimum score of a 90% in Biology</li> <li><input type="checkbox"/> IXL Score in the 80th Percentile and Above</li> <li><input type="checkbox"/> Last NJSLA Score of 4-5</li> </ul>	All students must have <b>three</b> of the following criteria: <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher Recommendation by current social studies teacher</li> <li><input type="checkbox"/> Minimum score of a 90% in current social studies course</li> <li><input type="checkbox"/> IXL Score in the 80th Percentile and Above</li> <li><input type="checkbox"/> Last NJSLA Score of 4-5</li> </ul>

### ADVANCED PLACEMENT IN WORLD LANGUAGES

<u>Placement into Advanced Placement (for current 11<sup>th</sup> grade students)</u>
A student must demonstrate <b>both</b> proficiency levels listed below: <ul style="list-style-type: none"> <li><input type="checkbox"/> Recommendation of World Languages teacher</li> <li><input type="checkbox"/> Final grade of B+ or higher</li> </ul>

### English Honors Placement

<u>Placement into 9th Grade Honors From CP</u>	<u>Maintaining a 9th Grade Honors Placement</u>
Students must have at least <b>three</b> of the following criteria: <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher recommendation</li> <li><input type="checkbox"/> A minimum grade of at least 90% in CP</li> <li><input type="checkbox"/> A minimum iReady score of Meeting or Exceeding</li> </ul>	Students must have at least <b>three</b> of the following criteria: <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher recommendation</li> <li><input type="checkbox"/> A grade of at least an 87%</li> <li><input type="checkbox"/> A minimum iReady score of Meeting or Exceeding</li> </ul>

### Glossary of Terms

ML- Multilingual Learners CP- College Prep AP-Advanced Placement

<input type="checkbox"/> Last NJSLA Score of 4-5	<input type="checkbox"/> Last NJSLA Score of 4-5
<b><u>Placement into 10-12th Grade Honors from CP</u></b>	<b><u>Maintaining a 10-12th Grade Honors Placement</u></b>
Students must have at least <b>three</b> of the following criteria: <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher recommendation</li> <li><input type="checkbox"/> A minimum grade of at least 90% in CP</li> <li><input type="checkbox"/> IXL Score in the 80th Percentile and Above</li> <li><input type="checkbox"/> Last NJSLA Score of 4-5</li> </ul>	Students must have at least <b>three</b> of the following criteria: <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher recommendation</li> <li><input type="checkbox"/> A minimum grade of at least 87%</li> <li><input type="checkbox"/> IXL Score in the 80th Percentile and Above</li> <li><input type="checkbox"/> Last NJSLA Score of 4-5</li> </ul>

### Honors Placement in Math

<b><u>Placement into 9th Grade Honors from non-honors</u></b>	<b><u>Maintaining an 9th Grade Honors Placement</u></b>
Students must have at least <b>three</b> of the following criteria: <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher recommendation</li> <li><input type="checkbox"/> A grade of at least a 90%</li> <li><input type="checkbox"/> iReady Winter Assessment (Meeting or Exceeding)</li> <li><input type="checkbox"/> NJSLA Score of 4-5</li> </ul>	Students must have at least <b>three</b> of the following criteria: <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher recommendation</li> <li><input type="checkbox"/> A grade of at least a 85%</li> <li><input type="checkbox"/> iReady Winter Assessment (Meeting or Exceeding)</li> <li><input type="checkbox"/> NJSLA Score of 4-5</li> </ul>
<b><u>Placement into Grade 10-11 Honors from non-honors</u></b>	<b><u>Maintaining a Grade 10-11 Honors Math Placement</u></b>
Students must have at least <b>three</b> of the following criteria: <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher recommendation</li> <li><input type="checkbox"/> A grade of at least a 90%</li> <li><input type="checkbox"/> IXL Winter Assessment (80th percentile or higher)</li> <li><input type="checkbox"/> Last NJSLA Score of 4-5</li> </ul> <p>*Algebra 2 Honors placement will use Algebra 1 NJSLA scores.</p>	Students must have at least <b>three</b> of the following criteria: <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher recommendation</li> <li><input type="checkbox"/> A grade of at least a 85%</li> <li><input type="checkbox"/> IXL Winter Assessment (80th percentile or higher)</li> <li><input type="checkbox"/> Last NJSLA Score of 4-5</li> </ul> <p>*Algebra 2 Honors placement will use Algebra 1 NJSLA scores.</p>

### Honors Placement in Science

<b><u>Placement into Biology Honors</u></b>	<b><u>Maintaining Grade 8 Honors into Biology Honors</u></b>
Students must have at least <b>three</b> of the following criteria: <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher recommendation</li> <li><input type="checkbox"/> A grade of at least a 90%</li> <li><input type="checkbox"/> iReady Math Winter Assessment (Meeting or Exceeding)</li> <li><input type="checkbox"/> Last NJSLA Score of 4-5</li> </ul>	Students must have at least <b>three</b> of the following criteria: <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher recommendation</li> <li><input type="checkbox"/> A grade of at least a 85%</li> <li><input type="checkbox"/> iReady Math Winter Assessment (Meeting or Exceeding)</li> <li><input type="checkbox"/> Last NJSLA Score of 4-5</li> </ul>
<b><u>Placement into Honors Chemistry from CP Biology</u></b>	<b><u>Maintaining Biology Honors into Chemistry Honors</u></b>

### Glossary of Terms

ML- Multilingual Learners CP- College Prep AP-Advanced Placement

Students must have at least <b>three</b> of the following criteria: <input type="checkbox"/> Teacher recommendation <input type="checkbox"/> A grade of at least a 90% <input type="checkbox"/> IXL Winter Assessment (80th percentile or higher) <input type="checkbox"/> Last NJSLA Score of 4-5	Students must have at least <b>three</b> of the following criteria: <input type="checkbox"/> Teacher recommendation <input type="checkbox"/> A grade of at least a 85% <input type="checkbox"/> IXL Winter Assessment (80th percentile or higher) <input type="checkbox"/> Last NJSLA Score of 4-5
<b>AP Physics and AP Environmental Science use separate AP Criteria for Placement</b>	

**Social Studies Honors Placement**

<b><u>Placement into 9th Grade Honors from CP</u></b>	<b><u>Maintaining a 9th Grade Honors Placement</u></b>
Students must have at least <b>three</b> of the following criteria: <input type="checkbox"/> Teacher recommendation <input type="checkbox"/> A minimum grade of at least 90% in US I CP <input type="checkbox"/> A minimum iReady score of Meeting or Exceeding <input type="checkbox"/> Last NJSLA Score of 4-5	Students must have at least <b>three</b> of the following criteria: <input type="checkbox"/> Teacher recommendation <input type="checkbox"/> A grade of at least an 87% <input type="checkbox"/> A minimum iReady score of Meeting or Exceeding <input type="checkbox"/> Last NJSLA Score of 4-5
<b><u>Placement into 10-12th Grade Honors from CP</u></b>	<b><u>Maintaining a 10-12th Grade Honors Placement</u></b>
Students must have at least <b>three</b> of the following criteria: <input type="checkbox"/> Teacher recommendation <input type="checkbox"/> A minimum grade of at least 90% in US I CP <input type="checkbox"/> IXL Score in the 80th Percentile and Above <input type="checkbox"/> Last NJSLA Score of 4-5	Students must have at least <b>three</b> of the following criteria: <input type="checkbox"/> Teacher recommendation <input type="checkbox"/> A grade of at least an 87% <input type="checkbox"/> IXL Score in the 80th Percentile and Above <input type="checkbox"/> Last NJSLA Score of 4-5

**Honors World Language**

<b><u>Placement into World Languages Honors Grades 9-12</u></b>	<b><u>Maintaining World Languages Honors Placement Grades 10-12</u></b>
Students must have <b>both</b> of the following criteria: <input type="checkbox"/> Teacher recommendation <input type="checkbox"/> Grade of at least a 90%	Students must have <b>both</b> of the following criteria: <input type="checkbox"/> Teacher recommendation <input type="checkbox"/> Grade of at least an 85%

**Double Period Algebra 1**

<b><u>Placement into the Block</u></b>
All students must have at least <b>three</b> of the following criteria: <input type="checkbox"/> Grade below a 72% <input type="checkbox"/> Teacher Recommendation <input type="checkbox"/> iReady Score of Not Meeting Expectations <input type="checkbox"/> NJSLA Score of 1 or 2

**ACADEMIC INTERVENTION**

**English Language Arts: 9 & 10**

**Placement into the Academic Intervention**

**Glossary of Terms**

All students recommended for academic intervention must have a **grade below a 70%** and at least **three** of the following criteria:

- Teacher Recommendation (*Completed Tier 1 Checklist*)
- iReady Score of Not Meeting Expectations
- IXL score of less than 800
- NJSLA Score of 1 or 2

### **CONCURRENT COURSES**

*Concurrent course offerings will run in designated sections of Honors Pre-Calculus, Advanced Placement Statistics, Advanced Precalculus, Advanced Placement Calculus, Advanced Placement Biology, French Honors, and 11th and 12th grade English Honors.*

*A student must meet **all** of the following criteria:*

- 3.0 GPA
- HS Junior or Senior
- Students are required to take a placement test (Accuplacer) for enrolling in RVCC English or Mathematics classes unless the student has the following: SAT Critical Reading score of 540 or above or an ACT English score of at least 24, SAT math score of 530 or ACT math score of 22 for select college-level Math courses; or an SAT math score of 550 or ACT math score of 23 for Pre-calculus or Statistics.*

### **ACADEMIC SUPPORT (12th grade only)**

*The supervisor will make academic support placement recommendations for rising seniors, based on final grades and graduation requirements.*

### **APPEALS PROCESS: The Procedure for Petition to Enroll in AP and Honors Courses**

*Students who are not recommended for Honors or AP courses may petition the department supervisor to be placed in those classes.*

*A request through the [High school Appeals Google Form](#) must be made by March 14, 2025.*

*Any AP student who has an appeal approved must attend summer AP bootcamp.*

### **Glossary of Terms**

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**Grading Scales**  
**Class of 2025-2026**

<b>Grade</b>	<b>Numerical Grade</b>	<b>Basic Level</b>	<b>CP</b>	<b>Honors/AP</b>
<b>A+</b>	<b>97-100</b>	<b>4.33</b>	<b>5.33</b>	<b>6.33</b>
<b>A</b>	<b>93-96</b>	<b>4.00</b>	<b>5.00</b>	<b>6.00</b>
<b>A-</b>	<b>90-92</b>	<b>3.67</b>	<b>4.67</b>	<b>5.67</b>
<b>B+</b>	<b>87-89</b>	<b>3.33</b>	<b>4.33</b>	<b>5.33</b>
<b>B</b>	<b>83-86</b>	<b>3.00</b>	<b>4.00</b>	<b>5.00</b>
<b>B-</b>	<b>80-82</b>	<b>2.67</b>	<b>3.67</b>	<b>4.67</b>
<b>C+</b>	<b>77-79</b>	<b>2.33</b>	<b>3.33</b>	<b>4.33</b>
<b>C</b>	<b>73-76</b>	<b>2.00</b>	<b>3.00</b>	<b>4.00</b>
<b>C-</b>	<b>70-72</b>	<b>1.67</b>	<b>2.67</b>	<b>3.67</b>
<b>D+</b>	<b>67-69</b>	<b>1.33</b>	<b>2.33</b>	<b>3.33</b>
<b>D</b>	<b>63-66</b>	<b>1.00</b>	<b>2.00</b>	<b>3.00</b>
<b>D-</b>	<b>60-62</b>	<b>.67</b>	<b>1.67</b>	<b>2.67</b>
<b>F</b>	<b>59 and below</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>INC</b>	<b>—</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>AWD</b>	<b>—</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>WP/WF</b>	<b>—</b>	<b>Does not count in GPA</b>	<b>Does not count in GPA</b>	<b>Does not count in GPA</b>

**Glossary of Terms**

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**Class of 2027 & Beyond**

<b>Alpha Grade</b>	<b>Numeric Grade</b>	<b>CP</b>	<b>Honors</b>	<b>AP</b>
<b>A+</b>	<b>97-100</b>	<b>4.33</b>	<b>4.67</b>	<b>5.33</b>
<b>A</b>	<b>93-96</b>	<b>4.00</b>	<b>4.50</b>	<b>5.00</b>
<b>A-</b>	<b>90-92</b>	<b>3.67</b>	<b>4.17</b>	<b>4.67</b>
<b>B+</b>	<b>87-89</b>	<b>3.33</b>	<b>3.83</b>	<b>4.33</b>
<b>B</b>	<b>83-86</b>	<b>3.00</b>	<b>3.50</b>	<b>4.00</b>
<b>B-</b>	<b>80-82</b>	<b>2.67</b>	<b>3.17</b>	<b>3.67</b>
<b>C+</b>	<b>77-79</b>	<b>2.33</b>	<b>2.83</b>	<b>3.33</b>
<b>C</b>	<b>73-76</b>	<b>2.00</b>	<b>2.50</b>	<b>3.00</b>
<b>C-</b>	<b>70-72</b>	<b>1.67</b>	<b>2.17</b>	<b>2.67</b>
<b>D+</b>	<b>67-69</b>	<b>1.33</b>	<b>1.83</b>	<b>2.33</b>
<b>D</b>	<b>63-66</b>	<b>1.00</b>	<b>1.50</b>	<b>2.00</b>
<b>D-</b>	<b>60-62</b>	<b>.67</b>	<b>1.16</b>	<b>1.67</b>
<b>F</b>	<b>59 and below</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>INC</b>	<b>—</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>AWD</b>	<b>—</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>WP/WF</b>	<b>—</b>	<b>Does not count in GPA</b>	<b>Does not count in GPA</b>	<b>Does not count in GPA</b>

A unweighted/weighted GPA will be maintained in Genesis. A weighted GPA will be maintained in Genesis and shared for the purpose of reporting to colleges and scholarships when a weighted GPA is requested and to identify the “Top 10 Students.”

Student’s grades will be recorded in numerical values (1-100).

For Full Year courses, a grading floor of 40 will be implemented for the 1st through 3rd marking periods.

For Semester 1 courses, a grading floor of 40 will be implemented for the 1st marking period.

For Semester 2 courses, a grading floor of 40 will be implemented for the 3rd marking period.

**Glossary of Terms**

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**The following system is used for calculating student GPAs:**

System of Calculation: **Weighted GPA**

The numerical value of the final grade is multiplied by the number of credits awarded for the course. The numerical values for all included courses are totaled and then divided by the number of credits attempted for those subjects. Final grades in all courses taken at North Plainfield High School are used in the GPA calculation, including summer school and classes taken on the computer.

Example:

**Weighted GPA Computation**

Course	Grade	Numerical Value	Credit	Quality Points
English 2 Honors	B-	4.67	5	$4.67 \times 5 = 23.35$
World History CP	B+	4.33	5	$4.33 \times 5 = 21.65$
AP Physics	A	6.00	7	$6.00 \times 7 = 42$
Total			17 credits	87 points

$87 \text{ points} / 17 \text{ credits} = 5.1176 \text{ Weighted GPA}$

**Glossary of Terms**

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## System of Calculation: **Unweighted GPA** BLOCK

The unweighted GPA is calculated on the 4.33 scale. The numerical value for the final grade is multiplied by the number of credits for the course. The numerical values for all included courses are totaled and then divided by the number of credits attempted for those subjects. Final grades in all courses taken at North Plainfield High School are used in the GPA calculation, including summer school and classes taken on the computer.

### Unweighted GPA Computation Example:

Course	Grade	Numerical Value	Credit	Quality Points
English 2 Honors	B-	2.67	5	13.35
World History CP	B+	3.33	5	16.65
AP Physics	A	4.00	7	28
			15	58

58 points/17 credits = 3.4117 Unweighted GPA

### Class Ranking:

#### Records of Transfer Students:

Students' grades from sending districts will be recorded as weighted. Weighted grades will be referred to when computing class rank.

#### Honors and Advanced Courses:

The Board of Education acknowledges the usefulness of a system of computing class rank in order to supply information when requested by post secondary institutions and for the identification of the "Top 10 Students."

### Computation:

Class rank computations are based upon the following:

- Final grades in all courses taken at North Plainfield High School, including courses taken on the computer and summer school.
- Advanced placement, honors level, and college preparatory courses are weighted for the purpose of class ranking.
- Rank is cumulative beginning in grade 9 and is calculated at the end of the fourth, sixth and seventh semesters.
- Any two or more students whose commuted grade point averages are identical shall be given the same rank. The rank of the student who immediately follows a tied position will be determined by the total number of all preceding students, not by the rank of the immediately preceding student.

### **Glossary of Terms**

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## Decile Rank:

In addition to class rank, student performance is also categorized by decile rank, which compares a student's academic performance to their peers by dividing the student body into ten groups based on achievement. The first decile represents the top 10% of students, while the tenth decile represents the lowest 10%. This ranking system provides a clear indication of a student's relative standing within their class.

### **Glossary of Terms**

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# Course Descriptions

## Art

### **Art and Design**

**Full Year, 5.0 Credits, Grades 9 - 12**

Students are exposed to a plethora of art media including drawing, painting, printmaking, sculpture, pencil, charcoal, pen and ink, watercolor, and plaster. Considerable time will be utilized improving drawing skills and working with the basic elements of design: line, shape, form, color and value, texture and space. Course requirements include quizzes, art projects, and reading and writing about art, artists, and art movements.

### **Drawing 1**

**Full Year, 5.0 Credits, Grades 9 - 12**

This introductory course is designed for students to explore drawing techniques and concepts. It is also intended to develop expression and discipline in drawing through the use of materials. Students will establish their skills in observational drawing, discipline, patience, hand-eye coordination, and will also develop a practice and work ethic that is necessary to master the skills of drawing. Students will work with varied dry materials while developing their skills and documenting their progress through the use of a drawing portfolio.

### **Sculpture and Ceramics**

**Full Year, 5.0 Credits, Grades 10 - 12**

Students will dive into the world of three-dimensional arts. The first semester students will learn the three hand building techniques and create 3D work with clay. The second semester will focus on 3-D works made with plaster, cardboard and wire. Students will understand different sculpture techniques and create relief sculptures, figurative works , utilitarian works with clay and more.

### **Drawing 2**

#### **Prerequisite: Drawing 1**

**Full Year, 5.0 Credits, Grades 10 - 12**

Drawing 2 is an advanced course designed for students to further their individual technique. Students will exhibit mastery in observational drawing, discipline, patience, hand-eye coordination, and will also develop a practice and work ethic that is necessary to master the skills of drawing. Students will work with varied dry materials while developing their skills and documenting their progress through the use of a drawing portfolio.

### **Painting**

**Full Year, 5.0 Credits, Grades 10 - 12**

#### **Prerequisite: Art and Design or Drawing 1**

In this course, students will take a deeper dive into color theory and the compositional techniques of painting. Students will expand their knowledge of acrylic paints and watercolor, and explore new mediums like oil painting and gouache.

### **Honors Studio**

**Full Year, 5.0 Credits, Grades 11 – 12**

#### **Prerequisite: 2 years of sequential art instruction**

Students will explore themes and materials. Students will find their own artistic style and enhance their talents, with individualized coaching tailored to support student interest. The focus of this course is to build a portfolio for college admissions and career exploration.

### **Advanced Placement 2-D Art and Design**

**Full Year, 5.0 Credits, Grade 12**

#### **Prerequisite: Grade of B or higher in Honors Studio and teacher recommendation**

### Glossary of Terms

**ML-** Multilingual Learners **CP-** College Prep **AP-**Advanced Placement

AP 2-D Art and Design is designed for students who are seriously interested in the practical experience of art, and as a means of obtaining college credit, college placement or both. The course is not based on a written exam; instead students submit portfolios for evaluation at the end of the school year to the College Board, Advanced Placement Program. Students interested in this course must select either drawing or painting as their 2-D medium of choice for their final portfolio. The Advanced Placement Portfolio should be viewed as the culminating experience in a student's secondary visual arts training.

## English Language Arts Literacy

The course offerings in English are either **required** or **elective courses**.

Criteria for placement in grade 9 – 12 honors and AP courses are explained on the previous pages.

### Required Courses

#### **English 9 Language Arts Literacy**

**Full Year, 5.0 Credits, Language Arts**

This is a college prep level course. The English double block offers a unique learning experience for students who have not met proficiency on standardized assessments and/or other multiple criteria. Students will have two periods of English to develop and apply critical writing, reading, listening, viewing and speaking skills. Through a variety of student centered learning activities, students become empowered to read for understanding, write for various audiences and various purposes, and engage in presentations that further their learning success.

#### **English 9 - College Prep**

**Full Year, 5.0 Credits, Grade 9**

This is a college prep level course. Practical work in standard English usage is of primary importance. Composition work will emphasize the writing process. Literature will include representative selections from novels, short stories, mythology, and non-fiction.

#### **English 9 Honors**

**Full Year, 5.0 Credits, Grade 9**

**Prerequisite: Students should satisfy the criteria for placement for an honors level course.**

Students who are recommended for this course should have demonstrated a marked degree of skill in both reading and writing. Composition work will provide for practice, guidance, and criticism. Literature work will include representative selections from novels, short stories, poems, essays and other nonfiction. In addition to independent reading assignments, students will practice public speaking skills. Students are required to complete the summer reading assignments.

#### **English 10 Language Arts Literacy**

**Full Year, 5.0 Credits, Grade 10**

This is a college prep level course. The English double block offers a unique learning experience for students who have not met proficiency on standardized assessments. Students will have two periods of English to develop and apply critical writing, reading, listening and speaking skills. Through a variety of student centered learning activities, students become empowered to read for understanding, write for various audiences and various purposes, and engage in presentations that further their learning success. The course also includes the integration of technology; all of the skills, strategies and techniques foster positive student identities..

#### **English 10 - College Prep**

**Full Year, 5.0 Credits, Grade 10**

This is a college prep level course. Prerequisite: Successful completion of English 9 or 9K &

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9LAL. This course stresses the practical application of composition. Students will read a variety of literature in addition to one Shakespeare play and will continue to develop their independent reading skills and writing strategies. Students are required to complete the summer reading requirements.

**English 10: Honors**

**Full Year, 5.0 Credits, Grade 10**

**Prerequisite:** Successful completion of English 9 or 9 Honors and meet criteria for placement.

Emphasis is placed on those skills that will be helpful in college coursework, including literary analysis and exposition. Students will read American literature in addition to one Shakespeare play. Students who are recommended for the course should demonstrate a marked degree of skill in reading and writing. Students will continue their independent reading and development of test taking strategies. Students are required to complete the summer reading assignment.

**English 11 - College Prep**

**Full Year, 5.0 Credits, Grade 11**

This is a college prep level course. Prerequisite: Successful completion of English 10 or 10K & 10 LAL. Much practice is given in English usage. Composition work stresses meaning and clarity in writing. Practical applications of writing are emphasized. Independent reading continues to be fostered throughout the course. Test taking skills and strategies are emphasized. Students are required to complete the summer reading requirements.

**English 11 Honors**

**Full Year, 5.0 Credits, Grade 11**

**Prerequisite:** *Successful completion of English 10 or 10H and meet criteria for placement for an honors level course.*

The course continues the work begun in English 10 honors with special emphasis on English literature from Anglo-Saxon to modern times. English 11 Honors emphasizes rigor and student responsibility while preparing the students for the challenges of AP English. Students engage in independent reading assignments with an understanding that the focus is on academic style writing and analytical thinking. Oral participation and public speaking are embedded throughout the year. Test-taking strategies continue to be emphasized. Students are required to complete the summer reading assignment.

*\*\*This course may be taken for concurrent enrollment at Raritan Valley Community College and earn 3 college credits if criteria are met.*

**English 12: Honors**

**Full Year, 5.0 Credits, Grade 12**

**Prerequisite:** *Successful completion of grade 11H and meet criteria for placement for an honors level course.*

Independent reading and writing are the basis for many assignments. Each student will complete a college application essay. Emphasis is placed on writing, with attention given to the principles of rhetoric and the development and/or refinement of one's own writing skills. Writing is focused on themes highlighting the themes of personal responsibility, integrity and diversity, in order to contribute to the global society upon graduation and appreciate the value of lifelong learning. Readings are drawn from world and contemporary literature to continue the development of critical reading and thinking skills. Additionally, emphasis is placed on public speaking. Students will complete an interdisciplinary project known as the Senior Anthology Project. The incorporation of multidimensional thought processes, research, six written papers and a presentation, acts as a culminating and transitional assignment. Students are required to complete summer reading requirements. *\*This course may be taken for concurrent enrollment at Raritan Valley Community College and earn 3 college credits if criteria are met.*

**English 12: Heroes, Villains and Monsters**

**Semester, 2.5 Credits, Grade 12**

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**Prerequisite: Successful completion of English 11**

This course will look closely at ways heroes, villains and monsters are portrayed and the purposes they serve for humanity and perpetuating cultural values. Through novels, short stories, essays, and media, students will begin to develop an understanding of how heroes, monsters and villains are defined and created in different societies. Students will study the symbiotic relationship between heroes, villains and monsters with an emphasis on persistent, reasoned questioning; critical thinking; and analytical writing. Students will close read source(s) through discussion, note taking, and summarizing to analyze the text(s) and/or video(s). Students will study various monsters, heroes and villains, both contemporary and traditional to understand the evolution of these identities.

**English 12: Justice For All****Semester, 2.5 Credits, Grade 12****Prerequisite: Successful completion of English 11**

“...with Liberty and Justice for All”. Students will rigorously engage in the crafts of reading; writing; speaking and listening; and language with a focus on the idea of “Justice for All” and with an emphasis on persistent, reasoned questioning; critical thinking; and analytical writing. Students will explore the idea of justice through a study of literature and media related to this idea. Students will examine what literature has to say about justice by studying genres such as novel, drama, film, short story, poetry, biography, essay, plays and children’s literature. Students will compare and contrast various texts to better understand the values explored within the literature and how those values reveal and reflect the beliefs of the society in which it is written.

**English 12: Lies and Betrayal****Semester, 2.5 Credits, Grade 12****Prerequisite: Successful completion of English 11**

With every promise or secret, there is the potential for treachery. This course will explore the loss of trust, betrayal, vengeance and the repercussions that follow through literature, poetry, art and media ranging from Julius Caesar's “Et tu, Brute?” to the Unsea of *Shadow and Bone*. Students will develop their critical reading and written communication skills through meaningful reading assignments of diverse genres, writing projects, research as well as music and media projects.

**English 12: The World of Fear****Semester, 2.5 Credits, Grade 12****Prerequisite: Successful completion of English 11**

This course will focus on exploring the question of "What do we fear?" With readings ranging from the world of Poe to the nightmares of Stephen King, this class will help students examine the social, political and psychological fears of the world ranging from sustainability to personal freedom to post-apocalyptic landscapes through a genre that includes science fiction, fantasy, horror and dystopian fiction. This course will help students develop discussion and critical thinking skills as they negotiate complex issues of change, alternate identities and fear of the unknown through the study of novels, poetry, nonfiction, media and independent research.

**English 12: In Times of War****Semester, 2.5 Credits, Grade 12****Prerequisite: Successful completion of English 11**

This class will explore the depiction of war in literature through readings (fiction and nonfiction), novels, poetry, media, art and research. From Whitman and Lincoln, to Hemingway and Butler, this class will use a wide range of diverse text to explore the representation of wars and its aftermath from the rise of empires to the modern world. Students will develop discussion and critical thinking skills through diverse reading assignments, engaging writing opportunities, independent research as

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well as media projects.

### **English 12: Rutgers College Writing**

**Semester, 2.5 Credits, Grade 12**

#### **Prerequisite: Successful completion of English 11**

Rutgers University's College Writing introduces students to the strategies and practices necessary to become a successful writer at the university level and beyond. As the required writing course for undergraduate students at Rutgers University–New Brunswick, College Writing challenges students to reflect upon and cultivate their strengths as readers and writers at this new stage of their educational careers. Students develop their critical reading abilities and written communication skills through meaningful writing projects of diverse genres, including multimodal composition.

### **Advanced Placement English Language and Composition**

**Full Year, 5.0 Credits**

**Grades 11-12**

**Prerequisites:** *Successful completion of English 10 Honors and department writing sample, meets criteria for advanced placement level course, and completion of summer reading assignment.* The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

### **Advanced Placement English Literature and Composition**

**Full Year, 5.0 Credits, Grade 12**

**Prerequisites:** *Successful completion of English 11 Honors or AP Language and Composition, meets criteria for placement for an advanced placement course, and completion of summer reading assignment.*

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

## **English Electives**

### **Creative Writing and the Study of Poetry and Prose**

**Full Year, 5.0 Credits, Grades 9 - 12**

This course focuses on creative writing skills as related to poetry and prose. Students will learn poetry terms and prose writing techniques, read and discuss a wide range of poems, and compose structured poems including the following: sonnet, haiku, ode, villanelle, song lyric, and other forms. Students will also compose a range of prose writing forms, and compose in various prose writing genres including short story, memoir, children's story, play, fantasy, and other forms. Students will also practice and participate in the annual Creative Writing show.

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**Introduction to Journalism****Full Year, 5.0 Credits, Grades 9 – 12**

**This course is the prerequisite for Production Journalism and Tunlaw.** This class intends to introduce students to the field of journalism and the basic skills and concepts of journalistic writing. The experience will prepare students for their role as a member of the school newspaper staff. This course will improve writing skills with an emphasis given to learning concise, direct writing using school events and school related topics and issues for its subject matter. It includes news, feature, sports, editorial and column writing. News gathering and reporting for the story are stressed as the ideals of a free and responsible press are applied to the student's writing. Student writing assignments will be submitted to the high school newspaper Tunlaw.

**Production Journalism and Tunlaw****Full Year, 5.0 Credits, Grades 10 – 12**

This course will enable students to study Journalism beyond the introductory level. Students will serve as the editorial board of the school newspaper. They will be responsible for the design, layout, and production of the high school newspaper, Tunlaw. Students will take on a leadership role while applying writing, editing, and decision-making skills to produce and publish a quarterly edition of Tunlaw. Along with these activities and responsibilities, seniors will have the opportunity to complete an internship with TAPInto or other local news or communication organizations.

**The Graphic Novel****Semester, 2.5 Credits, Grade 9-12**

The graphic novels in the classroom are accessible to all reading levels and provide students with the opportunity to view visual art while simultaneously analyzing literature. Introduction to Graphic Novels is designed for students to learn the critical intricacies of how to read, interpret, and comprehend literature through a graphic novel medium while providing space for students to explore their own artistic and literary abilities. With graphic novels, students will study social commentary, story elements, point of view, and purpose of dialogue. Differentiated assignments and assessments will allow students to apply their knowledge and ultimately create their own graphic narrative.

**Media Literacy****Semester, 2.5 Credits, Grade 9-10**

This semester course will explore the three areas of media literacy: media use, media analysis, and media creation. First, students will explore how their own use of media influences them and those around them. Second, through research and analysis, students will address the social, ethical, and privacy issues related to various media, with a focus on AI and social media. Lastly, students will learn how to responsibly engage with and create effective communication through various digital and social media platforms.

**Introduction to Yearbook Production****Semester, 2.5 Credits, Grades 9-11**

This course is a prerequisite for Yearbook Production. This course will allow students to explore the world of Balfour Yearbook Publication and Production. While in this course, students will cover a variety of topics including, but not limited to: Photojournalism, spread design, graphic layout production, best editing practices, interviewing for factual discovery, element and thematic synthesis, production responsibility. Students will learn the value of being part of a deadline specific course while promoting leadership, responsibility and a thorough understanding of the community in which the publication is housed. Projects done in this class may be used for the school yearbook.

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**Ready, Prep, Go****Semester, 2.5 Credits, Grade 11**

This course will serve as a means to improve student performance on standardized tests and overall placement at the college level. This junior level class will familiarize students with what they will encounter during the various standardized and placement tests rather than facing the tests with no prior knowledge of what is expected of them. Students will be exposed to both English Language Arts and Mathematics teachers on a rotating basis throughout the semester.

English teachers are using materials shared from recent NJSLA assessments, College Board and helping students model their responses to meet the rigor of expectations with a focus on problem solving, data analysis and additional topics in math.

**Talk The Talk****Semester, 2.5 Credits, Grade 9-12**

This fun semester course is designed to help students become confident speakers. Students will learn about the basic components of public speaking through: viewing famous speeches, learning techniques and strategies to improve public speaking skills, participating in interactive classroom activities, preparing outlines for speeches, and presenting speeches. Students will learn to research, compose, and deliver various types of speeches including impromptu, informative, persuasive, demonstrative, and panel presentations. In addition, students will become familiar with various techniques for using audiovisuals with presentations. Students will also read, watch and analyze famous speeches from media, literature and history.

**Yearbook Production****Full Year, 5.0 Credits, Grades 10-12****Prerequisite: "B" or better in Introduction Yearbook Production.**

Students will use web-based programs to achieve the objective of developing and bringing to publication the school yearbook. Students will learn photojournalism, advertising, proofreading, artwork, public relations, editing, sales, print layout, thematic development, and photography. Students may be asked to commit time after school to meet deadlines. This class will ask students to complete advanced Balfour Publishing techniques and showcase a strong command of the program's uses and tools. Students in this level will hold leadership roles and be responsible for the publication and competition of the NPHS school yearbook.

**Film Analysis****Semester, 2.5 Credits, Grades 9-12**

Analyzing film as visual texts will allow students to engage with language, the nuanced play of images and to study the deeper meaning or purpose of the film. This course provides students, who frequently engage in the visual world, the proper critical skills to understand the visual messages. Through using Facing History's '[Close Viewing Protocol](#)' students will explore questions surrounding what the filmmaker is trying to convey, the choices the filmmaker has made, the role of images, narration, editing, and sound, and what the film's purpose might be.

## **English as a Second Language**

**Recent Arrival Class****10 Credits, Grades 9 - 12**

The Newcomer program provides a basic introduction to English for Multilingual Learners who are placed into the Newcomer Program as a result of intake testing. The Newcomer Program integrates the four basic language skills: listening, speaking, reading, and writing. Practice is given using life skills in realistic contexts. The content focuses on basic vocabulary development, and fundamental grammar. Students become familiar with the school setting and routines and develop confidence in using English. The students are prepared to enroll in content classes. In addition, the

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consistent focus of the Newcomer Program is to help students understand the mechanics of the English language in the structure of simple and complex sentences in an academic setting. Special emphasis is placed on using good grammar in self-expression. The importance of using good grammar in speaking and writing in order to communicate effectively with native speakers of English is emphasized. Activities in the class include informal and formal conversations through role play, narrative reading and personal writing, vocabulary building, and grammar and listening exercises. The students learn how to ask questions, organize their academic day and class materials, and take notes along with studying culture and significant current events.

### **English as a Second Language I**

**Full Year, 10 Credits, Grades 9 - 12**

English as a Second Language (ESL) I will develop and provide support in communicative and academic English Language Proficiency. ESL is guided by WIDA standards for effective pedagogy. Both WIDA and NJ Student Learning Standards guide ESL instruction. Lessons include a Language Arts objective, as well as an ESL objective. ESL will support and extend the Language Arts objective. The ESL component will also focus on oral language development. ESL should include content area vocabulary, academic language, and concepts related to the grade level curriculum. Specifically for ESL Level 1, there will be continued reinforcement of phonemic awareness of the sounds of English and pronunciation practice. Reinforcement of phonics instruction that takes advantage of skills transfer from Spanish, and the use of cognates for vocabulary development and reading comprehension will also be incorporated in this course. The development of academic vocabulary and concepts related to the grade-level curriculum will increase as Level 1 students approximate the language of native speakers.

### **English as a Second Language II**

**Full Year, 10 Credits, Grades 9 - 12**

English as a Second Language (ESL) II will provide continued support of academic English Language Proficiency. ESL is guided by WIDA standards for effective pedagogy. Both WIDA and NJ Student Learning Standards guide ESL instruction. Lessons will include a Language Arts objective, as well as an ESL objective. ESL will support and extend the Language Arts objective. The ESL component will also focus on oral language development. ESL should include content area vocabulary, academic language, and concepts related to the grade level curriculum. Specifically for ESL Level 2, there will be continued reinforcement of phonemic awareness of the sounds of English and pronunciation practice. Reinforcement of phonics instruction that takes advantage of skills transfer from Spanish, and the use of cognates for vocabulary development and reading comprehension will also be incorporated in this course. The development of academic vocabulary and concepts related to the grade-level curriculum will increase as Level 3 students approximate the language of native speakers.

### **English as a Second Language III**

**Full Year, 5.0 Credits, Grades 9 - 12**

*\*Pending the student's recent ACCESS composite score, he/she may also be enrolled in their grade level ELA course. Students who are approaching the "expanding" level of WIDA English Language Proficiency level will be eligible for consideration.\**

English as a Second Language III is designed to build on and expand control of basic grammatical structures by interweaving vocabulary and functions into meaningful and authentic activities that emphasize all three modes of communication: interpretive, interpersonal and presentational. Cultural knowledge and understandings that will provide a basic understanding of the target culture will be integrated into the course content. Designed to provide a solid foundation in both spoken and written form of the English language, this introduction permits comprehensive understanding of basic structures and vocabulary.

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### **English as a Second Language IV**

**Full Year, 5.0 Credits, Grades 9 - 12**

*\*Pending the student's recent ACCESS composite score, he/she may also be enrolled in their grade level ELA course. Students who are approaching the "expanding" level of WIDA English Language Proficiency level will be eligible for consideration.\**

English as a Second Language IV is designed to assist Multilingual Learners in bridging and reaching proficiency in all four domains of the English Language: listening, speaking, reading, and writing as defined by the WIDA performance standards. The course will measure student growth in these four domains through the use of the following criteria: discourse level, sentence level, and vocabulary usage. The main task of this course is to facilitate and support student language achievement to reach level 5 (bridging) and level 6 (reaching) stages of second language acquisition.

### **English as a Second Language 4 + Workshop**

**Half Year, 2.5 Credits, Grades 9 - 12**

This course will provide a credit-bearing ESL course for those students who have successfully passed ESL 4, but have not yet met the 4.5 EXIT score of the WIDA ACCESS or WIDA Model Assessment. This course will focus on the four language domains, as well as exposure to grade level literacy. All Multilingual students are required to have a minimum of 1 ESL class daily. These students will also take their Grade Level English Language Arts (ELA) course (for graduation credit). Should the students successfully meet the 4.5 criteria on the WIDA Model mid-year exam, students will be awarded 2.5 credits and this half year course may be dropped from their schedules.

## **Practical Arts/21st Century Life and Careers**

### **Digital Photography 1**

**Full Year, 5.0 credits, Grades 9 - 12**

Students will explore the foundations of digital photography as a visual fine art. Students will learn how to take photographs focusing on the elements of art through the study of composition, lighting techniques and photo editing methods. The course will emphasize and encourage individual creativity and personal expression. The course also explores past and present trends in photography. All students will complete a digital portfolio of their cumulative work.

### **Digital Photography 2**

**Full Year, 5.0 credits, Grades 10 - 12**

#### **Prerequisite: Digital Photography 1**

Students will continue to study advanced digital camera controls, enhancing their composition and photo editing methods using Adobe Photoshop. Students will explore digital photography as a fine art, studio & product photography, food photography, portraiture, mixed media, portfolio, exhibition and careers in the digital arts. Students will also research Art History and incorporate their findings into larger scale projects that will be presented to their peers. At the culmination of the course students will create a digital portfolio website showcasing their best work.

### **Graphic Design 1**

**Full Year, 5.0 credits, Grades 10 - 12**

In this introductory course, students will learn how to use graphic design as a tool for visual communication. Students will apply the principles of design and develop their typographic and image-making skill sets using technology and traditional media in order to create graphic design materials for a variety of uses.

### **Graphic Design 2**

**Full Year, 5.0 credits, Grades 11 - 12**

#### **Prerequisite: Graphic Design 1**

The advanced designer will continue to explore and enhance skills developed in Graphic Design I.

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The students will strive to take the foundations and elements previously learned and create their own original and unique style. Students will use professional Graphic Design software such as Adobe Photoshop, Adobe Illustrator and Adobe InDesign to master the art of visually communicating through detailed layouts. Students will create digital portfolios of their work for real world job preparation.

### **Introduction to Foods and Nutrition**

**Full Year, 5.0 Credits, Grades 10 - 12**

This introductory course focuses on the fundamentals of nutrition, food preparation, meal planning, kitchen management, and consumer education. While preparing recipes in the foods lab kitchen, students develop basic food preparation skills using an assortment of kitchen tools and appliances.

### **Child Development**

**Full Year, 5.0 credits, Grades 10 - 12**

This course focuses on the social, intellectual, and emotional development of children from prenatal through adolescence. Students in this course will also explore career opportunities for those interested in working with children.

### **Foundations of Education**

**Full Year, 5.0 Credits, Grades 11- 12**

**Prerequisite: Child Development I and/or teacher recommendation**

This course is geared towards those interested in pursuing a career in education. Students will learn about career training and opportunities in education, recent developments in educational theory, and offer hands-on experiences in and out of the classroom. Participants in this course will be required to complete observations at various schools, and may be eligible to earn college credit through a partnership with Kean University.

### **Entrepreneurship**

**Semester 1, 2.5 credits, Grades 10 - 12**

This course will introduce students to the skills necessary to become successful entrepreneurs as a business owner or employee. Students will learn what it is like to run one's own business, what is involved in starting a business, fiscal/legal responsibilities of business ownership, and what problem-solving techniques are needed to be successful in business.

### **Marketing**

**Semester 2, 2.5 Credits, Grades 10- 12**

**Prerequisite: Entrepreneurship**

This course is designed for students based on the knowledge that all careers incorporate marketing into their practices. Careers in marketing include selling, advertising, research, retail merchandising, entrepreneurship, marketing information systems, hospitality, travel and tourism, and technical sales. All of these careers require the basic marketing skill learned in this course. Topics include ethical decision-making, entrepreneurial and leadership skills, and an examination of trends in advertising and marketing.

Students will also have the opportunity to utilize and incorporate their marketing skills and acquired knowledge while working on high interest and engaging projects.

## **Mathematics**

Students are required to successfully complete three years of algebra based mathematics (15 credits) to be eligible for a diploma.

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**Algebra 1 A-B College Prep****Full Year, 10.0 Credits, Grades 9 - 10**

This is a college prep level course. This course is an equivalent to Algebra 1 in content. The mathematics double block offers a unique learning experience for students who have not met proficiency on standardized assessments and/or other multiple criteria. Students will have two periods of Algebra to master algebraic concepts and understanding. Technology, group work and oral presentations play a role in instruction. The dual courses will be taught consecutively by the same teacher.

**Algebra I College Prep****Full Year, 5.0 Credits, Grades 9 -11**

This is a college prep level course. This course is an introduction to mathematics pointing toward advanced work. Students are given a bridge from arithmetic numbers and computations to generalized numbers and abstractions. Students learn the symbols and language of algebra and uses of the four fundamental operations. They become familiar with number systems, real numbers, exponents, and radical numbers and use them in equations and formulas. Students then solve problems by using graphs, simultaneous systems, and quadratics.

**Algebra I for Multilingual Learners****Full Year, 5.0 Credits, Grades 9 – 12**

This is a college prep level course. This course is identical in content to Algebra I college prep. It is designed to support Multilingual Learners with a stronger emphasis on vocabulary development.

**Algebra I Honors****Full Year, 5.0 Credits, Grades 9 -11**

This is an honors level course. This course is an introduction to mathematics pointing toward advanced work. Students are given a bridge from arithmetic numbers and computations to generalized numbers and abstractions. Students learn the symbols and language of algebra and uses of the four fundamental operations. They become familiar with number systems, real numbers, exponents, and radical numbers and use them in equations and formulas. Students then solve problems by using graphs, simultaneous systems, and quadratics. Most concepts are developed and applied to problem situations using a variety of strategies. Because abstractions are an integral part of algebra and because students derive their ideas from their experiences, they will experiment on a concrete level to develop an understanding of algebraic symbols and concepts.

**Geometry College Prep****Full Year, 5.0 Credits, Grades 9 - 12**

This is a college prep level course. Students will study the geometry of Euclid. As the work progresses, space geometry is included. Emphasis is placed on original thinking in solving problems and developing proofs.

**Geometry for Multilingual Learners****Full Year, 5.0 Credits, Grades 9 – 12**

This is a college prep level course. This course is identical in content to the Geometry college prep course. It is designed to support Multilingual Learners with a stronger emphasis on vocabulary development.

**Geometry Honors****Full Year, 5.0 Credits, Grade 9 - 12**

This is an honors level course. Students will study the geometry of Euclid. As the work progresses, space geometry is included. Emphasis is placed on original thinking in solving problems and developing proofs. Coordinate and transformational geometry are weaved throughout the course. Topics of non-Euclidean geometry, especially fractal geometry, are discussed. There is a required project each marking period.

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**Algebra II College Prep****Full Year, 5.0 Credits, Grades 9 -11**

This is a college prep level course. Students are given a review of algebraic fundamentals. They are introduced to advanced work on polynomials and functions, linear equations (graphs and systems), exponents and radicals, quadratics, and quadratic theory and systems. Work includes a study of arithmetic, geometric, and binomial series.

**Algebra II for Multilingual Learners****Full Year, 5.0 Credits, Grades 9 – 12**

This is a college prep level course. This course is identical in content to Algebra II college prep. It is designed to support Multilingual Learners with a stronger emphasis on vocabulary development.

**Algebra II Honors****Full Year, 5.0 Credits, Grade 9 - 11**

This is an honors level course. Students review algebraic fundamentals and are introduced to advanced work in polynomials and functions, linear equations (graphs and systems), exponents and radicals, quadratics, and quadratic theory and systems. Work on logarithms and trigonometric functions is followed by a study of arithmetic, geometric, and binomial series. As time permits, students will study combinations, permutations and probability, and some of the “modern concepts of mathematics.”

**Trigonometry - College Prep****Full Year, 5.0 Credits, Grades 11 - 12****Prerequisite: “C” or better in Algebra II**

This is a college prep level course. This course is designed for the student who has completed Algebra II and who does not wish to take the more rigorous precalculus course. In this course students will learn how to use different types of functions, powers, roots, logarithms, trigonometry, and polynomials.

**Pre-Calculus College Prep****Full Year, 5.0 Credits, Grades 11 -12****Prerequisite: “B-” or better in Algebra II**

This is a college prep level course. This course is necessary for students considering engineering, science, or business in college. It is also recommended for four-year college-bound students as they will be required to take a similar mathematics course in college. This course includes a thorough coverage of plane trigonometry followed by a sequence of topics from advanced algebra, analytic geometry, and elementary differential calculus. The course may be taken for concurrent enrollment at Raritan Valley Community College if criteria are met.

**Pre-Calculus Honors****Full Year, 5.0 Credits, Grade 9 - 11**

This is an honors level course. Prerequisite: “A-“or above in Algebra II or “B-“or above in Algebra II Honors. This course is necessary for students considering engineering, science, or business in college. It is also recommended for four-year college-bound students as they will be required to take a mathematics course in college. This course includes a thorough coverage of plane trigonometry followed by a sequence of topics from advanced algebra, analytic geometry, and elementary differential calculus at a rigorous pace, as preparation for Advanced Placement Calculus. Students are able to earn 6 college credits through RVCC if they meet the concurrent criteria.

**Advanced Placement Pre-Calculus****Full Year, 5.0 Credits, Grade 11 - 12**

In this advanced placement course in mathematics, students are expected to take the Advanced

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Placement Test in Mathematics. This course centers on functions modeling dynamic phenomena which is foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students are able to earn 6 college credits through RVCC if they meet the concurrent criteria.

**Advanced Placement Calculus AB**

**Full Year, 5.0 Credits, Grade 11 - 12**

In this advanced placement course in mathematics, students are expected to take the Advanced Placement Test in Mathematics (level AB). Substantial training at a rigorous pace will be devoted to differential and integral calculus and their applications. Students are able to earn 3 college credits through RVCC if they meet the concurrent criteria.

**Advanced Placement Calculus BC**

**Full Year, 5.0 Credits, Grade 11 - 12**

**Prerequisite: AP Calculus AB**

Building upon the foundation laid by AP Calculus AB, Calculus BC delves deeper into advanced calculus concepts. Get ready for an enriching journey into sequences, series, parametric, polar, and vector functions, as well as advanced integration techniques, differential equations, infinite series, and advanced topics.

**Advanced Placement Statistics**

**Full Year, 5.0 Credits, Grade 11 - 12**

In this advanced placement course in mathematics, students are expected to take the Advanced Placement Test in Mathematics. Substantial training at a rigorous pace will be devoted to exploring data, planning a study, anticipating patterns, and statistical inference. Students are able to earn 6 college credits through RVCC if they meet the concurrent criteria.

**Mathematics Electives**

**Ready, Prep, Go!**

**Semester, 2.5 Credits, Grade 11**

This course will serve as a means to improve student performance on standardized tests and overall placement at the college level. This junior level class will familiarize students with what they will encounter during the various standardized and placement tests rather than facing the tests with no prior knowledge of what is expected of them. Students will be exposed to both English Language Arts and Mathematics teachers on a rotating basis throughout the semester.

Mathematics teachers are using materials shared from recent NJSLA assessments, College Board and helping students model their responses to meet the rigor of expectations with a focus on problem solving, data analysis and additional topics in math.

**Practical Algebra**

**Full Year, 5.0 Credits, Grade 11-12**

**Prerequisite: Algebra I & Geometry**

This is a college prep level course. This course emphasizes the application of mathematical concepts in practical business and personal finance contexts, including banking, consumer credit, employment basics, independent living, and budgeting. Algebra 1 and Geometry topics are woven throughout the curriculum. This course can be used as a 3rd-year mathematics graduation course if the form is completed by the parent and the student has met with the counselor.

**Quantitative Reasoning**

**Full Year, 5.0 Credits, Grade 11 - 12**

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**Prerequisite: Algebra II**

The course may be taken for concurrent enrollment at Raritan Valley Community College if criteria are met. Quantitative Reasoning is designed for students who need a general education math course for their major or program. This course builds upon algebra and introduces mathematical concepts that students will apply to solve quantitative reasoning problems. Topics include concepts, methods and visual representation in numerical reasoning, statistical thinking and problem solving. Students will apply these to problems in areas such as personal finance, environment, population, health applications and data in students' daily lives.

## Music

**Mixed Chorus****Full Year, 5.0 credits, Grades 9-12**

No prerequisite is required other than a love of music. Repertoire ranges from classic choral literature to contemporary arrangements. There are two required concerts during the school year (Winter and Spring). There are opportunities to go on a trip to a professional musical event, such as a Broadway Show or the Metropolitan Opera. Pull out lessons are a component of this course.

**Concert Choir (Honors)****Full Year, 5.0 credits, Grades 9-12****Prerequisite: Audition**

Membership in Concert Choir is by audition. Repertoire includes challenging selections including A Cappella singing (without accompaniment). Additional evening rehearsals will occur for members of this ensemble. Members are required to attend two concerts during the school year (Winter and Spring) as well as other scheduled performance opportunities that are outlined in the course syllabus. Members are required to participate in competitions and festivals for which the group is enrolled. Weekly pull out lessons are a component of this course and are required for all members.

**Concert Band****Full Year, 5.0 Credits, Grades 9 -12****Prerequisite: Previous experience playing a wind or percussion instrument, or teacher interview**

The concert band offers a variety of activities for students. Any student who has the ability to play an instrument is welcome to participate. Students may have the opportunity to perform in small ensembles. Besides class period rehearsals students are required to participate in small group pull-out lessons. The concert band performs at school concerts, assemblies, and community activities. All students are required to attend and perform at the winter (December) and spring (May) concerts.

**Introduction to Music Technology****Full Year, 5.0 Credits, Grades 9 – 12**

This course is an exploration of music technology currently used in the music industry. Topics will include using digital audio workstations, sequencers, drum machines, synthesizers, as well as songwriting and compositional techniques. No prior music experience is required.

**Advanced Placement Music Theory****Full Year, 5.0 Credits, Grade 11-12**

This course is a study of melody, harmony, sight singing, melodic and harmonic dictation, arranging and composition. It is designed to prepare students to take the Advanced Placement Examination in Music Theory. The goal of the AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or

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presented in a score. Students should possess basic performance skills in voice or on their instrument in order to successfully participate in this course.

**\*Marching Band**

**First semester, 2.5 Credits, Grades 9-12**

Marching band is available to all students in high school and to middle school band students as appropriate. Marching band begins in August with band camp and continues through Thanksgiving. The band participates in all home and away football games, pep rallies, assemblies, and marching band competitions held throughout New Jersey. In addition to musicians, the marching band consists of members of the band front. These students spin flags, rifles, and sabers to enhance the visual effectiveness of the show. *Evening and weekend commitments are expected of all students.*

\*To receive credit for Marching Band, students must complete 60 hours of participation.

## **Physical Education, Health, and ROTC**

The Physical Education Department offers varying levels of physical activities for students in grades 9 through 12. Health Education is offered in grades 9, 11, and 12. Driver Education is offered in grade 10.

**Health 9, 11, 12**

**One Quarter, 1.0 Credit, Grades 9, 11, & 12.**

Health is taught as a composite through a comprehensive set of units. It is a continuation of the curriculum that begins in the elementary grades. The scope of this curriculum extends itself in breadth and depth as the students mature and advance through the grades. The content of each unit is adapted to the current world in which we live. Students are encouraged to be involved in classroom discussions, research, and skill practice. Students are challenged to take responsibility for their own health. Thus, students are progressively prepared and empowered to use higher level thinking skills to address a variety of wellness issues, now, and throughout their lifetime. Training in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED) is provided and is required for graduation from high school.

**Driver Education 10**

**One Quarter, 1.0 Credit, Grade 10.**

Emphasis is placed on knowledge of the motor vehicle laws, automobile insurance, driving distractions, safety habits, skills, and practices in the operation of a motor vehicle. This course includes taking the NJ MVC Written Knowledge Examination.

**Physical Education 9, 10, 11, 12**

**Three Quarters, 4.0 Credits, Grades 9-12**

Cognitive content and learning experiences that support a variety of physical activity areas, including basic movement skills; team, dual, and individual sports; physical fitness, rhythm and dance; and lifetime recreational activities. The program promotes each student's optimum physical, mental, emotional, and social development. Opportunities are provided for the growth and development of such qualities as leadership, responsibility, self-confidence and team play.

**Strength & Conditioning**

**Semester, 2.5 Credits, Grades 9- 12**

The elective Strength & Conditioning course is designed for those student-athletes and exercise enthusiasts that want to increase their strength and develop advanced lifting skills. Routines consist of a weight-training program based on individual skills and development. The focus is to improve a student's power, strength, flexibility, mobility, muscular endurance, and agility by stressing

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technique and attention to detail.

Students will build on fundamental techniques of strength training, cardiovascular training, stretching, and speed and agility will be taught through this course. Formative and summative assessments documenting individual progress will be used to evaluate student performance. Strength training increases metabolic rate, increases or restores bone density, and improves lean muscle mass, strength, and endurance.

### **Naval Science Curriculum (ROTC)**

This is a Career and Technical Program (CTE)

The NJROTC program uses a 4-year academic curriculum developed and provided by the United States Navy. Essentially, it is composed of social studies, applied sciences and mathematics in naval application. One elective credit is given toward graduation each year completed. Textbooks, training films, instructional materials, Cadet Manuals, etc. are prepared and furnished by the Chief of Naval Education and Training (CNET) at no cost. To achieve the objectives of the program, the curriculum includes practical application of class work and extensive leadership training, plus military drill and ceremonies. After the first year, each of the succeeding courses builds upon the knowledge and experience gained that prior year. Each year's material is more challenging and complex than prior years. Field trips to military bases and civilian places of interest plus cruises aboard naval ships are scheduled to enrich and complement the classroom sessions.

#### **NJROTC**

**Full Year, 5.0 Credits, Grades 9 – 12 (Phys. Ed. credit)**

This course includes a general introduction to the NJROTC program and the information needed to properly wear the Navy uniform. Specific training is provided in basic drill and military formations. Detailed academic units cover the following topics: naval science, leadership, naval ships, civics, sea power, maritime geography, oceanography, seamanship, navigation, naval history. Satisfactory completion of NJROTC 1 will satisfy the physical education requirement for grades 9, 10, 11 or 12 for the North Plainfield School District.

#### **NJROTC II-Naval Science**

**Full Year, 5.0 Credits, Grades 10 – 12 (Phys. Ed. credit)**

**Prerequisite: NJROTC I**

This course is a continuation of Naval Science I. Specific training is provided in Maritime History and Nautical Sciences. Detailed academic units cover navigation, seamanship, oceanography, and maritime geography. Satisfactory completion of NJROTC II will satisfy the physical education requirement for grades 10, 11, or 12 for the North Plainfield School District.

#### **NJROTC III-Naval Science Full Year, 5.0 Credits, Grades 11 – 12 (Phys. Ed. credit)**

**Prerequisite: NJROTC II**

This course is a continuation of Naval Science II. Specific training is provided in Naval Leadership, military justice, astronomy, international law and the sea, sea power and national security; naval history, World War II to Desert Storm, meteorology and weather, naval operations, communications and intelligence, maneuvering board, challenges of the future, and electricity and

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naval electronics. Satisfactory completion of NJROTC II will satisfy the physical education requirements for grades 11 and 12.

**NJROTC IV – Naval Science IV  
(Physical Education credit)**

**Full Year, 5.0 Credits, Grade 12**

**Prerequisite: NJROTC III**

This course is a continuation of Naval Science III. Specific training is provided in fundamentals of leadership, responsibilities and qualities of leadership, and achieving effective communications. Satisfactory completion of NJROTC IV will satisfy the physical education requirements for grade 12.

## **Science and Engineering**

All students must take 15 credits in lab sciences for graduation.

The traditional course sequence will begin with Biology in 9th grade, followed by Chemistry, and Physics or Environmental Science. Students who wish to enroll in Honors Biology in grade 9 must meet the honors level requirements as stated in the NPHS Criteria for Placement section. Elective courses in our CTE programs are offered in Project Lead the Way Biomedical Science, Project Lead the Way Engineering, and the Cisco Networking Academy courses.

**Biology - College Prep**

**Full Year, 5.0 Credits, Grades 9 - 12**

*Meets Lab Science Graduation Requirement*

This course introduces students to cell structure and function, genetics, natural selection and evolution and ecology. Weekly laboratory investigations will allow students to reinforce concepts learned in the classroom. This course is a graduation requirement. Students must be in grades 10 – 12 unless recommended for Biology in 9th grade by their eighth grade science teacher.

**Biology – Honors**

**Full Year, 5.0 Credits, Grades 9 - 12**

*Meets Lab Science Graduation Requirement*

This course is designed to offer a comprehensive program in modern concepts of biology coupled with weekly laboratory investigations. This course has the expectation of greater in-depth coverage than Biology and is strongly recommended for students who may major in science or science-related fields in college. Coursework will prepare students for the SAT Biology Subject Test. Students must be in grades 10 – 12 unless recommended for Biology Honors by their eighth grade science teacher.

**Biology for Multilingual Learners**

**Full Year, 5.0 Credits, Grades 10 - 12**

*Meets Lab Science Graduation Requirement*

This is a college prep level course. This course is identical in content to Biology. It is designed to support Multilingual Learners with a stronger emphasis on vocabulary development.

**Advanced Placement Biology**

**Full Year, 7.0 Credits, Grades 11 - 12**

**Prerequisite: See NPHS Criteria for Placement**

The AP Biology course is designed to be the equivalent of the general Biology coursework usually taken during the first college year. Students in this course should attain a depth of understanding of

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molecules and cells, heredity and evolution, and organisms and populations. Successful completion of the course relies heavily on the student's commitment to independent work, in addition to an emphasis on lab work. Students are required to take the AP Biology exam.

**Chemistry - College Prep**

**Full Year, 5.0 Credits, Grades 10 - 12**

**Prerequisite: Biology**

*Meets Lab Science Graduation Requirement*

This is a college prep level course. Modern concepts of chemical and related physical phenomena will be described and explained to help students understand the nature of matter. Atomic and molecular models will be utilized to account for bulk properties of matter as well as to aid students in conceptualizing submicroscopic processes and particle behavior. An appropriate blending of theory and principles, laboratory experience, and relevant applied chemistry will be offered to students. Emphasis will be on acquiring a basic understanding of chemical theory and practice developing an appreciation of the role of chemistry in today's world. This course is recommended for students who intend to pursue a career in science, medicine, or engineering. Concurrent enrollment in Algebra II is recommended.

**Chemistry for Multilingual Learners**

**Full Year, 5.0 Credits, Grades 10 - 12**

**Prerequisite: Biology**

*Meets Lab Science Graduation Requirement*

This is a college prep level course. This course is identical in content to Chemistry. It is designed to support Multilingual Learners with a stronger emphasis on vocabulary development.

**Chemistry – Honors**

**Full Year, 5.0 Credits, Grades 10 - 12**

**Prerequisite: Biology**

*Meets Lab Science Graduation Requirement*

Offered only to mathematically proficient students, the emphasis in this course is upon the development of skills and knowledge required to excel in college chemistry. The course content is covered in depth and at a pace which allows students to have knowledge of all of the basics required for the Chemistry SAT Subject Test. It focuses specifically upon mathematical skills, atomic theory, bonding theory, kinetic theory, and equilibrium phenomena. Laboratory exercises, accompanied by formal lab reports, are used to emphasize the experimental nature of science and specifically the methods of collecting, organizing, and interpreting data. Included in the course are historical aspects as well as relevant concerns of modern chemistry. This course is recommended for students who intend to pursue a career in science or medicine.

Concurrent enrollment in Algebra II is required.

**Environmental Science - College Prep**

**Full Year, 5.0 Credits, Grades 9 - 12**

**Prerequisite: None**

*Meets Lab Science Graduation Requirement*

This course introduces students to the interactions between living things and their environment. Students will learn of the sensitive balances which exist in nature and the forces which shape or influence them through an inquiry approach in line with the Next Generation Science Standards. Ecosystems, food webs, pyramids and cycles, succession, and biodiversity are a few of the topics to be studied. Students will also study how human beings depend on their environment, how they affect changes in their environment, and how these changes can and do affect all living things. Environmental issues will be discussed, as will the social, political, economic, and technological factors, which relate to them.

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**Environmental Science for Multilingual Learners**      **Full Year, 5.0 Credits, Grades 9 - 12**

**Prerequisite: None**

*Meets Lab Science Graduation Requirement*

This is a college prep level course. This course is identical in content to Environmental Science - College Prep. It is designed to support English Language Learners with a stronger emphasis on vocabulary development.

**Physics - College Prep**

**Full Year, 5.0 Credits, Grades 11 - 12**

**Prerequisite: Biology, Algebra I; Algebra II and Geometry are highly recommended.**

*Meets Lab Science Graduation Requirement*

This is a college prep level course. Concepts of Physics are stressed to help students understand the methods that underlie the operations of the universe. A mixture of theories, problems, and lab experiences are used to illustrate the ways in which the universe functions and the laws that govern its operation.

**Advanced Placement Physics I**

**Full Year, 7.0 Credits, Grades 11 - 12**

**Prerequisite: See criteria for placement for AP courses.**

*Meets Lab Science Graduation Requirement*

AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself.

**Advanced Placement Environmental Science**

**Full Year, 7.0 Credits, Grades 11 - 12**

**Prerequisite: Open Enrollment**

*Meets Lab Science Graduation Requirement*

AP Environmental Science is an advanced ecology-focused science course, incorporating field and lab work, that is designed to provide a student with a thorough knowledge of environmental issues facing our planet. In this course, students will analyze environmental problems, evaluate the ecological, economic, and environmental impacts of these problems, and propose solutions for reducing these impacts. Units examine how earth systems support life, how humans became the dominant species, how human population growth impacts earth systems, and how we can be more sustainable in the face of global change. Specific topics include earth systems, ecology and biodiversity, human population growth, land use, food and agricultural practices, energy resources, air and water quality, and climate change. All AP units of study include calculations, data analysis, and critical readings. Students entering this course should have strong organization and time management skills. It is expected that all students take the AP Environmental Science Exam in May.

**Astronomy I: Legends of the Universe**

**Semester, 2.5 Credits, Grades 9 - 12**

**Prerequisite: None**

This course will focus on the earliest observations of the night sky, the lore and cultural significance of constellations, the construction and discoveries of the first telescopes, and our very early understandings of the mathematical nature of the universe. Astronomy I and II can be taken independently or sequentially for a full-year experience.

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**Astronomy II: Journey into the Cosmos****Semester, 2.5 Credits, Grades 9 - 12****Prerequisite: None**

This course will continue the story, focusing on our modern odyssey of space exploration, man's journey to the moon and to Mars, as well as understanding deep space and the ultimate evolution of the universe, interweaving astrobiology, astrochemistry, and astrophysics. Astronomy I and II can be taken independently or sequentially for a full-year experience.

**Marine Science****Semester, 2.5 Credits, Grades 10 - 12****Prerequisite: Biology**

Dive into the fascinating world beneath the waves! Students will explore the intricate ecosystems of oceans, seas, and marine habitats, examining the biology, geology, and environmental factors that shape marine life. Through hands-on experiments, field trips, and interactive simulations, learners will investigate topics such as oceanography, marine biodiversity, conservation efforts, and human impacts on marine ecosystems.

**Forensic Science****Semester, 2.5 Credits, Grades 10 - 12****Prerequisite: Biology**

Embark on a captivating journey through the world of crime investigation and scientific inquiry!. Students will explore the methods and techniques used by forensic scientists to analyze evidence, solve crimes, and deliver justice. Through a blend of theoretical knowledge and practical application, learners will explore topics such as fingerprint analysis, DNA profiling, ballistics, forensic anthropology, and crime scene investigation. Engaging hands-on experiments, case studies, and simulations will challenge students to think critically, hone their problem-solving skills, and apply scientific principles to real-world scenarios.

## Biomedical Science Pathway

**Principles of Biomedical Science****Full Year, Credits 5.0, Grades 9 - 12**

This course is the first in a series of three courses in Project Lead the Way: Biomedical Science program. Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Project Lead the Way: Biomedical Science program and sets the scientific foundation for subsequent courses.

**Human Body Systems****Full Year, 5.0 credits, Grades 10 - 12****Prerequisite: Successful completion of Principles of Biomedical Science; Biology**

Students must have completed Principles of Biomedical Science and receive a teacher recommendation. Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body

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functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real-world cases, and often play the roles of biomedical professionals to solve medical mysteries.

### **Medical Interventions**

**Full Year, 5.0 credits, Grades 11 - 12**

**Prerequisite: Successful completion of Principles of Biomedical Science and Human Body Systems; Biology**

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection, screen and evaluate the code in human DNA, evaluate cancer treatment options, and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

## Engineering Pathway

### **Engineering Essentials**

**Full Year, 5.0 Credits\*, Grades 9 - 12**

**Prerequisite: None**

Engineering Essentials (EE) is a full-year course designed to be a high school student's first exposure to the PLTW Engineering program and is appropriate for students in grades 9-12. In Engineering Essentials, students explore the work of engineers and their role in the design and development of solutions to real-world problems.

The course introduces students to engineering concepts that are applicable across multiple engineering disciplines and empowers them to build technical skills through the use of a variety of engineering tools, such as geographic information systems (GIS), 3-D solid modeling software, and prototyping equipment. Students learn and apply the engineering design process to develop mechanical, electronic, process, and logistical solutions to relevant problems across a variety of industry sectors, including health care, public service, and product development and manufacturing.

\*This course satisfies the practical art

### **Introduction to Robotics and Design**

**Semester, 2.5 Credits, Grades 9 - 12**

**Prerequisite: None**

In this course students will learn the basic principles behind the design of robotic systems. Students will be introduced to 3D CAD modeling, tool usage, electronics and wiring, and introductory programming skills. Students will design, build, program, and test remote control robots. Students in this course will have the opportunity to work with the robotics team on the competition robot.

\*This course satisfies the practical art

### **Competitive Robotics**

**Semester, 2.5 Credits, Grades 9 - 12**

**Prerequisite: Introduction to Robotics and Design or Teacher Recommendation**

In this course students will work with the NPHS Robotics team to build the seasonal competition robot. Students in this course will be considered part of the robotics team and will be expected to participate in the official team competitions taking place in March and April. This course will cover

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topics such as 3D part creation and rapid prototyping, fabrication techniques, electrical control systems, and programming logic.

### **Engineering Design & Development Capstone**

**Full Year, 5.0 Credits\*, Grade 12**

#### **Prerequisite: Teacher/Supervisor Recommendation**

The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development (EDD) as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career. Projects may focus on any field of engineering including mechanical, biomedical, computer, etc.

\*This course satisfies the practical art

## **Social Studies**

The State of New Jersey requires that all students complete a course in world history and the equivalent of two years of United States history to be eligible for a high school diploma. All required courses are offered at differentiated levels except for Personal Financial Literacy. Students entering grade 9 are expected to take U. S. History I. In subsequent years, students enroll in U.S. History II and World History. All students may take the elective courses. Alternative assessments/research projects are required in all social studies classes.

### **United States History I College Prep**

**Full Year, 5.0 Credits, Grades 9 - 12**

This is a college prep level course. This course covers American history from the Age of Exploration through the 19th century. The course covers the periods of exploration and colonization to 1763, the Revolutionary era, Constitutional Government, the Jeffersonian and Jacksonian periods, the split between the North and South, domestic America, and the Imperial Republic during the first semester. Emphasis is placed on constitutional development as well as the study of current affairs and their relation to our historic development.

### **United States History I ML**

**Full Year, 5.0 Credits, Grades 9 - 12**

This course is identical in content to United States History I College Prep. It is designed to support Multilingual Learners with a stronger emphasis on vocabulary development.

### **United States History I Honors**

**Full Year, 5.0 Credits, Grades 9 - 12**

U.S. History I Honors is an intensive course that provides a chronological/thematic study of the period from the Age of Exploration to the beginning of the 20th century. Students will spend time analyzing primary sources, applying historical thinking skills and creating historical comparisons of different eras. Emphasis is placed on constitutional development as well as the study of current affairs and their relation to our historic development. Students will complete extensive historical reading and writing assignments with an emphasis on historical inquiry.

### **United States History II College Prep**

**Full Year, 5.0 Credits, Grades 10 - 12**

This is a college prep level course. This course is a survey of America's domestic history and international relations. Topics include but are not limited to the Progressive Era, Roaring Twenties, The New Deal, the Civil Rights Movement, World War I, World War II, Korea, the Cold War, the

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United Nations, Vietnam, and contemporary American policies. Students are also engaged in exploring current national and international topics.

**United States History II ML**

**Full Year, 5.0 Credits, Grades 9 - 12**

This course is identical in content to United States History I College Prep. It is designed to support Multilingual Learners with a stronger emphasis on vocabulary development.

**United States History II Honors**

**Full Year, 5.0 Credits, Grades 10 - 12**

**Prerequisites: Meet the criteria for placement.**

This course includes the study of the Progressive Movement, World War I, the Great Depression, World War II, and current history. The areas of concentration include historical, political and economic history coupled with an intense study of cultural and intellectual institutions and their development. These areas will be studied from a variety of perspectives with the hope of providing a balanced view of history. Students will complete extensive historical reading and writing assignments with an emphasis on historical inquiry.

**Advanced Placement United States History**

**Full Year, 5.0 Credits, Grades 10 - 12**

**Prerequisite: Meet the criteria for placement.**

AP U.S. History 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.

**World History College Prep**

**Full Year, 5.0 Credits, Grades 9 - 12**

This is a college prep level course. In this course, students will study the history, culture, and religions of the Middle East, China, Africa, Western Europe from the Middle Ages to 1900. Students will gain background vital to the study of literature, culture, and American history.

**World History ML College Prep**

**Full Year, 5.0 Credits, Grades 9 - 12**

This course is identical in content to World History College Prep course. It is designed to support Multilingual Learners with a stronger emphasis on vocabulary development.

**World History Honors**

**Full Year, 5.0 Credits, Grades 9 - 12**

**Prerequisite: Meet the criteria for placement.**

Students in this course will delve into World History while simultaneously becoming prepared to take the AP World History exam. They will use media resources, retrospective essays, timeliness, and primary source documents to engage in cross-cultural and comparative analysis of the six themes and big concepts of world cultures. Specific topics of the course include: technological and environmental transformations, organization and reorganization of human societies, regional and transregional interactions, global interactions, industrialization and global integration, and accelerating global change and realignments. Students will complete extensive historical reading and writing assignments with an emphasis on historical inquiry.

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### **Advanced Placement World History**

**Full Year, 5.0 Credits, Grades 11 - 12**

**Prerequisite: Meet the criteria for placement.**

AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

### **Personal Financial Literacy**

**Semester, 2.5 Credits, Grades 9 - 12**

This required course will expose students to personal financial literacy and provide them with an understanding of the foundational concepts relating to economics. Students will develop an understanding of how the economy works and the role they play in the economy. Students will also develop the foundational skills needed to effectively manage their personal finances.

## **Social Studies Electives**

### **Advanced Placement Human Geography**

**Full Year, 5 Credits, Grades 10-12**

**Prerequisite: Meet the criteria for placement.**

This full-year elective AP course is an introductory college-level human geography course. It introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Students who want to take this course must meet the standard recommendation guidelines for AP students.

### **Advanced Placement Psychology**

**Full Year, 5 Credits, Grades 11 - 12**

**Prerequisite: Meet the criteria for placement.**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

### **American Politics and Government**

**Full Year, 5 Credits, Grades 9 - 12**

American Politics and Government is a full-year course designed to study the origins, development, structure, and functions of the American political system. Topics of study include the foundations of American democracy; fundamental principles, including civil rights and liberties; the relationship between the government and the people; the three branches of government, including the

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bureaucracy; and foreign and domestic policy. Upon completion of this course, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American Political system and define the relationship between local and state governments to the federal government.

### **Latin American Studies**

**Semester, 2.5 credits, Grades 9 - 12**

This course will examine Latin American history, from ancient civilizations to the modern day. Among the main themes of this course are the birth and growth of Latin American culture and how it was shaped by- or resistant to- interactions with Europeans, Africans and Americans. Students will become familiar with Latin American music, poetry, film, and fiction, and students are expected to participate in discussions, perform oral presentations, and conduct research projects. This course is heavy on reading, discussion, and analysis. *This is an appropriate course for students at varying levels of English acquisition*

### **Law, Crime, and Punishment**

**Full Year, 5 Credits, Grades 11 - 12**

Topics for this course focus on Criminal Justice: the causes of crime, search, arrest, trial procedures, punishment, and the rights of the accused. Students study important criminal cases using supplemental sources including the Internet, with an emphasis on real historical cases. Students will be required to conduct independent research in preparation for activities which include public speaking and discussion of complex subject matter and other 21st Century skills.

### **Psychology**

**Semester, 2.5 Credits, Grades 10 - 12**

The basic objective of the course is to help students observe and evaluate behavior in a critical and scientific way. The course expands the concepts of personality development through direct observation and experimentation. Exploration of the self is encouraged. Students registering for this course understand that readings for the course are at the college prep level.

### **Race, Gender, and Equity in America**

**Full Year, 5 Credits, Grades 10 - 12**

The purpose of this class is to deepen students' understanding of the history of race and gender in the United States. Focusing primarily but not exclusively on the period after 1865, students will examine the social construction of race and gender, with the aim of understanding the complex ways race and gender have operated in American politics and culture. We will examine how race and gender have been defined; how definitions have changed over time; their internal logic and contradictions; and ways they impacted the post-1865 United States politically, economically, and socially. We will approach these issues from a comparative perspective, probing the experiences of differently racialized groups through in-depth analysis of primary and secondary sources. *This is an appropriate course for students at varying levels of English acquisition*

### **Sociology**

**Semester, 2.5 Credits, Grades 10 - 12**

This course focuses on the study of human society and social interaction. Topics include methods of research, culture and cultural values, the socialization process (learning how we become who we are), gender and gender role, the impact of technology and the mass media, social class structure and the concept of EQ vs. IQ., family and changing family structure, marriage and divorce, racism, discrimination and prejudice, school violence and problems plaguing our society today.

### **Sports and Society**

**Semester, 2.5 Credits, Grades 9 - 12**

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Sports and Society will introduce students to the expansive world of controversy and unfairness within the way sports are treated in our society. Focuses will highlight gender, profits, role-models, and sexuality. The class will have a Social, Political, Economic, and Cultural (SPEC) structure to analyze how sports have evolved over the years and what issues still remain today. The class will include an emphasis on reading primary sources, writing persuasive and position papers, and analyzing current events to gain a deeper meaning behind the issues of yesterday and today. *This is an appropriate course for students at varying levels of English acquisition.*

### **Dimensions of Genocide, Prejudice and Holocaust**

**Full Year, 5 Credits, Grades 9 - 12**

In this course, students will broaden their understanding of global genocide, including the Native American genocide, the Armenian genocide, the Holodomor, the Cambodian genocide, the Rwandan genocide as well as current genocides, hate groups and the Holocaust. Through the use of historical research studies and media, students will gain a more nuanced understanding of prejudice and racism and the role they play as precursor to genocide as well as to develop their insight and knowledge of humanity's capacity for inhumanity. Examinations of worldwide genocides will be used to study the global patterns and behaviors that lead to human conflicts and how we, as a society, can work together to foster understanding.

## **Theater and Dance**

NOTE: Theater courses do not satisfy the English requirements for graduation; however, they satisfy the fine and performing arts requirement.

### **Introduction to Theater**

**Full Year, 5.0 Credits, Grade 9 - 12**

This performance course will provide activities to develop skills in speaking and drama. Students will learn to improve their speaking abilities and gain confidence in performance through workshop activities, group discussion, monologue creation and performance, improvisations, tableaux, pantomimes, scenes study, vocal workshops, performance, and the writing and production of plays.

### **Principles of Acting**

**Full Year, 5.0 Credits, Grades 10 - 12**

Prerequisite: Intro to Theater or teacher permission

This performance course will include the history of theater and develop, through workshop exercises, dramatic techniques in acting from improvisation to play production. Students will perform skits, monologues, scenes, and plays to enjoy the art of acting. Students will enhance their experience through co-curricular theater opportunities.

### **Advanced Theater Workshop**

**Full Year, 5.0 Credits, Grades 11 - 12**

Prerequisite: Previous acting class/experience or teacher permission

This performance course is an advanced class covering the processes of play production, theater history, stage design, scenery, props/costumes, sound effects, methods of acting, performance, production, and evaluation. To further their experience in theater, students will produce and perform plays for audiences and competitions. Students will enhance their experience through co-curricular theater opportunities.

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**Introduction to Dance Studies****Full Year, 5.0 Credits, Grades 9 –12**

This beginner course is designed to promote creativity through movement and provide students with an overview of Dance as an activity and academic component. The course includes technique, basic theory, history and body mechanics. We will explore dance styles from around the world and compare their cultural impacts. Students will develop knowledge and skill in performance, composition, improvisation and critiquing. The course will culminate in a final performance.

**Intermediate Dance - Technique & Creative Practices  
Grades 10 –12****Full Year, 5.0 Credits,****Prerequisite: Intro to Dance Studies or teacher recommendation, \*\*repeatable**

This course will expand upon the knowledge and skills developed in Dance I. It is designed for the serious student in dance, focusing on advanced beginner to intermediate technical in styles such as but not limited to: Ballet, Modern, Jazz, Tap and Hip Hop. There will be a greater emphasis on the creative process, analysis, and collaboration and their real world tie-ins. Students will be required to provide their own dancewear and footwear, including leotards and shoes. The course will culminate in a final performance that includes teacher and student choreography.

**Honors Dance Performance and Composition****Full Year, 10.0 Credits, Grades 11-12****Prerequisite: Dance Performance, student interview and audition**

This double period honors class will prepare students to embark on a successful professional career in dance. Students must have a substantial foundation of modern technique, choreography, performance, critique and history. These topics will continue to be explored on an advanced level along with knowledge in health and wellness, dance production, teaching methods, and more. Frequent performances, professional collaborations, and other practical experiences will be explored throughout this course.

## Technology

**Computer Science Discoveries****Full Year, 5.0 Credits, Grades 9 - 12**

An introductory course mapped to CSTA standards, this class takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user centered design, and data, while inspiring students as they build their own websites, apps, animations, games, and physical computing systems.

**Advanced Placement Computer Science Principles****Full Year, 5.0 Credits, Grades 10 - 12****Prerequisite: Computer Science Discoveries or IT Essentials, Teacher Recommendation**

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

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to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

### **Advanced Placement Computer Science A**

**Full Year, 5.0 Credits, Grades 10 - 12**

**Prerequisite: Computer Science Discoveries or IT Essentials, Teacher Recommendation**

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

### **Digital Dreamscapes**

**Full Year, 5.0 Credits, Grades 9 - 12**

Web Design is a creative full year course designed for students at any skill level and is taught in the fully equipped Mac lab. Once the basic principles of web design are introduced, HTML (HyperText Markup Language) as well as CSS (Cascading Style Sheet), students learn to recreate as well as create their own original designs. Using tools such as Dreamweaver, students: choose their own topic, start with a simple webpage at first, learn how to create div tags, utilize templates, create a website with multiple pages, and incorporate more complex interactive elements (such as slideshows, videos, photo gallery etc.) Additional skills learned include Photoshop, Flash animation as well as other free online tools that are available to create images, banners and logos. By the end of the course, students are able to read HTML, CSS, decode websites, identify elements, create animated gifs and gain skills to create innovative web designs necessary in this technological era.

## **Cisco Networking Academy Pathway**

### **Cisco Networking Academy I: IT Essentials**

**Year: 5.0 Credits, Grades 9 - 12**

The IT Essentials coursework provides an introduction to the computer hardware and software skills needed to help meet the growing demand for entry-level information and communication technology (ICT) professionals. The coursework covers the fundamentals of computer hardware and software as well as advanced concepts such as security, networking, and the responsibilities of an ICT professional. Students who complete this course will be able to describe the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. Hands-on labs and interactive learning tools help students develop critical thinking and complex problem-solving skills. Cisco Packet Tracer simulation-based learning activities promote the exploration of networking and network security concepts, while allowing students to experiment with network behavior. IT Essentials offers a hands-on, career-oriented learning experience to help students develop fundamental computer and career skills. The curriculum helps students prepare for entry-level ICT career opportunities and the CompTIA A+ certification, which helps students differentiate themselves in the marketplace and advance their careers. In addition, the course provides a learning pathway to the Cisco CCNA curriculum.

### **Cisco Networking Academy II: Introduction to Networks**

**Year: 5.0 Credits, Grades 10 - 12**

**Prerequisite: Successful completion of IT Essentials**

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This course introduces the architecture, structure, functions, components, and models of the Internet and other computer networks. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. By the end of the course, students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

Students who complete Introduction to Networks will be able to perform the following functions:

- Understand and describe the devices and services used to support communications in data networks and the Internet
- Understand and describe the role of protocol layers in data networks
- Understand and describe the importance of addressing and naming schemes at various layers of data networks in IPv4 and IPv6 environments
- Design, calculate, and apply subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 networks
- Explain fundamental Ethernet concepts such as media, services, and operations
- Build a simple Ethernet network using routers and switches
- Use Cisco command-line interface (CLI) commands to perform basic router and switch configurations
- Utilize common network utilities to verify small network operations and analyze data traffic

### **Cybersecurity**

**Full Year: 5.0 Credits, Grades 10 - 12**

**Prerequisite: Successful completion of CS Discoveries, IT Essentials, Digital Dreamscapes or Teacher Recommendation**

This course is designed for students who are interested in exploring careers in Cybersecurity. The focus of instruction will include the implementation and monitoring of security on network and computer systems. Students will investigate strategies to identify and protect against security threats such as hackers, eavesdropping and network attacks. The basics of cryptography and logic reasoning will be explored. Hands-on labs in a cyber range provide practice in the configuration and mitigation of system vulnerabilities. Each unit integrates current events and related cyber ethics and law.

## **World Languages**

The World Languages Department offers a variety of languages from levels 1 to 4. Criteria for honors and advanced placement are listed in the NPHS Criteria for Placement section.

### **French 1**

**Full Year 5.0 Credits Grades 9 - 12**

The French 1 course provides students with beginning level proficiency in everyday situations in each of the communication modes: listening, speaking, reading, and writing. Students explore French and Francophone cultures in order to develop a cultural appreciation for the Francophone world. Emphasis is on the progressive development of communication skills.

### **French 2/2 Honors**

**Full Year 5.0 Credits Grades 9 - 12**

**Prerequisite: French 1**

In French 2 and 2 Honors, students continue to build upon the foundation established in French 1. Students increase proficiency in the four skill areas of listening, speaking, writing and reading

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comprehension. Vocabulary, grammatical structures, and knowledge of the francophone world are expanded via thematic units including fashion, ideal homes, life in the city, and travel. A variety of instructional strategies and learning activities are used to increase comprehension and production in the language. Students will be expected to speak and write the language in interpersonal and presentational modes.

### **French 3/3 Honors**

**Full Year 5.0 Credits Grades 10 - 12**

#### **Prerequisite: French 2/ 2 Honors**

The primary goal of year 3 is to further develop the acquisition of communication skills and cultural awareness. In the French 3/ 3 Honors programs students will continue to develop their ability to understand and produce the language accurately. Students will be expected to speak the language and do various presentations. Students build vocabulary and comprehension through a variety of reading selections. Increased emphasis is placed on writing.

### **French 4 Honors**

**Full Year 5.0 Credits Grades 11 - 12**

#### **Prerequisite - French 3/ 3 Honors**

In year four, expectations are for students to speak the language on a variety of topics to the best of their ability in a variety of situations. Reading selections are an important component of the program, and they will help increase students' vocabulary and cultural knowledge. The readings will form the basis for discussion and writing activities. In many types of writing, more creativity will be expected. Students review and expand knowledge of language structures to improve fluency and control.

### **Advanced Placement French Language and Culture**

**Full Year 5.0 Credits Grades 12**

#### **Prerequisite: French 4 Honors**

The Advanced Placement French language and culture course is intended for those students who will take the Advanced Placement Examination in May. The course is designed to develop students' knowledge of French equivalent to a third year college course. Emphasis is placed on the mastery of interpretive (listening and reading), interpersonal (person to person), and presentational (speaking and writing for an audience) skills. A continuing focus will be the development of vocabulary and idiomatic language usage, the advancement of cultural knowledge and skills, and the ability to communicate actively in a variety of oral and written forms. Preparation for the exam includes targeted review of grammatical structures.. The curriculum provides a challenging program that may lead to college credit or to a student being accepted into an advanced program as a college freshman. The course is also cross-listed for dual-enrollment credit.

### **Italian 1**

**Full Year, 5.0 Credits, Grades 9 – 12**

Through interactive lessons, students will begin to speak, read, write and understand spoken Italian. Thematic Units for the course include: welcome to Italian, what do you do for fun, my environment and my preferences. Students will focus on building vocabulary, building grammatical foundational concepts, and constructing simple sentences in a variety of scenarios (written, spoken) in present tense within each thematic unit. Emphasis will be on vocabulary building and foundational grammatical structures. Students will work in a variety of activities: individual, small group and whole group. Students will be required to participate in three different communication modalities (interpretive, interpersonal and presentational). Students will gain a rudimentary understanding of Italian geography and culture.

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**Italian 2****Full Year, 5.0 Credits, Grades 9 - 12**

Prerequisite: Italian 1

Italian 2 focuses on increasing opportunities to use the language in speaking, reading, writing and listening via thematic units. New vocabulary and grammar necessary for sophisticated reading and more complex dialogues in class will be covered. Students will review key concepts covered in Italian 1 and will build to include not only present tense, but also, past and future tenses. Emphasis at this level is still on vocabulary building and core grammatical concepts. Students will be required to increase usage of the target language via the multiple communications modalities (interpretive, interpersonal and presentational). Use of target language by instructor is increased for teaching and learning as well. Students will further be introduced to Italian culture and geography.

**Italian 2 Honors****Full Year, 5.0 Credits, Grades 9 - 12**

Prerequisite: Italian 1

Italian 2 focuses on increasing opportunities to use the language in speaking, reading, writing and listening via thematic units. New vocabulary and grammar necessary for sophisticated reading and more complex dialogues in class will be covered. Students will review key concepts covered in Italian 1 and will build to include not only present tense, but also, past and future tenses. Emphasis at this level is still on vocabulary building and core grammatical concepts. Students will be required to increase usage of the target language via the multiple communications modalities (interpretive, interpersonal and presentational). Use of target language by instructor is increased for teaching and learning as well. Students will further be introduced to Italian culture and geography. Italian 2 Honors will require further in depth review of the concepts covered in level 2.

**Italian 3****Full Year, 5.0 Credits, Grades 10 - 12**

Prerequisite: Italian 2/ Italian 2 Honors

Italian 3 focuses on building increasing opportunities to use the language in speaking, reading, writing and listening via thematic units. New vocabulary and grammar are necessary for sophisticated reading and more complex dialogues in class will be covered. Students will review key concepts covered in Italian 2 ( present tense, past tenses and future tense). Students will continue to be introduced to more tenses and other grammatical concepts necessary for an intermediate proficiency level. Emphasis at this level still includes vocabulary building and core grammatical concepts but will begin to acquaint students towards more abstract uses of the language. Students will be required to increase usage of the target language via the multiple communications modalities (interpretive, interpersonal and presentational). Use of target language by instructor is increased for teaching and learning as well.

**Italian 3 Honors****Full Year, 5.0 Credits, Grades 10 - 12**

Prerequisite: Italian 2 / Italian 2 Honors

Italian 3 focuses on building increasing opportunities to use the language in speaking, reading, writing and listening via thematic units. New vocabulary and grammar necessary for sophisticated reading and more complex dialogues in class will be covered. Students will review key concepts covered in Italian 2 (present tense, past tenses and future tense). Students will continue to be introduced to more tenses and other grammatical concepts necessary for an intermediate proficiency level. Emphasis at this level still includes vocabulary building and core grammatical concepts, but will begin to acquaint students towards more abstract uses of the language. Students will be required to increase usage of the target language via the multiple communications modalities (interpretive, interpersonal and presentational). Use of target language by instructor is increased for teaching and learning as well. Italian 3 Honors will require further in depth review of the concepts

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covered in level 3.

### **Italian 4 Honors**

**Full Year, 5.0 Credits, Grades 11 - 12**

#### **Prerequisite: Italian 3 / 3 Honors**

Italian 4 focuses on increasing opportunities to use the language in speaking, reading, writing and listening via thematic units. New vocabulary and grammar necessary for sophisticated reading and more complex dialogues in class will be covered. Students will review key concepts covered in Italian 3 and will build to include different modes and tenses including conditional and compound tenses. Emphasis at this level is on building content and cultural understanding while still working on vocabulary building and grammatical concepts. Students will be required to increase usage of the target language via the multiple communications modalities (interpretive, interpersonal and presentational). Use of target language by instructor is increased to a majority of Italian only content for teaching (85%) and a higher level for learning as well.

### **Advanced Placement Italian Language and Culture**

**Full Year, 5.0 Credits, Grade 12**

#### **Prerequisite: Italian 4 Honors**

Advanced Placement Italian Language and Culture focuses on increasing opportunities to use the language in speaking, reading, writing and listening via thematic units. Students will rely on all previous language exposure in order to immerse themselves in a practically based learning environment. New vocabulary and grammar necessary for sophisticated reading and more complex dialogues in class will be covered. Students will begin to follow AP specific curriculum in order to analyze and manipulate their understanding of identity, language and culture in comparison to their own understanding of identity, language and culture. Emphasis at this level is on analysis and practice of the language with cultural understanding while still working on vocabulary building and grammatical concepts. Students will be required to increase usage of the target language to nearly 100% via the multiple communications modalities (interpretive, interpersonal and presentational). Use of target language by instructor is increased to Italian only content for teaching and a nearly 100% level for learning as well.

### **Spanish 1**

**Full Year, 5.0 Credits, Grades 9 - 12**

The Spanish 1 course provides students with beginning level proficiency in everyday situations in each of the communication modes: listening, speaking, reading, and writing. Students explore the Spanish language and Spanish cultures in order to develop a cultural appreciation for this language and its customs. Emphasis is on the progressive development of communication skills.

### **Spanish 2/2 Honors**

**Full Year, 5.0 Credits, Grades 9 - 12**

#### **Prerequisite: Spanish 1**

Spanish 2 and 2 Honors continues the study of the fundamentals of the language. Grammar and verb structure are practiced in oral and listening exercises. Students are taught to read for comprehension and to write accurately within the limits of their vocabulary. In addition, some study is made of the history and culture of Spanish-speaking people. In class, students will research and present in the target language using class vocabulary for everyday situations.

### **Spanish 3/3 Honors**

**Full Year, 5.0 Credits, Grades 10 - 12**

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**Prerequisite: Spanish 2/2H**

In Spanish 3 and Spanish 3 Honors, students are introduced to many short selections written in the target language that focus on Spanish culture and history. Students begin to learn more advanced verb tenses and will continue to practice listening, writing, reading, and speaking skills while expanding their vocabulary. Students are introduced to vocabulary words that are helpful in typical conversations. Students will be expected to present in the target language and will work together in collaborative groups to expand their language knowledge.

**Spanish 4 Honors****Full Year, 5.0 Credits, Grades 10 - 12****Prerequisite: Spanish 3/3H**

In Spanish 4 Honors, students expand their vocabulary by learning important words and phrases used in everyday Spanish conversations, and are expected to respond appropriately to these conversations. Students are also introduced to a vigorous grammar study including advanced verb tenses. Instructions are conducted in Spanish, and students also respond to all work in the target language. An emphasis is placed on students working together as a collaborative team to present and work in the target language. Also, through a variety of authentic materials, students are introduced to many important historical and cultural events. Upon successful completion of this class, students may be recommended for AP Spanish.

**Advanced Placement Spanish Language and Culture****Full Year, 5 Credits, Grade 12****Prerequisite: Spanish 4 Honors**

In this Advanced Placement course in Spanish, students are expected to take the Advanced Placement Test in Spanish language. This class is conducted entirely in Spanish. Students who have successfully completed at least 3 years of Spanish (and will be in grade 12) and/or have placed into Spanish 4 Honors or above through the district assessment test are qualified to participate in Advanced Placement Spanish. The AP Spanish class will continue to develop and refine students' proficiency in all four language skills; listening, speaking, reading, and writing. Students who participate in the AP Spanish class will be able to comprehend formal and informal spoken Spanish, acquire vocabulary and structure to read newspapers, magazines, modern literature in Spanish, compose expository passages, and express ideas orally with accuracy and fluency. The content of the AP Spanish language exam will focus on the six themes provided by College Board focusing on the areas of reading and listening comprehension, presentational and interpersonal writing, as well as presentational and interpersonal speaking.

**Spanish for Heritage Speakers****Full Year, Credits 5, Grades 11 – 12**

Spanish for Heritage Speakers is created for Students in Grades 11 - 12 only. It is specifically oriented for students who speak Spanish fluently. The students will develop a deeper knowledge of Spanish and will learn to use their native language abilities with correct grammar and written expression. Students will learn about their countries of origin and/or that of their ancestors while at the same time developing and refining their Spanish language skills through focus on pronunciation and spelling, grammar analysis, process writing and vocabulary expansion. Students will read and respond to authentic Spanish and Hispanic literature to develop an understanding of Spanish and Hispanic culture and literature. Students will work on vocabulary building, reading, writing and oral skills, and cultural enrichment through short stories, poetry, and novels.

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## **Special Programs**

### **COMPETENCY COURSES**

Advanced Placement and other courses not available on campus will be available to students through Educere or EdGenuity (depending on district contracts for each course). Students would work independently and have access to the information 24 hours per day, 7 days per week. The North Plainfield Board of Education strongly encourages every student to take one online course prior to graduation. To view the Educere Catalog and list of available courses, please visit [www.educere.net](http://www.educere.net). Cost of the course will be incurred by the student.

### **Option II**

Option II is an innovative and creative way for students to earn high school credit for learning experiences outside of the traditional classroom. The district recognizes that a student may earn credit toward graduation from North Plainfield High School through Option II learning experiences. These programs and activities may include, but are not limited to one or more of the following:

Independent Studies

Online and Distance Learning

Community Service Learning

School to Career Programs and Internships

Physical Education Exemptions for Interscholastic Athletics

Other Structured Learning Experiences

The Director of School Counseling shall oversee the preparation of regulations to ensure that all Option II educational experiences are of the highest quality. Regulations include, but are not limited to, program application procedures, evaluation of proposed programs, and assessment of student progress. They address student safety, transportation, tuition, and fees where applicable.

### **Academic Support Program**

The 12th Grade Academic Support Class is an opportunity for students to refine skills necessary for high school graduation. Students are placed in the program as a result of their assessment performance in English and Mathematics. Students in the program will receive instruction based upon identified weaknesses and will review core content area and test taking strategies. This class will enhance and reinforce the student's ability to meet Common Core State Standards and high school graduation assessment requirements.

### **CTE Programs**

The North Plainfield Career Technical Education (CTE) Programs provide students with the academic and technical skills, knowledge and training necessary to succeed in future in-demand careers and to become lifelong learners. CTE prepares students for the world of work by introducing them to a career pathway through a sequence of carefully planned courses. Students learn rigorous academic content in combination with skills needed for workplace success. Each program consists of a sequence of three courses. With successful completion, students may have the opportunity to earn college credits and/or professional certifications in the following programs:

- Project Lead the Way - Biomedical Science, Engineering
- Cisco Networking Academy
- ROTC-Naval

### **Glossary of Terms**

**ML-** Multilingual Learners **CP-** College Prep **AP-**Advanced Placement

### Concurrent Enrollment Program (CEP)

Opportunities are available for students to earn college credit through Raritan Valley Community College, Rutgers University, and Kean University. Dual enrollment allows eligible students to earn college credits for high school courses aligned with the designated college/university course. NPBS offers semester and full-year dual enrollment courses taught by NPBS faculty on the high school campus. Students may earn between 3 and 6 college credits per course depending on the course and post-secondary institution.

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

A complete list of NPBS dual enrollment courses, partnering colleges/universities, and their corresponding course(s), are listed below.

<b>NPBS Course</b>	<b>Term</b>	<b>Dual Enrollment Course</b>	<b>Credits</b>	<b>School</b>
English 11 Honors	Full	English Composition I	3	RVCC
English 12 Honors	Full	English Composition II	3	RVCC
Rutgers College Writing	Semester	College Writing	3	Rutgers
AP French French 4 Honors	Full	Intermediate French I	3	RVCC
AP Precalculus Precalculus Honors	Full	Precalculus I Precalculus II	6	RVCC
Quantitative Reasoning	Full	Quantitative Reasoning	3	RVCC
AP Statistics	Full	Statistics I Statistics II	6	RVCC
AP Calculus	Full	Calculus I	3	RVCC
Honors Dance Performance & Choreography	Semester	Modern Dance	2	RVCC

### Glossary of Terms

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Foundations of Education	Full	Clinical Experience in Diverse Inclusive Classrooms	3	Kean
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**Concurrent Course Descriptions:**

**ENGL 111 - English Composition I (3,0) 3 Credits**

*Prerequisite(s): Grade of A in ENGL 050 Introduction to College Reading and Composition I or ENGL 060 Introduction to College Reading and Composition II, grade of B in ENGL 050 or ENGL 060 with co-requisite of ENGL 070 English Composition I Workshop, or appropriate score on placement test.*

English Composition I is the first in a two-course composition sequence. The central purposes of English Composition I are to develop critical reading and thinking skills and to write thesis-driven, text-based essays. The course takes a process-oriented approach to writing that incorporates prewriting, drafting, reviewing, and revising. Students in English Composition I learn basic research skills and apply them to at least one text-based research essay.

**ENGL 112 - English Composition II (3,0) 3 Credits**

*Prerequisite(s): ENGL 111 - English Composition I*

English Composition II is the second in a two-course composition sequence that continues to expand and refine analytical writing and critical reading skills. Students produce a series of documented essays based on a range of fiction and nonfiction sources, focusing on the challenges posed by writing longer essays and using advanced research techniques.

**355:101 College Writing 3 Credits**

College Writing introduces students to the strategies and practices necessary to become a successful writer at the university level and beyond. As the required writing course for undergraduate students at Rutgers University–New Brunswick, College Writing challenges students to reflect upon and cultivate their strengths as readers and writers at this new stage of their educational careers. Students develop their critical reading abilities and written communication skills through meaningful writing projects of diverse genres, including multimodal composition.

**FREN 201 - Intermediate French I (3,0) 3 Credits**

*Prerequisite(s): FREN 104 - Introduction to French II or appropriate placement test score.*

Emphasizes each of the four modes of expression (speaking/writing) and comprehension (listening/reading). The course is designed for students with one year of college-level French. Course is multi-media within the classroom, and a language lab is available to supplement individual/group learning.

**MATH 112 - Precalculus I (3,1) 3 Credits**

*Prerequisite(s): MATH 030 - Intermediate Algebra, or MATH 025 - Algebra Mod 4: Rational and Radical Behavior, or appropriate score on the math placement test.*

This course is designed as the first semester of a two semester sequence for students preparing to study calculus. This course consists of a weekly 1-hour lab. Topics include the study of polynomial, rational, logarithmic, and exponential functions and other topics from algebra.

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### **MATH 113 - Precalculus II (3,1) 3 Credits**

*Prerequisite(s): MATH 112 - Precalculus I.*

This course is designed as the second semester of a two semester sequence for students preparing to study calculus. This course consists of a weekly 1-hour lab. Topics include the study of trigonometric functions and other topics from trigonometry and analytic geometry.

\*MATH 112/113 course requirements are fulfilled through our one year PreCalculus Honors or AP PreCalculus Course for a total of 6 credits.\*

### **MATH 103C - Quantitative Reasoning 3 credits**

*Prerequisite: Algebra II*

The course may be taken for concurrent enrollment at Raritan Valley Community College if criteria are met. Quantitative Reasoning is designed for students who need a general education math course for their major or program. This course builds upon algebra and introduces mathematical concepts that students will apply to solve quantitative reasoning problems. Topics include concepts, methods and visual representation in numerical reasoning, statistical thinking and problem solving. Students will apply these to problems in areas such as personal finance, environment, population, health applications and data in students' daily lives.

### **MATH 100 & 111 Statistics I, Statistics II 6 credits**

*Prerequisite(s): Appropriate score on math placement test.*

In this advanced placement course in mathematics, students are expected to take the Advanced Placement Test in Mathematics. Substantial training at a rigorous pace will be devoted to exploring data, planning a study, anticipating patterns, and statistical inference. Students are able to earn 6 college credits through RVCC if they meet the concurrent criteria.

### **MATH 151 - Calculus 1 3 Credits**

**Prerequisite(s): Three-and-one-half years of college preparatory mathematics including Trigonometry and a satisfactory score on a placement test, or MATH 113 - Precalculus II or MATH 114H - Precalculus - Honors .**

Introductory calculus with a technology-based computer laboratory component. Topics include limits, differentiation, applications of derivatives, integration, the Fundamental Theorem of Calculus, and logarithmic, exponential, and other transcendental functions.

### **DANC 101- Modern Dance 1 (1,2) 2 Credits**

*Prerequisite(s): Grade 11 or 12 student presently enrolled in Dance II*

Modern Dance I provides a basis for students to understand and develop an appreciation of dance as an art form. Through active participation students explore fundamental movement principles and modern dance techniques. Incorporated into this course is an introduction to kinesiology and anatomy. Structured improvisation and choreography allow the students to manipulate abstract ideas, and develop their creativity. No previous dance experience required. Students will be required to provide appropriate dance attire.

### **EMSE 2800- Clinical Experience in Diverse & Inclusive Classroom (3 Credits)**

Introduction to organizational structures, professional behaviors, ethics, and service delivery models in inclusive classrooms, including settings serving students with autism. Includes 50-hour field/seminar where candidates are introduced to edTPA.

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## **Somerset County Vocational-Technical High School**

Somerset County Vocational-Technical High School offers a variety of technically oriented programs available to students on a full-time or shared-time basis. For more information please see a counselor.

### **Special Education**

Classified students are eligible to receive special education services according to the student's Individualized Education Program (IEP). Special education programs are offered as both in-class support and pull-out resource programs.

Pull-out replacement programs offer instruction in small group settings with certified special education teachers who are highly qualified in the subject area. Resource replacement programs are offered in the areas of English, mathematics, science and history. Instruction offers modifications and adaptations to the general education curriculum. Students who receive in-class support are placed in the mainstream but have a certified special education teacher in the classroom with them. The general education teacher is responsible for the content, while the special education teacher provides modifications for the classified student(s) and may provide alternative instructional procedures for the purpose of addressing all learners. The special education teacher takes part in whole class instruction and may assist all students in the class. The general education teacher and the special education teacher are expected to collaborate on the grades, progress, and needs of classified students. In-class support is offered in English, mathematics, history, and science.

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## **Athletic Eligibility Rules**

As stated in Board Policy #2430/2431, in accordance with New Jersey State Interscholastic Athletic Association (N.J.S.I.A.A.)

1. 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 student must have passed 25% of the credits (30) required by the State of New Jersey for graduation (120) , during the immediately preceding academic year.
2. To be eligible for athletic competition during the second semester (Feb. 1 to June 30) of the 9th grade or higher, a student must have passed the equivalent of 12 ½% of the credits (15) required by New Jersey for graduation (120) at the close of the preceding semester (Jan. 31). An athlete who is ineligible for the spring may become eligible after May 1, providing that the athlete is passing 15 credits or more on that date. Full-year courses shall be equated as one-half of the total credits to be gained for the full year to determine credits passed during the immediately preceding semester. All incoming freshman are eligible for the first semester.
3. In addition to the state standards in “A” above, North Plainfield High School requires that a student who is passing fewer than four (4) courses at the end of any marking period is to remain ineligible during the season and that a student may not represent the high school in any activity for twenty (20) school days. After this twenty-day period, the student may obtain written confirmation from at least four (4) teachers stating that he/she is successfully completing his/her course work. If this is done, the student may resume eligibility.
4. Any summer work for credit recovery purposes completed and approved by the school before the sixth school day in the semester starting in September may be used for eligibility purposes.
5. All sports – An athlete becomes ineligible for high school athletics if he/she attains the age of nineteen (19) prior to September 1. However, an athlete attaining the age of nineteen on or after September 1 shall be eligible for the ensuing school year. An athlete becomes ineligible for grade 9 athletics if he/she attains the age of sixteen (16) prior to September 1. The athlete is eligible to participate on varsity or junior varsity levels.
6. For more information on Athletic Eligibility, you can go to the NJSIAA web site, [www.NJSIAA.org](http://www.NJSIAA.org), or call 609-259-2776

## ***NCAA Eligibility***

College-bound student athletes will need to meet specific academic requirements to practice, receive athletic scholarships, and/or compete during their first year.

Any student who has plans to do athletics and or receive athletic scholarships should visit the NCAA Eligibility website at : <https://web3.ncaa.org/ecwr3/>

## **Glossary of Terms**

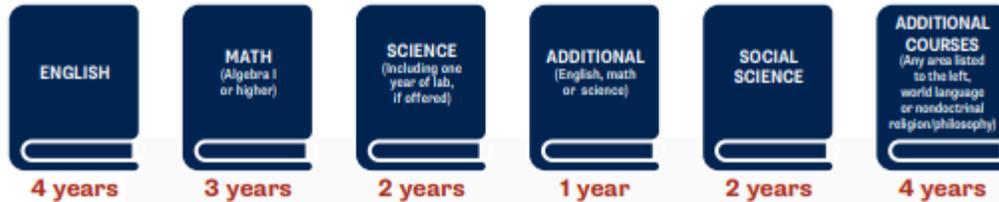
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# DIVISION I ACADEMIC REQUIREMENTS

To study and compete at a [Division I school](#), you must earn 16 NCAA-approved [core-course credits](#), earn a minimum 2.3 [core-course GPA](#) and submit your final transcript with proof of graduation to the Eligibility Center.

## CORE-COURSE REQUIREMENTS

Earn 16 NCAA-approved core-course credits in the following areas:



For Division I, 10 of your 16 NCAA-approved core-course credits must be completed before the start of your seventh semester, including seven in English, math or science.

## QUALIFIER

As a Division I qualifier, you may practice, compete and receive an athletics scholarship during your first year of full-time enrollment at an NCAA Division I school.

- » Earn 16 NCAA-approved core-course credits in the right areas.
  - Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of the seventh semester.
  - Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade.
- » Earn a minimum 2.3 [core-course GPA](#).
- » Submit your final transcript with proof of graduation to the Eligibility Center.

## ACADEMIC REDSHIRT

As a Division I academic redshirt, you may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

- » Earn 16 NCAA-approved core-course credits in the right areas.
- » Earn a minimum 2.0 core-course GPA.
- » Submit your final transcript with proof of graduation to the Eligibility Center.

\* More information regarding the impact of COVID-19 can be found at [on.ncaa.com/COVID19\\_Spring2023](https://on.ncaa.com/COVID19_Spring2023).



## Standardized Test Score Requirement Removed for 2023 Enrollees and Beyond

During the 2023 NCAA Convention, [Divisions I](#) and [II](#) adopted legislation to remove standardized test scores from initial-eligibility requirements for student-athletes who initially enroll full time on or after August 1, 2023. The vote was based on the recommendation from the [Standardized Test Score Task Force](#), a specialized group charged with reviewing initial-eligibility requirements as part of the NCAA's eight-point [plan to advance racial equity](#).

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