

NEW PROVIDENCE HIGH SCHOOL

PROGRAM OF STUDIES

2026-2027



**NEW PROVIDENCE
SCHOOL DISTRICT**

DEDICATED TO EXCELLENCE



BRIAN HENRY
PRINCIPAL

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Administration

DISTRICT

SUPERINTENDENT	Dr. Lauren Zirpoli
ASSISTANT SUPERINTENDENT OF EDUCATIONAL SERVICES	Mr. Joseph Ugliadoro
SCHOOL BUSINESS ADMINISTRATOR/ BOARD SECRETARY	Mr. James Testa
DIRECTOR OF CURRICULUM, INSTRUCTION, AND SUPERVISION	Mr. Jonathan Keaney

HIGH SCHOOL

PRINCIPAL	Mr. Brian Henry
ASSISTANT PRINCIPAL	Mrs. Tania Kelly
DIRECTOR OF ATHLETICS	Mr. Vincent Carangelo
DIRECTOR OF SCHOOL COUNSELING	Mrs. Jillian Shadis

DEPARTMENT HEADS

LANGUAGE ARTS K-6	Mrs. Jaclyn Kaufmann
LANGUAGE ARTS 7-12	Mrs. Rachel Winard
MATHEMATICS K-6	Mrs. Michelle Testa
MATHEMATICS 7-12	Mrs. Kathleen DeAngelo
MUSIC AND PERFORMING ARTS K-12	Mr. Scott Ziegler
PHYSICAL EDUCATION & HEALTH K-12	Mr. Vincent Carangelo
SCIENCE K-12	Mrs. Melissa Marano
SOCIAL STUDIES & WORLD LANGUAGE K-12	Mr. Byron Tracey
STEM K-12	Mrs. Jennifer Pasuit
TECHNOLOGY AND INFORMATION SERVICES K-12	Mr. Russell Anderson
VISUAL AND PRACTICAL ARTS K-12	Mrs. Morgan Eriksen

SCHOOL COUNSELORS

Ms. Lindsay Gnudi
Ms. Kristy McCauley
Ms. Christine Noppenberger
Mrs. Jillian Shadis

General Information

Graduation Requirements

The minimum graduation requirements shall be 120 credits, which will require the acquisition of at least 30 credits each year as a Prerequisite Course(s) to graduation from high school.

In order to be promoted to the next grade level, the following credit requirements must be successfully completed by September of the entering year:

- **SOPHOMORE:** 30 credits, including summer school, if applicable
- **JUNIOR:** 60 credits, including summer school, if applicable
- **SENIOR:** 90 credits, including summer school, if applicable

Students who have been retained have an opportunity to be promoted to the next grade level midyear should they meet the credit requirements after the first semester.

Students transferring into the New Providence School district will be placed in the grade level designated by their total accepted transfer credits. Transfer credits will be awarded only for courses that appear in this Program of Studies.

- Successful completion of the following courses shall be required for graduation:

20 credits	Language Arts Literacy
20 credits	Health, Safety, and Physical Education , including at least three and three-quarters credits in health, safety, and physical education during each year of enrollment.
5 credits	World Studies
10 credits	United States History
2.5 credits	Financial, Economic, Business or Entrepreneurial Literacy
15 credits	Mathematics , including Algebra 1 or content equivalent, Geometry or content equivalent and a third year of mathematics that builds on the concepts and skills of Algebra and Geometry and that prepares students for college and 21st century careers.
15 credits	Science , including at least five credits in laboratory biology/life science or the content equivalent; one additional laboratory/inquiry-based science course, which shall include chemistry, environmental science, or physics; and one additional laboratory/inquiry-based science course.
5 credits	21st Century Life and Careers or Career-Technical Education ()
5 credits	Visual and Performing Arts ()
5 credits	World Language or student demonstration of proficiency
Electives as determined by the high school program sufficient to total a minimum of 120 credits	
The requirements for technology literacy standards are integrated throughout the curricula.	

- Students will be required to sit for and/or pass the appropriate proficiency assessments as required by the State Board of Education.
- The district may approve individualized pupil learning opportunities that meet or exceed the New Jersey Student Learning Standards.
- Seniors enrolled in a first or last block study hall may be released from that study providing the following conditions are met:
 - Submission to the high school principal and/or designee of a written request for early dismissal signed by the parent or guardian.
 - Approval by the high school principal and/or designee.

All courses must be completed before any credit is earned. Withdrawal from a course prior to its completion, absences in excess of those noted in the Attendance Policy, and/or a final failing grade will preclude the acquisition of any credit for that course.

To be eligible for summer school, a student must be in a course for seventy-five percent of its scheduled term.

High School Graduation State Assessment Requirements

The State of New Jersey currently tests students in English Language Arts, Mathematics, and Science using the New Jersey Student Learning Assessments (NJSLA) and the New Jersey Graduation Proficiency Assessment (NJGPA).

NEW JERSEY DEPARTMENT OF EDUCATION
HIGH SCHOOL GRADUATION ASSESSMENT REQUIREMENTS

Please note that state-mandated assessments, as well as graduation requirements, are subject to change as per the state of New Jersey, and that requirements have not yet been announced for some classes. Any changes will be expediently communicated to students and parents/guardians and updated in this document.

Attendance Regulations

Regular attendance is essential to the successful completion of the course of study. Students are expected to be present on every day that school is in session, except as their absence may be excused in accordance with Board of Education policy 5200.

Specifically, it has been established that a student absent from classes scheduled for a course of study more than 10% of the days in which class meets, shall receive no credit for that course. That is, a student absent from a class in excess of six (6) days in a semester course, or in excess of thirteen (13) days in a full year course will receive no credit for the course. Students in courses other than those assigned two and a half (2.5) or five (5) credits will be advised by the subject area teacher of the number of absences which will result in the loss of credit. In all instances of absence from class, the student is responsible for making up the missed work.

“An excused/non-cumulative absence” is a student’s absence from school for a full day or a portion of a day for the observance of a religious holiday pursuant to N.J.S.A. 18A:36-14 through 16, or any absence for the reasons listed below.

“An unexcused/cumulative absence that counts toward truancy” is a student’s absence from school for a full or a portion of a day for any reason that is not an “excused absence” as defined below.

EXCUSED/NON-CUMULATIVE ABSENCE

1. Participation in observance of Veterans Day, pursuant to N.J.S.A. 18A:36-13.2;
2. Participation in district board of election membership activities, pursuant to N.J.S.A. 18A:36-33;
3. Take Our Children to Work Day;
4. College visit(s), up to 3 days per school year for students in grades eleven and twelve;
5. Closure of a busing school district that prevents a student from having transportation to the receiving school;
6. Attendance at a civic event(s), pursuant to N.J.S.A. 18A:36-33.2;
7. The student’s suspension from school;
8. Where appropriate, when consistent with Individualized Education Programs, the Individuals with Disabilities Act, accommodation plans under 29 U.S.C. §§794 and 705(20), and individualized health care plans;
9. The student’s illness, when and if supported by a doctor's/physician’s note.
 - a. It is recognized that not all illnesses require a visit to a doctor/physician. If this is the case, the absence will count towards loss of credit and is the reason why students are allowed a reasonable number of unexcused absences before losing credit.

UNEXCUSED/CUMULATIVE ABSENCE

Unexcused/Cumulative absences, those that count toward the denial of credit, include:

1. Any full or partial absence from school that does not meet one of the criteria above
2. Tardiness to school or class in excess of 25 minutes
3. Tardiness to a class of less than 25 minutes three (3) times will count as one (1) cumulative absence

ALL ABSENCES FROM SCHOOL REQUIRE PARENTS TO REPORT THE ABSENCE(S) THROUGH POWERSCHOOL.

ATTENDANCE WARNINGS

Parents will receive automated files from PowerSchool on a weekly basis indicating their child’s absences from their classes. We strongly encourage students to maintain their own accurate record of absence and tardiness to each class 4th tardy.

Loss of Credit will occur on each of the following absences, depending on the course:

Full Year Course	Semester Course	Physical Education	Health Education	Honors/AP Science
14th absence	7th absence	10th absence	4th absence	17th pd absence

REMINDER: 3 tardies to one class equals one cumulative absence. Any lateness to class of less than 25 minutes is considered a partial absence and three (3) such partial absences constitute one full cumulative absence and count toward the loss of course credit unless certified as non-cumulative.

LOSS OF CREDIT DUE TO EXCESSIVE ABSENCE

A student will remain in a scheduled class even after exceeding the absence limit. The report card and permanent record will indicate the grade earned in the course. However, both will also indicate “no credit because of excessive absence,” designated as “ABS” on the transcript.

ATTENDANCE APPEAL

Appeals for an exception to loss of course credit for excessive absences may be made to the Attendance Review Committee. The appeal must be made directly to the attendance officer, in writing, by the student within five (5) days of his/her notification of the loss of course credit.

PREVENTING THE LOSS OF CREDIT

In order to prevent the loss of credit, it is imperative that both student and parent(s) use the weekly attendance figures to keep track of their current standing in each course. Additionally, the school will work closely with the students who are accumulating a high number of absences in a particular course. As the student begins to near the allotted amount of absences for a particular course, the parent(s) will be contacted, and, if warranted, a conference can be arranged with the student and the counselor to review the situation. **Be on time! Lateness to class contributes to loss of course credit.**

ATTENDANCE NOTES

Starting on Thursday, August 28, 2025, New Providence School District families will report their child's absence from school directly through their PowerSchool Parent Portal account. Students/parents/guardians may provide additional information upon the student's return to or, when possible, prior to the absence.

Communication for absence or tardiness should contain the following information:

1. The student's name
2. Date(s) of absence
3. Reason for absence
4. Signature of parent (if providing a physical note)

It is stressed that parent notes are merely an explanation for an absence or tardiness. Per New Providence Regulation- 5200, they do not excuse the absence.

*Notes from a treating physician supporting student absence due to illness, as noted above, will result in the absence(s) being documented as an excused/non-cumulative absence.

CLASS ABSENCE EXCUSED BY THE SCHOOL NURSE

Excused absences from class may come as a result of a student becoming ill after reporting to school. In this case, the following procedures should be followed:

1. The student obtains the classroom teacher's permission to go to the nurse. In emergencies, the student should report directly to the Health Office. If the office is unattended, the student should report to the Main Office.
2. If the nurse decides that the student should be excused for the day, the student takes the excuse slip to the Attendance Office and signs out. Attendance Office personnel **MUST** see the nurse's excuse slip. If the Attendance Office is closed, the excuse slip is taken to the Main Office.

TARDINESS

1. Students not in class when the bell rings are considered late.
2. Students who are tardy to school must report to the attendance office to sign in. At this time, attendance office personnel will take the student's note explaining the reasons for being late and determine whether the lateness is excused. No student will be admitted to class without an admit-to-class slip.

Students are expected to arrive at class on time and consequences will be handled by the teacher.

Consequences for lateness will be imposed in a progressive manner as follows:

- Student warning
- Communication with parent/guardian
- Teacher detention
- Administrative detention

TRUANCY: CLASS CUTS

Class cuts are considered to be the same as truancy. Both demonstrate a deliberate disregard for our educational program and are considered a serious matter. A class cut could be tardiness to school or class in excess of 25 minutes.

Administrative action is as follows:

1. No credit will be recorded for work missed.
2. Missed work will be recorded as a failing grade.
3. A record of the offense will be entered into the student's personal record file.
4. A parent will be informed of the offense either by a telephone call or letter.
5. Students will be assigned an administrative detention to make up the time missed. Minimal detention time for each class cut will be two (2) hours; second offense four (4) hours.
6. A second cut in any one course will result in a letter being sent to the home, making the student and parent aware of the consequences of a third cut: loss of credit in the course. Additionally, a discussion will be held in person with the student and, either in person or on the telephone, with the parent, advising both of the jeopardy in which the student has placed him/herself, including the danger of loss of course credit in the event of the ensuing cut. These communications shall be considered as fulfilling the requirements of due process.
7. Students losing credit due to truancy will remain in the course for the rest of the year. If the student is failing the course at the time of the third cut, a grade of WF (withdrawal failing) will be recorded. If the student is passing at the time of the withdrawal, a grade of WP (withdraw passing) will be recorded.

END-OF-YEAR ATTENDANCE

State law requires that students be in attendance a minimum of 180 days. Students are cautioned to keep this fact in mind when they are seeking summer employment or making plans to participate in summer programs of any type. Requests for early release will be honored only under extraordinary circumstances. Students attending college orientation programs should select dates which do not conflict with exam week and the closing of school. Students will be asked to submit documented evidence that alternate date(s) are not available and/or that college acceptance depends on attendance at the summer program.

EARLY RELEASE

In the event that a student is to be excused from school early for a valid reason, the parental note is taken to the attendance office immediately upon reporting to school. The note must have the student's name, date, time leaving, and how the student will be leaving the school. If the student drives to school, the note must also contain permission from the parent/guardian allowing the student to drive. Attendance office personnel will place the student's name on the sign-out sheet for early dismissal. If the attendance office is closed, the excuse slip is taken to the main office for processing. A parent must report to the attendance office at the time the student is to be released.

WALKING IN GRADUATION

Regardless of credit or attendance status, students will not be permitted to walk in the graduation ceremony if he/she:

1. Fails any graduation requirement
2. Fails any two classes during the senior year
3. Earns less than 30 credits during the senior year

TIME ALLOTMENTS FOR MISSED WORK

If work is missed because of an in-school-suspension or out-of-school suspension, one (1) day shall be allotted for each day of suspension.

If work is missing because of class cuts or truancies, no time shall be allotted for making up the work due the day the student is absent. The student receives a failing grade for work missed.

If work is missing because of absence for other reasons, one (1) day shall be allotted for each day of absence. In such cases of legitimate absence, exceptions may be made to these allotments at the teacher's discretion with the supervisor's approval. Missing work shall be made up within a reasonable time (usually 14 days) depending upon individual circumstances in cooperation with the teacher.

An anticipated absence must be approved by the attendance office, and the student must see each teacher for the purpose of obtaining and completing make-up work for the period of absence BEFORE the absence occurs. If such a request is for too extended a period of time or creates a hardship for the teacher, the parent will be notified and the request denied.

Students planning to participate in a field trip experience must also obtain and complete missed work PRIOR to the date of the trip.

DEFINITIONS

Absence Type	PowerSchool Code	Definition
Verified	VER	An absence communicated to the school by a parent/guardian
Unverified	UNV	An absence that has not been communicated to the school
Unexcused		The verified or unverified absence does not meet the criteria set forth by the state of New Jersey
Excused	EX	The absence meets the criteria set forth by the state of New Jersey and is considered to be non-cumulative
Cumulative		A verified or unverified absence that counts toward the denial of credit
Non-cumulative		An absence that does not count toward the denial of credit
Field Trip	FT	An absence due to an in-district or out-of-district school sponsored event that is considered to be non-cumulative

- Excused absences are considered non-cumulative and do not count toward loss of credit.
- Verified and unverified absences are considered both unexcused and cumulative, counting toward loss of credit.

Course Selection

Each student's program of studies should be thoughtfully planned, giving careful consideration to individual interests, abilities and occupational goals. The course selection process is outlined below:

1. During the winter, each student will make his/her course requests for the following school year.
2. The Program of Studies and other scheduling information will be released prior to the course selection period. Students and parents/guardians should confer concerning the student's proposed program of study, including appropriate course levels and desired electives/alternates.
3. The School Counselor will meet with students to discuss and enter the student's proposed courses for the following year. Parents/guardians may confer with the counselor concerning the student's proposed program of study but do not attend the scheduling conference.
4. Students and parents/guardians sign the course request printout provided to the student during the scheduling meeting and return it to the Counseling Department.
5. A student's course requests, whenever possible, become his/her program of study for the coming year, and staff and room assignments are predicated upon these choices.
6. Students must follow the chosen program approved for the school year. No elective changes are permitted after the yearly-established winter deadline.

The process for moving between levels cannot be finalized until final grades are in for the year. As such, the counselor will note any requested level changes on the course selection sheet, but those levels are *not* considered finalized until early summer.

In order to move up from Conceptual to College Prep, or College Prep to Honors/AP, a student must earn a 90% or higher in the prior course. In order to remain in a College Prep level, a student must earn a 70% or better; to remain in an honors or AP level, a student must earn an 85% or better.

The level progression of courses is as follows:

	←←←←← Least Rigorous to Most Rigorous →→→→→				
Level	Fundamentals	Conceptual	College Prep	Honors	Advanced Placement
Course Titles	Course title begins with <i>Fundamentals</i> (IEP Placement)	Course title begins with <i>Conceptual</i>	No separate designation or indication in the title	Course title begins with <i>Honors</i> or <i>H</i>	Course title begins with <i>Advanced Placement</i> or <i>AP</i>

Schedule Changes

Requests for schedule changes will be approved only in cases of unique and significant circumstances. Courses will not be dropped to accommodate a student's personal preference or convenience. A student who receives their first choice or alternate electives will remain in the assigned class. Schedule changes may be requested for the following reasons until the end of the school day on the fifth day of school (not including weekends):

- To correct any misplacement or errors.
- Student is not scheduled for a sufficient number of credits (35.00 credits required; 40.00 credits recommended).
- Student's post-secondary plans have changed (e.g., from vocational planning to college preparatory or vice-versa).
- Student chooses to add an open elective to replace a scheduled study hall.
- Student chooses to drop an elective and add a study hall, presuming another study hall is not already scheduled. The dropped course will not appear on the transcript in this instance.

After the fifth day of the semester, however, any dropped courses will appear on the transcript as a Withdraw (W), Withdraw Pass (WP) or Withdraw Fail (WF). See [Grading Policy chart](#) for specifics pertaining to the recording of withdrawal grades on the transcript.

An intra-departmental change may be warranted for students who are failing a course (i.e., a change from an honors/AP to a college prep level, or college prep to conceptual level within the same subject area). This change may be requested two times only during the school year:

- During the first 15 days of school, not including weekends (request must be made by the end of the 15th school day); or
- At the end of the first marking period.

No schedule change will be effected on parental/guardian request only. Input from the teacher may be considered. When it is determined that the educational needs of the student can best be met by means of a schedule change, approval of the Parent/Guardian, School Counselor, and ultimately, the Principal are required.

Any adjustment in a student's schedule is contingent upon class enrollment and the availability of another course during the same period as the course dropped or during the period of a study hall. In cases where a schedule change is made in an academic course level (i.e., honors to regular level) the grade point average calculation will be based on the course where the student completes the semester/year.

The Counseling Department will begin to send official senior transcripts, upon request, after day five of the school year, pending the receipt of the necessary release paperwork. Changes to senior year course selections after applications/transcripts have been submitted and/or acceptances are received may affect admissions offers by colleges and universities. If transcripts have been submitted, before making any schedule changes, seniors must contact each school's admissions office directly to discuss the potential implications, and receive in writing (email) a response indicating that the college has received the change and/or it won't affect the admissions decision. Note that this is a separate task from the NPHS Counseling Department's process to have a course dropped, and that any schedule changes will delay the sending or re-sending of transcripts. Consult your counselor throughout this process.

Study Halls

- **Scheduled Study Halls**
 - A scheduled study hall takes the place of a semester-long elective in the schedule.
 - Students may have a scheduled study hall during both the first and second semesters, if they choose.
- **Sports Study Halls**
 - Available to any student participating in a New Providence High School sponsored interscholastic athletic activity (as defined by NJSA 18A:40-41f) during his/her season, with the exception of those who have Health during that time. Students are only permitted one study in their schedule and cannot have a sports study in addition to a scheduled study.* Absences and tardies in a sports study will count against a student's total attendance in physical education.
- **Senior Off-Campus Study Halls**
 - Seniors who have study hall during the first or last block may be released from that study provided they submit the Off-Campus Study Hall form, completed by the parent or guardian.
 - Students enrolled in this program **must** leave campus during their study halls. They may not remain in the building except for appointments with administration or counselors.

*This does not include students who have study hall only one day/week due to a double lab science.

Career Pathways & NPHS Electives

Architecture

Technology Design & Process
Technology & Construction
Advanced Technology & Construction
Intro to Engineering Design
Architecture & Engineering Design
Research 1 & 2

Business

Financial Literacy
Economics
AP Economics
Entrepreneurship
Marketing
Statistics
AP Statistics
World Languages
Calculus
Honors Calculus
AP Calculus AB & BC
Multivariable Calculus

Computer Science

Programming & Innovation
AP Computer Science Principles
AP Computer Science A
Digital Circuits
Cybersecurity
Research 1 & 2

Design

Architecture & Engineering Design
Introduction to Textiles
Fashion Design & Construction
Graphic Design 1 & 2
Media Design
Video Design 1
Advanced Video Design
Digital Arts & Photography 1 & 2
Advanced Digital Arts & Photography
Technology Design & Process
Technology & Construction
Advanced Technology & Construction

Politics, Law, & Government

World History
AP World History: Modern
Criminology
Sociology
Psychology
AP Psychology
AP Government & Politics
Economics
AP Economics
Personal Finance
World Languages
Forensics

Engineering

AP Physics 1 & C
Calculus (CP, Honors, AP)
Multivariable Calculus
AP Statistics (CP, AP)
Environmental Sustainability
AP Environmental Science
Intro to Engineering Design
Principles of Engineering
Digital Circuits
Research 1 & 2
Aerospace Engineering
Technology Design & Process
Technology & Construction
Advanced Technology & Construction

Global Humanities

World Literature
AP Language & Composition
AP Literature & Composition
Humanities
Investigative Journalism
Advanced Investigative Journalism
Creative Writing
Broadcast Journalism
World Studies
AP World History: Modern
Sociology
Psychology
AP Psychology
World Languages
Entrepreneurship
AP Art History
AP Studio Art 1, 2, and 3D
All Visual Arts Classes

Hospitality & Tourism

Culinary Arts 1 & 2
World Languages
Economics
AP Economics

Digital Art & Media

Architecture & Engineering Design
Introduction to Textiles
Fashion Design & Construction
Graphic Design 1 & 2
Media Design
Video Design 1
Marketing
Advanced Video Design
Digital Arts & Photography 1 & 2
Advanced Digital Arts & Photography
Technology Design & Process
Technology & Construction

Life & Biomedical Sciences

AP Biology
AP Chemistry
AP Physics 1 & C
Calculus (CP, Honors, AP)
Multivariable Calculus
AP Statistics (CP, AP)
Honors Biomedical Engineering
Healthcare Org. & Interprof. Practice
Medical Terminology
Human Physiology
Research 1 & 2
Environmental Sustainability
AP Environmental Science
Oceanography
Marine Biology
Neuroscience of Animal Behavior
Forensics

Education

Psychology
AP Psychology
Sociology

Music

Band
Chorus
Orchestra
Music Theory
Voice

Social Sciences

Psychology
AP Psychology
Sociology
Economics
AP Economics
Criminology

Theater

Beginning Drama
Intermediate Drama
Advanced Drama
Theatre Production 1 & 2
Broadcast Journalism

Visual Arts

2D Design Studio 1 & 2
Advanced 2D Studio Art
Graphic Design 1 & 2
Digital Arts & Photography 1 & 2
Advanced Digital Arts & Photography
Sculpture 1 & 2
Advanced Sculpture
AP Studio Art 1, 2, and 3D
AP Art History

Student Achievement

Grading Policy

EXPLANATION OF GRADES

	Alpha	Percentages	Descriptor
Passing Grades/ Credit Awarded	A+	95-100%	Excellent - The student's achievement in all areas of the subject is clearly superior; the quality and quantity of work is consistently excellent; a high degree of efficiency, application, and purpose is demonstrated.
	A	90-94%	
	B+	87-89%	Above Average - Achievement in many areas of the subject is above average; the quality and quantity of work is frequently excellent; the student generally demonstrates strength in the subject.
	B	83-86%	
	B-	80-82%	
	C+	77-79%	Average - Achievement in most areas of the subject is average; the quality and quantity of work is generally acceptable; a satisfactory degree of proficiency is demonstrated.
	C	73-76%	
	C-	70-72%	
	D+	67-69%	Below Average - Achievement in the subject is barely passing; the quality and quantity of work is the minimum acceptable for credit; demonstrated proficiency in the subject is considered weak.
	D	63-66%	
	D-	60-62%	
	S	N/A	Satisfactory - The student has made acceptable progress in the course.
Failing Grades/ No Credit Awarded	F	59% and below	Failing - Little or no observable effort to do assigned work; little understanding and/or concern for course content; no observable attempt to maintain or improve skill levels.
	WF	N/A	Withdrawn Failing - The student has dropped the course after the 5th day and had unsatisfactory achievement prior to withdrawal. Students removed from classes by administrative action will receive a grade of WF.
	U	N/A	Unsatisfactory - The student has made inadequate progress in the course.
Additional Grade Indicators	I	N/A	Incomplete - May be given only to students who were absent from school for a legitimate purpose for an extended period of time. One day of make-up shall be allotted for each day of absence; however, all missing work should be completed within 14 calendar days after the student's return to school. Exceptions to this time allotment may be made at the teacher's discretion and with Administrative approval.
	W	N/A	Withdrawn - The student has dropped the course after the 5th day but prior to the end of the 1st marking period.
	WP	N/A	Withdrawn Passing - The student has dropped the course after the 5th day and had satisfactory achievement prior to withdrawal.

REPORT CARD TERMINOLOGY

- MP = Marking Period
- E1 = Midterm Exam (Exam 1)
- E2 = Final Exam (Exam 2)
- FG = Final Course Grade

CALCULATION OF MARKING PERIOD AND FINAL GRADES

A final grade in a **one-semester course** is the average of two marking period percentage grades (totaling 80% of the grade) and the percentage value earned on the semester examination (20% of the grade).

$$\text{Semester 1 Course FG} = [2(\text{MP1}) + 2(\text{MP2}) + \text{E1}] / 5$$

$$\text{Semester 2 Course FG} = [2(\text{MP3}) + 2(\text{MP4}) + \text{E2}] / 5$$

In semester courses without an exam, each marking period is worth 50% of the grade.

A final grade in a **full year course** is the average of four marking period percentage grades (totaling 80% of the grade) and the percentage values of the semester and final examination grades (together 20% of the grade).

$$\text{Full Year Course FG} = [2(\text{MP1}) + 2(\text{MP2}) + \text{E1} + 2(\text{MP3}) + 2(\text{MP4}) + \text{E2}] / 10$$

If the course does not have a final examination (E2), or the student is exempt from the final exam (see below), the calculation is divided by 9 instead of 10. In full year courses without any exams, each marking period is worth 25% of the final grade.

In a full year course, a student who receives three failing grades in any combination of marking periods, the midterm, or the final exam will not receive credit for the course, regardless of the mathematical average.

FINAL EXAM EXEMPTIONS

Students in grade 12 may earn an exemption from an examination in any course in which they maintain an average of a 90% or better for the four (4) marking periods and midterm examination of a full-year course, or two (2) marking periods of a semester course. Exemption from an in-class exam is at the teacher's discretion.

Advanced Placement students who meet all of the following criteria will be able to choose whether or not to sit for the final exam in their AP course(s):

- Be enrolled in a full-year AP course here at New Providence High School
- Have a class average of 85% or better in that AP course by the end of the third marking period
- Take the AP exam in May

For some students, taking the final exam might benefit their final grade. Other students might be satisfied with the final grade they would receive without taking the final exam. This decision does not need to be made until closer to the end of the school year, but students should be aware upon course selection that they have this option in AP courses in which they choose to take the AP exam.

GRADE POINT AVERAGE

The system of calculating the grade point average (GPA) used by New Providence High School is consistent with the procedure most often recommended by the National Association of Secondary School Principals and most frequently used by local high schools.

New Providence High School calculates only a weighted GPA. Weighting is the measure of the difficulty of a course relative to standard or conventional high school courses. This measure takes into account both the difficulty of the subject matter and the difference in the amount of work expected from the students. A three-tiered weighting system, which recognizes the difference in rigor between Conceptual/College Prep, Honors, and Advanced Placement courses, is used at New Providence High School:

Alpha	Numeric Range	Non-Weighted Quality Points	Honors-Weighted Quality Points	AP-Weighted Quality Points
A+	95-100	4.00	5.00	5.50
A	90-94	3.67	4.67	5.17
B+	87-89	3.33	4.33	4.83
B	83-86	3.00	4.00	4.50
B-	80-82	2.67	3.67	4.17
C+	77-79	2.33	3.33	3.83
C	73-76	2.00	3.00	3.50
C-	70-72	1.67	2.67	3.17
D+	67-69	1.33	2.33	2.83
D	63-66	1.00	2.00	2.50
D-	60-62	0.67	1.67	2.17
F	59 and below	0.00	0.00	0.00

The GPA is cumulative, incorporating final grades from all courses taken at New Providence High School for grades 9 through 12. In cases where a schedule change was made in an academic course level during the course of the school year (i.e., honors to college prep), the GPA calculation and weighting will be based on the course where the student *completes* the semester/year.

The GPA of a new student is calculated beginning with the semester of the student's entrance into NPHS. Courses taken prior to enrollment at NPHS will appear on the transcript and count towards graduation requirements, but will not be calculated into the GPA. To be eligible for selection as valedictorian or salutatorian, a student must have attended NPHS for at least four full semesters.

The weighted, cumulative GPA is calculated at the end of each semester by dividing the total sum of the quality points for each year by the total sum of the credits attempted each year. It appears on the student report card, as well as in their Scoir portal.

Honors and Advanced Placement Courses

Honors and/or Advanced Placement courses are offered in most academic areas. Advanced Placement programs constitute college-level courses in which students are expected to meet college standards, including level of difficulty and challenge of assignments. Subject to enrollment, the following Honors/AP courses will be offered at New Providence High School this year:

	HONORS (H)	ADVANCED PLACEMENT (AP)
ART		• AP Studio Art 1 • AP Studio Art 2 • AP Studio Art 3D • AP Art History
LANGUAGE ARTS	• Honors World Literature • Honors American Literature • Honors British Literature • Honors Humanities	• AP Language and Composition • AP Literature and Composition
MATH	• Honors Geometry • Honors Algebra 2 • Honors Precalculus • Honors Calculus	• AP Calculus AB • AP Calculus BC • AP Statistics • Multivariable Calculus (AP weighting)
SCIENCE	• Honors Biology • Honors Chemistry • Honors Physics	• AP Biology • AP Chemistry • AP Physics 1 • AP Physics C • AP Environmental Science
SOCIAL STUDIES	• Honors World Studies	• AP World History: Modern • AP United States History 1 • AP United States History 2 • AP Economics • AP United States Government & Politics • AP Psychology
WORLD LANGUAGES	• Honors Spanish 4	• AP French Language & Culture • AP Italian & Culture • AP Japanese & Culture • AP Spanish Language & Culture
STEM	• Honors Aerospace Engineering • Honors Biomedical Engineering • Honors Introduction to Engineering Design • Honors Principles of Engineering	• AP Computer Science Principles • AP Computer Science A

HONORS AND ADVANCED PLACEMENT CRITERIA

Honors Criteria, as listed in the prerequisites of the course descriptions, is based on course level and prior year final grades in a given subject area. To remain on the Honors track, a student must achieve a final average of 85% or higher in the current honors course. To enroll in an Honors level course, a student must achieve a final average of 90% or higher in a College Prep level course. Additional prerequisites may apply.

HONORS/AP CONTINUING CRITERION AND APPEAL PROCEDURE

Admission to sequential honors/AP level courses is subject to annual review. In order to continue in a sequential honors or AP level course, a student must maintain a minimum average grade of 85% each year. If, however, **extenuating circumstances** cause a student to fail to meet the 85% criterion, he/she may submit an appeal for continuance in an honors level program to the principal. Appeals can also be requested if no alternative course is available. A Google Form, which will be available on the [Counseling Department website](#) once final grades are posted, must be submitted to the Principal **within two (2) weeks of final grades being received**. *There is no appeal process for students that do not meet the initial honors/AP requirements, including those entering 9th grade (see individual course prerequisites).*

Any student granted permission to remain in an honors/AP level course will remain in the course for the duration of the school year. Students need to thoroughly think through the rigor of the course work at this level and be prepared to make a commitment.

Academic Integrity

The mission of the New Providence School District is to prepare our students academically for their pursuits, to develop the appropriate social and emotional skills to be productive, empathetic, global citizens, and to stimulate a growth mindset for continued, life-long learning in a culturally diverse society. To meet this goal, we believe that developing independent, innovative, and original thinkers who embody integrity is paramount.

I EMBODY INTEGRITY BY:

1. Being honest.
2. Being worthy of someone's trust.
3. Being fair.
4. Respecting myself and the learning community.
5. Accepting responsibility.
6. Exhibiting courage.

ACADEMIC INTEGRITY VIOLATIONS

Academic integrity violations include, **but are not limited to**, the following examples.

- **Plagiarism:** using another's work as if it were your own
 - Examples
 - Submitting another student's work as your own
 - Copying and pasting, quoting, and paraphrasing from a source without proper citation
 - Reusing your own work for multiple classes
- **Falsification/fabrication:** inventing evidence, data, and/or information
 - Examples
 - Creating data for analysis that was not gathered authentically
 - Providing false citations

- **Cheating:** receiving or providing assistance without permission from the teacher
 - Examples
 - Unauthorized use of technology (translation app, internet, phone, etc.) during an assessment
 - Taking and/or sharing pictures, screenshots, videos, etc. of tests, quizzes, or other assessments
 - Using authorized (MagicSchool) or unauthorized generative AI platforms without knowledge and/or permission from the teacher ([NPSD AI Usage Guidelines](#))
- **Sharing work:** attempting to help another student in a way that is dishonest
 - Examples
 - Giving another student a copy of your work to copy or get ideas
 - Providing test and/or quiz questions and/or answers to peers

CONSEQUENCES:

An initial violation of academic integrity on routine and daily/minor homework/assignments:

1. The student shall receive a zero or "F" on the assignment/homework.
2. The teacher will follow the incident with a phone call home.
3. The student will serve a teacher detention.
4. The incident will be documented.

An initial violation of academic integrity on a major assignment or evaluation:

1. Consequences #1 and #2 as above.
2. Parents will be notified by the Administration and an administrative detention will be assigned.
3. The nature of the detention, i.e., two (2)- or four (4)-hours, will be at the discretion of the Administration.
4. The incident will be documented.

Subsequent infractions

Upon cumulative violations of the Academic Integrity Standards, a committee consisting of an administrator, counselor, and the student's team of teachers will be assembled to develop an action plan that implements further education and restorative practices that support the student's reflection and growth. Furthermore, the administrator will adjudicate progressive discipline per the Student Code of Conduct.

Multiple infractions of the Academic Integrity Standards may affect leadership roles, honor society eligibility, and co-curricular activity/competition participation.

Eligibility for Participation in Sports & Co-Curricular Activities

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

- **Credits**
 - To be eligible for athletic competition during the first semester (September 1 to January 31) a pupil must have passed 25% of the credits (30) required by the State of New Jersey for graduation (120), during the immediately preceding academic year.
 - To be eligible for athletic competition during the second semester (Feb. 1 to June 30), a pupil must have passed 15 credits at the close of the preceding semester (Jan. 31). Full-year courses shall be equated as one-half of the total credits to be gained for the full year to determine credits passed during the immediately preceding Semester.
 - All incoming ninth grade students are academically eligible to participate in the fall and winter seasons.
- **Age**
 - An athlete becomes ineligible for high school athletics if he/she attains the age of nineteen prior to September 1. However, any athlete attaining age nineteen (19) on or after September 1 shall be eligible for the ensuing school year.
- **Semesters of Eligibility:**
 - No student shall be eligible for high school athletics after the expiration of eight consecutive semesters following his/her entrance into the 9th grade. A student becomes ineligible for high school athletics when the class in which he/she was originally enrolled has graduated.

Honor Roll

The Honor Roll recognizes students who have demonstrated academic excellence. It is predicated on the marking period grades and is published four times each year. The Honor Roll recognizes two levels of student performance.

- **High Honor Roll** status is achieved by students who earn no grade lower than an **A**.
- **Honor Roll** status by those who earn no grade lower than a **B**.

Grades of Incomplete and Withdrawn Fail disqualify honor roll eligibility. One Medical grade is acceptable. A Withdraw Pass grade will be evaluated in view of the individual circumstances. The High Honor Roll and Honor Roll designation appears only on the marking period report card, not on the transcript.

National Honor Society

Juniors who have earned a grade point average of A or higher on their first five semesters of high school work are invited to apply for membership in the National Honor Society, a co-curricular activity. The required grade point average is an unrounded 3.8, weighted. In addition to a high level of academic achievement, candidates must also qualify in areas of character, leadership, and service. The National Honor Society members are selected by the faculty according to these criteria. Candidates must also be approved by the administration and have no significant disciplinary record, including infractions of the academic integrity policy. If students do not meet the academic criteria after their fifth semester, they will be reconsidered after their sixth semester.

Student Personnel Services

School Counseling Department

School Counseling Services

School Counseling Services at New Providence High School emphasize personal growth and development, student accountability, and educational/vocational planning. Students and parents/guardians are urged to draw upon the services, facilities, and expertise of the Counseling Department when they need assistance in academic or personal matters. Parents/guardians may confer with counselors either by email or phone during school hours.

Counseling services focus on the following areas:

- Individual conferences
- Academic achievement
- Social-emotional concerns or issues
- Post-secondary planning and admission
- Career exploration
- Course selection and graduation requirements
- Schedule adjustments
- Scholarship and financial aid information
- Standardized test administration and interpretation
- Decision-making skills
- Study skills and strategies
- Referrals to other professional services

Appointments

Non-emergency student appointments with counselors can be arranged via email, or by using the [Request for Counseling Conference Form](#) on the Counseling Department website. In those situations, every attempt will be made to schedule the appointment during a study hall or elective period. Parents/ guardians may email their child's School Counselor to schedule an appointment.

College Representatives' Visits

College representatives begin visiting New Providence beginning after the 15th school day. Junior and senior students interested in applying to or learning more information about a college that is visiting should consider attending. College visits are a great way to obtain a contact for the schools a student is interested in, ask questions of the representative about programs of interest, and allow the representative to put a face with a name.

College representatives' visitation dates are posted in Scoir. Interested junior and senior students may arrange to meet college representatives by registering in Scoir in advance. Teacher permission is needed to miss class during the time of the representative's visit. Teachers have the discretion to determine whether a student may attend the visit or if they need to remain in class. Under no circumstances should students be missing presentations, quizzes, or tests for college rep visits. Further instructions on the procedure for college representative visits are emailed to juniors and seniors each September.

Student Assistance Program

New Providence High School has established a comprehensive Student Assistance Program to address the various needs of students and families experiencing such things as child-focused crisis, substance abuse, mental health issues and/or psychosocial stressors. The Student Assistance Program Intervention and Prevention efforts include assessment, short-term counseling, referrals and collaboration with parents/guardians and other systems.

What is Student Assistance?

The Student Assistance Program at New Providence provides prevention services, as well as confidential counseling services for students. The Student Assistance Program is designed to collaborate with parents/guardians in an effort to determine effective strategies to best support their child. The Student Assistance Counselor helps students manage common adolescent obstacles by helping them look at thoughts and events that are affecting them negatively and aid them in developing a plan for change. Assessment and short-term counseling is provided. If ongoing therapy is indicated, referrals are made to private practitioners and/or appropriate community agencies.

What kinds of problems does the Student Assistance Counselor deal with?

- Peer and Social Problems
- Drug and Alcohol Problems
- Eating Disorders
- Anxiety and Mood Disorders
- Grief and Loss
- Family Transitions
- Depression and Suicide Prevention
- Self-Injury
- Emotion Management
- Stress Management

Student Assistance Counselor
Mr. David Chango

All services are confidential.

Confidentiality

Confidentiality laws regulating Substance Abuse professionals are located in the Federal Regulations, Title 42, (42 CFR). With regard to school-based substance abuse professionals, this authority is referred to in the New Jersey Administrative Code, 6A:16-3.2 wherein it states: "Each district board of education shall assure compliance with the following confidentiality requirements:

1. Confidentiality of alcohol and drug abuse patient records, pursuant to 42 CFR part 2; and
2. Confidentiality of information provided by ...a secondary school student while participating in a school-based drug and alcohol counseling program which indicates that the student's parent or other person residing in the student's household is dependent upon or illegally using substances..."

In most cases, only the standard exceptions to this law apply; these are: when a student gives written consent; when a crime has been threatened; under a proper court order; if a student presents as a threat to

hurt themselves or others; or a student makes allegations of child abuse or neglect.

Special Services

The Department of Special Services consists of the following staff: Director of Special Services, School Psychologists, Learning Disability Teacher-Consultants (LDT-C), School Social Worker, District Crisis Counselor, Speech-Language Specialists, Occupational Therapists, District Behaviorist, Physical Therapist, Special Education Teachers and Paraprofessionals. The School Physician and School Nurses assist department staff in the interpretation of medical information. Also, when necessary, consulting specialists may examine students to assist in the establishment of eligibility and development of appropriate educational plans.

Child Study Team

Students who experience emotional, social, academic or physical difficulties are referred to the Intervention and Referral Services Committee (I&RS) by teachers, administrators, other staff or parents/guardians. The Committee develops a plan of interventions to address the student's weaknesses. The I&RS team monitors student progress and revises the plan with additional recommendations, as needed. If the student does not demonstrate progress with general education interventions, a referral may be made to the Child Study Team (CST). A parent/guardian can also make a direct referral to the CST.

Once the student is referred to the CST, the assigned case manager schedules a meeting with parents/guardians. If an evaluation is deemed appropriate, parental consent is obtained before proceeding with the required assessments to determine if the student is in need of special education and related services. During the evaluation process, the Child Study Team obtains information through observation, formal assessments, parent interview and conferences with staff.

When the evaluation is completed, the CST, appropriate staff, and the student's parents/guardians reconvene to discuss the results. If the student meets eligibility criteria, the team, parents/guardians and teachers develop an individualized educational plan (IEP) to meet the specific needs of the student. This IEP is reviewed annually with the parents/guardians.

Special Services Staff

- **Director of Special Services** - works with the members of the Child Study Team, administrators, teachers and parents/guardians to assure all aspects of the development and implementation process related to the IEP.
- **School Psychologist** – evaluates a student's cognitive, social, emotional and adaptive functioning in order to assess the challenges in these areas that impact academic performance. School Psychologists counsel students, assist staff and parents/guardians in gaining a better understanding of student behavior, and recommend programs for students requiring such services.
- **Learning Disabilities Teacher-Consultant (LDT-C)** – assesses a student's academic skills and learning style to assist staff and parents/guardians in gaining a better understanding of reasons the student is experiencing educational difficulties. The LDT-C serves as an advisor to staff and parents/guardians regarding strategies to remediate learning disabilities.
- **School Social Worker** – develops a social case history to assist the team in determining the most appropriate educational plan while serving as a liaison between school and home. Social Workers

advise school staff and parents/guardians regarding community resources and counsels students and families when necessary.

- **Mental Health/Crisis Counselor** – conducts assessments of students identified as having an elevated risk of harm towards the self or others. The Mental Health/Crisis Counselor also works with the families of these students, assisting them in finding emergency referrals and running re-entry meetings to support the return to school.
- **Speech-Language Specialist** – evaluates students experiencing difficulty in communication skills. They develop appropriate speech and/or language programs for students requiring such services and assist in screening for hearing problems.
- **Occupational Therapist/Physical Therapist** – evaluates and works with students individually and in groups to address fine and gross motor skills.
- **Behavior Specialist** -- consults with staff regarding student behavior. Behaviorists develop data collection methods, behavior plans, and consult with the case manager and relevant staff to determine effective strategies.
- **Special Education Teachers** – delivers instruction to students with disabilities. They utilize information in the student's individualized educational plan (IEP) to provide instruction that meets each student's unique needs.
- **Specialists** – a psychiatrist, neurologist, or other consultant occasionally assists in the evaluation and planning for students.

Home Instruction

The Board of Education provides individual instruction to students confined to home or hospital for illness, injury or when such confinement is recommended for physical, psychological or psychiatric reasons.

Requests for individual instruction must include a doctor's note that certifies the nature and probable duration of the confinement. This application serves as the request for such instruction and must be approved by the school medical inspector and Director of Special Services. The District will provide individual instruction for those confinements expected to be at least two weeks in duration.

Course Charts

Curriculum Chart

KEY

+	<i>Project Lead the Way (PLTW) Course</i>
RU	Credit by Examination option through Rutgers University's Health Science Careers Program
	Course meets Visual and Performing Arts requirement
	Course meets 21st Century Life & Careers or Career Technical Education Requirement
	Course is NCAA approved. Please visit the NCAA Eligibility Center website to see the maximum number of credits they will award for each course, as it may differ from what is listed in this booklet. (The Program of Studies will be updated as approvals/changes are received from the NCAA.)

NOTES

- Staffing constraints and/or low student enrollment in any course may preclude the offering of a course; courses may be added or removed at any time for a given year.
- Some courses are listed under more than one subject area.
- Courses may involve the completion of summer readings and assignments. Check the Summer Reading website at the end of each school year to see what is required for your scheduled courses.

COURSES OFFERED

Course	9th	10th	11th	12th	Credits
LANGUAGE ARTS					
Fundamentals of World Literature 	X				5.0
Conceptual World Literature 	X				5.0
World Literature 	X				5.0
Honors World Literature 	X				5.0
Fundamentals of American Literature 		X			5.0
Conceptual American Literature 		X			5.0
American Literature 		X			5.0
Honors American Literature 		X			5.0
Fundamentals of British Literature 			X		5.0
Conceptual British Literature 			X		5.0
British Literature 			X		5.0

Course	9th	10th	11th	12th	Credits
Honors British Literature 			X		5.0
AP Language and Composition 			X		5.0
Fundamentals of Humanities 				X	5.0
Conceptual Humanities 				X	5.0
Humanities 				X	5.0
Honors Humanities 				X	5.0
AP Literature and Composition 				X	5.0
Creative Writing 	X	X	X	X	5.0
Investigative Journalism	X	X	X	X	5.0
Advanced Investigative Journalism		X	X	X	5.0
MATHEMATICS					
Fundamentals of Algebra 1 	X				5.0
Conceptual Algebra 1	X	X			5.0
Algebra 1 	X	X			5.0
Fundamentals of Geometry 		X			5.0
Conceptual Geometry		X	X		5.0
Geometry 	X	X	X		5.0
Honors Geometry 	X	X			5.0
Fundamentals of Algebra 2 			X		5.0
Conceptual Algebra 2			X	X	5.0
Algebra 2/Trigonometry 		X	X	X	5.0
Honors Algebra 2 	X	X	X		5.0
Precalculus 			X	X	5.0
Honors Precalculus 		X	X	X	5.0
Statistics 			X	X	2.5
Discrete Math 			X	X	2.5
Calculus 			X	X	5.0
Honors Calculus 			X	X	5.0
AP Calculus AB 			X	X	5.0
AP Calculus BC 			X	X	5.0
Multivariable Calculus 			X	X	5.0
AP Statistics 			X	X	5.0

Course	9th	10th	11th	12th	Credits
SCIENCE					
Conceptual Biology 	X	X	X	X	5.0
Biology 	X	X	X	X	5.0
Honors Biology 	X	X	X	X	7.0
AP Biology 		X	X	X	7.0
Conceptual Chemistry 		X	X	X	5.0
Chemistry 		X	X	X	5.0
Honors Chemistry 		X	X	X	7.0
AP Chemistry 			X	X	7.0
Conceptual Physics 			X	X	5.0
Physics 			X	X	5.0
Honors Physics 			X	X	7.0
AP Physics 1 			X	X	7.0
AP Physics C 				X	7.0
Human Physiology 		X	X	X	5.0
Honors Biomedical Engineering 			X	X	5.0
Environmental Sustainability + 	X	X	X	X	5.0
Research 1 & 2			X	X	5.0 each
Oceanography 	X	X	X	X	2.5
Marine Biology 		X	X	X	2.5
Neuroscience of Animal Behavior 		X	X	X	2.5
Forensics 		X	X	X	2.5
Healthcare Organizations & Interprofessional Practice: Rutgers University  		X	X	X	2.5
Medical Terminology: Rutgers University 			X	X	5.0
AP Environmental Science 		X	X	X	7.0
STEM					
Programming and Innovation  	X	X	X	X	5.0
AP Computer Science Principles  	X	X	X	X	5.0
AP Computer Science A  		X	X	X	5.0
AP Biology 		X	X	X	7.0
Human Physiology 		X	X	X	5.0
Honors Biomedical Engineering 			X	X	5.0

Course	9th	10th	11th	12th	Credits
Honors Aerospace Engineering +  			X	X	5.0
Environmental Sustainability + 	X	X	X	X	5.0
AP Environmental Science 		X	X	X	7.0
Architectural & Engineering Design 	X	X	X	X	5.0
Research 1 & 2			X	X	5.0 each
Digital Circuits 			X	X	2.5
Cybersecurity			X	X	2.5
Healthcare Organizations & Interprofessional Practice: Rutgers University ^{RU} 		X	X	X	2.5
Medical Terminology: Rutgers University ^{RU}			X	X	5.0
Honors Introduction to Engineering Design + 	X	X	X	X	5.0
Honors Principles of Engineering +  		X	X	X	5.0
Career Education: Technology and Design Process 	X	X	X	X	5.0
Career Education: Technology and Construction 		X	X	X	5.0
Career Education: Advanced Technology and Construction 			X	X	5.0
SOCIAL STUDIES					
Conceptual World Studies 	X				5.0
World Studies 	X				5.0
Honors World Studies 	X				5.0
AP World History: Modern 	X				5.0
Conceptual U.S. History 1 		X	X		5.0
United States History 1 		X	X		5.0
AP U.S. History 1 		X	X		5.0
Conceptual U.S. History 2 			X	X	5.0
United States History 2 			X	X	5.0
AP U.S. History 2 			X	X	5.0
Sociology 		X	X	X	2.5
Psychology 				X	5.0
AP Psychology 				X	5.0
AP U.S. Government & Politics 			X	X	5.0
Criminology 		X	X	X	2.5
FINANCIAL, ECONOMIC, BUSINESS OR ENTREPRENEURIAL LITERACY					
Economics 	X	X	X	X	2.5

Course	9th	10th	11th	12th	Credits
AP Economics 			X	X	5.0
Entrepreneurship	X	X	X	X	2.5
Marketing	X	X	X	X	2.5
Financial Literacy (In school or Online)	X	X	X	X	2.5
WORLD LANGUAGE					
French 1 	X	X	X	X	5.0
French 2 	X	X	X	X	5.0
French 3 		X	X	X	5.0
French 4 			X	X	5.0
AP French Language & Culture 				X	5.0
AP Italian Language & Culture OL 				X	5.0
Japanese 1 	X	X	X	X	5.0
Japanese 2 		X	X	X	5.0
Japanese 3 			X	X	5.0
AP Japanese Language & Culture 				X	5.0
Spanish 1 	X	X	X	X	5.0
Spanish 2 	X	X	X	X	5.0
Spanish 3 		X	X	X	5.0
Spanish 4 			X	X	5.0
Honors Spanish 4 			X	X	5.0
AP Spanish Language & Culture 			X	X	5.0
English as a Second Language (ESL)	X	X	X	X	5.0
High Intensity ESL	X	X	X	X	5.0
PHYSICAL EDUCATION					
Physical Education 9	X				3.75
Health 9	X				1.25
Physical Education 10		X			3.75
Health 10		X			1.25
Physical Education 11			X		3.75
Health 11			X		1.25
Physical Education 12				X	3.75
Health 12				X	1.25
Wellness PE		X	X	X	3.75
Advanced Weight Training		X	X	X	3.75

Course	9th	10th	11th	12th	Credits
MUSIC AND PERFORMING ARTS					
Band 🎵🎸	X	X	X	X	5.0
Band/Chorus 🎵🎤	X	X	X	X	5.0
Band/Ensemble 🎵🎸	X	X	X	X	1.0
Band/Orchestra 🎵🎸	X	X	X	X	5.0
Chorus 🎵🎤	X	X	X	X	5.0
Chorus/Orchestra 🎵🎤	X	X	X	X	5.0
Orchestra 🎵🎸	X	X	X	X	5.0
Orchestra/Ensemble 🎵🎸	X	X	X	X	1.0
Music Theory 🎵💻	X	X	X	X	5.0
Voice Class 🎵🎤	X	X	X	X	1.0
Beginning Drama 🎭🎤	X	X	X	X	5.0
Intermediate Drama 🎭🎤		X	X	X	5.0
Advanced Drama 🎭🎤			X	X	5.0
Broadcast Journalism 🎤💻	X	X	X	X	2.5
Theatre Production 1, 2 🎭💻	X	X	X	X	2.5 each
VISUAL ARTS					
2D Studio Art 1, 2 🎨🎭	X	X	X	X	2.5 each
Advanced 2D Studio Art 🎨🎭		X	X	X	5.0
AP Studio Art 1, 2 🎨🎭			X	X	5.0
AP Studio Art 3D 🎨🎭			X	X	5.0
Digital Art & Photography 1, 2 🎨💻	X	X	X	X	2.5 each
Advanced Digital Art & Photography 🎨💻		X	X	X	5.0
Sculpture 1, 2 🎨🎭	X	X	X	X	2.5 each
Advanced Sculpture 🎨🎭		X	X	X	5.0
AP Art History 🎨🎭		X	X	X	5.0
Media Design 🎨💻	X	X	X	X	2.5
Video Design 🎨💻		X	X	X	5.0
Advanced Video Design 🎨💻			X	X	5.0
21ST CENTURY LIFE AND CAREERS/CAREER-TECHNICAL EDUCATION					
Introduction to Textiles 💻	X	X	X	X	2.5
Fashion Design and Construction 💻	X	X	X	X	2.5
Career Education: Culinary Arts 1, 2 💻	X	X	X	X	2.5 each
Career Education: Technology and Design Process 💻	X	X	X	X	5.0
Career Education: Technology and Construction 💻		X	X	X	5.0

Course	9th	10th	11th	12th	Credits
Career Education: Advanced Technology and Construction 			X	X	5.0
Graphic Design 1, 2 	X	X	X	X	2.5 each
Media Design 	X	X	X	X	2.5
Video Design 		X	X	X	5.0
Advanced Video Design 			X	X	5.0
UNION COUNTY CAREER & TECHNICAL INSTITUTE					
Shared-Time Program 			X	X	15

Electives Chart

- **Elective Requirements for Graduation:**
 - 5 credits of Visual & Performing Arts
 - 5 credits of 21st Century Life & Skills
 - 2.5 credits of Financial Literacy
- **Aside from Financial Literacy, “other” electives do not fulfill elective graduation requirements, but do count toward the 120 credits needed for graduation.**
 - See Course Descriptions for specific **prerequisites** for all courses
 - Some electives meet Visual & Performing Arts OR 21st Century Life & Skills, but **cannot count as both**
 - **2.5 credits** = half-year (semester) course
 - **5 credits** = full-year course

OPEN TO	VISUAL & PERFORMING ARTS	21ST CENTURY LIFE & SKILLS	OTHER
GR. 9-12	Band (5) Chorus (5) Orchestra (5) Music Theory (5) Beginning Drama (5) Broadcast Journalism (2.5) 2D Studio Art 1 & 2 (2.5 each) Digital Arts & Photography 1 & 2 (2.5 each) Sculpture 1 & 2 (2.5 each) Media Design (2.5)	Music Theory (5) Broadcast Journalism (2.5) Theatre Production 1 & 2 (2.5 each) Graphic Design 1 & 2 (2.5 each) Digital Arts & Photography 1 & 2 (2.5 each) Introduction to Textiles (2.5) Fashion Design & Construction (2.5) Culinary Arts 1 & 2 (2.5 each) Media Design (2.5) Architectural & Engineering Design (5) H Introduction to Engineering Design (5) Technology & Design Process (5) Programming & Innovation (5) AP Computer Science Principles (5)	Creative Writing (5) Investigative Journalism (5) Economics (2.5) Entrepreneurship (2.5) Environmental Sustainability (5) Marketing (2.5) Oceanography (2.5) FINANCIAL LITERACY Financial Literacy (2.5)
GR. 10-12	All of the above, plus... Intermediate Drama (5) Advanced 2D Studio Art (5) Advanced Digital Art & Photography (5) Advanced Sculpture (5) AP Art History (5) Video Design (5)	All of the above, plus... Advanced Digital Art & Photography (5) Technology & Construction (5) H Principles of Engineering (5) AP Computer Science A (5) Video Design (5)	All of the above, plus... Advanced Investigative Journalism (5) AP Biology (7) Marine Biology (2.5) Neuroscience of Animal Behavior (2.5) Forensics (2.5) Healthcare Organizations and Interprofessional Practice (2.5) Medical Terminology (5) AP Environmental Science (7) Sociology (2.5) Criminology (2.5)
GR. 11-12	All of the above, plus... Advanced Drama (5) AP Studio Art 1 (5) AP Studio Art 3D (5) Advanced Video Design (5)	All of the above, plus... Advanced Technology & Construction (5) Advanced Video Design (5) H Aerospace Engineering (5)	All of the above, plus... AP Statistics (5) AP Chemistry (7) Research 1 (5) AP Economics (5) AP US Government & Politics (5) H Biomedical Engineering (5) Digital Circuits (2.5) Cybersecurity (2.5)
GR. 12 ONLY	All of the above, plus... AP Studio Art 2 (5)		All of the above, plus... AP Physics C (7) Research 2 (5) Psychology (5) AP Psychology (5)

Offered every other year

Course Descriptions

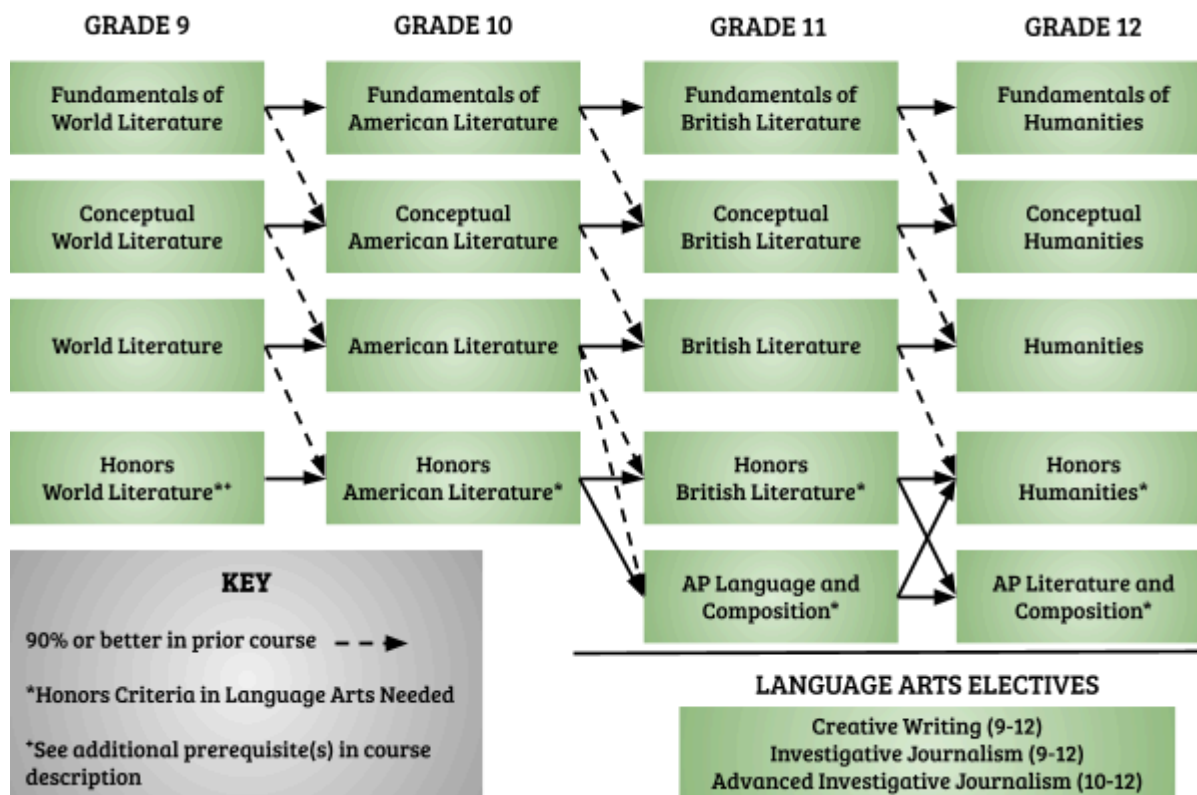
KEY

H	Courses with “Honors” in the title receive Honors weighting in the GPA
AP	Courses with “Advanced Placement” in the title receive AP weighting in the GPA
*	Also receives AP weighting in the GPA
+	<i>Project Lead the Way (PLTW)</i> Course
RU	Credit by Examination option through Rutgers University's Health Science Careers Program
	Course counts toward Visual and Performing Arts requirement
	Course counts toward 21st Century Life & Careers requirement

Courses may involve the completion of summer readings and assignments. Check the Summer Reading website at the end of each school year to see what is required for your courses.

Language Arts

COURSE PROGRESSION



FRESHMAN COURSES

GRADE 9 Language Arts is an introduction to world literature, including units in the short story, poetry, drama, nonfiction, and the novel. Incorporated in this study is a strong emphasis on the continued development of basic skills in reading, writing, speaking and listening, and language. Students with identified areas of need are scheduled into Conceptual World Literature, designed to provide strategies for improvement in Language Arts skills. Students who qualify for advanced work at the Grade 9 level may select the honors level of world literature.

FUNDAMENTALS OF WORLD LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 9

This course is based on the Conceptual World Literature curriculum. Fundamentals of World Literature introduces students to the various genres of world literature while providing strategies for improvement in basic skills. The focus of the course is to strengthen communications skills of and listening, and language and to adapt literature activities to the students' reading and writing abilities. Curriculum will be adapted to meet the needs of the students.

CONCEPTUAL WORLD LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 9

This course is designed to provide students with an introduction to the major genres of world literature: novels, short stories, drama, poetry, and nonfiction. The focus is on strengthening the communication skills of reading, writing, viewing, speaking, and listening in an integrated fashion. Instruction takes place through whole group, small group, and independent learning. The course provides opportunities to develop skills and apply strategies within the context of literature. A wide variety of literary genres is offered to meet reading abilities and personal interests. Several literary works are taught in class and outside readings appropriate to the course level are required. Central to the writing program is the composing process in which students learn to prepare, write, and edit for a variety of audiences and purposes. Instruction in the support skills, grammar, usage, and mechanics, is stressed within the editing phase of the composing process.

WORLD LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 9

World Literature is the study of selected works of literature arranged according to theme and genre. Categories include short stories, poetry, modern drama, Greek drama, Shakespearean drama, nonfiction, and the novel. One of the main purposes of this course is to look at human behaviors that have remained constant throughout literary history. Reading will introduce students to a wealth of new vocabulary, while the writing process reinforces the skills of grammar and usage. This course will use the anthology as a supplemental text, and incorporate selected poems, plays, and novels, which reinforce each unit's objectives. Central to

the writing program is the composing process in which students learn to prepare, write, and edit for a variety of audiences and purposes. Instruction in the skills of grammar, usage, and mechanics, is stressed within the editing phase of the composing process.

HONORS WORLD LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 9

Prerequisites:

- A 90% average or better in 8th grade Language Arts OR an 85% in Enriched Language Arts 8
- Passing score on the placement exam

The honors level of World Literature will include an in-depth study of more challenging full length selections and the writing of more sophisticated papers than is done at the college prep level. Background material, similarly, will be more extensive and intensive. Emphasis is also placed throughout on fostering mature comprehension in reading, further developing writing skills, and expanding vocabulary. In addition to the supplemental anthology, students will study dramas and novels in and outside of class. Central to the writing program is the composing process in which students learn to plan, write, and edit for a variety of audiences and purposes. Instruction in the skills of grammar, usage, and mechanics, is stressed within the editing phase of the composing process.

ELA STRATEGIES FOR SUCCESS

Credits: 5

Length of Course: Semester or Full Year

Grade Level: 9, 10

English Language Arts (ELA) Strategies for Success is a class designed for students who, based upon multiple criteria, have been identified as needing additional support in language arts. Students will be recommended for and placed into the ELA Strategies for Success course based on these criteria. This course provides students with targeted instruction to help them become more accomplished readers, writers, listeners, and speakers. In addition, it will prepare students to meet the current NJ Department of Education graduation requirements.

SOPHOMORE COURSES

GRADE 10 Language Arts courses emphasize the development of an understanding of the rich heritage of American literature and its significance for contemporary life. Beginning with the Pilgrim settlers, the early development of American literature parallels the founding and development of the American dream and weaves a thread through each era of historical and literary development. A strong emphasis is maintained on composition and study skills as they are used to understand a wide range of American writing and to express that understanding in a succinct and appealing manner.

FUNDAMENTALS OF AMERICAN LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 10

Fundamentals of American Literature is based on the Conceptual American Literature curriculum. This course

introduces students to an understanding of the literary heritage of America. There is an emphasis on the study skills needed to understand the variety of writing styles among American authors and a continuing focus on strengthening reading, writing, speaking and listening, and language skills. Curriculum will be adapted to meet the needs of the students.

CONCEPTUAL AMERICAN LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 10

This course is designed to provide students with an introduction to the major genres of American literature and its historical background. There is a continuing focus on strengthening the communication skills of reading, writing, speaking and listening, and language skills. Instruction takes place through whole group, small group, and independent learning. The course provides opportunities to develop skills and apply strategies within the context of literature. A wide variety of texts is offered to meet reading abilities and personal interests. Several literary works are taught in class, and additional outside reading selections appropriate to the course are required. This course will also provide preparation for the PSAT, ACT, and SAT Evidence-Based Reading and Writing sections. Central to the writing program is the composing process in which students learn to plan, write, and edit for a variety of audiences and purposes. Instruction in the skills of grammar, usage, and mechanics, is stressed within the editing phase of the composing process.

AMERICAN LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 10

The course provides an understanding of the relationship between the patterns of literature and patterns of history. The student will gain an appreciation of the evolution of contemporary American society and its relationship to the past. Eras of American culture studied include Colonial, Revolutionary, Romantic, Realistic, Modern, and Contemporary. Students will study fiction and nonfiction genres that reflect the historical perspectives of American Literature in class as well as through outside reading selections. The course will also provide preparation for the Evidence-Based Reading and Writing sections of the PSAT, ACT and SAT. Central to the writing program is the composing process in which students learn to plan, write, and edit for a variety of audiences and purposes. Instruction in the skills of grammar, usage, and mechanics, is stressed within the editing phase of the composing process.

HONORS AMERICAN LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 10

Prerequisite: Honors criteria in World Literature or Honors World Literature

This course is structured around a chronological reading of American literature covering the following periods: Colonial, Revolutionary, Romanticism, Realism, Modernism, and Postmodernism. Students will also pay particular attention to the literary schematics in poetry, drama, essays, and novels and come to recognize common American themes in the anthology selections and required texts. Essay writing focuses on literary analysis and synthesis writing. Moreover,

students will prepare for the PSAT and the SATs through intensive vocabulary study and critical reading. Central to the writing program is the composing process in which students learn to plan, write, and edit for a variety of audiences and purposes. Instruction in the skills of grammar, usage, and mechanics, is stressed within the editing phase of the composing process.

JUNIOR COURSES

GRADE 11 Language Arts focuses on British literature with a historical perspective. The courses concentrate on the development of the British tradition in literature and the evolution of the English language. The honors level requires performance that is faster paced and more rigorous. Conceptual British Literature is designed for those students who must develop specific skills in identified areas of need or who have scored below the State or district minimum levels on standardized tests.

FUNDAMENTALS OF BRITISH LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 11

Fundamentals of British Literature continues to integrate the skills of reading, writing, speaking and listening, and language skills within the study of British literature and the development of the English language. This course is based on the Survey of British Literature curriculum. There is a chronological survey of the development of the English language and of British literature. There is emphasis on vocabulary building, grammar, and test-taking skills. Curriculum will be adapted to meet the needs of the students.

CONCEPTUAL BRITISH LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 11

This course offers a structured integration of speaking, reading, writing, listening, and viewing experiences within the context of British literature. Flexible grouping and varied activities help to maintain interest in learning and to provide for individual differences. Writing is viewed as a continuing rather than an occasional activity, and students are required to write in varied, realistic, and challenging ways. Vocabulary building will be regularly integrated through practical application of new words. Lessons stressing grammar, mechanics, and usage skills essential to effective writing and speaking will be taught. Literary selections of all genres are studied within their historical perspective. In addition, students are expected to read supplementary literary works outside of class. Central to the writing program is the composing process in which students learn to prepare, write, and edit for a variety of audiences and purposes. Instruction in the support skills, grammar, usage, and mechanics, is stressed within the editing phase of the composing process.

BRITISH LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 11

British Literature is a chronological survey of the development of the English language and of British

literature. This course studies the literature of the Anglo-Saxon, Medieval, Renaissance periods, and the seventeenth, eighteenth, nineteenth, and twentieth centuries. Vocabulary is developed through literary context and vocabulary exercises. An intensive program of expository writing emphasizes critical thinking. Grammar and usage are reinforced contextually through editing pieces of writing. The regular academic sections of this course will use the anthology as a supplemental source of texts, supplemented by selected poems, plays, and novels which reinforce each unit's objectives. Emphasis is also placed throughout on fostering mature comprehension in reading by considering ways in which literary form and linguistic style work with "pure content" to convey meaning and feeling, and by studying various composition techniques such as themes, research papers, and reports. Central to the writing program is the composing process in which students learn to prepare, write, and edit for a variety of audiences and purposes. Instruction in the skills of grammar, usage, and mechanics, is stressed within the editing phase of the composing process.

HONORS BRITISH LITERATURE

Credits: 5

Length of Course: Full Year

Grade Level: 11

Prerequisite: Honors criteria in American Literature or Honors American Literature

Honors British Literature studies the classic and contemporary works that are the literary heritage of England and the English speaking countries that share the British tradition. Students will explore language and literature through a variety of genres including poetry, drama, short stories, and novels. In addition, they will be required to engage in the analysis of language as it is used in these genres. The reading and writing requirements are more advanced than in British Literature.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION

Credits: 5

Length of Course: Full Year

Grade Level: 11

Prerequisite: Honors criteria in American Literature or Honors American Literature

The focus of AP Language and Composition is to prepare students for Advanced Placement testing in Language and Composition. Reading activities stress linguistic and rhetorical analysis. Emphasis is placed on rhetorical strategies that develop fluency in exploratory and argumentative writing. Both reading and writing activities stress the student's awareness of the writer's purpose and audience expectations in evaluating composition. This course provides a close examination of the use of language conventions that contribute to effective writing. In this course, students also study British Literature at the honors level. They will explore language and literature through a variety of genres including poetry, drama, short stories, and novels. In addition, they will be required to engage in the analysis of language as it is used in these genres. Students who take this course in junior year may continue in either AP Literature and Composition or Honors Humanities in their senior year.

SENIOR COURSES

GRADE 12 Language Arts offerings include AP Literature and Composition for the advanced student who wishes to work on the college level while still in high school. Honors Humanities is an advanced course for students who wish to study literature and its relationship to the visual and performing arts. All senior Language Arts courses include major literary works of various genres and have outside reading requirements appropriate to the course level.

FUNDAMENTALS OF HUMANITIES

Credits: 5

Length of Course: Full Year

Grade Level: 12

This course focuses on art and culture as they relate to modern literature and is based on the curriculum of the Conceptual Humanities Course. Reading selections will emphasize how literature and fine arts influence culture. Effective reading, writing, and speaking skills will be stressed. Students will experience a variety of writing, speaking and viewing opportunities. Curriculum will be adapted to meet the needs of the students.

CONCEPTUAL HUMANITIES

Credits: 5

Length of Course: Full Year

Grade Level: 12

This course is an overview of the social, cultural, and artistic movements in relation to literature. Reading selections will emphasize how literature and fine arts influence culture. This course offers a structured integration of reading, writing, speaking, and viewing opportunities. Effective reading, writing, and speaking skills will be emphasized. In addition to the works taught in class, students are expected to read outside selections in fiction and nonfiction appropriate to the course. Central to the writing program is the composing process in which students learn to prepare, write, and edit for a variety of audiences and purposes. Instruction in the support skills, grammar, usage, and mechanics, is stressed within the editing phase of the composing process.

HUMANITIES

Credits: 5

Length of Course: Full Year

Grade Level: 12

This course is an introduction to the humanities that studies the social, cultural, and artistic history of the modern age (beginning in the late 19th Century). The course will use an interdisciplinary approach. Students will be presented with an overview of the visual arts, music, theater, television, film, and architecture in the context of philosophy, literature, religion, aesthetic theory, and political events. Students will gain a basic familiarity with major artistic and musical styles, some understanding of the ideological, chronological, and technical implications of those styles as well as the historical development of individual art disciplines. Central to the writing program is the composing process in which students learn to plan, write, and edit for a variety of audiences and purposes. Instruction in the skills of grammar, usage, and mechanics, is stressed within the editing phase of the composing process.

HONORS HUMANITIES

Credits: 5

Length of Course: Full Year

Grade Level: 12

Prerequisite: Honors criteria in British Literature, Honors British Literature, or AP Language & Composition

Honors Humanities is designed for the advanced student who wishes to focus on the integration of modern literature, music, and the visual arts. A strong emphasis on the relationship between form and content characterizes the study of the various art forms. Students will be introduced to the basics of formalistic analysis and then will move towards recognizing style components. Literature will be studied concurrently with architecture, art, film, music, photography, television, and other art forms. Students are required to read and write at a high level and also produce two major performance tasks by the end of the year. Central to the writing program is the composing process in which students learn to plan, write, and edit for a variety of audiences and purposes. Instruction in the skills of grammar, usage, and mechanics, is stressed within the editing phase of the composing process.

ADVANCED PLACEMENT LITERATURE AND COMPOSITION

Credits: 5

Length of Course: Full Year

Grade Level: 12

Prerequisite: Honors criteria in Honors British Literature or AP Language & Composition

Advanced Placement Literature and Composition explores universals of the human condition that are presented through literature. Readings in a variety of works focus on moral conflicts and ethical choices that evoke evaluative responses from the student. Special emphasis is given to literary criticism. The student will be expected to refine his/her individual style. Students will be required to write a thesis paper on a literary topic. Students who elect this course are encouraged to take the Advanced Placement Test in Literature and Composition.

LANGUAGE ARTS ELECTIVES

CREATIVE WRITING

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Creative Writing is an elective for the student interested in exploring the various kinds of imaginative writing: short stories, plays, creative nonfiction, alternative media and poetry. The student will study elements of fiction, literary devices, and a variety of writing genres. Concepts will be developed through practical application and daily writing. Members of the class will be encouraged to enter creative writing contests and to submit superior finished writings for publication.

INVESTIGATIVE JOURNALISM

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Investigative Journalism focuses on the role of media in communicating information, and also cross-curricular writing connected to the arts, social studies and sciences. A

focus of the course is the media/audience relationship. Students will analyze the impact of media on society and its influence on daily life. A second focus of the course is to strengthen their ability to write across the curriculum. Classroom activities are designed to help students think critically about what they read, view, and hear in order to evaluate the quality of information that is presented in print and broadcast media, as well as the arts, the social studies and the sciences. Students will apply their skills to produce communications for the school community.

ADVANCED INVESTIGATIVE JOURNALISM

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisite: Investigative Journalism

Students who are taking Investigative Journalism for a second year have the opportunity to refine previously learned skills and to learn more sophisticated aspects of journalism, but still strengthen cross-curricular writing. Writing headlines, doing page layouts, and learning the mechanics of desktop publishing are the objectives of this workshop course. This course provides an excellent opportunity to develop skills in observation and public relations, as well as skills in grammar and language usage. Students develop responsibility by producing the high school newspaper, *The Providential*.

ELA STRATEGIES FOR SUCCESS

Credits: 2.5 or 5

Length of Course: Semester or Full Year

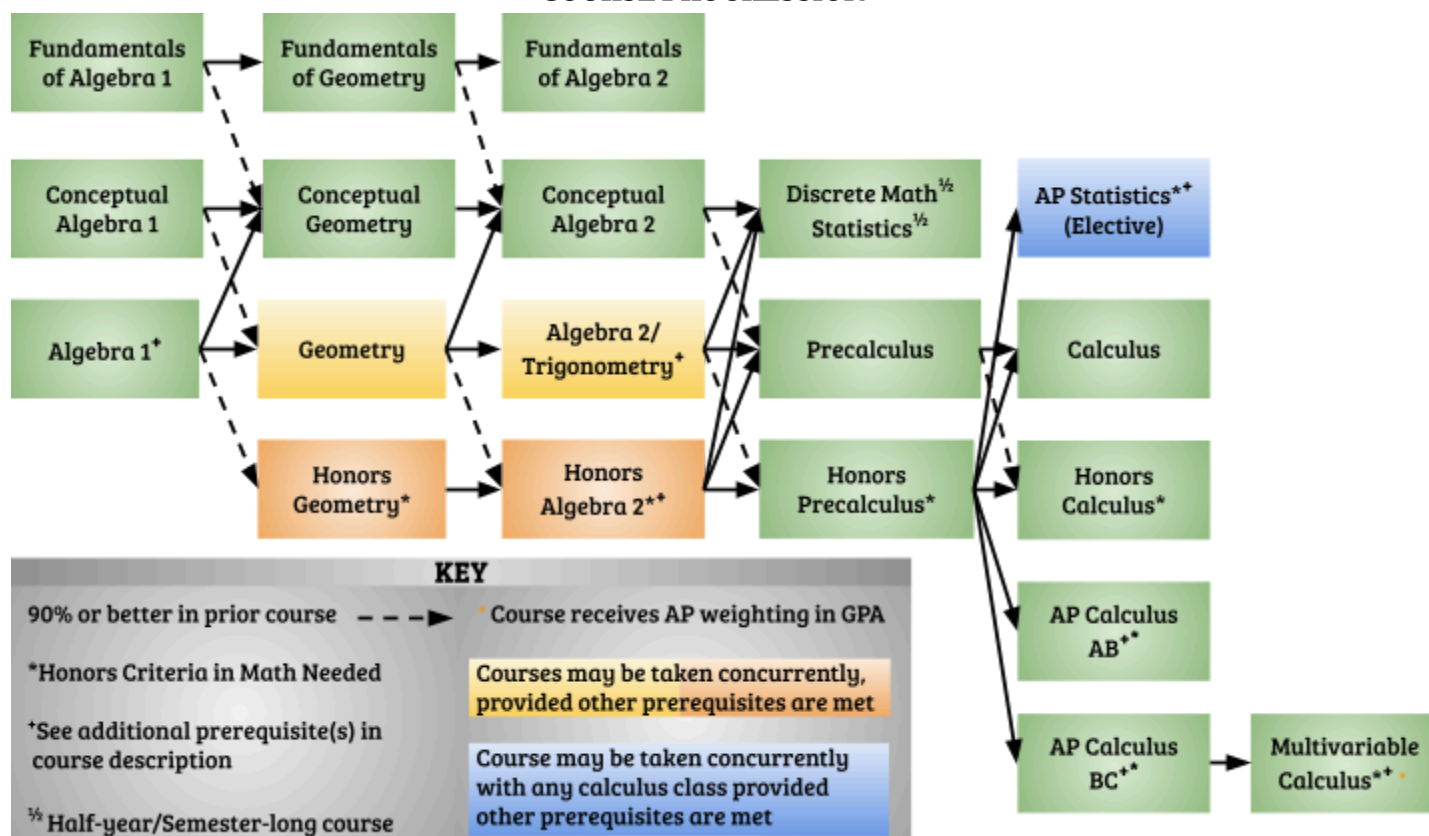
Grade Level: 9, 10, 11, 12

English Language Arts (ELA) Strategies for Success is a class designed for students who, based upon multiple criteria, have been identified as needing additional support in language arts. Students will be recommended for and placed into the ELA Strategies for Success course based on these criteria. This course provides students with targeted instruction to help them become more accomplished readers, writers, listeners, and speakers. In addition, it will prepare students to meet the current NJ Department of Education graduation requirements.



Mathematics

COURSE PROGRESSION



Concurrent Geometry and Algebra 2 Enrollment

Students interested in taking both a Geometry and an Algebra 2-level course during the same school year in order to accelerate their math course progression must make the request during the scheduling process in the prior year.

- Students must have a 90% or better in Algebra 1 or an 85% or better in Honors Algebra, and will be required to take both courses at the same level (College Prep or Honors). It is strongly recommended that students who have earned a 90% in College Prep Algebra 1 continue at the College Prep level.
- The request must then be approved by both the Department Head of Mathematics and the Principal.
- Students who wish to enroll in Honors Precalculus must meet honors criteria in the Algebra 2-level course.
- If a student does not maintain strong academic standing in both courses during the first marking period, they may be withdrawn from the Algebra 2-level curriculum course for the remainder of the year at the Principal's discretion. The Algebra 2-level course will appear on the transcript with a WP (Withdraw Pass) or WF (Withdraw Failure), depending upon the first marking period grade.
- Students who choose to take Geometry and Algebra 2 concurrently do not have the option to further accelerate their math progression by taking Honors Precalculus in the subsequent summer.

Summer Math Acceleration

Students whose math progression is such that they would not be able to access Calculus or Multivariable Calculus by their senior year may elect to take a Geometry **or** an Honors Precalculus course during the summer following completion of Algebra 1 or Algebra 2, respectively. **Students may only accelerate their math progression once during high school.** Students who wish to participate in this summer math acceleration must contact their School Counselor by the end of March of the same year for further instructions. Proposed courses must be approved by the Department Head of Mathematics and the High School Principal prior to enrollment. In order to be placed into the next-level course, the student must achieve a 90% or better in the summer course, as well as a 90% or better on both the New Providence High School's midterm and final exams, which need to be taken in person at NPHS by mid-August following the completion of the course. The summer course will not appear on the NPHS transcript or count toward the GPA. The student/family is responsible for all associated costs. [Please refer to this document for the timeline and application procedure.](#)

ALGEBRA 1 COURSES

FUNDAMENTALS OF ALGEBRA 1

Credits: 5

Length of Course: Full Year

Fundamentals of Algebra 1 offers students exposure to the basic structure of algebra. Focus is on strengthening algebraic reasoning skills by solving linear equations. Students graph linear equations in two variables and also graph systems of linear equations while continuing to develop algebra skills by rearranging those equations. Students communicate mathematical ideas using notation, vocabulary, and structure. Students apply algebraic concepts and skills to real world problems. Students will use graphing calculators throughout this course.

CONCEPTUAL ALGEBRA 1

Credits: 5

Length of Course: Full Year

Conceptual Algebra 1 focuses on development of sufficient computational, procedural, and problem-solving skills needed to provide a solid foundation for further study of mathematics. The course uses an inductive approach to study equations, the rectangular coordinate system and elementary functions. This course is fully aligned to the NJSL (New Jersey Student Learning Standards).

ALGEBRA 1

Credits: 5

Length of Course: Full Year

Prerequisite: Final grade of 75% or better in 8th grade math course

Algebra 1 is a course designed to emphasize an axiomatic development of the rational number system as a primary objective. Other major topics in the course include solving equations, the rectangular coordinate system, quadratic functions, exponential functions, and applications. The course employs an inductive and deductive approach in the development of content. The student gains an understanding of key concepts and proficiency in various processes, which are necessary for future study in mathematics courses, and also are employed in many other fields of study. This course is fully aligned to the NJSL.

GEOMETRY COURSES

FUNDAMENTALS OF GEOMETRY

Credits: 5

Length of Course: Full Year

Prerequisite: Successful completion of Algebra 1 (any level)

Fundamentals of Geometry offers students who have successfully completed Algebra a study of geometric ideas including, but not limited to: congruence, similarity, right triangle trigonometry, and the application of formulas to find measurements such as volume and area. Arithmetic and algebraic skills are further developed through the application of geometric principles. Emphasis is placed on understanding the logical progression required to make accurate conclusions within geometric problems.

CONCEPTUAL GEOMETRY

Credits: 5

Length of Course: Full Year

Prerequisite: Successful completion of Algebra 1 (any level)

Conceptual Geometry focuses on the key topics that provide a strong foundation in geometry. Properties and relationships of geometric figures are studied through inductive reasoning. Geometric concepts are applied to real world applications. While proof is not emphasized, students are introduced to both inductive and deductive reasoning to demonstrate theorems. This course is fully aligned to the NJSL.

GEOMETRY

Credits: 5

Length of Course: Full Year

Prerequisite: 70% or better in Algebra 1 or a final grade of 90% or better in Conceptual Algebra

The Geometry course is designed to familiarize each student with plane and some aspects of solid Euclidean Geometry. Properties and relationships of geometric figures are studied in detail through deductive reasoning from a minimum set of assumptions and undefined terms. Concepts from elementary logic, analytic geometry and transformation geometry are included. This course is fully aligned to the NJSL.

HONORS GEOMETRY

Credits: 5

Length of Course: Full Year

Prerequisites:

- Successful completion of Algebra 1 or 8th grade Honors Algebra
- Honors criteria in Math

Honors Geometry includes an introduction to various types of geometry with plane and solid Euclidean geometry receiving major emphasis. Symbolic logic and validation of arguments are included along with elementary analytic geometry. Transformation geometry is a primary mode of development as well as the synthetic proof approach. This course is fully aligned to the NJSL.

ALGEBRA 2 COURSES

FUNDAMENTALS OF ALGEBRA 2

Credits: 5

Length of Course: Full Year

Prerequisite: Successful completion of Algebra 1 and Geometry (any level)

The Fundamentals of Algebra 2 course is designed to develop the following major units: solving problems that include polynomial and radical functions, non-polynomial functions, complex numbers, probability and statistics, and graphing non-polynomial functions. Specific cases and concrete models are used to provide a basis for understanding more abstract concepts. Significant emphasis will be placed on further developing algebraic reasoning skills in order to solve complex problems within the Algebra 2 curriculum.

CONCEPTUAL ALGEBRA 2

Credits: 5

Length of Course: Full Year

Prerequisite: Successful completion of Algebra 1 and Geometry (any level)

The Conceptual Algebra 2 course is designed to develop the following major units: modeling polynomial and radical functions, non-polynomial functions and their graphs, trigonometric functions and their relationships, and probability and statistics. Specific cases and concrete models are used to provide a basis for understanding more abstract generalizations in addition to analyzing function behavior graphically. Students will learn operational skills needed to solve real-world problems within each unit of the course. This course is fully aligned to the NJSLs.

ALGEBRA 2/TRIGONOMETRY

Credits: 5

Length of Course: Full Year

Prerequisites:

- Final grade of an 80% or better in Algebra 1, or a final grade of a 90% or better in Conceptual Algebra 1
- Final grade of 70% or better in Geometry.

The Algebra 2/Trigonometry course further develops concepts from Algebra 1 including probability and statistics, exponential functions and their applications. Students will explore a variety of new functions including polynomial, logarithmic, sequences and series, radical and trigonometric. Stress is placed on the investigation of patterns as they relate to transformations found in graphing. In addition to analyzing function behavior graphically, students will learn operational skills needed to solve real-world problems for each major unit of the course. This course is fully aligned to the NJSLs.

HONORS ALGEBRA 2

Credits: 5

Length of Course: Full Year

Prerequisites:

- Final grade of 90% or better in Algebra OR an 85% or better in 8th grade Honors Algebra
- Honors criteria in Math

The content of Honors Algebra 2 includes a rigorous axiomatic development of the complex number system through the study of fields and ordered fields, the study of algebraic and transcendental functions, probability and statistics and analytic geometry. Emphasis is placed on higher order thinking skills and problem solving strategies to answer complex real world problems within each major unit of the course. This course is fully aligned to the NJSLs.

PRECALCULUS COURSES

PRECALCULUS

Credits: 5

Length of Course: Full Year

Prerequisites: Successful completion of Honors Algebra 2, Algebra 2/Trigonometry, or a final grade of 90% or better in Conceptual Algebra 2

Precalculus begins with the enhancement and further development of several topics introduced in Algebra 2/Trigonometry. Topics include trigonometry, exponential, logarithmic, and polynomial functions. Students explore more advanced topics of conic sections, sequences, series, and limits. This course provides foundation work for Calculus.

HONORS PRECALCULUS

Credits: 5

Length of Course: Full Year

Prerequisites:

- Successful completion of Honors Algebra 2 or Algebra 2/ Trigonometry
- Honors criteria in Math

Honors Precalculus, in addition to redeveloping and extending the content of Honors Algebra 2, includes mathematical induction, analytic geometry with special emphasis on the conic sections, translation and rotation of axes, the study of vectors and matrices and an introduction to Calculus (limits and the derivative concept and applications).

CALCULUS COURSES

CALCULUS

Credits: 5

Length of Course: Full Year

Prerequisite(s): Final grade of 70% or better in Precalculus

The content of the Calculus program includes an advanced study of functions, the limit of functions, differential calculus, and integral calculus. In all units, the development is theoretical with ample applications of the key concepts and processes.

HONORS CALCULUS

Credits: 5

Length of Course: Full Year

Prerequisites:

- Successful completion of Precalculus
- Honors criteria in Math

Honors Calculus provides the student with a rigorous course in calculus with in-depth instruction in the basic concepts of calculus. The course is designed for those students not planning to take the Advanced Placement Examination in Calculus. Calculus brings together many of the concepts and procedures from Algebra, Geometry, and Trigonometry. The focus in the first half of the year will be on functions, limits and differential calculus with an emphasis on real world problems in the area of related rates, optimization and motion. The focus in the second half of the year will be on integral calculus with applications that include finding areas enclosed by the graphs of functions, finding the volumes of shapes defined by functions and calculating quantities by integrating derivative functions.

ADVANCED PLACEMENT CALCULUS AB

Credits: 5

Length of Course: Full Year

Prerequisites:

- Successful completion of Honors Precalculus
- Honors criteria in math

Note: Students who earn credit for AP Calculus AB may not enroll in/receive credit for AP Calculus BC.

The content of the Calculus AB program includes an advanced study of functions, the limit of functions, differential calculus, and integral calculus. In all units, the development is theoretical with ample applications of the key concepts and processes.

ADVANCED PLACEMENT CALCULUS BC

Credits: 5

Length of Course: Full Year

Prerequisites:

- Successful completion of Honors Precalculus
- Honors criteria in Math

Note: Students who earn credit for AP Calculus AB may not enroll in/receive credit for AP Calculus BC.

The course will follow the AP Calculus AB curriculum including L'Hopital's rule and its use in determining convergence of sequences and series. Other topics include improper integrals, Taylor Series, integration in polar coordinates, and integration of vector-valued functions.

MULTIVARIABLE CALCULUS*

Credits: 5

Length of Course: Full Year

Prerequisites:

- Successful completion of AP Calculus BC
- Honors Criteria in Math

Notes:

- If interested in the course, please see the Math Department Head and your School Counselor.
- This course receives AP weighting in the GPA.

Multivariable Calculus is a rigorous college-level course which emphasizes a multi-representational approach to calculus. As a continuation of AP Calculus BC, students will need a strong working knowledge of differentiation and integration techniques.

Topics include vectors and matrices, parametric curves, partial derivatives, double and triple integrals, and vector calculus in 2- and 3-space. More broadly, students will develop an underlying geometric intuition that will allow them to understand the problems on a qualitative (as well as quantitative) level.

MATH ELECTIVES

DISCRETE MATH

Credits: 2.5

Length of Course: Half Year

Prerequisite: Successful completion of any Algebra 2 course

Discrete Math is the area of mathematics that deals with problems whose solution sets are finite, i.e. can be counted. Areas to be covered include: Election Theory, Matrices, Population Growth, Graph Theory, and Probability.

STATISTICS

Credits: 2.5

Length of Course: Half Year

Prerequisite: Successful completion of any Algebra 2 course

Statistics is the study of how to collect, organize, analyze, and interpret numerical information from data. The emphasis of the course is critical thinking about numerical evidence. Topics will include experiments and observational studies, descriptive statistics, correlation and regression, elements of probability, chance variability, sampling, and hypothesis tests.

ADVANCED PLACEMENT STATISTICS

Credits: 5

Length of Course: Full Year

Prerequisites:

- Successful completion of Honors Precalculus
- Honors criteria in Math

Note: Can be taken concurrently with any Calculus course provided prerequisites are met.

The AP Statistics course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four major themes for the course: exploring data, planning a study, anticipating patterns, and statistical inference. The TI-83+ Graphing Calculator will be used for this course.

MATHEMATICS STRATEGIES FOR SUCCESS

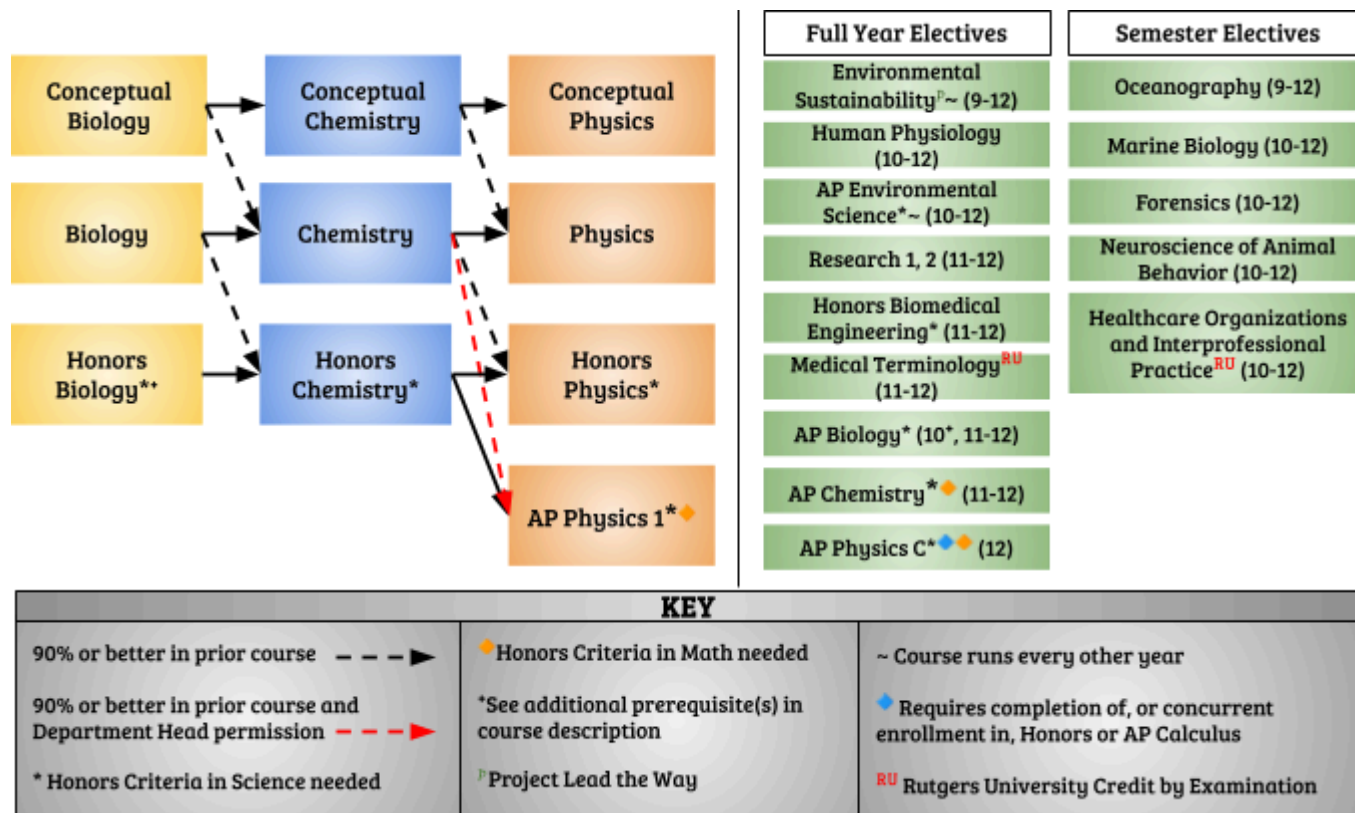
Credits: 2.5 or 5

Length of Course: Half or Full Year

Mathematics Strategies for Success is a class designed for students who, based upon multiple criteria, have been identified as needing additional support in mathematics. Students will be recommended for and placed into the Mathematics Strategies for Success course based on these criteria. This course provides students with targeted instruction, helping them become more successful in the area of mathematics. In addition, it will prepare students to meet current NJ Department of Education graduation requirements.

Science

COURSE PROGRESSION



Please see the [STEM section](#) for a diagrammatic representation of the connections between Science and STEM electives.

DOUBLE LAB SCIENCE COURSES

The only courses students can take during the same period as an Honors or AP lab are PE/Health, Study Hall, Band, Chorus, or Orchestra. No other courses can be taken with labs.

- Students who choose to enroll in two lab science courses whose labs run during the *same period* (i.e. "overlap") must take one day of study hall per rotation on the day neither lab is running. PE/Health will be slotted in another period.
- Students who choose to enroll in two lab science courses whose lab periods run in *different periods* must take PE/Health with one lab and Study Hall, Band, Chorus, Orchestra with the second. The music classes are not guaranteed to pair with every Honors/AP science lab.

SCIENCE PROCESS

All science courses are designed to strengthen each student's critical thinking and science processing skills. In addition to teaching the discipline by core concepts, emphasis is placed on the eight Science and Engineering Practices and the seven Crosscutting Concepts.

Engineering Practices:

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating and communicating information

Crosscutting Concepts:

- Patterns
- Cause and effect: mechanism and explanation
- Scale, proportion and quantity
- System and system models
- Energy and matter: flows, cycles and conservation
- Structure and function
- Stability and change

BIOLOGY COURSES

CONCEPTUAL BIOLOGY

Credits: 5

Length of Course: Full Year

Conceptual Biology is an inquiry-based introductory high school laboratory course that encourages 'hands-on' and 'minds-on' learning about the natural world and the development of scientific literacy. The course emphasizes presenting discipline specific concepts in context, and using inquiry-based activities that focus on process and thinking skills. In addition, the course is designed to support student conceptual understanding by encouraging students to make connections between, and build on, previously learned concepts. During the course, students will develop the conceptual understanding that life science principles are powerful conceptual tools for making sense of the diversity, complexity, and interconnectedness of life on Earth and that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. Summer reading may be required and assessed during the first weeks of the course.

BIOLOGY

Credits: 5

Length of Course: Full Year

Biology is an inquiry-based laboratory course designed to provide students with well designed opportunities to explore their natural world. Using an active 'hands-on' and 'minds-on' approach to learning, and a variety of inquiry-based investigations, the course promotes the development of science literacy and student proficiency in the process of science. During the course, students will develop the understanding that life science principles are powerful conceptual tools for making sense of the diversity, complexity, and interconnectedness of life on Earth and that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. Summer reading may be required and assessed during the first weeks of the course.

HONORS BIOLOGY

Credits: 7 (Includes one additional lab period per rotation)

Length of Course: Full Year

Prerequisites:

- A final grade of 90% or better in Science 8 OR an 85% in Enriched Science 8
- A passing score on the placement exam

Honors Biology is an extensive inquiry-based laboratory course designed to provide students with well designed opportunities to explore their natural world. Using an active 'hands-on' and 'minds-on' approach to learning, and a variety of extensive inquiry-based investigations, the course promotes the development of a high level of science literacy and a deep understanding of the process of science.

During the course, students will develop the deep understanding that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth and that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. Summer reading may be required and assessed during the first weeks of the course.

ADVANCED PLACEMENT BIOLOGY

Credits: 7 (Includes one additional lab period per rotation)

Length of Course: Full Year

Grade Levels: 10, 11, 12

Grade 10 Prerequisites:

- Successful completion of Honors Biology
- Honors criteria in Science
- Concurrent enrollment in Honors Chemistry
- Successful completion of, or concurrent enrollment in, Algebra 2

Grade 11 and 12 Prerequisites:

- Successful completion of Biology
- Successful completion of Chemistry
- Honors criteria in Science

Advanced Placement Biology is a second year biology course designed to be the equivalent of an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the topics of evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.

Emphasis is placed on a series of Science Practices that encourage students to establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. The inquiry-based laboratory investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

Students in the course are expected and encouraged to take the Advanced Placement Biology examination. Successful completion of the course may enable students to gain advanced standing in many colleges. The course may involve the completion of work during the preceding vacation or during normal school vacations.

CHEMISTRY COURSES

CONCEPTUAL CHEMISTRY

Credits: 5

Length of Course: Full Year

Conceptual Chemistry is an introductory inquiry-based laboratory course designed to initiate students into the theories and concepts of chemistry without the burden of the highly analytical problem solving approach normally associated with traditional chemistry courses. Using an active 'hands-on' and 'minds-on' approach to learning, and a variety of inquiry-based investigations, the course promotes the development of science literacy and an understanding of the process of science. Emphasis will be placed on the conceptual understanding and the experimental nature of science with special consideration given to practical applications of chemistry in the world around us.

Over the course, students will develop the conceptual understanding that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science, and that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. Summer reading may be required and assessed during the first weeks of the course.

CHEMISTRY

Credits: 5

Length of Course: Full Year

Prerequisites:

- **Successful completion of, or concurrent enrollment in, Algebra 1**
- **70% or better in Biology**

Chemistry is an inquiry-based laboratory course designed to initiate students into the theories and concepts of chemistry. Using an active 'hands-on' and 'minds-on' approach to learning, and a variety of inquiry-based investigations, the course promotes the development of science literacy and student proficiency in the process of science.

Emphasis is placed on the experimental nature of the science and consideration given to the practical application of chemistry in the scientific world. Over the course, students will develop the conceptual understanding of physical science principles, fundamental ideas about matter, chemical processes, and energy. Which are powerful conceptual tools for making sense of phenomena in physical, living, and Earth science systems. Students will see that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. Summer reading may be required and assessed during the first weeks of the course.

HONORS CHEMISTRY

Credits: 7 (Includes one additional lab period per rotation)

Length of Course: Full Year

Prerequisite: Honors criteria in Science

Honors Chemistry is an extensive inquiry-based laboratory course designed to initiate students into the theories and concepts of chemistry. Using an active 'hands-on' and 'minds-on' approach to learning, and a variety of extensive inquiry-based investigations, the course promotes the development of a high level of science literacy and a deep understanding of the process of science. In addition, consideration will be given to extensive investigation and detailed study of practical applications of chemistry in the scientific world.

Over the course, students will develop the conceptual understanding that physical science principles, including fundamental ideas about matter, chemical processes, and energy, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth science systems. Students will see that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. Summer reading may be required and assessed during the first weeks of the course.

ADVANCED PLACEMENT CHEMISTRY

Credits: 7 (Includes one additional lab period per rotation)

Length of Course: Full Year

Grade Levels: 11, 12

Prerequisites:

- **Successful completion of Chemistry**
- **Successful completion of, or concurrent enrollment in Physics**
- **Honors criteria in Science**
- **Honors criteria in Math, or a passing score on a math placement test**

AP Chemistry is a second year chemistry course designed to be the equivalent of an introductory college-level chemistry

course. Students cultivate their understanding of chemistry and science practices as they explore topics such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Emphasis is placed on a series of Science Practices that encourage students to establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. The inquiry-based laboratory investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

Students in the course are expected and encouraged to take the Advanced Placement Chemistry examination. Successful completion of the course may enable students to gain advanced standing in many colleges. The course may involve the completion of work during the preceding vacation or during normal school vacations. In addition, prospective students are encouraged to meet with the Department Head/teacher before signing up for the course. Prospective students will be required to earn honors criteria in math, or pass a Math Competency assessment in the summer to be eligible for the course.

PHYSICS COURSES

CONCEPTUAL PHYSICS

Credits: 5

Length of Course: Full Year

Prerequisites:

- **Two years of science**
- **Two years of mathematics**

Conceptual Physics is an introductory inquiry-based laboratory course designed to initiate students into the theories and concepts of physics while minimizing the reliance upon algebraic computation that normally dominated the traditional approach to the subject. Using an active 'hands-on' and 'minds-on' approach to learning, and a variety of inquiry-based investigations, the course promotes the development of science literacy and an understanding of the process of science. In addition, students will be given a foundational understanding of the components of STEM practices in order to better position themselves in the ever expanding technological workplace.

Emphasis will be placed on the conceptual understanding and the experimental nature of physics with special consideration given to practical applications of the world around us. Students will develop the conceptual understanding of physical science principles, including fundamental ideas about kinematics, dynamics, and energy with emphasis on analyzing physical phenomena. Students will see science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. Summer reading may be required and assessed during the first weeks of the course.

PHYSICS

Credits: 5

Length of Course: Full Year

Prerequisites:

- **Successful completion of Algebra 1 and Geometry**
- **Final grade of 70% or better in Chemistry**

Physics is an algebra-based, college preparatory physics course that is designed to develop an understanding of foundational physics principles through an inquiry-based instructional approach. Using an active 'hands-on' and 'minds-on' approach to learning, and a variety of inquiry-based investigations, the course promotes the development of science literacy and student proficiency in the process of science.

Over the course, students will develop the conceptual understanding that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science. In addition, students will develop an understanding of the components of STEM practices in order to better position themselves in the ever-expanding technological workplace. Emphasis is placed on the experimental nature of the science and the position and applications of practical physics in STEM education. The development of an understanding of physical science principles, including fundamental ideas about kinematics, dynamics, and energy will be stressed in the course.

Students will analyze physical phenomena, apply various problem solving strategies, and realize that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. Summer reading may be required and assessed during the first weeks of the course.

HONORS PHYSICS

Credits: 7 (Includes one additional lab period per rotation)

Length of Course: Full Year

Prerequisites:

- **Successful completion of Geometry**
- **Successful completion of, or concurrent enrollment in, CP or Honors Algebra 2**
- **Honors criteria in Science**

Honors Physics is a rigorous laboratory, algebra-based physics course that is designed to develop an in-depth understanding of foundational physics principles through an inquiry-based instructional approach. Using an active 'hands-on' and 'minds-on' approach to learning and a variety of inquiry-based investigations, the course promotes the development of science literacy and student proficiency in the process of science.

Over the course, students will develop the understanding that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful tools for making sense of phenomena in physical, living, and Earth systems science. The course explores topics such as Newtonian mechanics; work, energy, and power; electrical circuits; and mechanical waves and sound. In addition, students will develop an understanding of the components of STEM practices and the application of physics in STEM in order to better position themselves in the ever expanding technological workplace.

Students will analyze physical phenomena and conduct inquiry-based laboratory experiments, apply various problem solving strategies, and realize that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The inquiry-based laboratory investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting. Summer reading may be required and assessed during the first weeks of the course.

ADVANCED PLACEMENT PHYSICS 1

Credits: 7 (Includes one additional lab period per rotation)

Length of Course: Full Year

Prerequisites:

- **Honors criteria in Honors Chemistry or Department Head approval**
- **Successful completion of Geometry**
- **Successful completion of, or concurrent enrollment in, CP or Honors Algebra 2**
- **Honors criteria in math OR a passing score on a math placement test**
- **Students who took CP Physics in grade 11 may enroll in AP Physics 1 in grade 12 if they meet honors criteria in science and math**
- **Students who took Honors Physics may NOT take AP Physics 1 in 12th grade**

Advanced Placement Physics 1 is an algebra-based, introductory college-level physics course that is designed to develop a deep understanding of foundational physics principles through an inquiry-based instructional approach. The course explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; electrical circuits; and mechanical waves and sound. In addition, the course will emphasize the major components of STEM and students will complete a variety of investigations that emphasize the components of engineering design.

Emphasis is placed on a series of science practices that encourage students to establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. The inquiry-based laboratory investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

Students in the course are expected and encouraged to take the Advanced Placement Physics 1 examination. Successful completion of the course may enable students to gain advanced standing in many colleges. The course may involve the completion of work during the preceding vacation or during normal school vacations. Prospective students will be required to earn honors criteria in math, or pass a Math Competency assessment in the spring to be eligible for the course. The course may involve the completion of work during the preceding summer vacation or during normal school vacations.

ADVANCED PLACEMENT PHYSICS C

Credits: 7 (Includes one additional lab period per rotation)

Length of Course: Full Year

Grade Levels: 11, 12

Grade 11 Prerequisites:

- Honors criteria in Math
- Honors criteria in Honors Chemistry
- Successful completion of AP Calculus BC

Grade 12 Prerequisites:

- Honors criteria in Math
- Honors criteria in Honors Physics or AP Physics 1
- Honors or AP Calculus (may be taken concurrently)

Advanced Placement Physics C is a second year calculus-based physics program that is equivalent to a freshman college level physics course. The course focuses on understanding physical information, explaining physical phenomena or problems, mathematical analysis of physical situations, and interpretation of laboratory results. Students who successfully complete the course will be encouraged to take both AP Physics C examinations (Mechanics and Electricity & Magnetism). The course may involve the completion of work during the preceding summer vacation or during normal school vacations.

SCIENCE ELECTIVES

ENVIRONMENTAL SUSTAINABILITY

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisite: Successful completion of, or concurrent enrollment in Biology

Notes:

- **Course is offered every other year; will be offered in 2026-27.**
- **This course does not count towards the three year science graduation requirement.**

Environmental Sustainability (ES) is a high school-level specialization course in the Project Lead the Way Engineering program. In ES, students investigate and design solutions to solve real-world challenges related to clean drinking water, a stable food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to research and design potential solutions. Working both individually and collaboratively, students transition from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Through this process students practice common design and scientific protocols such as project management, lab techniques, and peer review. Students develop skills in designing experiments, conducting research, executing technical skills, documenting design solutions according to accepted technical standards, and creating presentations to communicate solutions. (Adapted from PLTW Course Description.)

HUMAN PHYSIOLOGY

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisites:

- Successful completion of Biology
- Successful completion of, or concurrent enrollment in Chemistry

Note: This course does not count towards the three year science graduation requirement.

Physiology is an inquiry-based course designed to provide students with well designed opportunities to explore human body systems. The course focuses on the use of physiology principles as powerful conceptual tools to make sense of the complexity, diversity and interconnectedness of the human body. Students will engage in laboratory and authentic learning experiences that encourage the application of biological knowledge and the appropriate use of technology and 21st Century skills to make decisions and solve 'real-world' problems. In addition, students will develop the knowledge and understanding of scientific concepts and processes required for personal decision-making, participation in civic and cultural affairs, and economic productivity.

OCEANOGRAPHY

Credits: 2.5

Length of Course: Semester

Grade Level: 9, 10, 11, 12

Oceanography is the study of all aspects of the world's oceans. In this hands-on course, students will cover a wide range of topics, including marine ecosystems, currents and waves, ocean circulation, the geology of the seafloor, and the chemical and physical properties of the ocean. The course examines the diversity of today's important issues including climate change, eroding coastlines, coral reefs, fisheries and the invention of new technologies to explore the sea.

MARINE BIOLOGY

Credits: 2.5

Length of Course: Semester

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Biology

Marine Biology is the study of life in saltwater environments such as oceans, estuaries, and wetlands. In this hands-on course, students will closely examine marine organisms, their behaviors, and their interactions with their environment. All plant and animal life forms are included, from microscopic picoplankton to the blue whale, the largest creature in the world. Students will explore the role of marine ecosystems and advances in marine technologies that will be increasingly important in helping to address today's issues such as climate change, food and water supplies, energy sources and waste disposal.

NEUROSCIENCE OF ANIMAL BEHAVIOR

Credits: 2.5

Length of Course: Semester

Grade Levels: 10, 11, 12

Prerequisite: Successful completion of Biology

This hands-on course explores animal neuroscience and behavior in a variety of organisms through the lens of evolution. Students will study animal models and live specimens along with cutting-edge brain research to examine

the mechanisms responsible for observed behaviors. Through their explorations, students will be able to evaluate the impact of genes and environment on brain development and learning as well as understand the resulting adaptive advantages for the organism.

FORENSICS

Credits: 2.5

Length of Course: Semester

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Biology

Forensics is the science of solving crimes. The course is rich in exploration, lab investigations and the application of biology, anatomy, chemistry, and physics to solving crimes. It focuses on the collection, identification, and analysis of crime scene evidence. Emphasis will be placed on the methods that link suspect, victim, and crime scene. Laboratory exercises will include fingerprinting, handwriting analysis, ballistics, blood typing, hair and fiber examination, and DNA analysis. Case studies and current events will be explored.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Credits: 7 (Includes one additional lab period per rotation)

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisites:

- **Successful completion of Biology**
- **Successful completion of, or concurrent enrollment in, Chemistry**
- **Successful completion of Algebra 1**
- **Honors criteria in Science**

Notes:

- **Course is offered every other year; will NOT be offered in 2026-27**
- **This course does not count towards the three year science graduation requirement.**

Advanced Placement Environmental Science is a college-level environmental science course focused on the interrelationships of the natural world. The course will help students identify and analyze natural and human-induced environmental problems as well as learn how to assess the risks associated with these problems and evaluate solutions. Specific topics covered include ecosystems and biodiversity, earth systems, land and water use, energy resources and consumption, pollution, and global change.

Students will explore specific real-world environmental issues and gain an awareness of the scientific concepts behind these issues. This course is inquiry-based, taught utilizing field investigations, projects, and laboratory activities. Students will gain experience recording and gathering data and evidence, presenting their work to peers, and developing solutions to current environmental issues.

Students in the course are expected and encouraged to take the Advanced Placement Environmental Science examination. Successful completion of the course may enable students to gain advanced standing in many colleges. The course may involve the completion of work during the preceding summer vacation or during normal school vacations.

HEALTHCARE ORGANIZATIONS AND INTERPROFESSIONAL PRACTICE: RUTGERS UNIVERSITY^{RU} (Formerly Dynamics of Healthcare in Society)

Credits: 2.5

Length of Course: Semester

Grade Level: 10, 11, 12

Prerequisites: Completion of Algebra 1 and Biology with a final grade of 73% or better in each

Healthcare Organizations and Interprofessional Practice is a semester course offered in association with Rutgers University that provides students interested in the healthcare profession the opportunity to earn college credits. The course provides an orientation to health care and delivery, from an interdisciplinary perspective, with a focus on functioning in diverse health care settings, ethical healthcare issues, and the evolution, nature, and complexities of health care delivery. Emphasis is placed on the development of skills such as critical thinking, ethical reasoning, effective communication, and self-directed learning and in the role of the health care practitioner as both provider and consumer of health care services. This course is also offered as part of Rutgers University's Health Science Careers program. Please see the [Rutgers Health Science Careers Program section](#) for details.

MEDICAL TERMINOLOGY: RUTGERS UNIVERSITY^{RU}

Credits: 5.0

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Successful completion of, or concurrent enrollment in, Dynamics of Healthcare or Healthcare Organizations and Interprofessional Practice

Medical Terminology is a course offered in association with Rutgers University that provides students interested in the healthcare profession the opportunity to earn college credits. Students study the important vocabulary that pertains to body systems, anatomy, physiology, medical processes and procedures and a variety of diseases. Emphasis is placed on the specialized language used by a healthcare team, enabling health care workers to communicate in an accurate, articulate and concise manner and the use of language in processing medical/dental records and claim forms. This course is designed to give the students a comprehensive knowledge and overview of word construction, definition and use of terms relevant to all areas of medical science. This course is also offered as part of Rutgers University's Health Science Careers program. Please see the [Rutgers Health Science Careers Program section](#) for details.

HONORS BIOMEDICAL ENGINEERING

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Honors criteria in Science

Honors Biomedical Engineering* offers an introduction to the multidisciplinary field of biomedical engineering and the application of engineering principles to solving problems in biology, physiology, and medicine. Students will explore a range of topics from public health and biomedical engineering to clinical medicine and physiology. Students will investigate biomedical design issues such as personalized medicine, tissue engineering, vaccine development, and psychopharmacology.

RESEARCH 1**Credits: 5****Length of Course: Full Year****Grade Level: 11, 12****RESEARCH 2****Credits: 5****Length of Course: Full Year****Grade Level: 12****Prerequisite: Successful
completion of Research 1**

The Research Program is a one or two year-long course designed for highly motivated students who have a desire to conduct original/independent research in a chosen subject area with the end goal of submitting their work to a variety of local/state/national competitions. Students will conduct research in real-world topics of interest in any of the following areas: Science, Technology, Engineering, or Mathematics. In Year 1, the students will explore and identify a topic for investigation, conduct a comprehensive review of the literature, learn data analysis and analytical writing techniques, and secure a mentor from higher education, industry, or government to independently conduct research, collect data and present their findings. In year 2, students will continue to analyze and draw conclusions from their research/data and prepare to communicate this learning in diverse formats (research paper, poster session, presentation to an authentic audience of professionals). All students will present their research at a New Providence Research Symposium.

STEM (Science, Technology, Engineering, and Math)

STEM & SCIENCE ELECTIVES

Architecture	Biomedical	Computer Science	Engineering
- Honors Introduction to Engineering Design^p - Architecture & Engineering Design[*] - Technology & Design Process - Honors Principles of Engineering^{*p} - Technology & Construction - Advanced Technology & Construction - Research 1 & 2[*]	- Human Physiology - Healthcare Organizations and Interprofessional Practice^{RU½} - Neuroscience of Animal Behavior^½ - AP Biology^{**} - Medical Terminology^{RU} - Honors Biomedical Engineering[*] - Research 1 & 2[*]	- AP Computer Science Principles[*] - Programming and Innovation[*] - AP Computer Science A[*] - Digital Circuits^½ - Cybersecurity^½ - Research 1 & 2[*]	- Environmental Sustainability^{*p ~} - Honors Introduction to Engineering Design^{*p} - Technology & Design Process - Technology & Construction - Honors Principles of Engineering^{*p} - AP Environmental Science~ - Advanced Technology & Construction - Digital Circuits^½ - Honors Aerospace Engineering^{*p} - Research 1 & 2[*]
KEY: ^½ Half-year/Semester-long course ~ Course runs every other year ^p Project Lead the Way ^{RU} Rutgers University Course *See additional prerequisite(s) in course description			

OPTIONAL PROGRAM STRANDS

NOTE: These progressions are provided for guidance only. Students are free to choose their own pathway through and across the STEM/Science electives.

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Architecture		Honors Introduction to Engineering Design		
		Architecture and Engineering Design		
		Technology Design and Process		
			Honors Principles of Engineering	
			Technology and Construction	
			Advanced Technology and Construction	
			Research 1	Research 2
Biomedical			Human Physiology	
			Healthcare Organizations and Interprofessional Practice	
			Neuroscience of Animal Behavior	
			AP Biology	
			Medical Terminology	
			Honors Biomedical Engineering	
			Research 1	Research 2
Computer Science		AP Computer Science Principles		
		Programming & Innovation		
			AP Computer Science A	
			Cybersecurity	
			Digital Circuits	
Engineering			Research 1	Research 2
		Environmental Sustainability		
		Honors Introduction to Engineering Design		
		Technology Design and Process		
			Technology and Construction	
			Honors Principles of Engineering	
			AP Environmental Science	
			Advanced Technology and Construction	
			Digital Circuits	
			Honors Aerospace Engineering	
			Research 1	Research 2

PROJECT LEAD THE WAY

Enrollment in the following courses will provide students the opportunity to experience a variety of STEM courses as preparation for entry into college and career pathways in STEM related fields.

The New Providence School District is proud to provide **Project Lead The Way (PLTW)** courses in the portfolio of available electives. PLTW is the nation's leading provider of high-quality STEM-focused curricula designed to help students develop the skills needed to succeed in the global economy.



Through a comprehensive activity-, project-, and problem-based curriculum, PLTW transforms classrooms into collaborative spaces where students apply what they know, identify problems, find unique solutions, and lead their own learning.

Independent research studies have shown that PLTW students “outperform their peers in school, are better prepared for postsecondary studies, and are more likely to consider careers as scientists, technology experts, engineers, mathematicians, healthcare providers, and researchers compared to their non-PLTW peers.” ~ *Tai, Robert H. (2012). An Examination of Research Literature on PLTW. University of Virginia.*

Students who successfully complete a PLTW course and exam are eligible to apply for college credits through [various colleges](#).

RUTGERS' HEALTH SCIENCE CAREERS PROGRAM

New Providence High School participates in a Credit by Examination program with Rutgers University. Through Rutgers' [Health Science Careers Program](#), students have the opportunity to earn both high school and college credit simultaneously. Students are not required to take the Rutgers University exam, however, to enroll in the NPHS course and earn high school credit.

Students taking Healthcare Organizations and Interprofessional Practice or Medical Terminology at New Providence High School have the option to earn three college credits from Rutgers University. To do so, students must qualify for and pass the online Rutgers Health Science Careers standardized exam that costs \$80 (subject to change). To qualify, students must earn a 73% or better in the course.

Students' performance on the exam is reflected on the Rutgers' transcript according to the chart below.

Grade	Scale	Quality Points
A	93.0 - 100	4.0
A-	90.0 - 92.9	3.7
B+	87.0 - 89.9	3.3
B	83.0 - 86.9	3.0
B-	80.0 - 82.9	2.7
C+	77.0 - 79.9	2.3
C	73.0 - 76.9	2.0
C-	70.0 - 72.9	1.7
D+	67.0 - 69.9	1.3
D	63.0 - 66.9	1.0
F	< 63.0	0.0

ELECTIVES AVAILABLE TO ALL GRADES

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisites:

- Successful completion of Algebra 1
- Honors criteria in Math

AP Computer Science Principles is designed to be the equivalent of an introductory college-level computer science course. The course follows the College Board syllabus and introduces students to the central ideas of computer science and computational thinking while fostering student creativity and exploring how computing and technology can impact the world. The course focuses on using technology and programming as a means for creative problem solving and real world applications. Students will design and implement innovative solutions using interactive processes similar to those used by artists, writers, computer scientists, and engineers to bring ideas to life. AP Computer Science Principles aligns well with other courses offered within the STEM program and prepares students for college and careers in Computer Science and STEM related fields. Students are encouraged to take the AP exam at the conclusion of this course.

ARCHITECTURAL AND ENGINEERING DESIGN

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisite: Successful completion of, or concurrent enrollment in, Geometry

Architecture and Engineering Design starts with students investigating a variety of design challenges using the engineering design process. Students communicate their solutions initially by sketching and drawing manually and then by using high end professional workplace software programs. Students learn technical drawing and graphics including: scaled and dimensioned 2D views, cross-sections, and isometric 3D illustrations. Students then progress to designing and illustrating a scaled representation of a house using 3D architectural software. Students develop their creativity, and the analytical, problem-solving and visual communication skills used in engineering, industrial design and the architectural profession.

CAREER EDUCATION: TECHNOLOGY & DESIGN PROCESS

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Enter the world of technology by exploring the various technological, engineering and design systems in today's industry. Students will be involved in hands-on activities that will focus on production technology, including manufacturing and construction of wood design projects; structural design problems such as towers and bridge building, automotive technology including designing and building race cars. Upon completion of Technology and Design, students will have acquired skills that can be used in Technology and Construction or as an entry into other STEM related courses including *Project Lead The Way*.

ENVIRONMENTAL SUSTAINABILITY* (ES)

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisite: Successful completion of, or concurrent enrollment in, Biology

Notes:

- **Course is offered every other year; will be offered in 2026-27**
- **This course does not count towards the three year science graduation requirement.**

Environmental Sustainability (ES) is a high school-level specialization course in the Project Lead the Way Engineering program. In ES, students investigate and design solutions to solve real-world challenges related to clean drinking water, a stable food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to research and design potential solutions. Working both individually and collaboratively, students transition from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Through this process students practice common design and scientific protocols such as project management, lab techniques, and peer review. Students develop skills in designing experiments, conducting research, executing technical skills, documenting design solutions according to accepted technical standards, and creating presentations to communicate solutions. (Adapted from PLTW Course Description)

HONORS INTRODUCTION TO ENGINEERING DESIGN

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisites:

- Successful completion of, or concurrent enrollment in, Algebra 1
- Honors Criteria in Math or Science OR a final grade of 90% or better in Architecture & Engineering Design

Introduction to Engineering Design (IED) is a foundation course in the *Project Lead The Way* Engineering Program. Students are introduced to the engineering profession and dig deep into the engineering design process, applying math, science, and engineering standards to hands-on, open-ended projects. Students develop planning, documentation, communication, project management and other professional skills as they work both individually and in teams to design solutions to a variety of problems. Students also develop skill in technical representation and documentation of design solutions according to accepted technical standards, and will use current 3D design and modeling software to represent and communicate solutions. In addition, students will apply computational methods that are commonly used in engineering problem solving, including statistical analysis and mathematical modeling. (Adapted from PLTW Course Description)

PROGRAMMING AND INNOVATION

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisite: Concurrently enrolled in a CP, Honors, or AP-level math course

This course introduces the student to the basic concepts and techniques of computer programming and computational thinking. The course teaches computer literacy, program design, and the use of computer language in problem solving using Python. Students learn the fundamental data types, control structures, lists and object-oriented programming used for decision-making and development of iterative algorithms while fostering creativity and exploring how computing impacts the advancements of technology. Students will be introduced to programming applications such as Robotics, Cybersecurity, Data Analytics and Artificial Intelligence, and will have a chance to explore Java or Snap programming in the second semester. The course aligns well with other courses offered within the STEM program and prepares students for college and careers in Computer Science and STEM-related fields.

ELECTIVES AVAILABLE TO GRADES 10, 11 & 12

ADVANCED PLACEMENT BIOLOGY

Credits: 7 (Includes one additional lab period per rotation)

Length of Course: Full Year

Grade Level: 10, 11, 12

Grade 10 Prerequisites:

- Honors Biology
- Honors criteria in Science
- Concurrent enrollment in Honors Chemistry
- Completion of, or concurrent enrollment in, Algebra 2

Grade 11 and 12 Prerequisites:

- Successful completion of Biology
- Successful completion of Chemistry
- Honors criteria in Science

Advanced Placement Biology is a second-year Biology course designed to be the equivalent of an introductory college-level biology course. From the smallest units of life to how healthy ecosystems can be sustained, AP Biology explores the key principles of biology. While students learn about genetics and how it affects evolution, how energy flows through ecosystems, and other fascinating topics, students will also learn how to think critically, solve problems, and communicate scientific ideas effectively.

Emphasis is placed on a series of Science Practices that encourage students to establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. The inquiry-based laboratory investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

Students in the course are expected and encouraged to take the Advanced Placement Biology examination. Successful completion of the course may enable students to gain advanced standing in many colleges. The course may involve the completion of work during the preceding vacation or during normal school vacations.

ADVANCED PLACEMENT COMPUTER SCIENCE A

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisite(s):

- Final grade of 90% or better in Programming and Innovation
- Honors Criteria in Math

This course further develops the content and applications of Computer Science. Problem solving in numerous disciplines continues to be the central theme of the program. The course follows the College Board syllabus with emphasis on algorithm development and fundamental data structures through object-oriented design. Included are the selection of appropriate data structures and comprehensive, verifiable, and extensible algorithms. The course also focuses on the analysis of an algorithm, the planning of a suitable order in which to implement and test the pieces of a design, and the documentation of a program. Students in the course are eligible to take the Advanced Placement Exam in Computer Science A. The course may involve the completion of preparatory work during the summer vacation or during normal school vacations. In addition, prospective students are encouraged to meet with the Department Head/teacher before signing up for the course. AP Computer Science aligns well with other courses offered within the STEM program and prepares students for college and careers in Computer Science and STEM-related fields.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Credits: 7 (Includes one additional lab period per rotation)

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisites:

- Successful completion of Biology
- Successful completion of, or concurrent enrollment in, Chemistry
- Successful completion of Algebra 1
- Honors criteria in Science

Notes:

- **Course is offered every other year; will NOT be offered in 2026-27**
- **This course does not count towards the three year science graduation requirement.**

Advanced Placement Environmental Science is a college-level environmental science course focused on the interrelationships of the natural world. The course will help students identify and analyze natural and human-induced environmental problems as well as learn how to assess the risks associated with these problems and evaluate solutions. Specific topics covered include ecosystems and biodiversity, earth systems, land and water use, energy resources and consumption, pollution, and global change.

Students will explore specific real-world environmental issues and gain an awareness of the scientific concepts behind these issues. This course is inquiry-based, taught utilizing field investigations, projects, and laboratory activities. Students will gain experience recording and gathering data and evidence, presenting their work to peers, and developing solutions to current environmental issues.

Students in the course are expected and encouraged to take the Advanced Placement Environmental Science

examination. Successful completion of the course may enable students to gain advanced standing in many colleges. The course may involve the completion of work during the preceding vacation or during normal school vacations.

CAREER EDUCATION: TECHNOLOGY AND CONSTRUCTION

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Technology and Design Process

Technology and Construction further develops the student's knowledge and skills in woodworking and construction. The course exposes the student to the use of a wider variety of materials and processes. Technology and Construction provides the opportunity for the interested student to specialize in the area of woodworking that is of greatest interest to him/her.

HEALTHCARE ORGANIZATIONS AND INTERPROFESSIONAL PRACTICE: RUTGERS UNIVERSITY ^{RU} (Formerly Dynamics of Healthcare in Society)

Credits: 2.5

Length of Course: Semester

Grade Level: 10, 11, 12

Prerequisites: Completion of Algebra 1 and Biology with a final grade of 73% or better in each

Healthcare Organizations and Interprofessional Practice is a semester course offered in association with Rutgers University that provides students interested in the healthcare profession the opportunity to earn college credits. The course provides an orientation to health care and delivery, from an interdisciplinary perspective, with a focus on functioning in diverse health care settings, ethical healthcare issues, and the evolution, nature, and complexities of health care delivery. Emphasis is placed on the development of skills such as critical thinking, ethical reasoning, effective communication, and self-directed learning and in the role of the health care practitioner as both provider and consumer of health care services. This course is also offered as part of Rutgers University's Health Science Careers program. Please see the [Rutgers Health Science Careers Program section](#) for details.

HONORS PRINCIPLES OF ENGINEERING*

Credit : 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisite(s):

- Successful completion of, or concurrent enrollment in, Algebra 1
- Honors criteria in math or science

The Principles of Engineering course offers high school students a hands-on, comprehensive exploration of diverse engineering fields including product design, robotics, mechanical systems, infrastructure, and sustainability. Students engage in real-world problem solving using modern tools like 3-D modeling, programming, prototyping, and robotics hardware. Throughout the year, they develop critical skills such as collaboration, communication, project management, and ethical reasoning by working individually and in teams on projects like designing shoes, building mechanisms, programming robots, creating fluid power systems, and redesigning infrastructure. This course not only

builds technical expertise but also inspires students to explore engineering careers and understand the broad impact of engineering solutions on society and the environment. (Adapted from PLTW Course Description)

HUMAN PHYSIOLOGY

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisites:

- Successful completion of Biology
- Successful completion of, or concurrent enrollment in, Chemistry

Physiology is an inquiry-based course designed to provide students with well designed opportunities to explore human body systems. The course focuses on the use of physiology principles as powerful conceptual tools to make sense of the complexity, diversity and interconnectedness of the human body. Students will engage in laboratory and authentic learning experiences that encourage the application of biological knowledge and the appropriate use of technology and 21st Century skills to make decisions and solve 'real-world' problems. In addition, students will develop the knowledge and understanding of scientific concepts and processes required for personal decision-making, participation in civic and cultural affairs, and economic productivity. *This course does not count towards the three year science graduation requirement.*

NEUROSCIENCE OF ANIMAL BEHAVIOR

Credits: 2.5

Length of Course: Semester

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Biology

This hands-on course explores animal neuroscience and behavior in a variety of organisms through the lens of evolution. Students will study animal models and live specimens along with cutting-edge brain research to examine the mechanisms responsible for observed behaviors. Through their explorations, students will be able to evaluate the impact of genes and environment on brain development and learning as well as understand the resulting adaptive advantages for the organism.

ELECTIVES AVAILABLE TO GRADES 11 & 12

CAREER EDUCATION: ADVANCED TECHNOLOGY AND CONSTRUCTION

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites:

- Successful completion of Technology and Design Process
- Successful completion of Technology and Construction

Note: May be taken more than once for credit

Advanced Technology and Construction is a course designed for the student who wants to enhance his/her skills in woodworking through the continued design and construction of projects in wood. Students will safely use tools and machinery in creative projects. Each student's progress is self-paced; projects are selected jointly by student and teacher and projects are completed through individual contracts.

DIGITAL CIRCUITS

Credits: 2.5

Length of Course: One Semester

Grade Level: 11, 12

Digital Circuits is a project-based foundation course for students interested in electronics and circuit design. The course includes an exploration of logic, logic gates, synchronous and asynchronous counters. Students explore systems analysis, electronic circuits, resistive elements and networks, circuit analysis methods, and decision-making. Through the design and analysis of circuits, students learn to optimize with alternative design techniques. The course concludes with an exploration of state machines to deepen understanding of their significance and practical application.

CYBERSECURITY

Credits: 2.5

Length of Course: One Semester

Grade Level: 11, 12

Prerequisites:

- Successful completion of Programming and Innovation
- Administrative approval

Note: Students and parents/guardians must sign an ethics agreement during the first 2 weeks of class.

Cybersecurity is a semester course that introduces high school students to basic cybersecurity concepts and allows them to explore possible cybersecurity careers. 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 like hackers, eavesdropping, and network attacks. The concepts of cryptography and logic reasoning are explored along with the role they play in securing remote transactions. Hands-on labs in virtual environments will provide practice in the configuration and mitigation of system vulnerabilities. Each unit integrates current events and related cyber ethics and law.

HONORS AEROSPACE ENGINEERING*

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisite(s):

- Successful completion of, or concurrent enrollment in, Precalculus and Physics
- Honors criteria in Math or Science

Aerospace Engineering (AE) is a rigorous specialization course in the *Project Lead the Way* Engineering program that ignites students' learning in the fundamentals of atmospheric and space flight. Building enthusiasm while learning real world skills related to the Aerospace industry, students explore the fundamentals of flight in air and space as they bring the concepts to life by designing and testing components related to flight such as an airfoil, propulsion system, and a rocket. They learn orbital mechanics concepts and apply these by creating models using industry-standard software. They also apply aerospace concepts to alternative applications such as a wind turbine and parachute. Students simulate a progression of operations to explore a planet, including creating a map of the terrain with a model satellite and using the map to execute a mission using an autonomous robot. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. (*Adapted from PLTW Course Description*)

HONORS BIOMEDICAL ENGINEERING

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisite: Honors criteria in Science

Honors Biomedical Engineering offers an introduction to the multidisciplinary field of biomedical engineering and the application of engineering principles to solving problems in biology, physiology, and medicine. Students will explore a range of topics from public health and biomedical engineering to clinical medicine and physiology. Students will investigate biomedical design issues such as personalized medicine, tissue engineering, vaccine development, and psychopharmacology.

MEDICAL TERMINOLOGY: RUTGERS UNIVERSITY ^{RU}

Credits: 5.0

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites: Successful completion of, or concurrent enrollment in, Dynamics of Healthcare or Healthcare Organizations and Interprofessional Practice

Medical Terminology is a course offered in association with Rutgers University that provides students interested in the healthcare profession the opportunity to earn college credits. Students study the important vocabulary that pertains to body systems, anatomy, physiology, medical processes and procedures and a variety of diseases. Emphasis is placed on the specialized language used by a healthcare team, enabling health care workers to communicate in an accurate, articulate and concise manner and the use of language in processing medical/dental records and claim forms. This course is designed to give the students a comprehensive knowledge and overview of word construction, definition and use of terms relevant to all areas of medical science. This course is also offered as part of Rutgers University's Health Science Careers program. Please see the [Rutgers Health Science Careers Program section](#) for details.

RESEARCH 1

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

RESEARCH 2

Credits: 5

Length of Course: Full Year

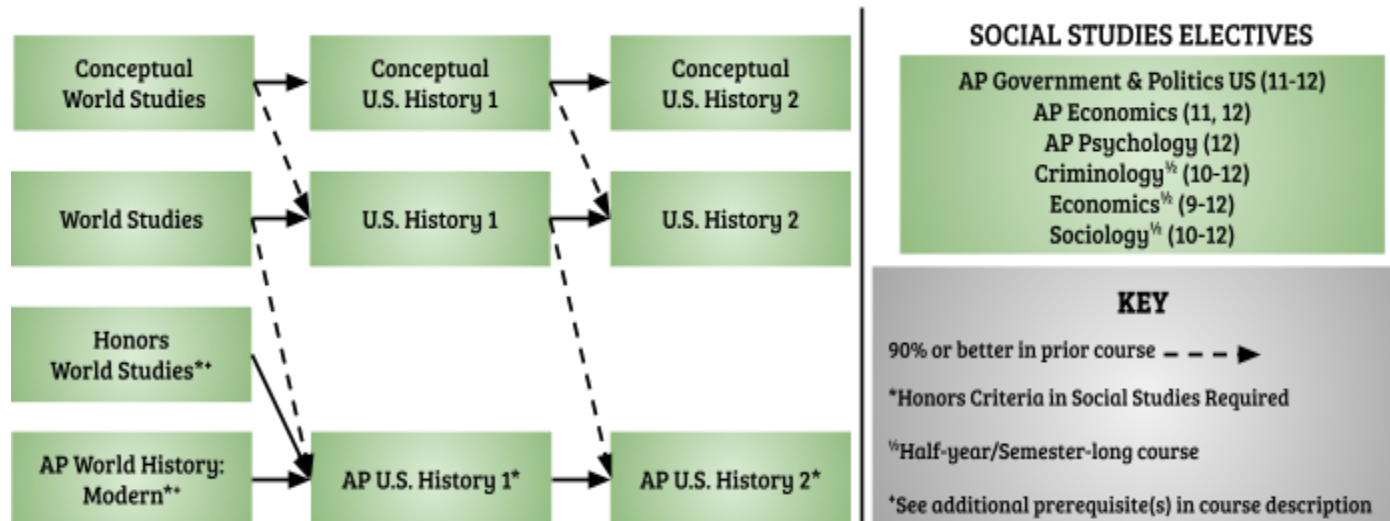
Grade Level: 12

Prerequisite: Successful completion of Research 1

The Research Program is a one or two year-long course designed for highly motivated students who have a desire to conduct original/independent research in a chosen subject area with the end goal of submitting their work to a variety of local/state/national competitions. Students will conduct research in real-world topics of interest in any of the following areas: Science, Technology, Engineering, or Mathematics. In Year 1, the students will explore and identify a topic for investigation, conduct a comprehensive review of the literature, learn data analysis and analytical writing techniques, and secure a mentor from higher education, industry, or government to independently conduct research, collect data, and present their findings. If students choose to continue into year 2, students will continue to analyze and draw conclusions from their research/data and prepare to communicate this learning in diverse formats (research paper, poster session, presentation to an authentic audience of professionals). All students will present their research at a New Providence Research Symposium.

Social Studies

COURSE PROGRESSION



Please see the [Financial, Economic, Business or Entrepreneurial Literacy section](#) for information on Financial Literacy, a required course for all students.

WORLD STUDIES

CONCEPTUAL WORLD STUDIES

Credits: 5

Length of Course: Full Year

Grade Level: 9

This course surveys selected countries and cultures. Students will examine the history, geography, politics, economics, sociology, education, and arts of these countries/cultures in order to develop an understanding of our current global society and its interdependence. Although this course covers the same countries and cultures as the World Studies course, it places greater emphasis on the cultural elements of each country. Emphasis will be placed on writing skills and current events. Students must complete an acceptable research project to pass the course.

WORLD STUDIES

Credits: 5

Length of Course: Full Year

Grade Level: 9

This course surveys select countries and cultures. Students will examine the history, economics, geography, sociology, education, art and politics of these countries and cultures in order to develop an understanding of our current global society and its interdependence. Emphasis will be placed on writing skills, historical interpretation, and current events. Students must complete an acceptable research project to pass the course.

HONORS WORLD STUDIES

Credits: 5

Length of Course: Full Year

Grade Level: 9

Prerequisites:

- A final grade of 90% or better in 8th grade Social Studies
- A passing score on the placement exam

Honors World Studies is a course for students who wish to challenge themselves at the honors level, but may not be ready for the rigors of our AP World History course. Students will examine the history, geography, politics, economics, sociology, education, and the arts of these countries and cultures in order to develop an understanding of our current global society and its interdependence. Emphasis will be placed on writing skills, historical interpretation, and current events. It will also emphasize the development of research skills. Students must complete an acceptable research project to pass the course. Students must complete summer work prior to the beginning of this course.

ADVANCED PLACEMENT WORLD HISTORY: MODERN

Credits: 5

Length of Course: Full Year

Grade Level: 9

Prerequisite(s):

- A final grade of 90% or better in 8th grade Social Studies
- A qualifying score on the placement exam.

Note: Students who do not meet the test score criteria for AP World History may still qualify for Honors World Studies.

AP World History will allow students to cultivate their understanding of world history from c. 1200 CE to the present by analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions, and organization, and technology and innovation. As the most challenging level of world studies available to 9th graders, it will provide advanced placement academic rigor and experience with AP coursework/exams. Students electing to take this course would be eligible to take the AP World History exam in May. Students must complete summer work prior to the beginning of this course.

UNITED STATES HISTORY

CONCEPTUAL UNITED STATES HISTORY 1

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11

Conceptual U.S. History 1 is a chronological study of United States history from the Age of Discovery to the Spanish American War. This course places greater emphasis on the main themes of specific historical periods and stresses the academic skills needed to fully explore those eras. Current events are discussed when they are relevant to the course. Emphasis is placed on writing essays related to the course material. Students must complete an acceptable research project to pass the course.

UNITED STATES HISTORY 1

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11

Prerequisite: Final grade of 70% or better in World Studies

United States History 1 is a chronological study of American history from the Age of Discovery to the Spanish American War. The student is expected to learn selected facts and to understand general historical themes from each period. Students must complete an acceptable research project to pass the course.

ADVANCED PLACEMENT UNITED STATES HISTORY 1

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11

Prerequisite: Honors criteria in World Studies, Honors World Studies, or AP World History

AP United States History 1 is a comprehensive chronological study of American history from the age of discovery to the Spanish American War and is the first year of our two-year Advanced Placement US History program. Students in the AP section are expected to place additional emphasis on reading primary sources, and the analysis of historical interpretations. Students must complete an acceptable research project to pass the course. Students must complete summer work prior to the beginning of this course.

CONCEPTUAL UNITED STATES HISTORY 2

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisite: Successful completion of one year of United States History

Conceptual U.S. History 2 is a chronological study of United States history from the Spanish American War to the contemporary era. This course places greater emphasis on the main themes of specific historical periods and stresses the academic skills needed to fully explore those eras. Current events are discussed when they are relevant to the course. Emphasis is placed on writing essays related to the course material. Students must complete an acceptable research project to pass the course.

UNITED STATES HISTORY 2

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisite: Prerequisite: Final grade of 70% or better in one year of United States History

United States History 2 is a chronological study of American history from the Spanish American War to the contemporary era. The student is expected to learn selected facts and to understand general historical themes from the period. Current events are discussed when relevant to the course. Students must complete an acceptable research project to pass the course.

ADVANCED PLACEMENT UNITED STATES HISTORY 2

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisite: Honors criteria in U.S. History 1 or AP U.S. History 1

The purpose of the Advanced Placement United States History 2 course is to provide students with a foundation in United States history and in major interpretations of historical events based on the study of selected themes from the colonization of America to the contemporary era. It is designed to provide the students with a learning experience equivalent to that obtained in most college introductory courses. The course format is a combination seminar and lab experience. Students are exposed to a survey course in which a textbook, supplementary document readings, essays, library resources, and books on special themes provide substantive thematic coverage. To succeed in the AP United States History course, students must be motivated and have a commitment to in-depth study. Approximately 1 hour of preparation is expected for each class session. Students who successfully complete this course are prepared to take the Advanced Placement Examination in U.S. History. Students must complete summer work prior to the beginning of this course.

ELECTIVES OPEN TO GRADES 10, 11 & 12

CRIMINOLOGY

Credits: 2.5

Length of Course: One Semester

Grade Level: 10, 11, 12

The course will focus on crime as a major social problem in the United States today. Material relevant to constitutional law, criminal law and criminal procedure will be presented. Topics may include the history and theory of social punishment, the idea of justice in America, the role of police, courts, and penal institutions in the criminal justice system. Probation, parole, the concepts of deviance and social control, and an analysis of juvenile justice will be examined as part of this course.

SOCIOLOGY

Credits: 2.5

Length of Course: One Semester

Grade Level: 10, 11, 12

Sociology is the study of how humans behave in groups. The basic concepts that help in understanding group behavior such as roles, norms, institutions, socialization and social class are explored. Also, contemporary problems such as crime, population growth, cultural change and the media are studied from a sociological perspective.

ELECTIVES OPEN TO GRADES 11 & 12

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisite: Honors criteria in Social Studies

Note: Completion of U.S. History 2 is strongly recommended prior to enrolling in this course.

This course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality.

ELECTIVES OPEN TO GRADE 12

PSYCHOLOGY

Credits: 5

Length of Course: Full Year

Grade Level: 12

Psychology is a course designed to introduce the student to the study of individual behavior. Topics include theories of learning, theories of personality, and normal and abnormal behavior. Learning experiences include presentations, class experiments, discussion, and individual research projects.

ADVANCED PLACEMENT PSYCHOLOGY

Credits: 5

Length of Course: Full Year

Grade Level: 12

Prerequisite: Honors criteria in Social Studies

The purpose of the Advanced Placement Psychology course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and animals. It is designed to provide the students with a learning experience equivalent to that obtained in most college introductory courses. Students are introduced to the discipline of psychology as a social science, the different theoretical approaches that underlie explanations of behavior, and the contemporary research methods used by psychologists in their work. The course traces the emergence of scientific psychology in the nineteenth century from its roots in philosophy and physiology and explores the development of major schools of psychology.

In addition to meeting the honors criteria, students enrolled in the AP Psychology course must be motivated and committed to doing advanced work. Approximately one hour outside of class will be needed to prepare for each class meeting and to accomplish the assigned readings and writings. Students who elect this course are prepared to take the Advanced Placement examination in Psychology.

Financial, Economic, Business or Entrepreneurial Literacy

ELECTIVES

Financial Literacy^½ (9-12)
Entrepreneurship^½ (9-12)
Marketing^{¾*} (9-12)
Economics^½ (9-12)
AP Economics^{½*} (11-12)

KEY

Required course for graduation; can be taken in-school or online during the school year

^½Half-year/Semester-long course

*See additional prerequisite(s) in course description

ECONOMICS

Credits: 2.5

Length of Course: One Semester

Grade Level: 9, 10, 11, 12

Economics will permit students to investigate both microeconomics and macroeconomics. Microeconomics will include such topics as supply and demand, and the stock market. Macroeconomics will deal with the money supply and taxes. Contemporary topics such as free trade and the global economy will be addressed. There will be a historical approach to the development of economic theories and practices.

ADVANCED PLACEMENT ECONOMICS

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites:

- Honors criteria in Social Studies
- Successful completion of, or concurrent enrollment in, Precalculus

The purpose of the AP Economics course is to give students a thorough understanding of both the micro and macro facets of the economy. From the macro portion of the course, students will learn about national income and price determination, as well as economic performance measures, economic growth and the effects of the international sector on individual domestic economies. The course will show students how economists identify trends in our economy and use these trends to develop performance measures and predictors of how our economy will grow or decline. The microeconomic focus of the course will analyze the principles of economics that apply to the functions of the individual decision-makers, both consumer and producer, within the larger economic system. It places primary emphasis on the nature and function of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The course will start with general theory and use this to develop principles that explain and help predict the way buyers and sellers behave under different economic conditions. Micro-economic analysis will allow students to make predictions about government programs such as welfare reform, tax legislation, and environmental planning. Topics may include probability distributions, random variables, estimation, hypothesis testing, and contingency table analysis.

ENTREPRENEURSHIP

Credits: 2.5

Length of Course: One Semester

Grade Level: 9, 10, 11, 12

Entrepreneurship is a course designed to introduce students to the world of business. Students will examine the personal traits and behaviors fundamental to becoming a successful entrepreneur. In addition, they will explore varied elements of the entrepreneurial process such as types of business ownership, legal issues, business finance/start-up costs, business trends, site selection, marketing, pricing strategies, and the development of a business plan. Students will be required to complete and present an acceptable final assessment to receive credit for the course.

MARKETING

Credits: 2.5

Length of Course: One Semester

Grade Level: 9, 10, 11, 12

This course will examine marketing as an integrated process. It will encompass basic marketing theory, consumer behavior, methods of marketing research, target marketing, and the effect of social media on marketing. Areas of focus will include contemporary marketing philosophies and practices as they are used for the advertising, selling, and distribution of goods through brick-and-mortar stores, the Internet, and other electronic media. Students will be required to complete and present an acceptable final assessment to receive credit for the course.

FINANCIAL LITERACY

Credits: 2.5

Length of Course: One Semester

Grade Level: 9, 10, 11, 12

Financial Literacy is a semester course that is designed to promote a deeper understanding of personal financial literacy and the fundamentals of economics. The course will seek to develop students' skills and strategies that promote personal and financial responsibility related to financial planning, savings, investments, and charitable giving in the global economy. To promote a comprehensive understanding of personal finance and basic economics, students will spend time studying careers and income, credit and debt management, banking and finance, financial planning, saving and investing, and risk management. In addition, students will learn the skills necessary to become critical consumers who are able to navigate through the flood of

information and advertising. Ultimately, our students will be better prepared to make prudent financial decisions. In an attempt to develop students as active constructors of meaning, this course incorporates both academic and practical components. The course includes interactive simulations of personal finance constructs which afford students the opportunity to apply their knowledge and skills to real world scenarios.

FINANCIAL LITERACY ONLINE (OL)

Credits: 2.5

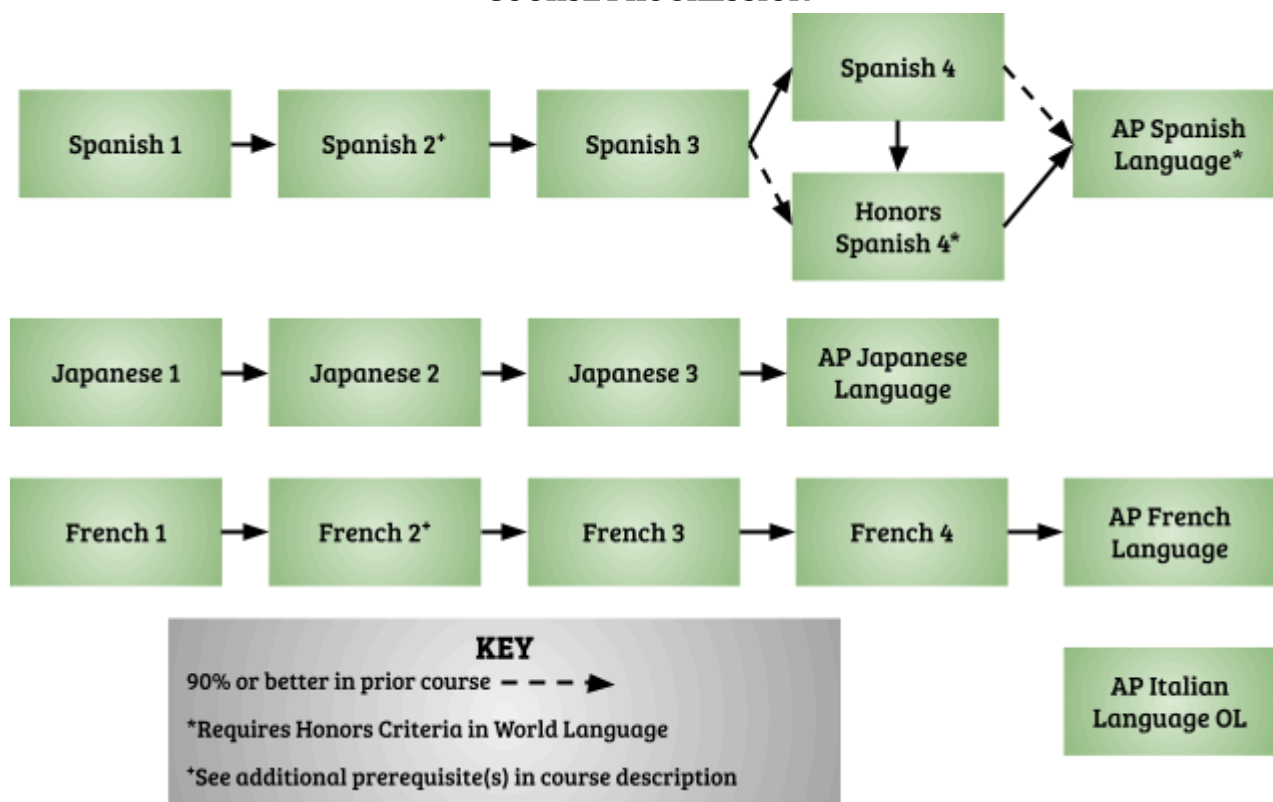
Length of Course: One Semester

Grade Level: 9, 10, 11, 12

Financial Literacy Online is a semester course that covers the same material and content as the traditional Financial Literacy class (see above for description). It is taken as an *additional* course on top of the required 35-40 credit in-person course load. Financial Literacy Online activities and assessments may include, but not be limited to, discussion boards, podcasts, PowerPoint/ Keynote PowerPoint presentations, instructional videos, primary source documents, document based questions, tests, and exams. Students will be required to meet all deadlines for online submissions.

World Language

COURSE PROGRESSION



LEVEL EXPECTATIONS

- **Level 1: Novice:** Level 1 assumes the student has no background in the target language.
- **Level 2: Novice to Intermediate:** Level 2 begins the year with novice level tasks and progressively increases difficulty to intermediate level by the end of the year.
- **Level 3: Intermediate Low-Mid:** Level 3 is a full intermediate course and is designed to challenge students to increase their proficiency in the target language. Level 3 requires a solid novice foundation from Levels 1 & 2. Students who choose to enroll in a Level 3 or higher course are committing to learning the language with *significantly more rigor and dedication than previous courses*. In Italian and Japanese, this is the Pre-AP course.
- **Level 4: Intermediate Mid:** Level 4 offers higher intermediate coursework and incorporates more content from the target culture. Students who enroll in a Level 4 course are committing to learning the language with *significantly more rigor and dedication than previous courses*.
- **AP: Intermediate Mid-High:** These courses revolve around the AP Themes prescribed by the CollegeBoard and include aspects of Level 4.

NEW JERSEY STATE SEAL OF BILITERACY

New Providence High School offers New Jersey's Seal of Biliteracy program to any/all interested students in grades 11 and 12. This award is jointly given by a school district and the New Jersey Department of Education (NJDOE) in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. Students must meet the NJDOE's graduation assessment requirements in English Language Arts to demonstrate proficiency in English, and demonstrate a linguistic proficiency level of at least *Intermediate Mid* according to the American Council on the Teaching of Foreign Languages Proficiency Guidelines. The district offers the exam to assess proficiency in languages other than English each year in the winter. Those who meet the requirements will earn a physical seal on their transcript upon graduation indicating the achievement. Additional information about the Seal of Biliteracy program can be found on the [NJDOE's Seal of Biliteracy website](#).

FRENCH

FRENCH 1

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Note: Students who meet placement criteria for French 2 may not enroll in French 1. Placement criteria consists of earning a passing score on the placement exam and a final grade of 90% or better in eighth grade French.

This highly interactive French language course builds communication skills in the target language. Students will develop a knowledge of Francophone cultures while learning fundamental language structures and vocabulary. Readings and AV materials, in English and French, expose students to a wide variety of cultural topics.

FRENCH 2

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisites:

- Successful completion of French 1 in high school; or
- A passing score on placement exam and a final grade of 90% or better in French 1 as an 8th grader

This course provides further practice in conversation, with increased attention to building fluency. A wide range of new vocabulary is introduced, as well as more complex grammatical structures than those learned in French 1. The amount and level of reading in French is also increased. Students are exposed to a wide variety of target-language resources, including the internet, newspapers, magazines, movies, and videos in order to obtain and share information, ideas, and feelings.

FRENCH 3

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisite: Successful completion of French 2

This course is designed to further develop the communicative skills necessary for everyday use of French. The student's vocabulary is expanded to enable oral and written communication with native speakers on a variety of topics. Application of cultural knowledge is emphasized. Assignments consist of readings, oral reports, and composition work. The development of writing skills is achieved through frequent composition work. The student is introduced to French literature through fables and short stories.

FRENCH 4

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisite: Successful completion of French 3

Emphasis is placed on conversation, vocabulary and correct usage of the language. Correct pronunciation and oral proficiency are primary goals. This requires a daily emphasis on listening and speaking. The classroom experience will provide an appreciation and development of cultural awareness through various readings, media resources and authentic materials.

ADVANCED PLACEMENT FRENCH LANGUAGE & CULTURE

Credits: 5

Length of Course: Full Year

Grade Level: 12

Prerequisite: Successful completion of French 4

The focus of Advanced Placement French is on the acquisition of communicative competence in listening, speaking, reading, and writing. The content is framed by cultural and literary works including topics related to contemporary French lifestyles, as well as major historical perspectives. Grammatical points are taught in context and are interwoven throughout the course. Selected novels, short stories, essays, and plays are read and discussed. Ongoing performance assessments include journal writing, oral presentations, monologues, dialogues, skills, compositions and a variety of taped listening comprehension exercises in which students hear French spoken by native speakers. Preparation for the AP test will be emphasized throughout the course.

ITALIAN

ADVANCED PLACEMENT ITALIAN LANGUAGE & CULTURE OL

Credits: 5

Length of Course: Full year

Grade Level: 12

Prerequisite: Successful completion of Italian 3

The focus of AP Italian Online is to continue work on reading, writing, listening, and speaking skills. The content is framed by creating opportunities for frequent conversational interaction, increasing mastery of language structure and vocabulary, and enriching knowledge of the Italian culture. Preparation for the AP test will be emphasized throughout the course.

JAPANESE

JAPANESE 1

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Japanese 1 provides the student with an introduction to the Japanese language and culture. Elements of the course include commonly-used vocabulary words, pronunciation, elementary grammatical structures, listening to the language, and speaking the language in selected situations. Conversation in Japanese between the student and the teacher is an integral part of the course. In addition, the student will learn about Japan and its peoples: history, geography, cultural achievements, and contemporary life.

JAPANESE 2

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Japanese 1

Japanese 2 provides further practice in conversation, with increased attention to building fluency and using the honorific and plain language forms. A wide range of new vocabulary is introduced, as well as more complex grammatical structures from those learned in Japanese 1. Students are exposed to more of the original source materials, so as to further develop reading and listening comprehension skills. Approximately 120 additional kanji

(Japanese characters) are introduced, and written correspondence is conducted in Japanese, with sister school students in Japan. A variety of readings and AV materials, in English, introduce students to additional cultural topics.

JAPANESE 3

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisite: Successful completion of Japanese 2

Japanese 3 takes the student to a more advanced level of communicative competence in the spoken language, with continued development of oral skills. Special emphasis is placed on ensuring a strong command of those practical language skills needed for living in Japan. For the written language, approximately 200 additional kanji are introduced, with guided study in reading from a variety of original source materials, both fiction and nonfiction. Further attention is also given to simple compositions for correspondence purposes. Additional cultural topics are discussed.

ADVANCED PLACEMENT JAPANESE LANGUAGE & CULTURE

Credits: 5

Length of Course: Full Year

Grade Level: 12

Prerequisite: Successful completion of Japanese 3

AP Japanese demands the most advanced level of communicative competence in the spoken language with continued development of reading, writing, listening and speaking skills. Students explore a variety of social, historical and cultural themes through the study of authentic texts. Preparation for the AP test will be emphasized throughout the course.

SPANISH

SPANISH 1

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Note: Students who meet placement criteria for Spanish 2 may not enroll in Spanish 1. Placement criteria consists of earning a passing score on the placement exam and a final grade of 90% or better in eighth grade Spanish.

Spanish 1 is the entry level course for high school Spanish. Students taking the language for the first time, or those who are continuing from Spanish A or B in the Middle School, will be provided the instruction they need to build and reinforce communication skills. Students will study Hispanic cultures while examining fundamental language structures and vocabulary. Readings and AV materials, in English and Spanish, will expose students to a wide variety of cultural topics.

SPANISH 2

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisites:

- **Successful completion of Spanish 1 in high school; or**
- **A passing score on placement exam and a final grade of 90% or better in Spanish 1 as an 8th grader**

This course provides further practice in conversation, with increased attention to building fluency. A wide range of new

vocabulary is introduced, as well as more complex grammatical structures. The amount and level of reading in Spanish is also increased. Students are exposed to a wide variety of target-language resources, including the internet, newspapers, magazines, movies and videos in order to obtain and share information, ideas and feelings.

SPANISH 3

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Spanish 2

The focus of this course is on language development through increased opportunities for conversation and the study of authentic literature. The course content is framed by frequent opportunities to interact with other classmates and the teacher, continued mastery of grammar, pronunciation, usage and vocabulary, and opportunities to explore Hispanic language and culture and bridge them with other school subjects. Upon completion of this course, the student should be able to communicate in Spanish on a variety of topics.

SPANISH 4

Credits: 5

Grade Level: 11, 12

Prerequisite: Successful completion of Spanish 3

This course develops and strengthens practical communication skills by providing opportunities for using Spanish in real-world, social, and professional situations. A comprehensive review of all previously studied language structures is provided while deepening vocabulary knowledge through practical application activities. Units focus on authentic application to increase valuable workplace and social skills. The content is framed by frequent opportunities for conversation and interaction, individual research and production using technology resources, emphasis on workplace skills, and opportunities to explore the Hispanic language and culture while making connections with other disciplines. Topics covered include travel, hotel management, banking transactions, fashion industry, office and computer lingo, health management, and environmental issues.

HONORS SPANISH 4

Credits: 5

Grade Level: 11, 12

Prerequisite: Successful completion of Spanish 4 or final grade of 90% or better in Spanish 3

Emphasis is placed on conversation, vocabulary and correct usage of the language. Correct pronunciation and oral proficiency are primary goals. This requires a daily emphasis on listening and speaking. The classroom experience will provide an appreciation and development of cultural awareness through various readings, media resources and authentic materials. The course is aligned with the standards from the New Jersey Core Curriculum Content Standards, the College Board Advanced Placement Program and the American Council on the Teaching of Foreign Languages.

ADVANCED PLACEMENT SPANISH LANGUAGE & CULTURE**Credits: 5****Length of Course: Full Year****Grade Level: 11, 12****Prerequisite: Successful completion of Honors Spanish 4 or a final grade of 90% or better in Spanish 4**

The focus is on communicating in the target language by speaking, listening, reading and writing. This course is divided into three sections. First Section: Selected Spanish contemporary works are read and discussed. Second Section: Grammar reinforcing exercises. Third Section: Several Spanish movies are reviewed and analyzed. Ongoing performance assessments include writing composition and active participation in discussions. Preparation for the AP test will be emphasized throughout the course.

ENGLISH AS A SECOND LANGUAGE (ESL)**ENGLISH AS A SECOND LANGUAGE (ESL)****Credits: 5****Length of Course: Full Year****Grades : 9, 10, 11, 12**

English as a Second Language is designed to develop student's English proficiency levels in all four domains of language (reading, writing, speaking, and listening). This is a multi-leveled class of students with varying English proficiencies that focuses on fundamental grammar, common vocabulary, introduction to reading skills in English, and conversation practice. Students will develop literary and analytical skills which will enable them to be successful in future courses. The curriculum is developed with WIDA, Common Core, and College Readiness Standards.

HIGH INTENSITY ESL**Credits: 5****Length of Course : Full Year****Grades : 9, 10, 11, 12**

Students in a high-intensity program receive two periods a day of ESL instruction. One period is the standard ESL class and the other period a tutorial or ESL reading class. The program promotes English language acquisition and proficiency. This course is meant to support students in their other general education classes through development of critical thinking skills, academic vocabulary, and writing skills.

Physical and Health Education

Grade	Physical Education Option	Health
Grade 9	- Physical Education 9^¾ - Sports Study^{+¾}	Health 9 (Human Sexuality)^¾
Grade 10	- Physical Education 10^¾ - Wellness PE^¾ - Advanced Weight Training^¾ - Sports Study^{+¾}	Health 10 (Driver Education)^¾
Grade 11	- Physical Education 11^¾ - Wellness PE^¾ - Advanced Weight Training^¾ - Sports Study^{+¾}	Health 11 (Body Systems)^¾
Grade 12	- Physical Education 12^¾ - Wellness PE^¾ - Advanced Weight Training^¾ - Sports Study^{+¾}	Health 12 Family Living)^¾

KEY:
^¾ Three Marking Periods
^¼ One Marking Period
⁺ See additional prerequisite(s) in course description

PHYSICAL EDUCATION

PHYSICAL EDUCATION

Grades : 9, 10, 11, 12

Credits: 1.25 per Marking Period

Length of Course: 3 Marking Periods total

Physical Education is that part of the educational process which contributes to the mental, physical, social, and emotional growth of each child through the medium of physical activity. A regular program of physical education is provided in all grades. It is the intent of the physical education program to plan movement experiences that will strive to:

1. Develop motor skills necessary to perform a variety of physical activities successfully
2. Develop a level of physical fitness that will enable active physical participation and enhance motor skill learning
3. Develop knowledge, understanding, and the benefits from involvement in physical activity and its contributions to a healthful lifestyle
4. Develop an awareness of social skills and socially acceptable behavior
5. Motivate students to achieve their physical potential through a comprehensive physical education program
6. Promote interest and proficiency in activities that will enable students to participate successfully, now, as well as in the future
7. Promote interest and participation in health related fitness, team sports, and individual sports through an elective program
8. Develop the skill of student self-assessment that will facilitate the monitoring and adjusting of fitness programs to the individual level.

WELLNESS PE

Grades: 10, 11, 12

Credits: 1.25 per Marking Period

Length of Course: Three Marking Periods

Note: If chosen, this course is taken in lieu of the general physical education program.

The Wellness Physical Education curriculum places an emphasis on the "fitness class" model, introducing our students to a host of different workout options that will continue to keep class fresh and exciting, while building cardiovascular endurance and focusing on functional strength increases. Workout types may include but are not be limited to: *Pilates, Yoga, Mindfulness, Flexibility Training, Cross Training, Interval Training, CrossFit, Circuit Training, Bosu Ball Training, Tabata Training, HIIT, Core Strength, Jump Rope, Cardio, Cardio Kick-Boxing, Zumba, Foam Rolling, Body Weight Training, Stability Ball Training, Step Training, Kettlebell Training, Weight Training, and Pyramid Training.*

ADVANCED WEIGHT TRAINING

Grades: 10, 11, 12

Credits: 1.25 per Marking Period

Length of Course: Three Marking Periods

Note: If chosen, this course is taken in lieu of the general physical education program.

"Advanced Weight Training" is a high school physical education elective designed to provide students with personalized strength and conditioning programs tailored to their individual fitness goals and athletic needs. Throughout the school year, students will engage in customized weight training regimens that accommodate whether they are "in season" or "out of season" athletes (or not involved in athletics), ensuring optimal performance and recovery. The

course incorporates a variety of training equipment, including free weights, cable machines, kettlebells, core strengthening exercises, and cardio machines, to develop overall strength, endurance, and athleticism.

HEALTH

HEALTH 9

Credits: 1.25

Length of Course: One Marking Period

The ninth grade health classes focus on health promotion and illness prevention by examining specific diseases and genetic disorders. Substance abuse prevention focuses on the physical, mental, emotional, and social effects of alcohol, and controlled substances. In addition to learning about the debilitating effects of these substances, the student is also taught responsible decision-making and refusal skills regarding the use of these materials. Family Life Education is also introduced, with an emphasis on health-enhancing personal, interpersonal, and life skills. Human sexuality and reproductive health are also areas that are explored.

HEALTH 10: DRIVER EDUCATION

Credits: 1.25

Length of Course: One Marking Period

Note: Requests for Grade 10 Health to be scheduled during a certain marking period cannot be accommodated.

The emphasis on tenth grade health curriculum is Driver Education theory. It is believed that the education of young drivers will lead to increased vehicular safety through proper driving habits. Substance abuse, with an emphasis on alcohol and its effect on safe driving is explored in great detail. Strategies for coping with peer pressure are also presented.

HEALTH 11

Credits: 1.25

Length of Course: One Marking Period

The emphasis of the eleventh grade health curriculum is to promote healthy living by teaching the importance of how the human body works in relation to its various body systems. Each of the eleven body systems will be examined in terms of their purpose, structure, function, problems and proper care. First Aid techniques focusing on both prevention and treatment will be included for each system. Supplementing the information taught regarding the body systems will be the state required review and examination of drug and alcohol abuse and prevention.

HEALTH 12

Credits: 1.25

Length of Course: One Marking Period

The twelfth grade health curriculum is a culmination of the topics covered over the previous three years, with an emphasis on preparing a student for the adult world. Adult responsibilities, such as creating a budget, proper allocation of time, and becoming an educated consumer of products and services, are emphasized. The family life education curriculum expands to the more adult topics of engagement, marriage, and parenthood. Sexual issues associated with these topics, such as pregnancy, childbirth, contraception, and STD's, are also covered in great detail. The long-term effects of using drugs and alcohol are studied.

PHYSICAL EDUCATION ALTERNATIVES

SPORTS STUDY

Credits: 0

Available to any student participating in a New Providence High School sponsored interscholastic athletic activity (as defined by NJSA 18A:40-41f) during his/her season, with the exception of those who have Health during that time. Students are only permitted one study in their schedule and cannot have a sports study in addition to a scheduled study. Absences and tardies in a sports study will count against a student's total attendance in physical education.

PHYSICAL EDUCATION ALTERNATE ASSIGNMENTS FOR MEDICALLY EXCUSED AND/OR HOME INSTRUCTION STUDENTS

In order to ensure all students are receiving state-mandated instruction in health and physical education, any student medically excused from PE for two weeks or more will be expected to complete alternative assignments issued by their PE teachers. This will ensure continuity of standards based instruction, as well as ensure each impacted student will be able to receive full credit for the completion of physical education at NPHS. Please read below for specific procedures for medically excused students, students on home instruction, as well as procedures for returning to physical activity.

Medical Excuse

Students who have a medical excuse and are unable to participate in Physical Education will be required to complete assignments in the PE teacher's Google Classroom.

- The counseling office/nurse will notify the PE teacher of the student being put in a medical study.
- The PE teacher will provide alternate assignments to the student via Google Classroom.
- The student will submit all completed work to the PE teacher.
- The PE teacher will grade work via Pass/Fail.
- Students who fail two marking periods of medically-excused PE will receive an F for the course.

Home Instruction Procedures

If a student is placed on home instruction and is therefore unable to take Health and/or Physical Education, they will be required to complete alternate assignments.

- The appropriate school personnel will notify the PE teacher of the student being placed on home instruction.
- The PE teacher will provide the online work to the student to be completed via Google Classroom, and/or to the home instructor (if one has been assigned).
- The student will return all completed assignments via Google Classroom.
- The PE teacher will grade work via Pass/Fail. In the event a student is provided a home instructor, the student will turn in all work for grading to their home instructor.

Return to Physical Activity Procedures

- In order to return to physical activity, the student must submit a doctor's note to the school nurse stating the date of their clearance/return.
- *Students may face school disciplinary action if they knowingly participate in a PE class (or athletics) despite having an active medical exemption note.*

Music and Performing Arts

MUSIC ELECTIVES

PERFORMING ARTS ELECTIVES

Full Year Courses	Full Year Courses
- Band[▲] - Chorus[▲] - Orchestra[▲] - Band/Chorus^{▲+} - Band/Orchestra^{▲+} - Chorus/Orchestra^{▲+} - Band/Ensemble[⌋] - Orchestra Ensemble[⌋] - Music Theory⁺ - Voice[⌋]	- Beginning Drama - Intermediate Drama⁺ - Advanced Drama⁺
	Semester Courses
	- Broadcast Journalism^½ - Theatre Production 1^½ - Theatre Production 2^½

KEY:
^½ Half-year/Semester-long course
[▲] Can wrap around honors or AP science lab
[⌋] 1 day/week; 1 credit/year
⁺ See additional prerequisite(s) in course description

MUSIC

BAND



Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisite: Ability to play a band instrument at an Intermediate Level

Note: May be taken more than once for credit

Band is designed to provide the student with a variety of experiences in music performance. Emphasis is placed on meeting students' needs, developing their abilities, and providing opportunities to gain poise and confidence. Learning experiences occur through instruction in rehearsal techniques, and performances in a variety of settings. Students are required to participate in the rotating pull-out lesson program unless already taking private lessons on their instrument. Enrollment in this course may qualify students to audition for regional and statewide ensembles.

CHORUS



Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Note: May be taken more than once for credit

Chorus students have the opportunity to develop their singing voices while rehearsing and performing in a group setting. Students sing choral music drawn from a wide range of styles, time periods, cultures, and genres. Emphasis is placed on healthy vocal technique, rehearsal and performance skills, and musicianship. This group is a performing ensemble, requiring participation in two evening concerts during the school year, and graduation. Chorus students may have the opportunity to participate in regional and statewide choral festivals as well as extracurricular, auditioned vocal ensembles. Enrollment in this course may qualify students to audition for regional and statewide ensembles.

ORCHESTRA



Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisite: Ability to play an orchestral instrument

Note: May be taken more than once for credit

The orchestra course is designed to emphasize the development of the student's ability to perform on the instrument of his/her choice in solo, small ensemble and orchestral settings. The course provides opportunities for students to develop self-confidence through performance, to improve listening skills, and to develop an awareness of musical performers, symphony orchestras and great performance halls across the United States. Students are required to participate in the rotating pull-out lesson program unless already taking private lessons on their instrument. Enrollment in this course may qualify students to audition for regional and statewide ensembles.

BAND/CHORUS



Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Note: May be taken more than once for credit

The student participates in both Band and Chorus. See Band and Chorus for full descriptions. Students who enroll in this course may not be enrolled in a concurrent science lab without at least one prior year in Band and Chorus, and must obtain written permission from the directors.

BAND/ORCHESTRA



Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisite: Teacher Recommendation

Note: May be taken more than once for credit

The student participates in both Band and Orchestra. See Band and Orchestra for full descriptions. Students who enroll in this course may not be enrolled in a concurrent science lab without at least one prior year in Band and Orchestra, and must obtain written permission from the directors.

CHORUS/ORCHESTRA 🎤🎵

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Note: May be taken more than once for credit

The student participates in both Chorus and Orchestra. See Chorus and Orchestra for full descriptions. Students who enroll in this course may not be enrolled in a concurrent science lab without at least one prior year in Orchestra and Chorus, and must obtain written permission from the directors.

BAND/ENSEMBLE 🎤🎵

Credit: 1

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisite: Teacher Recommendation

Notes:

- May be taken more than once for credit
- Jazz Band is an extracurricular activity that does not receive course credit. However, students must be enrolled in Band, Band/Chorus, Band/Orchestra, Band/Lab or Band/ Ensemble to be eligible for this group. Students are selected through an audition. Exceptions to this rule are students interested in playing piano, bass and guitar. Students in Marching Band are also eligible to audition. The director has the discretion to fill the ensemble from students who otherwise do not qualify if the ensemble is not complete.

Band/Ensemble classes are offered to all band instrument players in accordance with the student's individual class schedule. The classes provide a small group setting in which the student, in concert with others of like ability, studies and performs the compositions of a wide variety of composers.

ORCHESTRA/ENSEMBLE 🎤🎵

Credits: 1

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Note: May be taken more than once for credit

Orchestra/Ensemble classes are offered to all student musicians in accordance with the student's individual class schedule. The classes provide a small group setting in which students, in concert with others of like-ability, study and perform the compositions of a wide variety of composers. Opportunities to perform in recitals are provided.

MUSIC THEORY 🎤🎵

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Prerequisite: Proficiency in reading Musical Notation

Music Theory is an essential class in the development of the serious musician. It is a course designed to analyze music at its most simple to its most complex. Students will study areas such as ear training, harmonic analysis, composition, and musical structure, as well as the basic elements of music. This course is essential for anyone planning to enter a musical vocation. This is not a basic musicianship course.

VOICE CLASS 🎤🎵

Credits: 1

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Note: May be taken more than once for credit

This voice class is designed to provide students with training in the development of healthy vocal technique and presentation skills in a small group setting. Emphasis is placed on singing technique, song preparation and interpretation, and performance. Quality song literature is chosen from various time periods, styles and cultures. Students participate in two evening recitals during the school year, either as soloists or in small ensembles. This is a pull-out class that meets one period per week on a rotating basis. Students are responsible for all academic work missed during their voice class.

PERFORMING ARTS

BROADCAST JOURNALISM 🎤🎥

Credits: 2.5

Length of Course: Semester

Grade Level: 9, 10, 11, 12

Broadcast Journalism is designed to develop students' skills in today's ever-expanding world of technology and mass communications. Students will explore the roles of reporter, researcher, editor, actor, storyteller, technician, blogger, and visual artist through a full range of television broadcast projects, working both in front of and behind the camera. The emphasis is on enhancing student presentation and performance skills through more effective verbal, physical, and visual communication. Broadcast Journalism is offered in conjunction with Media Design.

BEGINNING DRAMA 🎤🎭

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Beginning Drama is designed to introduce students to the many facets of drama, theatre and public speaking. Students will study theatre history, terminology, auditioning skills, and participate in exercises of improvisation. Students will also be exposed to beginning levels of monologues and scenes and learn the basics of analyzing dramatic works. Additionally, students will have the opportunity to write on the subjects of Drama and performance.

INTERMEDIATE DRAMA 🎤🎭

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Beginning Drama or permission of the Department Head/Instructor

Intermediate Drama takes the concepts learned in Beginning Drama and challenges the student to further explore and refine elements of characterization, vocal and physical presentation and improvisation. In addition to scene and monologue work, students will also participate in a variety of public speaking and debate activities designed to enhance individual communication skills.

ADVANCED DRAMA 🎭

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisite: Successful completion of Intermediate Drama or permission of the Department Head/Instructor

Note: May be taken more than once for credit

Advanced Drama is for the student who has exhibited an aptitude for and appreciation for Drama. Participation in the productions during the school year is required. The course will run in a Workshop format. Students will have the opportunities to gain additional acting or directing experience (especially the Fall Play and the Spring Production), and will also participate in projects on theatre lighting and sound, costuming, and scene design/building. A good deal of memorization is required in the form of monologues for auditions, scenes for performance, and the required NPHS Drama productions.

THEATRE PRODUCTION 1 🖥️ **THEATRE PRODUCTION 2** 🖥️

Credits: 2.5 each

Length of Course: One semester each

Grade Level: 9, 10, 11, 12

Note: Semesters 1 and 2 may be taken out of sequence

Theatre Production 1 offers students the opportunity to go behind the scenes and become an integral part of creating theatre magic. The course provides an introduction to stagecraft, scenic design, lighting design and set construction. Students will study history, theatre organization, tools and materials, lighting, rigging, sound, scene shop safety, stage management and the collaborative process. In class, students will work on a series of projects to demonstrate their competency in specific fundamentals, and then apply these skills to specific real-world productions.

Visual Arts

VISUAL ARTS ELECTIVES

Drawing & Painting	Digital Art & Photography	Sculpture	Video/Media
• 2D Studio Art 1^½ • 2D Studio Art 2^½ • Adv. 2D Studio Art* • AP 2D Studio Art 1 & 2**	• Digital Art & Photo 1^½ • Digital Art & Photo 2^½ • Adv. Digital Art & Photo* • AP Studio Art 1 & 2**	• Sculpture 1^½ • Sculpture 2^{½*} • Adv. Sculpture* • AP Studio Art 3D**	• Media Design^½ • Video Design* • Adv. Video Design*

KEY:	*Requires Honors criteria
	^½ Half-year/Semester-long course
	*See course description for additional prerequisites

OPTIONAL PROGRAM STRANDS

NOTE: These progressions are provided for guidance only. Students are free to choose their own pathway through and across the Visual Arts electives.

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Drawing & Painting		2D Studio Art 1		
		2D Studio Art 2		
			Advanced 2D Studio Art	
				AP Studio Art 1
Digital Art & Photography		Digital Art & Photography 1		
		Digital Art & Photography 2		
			Advanced Digital Art & Photography	
			AP Studio Art 1	AP Studio Art 2
Sculpture		Sculpture 1		
		Sculpture 2		
			Advanced Sculpture	
			AP Studio Art 3D	
Video/Media		Media Design		
			Video Design	
			Advanced Video Design	

DRAWING & PAINTING

2D STUDIO ART 1

2D STUDIO ART 2

Credits: 2.5 each

Length of Course: One semester each

Grade Level: 9, 10, 11, 12

Note: Semesters 1 and 2 may be taken out of sequence

2D Studio Art is a project-orientated class exploring different media areas of 2-dimensional design. The emphasis of this course is to expose students to 2D art mediums including: printmaking, painting, drawing & collage. This course is designed to build their creative skills through the elements and principles of design. The purpose of this course is to enable students to communicate ideas

and concepts through advanced two-dimensional design and composition, and develop appreciation of exemplars in varied cultures and historical periods.

ADVANCED 2D STUDIO ART

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisite: Successful completion of 2D Studio Art 1 and 2D Studio Art 2

Advanced 2D Studio Art provides students with the opportunity to develop an "in depth" knowledge of and applied skills in a variety of mediums. Activities will be individualized according to the ability level of each student. The coursework includes creating self-directed works of art to create a portfolio.

ADVANCED PLACEMENT STUDIO ART 1

ADVANCED PLACEMENT STUDIO ART 2

Credits: 5 each

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites:

- Two years of visual arts with Honors criteria,
- Portfolio review by the Course Instructor/ Department Head

This course is designed for 11th & 12th grade students who are seriously interested in and committed to the practical experience of visual art. AP Studio Art is not based on a written exam; the AP portfolio review requires that each student design and conduct a Sustained Investigation guided by questions. It involves practice, experimentation, and revision using materials, processes, and ideas and results in a meaningful body of work. Summer assignments may be required for the course.

DIGITAL ART & PHOTOGRAPHY

DIGITAL ART & PHOTOGRAPHY 1

Credits: 2.5

Length of Course: Semester

Grade Level: 9, 10, 11, 12

The goal of this course is to expose students to the basic techniques of digital photography. As students become more aware of photography as an established art form, they will learn how to use photographic editing software to make the most of their artwork.

DIGITAL ART & PHOTOGRAPHY 2

Credits: 2.5

Length of Course: Semester

Grade Level: 9, 10, 11, 12

Prerequisite: Successful completion of Digital Art & Photography 1

Students continue to explore the various techniques learned in Digital Art & Photo 1, but with an emphasis on concept development. Students become more aware of how to generate and explore ideas and have them reflected in their final portfolio.

ADVANCED DIGITAL ART & PHOTOGRAPHY

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisites:

- Successful completion of Digital Art & Photography 1 & 2 OR Graphic Design 1 & 2
- Recommendation of the Instructor

This is a full year course for students who would like to pursue advanced level digital art and communication. Students will produce numerous digital works allowing them the opportunity to build a college-level portfolio. Works will be included in, but are not limited to, hard copy portfolios, digital portfolios, and various shows/competitions. Students are required to display works in a final exhibition.

SCULPTURE

SCULPTURE 1

SCULPTURE 2

Credits: 2.5 each

Length of Course: One semester each

Grade Level: 9, 10, 11, 12

Note: Semesters 1 and 2 may be taken out of sequence

Sculpture teaches the student to produce works of art and craft creatively and safely through the use of various tools and materials. Studio instruction is provided in the creation of three-dimensional artworks using clay, plaster, wood, paper, metal and soft sculpture. Students are given the opportunity to participate in a number of exhibitions of their own work and will visit major area museums as part of the course. The coursework includes investigation into the work of the major sculptors and styles in the history of art.

ADVANCED SCULPTURE

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisite Courses: Successful completion of Sculpture 1 and Sculpture 2

Advanced Sculpture provides students with the opportunity to develop an "in depth" knowledge of and applied skills in the art of sculpture & ceramics. Various sculptural materials and processes will be explored. Activities will be individualized according to the ability level of each student. The coursework includes investigation into the work of the major sculptors and styles in the history of art.

ADVANCED PLACEMENT STUDIO ART 3D

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites:

- Two years of visual arts with Honors criteria,
- Portfolio review by the Course Instructor/ Department Head

The AP 3D Art and Design course is designed to be the equivalent of a one-semester, introductory college course in three-dimensional (3D) art and design. The AP 3D Art and Design course framework presents an inquiry-based approach to learning about and making forms and structures in art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, concepts, and ideas in three dimensions. The framework focuses on concepts and skills emphasized within college art and design 3D foundation courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to create, explore, and develop works as well as to articulate information about their work. AP 3D Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, exploration, revision, communication, and reflection.

VIDEO/MEDIA

MEDIA DESIGN

Credits: 2.5

Length of Course: Semester

Grade Level: 9, 10, 11, 12

Students will explore the basics of remote video production, working both in front of and behind the camera. Working collaboratively in groups, students will learn to write, produce and edit short films, news stories, public service announcements and promotional videos. Through a series of hands-on demonstrations and practical assignments students gain experience working with cameras, microphones, video editing and graphic arts software. Emphasis will be placed on developing skills to design creative productions and a comprehensive understanding of media literacy.

VIDEO DESIGN

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Video Design is an introductory course designed to provide students with artistic and creative skills in the fields of video and film production. Students will learn to work in a collaborative environment while exploring narrative, documentary and experimental forms of filmmaking. In addition, this course provides instruction and training in the three phases of production. Students will learn how to develop story ideas into scripts and pre-visualize the film through the creation of shot lists and storyboards. Students will also develop skills involved in single camera field production which includes audio recording and lighting. Students will be expected to complete assignments outside of class time. Content, expression, and communication will be emphasized and students will be encouraged to make meaningful work that can be submitted to film festivals and various competitions.

ADVANCED VIDEO DESIGN

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisite: Successful completion of Video Design or permission from Instructor/Department Head

Advanced Video Design students will build on the knowledge and skills learned in Video Design. Students are expected to be self motivated and have an active role in the planning and development of their projects. Students will create proposals, write scripts, and act as executive producers as well as overseeing the production and post production of all work.

Students will have a choice in the projects they develop and will work individually as well in a group setting. Students will also be expected to complete assignments outside of class time.

ART HISTORY

ADVANCED PLACEMENT ART HISTORY

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisite: Honors criteria in Social Studies

AP Art History is not a studio art program. There is no component requirement for making artwork with materials. Instead, the art history program is a rigorous study of art from the Neolithic Period to the present. It examines the major styles, social influences and historical context of the arts of the past fifteen thousand years. This course is applicable to students with a wide range of college and career interests.

21st Century Life and Careers/Career-Technical Education

21ST CENTURY LIFE AND CAREERS ELECTIVES

Graphic Design	Technology & Construction	Fabric Arts	Culinary Arts	Video/Media
• Graphic Design 1½ • Graphic Design 2½	• Technology & Design Process • Technology & Construction* • Adv. Technology & Construction*	• Introduction to Textiles½ • Fashion Design½	• Culinary Arts 1½ • Culinary Arts 2½	• Media Design½ • Video Design* • Adv. Video Design*

KEY	*Half-year/Semester-long course
	♦See course description for additional prerequisites

OPTIONAL PROGRAM STRANDS

NOTE: These progressions are provided for guidance only. Students are free to choose their own pathway through and across the 21st Century Life and Careers electives.

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Graphic Design		Graphic Design 1		
		Graphic Design 2		
Technology & Construction		Technology & Design Process		
			Technology & Construction	
			Advanced Technology & Construction	
Fabric Arts		Introduction to Textiles		
		Fashion Design		
Culinary Arts		Culinary Arts 1		
		Culinary Arts 2		
Video/Media		Media Design		
			Video Design	
			Advanced Video Design	

GRAPHIC DESIGN

GRAPHIC DESIGN 1

Credits: 2.5

Length of Course: Semester

Grade Level: 9, 10, 11, 12

Graphic Design 1 is a visual communication course that develops design skills, workplace readiness skills, and understanding the importance of design in our culture. Students create art with a variety of digital methods using professional grade software programs. Technical aspects of design and conceptual development are focused on in regards to the profession of Graphic Design.

GRAPHIC DESIGN 2

Credits: 2.5

Length of Course: Semester

Grade Level: 9, 10, 11, 12

Prerequisite: Successful completion of Graphic Design 1

Graphic Design 2 meets the needs of the student who is interested in an art-related career. Units of study may include

logo design, product design, principles of design, package design, the use and application of digital graphics, and the inventive use of various digital art techniques.

CAREER EDUCATION: TECHNOLOGY

CAREER EDUCATION: TECHNOLOGY & DESIGN PROCESS

Credits: 5

Length of Course: Full Year

Grade Level: 9, 10, 11, 12

Enter the world of technology by exploring the various technological, engineering and design systems in today's industry. Students will be involved in hands-on activities that will focus on production technology, including manufacturing and construction of wood design projects; structural design problems such as towers and bridge building, automotive technology including designing and building race cars. Upon completion of Technology and Design, students will have acquired skills that can be used in Technology and Construction or as an entry into other STEM related courses including *Project Lead The Way*. (PLTW)

CAREER EDUCATION: TECHNOLOGY AND CONSTRUCTION

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Prerequisites: Successful completion of Technology and Design Process

Technology and Construction further develops the student's knowledge and skills in woodworking and construction. The course exposes the student to the use of a wider variety of materials and processes. Technology and Construction provides the opportunity for the interested student to specialize in the area of woodworking that is of greatest interest to him/her.

CAREER EDUCATION: ADVANCED TECHNOLOGY AND CONSTRUCTION

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisites:

- Successful completion of Technology and Design Process
- Successful completion of Technology and Construction

Note: May be taken more than once for credit

Advanced Technology and Construction is a course designed for the student who wants to enhance his/her skills in woodworking through the continued design and construction of projects in wood. Students will safely use tools and machinery in creative projects. Each student's progress is self-paced; projects are selected jointly by student and teacher and projects are completed through individual contracts.

FABRIC ARTS

INTRODUCTION TO TEXTILES

Credits: 2.5

Length of Course: One Semester

Grade Level: 9, 10, 11, 12

This course will introduce the student to the social and cultural relevance of apparel and garment care, as well as technology, consumer education, and career awareness in the world of fabrics and clothing production. Students in this course will focus on the fundamentals of textile weaving, dying, embroidery and textile design. Students interested in pursuing careers in the fashion industry are encouraged to take this course.

FASHION DESIGN AND CONSTRUCTION

Credits: 2.5

Length of Course: One Semester

Grade Level: 9, 10, 11, 12

Prerequisites: Fabric Arts 1 or Introduction to Textiles

This course will increase the student's focus on fashion design. Students will develop sewing techniques, pattern reading and designing garments. This course will explore using traditional and non-traditional materials in fashion. Students interested in pursuing careers in the fashion industry are encouraged to take this course.

CAREER EDUCATION: CULINARY ARTS

CAREER EDUCATION: CULINARY ARTS 1

Credits: 2.5

Length of Course: One Semester

Grade Level: 9, 10, 11, 12

Culinary Arts 1 introduces the student to the basic concepts and techniques used in the culinary arts, as they relate to both personal food choices and to the foodservice industry. Students will experience demonstrations, hands-on food labs, guided instruction and cooperative learning activities. Throughout the course students will explore kitchen safety and sanitation, food choices and customs from a global perspective, nutrition and dietary guidelines, meal planning and etiquette.

CAREER EDUCATION CULINARY ARTS 2

Credits: 2.5

Length of Course: One Semester

Grade Levels: 9, 10, 11, 12

Prerequisite(s): Successful completion of Culinary Arts 1

Culinary Arts 2 is an intermediate course which builds upon the fundamentals of food science established in Culinary Arts 1. During this course students will explore regional and global culinary cuisines, and develop the skills required for advanced food presentation. In the process students will learn about economical, historical, geographical and cultural factors that influence the goods grown and eaten in each region of the world. Students will also investigate careers in food service and hospitality management. The class will emphasize employable skills by developing marketable and leadership skills essential to successful future employment.

VIDEO/MEDIA

MEDIA DESIGN

Credits: 2.5

Length of Course: Semester

Grade Level: 9, 10, 11, 12

Students will explore the basics of remote video production, working both in front of and behind the camera. Working collaboratively in groups, students will learn to write, produce and edit short films, news stories, public service announcements and promotional videos. Through a series of hands-on demonstrations and practical assignments students gain experience working with cameras, microphones, video editing and graphic arts software. Emphasis will be placed on developing skills to design creative productions and a comprehensive understanding of media literacy.

VIDEO DESIGN

Credits: 5

Length of Course: Full Year

Grade Level: 10, 11, 12

Video Design is an introductory course designed to provide students with artistic and creative skills in the fields of video and film production. Students will learn to work in a collaborative environment while exploring narrative, documentary and experimental forms of filmmaking. In addition, this course provides instruction and training in the three phases of production. Students will learn how to

develop story ideas into scripts and pre-visualize the film through the creation of shot lists and storyboards. Students will also develop skills involved in single camera field production which includes audio recording and lighting. Students will be expected to complete assignments outside of class time. Content, expression, and communication will be emphasized and students will be encouraged to make meaningful work that can be submitted to film festivals and various competitions.

ADVANCED VIDEO DESIGN

Credits: 5

Length of Course: Full Year

Grade Level: 11, 12

Prerequisite: Successful completion of Video Design or permission from Instructor/Department Head

Advanced Video Design students will build on the knowledge and skills learned in Video Design. Students are expected to be self motivated and have an active role in the planning and development of their projects. Students will create proposals, write scripts, and act as executive producers as well as overseeing the production and post production of all work. Students will have a choice in the projects they develop and will work individually as well in a group setting. Students will also be expected to complete assignments outside of class time.

Union County Career & Technical Institute Shared-Time Program

New Providence High School currently participates in a shared-time vocational program with the Union County Vocational-Technical School, Union County Career and Technical Institute (UCCTI). The program offers many career programs to high school students. Students spend a half day at the vocational-technical school and the other half at New Providence High School where they complete local academic programs and take advantage of social and athletic activities.

These shared-time programs are offered to sophomore, juniors and seniors. Most programs require two years to complete the academic curriculum, but some require three years (see below). Any program with a two-year academic curriculum offers an optional third year work-based learning experience to students (students must provide their own transportation to their work-based learning experience). Students participating in the programs receive fifteen credits per year. Two and one-half of those credits may be in mathematics, language arts, and/or financial literacy, if needed, to meet high school graduation requirements. Tuition and transportation to and from the vocational school are provided by the New Providence Board of Education. Several of the vocational programs also receive college credit and relevant professional certifications.

Students interested in shared time programs should see their School Counselor, and visit [UCCTI's website](#) for specific program lengths, course descriptions, and application deadlines.

AREAS OF STUDIES OFFERED AT UNION COUNTY CAREER AND TECHNICAL INSTITUTE:*

Shared-Time Programs	Self-Contained Shared-Time Programs
• Allied Health • Automotive Technology • Child Development • Commercial Art • Construction Trades • Cosmetology • Criminal Justice • Culinary Arts & Hospitality • Digital Multimedia Design • Electrical Technology • Graphic Design • Interactive Media & Game Design • Masonry • Welding Technology	• Automotive Technology • Business Administration • Commercial Art • Graphic Design • Masonry • Restaurant Food Services Cluster (Baking, Culinary Arts, and Supermarket Technology) • Welding Technology

**Programs and offerings subject to change.*