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

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## **HOW TO USE THIS GUIDE**

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

Some courses have prerequisites or require departmental recommendation. Consult with your guidance counselor about placement in these courses. Your performance on standardized tests, such as the Grade Eight Proficiency Assessment or the High School Proficiency Assessment, may result in placement in courses that are designed to strengthen your basic skills. Remember that passing the HSPA is a requirement for graduation.

## **CURRICULUM INFORMATION**

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

## **COURSE REGISTRATION PROCEDURES**

It should be clearly understood that the availability of courses listed in this program booklet is subject to recommendation by the administration of the school district and to final action and authorization by the Board of Education, as the Board of Education develops its budget for 2009-2010.

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

## CHOOSING A PROGRAM

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

When you choose electives, you may want to pursue additional academic subjects, take a world language, and/or select a more extensive program of fine and/or performing arts in addition to our business offerings. If your future plans include college, especially a highly competitive one, check with that college to determine the appropriate preparation necessary for admission. You will be able to find useful information about educational and career planning in the guidance office.

Students with specific vocational plans may choose to attend the Somerset County Vocational Technical High School in Bridgewater for a half day in addition to taking their academic program at NPHS.

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



## Graduation Requirements:

To earn a North Plainfield High School, diploma students must pass the HSPA and complete 120 credits. As part of the 120 credits, students must meet the following graduation requirements:

	+Class of 2012	+Class of 2013	+Class of 2014	+Class of 2015
English (9-12)	20 credits	20 credits	20 credits	20 credits
Mathematics (Algebra I and NJ Algebra I Competency Test)	15 credits	15 credits	15 credits	15 credits
Social Studies  (US I, US II, World History)	15 credits	15 credits	15 credits	15 credits
Economics/Financial Literacy	2.5 credits	2.5 credits	2.5 credits	2.5 credits
Science (Biology and NJ Biology Competency Test)	15 credits	15 credits	15 credits	15 credits
*Fine Arts	5 credits	5 credits	5 credits	5 credits
**Practical Arts/ Vo-Tech	5 credits	5 credits	5 credits	5 credits
World Language	5 credits	5 credits	5 credits	5 credits
Phys. Ed or ROTC	16 credits	16 credits	16 credits	16 credits
Health (9,10,12)	3 credits	3 credits	3 credits	3 credits
Driver Ed. (11)	1 credit	1 credit	1 credit	1 credit

+Subject to approval by the State Department of Education

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

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

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

*Exploring Art	Marching Band	Winter Guard	**Intro to Tech.
Advanced Art	Concert Band	Music Theory I	Woods Tech.
Advanced Art II	Concert Choir	Music Theory II	Machine Woods Tech.
Ceramics	Jazz Band	CAD Design: Imaging & Animation	Furniture/Cabinet Const.
AP Studio Art	History of Rock & Roll	Computer Assisted Robotics	Arch. Drawing
Vocal Workshop	American Pop Music	Intro to Speech & Theater	Adv. Arch. Drawing
Mixed Choir	Jazz Choir	Principles of Acting	CAD I, II, III
Madrigal Choir	Wind Ensemble	Adv. Theater Workshop	

- Summer school attendance, whether for make-up of failures or additional graduation credit, must have the prior written approval of the counselor.
- Students are not permitted to carry two (2) levels of English or physical education/health in the same year, unless approval is given by the school administration.
- Students are not permitted to carry two (2) levels of mathematics in the same year unless approval is given by the department supervisor.
- A student with a medical excuse for physical education for the year does not receive credit for the course, but the graduation requirement is waived.

## SCHOOL COUNSELING

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

Parents may arrange for an appointment with the school counselors by calling the school counseling office at 769-6000, Ext. 3114 or 3115. The services of interpreters **may be** available for those parents who do not speak English.

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

- college catalogs and guides
- college videos/CD-ROMs
- general reference books
- computer search programs
- scholarship reference books
- armed services information

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

- selection of a program of courses
- research of post-high school career and educational opportunities
- scholarship and college open house information
- employment opportunities and job searches
- occupational and vocational information
- problems/concerns regarding academic progress
- personal concerns

# PLANNING FOR COLLEGE

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

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

- complete at least 16 college preparatory units. Applicants to highly competitive colleges should complete 20 or more units. A unit represents a year course in a college preparatory subject.
- read widely in a variety of subjects to build your comprehension, reading speed, and vocabulary.
- develop good study habits in all subject areas.
- participate actively in school and community activities; become involved in service projects.
- prepare for college entrance examinations by taking the most challenging academic courses for which you are prepared.

The following general criteria for admission may assist you in your planning. Consult the college catalogs for specific requirements.

### **Liberal arts colleges:**

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

### **Highly competitive colleges:**

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

### **Engineering colleges:**

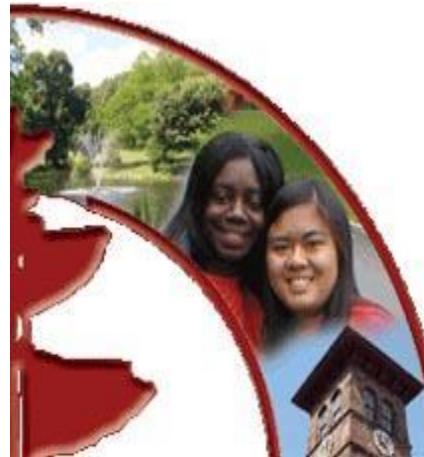
- four years of English
- four years of mathematics including Calculus
- four years of science including Chemistry and Physics
- three years of history
- two to three years of a world language
- two years of mechanical drawing/CAD (helpful, but not required)
- proficiency in computer programming

**New Jersey state colleges:**

- four years of English
- three years of mathematics
- two years of science
- three years of history
- five additional academic courses

**Technical or post-secondary vocational schools**

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





<i>Subject</i>	<i>Grades</i>
<b>Mathematics</b>	
Math Knowledge	9
Math Numeracy	9
Algebra 1 Knowledge	
Algebra 1 Application	
Algebra I	9 - 11
Algebra I for ELL	9 - 12
#Geometry (Hon, CP)	9 - 12
#Algebra II (Hon, CP)	9 - 11
Fund. of Functions & Trig.	11 - 12
#Pre-Calculus (Hon, CP)	9 - 11
#Calculus (Hon)	11 -12
#Calculus Adv. Placement	11 -12
*Economics/Financial Literacy	11 - 12
<b>Music</b>	
Vocal Workshop	9
Mixed Choir	9 - 12
Concert Band	9 - 12
Jazz Band	7 - 12
Wind Ensemble	10 - 12
Concert Choir	9 - 12
Marching Band	7 - 12
*History of Rock & Roll	9 - 12
*American Pop Music	9 - 12
*Music Theory I	9 - 12
*Music Theory II	9 - 12
Advanced Placement Music Theory	11 - 12
Jazz Choir	9 - 12
Madrigal Choir	9 - 12
Winter Guard	9 - 12
<b>Physical Education</b>	
Health 1, 2, 4	9, 10, 12
Driver Education	11
Co-educational Physical Education 1, 2, 3, 4	9 - 12
NJROTC I	9 - 12
NJROTC II	10 - 12
NJROTC III, IV	11 - 12

<i>Subject</i>	<i>Grades</i>
<b>Science</b>	
*Environmental Science I	9 - 12
Environmental Science (Honors)	11 - 12
*Environmental Science I ELL	9 - 12
*Environmental Science II	9 - 12
*Environmental Science II ELL	9 - 12
*Earth Science	9 - 12
*Botany	9 - 12
*Investigative Science I	9 - 12
*Investigative Science II	9 - 12
#Biology	9 - 12
#Biology (Honors)	9 - 12
Biology for ELL	10 - 12
Advanced Placement Biology	11 - 12
Chemistry	10 - 12
#Chemistry (Honors)	10 - 12
Chemistry AP	11 - 12
#Physics	11 - 12
#Physics (Honors)	11 - 12
Physical Science	9 - 12
<b>Social Studies</b>	
#World History (Hon, ELL)	9 - 12
#U.S. History I (Hon, ELL)	10 - 12
U.S. History II (Honors, ELL)	11
#European History AP	12
*African-American History I	10 - 12
*African-American History II	10 - 12
*History of the Holocaust	10 -12
*Criminology	11 -12
#*Psychology I	11 -12
#*Psychology II	11 - 12
#*Sociology I	11 -12
#*Sociology II	11 -12
*War on Film	10 - 12
*Economics/Financial Literacy	11 - 12



## Mathematics Course Sequence

Current Course	2011-12 Course (passing grade)	2009-1010 Course (failing grade)
Grade 8	Algebra I	(<200 NJASK 8) Math 9 Knowledge & Numeracy
Grade 8 Math 8K	Math 9K, Algebra 1 K, Algebra 1 (with teacher recommendation)	Math 9K
Grade 8 Algebra I	Geometry Geometry Honors	Algebra 1
Math 9 Knowledge/Numeracy	Algebra I, algebra 1 K, Algebra I for ELL (with teacher recommendation)	Algebra 1, Algebra 1 K, Algebra 1 for ELL (with teacher recommendation)
Algebra I	Geometry Geometry Honors	Algebra 1
Geometry	Algebra II Algebra II Honors	Geometry
Geometry Honors	Algebra II Honors	Geometry
Algebra II	Pre-calculus	Algebra II
Algebra II Honors	Pre-calculus Honors	Algebra II
Pre-calculus Pre-calculus Honors	Teacher recommendation for Calculus Honors or AP Calculus	Pre-calculus

## Science Course Sequence

### 2011-12

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Science	Biology Honors	Chemistry Honors	Physics Honors	Choice
Science	Biology	Chemistry	Physics	Choice
Science	Physical Science (PS)	Biology (LS)	Chemistry (PS)	Choice
Science	Environmental Science (ES)	Physical Science (PS)	Biology (LS)	Choice
Science	Investigative Science (IS)	Physical Science (PS)	Biology (LS)	Choice

All students should take one science course from each of the three branches of science listed below along with their codes.

ES = Earth Science

LS = Life Science

PS = Physical Science

## Social Studies Course Sequence

### 2011 – 2012

	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014
Grade 9	World History	U.S. History I	U.S. History II	Economics
Grade 10	U.S. History I	U.S. History II	U.S. History II	
Grade 11	U.S. History II	Economics	Economics	
Grade 12	Economics - 12			

## PROCEDURE FOR SCHEDULE CHANGING

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

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

Students are then asked to sign a contract on their course selection sheet committing themselves to the courses they have carefully selected. This commitment must not be taken lightly, for it determines the master schedule and staffing needs of the coming school year.

Outlined below are acceptable reasons for course changes after the course selection procedures are completed:

1. to address a failure which prohibits progress to the next sequential course
2. to take into account successful summer school attendance which allows progress to the next sequential course
3. to correct a data processing error
4. to permit seniors to fulfill graduation requirements
5. to honor class level changes supported by teacher and counselor recommendations and approved by the appropriate department supervisor\*
6. to deal with a history of student/teacher/family conflict (e.g., same teacher in a previous year)
7. to honor, where possible, the student's original course selection requests
8. all schedule changes must be made in the first 5 days of a course
9. credits will not be awarded if the course is not completed

\*Assignment to levels is a prerogative reserved to the best judgment of the professional staff.

**For reasons 6 and/or 7 above, a parental permission note is required to make changes requested by the student or parent.**

**This procedure for changes will be followed at all times.**

## Criteria for Honors and Advanced Placement Courses

Honors and Advanced Placement (AP) courses, designed to meet the needs of those whose abilities and achievements place them in the top 10-15% of our students, are available in English, mathematics, science, social studies, and world languages. These courses offer enrichment in scope of material presented and in depth of exploration.

Students are placed in honors and AP courses through acceptance of an invitation extended by the specific department. Department supervisors and their staff select potential honors and AP students on the basis of aptitude, overall academic record, test results, previous achievement in the subject area, and teacher recommendation.

### For First Time Honors Students

A student must meet the following criteria:

- a. teacher recommendation
- b. any **two** of the following criteria:
  1. achievement of a high level of proficiency on state and/or district standardized tests
  2. a minimum of A- in the previous course
  3. a score of 7 or better on the NJ ASK 8, HSPA, or district writing assessment

For placement in the honors biology class, a grade 8 student must meet the following criteria:

1. achievement of a high level of proficiency on state and/or district standardized tests
2. grades of A- or higher in grade 8 honors science
3. grades of B or higher in grade 8 honors Algebra 1

### For Students Presently in Honors Classes

A student must meet the following criteria:

- a. teacher recommendation
- b. any **two** of the following criteria:
  1. achievement of a high level of proficiency on state and/or district standardized tests
  2. grades of B or higher in the current honors class
  3. a score of 7 or higher on the NJ ASK 8, HSPA, or district writing assessment

### **For AP Courses**

A student must meet the following criteria:

- a. teacher recommendation
- b. any **two** of the following criteria:
  1. achievement of a high level of proficiency on state and/or district standardized tests
  2. grades of B or higher in the current honors class
  3. a score of 7 or higher on the HSPA or district writing assessment
  4. achievement on the PSAT/SAT (minimum score of 550 in verbal and 580 in math)

### **Teacher Recommendation**

The following areas must be considered and supported by teacher documentation:

- a keen interest in the subject matter
- the ability to organize work and develop written reports
- an acceptance of responsibility for completing all assignments and producing high quality work
- a completion of requirement, e.g., outside reading, research paper, note taking
- participation in discussion and oral presentations with a positive attitude
- the ability to work well with others

### **Appeal Process: The Procedure for Petition to Enroll in Honors and AP Courses**

Students who are not recommended for honors or AP courses may petition to be placed in those classes. A written request listing specific reasons why a student should be reconsidered must be made by June 1<sup>st</sup>. A committee consisting of a teacher, supervisor, counselor, and administrator will review the request. If the request has merit, a hearing will be held with the student, parent/guardian, and committee. The committee will inform the student of its decision in writing within five days of the hearing.



# ***APPLIED TECHNOLOGY***

## **Introduction to Technology**

Year, 5.0 Credits, Grades 9 - 12

This is a full year course offered to students in grades 9-12. This introductory course will develop an understanding of technology and its impact on our lives. Through the use of video presentations, textbook assignments, and hands-on training using special kits and equipment, students will be exposed to a variety of high technology learning activities in the areas of manufacturing, engineering, research and development, communication, aerospace, and construction. Major emphasis is placed on problem solving.

## **Woods Technology**

Year, 5.0 Credits, Grades 9 - 12

This course provides students with the opportunity to explore the exciting world of woodworking in a fully-equipped safe environment. Students may choose from a broad range of projects, simple to complex, incorporating various woods, such as cherry, walnut, oak, cedar, poplar and pine. Emphasis is placed on problem solving, technology learning activities, and developing skills utilizing hand tools and select cordless, portable, and power machinery. In addition, students will be exposed to a broad range of careers and occupations. Many student projects are displayed at the annual District Arts Festival.

## **Machine Woods Technology**

Year, 5.0 Credits, Grades 10 - 12

Prerequisite: Successful completion of Woods Technology

This course provides more in-depth understanding in the study of woods technology with an emphasis on machinery. Advanced techniques are involved to further develop critical thinking and problem-solving skills. Several of the machines students will be studying include the circular saw, band saw, jointer, shaper, and surface planer.

## **Furniture and Cabinet Construction**

Year, 10.0 Credits (Double Period),

Grades 11 & 12

Prerequisite: Successful completion of Woods Technology and Machine Woods Technology

This course is devoted to applying previously learned techniques and applications from the Woods Technology and Machine Woods Technology courses. Students may elect this double-period course in grades 11 or 12. Advanced woodworking emphasis is placed on joint work, craftsmanship, and finishing. Additionally, students will develop in-depth knowledge and experience in their study of woods.

***All CAD (Computer Aided Design) courses have applications in multi-media, virtual reality, computer graphics, video game development, and the Internet.***

## **CAD I**

Year, 5.0 Credits, Grades 9 - 12

This course provides students with the fundamental skills of AutoCAD and will enhance their creativity and performance. Upon completion, students will be versed in modern drafting and design techniques, manufacturing processes, orthographic projection (three view drawings), and section drawings. Students will be using the same software used by professionals in the fields of design, animation, and movie magic. This course is the first step for anyone wanting to experience exciting career opportunities in the twenty-first century.

## **CAD II**

Year, 5.0 Credits, Grades 10 – 12

Prerequisite: CAD I or special permissions from the instructor

This course is an extension of CAD I. New commands and professional Auto-CAD techniques are emphasized. The purpose of this program is to further educate a student in drafting. The basic building blocks of drafting are reviewed and applied to computer-aided projects. This section introduces the student to 3 dimensional and solid modeling techniques using Auto-Cad Mechanical Desktop software. The students will design and build practical projects. These projects can later be used and transferred in to an Animation application. This course will also teach the students how to add various materials to their design and generate a photo-realistic rendering. These are the same skills used in creating new products, automotive design, and engineering. This course is great for any student interested in a career in the engineering field.

## **CAD Design: Imaging and Animation**

Year, 5.0 Credits, Grades 10-12

Prerequisite: CAD I and II or special permission from the instructor.

This course is ideal for any student interested in engineering, movie making, architectural design and video games. Students will learn professional animation techniques using computer software such as Autodesk 3D Viz that has been used in the production of television commercials, movies, and video games. Students will experience a computer animation production set that will include special effects, cameras, lighting, and editing. Students will be expected to compile a professional portfolio of their work.

## **CAD III (Mechanical Design)**

Year, 5.0 Credits, Grades 11 – 12

Prerequisite: CAD I and CAD II or special permission from the instructor.

This course is an extension of CAD II. New commands and professional Auto-Cad techniques are emphasized. The purpose of this program is to further educate a student in design. The basic building blocks of drafting and design are reviewed and applied to computer aided design projects. This section introduces the student to 3 dimensional and advanced solid modeling techniques using Auto-Cad Inventor software. The students will design and detail, use manufacturing procedures, such as bill of materials, design notation call outs, and material requirements. This course will also teach the students how to generate a complete manufacturing drawing. These are the same skills used in creating new products, in the design and engineering industry. This course is great for any students interested in a career in the engineering field.

### **CARD (Computer Assisted Robotics Design)**

Prerequisite: Robotics in middle school or permission of instructor  
Year, 5.0 credits, grades 9 – 12

Robotics will be a full year course. The course is an introductory yet comprehensive technical class. Students will be given a solid introduction and hands-on experience with electrical circuits and components. Students will then explore the world of robotics as a technological system blending electronics and mechanical systems.

### **Architectural Drawing**

Year, 5.0 Credits, Grades 10 - 12  
Prerequisite: Successful completion of CAD I and II

This course involves the study of architecture using the AutoCAD system. Students learn the facets of house construction and design in three aspects: the architect, the builder, and the buyer. The architectural phase provides students with an understanding of drafting principles related to architecture. Students learn to consider the complexity of construction and cost of building materials. Students will develop their own houses, beginning with the floor plan design. This course may be taken simultaneously with CAD Design: Imaging and Animation.

### **Advanced Architectural Drawing and Design**

Year, 5.0 Credits, Grades 11 - 12  
Prerequisite: Successful completion of Architectural Drawing

This course involves a more in-depth study of architecture. Students will build upon previously learned facets of house construction and design. The areas of framing plans, sectional drawings, location plans, plumbing diagrams, and building codes are studied. A unit involving careers related to architecture is also explored. Presentations will be prepared using the AutoCAD computer-assisted drafting system. This course may be taken simultaneously with CAD Design: Imaging and Animation.



## **ART**

### **Exploring Art**

Year, 5.0 Credits, Grades 9 - 12

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

### **Advanced Art**

Year, 5.0 credits, Grades 10-12

Prerequisite: Exploring Art or approval of instructor

Students in this course will continue to study the “building blocks” of design begun in Exploring Art, with emphasis on the principles of design. Individual artists will also be studied. The development of an individual style will be stressed. Students will be assisted in the compilation of a portfolio suitable for application to an art school or college. Course requirements will include oral and written reports and homework assignments.

### **Advanced Art II**

Year, 5 Credits, Grades 10 – 12

Prerequisite: Exploring Art & Advanced Art

The main goal of Advanced Art 2 is the development of an individual style of art while continuing to further understand the elements of art and principles of design. There will be a focus on drawing and painting from life, as well as further integration of art history studies for inspiration. Fourth year students will also have the opportunity for an independent study project, which they will help develop. The culmination of this course of study will be the production of a college entry portfolio, where students will learn how best to photograph their work and produce a slide portfolio.

### **Advanced Placement Studio Art**

Year, 5.0 Credits, Grade 12

Prerequisite: Successful completion of Advanced Art II

AP Studio Art is designed for students who are seriously interested in the practical experience of art, and as a means of obtaining college credit, college placement or both. AP Studio Art is not based on a written exam; instead students submit portfolios for evaluation at the end of the school year to the College Board, Advanced Placement Program. The course requires the submission of a portfolio for assessment.

### **Ceramics I**

Year, 5.0 Credits, Grades 10-12

Prerequisite: Exploring Art

Ceramics I is designed for students to experience and develop ideas of expression in ceramics. Upon completion of the course, students will be able to use hand building and wheel methods to create pottery of various forms. Glazing and other decorating procedures, in conjunction with other good design principles, will be exemplified in their finished pottery pieces.



# ***BUSINESS***

## **\*Keyboarding**

Semester, 2.5 Credits, Grades 9 – 12

This course is designed to provide students with specific instructions, proper demonstration, and opportunities for supervised and directed practice in order to acquire mastery of the keyboard by the touch-keyboard method. Basic computer literacy will also be included.



## **\*Word Processing I**

Semester, 2.5 Credits, Grades 9 - 12

Pre-requisite: Keyboarding I

This course will include continuing keyboard mastery and an introduction to Word Processing. It will include the keying of simple tabulations, business letters, rough drafts and manuscripts using Microsoft Word. Basic computer literacy will also be included. This course is recommended for both college-bound and work-bound students.

## **\*Economics/Financial Literacy**

Semester, 2.5 Credits, Grades 9 – 12

This required course helps students to better understand money and successfully manage finances. The course also explores different economic systems, how they work, and why they succeed and sometimes fail. Students will engage in readings, simulation activities, Socratic discussion, and debate on how a society manages and allocates its resources.

## **Cooperative Vocational Technical Education**

Year, 15 Credits, Grade 12

Cooperative Vocational Technical Education is a work-experience program in which students work toward career goals and graduation credit through a combination of related classroom instruction and supervised part-time employment. The program provides effective employment experiences for students who wish to pursue careers now, upon graduation from high school, or after college in the following areas of business, applied technology, or family and consumer science.

## **Cooperative Education/ Internship Program**



# ***COMPUTER COURSES***

## **Computer Science**

Year, 5.0 Credits, Grades 9 - 12

The objectives of this course are to acquaint students with the scope of computer usage in today's society and to develop skills in BASIC programming techniques. The course will include instruction on the use of a Windows-based computer, coding in the BASIC language, and the actual running and writing of student programs.

## **Advanced Computer Science**

Year, 5.0 Credits, Grades 10 - 12

The students in this course will learn how to program in the Java computer language.

## **Web Page Design**

Year, 5.0 Credits, Grades 10 – 12

Students will learn advanced techniques used to create a web site on the Internet using HTML programming. Students will first create their own home page for the North Plainfield local server and then concentrate on creating and maintaining home pages for the district and each school. Students will develop a library of topical and interesting pages for reference for the district's students, staff, parents, and community members. **Students must complete Computer Applications or receive department approval.**





## **ENGLISH**

*The offerings in English fall into two categories: **required** and **elective** courses. Within the **required** courses options, **AP and honors 12 are available.***

*Criteria for placement in honors and AP courses are explained on page 14-15.*

### **Required Courses**

#### **English 9 Knowledge**

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

Year, 5.0 Credits, Language Arts

Year, 5.0 Credits, Elective

The English Double Block offers a unique learning experience for students who have not met proficiency on the NJASK 8 and/or the NJPASS 9. Students will have two periods of English that will provide the additional time needed to build and apply critical writing, reading, listening and speaking skills. Through a variety of student centered learning activities, students become empowered to read for understanding, write for various audiences and various purposes, and engage in presentations that further their learning success. The course also includes the integration of technology; all of the skills, strategies and techniques foster positive student identities.

#### **English 9: Honors**

Year, 5.0 Credits, Grade 9

Students who are recommended for this course should have demonstrated a marked degree of skill in both reading and writing. Composition work will provide for practice, guidance, and criticism. Literature work will include representative selections from novels, short stories, mythology, and non-fiction. In addition to independent reading assignments, students will practice public speaking skills. Attention will be given to preparing students for standardized tests. Students are required to complete the summer reading assignment.

#### **English 9**

Year, 5.0 Credits, Grade 9

Practical work in standard, English usage is of primary importance. Composition work will emphasize the writing process. Literature will include representative selections from novels, short stories, mythology, and non-fiction. Students are also responsible for independent reading assignments.

#### **English 10 Knowledge**

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

Year, 5.0 Credits, Language Arts

Year, 5.0 Credits, Elective

The English Double Block offers a unique learning experience for students who have not met proficiency on the NJPASS 9. Students will have two periods of English that will provide the additional time needed to build and apply critical writing, reading, listening and speaking skills. Through a variety of student centered learning activities, students become empowered to read for understanding, write for various audiences and various purposes, and engage in presentations that further their learning success. The course also includes the integration of technology; all of the skills,

strategies and techniques foster positive student identities.

### **English 10: Honors**

Year, 5.0 Credits, Grade 10

Prerequisite: Successful completion of English 9

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

### **English 10**

Year, 5.0 Credits, Grade 10

Prerequisite: Successful completion of English 9

This course stresses the practical application of composition. Students will read American literature in addition to one Shakespeare play. Students continue to develop their independent reading skills and strategies.

### **English 11: Honors**

Year, 5.0 Credits, Grade 11

Prerequisite: Successful completion of English 10

The course continues the work begun in English 10 honors or college preparatory with special emphasis on English literature from Anglo-Saxon to modern times. English 11 Honors emphasizes rigor and student responsibility while preparing the students for the challenges of AP English. Students engage in independent reading assignments with an understanding that the focus is on academic style writing and

analytical thinking. Oral participation and public speaking are embedded throughout the year. Test-taking strategies continue to be emphasized. Students are required to complete the summer reading assignment.

### **English 11**

Year, 5.0 Credits, Grade 11

Prerequisite: Successful completion of English 10

Much practice is given in English usage. Composition work stresses meaning and clarity in writing. Practical applications of writing are emphasized. Independent reading continues to be fostered throughout the course.

### **English 12: Honors**

Year, 5.0 Credits, Grade 12

Prerequisite: Grade 11 English teacher recommendation and 2 of the following 3 criteria:

- 240 or above on HSPA
- A as the year end grade for Grade 11 English or B or higher year end grade for English 11 Honors
- District Writing Assessments  
Average score of 5 or higher

Independent reading and writing are the basis for many assignments. Each student will complete a college application essay to highlight their achieving the Profile of a North Plainfield High School Graduate. Emphasis is placed on writing, with attention given to the principles of rhetoric and the development and/or refinement of one's own writing skills. Writing is focused on themes represented in world literature and global affairs to highlight the themes of personal responsibility, integrity, diversity, to name a few, in order to contribute to the global society upon graduation and appreciate the value of lifelong learning. Readings are drawn from world and contemporary literature to continue the development of critical reading and thinking skills. Additionally, emphasis is placed on

public speaking. Students will complete an interdisciplinary project known as the Senior Anthology Project. The incorporation of multidimensional thought processes, research, six written papers and a presentation, acts as a culminating and transitional assignment.

### **English 12**

Year, 5.0 Credits, Grade 12

Prerequisite: Successful completion of English 11

Emphasis is placed on the writing and speaking required for post high school world. Each student will complete a common application essay to highlight their achieving the Profile of a North Plainfield High School Graduate. Readings are drawn from world and contemporary literature to continue the development of critical reading and thinking skills. Writing is focused on themes represented in the readings and global affairs to highlight the themes of personal responsibility, integrity, diversity, to name a few, in order to contribute to the global society upon graduation and appreciate the value of lifelong learning. Students will complete an interdisciplinary project known as the Senior Anthology Project. The incorporation of multidimensional thought processes, research, six written papers and a presentation, acts as a culminating and transitional assignment.



### **Advanced Placement English Literature/Advanced Placement English Language**

Year, 6.0 Credits, Grade 12

**Prerequisites:** Grade 11 English Teacher Recommendation

And 2 of the following 3 criteria:

- 240 or above on HSPA
- A as the year- end grade for Grade 11 English or B or higher for Grade 11 English Honors
- District Writing Assessments Average Score of 5 or higher
- Completion of Summer Reading Assignment

Students who are recommended for this course have demonstrated an exemplary standard of skill in both reading comprehension and writing compositions. These students are expected to work under high levels of autonomy and demonstrate a commitment to achieving readiness for college in the fall. Independent reading is a fundamental aspect of the course. In- class discussions are fundamental to achieving mastery in the ability to analyze both literary and rhetoric devices employed by a wide variety of authors to advance a position, develop a theme, and/or to enrich the fiction or non-fiction used within the course. By actively participating, students are prepared to take the Advanced Placement Examination in AP English Literature and /or AP Language and Composition. Students will complete an interdisciplinary project known as the Senior Anthology Project. The incorporation of multidimensional thought processes, research, six written papers and a presentation, acts as a culminating and transitional assignment.



## **English Electives**

### **\*Creative Writing I**

Semester, 2.5 Credits, Grades 9 - 12

The course is designed to extend personal awareness through writing. Offering writing experience both in and outside of class, the course will focus on understanding the creative process as it applies to the individual writer. Emphasis will be placed on the development of expression in the form of short prose and fiction.

### **\*Creative Writing II**

Semester, 2.5 Credits, Grades 9 – 12

Creative Writing II is open to students who wish to continue, to develop their writing proficiency and explore new styles of expression. The areas of drama and poetry will be covered in depth. Writing in other genres will also be explored.

### **\*Books on Film**

Semester, 2.5 Credits, Grades 9 – 12

This course stresses reading for enjoyment rather than for a grade. Under guidance from the teacher, students will select books from a variety of sources, including those pieces of literature that have become films and movies. Consideration is given to students' wide range of interests and reading abilities.

### **\*Writer's Workshop**

Semester, 2.5 Credits, Grades 9

The course gives students strategies and mechanics in descriptive, persuasive, and expository writing, as well as grammar usage. Students will also become familiar with the writing process.

### **Journalism**

Year, 5.0 Credits, Grades 9 – 12

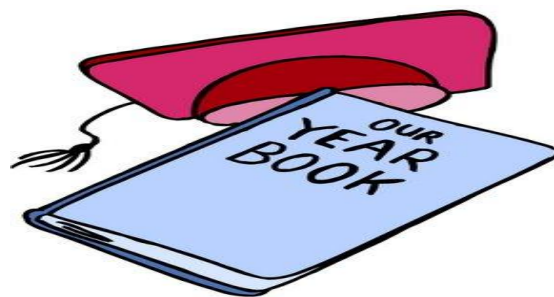
Students will learn and practice various forms of journalistic writing for a newspaper or magazine. It includes news, feature, sports, editorial and column writing. News gathering and reporting for the story are stressed as the ideals of a free and responsible press are applied to the student's writing. Emphasis is given to learning concise, direct writing using school events and school related topics and issues for its subject matter. Student writing assignments may be submitted to the high school newspaper *Tunlaw*.

### **Yearbook**

Year, 5.0 Credits, Grades 10 - 12

Prerequisite: "B" or better in English

Students will use web-based program to achieve the objective of developing and bringing to publication the school yearbook. Students will learn photojournalism, advertising, proofreading, artwork, public relations, editing, sales, print layout, thematic development, and photography. Students may be asked to commit time after school to meet deadlines.





## ***ENGLISH AS A SECOND LANGUAGE***

### **Port of Entry/ESL**

Year, 5.0 Credits, Grades 9 - 12

The Port of Entry Program provides a basic introduction to English for English language learners who place into POE as a result of the MAC II test. The Port of Entry Program integrates the four basic language skills: listening, speaking, reading, and writing. Practice is given using life skills in realistic contexts. The content focuses on survival skills, basic vocabulary development, and fundamental grammar. Students become familiar with the school setting and routines and develop confidence in using English. The students are prepared to adjust and function in the regular ESL program and content area classes. The students are enrolled in three POE/ESL classes; two ESL classes and one social studies class.

### **English as a Second Language I, II, III, IV**

Year, 5.0 Credits, Grades 9 - 12

These courses are designed for English language learners who test into the appropriate levels as a result of the MAC II test. The classes integrate the four basic language skills: listening, speaking, reading, and writing. Culture and literature are part of the curriculum.

### **Intensive English I & II**

Year, 5.0 Credits, Grades 9 - 12

These courses are designed to give English language learners added instruction and practice in attaining English proficiency. The Intensive English classes are extensions of ESL and are taken in conjunction with ESL I and II.

### **\*Reading for Pleasure ELL**

Semester, Credits 2.5, Grades 9 – 12

This course is designed for students who would like to work on improving strategies of comprehension. The course stresses reading material that can be read for enjoyment. Multicultural authors will be introduced into the reading class. Sharing of reading information will be done through writing journals, classroom discussions, and oral reports. Under teacher guidance, students will select books from a variety of sources. Students will also self-select books to read for pleasure. All the books used in the reading for class will cover a wide range of interests through a variety of reading abilities. Vocabulary development and background information of selected stories will be addressed.

**\*Writer’s Workshop ELL**

Semester, 2.5 Credits, Grades 9 - 12

This course is designed particularly for students currently or previously enrolled in the ELL program or for second language learners who desire to continue to master writing.



***FAMILY AND  
CONSUMER  
SCIENCES***

**\*Foods and Nutrition**

Semester, 2.5 Credits, Grades 9 - 12

This introductory course focuses on the fundamentals of nutrition, food preparation, meal planning, and consumer education.

**\*Advanced Foods**

Semester, 2.5 Credits, Grades 9 - 12

Prerequisite: Successful completion of Foods and Nutrition

This course builds upon the fundamentals of Foods and Nutrition. Students will develop advanced skills and techniques in food preparation and meal planning as well as further their knowledge of nutrition and consumer education.

**\*Gourmet Cooking**

Semester, 2.5 Credits, Grades 10 - 12

Prerequisites: Foods and Nutrition, Advanced Foods, or teacher approval

This course focuses on developing expertise in the preparation and presentation of food. Topics will include preparation of attractive meals, development of skill in preparation techniques, use of gourmet equipment, exposure to continental cuisine, and exploration of new and unfamiliar foods.

**\*Cooking for Today**

Semester, 2.5 Credits, Grades 10 - 12

The focus of this course is on cooking for today’s lifestyle with the latest information on good health, nutrition, and light cooking. Selecting, preparing, and serving meals will emphasize methods that are quick, easy, and nutritious.



### **\*Creative Clothing and Crafts**

Semester, 2.5 Credits, Grades 9 - 12

This course in basic sewing and crafts develops creativity through the planning and creating of clothing and craft projects. It develops skills, which can serve as future leisure time activities and/or possible careers in this field. Students will complete one item using a commercial pattern and several textile/craft projects using a variety of applied design and stitchery techniques.

### **\*Fashion Design and Merchandising**

Semester, 2.5 Credits, Grades 9 - 12

The focus of this course is on design and production of clothing and accessories. Each student will create original designs. One garment will be made from a commercial pattern. Students are provided with an overview of the design and merchandising fields and opportunities to explore interests and capabilities in these fields.

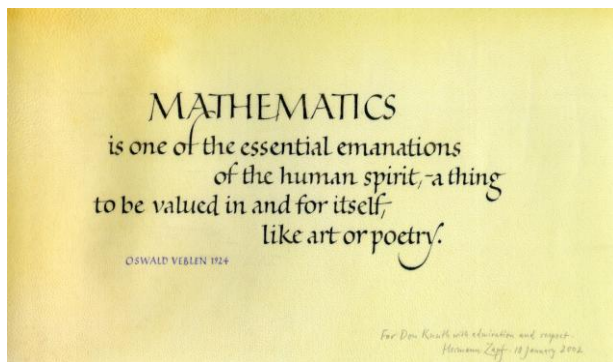


### **Child Development**

Year, 5.0 Credits, Grades 10 - 12

This course focuses on the social, intellectual, and emotional development of children from prenatal through adolescence. Each student will be involved in planning and participating with an on-site preschool laboratory (nursery school). An awareness of parenthood is stressed.





## ***MATHEMATICS***

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

### **Math Knowledge**

#### **Math Numeracy**

Year, 5.0 Credits Math, Grade 9  
5.0 Credits Elective

These courses are designed for students who have not passed the NJASK 8. The courses will strengthen students' understanding of basic mathematical concepts and skills during the first semester and focuses on algebra during the second half of the year. Technology, group work and oral presentations play a role in instruction. The dual courses will be taught consecutively by the same teacher.

### **Fundamentals of Functions and Trigonometry**

Year, 5.0 Credits, Grades 11 - 12

This course is designed for the student who has completed Algebra II or AlGeo III and who does not wish to take the more rigorous pre-calculus course. In this course students will learn how to use different types of functions, powers, roots, logarithms, trigonometry, and polynomials.

### **Algebra 1 Knowledge**

#### **Algebra 1 Application**

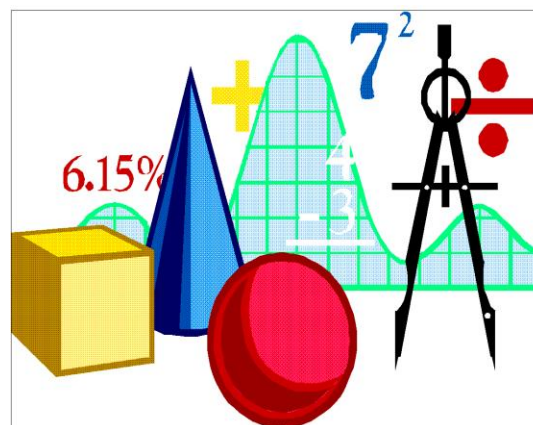
Year, 5.0, Credits, Grades 9 - 10

This course is an equivalent to Algebra 1 in content. The course structure is designed for students who need additional time to master algebraic concepts and understanding. Technology, group work and oral presentations play a role in instruction. The dual courses will be taught consecutively by the same teacher.

### **Algebra I**

Year, 5.0 Credits, Grades 9 - 11

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



**Algebra I for English Language Learners**  
Year, 5.0 Credits, Grades 9 – 12

This course is identical in content to Algebra I. It is designed to support English Language Learners with a stronger emphasis on vocabulary development.

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

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

**Algebra II**  
Year, 5.0 Credits, Grades 9 - 11

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

**Pre-Calculus**  
Year, 5.0 Credits, Grades 11 - 12  
Prerequisite: “B-“ or better in Algebra II or “C+” in Algebra II with teacher recommendation.

This course is necessary for students considering engineering, science, or business in college. It is also recommended for four-year college-bound students as they will be required to take a similar mathematics course in college. This course includes a thorough coverage of plane trigonometry followed by a sequence of topics from advanced algebra, analytic geometry, and elementary differential calculus.

**\*Economics/Financial Literacy**  
Semester, 2.5 Credits, Grades 9 – 12

This required course helps students to better understand money and successfully manage finances. The course also explores different economic systems, how they work, and why they succeed and sometimes fail. Students will engage in readings, simulation activities, Socratic discussion, and debate on how a society manages and allocates its resources.

***HONORS MATHEMATICS COURSES***  
***Criteria for placement in honors and AP courses are explained on page 14-15.***

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

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

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

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

### **Pre-Calculus Honors**

Year, 5.0 Credits, Grade 9 - 11

Prerequisite: "A-" or above in Algebra II or "B-" or above in Algebra II Honors.

This course is necessary for students considering engineering, science, or business in college. It is also recommended for four-year college-bound students as they will be required to take a mathematics course in college. This course includes a thorough coverage of plane trigonometry followed by a sequence of topics from advanced algebra, analytic geometry, and elementary differential calculus at a rigorous pace, as preparation for Advanced Placement Calculus.

### **Calculus Honors**

Year, 5.0 Credits, Grade 11 - 12

The primary objective of this course is to give substantial training in differential and integral calculus with sufficient application to bring out the meaning and importance of the subject. Topics included are the review and extension of analytic geometry and differential and integral calculus of elementary and transcendental functions.

### **Advanced Placement Calculus**

Year, 5.0 Credits, Grade 11 - 12

In this advanced placement course in mathematics, students are expected to take the Advanced Placement Test in Mathematics (level AB). Substantial training at a rigorous pace will be devoted to differential and integral calculus and their applications.



## ***MUSIC***

*The Music Department offers a wide variety of musical experiences, both vocal and instrumental. All students have the opportunity to elect mixed choir and may audition for concert choir. Instrumentally, all students can participate in concert band and may audition for jazz ensemble and other groups such as woodwind and brass ensembles.*

### **Vocal Workshop**

Year, 5.0 Credits, Grade 9

This is the training choir for the high school mixed choir and is open to any freshman interested in singing. Students learn to read and understand the language of music and to develop a good choral sound.

### **Mixed Choir**

Year, 5.0 Credits, Grades 9 - 12

No prerequisite is required although Vocal Workshop or previous choral training would be helpful. Solo and ensemble experience is available via recitals and concerts. There are two required concerts during the school year (December and May).

## **Concert Band**

Year, 5.0 Credits, Grades 9 - 12

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



## **Wind Ensemble**

Year, 5 credits, grades 10-12

Pre-requisites: Concert band experience, audition and approval of director

The Wind Ensemble is a select instrumental performance group. It is a small ensemble made up of serious musicians looking to be challenged with more demanding literature. Designed to provide an enriched musical environment, students will develop the technical skills required for the performance of major band works. Similar to the concert band, the wind ensemble performs at all school concerts and members will be eligible for any band trips. The Wind Ensemble is the showcase instrumental performance group of the district and is involved in competitions and festivals.

## **Music Theory I**

Semester, 2.5 Credits, Grades 9 – 12

This course is a study of melody, harmony, sight singing, melodic and harmonic dictation, and conducting. It will train students to write four-part harmony using all elements of music. Keyboard and computerized ear training related to the theory of music will be a necessary part of the course.

## **Music Theory II**

Semester, 2.5 Credits, grades 9 – 12

Prerequisite: Music Theory I

This course is a continuation of Music Theory I with the addition of arranging and building a musical score for instruments and voices.

## **Advanced Placement Music Theory**

Year, 5 Credits, grade 12

This course is a study of melody, harmony, sight singing, melodic and harmonic dictation, arranging and composition. It is designed to prepare students to take the Advanced Placement Examination in Music Theory. The goal of the AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Students should possess basic performance skills in voice or on their instrument in order to successfully participate in this course.

### **Concert Choir**

Year, 1 Credit per semester, Grades 9 - 12  
Co-requisite: Membership in Mixed Chorus and/or Voice class

This select choir is by audition only. Performance will include a more difficult repertoire, and membership will be limited to approximately forty students. Students will audition in September of the school year. Students meet one evening per week and perform many concerts during the school year.\*

\*To receive credit for Concert Choir, students must complete 24 hours of participation.

### **\*Marching Band**

First semester, 2.5 Credits, Grades 7 -12

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

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

### **\*History of Rock and Roll**

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

Open to all high school students with an interest in the history and cultural influences of American popular music, who have completed American Popular Music I or have written permission of the instructor. The course begins with an overview of rock's beginnings; blues, boogie-woogie, jazz, swing, country, and gospel. It then moves through the music of the Beatles, Bob Dylan and others, to present day with an emphasis on hip hop and rap. Training in basic music knowledge including harmony, listening skills and form will be part of this course.

### **American Popular Music**

Semester, 2.5 Credits. Grades 9 – 12

This course is designed to teach the roots of American popular music to students with an interest in music study. Beginning with the essentials of music, vocabulary and notation, the class moves along a timeline of American history, following a progression of the music of the Civil War through the end of World War II. The class will focus on musical aspects of rhythm, tone, harmony, instrumentation as well as societal influence, style and trends. Students will learn to critique and create music.



**The following are extracurricular activities. No credit is given.**

### **Jazz Band**

Year, No Credits, Grades 7 – 12

Prerequisite: Membership in Concert Band

Standard jazz band instrumentation (sax, trumpet, trombone, guitar, bass, drums, and piano) is required in this highly recommended ensemble. Due to high level of performance required for this group, the directors will select only qualified members to participate in Jazz Band A or Jazz Band B. Students will have the opportunity to learn and develop skills in improvisation with this early American art form. Music from the 1930's to the present will be studied and performed. The ensemble will perform at community events, recitals, and assemblies.

### **Jazz Choir**

Year, No credit, Grades 9-12

Co-requisite: Membership in Mixed Chorus and/or voice class

The jazz choir is by audition only and will be limited to twenty students. Students will audition in September of the school year and rehearse one evening per week. This select group will perform many concerts during the school year.

### **Madrigal Choir**

Year, No credit, Grades 9 – 12

Co-requisite: Membership in Mixed Chorus and/or voice class

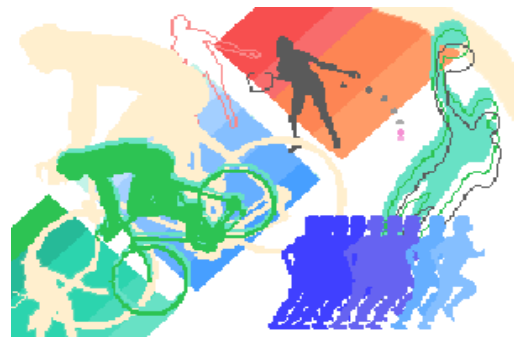
The madrigal choir will be selected by audition in September of the school year and be limited to twelve students. This a cappella group will perform some of the great choral music of the Renaissance Period, sixteenth century English madrigals, and other music in the madrigal style. Rehearsals will be held one evening per week.

### **Winter Guard**

½ Year, No Credit. Grades 9 – 12

No Prerequisite

Winter Guard is available to all students in grades 7 – 12. Similar to the band front in a marching band, winter guard members move around a gymnasium floor to a choreographed routine while spinning flags, rifles, and sabers. Winter Guard begins in November and continues through late April. Rehearsals are held after school hours and on Saturdays. The guard competes all over New Jersey, culminating with a championship usually at South Brunswick High School.



## ***PHYSICAL EDUCATION AND HEALTH***

*The Physical Education Department offers varying levels of physical activities for students in grades 9 through 12. Health Education is offered in grades 9, 10, and 12. Driver Education is offered in grade 11. NJROTC is offered as a Physical Education requirement or as an elective.*

### **Health 1, 2, 4**

Quarter, 1.0 Credit (.8 Credit for science lab students) Grades 9, 10, & 12

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

### **Driver Education**

Quarter, 1.0 Credit (.8 Credit for science lab students) Grade 11

Emphasis is placed on knowledge of the motor vehicle laws, automobile insurance, driving distractions, safety habits, skills, and practices in the operation of a motor vehicle. This course includes consideration of the effects of alcohol and drugs in relation to the car and driving.

### **Physical Education**

1, 2, 3, 4

Three Quarters, 4.0 Credits, Grades 9-12

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

## **NAVAL SCIENCE CURRICULUM**

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

### **NJROTC 1 (elective)**

Prerequisite: None

Year, 5 Credits, Grade 9 – 12

This course includes a general introduction to the NJROTC program and the information needed to properly wear the Navy uniform. Specific training is provided in basic drill and military formations. Detailed academic units cover the following topics: naval science, leadership, naval ships, civics, sea power, maritime geography, oceanography, seamanship, navigation, naval history.



### **NJROTC 1**

(Physical Education credit)

Prerequisite: None

Year, 4 Credits, Grade 9 – 12

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

### **NJROTC II (elective)**

Prerequisite: NJROTC I

Year, 5 credits, grades 10 – 12

This course is a continuation of Naval Science I. Specific training is provided in Maritime History and Nautical Sciences. Detailed academic units cover: navigation, seamanship, oceanography, and maritime geography.

### **NJROTC II**

(Physical Education credit)

Prerequisite: NJROTC I

Year, 4 credits, grades 10 – 12

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

### **NJROTC III (elective)**

Prerequisite: NJROTC 2

Year, 5 Credits, Grades 11 – 12

This course is a continuation of Naval Science 2. Specific training is provided in Navel Leadership, military justice; astronomy; international law and the sea; sea power and national security; naval history; World War II to Desert Storm; meteorology and weather; navel operations, communications and intelligence; maneuvering board; challenges of the future; and electricity and navel electronics

### **NJROTC III**

(Physical Education credit)

Prerequisite: NJROTC 2

Year, 4 Credits, Grades 11 – 12

This course is a continuation of Naval Science 2. Specific training is provided in Navel Leadership, military justice; astronomy; international law and the sea; sea power and national security; naval history; World War II to Desert Storm; meteorology and weather; navel operations, communications and intelligence; maneuvering board; challenges of the future; and electricity and navel electronics. Satisfactory completion of NJROTC 2 will satisfy the physical education requirements for grades 11 and 12.

### **NJROTC IV (elective)**

Year, 5 credits, Grade 12

Prerequisite: NJROTC III

This course is a continuation of Naval Science 3. Specific training is provided in fundamentals of leadership, responsibilities and qualities of leadership; and achieving effective communications.

### **NJROTC IV**

(Physical Education credit)

Year, 4 credits, Grade 12

Prerequisite: NJROTC III

This course is a continuation of Naval Science 3. Specific training is provided in fundamentals of leadership, responsibilities and qualities of leadership; and achieving effective communications. Satisfactory completion of NJROTC IV will satisfy the physical education requirements for grade 12.

## ***SCIENCE***

**In addition to the full year courses, students who enter the high school will have choices of six semester courses. These semester courses include Environmental Science I and II, Botany, Earth Science, and Investigative Science I and II. Students who wish to enroll in Honors Biology in grade 9 must meet the honors level requirements as stated on page 14. Criteria for placement in honors and AP courses are explained on pages 14-15.**

### **\*Environmental Science I**

Semester, 2.5 Credits, Grade 9 - 12

This course introduces students to the interactions between living things and their environment. Students will learn of the sensitive balances, which exist in nature and the forces, which shape or influence them. Ecosystems, food webs, pyramids and cycles, succession, and bio-diversity are a few of the topics to be studied.

### **Environmental Science Honors**

Year, 5.0 Credits, Grades 11 – 12

Prerequisite: Completion of Biology and Chemistry; all prerequisites for Honors courses

This full-year course introduces students to the interactions between living things and their environment. Students will learn of the sensitive balances which exist in nature and the forces which shape or influence them. Ecosystems, food webs, pyramids and cycles, succession, biodiversity and biochemical cycles are a few of the topics to be discussed. Students will analyze the interdependence and interrelationships among different organisms and examine how human behavior affects the stability of ecosystems. Social, political, and economic issues will be examined in depth. Field experiences will be an essential component of the course.



**\*Environmental Science I for English**

Language Learners

Semester, 2.5 Credits, Grade 9 - 12

This course is identical in content to Environmental Science I. It is designed to support English Language Learners with a stronger emphasis on vocabulary development.

**\* Environmental Science II**

Semester, 2.5 Credits, Grade 9 - 12

In this course students will expand their understanding of the interactions between living things and their environment. They will study how human beings depend on their environment, how they effect changes in their environment, and how these changes can and do affect all living things. Environmental issues will be discussed, as will the social, political, economic and technological factors, which relate to them.

**\* Environmental Science II for English**

Language Learners

Semester, 2.5 Credits, Grade 9 - 12

This course is identical in content to Environmental Science II. It is designed to support English Language Learners with a stronger emphasis on vocabulary development.

**\*Earth Science**

Semester, 2.5 Credits, Grade 9 - 12

This is a semester course that will cover five major units in geology. Students will study the earth's origin and layers; rocks, minerals, and fossils of the earth's crust; the earth's movements such as continental drift; topographic maps; and the earth's place in the universe.

**\*Botany (Spring semester only)**

Semester, 2.5 Credits, Grade 9 - 12

In this semester course, students will learn about plants, their structure and function. They will learn about the uses of plants in agriculture, the medical field, and landscaping.

**\*Investigative Science I**

Semester, 2.5 Credits, Grades 9 - 12

Investigate the human body inside and out. Start with a single cell and discover how it can link with others to make the amazingly complex human brain. Follow a nerve impulse throughout the human body. Discover how all the sense organs work. Take part in many investigations of your nervous system. Investigative Science is not open to students who have previously taken and received credit for Biology.

**\*Investigative Science II**

Semester, 2.5 Credits, Grades 9 - 12

Investigate a crime scene. Learn the techniques used by police to solve crimes. Apply those techniques to solve crimes. Next, step into the worlds of polymers. Make your own polymer and use these numerous types of polymers to discover what is best for different uses. Delve into the history of polymers and see the link between science and society. Investigative Science is not open to students who have previously taken and received credit for Biology.

**Biology**

Year, 6.0 Credits, Grades 9 – 12

This course introduces students to cell structure and function, simple genetics, and comparative functional anatomy of the basic kingdoms of life, weekly laboratory investigations will allow students to reinforce concepts learned in the classroom. This course is strongly recommended for students who need laboratory science for college admission. Students must be in grades 9 – 12 unless recommended for Biology by their eighth grade science teacher.

**Biology – Honors**

Year, 6.0 Credits, Grades 9 - 12

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

**Biology for English Language Learners**

Year, 6.0 Credits, Grades 10 – 12

This course is identical in content to Biology. It is designed to support English Language Learners with a strong emphasis on vocabulary development.

**Advanced Placement Biology**

Year, 7.0 Credits, Grades 11 & 12

Prerequisite: “B” or above in all high school science and math courses, Biology and Algebra II

The AP Biology course is designed to be the equivalent of the general Biology course usually taken during the first college year. Students in this course should attain a depth of understanding of molecules and cells, heredity and evolution, and organisms and populations. Successful completion of the course relies heavily on the student’s commitment to independent work, in addition to an emphasis on lab work. Students are required to take the AP Biology exam.

**Chemistry**

Year, 6.0 Credits, Grades 10 -12

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

## Chemistry - Honors

Year, 6.0 Credits, Grades 10 - 12

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

Concurrent enrollment in Algebra II is required.

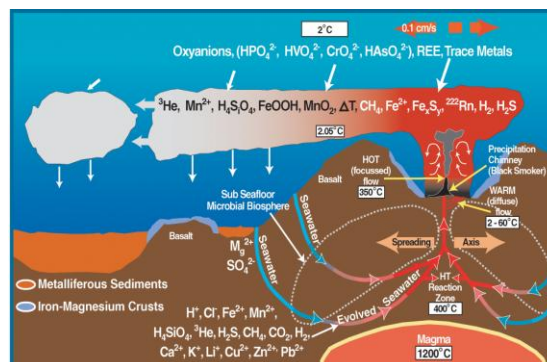
## Advanced Placement Chemistry

Year, 7.0 Credits, Grades 11 – 12

Pre-requisite: "B" or better in Chemistry Honors

The AP chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students in this course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. This differs qualitatively from Chemistry 7 Honors/CP with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations, the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences

appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. The AP Chemistry course is designed to be taken, only after the successful completion of a first course in high school chemistry. In addition, the mathematics prerequisite for an AP chemistry class is the successful completion of a second-year algebra course. Students are required to take the AP Chemistry exam.

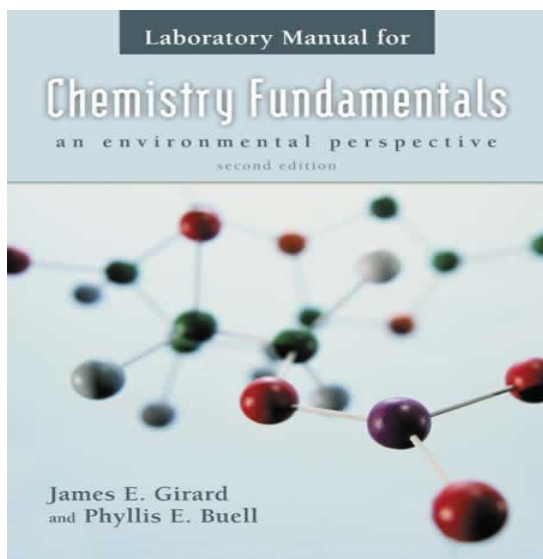


## Physics

Year, 6.0 Credits, Grade 11 - 12

Prerequisite: Algebra II and Geometry are highly recommended. Completion of Algebra I is required.

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



### **Physics Honors**

Year, 6.0 Credits, Grades 11 – 12

Prerequisite: Completion of Algebra II and Geometry are required; B or higher in previous honors science.

This course uses all of the approaches in Physics (above), but is problem based and a deeper understanding of the processes of nature will be required. Students who intend on going to a college majoring in any science, medicine, nursing or pharmacy should take Physics Honors

### **Physical Science**

Year; 5 Credits, Grades 9 – 12

This course consists of an introduction to the principles of science in the natural world. The course will begin with the scientific method, basic mathematics for science and the metric system of measurement, which is used both in science and throughout the world. The fundamental concepts of chemistry will be surveyed, including atomic structure, properties of matter, elements & compounds, mixtures, chemical reactions & the organic molecules of life. Attributes of the physical world, including motion, force, work, energy, light, electricity, magnetism & fluids will be

discussed. As time permits, an introduction to astronomy & geology will conclude the course. Thus, this course will provide the student with a general survey of science, in order to introduce the student to today's scientific world.

Enrollment recommendations: completion of grade 8 science and mathematics.



## ***SOCIAL STUDIES***

*The State of New Jersey requires that all students complete a course in world history and the equivalent of two years of United States history to be eligible for a high school diploma. All required courses are offered at differentiated levels; criteria for placement in honors and AP courses are explained on pages 14-15. Students entering grade 9 are expected to take U. S. History I. In subsequent years, students enroll in U.S. History II and World History. Sophomores, juniors and seniors may take the elective courses. Alternative assessments/research projects are required in all social studies classes.*

**United States History I (Honors, ELL)**  
Year, 5.0 Credits

This course covers American history from the Age of Exploration through the 19th century. Emphasis is placed on constitutional development as well as the study of current affairs and their relation to our historic development.

**United States History II (Honors, ELL)**  
Year, 5 Credits  
Prerequisite: United States History I

This course is a survey of America's domestic history and international relations. Topics include but are not limited to: the Progressive Era, Roaring Twenties, The New Deal, the Civil Rights Movement, World War I, World War II, Korea, the Cold War, the United Nations, Vietnam and contemporary American policies. Students are also engaged in exploring current national and international topics.

**World History (Honors, ELL)**  
Year, 5.0 Credits, Grade 9 - 12

For one semester of this course, students will study the history, culture, and religions of the Middle East, China, and Africa. During the other half of the year, students will study Western Europe from the Middle Ages to 1900. Students will gain some of the background vital to the study of literature, culture, and American history.

**Advanced Placement European History**  
Year, 5.0 Credits, Grade 12

The Advanced Placement European History class is designed to prepare students to take the AP exam confidently and competently. The course will cover European history from the Renaissance to the present. Attention will be given to Europe's political-diplomatic history, economical-social history, and cultural-intellectual history.

**SOCIAL STUDIES ELECTIVES**

**\*African-American History: Part I From the Kingdoms to 1865**  
Semester, 2.5 Credits, Grades 10 – 12

This course will study the history of people of African descent in their New World environment. The course will examine the various roles of African -Americans in the development of the United States to the Civil War. Attention will be given to African history, the development of the slave trade, the arrival of Africans in the New World, the period of enslavement, and the contributions of African-Americans during the Revolutionary and Civil Wars. Roots of African-American political, social, religious, and philosophical thought will be given special attention.



**\*African-American History: Part II,  
From Emancipation to the 21<sup>st</sup> Century.**  
Semester, 2.5 Credits, Grades 10 – 12  
Prerequisite: African-American History I

The course continues the study of the history of African-Americans in the United States, beginning after the Civil War with Reconstruction. The course will give special attention to the promises and failures of Reconstruction; African-Americans in the new South; advances in education, the arts, and sciences; the development of African American political, religious, and social organizations; and the Civil Rights Movement. Periods such as the Harlem Renaissance and the Black Chicago renaissance will receive special attention. Contributions of African-Americans during World War I and II will also be studied. The course will examine the development and exercise of Black political power. Students will become familiar with the contributions of African-Americans in all areas of endeavor: music, literature, art, theater, poetry, politics, business, religion, philosophy, and sports.

**\*History of the Holocaust**  
Semester, 2.5 Credits, Grades 10 - 12

This course will provide students with an opportunity for in-depth study of this important historical event. Through an examination of historical documents, first-person accounts, novels, and films, students will be able to analyze the unique events of the Holocaust and apply the universal lessons of those events to contemporary history and life.

**Criminology**

Year, 5.0 Credits, Grades 11-12  
Pre-requisite: Completion of U.S. History I and II

Topics for this course focus on law, the causes of crime, search, arrest, trial, punishment, and the rights of citizens protected by the Constitution of the United States of America. Students study a trial and various cases while using supplemental sources including e-databases and the Internet. News stories of legal interest are studied as are controversial yet appropriate current events. Students will be required to participate in debates and prepare point/counterpoint position papers. Students registering for this course understand that the readings are at grade level.



**\*Psychology I**

Semester, 2.5 Credits, Grades 11 - 12

The basic objective of the course is to help students observe and evaluate behavior in a critical and scientific way. Students registering for this course should understand that readings for the course are at the college prep level.

**\*Psychology II**

Semester, 2.5 Credits, Grades 11 - 12

Prerequisite: Psychology I

A continuation of Psychology I, the course expands the concepts of personality development through direct observation and experimentation. Exploration of the self is encouraged. Students registering for this course should understand that readings for the course are at the college prep level.

**\*Sociology I**

Semester, 2.5 Credits, Grades 11 - 12

This is the study of groups and the relationships and interactions of the various groups in society. Topics include an introductory unit, cultures and cultural values, social class structures, minorities, social problems, the mass media, marriage and divorce, the family, sports in society, and others. Students registering for this course should understand that readings for the course are at the college prep level.

**\*Sociology II**

Semester, 2.5 Credits, Grades 11 - 12

Prerequisite: Sociology I

This course is a continuation of Sociology I. Students will continue to focus on current social issues. Topics in the course include racism in America, multiculturalism, the elderly, education, the environment, and the role of sports in our everyday lives. Students registering for this course should understand that readings for the course are at the college prep level.

**\*Economics/Financial Literacy**

Semester, 2.5 Credits, Grades 9 – 12

This required course helps students to better understand money and successfully manage finances. The course also explores different economic systems, how they work, and why they succeed and sometimes fail. Students will engage in readings, simulation activities, Socratic discussion, and debate on how a society manages and allocates its resources.

**\*War on Film**

Semester, 2.5 Credits, Grades 9 – 12

This course will study human conflict as interpreted through visual media, including motion pictures and newsreels. The class will view full and excerpted examples from American and international cinema, spotlighting the fighting experiences in many areas of the world through different periods of time. These cinematography depictions of war will be coupled with readings aimed at helping students gain historical perspective on human conflict. Discussion will focus on geographical aspects of war as well as its social and economic consequences. Some of the films discussed in this course are Dr. Zhivago, Glory, Ben-Hur, Saving Private Ryan and Lawrence of Arabia.



## ***SPEECH AND THEATER***

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

Introduction to Speech and Theater  
Year, 5.0 Credits, Grade 9

This performance course will provide activities to develop skills in speaking and drama. In speech, students will learn to improve their speaking abilities through the activities of group discussion, speech-making, and the oral interpretation of literature. In theater, students will perform skits, improvisations, pantomimes, scenes, and plays both in class and in public.

### **Principles of Acting**

Year, 5.0 Credits, Grades 10 - 12

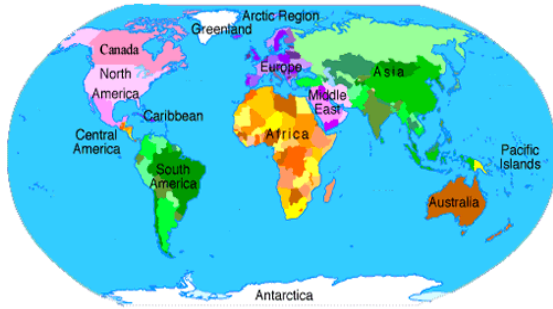
This performance course will include the history of theater and develop, through workshop exercises, dramatic techniques in acting from improvisation to play production. Students will perform skits, monologues, scenes, and plays to enjoy the art of acting. Students will enhance their experience through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

### **Advanced Theater Workshop and Seminar**

Year, 5.0 Credits, Grades 11 - 12

Prerequisite: Previous acting class/experience

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



# **WORLD LANGUAGES**

*\*Criteria for students recommended for honors classes: Minimum entry grade should be A-. Additionally, students must be highly motivated, self-reliant, and moved to participate actively in class work and discussions. They must also be able to comprehend/verbalize in the target language and progress at a rapid rate because the target language is almost always spoken in class. They should maintain a B- average to continue in honors.*

**Students who do not meet the criteria must receive permission from the teacher and supervisor to be placed in an honors class.**

## **French 1**

Year, 5.0 Credits, Grades 9 - 12

Practice is offered in listening, speaking, reading, and writing. The content includes study and practice in usage, grammar, and idioms. Attention is given to French customs, early history, and culture. Primary emphasis is placed on proper pronunciation and on comprehension of spoken and written French in the present tense.



## **French 2/2 Honors**

Year, 5.0 Credits, Grades 9 - 12

Prerequisite: Successful completion of French I with a distinguished world language past achievement record.

The theme of communication initiated in French 1 is continued. Students learn definite patterns of speech in practical topics with written exercises based on conversations and on a systematic study of basic grammar. Further study focuses on reading short novels or plays in unedited form.

## **French 3/3 Honors**

Year, 5.0 Credits, Grades 9 - 12

Prerequisite: Successful completion of French 2

French 3 continues in a more advanced form the theme of communication pursued in the first two years. Students learn definite patterns and vocabulary in practical conversational situations. Specific grammatical points, especially verb structures, are systematically studied via oral and written exercises. Students study the life, customs, and history of France. In addition, they read and discuss selected works of classic French authors, such as fables, poems, and short stories.

### **French 4/4 Honors**

Year, 5.0 Credits, Grades 9 - 12

Prerequisite: Successful completion of French 3

The exclusive use of French is stressed in this course. A review of grammar is presented within the context of thematic units, addressing expanded vocabulary, conversations, and reading selections. In addition, students read literary selections and prepare an art project.



### **French 5/5H Honors**

Year, 5.0 Credits, Grade 12

Prerequisite: Successful completion of French 4 with a distinguished world language past achievement record

French 5 honors, continues the communicative competence goals of French 4. Students enrich vocabulary, comprehension, and composition using sources in French literature and culture. Fine points of grammar are practiced. Course content focuses on an overview of history, culture, and literature from the origins of France to the 20th century.

### **Advanced Placement French**

Year, 5.0 Credits, Grade 12

Prerequisite: Successful completion of French 4 with a distinguished world language past achievement record

Advanced Placement French offers students in the final stages of secondary study the opportunity to develop proficiency in using the French language for active communication. The course challenges enable students to read, write, listen, and speak French while providing a means of obtaining college credit or placement or both. The course requires the taking of the AP French Language examination.

### **Italian 1**

Year, 5.0 Credits, Grades 9 – 12

Italian 1 introduces the basic elements of the language. Students study dialogues, sentence patterns, and practical expressions in reading and conversation. Elements of Italian culture are also part of the program.

### **Italian 2/2 Honors**

Year, 5.0 Credits, Grades 9 - 12

Prerequisite: Successful completion of Italian 1

Italian 2 continues the elementary work in the language with further study of essential grammar, pronunciation, and conversation. There is also further study of Italian culture, including the history and geography of Italy.

### **Italian 3/3 Honors**

Year, 5.0 Credits, Grades 9 - 12

Prerequisite: Successful completion of Italian 2

Italian 3 focuses on conversation, composition, and grammar. The use of Italian in various activities is emphasized. An important aspect of the program is the continued study of Italian culture.



### **Italian 4/4 Honors**

Year, 5.0 Credits, Grades 9 - 12

Prerequisite: Successful completion of Italian 3

In this course the exclusive use of Italian is stressed. A study is made of the fine points of grammar and advanced vocabulary. Featured are advanced composition and modern Italian literature. Study of Italian culture continues.

### **Italian 5/5 Honors**

Year, 5.0 Credits, Grades 9 – 12

Prerequisite: Successful completion of Italian 4

This course stresses advanced grammar and composition and places special emphasis on oral communication. Readings about Italian history, culture, and literature serve as the basis for developing further writing, speaking, and reading skills. Students enrich vocabulary, comprehension, and composition using sources in Italian literature and culture. Fine points of grammar are practiced. Course content focuses on an overview of history, culture, and literature from the origins of Italy to the 21st century.

### **Advanced Placement Italian**

Year, 5.0 Credits, Grade 12

Prerequisite: At least 3 years of Italian

The purpose of this course is to prepare students for the College Board Advanced Placement Italian Language and culture exam. The class is conducted with a strong emphasis on improving fluency and accuracy of oral expression. An intense review of grammar and vocabulary refines students' skills. Extensive training in writing compositions is also emphasized. The goal of AP Italian is to generate an enthusiasm towards the goals of achieving linguistic proficiency in Italian, as well as appreciating and understanding many aspects of the Italian world. Thus, the four skills to be developed in this class are listening, speaking, reading, and writing. Candidates must not only be well prepared, but they must also have a high-level of motivation and interest as well as sufficient time to prepare out-of-class reading and writing assignments.

### **Spanish I**

Year, 5.0 Credits, Grades 9 - 12

Spanish 1 introduces the basic elements of the language. Speaking Spanish and reading with comprehension constitute the essentials of the course. Writing strategies are introduced and reinforced.

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

Year, 5.0 Credits, Grades 9 - 12

Prerequisite: Successful completion of Spanish 1

Spanish 2 continues the study of the fundamentals of the language. Grammar and verb structure are practiced in oral and listening exercises. Students are taught to read for comprehension and to write accurately within the limits of their vocabulary. In addition, some study is made of the history and culture of Spanish-speaking peoples.



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

Year, 5.0 Credits, Grades 9 - 12

Prerequisite: Successful completion of Spanish 2

Students are introduced to some reading selections from Hispanic literature and history. There is continued practice in listening, speaking, and writing. Additional vocabulary, grammar, and verbs are offered for mastery.

### **Spanish 4/4H**

Year, 5.0 Credits, Grades 9 - 12

Prerequisite: Successful completion of Spanish 3

In Spanish 4, the reading focuses on Latin American history, literature, and customs. New vocabulary and grammar concepts are presented. Instruction, as well as student response and work, is conducted in Spanish so that students can continue exercising the skills of listening, speaking, reading, and writing in Spanish.

### **Spanish 5/5 Honors**

Year, 5.0 Credits, Grade 12

Prerequisite: Successful completion of Spanish 3 with a distinguished world language past achievement record

Depending on an alternating cycle, students will study art and sociology of the Hispanic world or Latin American history, geography, and literature. These studies serve as the basis for developing writing, listening, speaking, and reading skills. Studies of advanced grammar concepts aid in developing these language skills.



### **Advanced Placement Spanish**

Year, 5 Credits, Grades 11 – 12

Prerequisite: At least 3 years of Spanish

In this Advanced Placement course in Spanish, students are expected to take the Advanced Placement Test in Spanish language. Students who have successfully completed at least 3 years of Spanish and/or have placed into Spanish 3 or above through the district assessment test are qualified to participate in Advanced Placement Spanish. The AP Spanish class will continue to develop and refine students' proficiency in all four language skills; listening, speaking, reading, and writing. Students who participate in the AP Spanish class will be able to comprehend formal and informal spoken Spanish, acquire vocabulary and structure to read newspapers, magazines, modern literature in Spanish, compose expository passages, and express ideas orally with accuracy and fluency. The content of the AP Spanish language exam will focus on skills addresses through long and short dialogues and narration, reading comprehension, paragraph and sentence completion, compositions, picture sequences, and directed responses. Students will also have the option of taking the AP Spanish Literature exams. The literature exam includes Mediaeval and Golden Age Literature, Nineteenth Century Literature,

and Twentieth Century Literature. The AP Literature exam includes multiple-choice of reading analysis, free responses of poetry, thematic, and text analyses.

**Spanish for Heritage Speakers I and II**  
Year, Credits 5, Grades 9 – 12

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

**American Sign Language I**  
Year, 5.0 Credits, Grades 9 – 12

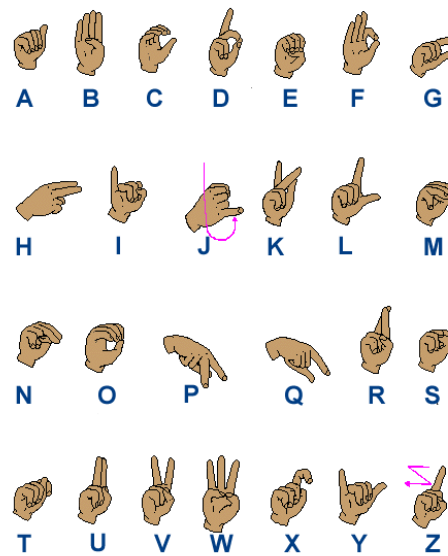
American Sign Language is a visual-gestural language made up of movements of the hands, arms, face, head, and body. These movements are the “words” of American Sign Language. Voice is not used to communicate in American Sign Language. Students will learn this means of communication through a receptive, expressive, and interactive curriculum. Students will also learn about Deaf Culture and investigate issues concerning the Deaf Community. American Sign Language will fulfill the world language requirement for acquiring a second language.

**American Sign Language II**  
Year, 5.0 Credits, Grades 10 – 12  
Prerequisite: Successful completion of American Sign Language I

This course is a continuation of American Sign Language I. Students will continue to develop vocabulary, linguistic skills, and knowledge of Deaf Culture. This will fulfill the second year of the world language requirement.

**American Sign Language III**  
Year, 5.0 Credits, Grades 11 – 12  
Prerequisite: Successful completion of American Sign Language II

This course is a continuation of ASL II. Students will continue to develop signing skills while beginning to explore the concept of interpreting and storytelling. Students will further their knowledge of Deaf Culture and the various issues to the Deaf Community such as deaf education.



### **American Sign Language IV/V**

Year, 5.0 Credits, Grade 12

Prerequisite: Successful completion of American Sign Language III

This course is a continuation of ASL III. Students will examine the linguistics of ASL, careers using ASL, further develop vocabulary and master the art of storytelling. Students will develop video portfolios to document their abilities and dedication to learning ASL and Deaf Culture.

## ***SPECIAL PROGRAMS***

### **Academic Support**

Grades 11 – 12

Academic Support is a remedial program designed to improve skills in reading, writing, and/or mathematics. Students are placed in the program as a result of their performance on other standardized assessments; teacher recommendations; report card grades; and other appropriate validation methods. Students in the program will receive instruction based upon identified specific weaknesses and will review curriculum and test taking strategies. An Individual Student Improvement Plan (ISIP) is available. The addition of this class may cause a modification in the student's schedule.

### **Advanced Placement On-Line**

Advanced Placement and other courses not available on campus will be available to students through Educere. Students would work independently and have access to the information 24 hours per day, 7 days per week. The following Advanced Placement courses are being offered:

AP Calculus BC

AP Computer Science A

AP Economics

AP European History

AP Environmental Science

AP Macroeconomics

AP Microeconomics

AP Physics B

AP Physics C: Electricity and Magnetism

AP Physics C: Mechanics

AP Statistics

AP US Government

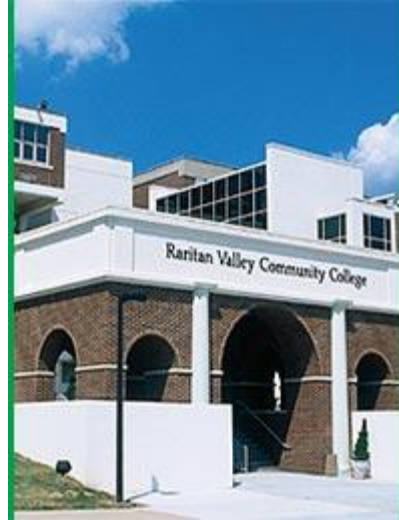
AP US History

AP World History

## ***DIRECTED STUDY***

### **General Description**

The Directed Study (DS) Program at North Plainfield High School is designed to provide opportunities for students to receive credit in courses through alternate instructional strategies. Students wishing to participate in DS must have their eligibility verified by their guidance counselor. The student, in consultation with an appropriate mentor, should then complete a proposal and submit it for approval by a faculty committee. After reviewing the proposal, the committee will determine the number of credits to be granted. Credits will be awarded only after successful completion of the DS and its presentation to the approval committee. The very concept of directed study implies that the student will initiate the proposal, secure a mentor, and engage in the activities with minimal assistance. In many cases, the DS will be completed outside of the high school as long as the student is progressing satisfactorily in completing the standard course requirements for graduation.



### **Raritan Valley Community College Concurrent Enrollment Program (CEP)**

High school students can enroll in a college course while attending North Plainfield High School. Upon successful completion of a course, they will receive both high school and college credit. Depending upon the enrollment the following courses will be offered at NPHS during the 2011 - 2012 school year.

#### **Introduction to Criminal Justice CRMJ-101**

Credits, 3 RVCC

Credits, 5 NPHS

This course surveys the adjudication process through an examination of the police, courts, and corrections. Explores in-depth the mechanics of the criminal justice system and its inherent problems.

Current efforts to improve the justice process are also reviewed.

## **Two-Dimensional Design**

ARTS-105

Credits, 3 RVCC

Credits, 5 NPHS

An introduction to the various aspects of design. Using traditional media and computers, students will explore composition, perspective, color, and other art elements. No previous computer experience is needed. Students will purchase their own supplies.

## **Interpersonal Communication**

COMM-110

Credits, 3 RVCC

Credits, 5 NPHS

This course is a survey of concepts, principles, theories, and practices of Interpersonal Communication. Students will participate in small-group and large-group experimental learning and simulations that reinforce theory and practice of effective Interpersonal Communication. Emphasis is on self-awareness as the key to awareness of others. Topics covered include listening, self-esteem, self-disclosure, interpersonal dynamics, and assertiveness training. Students who complete this course will become more effective and confident in their relationships with family, friends, colleagues, significant others, and strangers.

In order for a student to be eligible to participate in the CEP, they must complete an application.

The courses listed above will take place on-site at North Plainfield High School. Students interested in enrolling in other RVCC courses must see their counselor.

## **RVCC Online Early Credit Courses Fall 2011**

Accounting  
Financial Accounting  
Anthropology  
Intro to Cultural Anthropology  
Art History  
Art from Pre-History to 13 Century  
Biology  
Intro to Nutrition  
Business  
Intro to Business Administration  
Business Law I  
Business Mathematics  
Communications  
Intro to Mass communication  
Intercultural Communication  
Computer Information Systems  
Computer Concepts  
Criminal Justice  
Intro to Criminal Justice  
Police & Community  
Criminology  
Juvenile Delinquency  
Criminal Procedure  
Economics  
Macroeconomics  
English  
English I  
Film  
Survey of American Film  
Fitness & Wellness  
Dynamics of Fitness & Wellness  
Current Health Issues  
Elements of Physical Fitness  
Geology  
Intro to Geology  
Health  
Healthcare Delivery Systems  
History  
U.S. History: Beginnings to 1877  
U.S. History: 1877 to Present  
Human Services  
Intro to Disabilities  
Marketing  
Principles of Marketing

Mathematics  
 Number Systems  
 Statistics I  
 Philosophy  
 Current Moral & Social Issues  
 Physics  
 Astronomy  
 Psychology  
 Intro to Psychology  
 Sociology  
 Intro to Sociology  
 Deviance

\*New courses for the 2011-2012 school year.

**EDUC212 – Foundation in Education**

This course examines the historical and philosophical foundations of the American educational system. Current trends in education will be reviewed and evaluated. Issues affecting the role of the teacher, including school governance and finance, legal foundations, social influences, and educational reform will be explored.

**HTH150 – Medical Terminology**

This course introduces the student to medical terminology through the study of word structures such as common medical prefixes & suffixes and the origins of terminology used in medical practice today. Also includes basic anatomy and physiology, appropriate medical terminology, and procedures and diagnostic testing for each body system.

**SOMERSET COUNTY  
 VOCATIONAL-TECHNICAL  
 HIGH SCHOOL**

Somerset County Vocational-Technical High School offers a variety of technically oriented programs available to students on a full-time or shared-time basis. These programs are as follows:

Auto Body	Landscape Maint. & Floral Design
Auto Mechanics	Machine Shop
Beauty Culture	Office Occupations
Building Trades	*Performing Arts: Dance
Carpentry	*Performing Arts: Drama
C.I.E.	Plumbing, Heating, Refrigeration, & Air Conditioning
Commercial Art & Design	Printing
Construction	Small Engine Repair
Cosmetology	Supermarket
Culinary Arts	Careers
Welding	Welding
Diesel Mechanics	
Electronics	
Electrical	
Health Occupations	

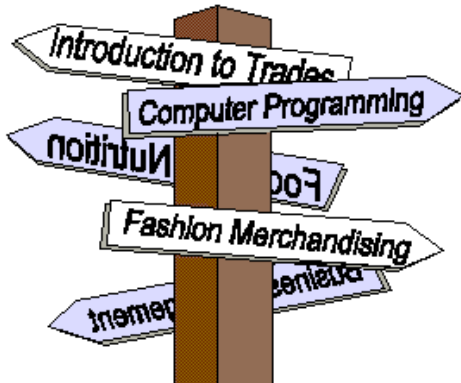
\* Performing Arts Dance and Drama programs are considered to be gifted and talented programs and require auditions.

In the spring of each year, the grade 8 counselor arranges a tour of Somerset County Vo-Tech for students who are interested in exploring various programs.

Students and parents who seek more information about these programs and entrance requirements should consult their guidance counselor.

## Vo-Tech Schedules

A	<p>7:45 a.m. – 10:00 a.m. Offered to all second year students (full and shared-time) Offered to all third and fourth year students (shared-time) Pick-up at 7:00 a.m.</p>
C	<p>12:09 p.m. – 2:55 p.m. Offered to all beginning year students Pick-up at 11:40 a.m.</p> <p>NOTE: Drama students follow the A Schedule. Dance students follow the C Schedule</p>



## SPECIAL EDUCATION

Classified students are eligible to receive special education services. Special education programs are offered as both in-class and pull-out resource programs.

Pull-out replacement programs offer instruction in small group settings with certified special education teachers who are highly qualified in the subject area.

Resource replacement programs are offered in the areas of English, mathematics, and history. Instruction offers modifications and adaptations to the general education curriculum.

Students who receive in-class resource are placed in the mainstream but have a certified special education teacher in the classroom with them. The general education teacher is responsible for the content, while the special education teacher provides modifications for the classified student(s) and may provide alternative instructional procedures for the purpose of addressing all learners. The special education teacher may take part in whole class instruction and may assist all students in the class. The general education teacher and the special education teacher are expected to collaborate on the grades, progress, and needs of classified students. In-class resource is offered in English, mathematics, history, and science.



## **Athletic Eligibility Rules**

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

2. 1. To be eligible for athletic competition during the first semester (September 1 to January 31) of the 10<sup>th</sup> grade of higher, or the second year of attendance in the secondary school or beyond, a pupil must have passed 25% of the credits (27.5) [30 beginning with the Class of 2014] required by the State of New Jersey for graduation (110) [120 beginning with the Class of 2014], during the immediately preceding academic year.
2. To be eligible for athletic competition during the second semester (Feb. 1 to June 30) of the 9<sup>th</sup> grade or higher, a pupil must have passed the equivalent of 12 ½% of the credits (13.75) [15 beginning with the Class of 2014] required by New Jersey for graduation (110) [120 beginning with the Class of 2014] 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 freshman are eligible for 1<sup>st</sup> semester.
3. In addition to the state standards in “A” above, North Plainfield High School requires that a student who is passing fewer than four (4) courses at the end of any marking period is to remain ineligible during the season and that a student may not represent the high school in any activity for twenty (20) school days. After this

twenty-day period, the student may obtain written confirmation from at least four (4) teachers stating that he/she is successfully completing his/her course work. If this is done, the student may resume eligibility.

4. Any summer work for make-up purposes completed and approved by the school before the sixth school day in the semester starting in September may be used for eligibility purposes.
5. All sports – An athlete becomes ineligible for high school athletics if he/she attains the age of nineteen (19) prior to September 1. However, an athlete attaining the age of nineteen on or after September 1 shall be eligible for the ensuing school year. An athlete becomes ineligible for grade 9 athletics if he/she attains the age of sixteen (16) prior to September 1.
6. For more information on Athletic Eligibility, you can go to the NJSIAA web site, [www.NJSIAA.org](http://www.NJSIAA.org), or call 609- 259-2776.

# NCAA Freshman Eligibility Standards

## Core Courses:

• Starting August 1, 2008, 16 core courses will be required for NCAA Division I only. This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.

- 14 core courses are required in NCAA Division II. See the breakdown of core-course requirements below.

## Test Scores:

- Division I has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on the Eligibility Center's website.
- Division II has a minimum SAT requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, math, reading and science.
- All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will no longer be used. When registering for the SAT and ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

## Grade Point Average:

- Only core courses are used in the calculation of the grade-point average.
- Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center Web site to make certain that the courses being taken have been approved as core courses. The Web site is
- Division I grade-point-average requirements are listed on page two of this sheet.
- The Division II grade-point-average requirement is a minimum of 2.000

## Division I 16 Core Course Rule

### 16 Core Courses

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year if offered by high school)
- 1 year of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)



## **Division II 14 Core-Course Rule**

### 14 Core Courses

- 3 years of English
- 2 years of mathematics (Algebra 1 or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 2 years of additional English, mathematics or natural/physical science
- 2 years of social science
- 3 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy)

Please note: For students first entering any NCAA college or university on or after August 1, 2005, computer science courses may only be used for initial-eligibility purposes if the course receives graduation credit in mathematics or natural/physical science and is listed as such on the high school's list of NCAA-approved core courses.

For more information regarding the rules, please go to [www.ncaa.org](http://www.ncaa.org) Click on "Academics and Athletes" then Eligibility and Recruiting.

Please call the NCAA Eligibility Center if you have questions:

Toll free number: 877-622-2321.

## Department of School Counseling Service

### COURSE SELECTION WORKSHEET

Student \_\_\_\_\_ ID # \_\_\_\_\_

Grade \_\_\_\_\_ Counselor \_\_\_\_\_

**Instructions:**

- Carefully review the *Program of Studies* before choosing courses for next year.
- All students **must** register for a minimum of **35 credits**.
- Full year courses are worth 5.0 credits; semester courses are worth 2.5 credits.
- Course levels in academic courses are subject to teacher/departmental recommendations.
- Write your course selections in the spaces below, have your parent/guardian sign at the bottom, and bring this form when you have your scheduling conference with your counselor.
- In addition to the core academic areas, electives can be chosen from the offerings in art, business, computer science, home economics, industrial arts, music, and speech and theater.

Subject Area	Course Selections	Credits
<b>English</b>		
<b>Social Studies</b>		
<b>Mathematics</b>		
<b>Science</b>		
<b>Phys Ed/Health</b>		
<b>World Language</b>		
<b>Elective</b>		
<b>Elective</b>		
<b>Elective</b>		
<b>Elective</b>		
<b>Elective</b>		

Comments \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_