Scotch Plains-Fanwood High School

Program of Studies

2024-2025

Scotch Plains-Fanwood High School
667 Westfield Road
Scotch Plains, New Jersey 07076

SPFK12.ORG

SCOTCH PLAINS-FANWOOD HIGH SCHOOL

Dr. David L. Heisey
Principal

Mrs. Brooke Esposito Assistant Principal	Dr. Timothy Donahue Assistant Principal	Mr. Ryan Miller Assistant Principal

Program of Studies
2024-2025

Prepared by:
Dr. Timothy P. Donahue
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Mathematics Department	Mr. Matthew Aurand
Music Department	Dr. Wayne Mallette
Science Department	Ms. Guida Faria
Social Studies Department	Ms. Noel Baxter
Special Education	Mrs. Andrea Tomesko
World Languages & ESL Department	Ms. Lisa Howard

MISSION STATEMENT
The Scotch Plains-Fanwood School District
educates and empowers our community of individual learners to be successful citizens of the world.

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Student and Parent/Guardian Letter from Dr. Donahue, Assistant Principal for College and Career Readiness

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Scotch Plains-Fanwood High School
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Scotch Plains, NJ 07076

Timothy Donahue, Ed.D.
Assistant Principal
For College and Career Readiness

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Dear Scotch Plains–Fanwood High School Student and Parent(s)/Guardian(s):

This Program of Studies has been prepared to assist students and parents/guardians in the planning of a high school course of study tailored to individual student needs. The information about each course in each department gives the grade level, course level, course length, number of credits awarded, a brief description of the course, and any prerequisites to be completed prior to the start of the course.

Students and parents/guardians should examine this booklet carefully before selections are made. If there are any questions, please feel free to consult with the professional staff – teachers, school counselors, department supervisors, and administrators. Parent/guardian conferences concerning individual programs may be arranged by contacting the student's counselor and/or teacher.

In both the required and elective subjects, there is normally a wide range of achievement in any public high school. In order to help students and parents/guardians select the instructional level most appropriate for their abilities and needs, staff and counselors will make recommendations for placement based on academic performance in prior related courses, standardized and/or other departmental tests, and teacher evaluations. Students should assess their achievement, self-motivation and interest before selecting their levels in each subject area.

Scotch Plains-Fanwood High School grants a comprehensive high school diploma to all. Each student is expected to develop a program of studies with the Counseling Department including coursework that reflects their aspirations, aptitudes, abilities, interests, goals and ambitions.

I would like to extend a special thank you to the Counseling Department and the Department Supervisors for their help in creating this year's Program of Studies.

Sincerely,

Timothy P. Donahue, Ed.D.
Assistant Principal
For College and Career Readiness

Parent/Guardian Letter from the District Supervisors

THE SCOTCH PLAINS-FANWOOD PUBLIC SCHOOLS
EVERGREEN AVENUE AND CEDAR STREET
SCOTCH PLAINS, NEW JERSEY 07076

December 2023

Dear Parent/Guardian:

As a district, we strive to create the best academic environment for each student. One way that we achieve this goal is by providing various levels of instruction. We would like to inform you of the process for determining student placement recommendations for these levels in high school.

What levels are offered?
In the high school, courses may be offered at any of the following levels, depending on the department and student need: standard, academic, accelerated and Advanced Placement.

How are recommendations determined?
Placement in all courses begins with a departmental recommendation. Depending upon performance, it is possible that a student may be recommended for a particular level in one subject and a different level in another. In order to make recommendations, all academic departments use a combination of criteria including rubric-based evaluations from teachers, departmental assessments and grades or standardized test scores as available.

It is important to note that there is flexibility built into the placement process. After recommendations are communicated to parents/guardians and students, any inquiries may be forwarded to the content supervisor. Students are also continually assessed to determine if a change of placement is warranted during and between school years.

Is my student prepared to be successful in an accelerated course? Students in accelerated courses…

- Possess exceptional self-direction, initiative, and perseverance.
- Are highly organized and possess excellent time-management skills.
- Analyze, evaluate and synthesize more complex and in depth concepts.
- Are expected to complete more independent work at home.
- Will have shorter timelines for project completion.
- Will be expected to analyze more difficult texts, often independently.
- Are expected to make sophisticated connections between concepts.
- Are motivated to apply what they learn beyond the classroom.
- Have genuine interest in the subject and the work associated with it.

Sincerely, The District Supervisors:

Ms. Noel Baxter, Social Studies: nbaxter@spfk12.org (908) 889-8600 x31409
Ms. Guida Faria, Science: gfaria@spfk12.org (908) 889-8600 x31405
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Ms. Lisa Howard, World Languages & ESL: lhoward@spfk12.org (908) 889-8600 x31408
Ms. Kristine Iarussi, Director of Counseling, Health & Wellness: kiarussi@spfk12.org (908) 889-8600 x31606
Mr. Matthew Aurand, Mathematics & Business: maurand@spfk12.org (908) 889-8600 x31410
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Dr. Elizabeth McKenna, Language Arts: emckenna@spfk12.org (908) 889-8600 x31403
Mrs. Andrea Tomesko, Special Education: atomesko@spfk12.org (908) 889-8600 x31412

MASTER SCHEDULE

The high school's master schedule and staffing patterns are determined by the course selections of students. Every attempt is made to accommodate each student's requests. However, due to the complexities inherent in building a master schedule for a school our size, conflicts arise which result in the school's inability to fulfill all requests. There may be occasions when a course will not be offered due to insufficient enrollment. This will necessitate the selection of an alternate request. Students are provided the opportunity to resolve conflicts within their schedules during the summer prior to the beginning of school. Following the start of school, schedule changes must follow the procedures outlined below.

SCHEDULING PROCEDURES

The process of selecting an academic program is one in which many people are involved and which requires several months of preparation and consultation. Class size considerations and staffing are determined by initial student course requests. Student course selections are made after serious deliberation among student, parents, faculty, and counselor. The selection program is designed to meet the student's personal and educational needs and goals. All students will engage in an online registration process in which core (English, Mathematics, Science, Social Studies) content and elective course requests are selected by the individual student.

Scheduling meetings with school counselors will begin mid-January 2024, and conclude with Spring Break at the end of March 2024. Changes to individual student course requests will not be accepted after May 15, 2024.

Students will receive a copy of their 2024-2025 schedules prior to the start of school. Please note that the schedule received is tentative and subject to change without notice. The basis for such changes are a result of systemic needs, e.g., to balance sections of courses, programmatic changes, and staffing patterns.

Once courses have been selected, the need for program changes is recognized only under special circumstances. Scheduling problems/errors, and course conflicts are given the highest priority. The following illustrates the type of schedule changes permitted:

Type 1 – Scheduling Error adjustments should be made as soon as possible. Examples of **Type 1** changes are:

- period or course conflicts.
- data entry error, e.g. student has wrong course on schedule.
- Open block (seniors only).

Type 2 - Program Change:

- student going into or out of a vo-tech share-time program.
- approved early graduation.
- student adding an approved independent study course.

Type 3 - Departmental Change

- level changes, e.g. French II Academic to French II Honors, etc.

Type 3 changes take place only after consultation with the student, parent, counselor, teacher, and supervisor.

The policy of Scotch Plains-Fanwood High School is not to make preference-based or lateral course changes. Examples are, but not limited to: requests for a different teacher; request to enroll in a course earlier (or later in the day); scheduling to accommodate athletes.

SCHEDULE CHANGE POLICY

Courses may be changed up to **May 15, 2024.** Once this date has passed, semester and full year courses cannot be dropped.

The dropping of a course is a serious matter and is generally discouraged. The request to drop a course must be in writing by the parent or guardian. Additionally, the counselor may determine that special circumstances necessitate allowing a student to drop a full year course from their schedule. A drop may occur from the **tenth day of the school year until one week after the posting of grades at the close of the first marking period progress report, typically in mid-October**. Once a drop is approved, the student will be placed in a study hall for the remainder of the semester.

Once the school year begins, voluntary level changes are permitted from the **tenth day of the school year until one week after the posting of grades at the close of the first marking period progress report, typically in mid-October.** A student may request to change an academic level of a course provided the student has parental approval. The following conditions must also be met:

- The course has space for an additional student.
- The student has met all prerequisite requirements as noted in the course descriptions found in this program of studies.
- A conference has been held between the student, parent, teacher, and/or departmental supervisor.

STATE MANDATED TESTING

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

- The achievement of approved levels of proficiency in all courses necessary to satisfy graduation requirements.
- The achievement of a passing score on the New Jersey Graduation Proficiency Assessment (NJGPA) in Grade 11.
- The assessment will be aligned to New Jersey Student Learning Standards (NJSLS) for Grade 10 ELA and NJSLS for Algebra I and Geometry.

English Language Arts	Mathematics
NJGPA – ELA ≥ 750 (Graduation Ready)	NJGPA – Mathematics ≥ 750 (Graduation Ready)

If, after completing the NJGPA, a student does not demonstrate proficiency on the ELA or Mathematics section, the student may:

- Retake the NJGPA in the following summer or following fall, or
- Meet a designated cut score as indicated in the chart below, or
- Complete a portfolio appeal

Students who perform below statewide standards shall be provided with a comprehensive individualized assessment as specified in N.J.A.C. 6:8-3.4. On the basis of assessment students shall be provided with the services needed to remedy those identified deficiencies, which shall include but not be limited to the development and implementation of an individual student improvement plan.

For the Classes of 2024 – 2025 (only available if proficiency is not met on NJGPA):

English Language Arts	Mathematics
ACT Reading ≥ 17 or Accuplacer Write Placer ≥ 5 or Accuplacer Write Placer ESL ≥ 4 or PSAT10 Evidence-Based Reading & Writing (EBRW) ≥ 420 or PSAT10 Reading ≥ 21 or PSAT/NMSQT EBRW ≥ 420 or PSAT/NMSQT Reading ≥ 21 or SAT EBRW ≥ 450 or SAT Reading Test ≥ 23 or Meet the Criteria of the NJDOE Portfolio Appeal	ACT Math ≥ 17 or Accuplacer Elementary Algebra ≥ 49 or Accuplacer Next-Generation QAS ≥ 250 or PSAT10 Math Section or PSAT/NMSQT Math Section ≥ 420 or PSAT10 Math or PSAT/NMSQT Math ≥ 21 or SAT Math Section ≥ 440 or SAT Math Test ≥ 22 or Meet the Criteria of the NJDOE Portfolio Appeal

INDEPENDENT STUDY

Credit to be determined. In keeping with the New Jersey state mandate on addressing the needs of students, Scotch Plains-Fanwood High School wishes to serve all of its students both in regular curricular offerings and in alternative ways. Although our course offerings are rich in their diversity, we acknowledge that students' interests and talents may sometimes lie outside what is available in the regular classroom. An Independent Study option will not replace an existing course offering. The Scotch Plains-Fanwood High School Independent Study program offers the student the opportunity to study with a mentor/teacher and to work in a self-directed fashion with an emphasis on self-discipline and self-directed learning.

Independent study opportunities will follow procedures established by the high school principal to include an identification process and selection criteria. Independent study programs will be graded, and upon completion, will be awarded credit under the appropriate academic discipline.

SCOTCH PLAINS-FANWOOD NATIONAL HONOR SOCIETY

Membership in the National Honor Society will be an honor bestowed upon students of the junior or senior class who possess outstanding scholarship, character, leadership, and service. Selection for membership is by a faculty council and is based on these characteristics. Students must have a minimum 3.75 grade point average rounded to the hundredths on a 4.8 weighted scale. To be eligible for membership, a student must have accumulated the necessary hours of Community Service upon application to the NHS, starting with the 9th grade.

- Class of 2023, 2024, & 2025 - 50 hours;
- starting with the class of 2026 - 100 hours.

Please refer to the student hand book for further information

ADVANCED PLACEMENT PROGRAM

Advanced standing in college via awarding of credit and/or placement is possible by taking Advanced Placement (AP) courses and performing successfully in the AP Examinations distributed and scored by Educational Testing Service.

AP courses are college level courses, with a higher level of expectation than Accelerated and Academic courses. Upon completion of these courses, students should plan to take the appropriate AP Exam. A score of 3 on a scale of 1-5 may result in placement and/or credit at the college level. Some colleges may require a minimum score of 4 to be eligible for college credit. Some colleges do not grant credit for any AP courses regardless of the score achieved. Students are responsible for an examination fee for the AP Exam. If there is a financial hardship, please advise the students' school counselor. AP courses offered by Scotch Plains-Fanwood High School include: AP Biology II, AP Calculus AB, AP Calculus BC, AP Chemistry II, AP Computer Science A, AP Computer Science Principles, AP Economics, AP English III, IV, AP European History, AP French Language & Culture, AP History of Art, AP Italian Language & Culture, AP Physics II, AP United States Government & Politics, AP United States History, AP Spanish Language & Culture, AP Statistics, AP Music Theory, AP Environmental Science and AP Psychology.

REQUIREMENTS FOR GRADUATION

I. Curriculum Requirements:

All students must successfully complete a minimum of 120 Credits in order to be eligible for graduation. All high school students are required to successfully complete the following curriculum requirements prior to graduation:

A. Four credit years of English, consisting of: English I, II, III, and IV
B. Three credit years of mathematics consisting of Algebra I (or the content equivalent), Geometry (or the content equivalent), and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21st century careers.
C. Three credit years of social studies consisting of: U.S. History I, U.S. History II and Global Perspectives
D. Three credit years of natural and physical science: Biology I and two additional lab sciences, starting with class of 2024, (Biology I, Chemistry I, and Physics I or Environmental Science)
E. Two credit years of the same world language consisting of: Spanish, Italian, French, or Mandarin
F. One credit year of physical education and health for each year of enrollment.
G. One credit year in visual and performing arts and one credit year in 21st Century Life.
H. Technology literacy consistent with the New Jersey Student Learning Standards must be integrated throughout the curriculum.
I. One-half credit year of Financial Literacy.
    a. Consumer Finance (Business Education Department)
    b. Economics and Financial Literacy (Social Studies Department)
    c. Advanced Placement Economics (Social Studies Department)
J. Other elective courses of the student’s choice to meet overall credit requirements.

EXPLANATION OF TERMS

A five credit course meets for a full school year for five class blocks over a two week period. A 2.5 credit course meets only for one semester (half school year).

II. State/District Requirements

A. All courses will have a set of course proficiencies. Students must demonstrate proficiency in all curricula needed for graduation.
B. Prior to graduation from high school, all students must demonstrate proficiency in reading, writing, and mathematics as evidenced by successful passing of the state-mandated New Jersey Graduation Proficiency Assessment (NJGPA).
C. Regular attendance is an integral part of the district requirement for graduation. (See Policy 5113.)
D. Copies of the graduation requirements will be distributed to all high school students on an annual basis, or upon entry to the high school, through the Program of Studies.

III. Assessment and Remediation

A. On an annual basis, all students shall be assessed to determine their level of proficiency in reading, writing, and mathematics.
B. The annual assessment will identify those students who are in need of additional support and remediation.
    - For each identified student, the appropriate district staff will develop an Individual Student Improvement Plan (ISIP), which will delineate the student's skills and weaknesses.
    - Individual student assessment procedures shall include teacher observation, parental or guardian interview, formal and informal evaluation techniques, and evaluation of cumulative student records and student performance data.
C. For 12th grade students, including limited English proficient (LEP) and special education students, who have not been successful in passing the NJGPA, the State of New Jersey Department of Education has developed alternate guidelines to meet the criteria through the portfolio appeal process.

IV. Requirements for Classified Students

A. Classified students shall meet all Scotch Plains-Fanwood graduation requirements unless specifically exempt from any part of these requirements through the IEP process.
B. The IEP of students with graduation exemptions shall include a description of exemptions from state and/or Scotch Plains-Fanwood's graduation requirements and a rationale for the exemption(s).
C. The IEP shall also include a statement pertaining to the student's alternate proficiencies in lieu of those exempted graduation requirements. The achievement of the alternate proficiencies by a classified student would qualify the student for the Scotch Plains-Fanwood diploma.
D. Classified students shall participate in all district and state testing programs.

V. Early Graduation

Students opting for early graduation must meet all graduation requirements including completion of English IV. (If necessary, an equivalent out-of-district English course can be substituted, subject to prior written approval from the high school principal.)

A. A student requesting early graduation must submit a written request signed and verified by the parent/guardian. (Signature and verification by the parent/guardian shall be required.)
B. The Board of Education shall provide only one graduation ceremony annually in June.
C. Requests for early graduation shall be considered only at the end of a semester.

HOW TO CALCULATE YOUR GPA

Transfer Students:
Transfer students who enroll in SPFHS may receive credit toward graduation for courses taken in properly accredited high schools outside the school district. However, they must meet the same local and state requirements for graduation as students who complete their entire high school program in the district. **Students who attend SPFHS less than four years will not receive an official GPA.**

New Students to SPFHS:
Students new to SPFHS may receive credit toward graduation for courses taken in properly accredited high schools outside the school district. **However, only courses taken at SPFHS will be used to calculate the student's GPA.**

1. All Course GPA: Every subject taken by a student is given equal weight.

In determining the All Course GPA, high school subjects that receive a grade and credit will be included. Courses from summer school and other institutions will NOT be included. Each grade is valued according to the following quality point scale:

Grade	Quality Points	%	Grade	Quality Points	%	Grade	Quality Points	%	Grade	Quality Points	%
A+	4.3	97-100	B+	3.3	87-89	C+	2.3	77-79	D+	1.3	67-69
A	4.0	93-96	B	3.0	83-86	C	2.0	73-76	D	1.0	63-66
A-	3.7	90-92	B-	2.7	80-82	C-	1.7	70-72	D-	0.7	60-62
									E	**0.0**	**BELOW 60**

The quality points for each subject will be multiplied by the number of credits for that subject. The total number of quality points will be divided by the total number of credits for those subjects in which the student has earned a final grade to determine the cumulative average for each student.

2. Academic GPA: Academic GPA will be calculated by the same procedure as described for the All Course GPA. Only full year major academic courses in the following disciplines will be included:

English	Mathematics	Science
World Language		Social Studies

3. Regular academic level subjects: will be valued on the same quality point scale as the All Course GPA. Accelerated and Advanced Placement subjects will be weighted according to the following quality point scale below:

Grade	Quality Points	%	Grade	Quality Points	%	Grade	Quality Points	%	Grade	Quality Points	%
A+	4.8	97-100	B+	3.8	87-89	C+	2.8	77-79	D+	1.8	67-69
A	4.5	93-96	B	3.5	83-86	C	2.5	73-76	D	1.5	63-66
A-	4.2	90-92	B-	3.2	80-82	C-	2.2	70-72	D-	1.2	60-62
									E	**0.0**	**BELOW 60**

It shall be the policy of the Scotch Plains-Fanwood Board of Education to maintain a class rank list for each senior class. It will also be the policy of this Board of Education not to report this information on student transcripts for use in college admissions, entrance into the workforce, or the military.

EDUCATIONAL AND TRAINING OPPORTUNITIES BEYOND HIGH SCHOOL

In our highly technical work world, most high school graduates find it necessary to continue their education and training beyond high school. Some students find that they can best meet their educational goals by attending a four-year college. Regardless of your future goals, planning is essential. The following information should be considered when you plan your high school program.

College Entrance Requirements

Selection by colleges for admission is based on the following:

1. The scholastic record in high school.
2. Test results administered for the colleges by outside agencies such as the College Entrance Examination Board.
3. (SAT) and the American College Testing Service (ACT).
4. The counselor recommendation.
5. The quality (not quantity) of student participation in extracurricular, community and work related activities.

While each college determines the number and quality of high school credits it will accept, the following are the usual requirements:

English ……..…...……4 years
Mathematics ……...……2 – 4 years
World Languages ……...…..……2 – 4 years
Science ……3 – 4 years
(Two Lab Sciences)
Social Studies …….……2 – 4 years

It is recommended that all students research the colleges to which they may be applying for admission in order to make a wide selection.

OTHER POST HIGH SCHOOL TRAINING OPPORTUNITIES

Many high school graduates enroll in trade, vocational, technical, and business schools for one or two years before taking employment. Others may go directly to work but continue their training as they work by enrolling in apprentice programs, business college courses, university extension courses, and public school adult education courses available in the area. Students interested in the above opportunities are encouraged to consult with their counselors.

SCHOLARSHIPS, LOANS, AND OTHER FORMS OF STUDENT AID

Financial assistance for college and training is available each year for students who have a strong high school record, are in need of financial aid, and who meet examination requirements. Local scholarships, Federal Government Loan Programs and The National Merit Scholarship Program are a few examples of available aid. The Free Application for Federal Student Aid (FAFSA) is available October 1 online.

ACADEMIC ELIGIBILITY TO PARTICIPATE IN SPFHS CO-CURRICULAR/ATHLETIC PROGRAMS

The eligibility rule for students to participate in co-curricular/athletic programs states that (1) students must successfully complete courses totaling 13.75 credits in the first semester to be eligible for spring sports and (2) students must accumulate a total of 27.5 credits in the year prior to the beginning of the school year to be eligible for fall and winter sports.

ACADEMIC ELIGIBILITY FOR A NCAA DIVISION I OR DIVISION II COLLEGE

College bound athletes also need to be sure that they have the kind and number of courses required to meet NCAA eligibility requirements. Students should register with the NCAA eligibility center NCAA eligibility center by the end of sophomore year. For NCAA information, go to NCAA-Academics to see which of our courses are authorized core courses. In addition, the NCAA uses a sliding scale with regard to GPA and SAT/ACT scores. Please visit NCAA.org or NCAA-2point3 for detailed information regarding GPA, core courses, and college entrance exam scores.

COUNSELING SERVICES

High school years are full of growth, promise, excitement, frustration, disappointment and hope. It is the time when students begin to discover what the future holds for them. High school counselors have an impact on these years by implementing a comprehensive school counseling program and collaborating with school staff, parents/guardians and the community to create a safe and respectful learning environment. Our High School counselors enhance the learning process and promote academic, career and social/emotional development. Our High School counseling program is essential for students to achieve optimal personal growth, acquire positive social skills and values, set informed career goals and realize their full academic potential to become productive, contributing members of the world community. Appointments can be arranged by emailing the student's counselor. Email addresses can be found at SPFHS Counseling**.**

Scotch Plains-Fanwood High School: (908) 889-8600
Malcolm E. Nettingham Middle School: (908) 322-5085
Terrill Middle School: (908) 322-5220

COURSE ELECTIVES SATISFYING GRADUATION REQUIREMENTS

FINE/PERFORMING ARTS	*PRACTICAL ARTS*	***Vocational Technical Programs:*** ***(which may apply to Fine and/or Practical Arts)***
3-D Design	Accounting I, II	
Advanced Digital Design	Advanced Digital Video Production	Allied Health
Advanced Digital Video Production	Advanced Foods	Automotive Technology
Art Design Survey	African American Studies AP New	Baking
Ceramics	American Pop Culture	Business Administration
Concert Band	Anatomy & Physiology	Child Development
Concert Choir	Architectural Design	Commercial Art
Creative Writing A,B	Astronomy	Cosmetology
Digital Design	Automotive Tech I - VI	Culinary Arts
Digital Video Production	Business Law	Criminal Justice
Acting with Dramatic Literature	Business Technology	Digital Multimedia Design
Drawing I, II	Computer Programming	Electrical Tech
Figure Drawing	Consumer Finance	Graphic Design
Global Art Immersion	Computer Science A AP	Green Construction Technology
Graphic Commercial Design	Computer Science Principles AP	Masonry
History of Art AP	Drafting and Design	Supply Chain Management
Music Theory	Economics AP	Supermarket Technology
Music Theory AP	Economic & Financial Literacy	Interactive Media & Game Design
Painting I, II	Engineering Technology	Welding
Product Design	Entrepreneurship	
Public Speaking	Forensic Science	
Studio Art	Humanities	
Synthesizer/Piano	Intro to Broadcast Journalism and Studio TV	
Tomorrow's Teachers	Intro to Business Management	
TV News/Broadcast Journalism	Intro to Foods	
Wind Ensemble	Journalism I, II	
World Language-Level IV & V Beyond the 10 Credit graduation requirement	Nutritional Science	
	Photo-Journalism and Yearbook I, II	
	Principles of Marketing I, II	
	Product Design	
	Public Speaking	
	Psychology	
	Psychology AP	
	Racism, Genocide, and the Holocaust Dual Enrollment	
	Robotics	
	Sociology	
	Tomorrow's Teachers	
	TV News/Broadcast Journalism	
	Woodworking I - IV	
	World Language-Level IV & V Beyond the 10 Credit graduation requirement	
	You & The Law	
	Zoology	

TEACHING ACADEMY FOR SOCIAL JUSTICE

Incoming 9th grade students can apply to enroll in our Teaching Academy for Social Justice cohort. This opportunity is available for students who are interested in exploring careers in education, equity, or are interested in equality and social justice. This is a 4-year program that
provides students the opportunity to take their core courses with an emphasis on equity, culturally-informed teaching practices and student-teaching experiences. Dual enrollment college courses provide students with an opportunity to accumulate college credits while in high school. Students also participate in a supported study hall program and a series of speakers and presentations designed by program facilitators and former academy students.

This program

- Helps students envision a future in education
- Provides teacher training with a focus on culturally relevant teaching
- Builds student confidence, leadership, creativity and communication skills
- Provides extensive support in college search and application process
- Provides opportunities to return to their community as educators
- Provides teacher preparation, courses specific to their area of interest or future certification

COURSE DESCRIPTIONS

ART DEPARTMENT

The beauty of art is that it allows you to slow down, and for a moment, things that once seemed unfamiliar become precious to you. ~Kehinde Wiley

#H6502 – Drawing I

Grades: 9 – 12 Level: 0 Semester Credits: 2.5

This studio class format encourages you to sharpen your observation skills and learn to represent the world through art. Learn how to work in class with watercolor, pencil, cray-pas, charcoal and collage. When touring the high school, you may have noticed the large photo-realist drawings of famous people.

#H6512 – Drawing II

Grades: 10 – 12 Level: 0 Semester Credits: 2.5

Prerequisite: Drawing I

Work with still-life, using a professional array of materials including hand-made paper, charcoal, watercolor and cray-pas. Class work and sketchbook assignments support class discussions.

#H6522 – Figure Drawing

Grades: 10 – 12 Level: 0 Semester Credits: 2.5

Draw the Human Figure. Create a range of projects incorporating the figure in various media, including painting, drawing, collage and body casting. Expand your creative talents and express yourself while having a great time.

#H6532 – Painting I

Grades: 10 – 12 Level: 0 Semester Credits: 2.5

Introduces the student to basic painting principles and techniques, color mixing, exploration of form, content and space through observation and personal experience. We will explore working with finger paint, acrylic, watercolor, collage and murals.

#H6542 – Painting II

Grades: 11 – 12 Level: 0 Semester Credits: 2.5

Prerequisite: Painting I

In Painting II, students gain a new understanding of art history and painting by exploring methods used by artists from ancient to modern times. They will then express their own ideas through materials such as acrylic, watercolor, and collage.

#H6842 – Global Art Immersion

Grades: 9 – 12 Level: 0 Semester Credits: 2.5

Global Art Immersion is designed to give students a global view of art from around the world. It is a studio course designed to develop an understanding of mixed media techniques, which will include clay, sewing, fibers, and textiles. Projects will include traditional and contemporary artwork from locations such as Asia, South America, West Africa, etc.

#H6852 – Art Design Survey

Grades: 10 – 12 Level: 0 Semester Credits: 2.5

Prerequisite: Drawing I, Painting I, or Global Art Immersion

This course will introduce students to all of the possibilities in the world of design. Students will learn the necessary skills to design homes (interior and exterior) as well as fashion (clothing, shoes, bags, etc.). Students will learn how color theory and how fabrics influence design. Students will learn how the interior design and fashion design process works from concept to client presentation.

#H6572 – Studio Art

Grades: 11 – 12 Level: Accelerated Year Credits: 5

Assignments range from drawing to projects that relate to personal areas of interest. We'll discuss each stage with a class critique so that the entire process is understood, and finish with quality portfolio pieces.

#H6872 – Digital Design

Grades: 9 – 12 Level: 0 Semester Credits: 2.5

Students will learn about the basic operations of digital cameras, as well as more advanced image capture techniques. Students will also explore and design using Adobe Photoshop, a program with nearly limitless photography editing capabilities. The technical aspects of the course study will be taught on a building block method that coincides with various assignments.

#H6582 – Ceramics

Grades: 10 – 12 Level: 0 Semester Credits: 2.5

The students will be introduced to the medium of clay as a material. The students will learn various hand-forming techniques and throwing. Emphasis will be on the aesthetic elements of clay and working three dimensionally. Students will be exposed to numerous firing techniques within the ceramic discipline.

#H6882 – Advanced Digital Design

Grades: 10 – 12 Level: 0 Semester Credits: 2.5

Prerequisite: Digital Design

Advanced Digital Photography is a Studio Art course that requires a prerequisite of Digital Photography I. This course assumes proficiency and understanding of a digital camera and Adobe Photoshop. Students will learn to use on camera controls predictably and creatively to manipulate an in-camera image. Students will learn and apply advanced Photoshop techniques in both technical and creative ways.

#H6892 – Graphic Commercial Design

Grades: 10 – 12 Level: 0 Full Year Credits: 5

Graphic Commercial Design is a class focusing on packaging, branding, menus, logo design, and creating style guides. A class that offers more input into implementing the software used in the professional world. This is a full-year course that covers the major programs of the Adobe Suite, including but not limited to Adobe Illustrator, Adobe Illustrator, Animate, XD, and InDesign, which teaches the fundamentals of design and computer technology as they relate to the graphic design field. For students who are looking to go into a career in commercial arts, this class would prepare them with the necessary skills to use modern digital design tools.

#H6832 – Three-Dimensional Design

Grades: 9 – 12 Level: 0 Semester Credits: 2.5

Carve-Sculpt-Create! Work with wood, clay, glass, plastic and fibers. Interesting and beautiful projects will be created. Emphasis will be placed upon techniques and explorations

BUSINESS EDUCATION DEPARTMENT

#H7502 – Accounting I

Grades: 10 – 12 Level: 0 Year Credits: 5

Note: Business Technology can also be taken as a corequisite provided it is taken in the fall semester of the year a student is enrolled in Accounting I.

Accounting I is a course for those students who intend to enter the business field. Instruction will focus on debit and credit rules, interpretation of accounting records and financial reports, banking, and the preparation of worksheets and special journals. Students will also apply basic accounting principles using computer software in a Windows environment to perform automated accounting procedures. Instruction includes a long-term simulation of managing accounts for a partnership.

#H7512 – Accounting II

Grades: 11 – 12 Level: 0 Year Credits: 5

Prerequisite: Accounting I

Accounting II begins with a review of the concepts and procedures covered in either Accounting I or College Prep Accounting. Advanced accounting principles involving accounts receivable, payables, payroll notes, inventories, worksheets, adjustments, and financial statements will be covered. Partnership and corporate procedures also will be studied. A long-term simulation of managing corporate accounts is included. Students will use computers to complete a variety of spreadsheet application problems using Excel software in a Windows environment.

#H7522 – Entrepreneurship

Grades: 10 – 12 Level: 0 Semester Credits: 2.5

In this course students gain an understanding of the business/marketing principles necessary to start and operate a business. They will develop an awareness of the opportunities for small business ownership and develop the planning skills needed to open a small business. Students will explore the financing options available to small businesses. Students gain an awareness of knowledge needed in research, planning, operations and regulations affecting small business. They will learn strategies of business management and marketing and the economic role of the entrepreneur in the market system. Students will have the opportunity to create a business plan for an entrepreneurial enterprise of their choice.

#H7532 – Business Technology

Grades: 9 – 12 Level: 0 Semester Credits: 2.5

Business Technology is a course that allows students to develop the skills needed to communicate quickly and easily through business documents. The students will prepare presentations to share data statistics and other information as well as communicate in a productive manner using Microsoft Office. Business

Technology covers the software applications, Microsoft Word and PowerPoint. The students will use relevant exercises and simulations in order to increase productivity. Students will analyze their work using the full capabilities of the software that is appropriate for a business setting. Students will work together using workflow collaboration and project-oriented lessons in group activities. This course will also allow students to develop the skills needed to communicate and analyze data quickly and efficiently. This course also incorporates the software applications, Microsoft Excel and Access.

#H7542 – Principles of Marketing I

Grades: 10 – 12 Level: 0 Year Credits: 5

Prerequisite: None

Note: Students are strongly encouraged to have completed Economics before enrolling in this course.

Principles of Marketing I provides classroom instruction in areas such as selling, business organization, entrepreneurship, economics, salesmanship, advertising, human relations, communications, and leadership training. Students who elect this course will be expected to make their best effort to participate in DECA.

#H7552 – Principles of Marketing II

Grade: 11-12 Level: 0 Year Credits: 5

Prerequisite: Principles of Marketing I

Principles of Marketing II is designed to reinforce the study of concepts covered in Principles of Marketing I, but with specific emphasis on marketing research. Students who elect this course will be expected to make their best effort to participate in DECA.

#H7562 – Intro to Business Management

Grades: 9 – 12 Level: 0 Semester Credits: 2.5

This course is designed to provide students with a broad overview of the essential elements of management. Using the fundamental management functions including planning, organizing, leading, controlling, and evaluating, students will gain an understanding of the role of management in the successful operation of a business. Students will apply their knowledge to virtual business simulations in both the sports and hospitality industries.

#H7572 – Business Law

Grades: 10 – 12 Level: 0 Semester Credits: 2.5

Business Law is designed to cover the principles of law relating to business transactions. Primary emphasis is on business ethics, contracts, the sale of goods, employment law, the forms of business organizations, corporate finance, and related law. The objective is to develop a well-informed person who will understand more clearly the personal duties and obligations involved in business.

#H7582 – Consumer Finance

Grades: 9 – 11 Level: 0 Semester Credits: 2.5

Prerequisite: Algebra 1 (or equivalent)

Consumer Finance is a financial literacy course that introduces students to the economic realities of the world. Students study money management as it pertains to paying for college, creating a working budget, managing the costs of owning a car, maintaining and managing credit and debt, savings and investing. The financial and personal skills related to employment are considered, including the creation and preparation of resumes, cover letters, job applications and interview techniques. Students use spreadsheet software and computer simulations to manage a wide variety of investments at different points during a life cycle. Students have the opportunity to develop the skills needed to be a critical and informed consumer. The concept of risk as it pertains to personal property and investment is examined and addressed through the topics of insurance, return on investment and identity theft.

BUSINESS EDUCATION
EARN COLLEGE CREDIT WHILE ATTENDING HIGH SCHOOL

Scotch Plains-Fanwood High School in partnership with Union College of Union County is offering high school students the opportunity to earn college credit.

Union College of Union County New Jersey is offering the course listed below at Scotch Plains-Fanwood High School. Students enrolled in this course will receive 2.5 credits toward graduation. Students will also earn three (3) college credits through Union College at Union County New Jersey. These three credits can be transferred to any public university in New Jersey and many private colleges and universities will also accept these three credits. Students attending Union College upon graduation from high school will have these 3 credits to start their coursework.

The course below will be offered to students at a reduced tuition rate.

Cost: $214.00 + $25.00 (cost of books) = $239.00

The course listed below is offered to students in grades 11 and 12:

#H7500-BUS 101 Introduction to Contemporary Business

Grades 11 & 12 Level 0 Semester Credits 2.5- HS / 3.0- College

This course provides an overview of all phases of business, including ownership, marketing, personal finance, managerial controls, and the relationship of government and business. Topics include the relationship of business to the social and economic environment in which it operates and a practical orientation and emphasis on relationships between business concepts and potential business careers.

FAMILY AND CONSUMER SCIENCES

#H7822 – Introduction to Foods

Grades: 10 – 12 Level: 0 Semester Credits: 2.5

A course designed to instruct the student in basic cooking skills. Foods will be prepared according to the new food guide pyramid **ChooseMyPlate.gov.**

#H7832 – Advanced Foods

Grades: 10 – 12 Level: 0 Semester Credits: 2.5

Prerequisite: Introduction to Foods

Advanced Foods is designed as a continuation to the Introduction to Foods class. Students will continue to develop food preparation techniques and cooking skills as well as to research various career opportunities within the food industry. Foods will be prepared according to the Food Guide Pyramid and **ChooseMyPlate.gov.**

HEALTH & PHYSICAL EDUCATION DEPARTMENT

Health Program

In addition to the course content, as listed below, students will receive a minimum of ten class hours of drug and alcohol education in accordance with the State Department Guidelines. This content area is comprised of units in: Information, Social Skills (including Decision-Making), and Refusal Skills and Bonding to Family and School. Additional topics required by the New Jersey Department of Education in each year of Health include but are not limited to: Accident and Fire Prevention, Breast Self-Examination, Bullying Prevention, Cancer Awareness, Dating Violence, Domestic Violence, Gang Violence Prevention, History of Disabled and LGBT Persons, and Financial Literacy.

#H8142 – Health I – Health & Wellness Education Level: 0 Quarter Credits: 1.25

The Grade 9 Health Education course is designed to develop the skills necessary to evaluate and improve a student's personal wellness. Throughout the course of study, students will gain an understanding of the impact that personal responsibility has on wellness. The students will explore how technological advances impact both personal and community health. Students will analyze the impact that behaviors can have on someone's overall wellness and will seek ways to improve their health by eliminating unhealthy behaviors from their lives. In Grade 9, students will work on their communication in order to enhance the interpersonal relationships that they will develop. Through skills-based activities, students will learn how to develop healthy relationships and will understand that there are prevention and intervention strategies for abusive and violent relationships. Students will learn how to deal with conflict and crisis and will further their understanding of the importance of acceptance and respect. In order to achieve these goals, the course will be guided by both the New Jersey Student Learning Standards and the National Standards for Health Education.

#H8242 – Health II – Driver's Education Theory Level: 0 Quarter Credits: 1.25

The Grade 10 Driver Education course is designed to develop the skills necessary to obtain a New Jersey driver's license and to give students an appreciation for the rights and responsibilities of being a licensed driver. Throughout the course of study, students will gain an understanding of the importance of safe driving practices as well as the rules and regulations for driving on the road. The students will explore the importance of vehicle maintenance as well as how to navigate vehicle problems that may occur while driving. Students will analyze the impact that their driving behaviors can have on those around them on the roadway. In Grade 10, students will learn how to prevent driving-related injuries and will follow the laws and regulations to keep themselves and others safe. In order to achieve these goals, the course will be guided by both the New Jersey Student Learning Standards and New Jersey Motor Vehicle Commission. The course ends with the State of New Jersey Motor Vehicle Commission Basic Driver Examination.

#H8342 – Health III – CPR, AED, First Aid & Mental Health Education

Level: 0 Quarter Credits: 1.25

The Grade 11 Health Education course is to provide the citizen responder with the knowledge and skills necessary to help sustain life and minimize the consequences of injury or sudden illness until advanced medical help arrives. The program content and activities will help participants identify and eliminate potentially hazardous conditions, recognize emergencies and make appropriate decisions for first aid. Courses within the program reach the first aid skills the student will need to perform. A major emphasis will be placed on a healthy lifestyle and prevention of life-threatening situations. Students will engage in a national certification program, Teen Mental Health First Aid. It teaches young people how to identify, understand, and respond to signs of mental health and substance use challenges in their peers. The program emphasizes the value of physical and mental health. In order to achieve these goals, the course will be guided by both the New Jersey Student Learning Standards and the National Standards for Health Education.

#H8442 – Health IV Life Cycles & Drug/Alcohol Education

Level: 0 Quarter Credits: 1.25

The Grade 12 Health Education course is designed to give students the opportunity to examine the impact that decisions and behaviors can have on lifetime wellness. Students will analyze factors that both support and hinder the achievement of personal health goals throughout the stages of life. Students will examine their personal efforts on preventing and controlling disease and health conditions and will examine the available prevention and treatment options for disease control. The curriculum is also designed to give students the ability to analyze the consequences of commonly abused drugs and the effect that drug abuse has on both the individual and the community. Through skills-based activities, students will not only understand the short-term and long-term effects of various drugs, but they will also gain an understanding of dependency, addiction, and the treatment process. Students will be able to discuss the consequences of sexual activity as well as the responsibility of being sexually active. Grade 12 students will examine the stages of pregnancy and the decisions, options, and considerations that should be taken into account when family planning. In this course, students will also explain the impacts that decisions and lifestyle choices can have on both the individual and others. Students will gain an understanding of their rights and responsibilities relating to health. In order to achieve these goals, the course will be guided by both the New Jersey Student Learning Standards and the National Standards for Health Education.

Physical Education Program

#H8102, #H8112, #H8122 and #H8132

Grade: 9 Level: 0 Quarter Credits: 3.75

The purpose of the ninth-grade Physical Education Program is to introduce all students to the four major activity categories at the high school prior to their entering the free elective program in Grades 10 through 12. During three of the four marking periods, ninth grade students will be required to take classes in Team Sports, Individual and Dual Sports, Project Adventure, and Fitness and Conditioning.

#H8202, #H8212, #H8222 and #H8232

Grades: 10-12 Level: 0 Quarter Credits: 3.75

The 10th through 12th grade Physical Education students are given a wide choice of elective activities that change every 3, 4 1/2, or 9 weeks. Elective activities are taught in a co-educational setting emphasizing social growth and include:

♦ Basketball ♦ Field Hockey ♦ Football ♦ Soccer ♦ Softball ♦

♦ Volleyball ♦ Team Handball ♦ Pillow Polo ♦ Lacrosse ♦ Personal Wellness ♦

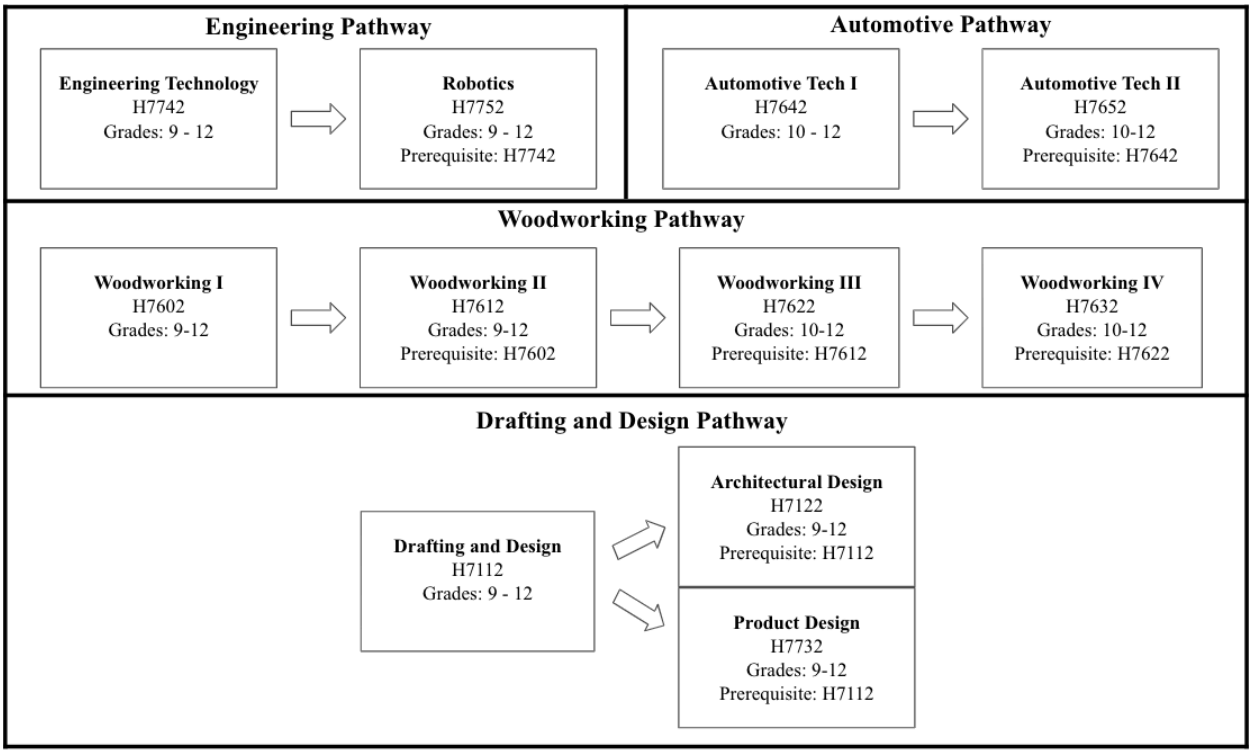
♦ Super Circuit ♦ Fitness ♦ Aerobic Exercise ♦ Dance ♦ Badminton ♦ Golf ♦ Paddleball ♦

♦ Pickleball ♦ Tennis ♦ Track/Field ♦ Advanced Weight Training ♦

♦ Project Adventure ♦ Step Aerobics ♦ Yoga ♦

INDUSTRIAL & TECHNICAL EDUCATION (ITE)

The Industrial & Technical Education (ITE) department offers semester courses in engineering, woodworking, automotive technology, and drafting & design pathways. All credits earned in ITE may be applied towards the Practical Arts graduation requirement. However, Product Design may be applied towards Practical Arts or Fine/Performing Arts. The sequence of courses for each pathway is outlined below. Students are encouraged to try more than one pathway based on their interests and career goals.



#H7742 – Engineering Technology

Grades: 9 – 12 Level: 0 Semester Credits: 2.5

This is a hands-on course intended to introduce students to the worlds of mechanical and electrical engineering. Students will explore the function of simple machines in a variety of industrial fields: aviation, construction, and energy production. Students will reverse engineer existing products, as well as design, plan, and fabricate new prototypes. Students will learn how to work safely and efficiently in a makerspace using tools and materials. This course offers an introduction to sustainable energy production and robotics.

#H7752 – Robotics

Grades: 9 – 12 Level: 0 Semester Credits: 2.5

Prerequisite: Engineering Technology

This class will use a hands-on approach to introduce the basic concepts of robotics, focusing on the construction and programming of electronic devices and autonomous mobile robots. Students will be introduced to basic programming, prototyping, and problem solving strategies. Students will work both individually and in teams to design, build, program, test, improve, and document their progress. Students will learn about new and current industry uses for autonomous robots in a variety of fields: agriculture, construction, recreation, manufacturing, and transportation.

#H7602 – **Woodworking I: Basics

Grades: 9 – 12 Level: 0 Semester Credits: 2.5

This is an introductory course in woodworking that enables the student to learn and develop techniques, procedures, and skills through active class participation and experimentation. Some of the areas included in this course are design, wood joints, use and care of hand and power tools, sharpening, fastening devices, hardware, finishing and the use of tools and materials, as well as procedures, which will be useful as a homeowner. The course work is divided into one-third lecture and experimentation and two-thirds activity time. ***NOTE**: This course is a prerequisite for any other woodworking course.*

#H7612 – *Woodworking II: Technology

Grades: 9 – 12 Level: 0 Semester Credits: 2.5

Prerequisite: Woodworking I: Basics

Woodworking Technology is a half-year course in which students use most of the time for work on their projects and ideas. Some industrial processes will be covered such as wood sanding and laminating, and using tools and materials, as well as procedures, which will be useful as a homeowner.

#H7622 – *Woodworking III: Advanced

Grades: 10 – 12 Level: 0 Semester Credits: 2.5

Prerequisite: Woodworking II: Technology

Advanced Woodworking is designed for students to show their skill and knowledge in advanced wood projects and/or processes. The major portion of time is allotted for working on individual projects. Students learn to use tools and materials, as well as procedures that will be useful as a homeowner.

#H7632 – *Woodworking IV: Cabinet & Furniture Making

Grades: 10 – 12 Level: 0 Semester Credits: 2.5

Prerequisite: Woodworking III: Advanced

This is an advanced course in woodworking that will enable the student to develop skills and to become thoroughly acquainted with and proficient in the use and maintenance of woodworking machines and equipment and their operations in furniture and cabinet making.

#H7642 – *Automotive Tech I

Grades: 10 – 12 Level: 0 Semester Credits: 2.5

Auto I is designed to introduce the student to operations of the automobile. Some of the topics covered will include the operation of various systems such as ignition, carburetors, fuel injection, electrical systems, and braking. Lubrication and tune-ups, tire changing and wheel balancing will also be covered.

#H7652 – *Automotive Tech II

Grades: 10 – 12 Level: 0 Semester Credits: 2.5

Prerequisite: Auto Tech I

This course is designed to expose students to such topics as engine re-building, starting system and charging systems, auto electrical circuits and electronic sensors, transmissions and differentials. Materials presented in Auto Technology I will be studied in greater depth in Automotive Tech II.

***By State Law, ALL STUDENTS MUST WEAR PROTECTIVE GOGGLES during shop classes.**

Computer Aided Drafting and Design

#H7112 – Drafting and Design

Grades: 9 – 12 Level: 0 Semester Credits: 2.5

Drafting and Design is an introductory course in the methods for visually communicating how designs function and are constructed. Students will go back in time to when technical drawings were produced using pencil and paper with the help of traditional tools such as the drawing block, a t-square, and a compass. The class will learn about the development of drafting technology and the social, economic, and political effects that these improvements have had on the design process. Students will be introduced to CAD software and later BIM using programs such as *AutoCAD*, *Revit*, and *Inventor*.

#H7122 – Architectural Design
Prerequisite: Drafting and Design

Grades: 9 – 12 Level: 0 Semester Credits: 2.5
Students will learn aspects of residential architectural drafting to include the production of floor plans, elevations, and detail sectionals. They will study practical and esthetic aspects of functional home design in *Revit.* This software uses Building Information Modality (BIM) to model in 3 dimensions. Students will explore external and sectional path animations in order to present designs to a hypothetical customer. Students will then construct a physical prototype of a residential structure.

#H7732 – Product Design
Grades: 11 – 12 Level: 0 Semester Credits: 2.5
Prerequisite: Drafting and Design

Students will learn aspects of industrial and custom design to include the production of parts, assemblies, technical drawings, and detailed presentations. They will study the factors that influence a design such as sustainable material, economic impact, cultural influence, fabrication process, and business model. They will study the technical, functional, and esthetic aspects of parts design in *Inventor*. This is a 3-D CAD software used for product design, rendering, and simulation.

LANGUAGE ARTS DEPARTMENT

The language arts program is not only designed to fulfill the New Jersey Student Learning Standards in language arts but also to encourage students to develop and master reading, writing, speaking, listening, and language skills. The overall goals of the language arts program include the following:

- to develop analytical, critical, and creative thinkers.
- to ensure that all students can express their ideas in a cohesive and succinct manner.
- to create life-long readers.
- to appreciate the literary contributions of distinct cultures around the world throughout history.
- to instill student awareness and sensitivity to the cultural diversity of our nation and the global community.

All students are required to take four years of a literacy-based program that emphasizes the following:

- extensive reading through a variety of literary genres for interpretation, analysis, and self-awareness.
- writing that adheres to application of grammar, usage, and mechanics and that is appropriate for different audiences and real and varied purposes.
- research to extend student understanding of literary insights, authors, and cultural and historical settings.
- development of effective oral communication through class discussions, group activities, and oral presentations.
- expansion of vocabulary in the context of reading and writing.

English I

#H1101 – Accelerated
#H1102 – Academic

Grade: 9 Year Credits: 5

English I exposes students to a variety of literary genres for interpretation, analysis, and enjoyment. Extensive reading and class discussion provide the motivation for frequent expository, narrative, and persuasive writing assignments. Vocabulary and grammar, integrated within the course, serve to extend student communication. Research is another integral part of the program. Students are also expected to prepare oral presentations after specific training in public speaking. Additional performance based assessments provide students the opportunity to utilize their learning styles to display their interpretive skills beyond the written page. Students will read a variety of classic literary pieces as well as contemporary stories, poems, and dramas. Emphasis is placed on the philosophical and historical foundations of literature as well as the individual pieces. Students are expected to read independently beyond the titles studied in class to extend and compare/contrast works by genres, themes, and/or authors. Summer reading is a prerequisite for the course.

English II

#H1201 – Accelerated
#H1202 – Academic

Grade: 10 Year Credits: 5

Students study American literature from a variety of perspectives including an examination of major literary movements and a thematic study of recurrent literary themes and historical connections. Writing, vocabulary, formal and informal public speaking, and research are required components of this program. Students are expected to engage in critical reasoning as part of the writing process and analyze literature to explore authors' styles, themes, influences, and contributions to the American literary heritage. Additional performance based assessments provide students the opportunity to utilize their learning styles to display their interpretive skills beyond the written page. Summer reading is a prerequisite for the course.

English III AP

#H1300 – AP

Grade: 11 Year Credits: 5

The Advanced Placement English III program offers rhetorical analysis and argument found in both nonfiction and fiction texts. The emphasis on essays, biographies, autobiographies, speeches, epistles, and passages from writing in the arts, history, social science, politics, science and other areas of study serve to teach students how to analyze, synthesize, and assess nonfiction texts. Students also learn how to evaluate and construct arguments based on contemporary issues found in newspapers, magazines, and reputable blogs. While the course gives priority to nonfiction, it does not exclude study of fiction, poetry, and drama. Students will develop the skills of rhetoric in their own writing. They will imitate, practice new rhetorical patterns, and address their audience, purpose, and persona in the writing they produce. All students are expected to take the Advanced Placement Language and Composition Exam in May of the current school year. Summer reading is a prerequisite for the course.

Students in the Advanced Placement program should be able to:

- engage in intelligent discussion, involving active listening and constructive speaking.
- read on a variety of levels, such as literal, interpretive, and symbolic.
- accept and utilize constructive criticism from their teacher and their peers.
- understand and accept a variety of answers of unresolved questions as starting points for further analysis of ideas in many genres in literature.

English III

#H1302 – Academic

Grade: 11 Year Credits: 5

English III concentrates on students' continued study of a variety of literature. The literature units emphasize critical analysis, evaluation of historical and cultural influences on literary works and

philosophies, and interpretations of themes that cross literary eras and writers. In addition to the literary units, students are expected to read a variety of books outside of the class to extend themes or to broaden the dimensions of the works being studied in class. Students will have frequent analytical, expository, and creative writing opportunities. Grammatical instruction and vocabulary will be studied in reading context and through direct lessons. English III students will learn the formal research process that will emphasize independent reading and literary criticism. Additional performance based assessments provide students the opportunity to utilize their learning styles to display their interpretative skills beyond the written page. Summer reading is a prerequisite for the course.

English IV AP

#H1400 – AP

Grade: 12 Year Credits: 5

This course necessitates superior skills in critical reading of imaginative and discursive literature as well as sophisticated writing skills used to evaluate ideas, formulate sound conclusions, and express and support these conclusions in formal analytical essays. Students enrolled in this course should be capable of effective self-management to keep up with the amount of required reading and the rigorous workload while contributing meaningfully to group efforts and class discussions. The college level literature studied includes novels, dramas, essays, poems, and necessary historical material organized in a thematic world literature program. Designed for the senior who intends to take the Advanced Placement Examination in English Literature and Composition in May of the current school year. Summer reading is a prerequisite for the course.

Students in the Advanced Placement program should be able to:

- engage in intelligent discussion, involving active listening and constructive speaking.
- read on a variety of levels, such as literal, interpretive, and symbolic.
- accept and utilize criticism from their teacher and their peers.
- understand and accept a variety of answers of unresolved questions as starting points for further analysis of ideas in many genres in literature.

English IV

#H1402 – Academic

Grade: 12 Year Credits: 5

During the first semester, English IV focuses on world literature, encompassing both Eastern and Western writers who have shaped our literary heritage. Students will use a historic and thematic approach to study an assortment of titles that emphasize an appreciation of the vast contributions of a variety of cultures throughout history. The human experience, cultural attitudes, and global relations will be examined through the reading and discussion of literary genres such as short stories, myths, poetry, drama, essays, and novels. Outside reading will be an integral part of the course.

Analytical, narrative, persuasive, and expository writing, as well as oral presentations are designed to sharpen students' oral and written communication skills as they prepare for college and the workplace. Assistance with the college admissions process through the creation of a sample college essay is an integral part of the first semester's focus. Additional performance based assessments will provide students the opportunity to utilize their learning styles to display their interpretative skills beyond the written page. Summer reading is a prerequisite for the course.

Those seniors in first semester academic level English IV must select one of the following mini-courses to complete the English requirements for second semester senior English. Each course requires a mid-term assessment, a research paper, and a final exam. In addition, performance based assessments will provide students the opportunity to utilize their varied learning styles to display their interpretative/analytical skills beyond the written page.

Description

#H1412 – The College Portfolio

Prerequisite: First semester English IV

Designed to develop proficiency in the specific critical-thinking skills required in college-freshman English classes, this course focuses on the reading of and writing about shorter but more complex fiction and nonfiction texts than those previously encountered in high school. With a strong emphasis on exposition, argument, and functional text, students will read, analyze, and evaluate personal essays, speeches, opinion pieces, public and historical documents, memoirs, chapters from college-level textbooks, journalism pieces from print and online media, and more. Students will write frequently as part of and in response to their critical-reading activities in modes that include personal responses, summaries, explanations of complex ideas, arguments in support of their analyses of authors' use of rhetorical devices, and counterarguments to authors' substantive claims. The course includes a research project in which students will answer a question, solve a problem, or present a stance on a controversial topic by gathering, evaluating, and synthesizing information from multiple print and digital sources.

#H1422 – Debate and Discussion

Prerequisite: First semester English IV

Designed to develop proficiency in the specific critical-thinking skills required in college-freshman classes, this course focuses on the reading, writing, and discussing more complex non-fictional texts than those previously encountered in high school. The objectives of this course include developing proficiency in the formal debate format, developing articulation and organization of ideas in cogent and meaningful writing and discussion, and presenting debates using relevant and well researched topics from the social, cultural, academic, and political communities. The course includes a research project in which students will answer a question, solve a problem, or present a stance on a controversial topic by gathering, evaluating, and synthesizing information from multiple print and digital sources.

#H1432 – Narrative Nonfiction

Prerequisite: First semester English IV

Designed to develop proficiency in the specific critical-thinking skills required in college-freshman English classes, this course focuses on the reading of and writing about more complex, contemporary nonfiction texts than those previously encountered in high school. The texts will provide opportunities for interdisciplinary study in a variety of fields like science, business, economics, history, sports, and politics. Since nonfiction is a broad category, students will read, analyze, and evaluate a variety of genres, including personal essays, speeches, public and historical documents, memoirs, novels, and articles. Writing assignments will range from the analytic and expository to the narrative and creative. The course includes a research project in which students will answer a question, solve a problem, or present a stance on an interdisciplinary topic by gathering, evaluating, and synthesizing information from multiple print and digital sources.

#H1442 – Dystopian Literature

Prerequisite: First semester English IV

Designed to develop proficiency in the specific critical thinking skills required in college freshman English classes, this course focuses on the reading of and writing about more complex, dystopian texts than those previously encountered in high school. The course will begin with a discussion of the dystopian model of fiction in general - its tendency toward envisioning oppressive societies and regimes - and students will reflect on why writers create such alternative models of the world. Students will examine a variety of literary techniques in each novel (e.g., the use of metaphor, symbol, language, moral fable) and will consider how these techniques help us understand issues of identity, self-development, social problems, struggles of the individual against society, and larger theoretical questions concerning genre. The course includes a research project in which students will answer a question, solve a problem, or present a stance about dystopian literature by gathering, evaluating, and synthesizing information from multiple print and digital sources.

Language Arts Electives

The following elective courses are offered in addition to the required courses. Designed to meet diverse student needs, these courses provide credit toward graduation, yet they DO NOT replace English requirements.

#H1502 – Public Speaking

Grades: 9 – 12 Level: 0 Semester Credits: 2.5

Public Speaking is a semester course for students who plan to enter a profession in which the ability to speak well is of major importance. Students electing this course will have a greater competence and confidence in the preparation and delivery of oral presentations. This course is recommended for students planning to continue their education at the college level.

#H1632 – Digital Video Production

Grades 9 – 12 Level: 0 Semester Credits: 2.5

Students will learn about the basic operations of camcorders as well as more advanced video capture techniques. Students will develop their videos by using Final Cut Pro X for video editing and Motion for special effects. The students will also work on development of scripts using the program Celtx. The class will make small-scale video projects in groups to learn the fundamentals of video production and developing a video from idea to script to storyboard to production and postproduction. Students who receive a “B” or better may elect Advanced Digital Video Production the following year.

#H1512 – Acting with Dramatic Literature

Grades: 9 – 12 Level: 0 Semester Credits: 2.5

Acting with Dramatic Literature is a semester course that includes instruction in critical reading and written analysis of a one-act play as well as lessons in acting through physical and vocal exercises. Students will study the fundamentals of dramatic literature, including the structure of the one-act play, focusing on the importance of plot, conflict, setting, and characterization. In addition, students will be assigned specific characters to analyze in writing, paying strict attention to motivation and subtext. Students will be required to participate in theatre games, improvisational work, and group rehearsal dynamics to discover and develop basic acting skills. Students will handle props, learn the basics of direction, and critically evaluate other actors’ work as well as their own orally and in writing. The final assessment of the course will be a performance of the one-act play.

#H1522 – Intro to Broadcast Journalism and Studio TV

Grades: 9 – 12 Level: 0 Semester Credits: 2.5

Intro to Broadcast Journalism & Studio TV is designed as an entry-level television course. Students will have "hands on" experience with the many components of a functional television studio. Studio A

equipment includes: television studio cameras, switcher, 8 channel audio mixer, character generator. Students will get hands-on experience working behind and in front of cameras in a studio television environment, with projects including interviews, newscasts, and podcasts as well as developing their own show in teams. Students will also learn to research, write, and present the news as an anchorperson in a television studio environment. Emphasis is placed on developing effective eye contact with the camera lens as well as projecting "on camera" personality. Students who receive a “B” or better may elect TV News/Broadcast Journalism the following year.

#H1532 – Advanced Digital Video Production

Grades: 10 – 12 Level: 0 Semester Credits: 2.5

Advanced Digital Video Production course that requires a prerequisite of Digital Video Production. This course assumes proficiency and understanding of a camcorder, Final Cut Pro X, Motion and Celtx. Students will work in groups on larger scale video projects, working in groups and developing a video from idea to script to storyboard to production and postproduction. The class functions much like a studio art class for film production.

#H1552 – Journalism I

Grades: 9 – 12 Level: 0 Semester Credits: 2.5

The focal point of this course is to 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 or local papers for publication.

Journalism II

Grades: 10 – 12 Level: 0 Year Credits: 5

Prerequisite: Journalism I with a passing grade of “B” or higher, as well as a recommendation from the teacher/journalism adviser or instructor approval

Journalism II, offered as a full year course, is a workshop for the production of the monthly Fanscotian, the school newspaper. After enrolling, students are required to be available for a personal interview with advisor/teacher so staff positions can be selected according to the student's needs, interests, and abilities. Students electing this course should be effective writers with a well-developed writing style. Staff positions offer consistent, practical experience in reporting, news, feature and opinion writing, management, photojournalism, page make-up, paste-up, design, advertising, bookkeeping and circulation. All students will receive a position on the staff.

#H1562 – Journalism II A

For students who have had Journalism I or II for one year, this course's emphasis will be on further development of writing skills, interviewing techniques, and editing skills, as well as exposure to advertising, photography, and layout. Some leadership opportunities will be available at this level.

#H1572 – Journalism II B

Prerequisite: Journalism I and Journalism II

This course is for those students who have had two years of Journalism II or one semester of Journalism I and one year of Journalism II. These students will work more independently, with more of the responsibility for newspaper production and instruction of other students.

#H1582 – Photo-Journalism and Yearbook I

Grades: 9 – 11 Level: 0 Semester Credits: 2.5

This course stresses an integrated approach to various phases of yearbook production. The following skills are emphasized: copywriting, caption writing, proofreading, editing, sales, advertising, layout, thematic development and photography. This course is a prerequisite for Yearbook. Students must maintain a "B" average as well as a recommendation from the teacher/adviser to move into Yearbook II.

#H1592 – Photo-Journalism and Yearbook II

Grades: 10 – 12 Level: 0 Year Credits: 5

Prerequisite: Introduction to Yearbook with a passing grade of "B" or higher, as well as a recommendation from the teacher/yearbook adviser or instructor approval

This course is open to sophomores, juniors, and seniors who have met the criteria of Introduction to Yearbook. Students in this course will be responsible for the development, production, sale, and distribution of the yearbook. Students will continue to develop and apply skills such as copy writing, reporting, editing, photography, graphic arts, business, sales, and marketing, publication law, computers technology, business software, desktop publishing, and digital imaging. Students will also develop life skills such as communication, team collaboration, personnel management, time management, and problem solving.

#H1602 – Humanities

Grades: 11 – 12 Level: 0 Semester Credits: 2.5

The purpose of the interdisciplinary humanities class is to make students aware of the differences and similarities between the cultural groups that make up American society and to help them accept and celebrate these differences and similarities. With this awareness, students will develop their ability to positively affect society through acceptance and action. Emphasizing self-discovery, self-awareness and tolerance/acceptance, the course makes use of many disciplines including literature, history, psychology,

sociology, drama, music, and film. Units taught in the course include: The Individual, Human to Human, The Family, The Individual in Society, and Global Awareness.

#H7802 – Tomorrow's Teachers

Grades: 11 – 12 Level: 0 Year Credits: 5

Students will be given challenging real-world projects and assignments typical of the education field. Classroom activities will include reading, research, projects, problem solving, and observations. Projects will include working with other students in an educational setting. Assessment methods will include reflective writings, hands-on activities, observations, oral and written projects, reading assignments, and a portfolio. This course can fulfill a practical or a fine and performing arts requirement.

#H1612 – Creative Writing A

Grades: 9 – 12 Level: 0 Semester Credits: 2.5

#H1622 – Creative Writing B

Grades: 10 – 12 Level: 0 Semester Credits: 2.5

Prerequisite: Creative Writing A, unless a student has a grade of "B" or higher in the preceding year's English class.

Each of these courses is designed for students who are interested in developing their skills in creative writing. Topics emphasized are plot construction, dialogue, figurative language used for description, mood, point of view, and character development. Much of the class time will be devoted to the analysis of professional models as well as student writings. Performance poetry will be part of the first semester requirement. A portfolio assessment will be utilized at the end of each semester. Students who intend to be on the staff of Muse, the school literary magazine, are recommended to take this course.

#H1542 – TV News/Broadcast Journalism

Grades: 10 – 12 Level: 0 Year Credits: 5

Prerequisite: A grade of "B" or better in Intro to Broadcast Journalism or instructor approval

TV News/Broadcast Journalism is a full year advanced television course. Students become part of a functional television studio, which produces: "Raider News," our monthly newscast, as well as producing regular "magazine style" news reports, using Final Cut Pro X, and regularly updated digital podcasts. All of the television programs are broadcast to the community over SPTV Ch. 34 on Comcast and Verizon FiOS channel 22, as well as online on the show's YouTube page, and the podcasts will be available on the iTunes store for download.

Students may elect TV News/Broadcast Journalism for more than one year as long as they continue to receive a grade of "B" or better. The studio portion of the class that students will be involved in are a talent team that includes anchors and on-location reporters; Production team, which includes: Camcorder Operators, Video Editors, Studio Camera Operators, Special Effect Generator (Switcher) Operator, Audio Mixer Operator, Character Generator Operator, Technical Director; Research and Writing Team, which

includes Hard News, Arts & Entertainment and Sports Editors, Managing Editors and Research Assistants. Students will also work in small teams to produce the magazine style news reports, where roles include Producer, Camera Operator, Reporter and Editor.

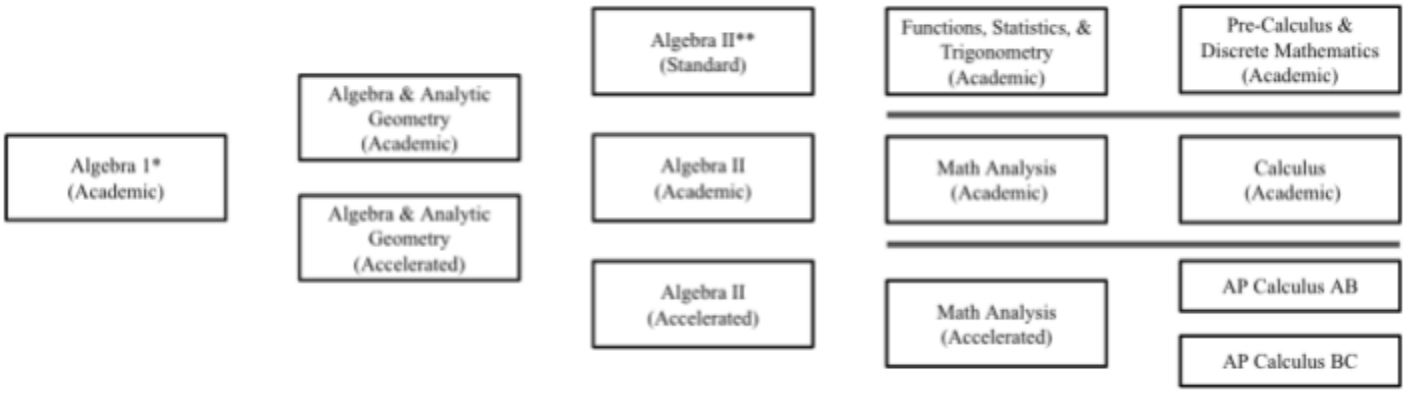
MATHEMATICS DEPARTMENT

The high school mathematics program is designed to develop students' knowledge and skills within contexts of realistic and relevant problems. There are several options in courses that students may select in order to prepare for their future. All students are required to take three years of a mathematics program that emphasizes the following:

- Development of abstract and quantitative reasoning.
- Application of concepts to solve real-world problems.
- Effective communication and analysis skills.
- Perseverance and use of creativity in solving problems.
- Ability to use appropriate tools strategically and attend to precision.
- Identifying and making use of structure and expressing regularity in repeated reasoning.

Course Sequence

Students are required to take three years of mathematics to satisfy both district and state graduation requirements. All students must take Algebra I (or the content equivalent), Geometry (or the content equivalent), and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21st century careers.



**Algebra I Academic is recommended for 9th grade students who did not yet meet expectations for Algebra I in middle school.*

***Students who did not yet meet or are approaching expectations in Algebra & Analytic Geometry (AAG) Academic are encouraged to take Algebra II Standard.*

Students who exceed expectations at the academic level in AAG or Algebra II are encouraged to take the next course in the sequence at the accelerated level.

#H2002 – Algebra I

Grades: 9 – 10 Level: Academic Year Credits: 5

Prerequisite: Math 8 or Pre-algebra

At this level, the focus of Algebra I is the properties and uses of linear equations including graphs and related inequalities. Algebraic symbolism is used to study and explore properties of the real numbers, operations on real numbers, and systems of equations. Related concepts such as quadratic expressions and geometric applications are introduced. There is an emphasis on solving problems using mathematics.

#H2101 – Algebra and Analytic Geometry

Grades: 9 – 10 Level: Accelerated Year Credits: 5

Prerequisite: Algebra I or equivalent

In this course, students complete their study of Algebra I while applying algebraic techniques to the study of Geometry, Statistics, and Probability. The course provides an environment where problem-solving situations motivate students to use efficient methods, deductive reasoning, and clear articulation. Students make connections between concepts, which will prepare them for success in future high school courses.

#H2102 – Algebra and Analytic Geometry

Grades: 9 – 10 Level: Academic Year Credits: 5

Prerequisite: Algebra I or equivalent

In this course, students complete their study of Algebra I while applying algebraic techniques to the study of Geometry, Statistics, and Probability. The course provides an environment where problem-solving situations motivate students to use efficient methods, deductive reasoning, and clear articulation. Students make connections between concepts, which will prepare them for success in future high school courses.

#H2201 – Algebra II

Grades: 10 – 11 Level: Accelerated Year Credits: 5

Prerequisite: Algebra and Analytic Geometry or equivalent

This course is designed for the academically talented student with a strong mathematics background and self-motivation. The course extends student understanding of Algebra. Real and complex number properties are studied using the symbolic system of algebra. Moving beyond linear equations and functions, students study and apply quadratic, exponential, trigonometric, and rational functions. Applications of algebra in transformational geometry, statistics, probability, and logic are developed.

#H2202 – Algebra II

Grades: 10 – 11 Level: Academic Year Credits: 5

Prerequisite: Algebra and Analytic Geometry or equivalent

This course extends student understanding of Algebra. Real and complex number properties are studied using the symbolic system of algebra. Moving beyond linear equations and functions, students study and apply quadratic, exponential, trigonometric, and rational functions. Applications of algebra in transformational geometry, statistics, probability, and logic are developed.

#H2203 – Algebra II

Grades: 10 – 11 Level: Standard Year Credits: 5

Prerequisite: Algebra and Analytic Geometry or equivalent

This course is designed for the student who requires a more guided approach to the study of mathematics. The course extends student understanding of Algebra. Real and complex number properties are studied using the symbolic system of algebra. Moving beyond linear equations and functions, students study and apply quadratic, exponential, trigonometric, and rational functions. Applications of algebra in transformational geometry, statistics, probability, and logic are developed.

#H2311 – Math Analysis

Grades: 11 – 12 Level: Accelerated Year Credits: 5

Prerequisite: Algebra II

The course is designed for the academically gifted student with a strong mathematics background and self-motivation. Topics include the study of algebraic, exponential, logarithmic, trigonometric, and circular functions. The inverses of functions and operations on functions are emphasized. The general properties of functions, graphs of functions, and limits are major themes. Also included are an exploration of analytic geometry, mathematical induction, the binomial theorem, sequences and series, matrices and determinants. Applications, such as those in probability and statistics, are often used to develop student problem-solving abilities.

#H2312 – Math Analysis

Grades: 11 – 12 Level: Academic Year Credits: 5

Prerequisite: Algebra II

The course is designed for the student with a strong mathematics background and self-motivation. Topics include the study of algebraic, exponential, logarithmic, trigonometric, and circular functions. The inverses of functions and operations on functions are emphasized. The general properties of functions, graphs of functions, and limits are major themes. Also included are an exploration of analytic geometry, mathematical induction, the binomial theorem, sequences and series, matrices and determinants. Applications, such as those in probability and statistics, are often used to develop student problem-solving abilities.

#H2302 – Functions, Statistics and Trigonometry

Grades: 11 – 12 Level: Academic Year Credits: 5

Prerequisite: Algebra II

This course is designed to provide students with a thorough and complete background in advanced topics as a preparation for college mathematics, including Calculus. Great emphasis is placed on developing mathematical reasoning skills and fluency with mathematical symbols and procedures. Topics include functions, conic sections, complex numbers in polar form, vectors, sequences and series, probability, statistics, and matrices.

#H2440 – Statistics AP

Grades: 11 – 12 Level: AP Year Credits: 5

Prerequisite: "B" or better in Algebra II and English

The purpose of this course is to introduce major concepts and tools for collecting, analyzing, and drawing conclusions from data. Four broad conceptual themes are covered: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference. Students who are successful on the Advanced Placement test may receive college credit and/or advanced placement for a one-semester introductory college statistics course.

#H2402 – Pre-Calculus and Discrete Mathematics

Grade: 12 Level: Academic Year Credits: 5

Prerequisite: Functions, Statistics and Trigonometry

This course is designed to provide students with a thorough and complete background in advanced topics as a preparation for college mathematics, including Calculus. Students develop improved skills in applying algebraic properties, and in using algebraic reasoning to model situations and solve problems in the real world. Topics in discrete mathematics, probability and statistics, and the underpinnings of calculus are developed.

#H2412 – Calculus

Grade: 12 Level: Academic Year Credits: 5

Prerequisite: Math Analysis

The purpose of this course is to provide an understanding of differential calculus and an introduction to integral calculus as a firm basis for success in college calculus. Analytic geometry and trigonometry are reviewed and used in the solutions of problems. Concepts about limits are used extensively and a wide variety of applications are explored to demonstrate the power of the calculus.

#H2420 – Calculus AB AP

Grade: 12 Level: AP Year Credits: 5

Prerequisite: Math Analysis Accelerated

There is no approved summer review assignment.

This program is primarily concerned with providing an understanding of the concepts of calculus and experience with its methods and applications. Students who enroll in this program must have a thorough knowledge of college preparatory mathematics, including algebra, geometry, trigonometry, and analytic geometry. Topics included in the AP Calculus AB and BC Level courses are: 1) Functions - analysis of graphs, limits of functions, asymptotic and unbounded behavior, continuity as a property of functions; 2) Differential Calculus - concept of the derivative, derivative at a point and as a function, second derivative, applications of derivatives, and computation of derivatives; 3) Integral Calculus - Riemann Sums, interpretations and properties of definite integrals, applications of integrals, the Fundamental Theorem of Calculus, techniques of anti-differentiation, applications of anti-differentiation, and numerical approximations to definite integrals; and 4) Polynomial Approximations and Series - concept of series, series of constants and Taylor series. This course is designed for students who intend to take the Advanced Placement Test in Calculus, AB.

#H2430 – Calculus BC AP

Grade: 12 Level: AP Year Credits: 5

Prerequisite: Minimum "A-" average in Math Analysis Accelerated and one of the following: a minimum score of 680 on the PSAT or SAT Mathematics, or a minimum score of 32 on ACT Mathematics.

This program is primarily concerned with providing an understanding of the concepts of calculus and experience with its methods and applications. Students who enroll in this program must have a thorough knowledge of college preparatory mathematics, including algebra, geometry, trigonometry, and analytic geometry. Topics included in the AP Calculus AB and BC Level courses are: 1) Functions - analysis of graphs, limits of functions, asymptotic and unbounded behavior, continuity as a property of functions, parametric functions, polar functions, and vector functions; 2) Differential Calculus - concept of the derivative, derivative at a point and as a function, second derivative, applications of derivatives, and computation of derivatives; 3) Integral Calculus - Riemann Sums, interpretations and properties of definite integrals, applications of integrals, the Fundamental Theorem of Calculus, techniques of anti-differentiation, applications of anti-differentiation, and numerical approximations to definite integrals; and 4) Polynomial Approximations and Series - concept of series, series of constants and Taylor series. This course is designed for students who intend to take the Advanced Placement Test in Calculus BC.

Computer Programming Courses

#H2461 – Computer Programming

Grades: 9 – 12 Level: Accelerated Year Credits: 5

This course serves as a prerequisite to Advanced Placement Computer Science. In this course, students learn how to use a high level, structured programming language to solve problems drawn from business, mathematics, science, and other pertinent fields. Students will design, code, and debug programs using Python. In addition, students will be introduced to programming structures used to acquire, organize, and manage data sets.

#H2450 – Computer Science A AP

Grades: 10 – 12 Level: AP Year Credits: 5

Prerequisite: Successful completion of Computer Programming OR an alternative course that has been preapproved by the supervisor of the department.

The AP Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. Students will be prepared for the Advanced Placement Test in Computer Science A.

#H2460 – Computer Science Principles AP

Grades: 10 – 12 Level: AP Year Credits: 5

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Students will be prepared for the Advanced Placement Test in Computer Science Principles.

MUSIC DEPARTMENT

Music was my refuge. I could crawl into the space between the notes and curl my back to loneliness.
~Maya Angelou

Students who wish to participate in an extra-curricular ensemble such as, Marching Band, Moonglowers, SPF Jazz, Select Choir, Chamber Choir, Men's Choir, and Las Cantadoras, MUST be enrolled in an ensemble class that meets during the school day, such as Concert Choir, Concert Band, or Wind Ensemble.

Students who select any performing ensemble are required to be present at all concerts in order to receive credit in the course.

#H6612 – Chorus

Grade: 9 Level: 0 Year Credits: 5

#H6662 – Concert Choir

Grades: 10 – 12 Level: 0 Year Credits: 5

An elective mixed boys and girls chorus for any student interested in singing various types of music. All members are expected to participate in several annual programs.

#H6632 – Concert Choir/Band
#H6622 – Concert Band/Choir

Grade: 9 Level: 0 Year Credits: 5

#H6682 – Concert Choir/Band
#H6672 – Concert Band/Choir

Grades: 10 – 12 Level: 0 Year Credits: 5

Prerequisite: Students should have participated in the 8th grade Concert Band program or be approved by the high school band director.

Students who would like to receive a vocal and instrumental experience may select this course. However, they are responsible for both vocal and instrumental performances as well as all 7 a.m. morning practice sessions.

#H6752 – Piano

Grades: 9 – 12 Level: 0 Semester Credits: 2.5

This course is a beginning keyboard class that will explore the many sounds of a midi-keyboard and learn the fundamentals of piano. Recommended for all high school students.

#H6723 – Men's Choir

Grades: 9 – 12 Level: Accelerated Year Credits: 1

This chorus is a performing ensemble for select male students; minimum requirements include the ability to sing in tune, interested in exploring all types of choral literature and responsibility for participation in rehearsal and program. Students are selected through an audition process in May.

#H6602 – Concert Band

Grade: 9 Level: 0 Year Credits: 5

#H6642 – Concert Band

Grades: 10 – 12 Level: 0 Year Credits: 5

Prerequisite: Students should have participated in the 8th grade Concert Band program or be approved by the high school band director.

We welcome all students with different levels of ability on their instruments. Beginning musicians are allowed to select Concert Band. Students electing this course will be required to take one Instrumental Technique lesson per week.

#H6651 – Wind Ensemble (Band)

Grades: 9 – 12 Level: Accelerated Year Credits: 5

Prerequisite: Students should have been a member of the 8th grade Band, high school Concert Band, or approved by the band director.

Members of this group are selected by audition only. The Director recommends all members.

#H6772 – Music Theory

Grades: 10 – 12 Level: 0 Year Credits: 5

Prerequisite: All students selecting Music Theory must have participated in HS Concert Band/Choir for one year. Rhythm musicians must be able to read music and get approval from the Supervisor.

Music Theory is an applied music course for the music student who hopes to major in music in college and/or pursue a career in music after high school. The course consists of the studies of musical elements, tonal and rhythmic dictation, scales, triads, intervals, transposition and harmony. Home preparation, tests, quizzes and exams will be a regular part of this course.

#H6600 – AP Music Theory

Grades: 10 – 12 Level: 0 Year Credits: 5

Prerequisite: All students selecting AP Music Theory must have participated in HS Concert Band/Choir for one year. Rhythm musicians must be able to read music and get approval from the Supervisor.

AP Music Theory is designed to develop in-depth and broad skills in music theory by way of analysis, technical skill training, aural skills, composition, and historical context. The course will involve extensive study of pitch notation, meters, scales and keys, intervals, triads, melody/harmony, and songwriting. The course will focus on the development of skills in the following areas: analysis, composition, collaborative artistry, music history, decoding, historical practices, historical context, and music influence on culture. Students will be prepared for the Advanced Placement Test in Music Theory. Students should consult with the instructor before registering for this course.

#H6692 – Instrumental Music Techniques

Grades: 9 – 12 Level: 0 Year Credits: 1

Students electing this course will be aided in the further development of techniques such as breath control, tone quality, and control, and sight-reading. All students in band are strongly advised to elect at least one period per week.

#H6702 – SPFHS Jazz Band

Grades: 9 – 12 Level: 0 Year Credits: 2

The SPFHS Jazz Band is a performing Jazz Band for all high school students. All high school musicians can audition. Students must have a commitment to rehearsals and all programs.

#H6711 – Moonglowers

Grades: 9 – 12 Level: Accelerated Year Credits: 2

The "Moonglowers" is a performing Jazz Band for all high school students. Auditions are held in the beginning of each school year or in June of the previous school year. All high school musicians can audition. Minimum requirements for the Moonglowers are to be proficient on their instrument, willing to perform all styles of Jazz, and a commitment to rehearsals and all programs.

#H6721 – Las Cantadoras

Grades: 9 – 12 Level: Accelerated Year Credits: 1

This chorus is a performing organization for select female students; minimum requirements include the ability to sing in tune, interest in exploring all types of choral literature and responsibility for participation in rehearsals and programs. Students are selected through an audition process.

#H6731 – Select Chorus

Grades: 9 – 12 Level: Accelerated Year Credits: 1

This is a performing organization for select male and female voices. Students are selected through an audition process. Minimum requirements include the ability to sing in tune, interest in exploring all types of vocal literature, and responsibility for participation in all rehearsals and programs.

SCIENCE DEPARTMENT

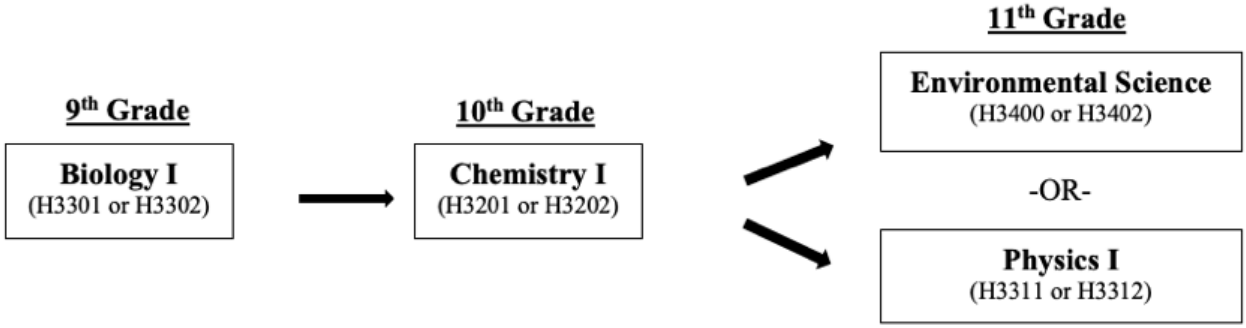
Building on concepts and content from preceding years, the high school science program provides students with the skills, knowledge, and experiences, which lead to the development of young adults who are capable of assuming their role as productive thinking citizens. The high school science program strives to provide students with experience in making informed decisions, through the analysis of both qualitative and quantitative data, on scientific topics and issues, which affect our society and environment.

With a focus on critical thinking and problem solving, the high school science curriculum is founded on the in-depth study of Biology, Chemistry, Environmental Science and Physics. The contemporary issues and approaches of these courses are supplemented with a variety of electives allowing students to pursue their interests in an array of science topics through rigorous and relevant courses ranging from Astronomy to Forensics to Zoology.

Science courses must be limited in size and number for reasons including safety concerns in the laboratory setting. As a result, in addition to the fulfillment of prerequisites, scheduling priority is based on senior status and previous performance in mathematics and science courses.

Students are required to take <u>three years</u> of science to satisfy both district and state graduation requirements. Starting with the class of 2024, all students must take Biology I, Chemistry I, and Environmental Science or Physics I to ensure that every student is prepared for the New Jersey Student Learning Assessment – Science (NJSLA-Science), administered to all 11th graders to measure students' proficiency of the New Jersey Student Learning Standards in Science.

Sequence of Required Courses



#H3301 – Biology I

Grades: 9 – 12 Level: Accelerated Year Credits: 5

Biology I provides a strong foundation in biological concepts. The student enrolled in the accelerated level will assume responsibility for learning about cell biology, biochemical genetics, chemistry of life, diversity, ecology, evolution, plant physiology and the effects of biological systems. Students should expect to utilize all forms of research skills, displaying familiarity with traditional library sources as well as emerging technology, including calculator and computer based instruction.

#H3302 – Biology I

Grades: 9 – 12 Level: Academic Year Credits: 5

The course is structured as a study of the molecular approach to biology, providing a challenging course through inquiry based investigations and a broad base upon which students may elect to major in science at higher levels. Teachers use multiple techniques in dealing with broad topics that include cell biology, biochemical genetics, and chemistry of life, diversity, ecology, evolution, plant physiology and the effects of biological systems. Students should expect to utilize all forms of research skills, displaying familiarity with traditional library sources as well as emerging technology, including calculator and computer based techniques.

#H3201 – Chemistry I

Grades: 10 – 12 Level: Accelerated Year Credits: 5

Prerequisite: Algebra I and Geometry (This course places a heavy emphasis on quantitative relationships.)

All chemistry sections employ a mathematical approach to broad areas of the course. The student must be comfortable in solving word problems. Accelerated chemistry requires a high reading and reasoning ability and strong proficiency with algebra. A significant amount of the instructional time is used in the laboratory where data is collected from which generalizations can be drawn and lab reports written.

#H3202 – Chemistry I

Grades: 10 – 12 Level: Academic Year Credits: 5

Prerequisite: Algebra I

This course is similar to Accelerated in approach. Expectations of the students are appropriately demanding and require proficiency with algebra. Emphasis is placed on helping the students in understanding the concepts of chemistry. Students successfully completing this course would be well prepared for college chemistry. A significant amount of the instructional time is used in the laboratory where data is collected from which generalizations can be drawn and lab reports written.

#H3400 – Environmental Science AP

Grades: 10 – 12 Level: AP Year Credits: 5

Prerequisite: Biology I

Co-Requisite: Student must be simultaneously enrolled or have completed Chemistry I

A.P. Environmental Science serves to prepare students for the academic rigors of college level classes. Environmental science is the study of the living world. It incorporates everything from geology, chemistry and biology to evolution, weather and human impacts. Students will apply their understanding of earth systems, resources and ecology to explain how biomes respond to various stimuli such as land, water and energy use as well as pollution. The living world is a complicated system with many overlapping parts, which lends itself to a myriad of experiments and discussions on environmental ethics. The overarching

theme of the course is to afford students the opportunity to emphatically measure the depth and breadth of human impact on the environment.

#H3402 – Environmental Science

Grades: 10 – 12 Level: Academic Year Credits: 5

Prerequisite: Biology I

Co-Requisite: Student must be simultaneously enrolled or have completed Chemistry I

Students in Environmental Science will use critical and scientific thinking skills to study contemporary issues related to the environment and planet Earth. Students will improve their scientific literacy through exploring and developing in-depth explanations for phenomena central not only to the earth and space sciences, but to life and physical sciences as well. Students will complete peer-reviewed journal analysis, hands-on laboratory and field exercises, and analyze global practices for reducing the impacts of human activity on Earth's systems.

#H3311 – Physics I

Grades: 11 – 12 Level: Accelerated Year Credits: 5

Prerequisites: Algebra I, Geometry and Algebra II, AND Pre- OR Co-requisite: FST or Math Analysis

Physics emphasizes the mathematical and theoretical interrelationships of matter, space and time. Mathematical and symbolic language are extensively used. Laboratory work requiring careful analysis is the starting point for the topics that are studied. The process of scientific inquiry is learned through application and practice both in the laboratory and in the building of theory in the classroom. Physics requires above average ability in reading and mathematical reasoning in both algebra and geometry. Physics is often recommended for students who plan to study science, mathematics or engineering at the university level. Topics that will be under investigation include motion, velocity and acceleration, free falling bodies, forces, Newton's laws, work/power/energy, fluids, wave mechanics, sound, color, light - mirrors, refraction - lenses, electrostatics, electricity and circuits, magnetism, electromagnetism and induction, and topics in nuclear physics.

#H3312 – Physics I

Grades: 11 – 12 Level: Academic Year Credits: 5

Pre- OR Co-requisite: Algebra II

Physics is applied math; students must have strong proficiency with both algebra and geometry to be successful in physics. Models, both mathematical and physical, are used in the development of physical theory. Mathematical and symbolic language are extensively used. Laboratory work requiring careful analysis is the starting point for the topics that are studied. The process of scientific inquiry is learned through its practice both in the laboratory and in the building of theory. Physics requires above average ability in reading and mathematical reasoning. Some topics, which will be investigated, include but are not limited to motion, velocity and acceleration, Newton's laws, fluid and wave mechanics, sound, color and light, reflection, refraction, electricity and magnetism, and selected topics in nuclear physics.

Science Electives

The following elective courses are offered in addition to the required courses. Designed to meet diverse student needs, these courses provide credit toward graduation, yet they DO NOT replace Science required courses.

Starting in 10th Grade	Starting in 11th Grade	Starting in 12th Grade
Nutrition Science Biology II AP Astronomy	Chemistry II AP Anatomy & Physiology Forensic Science Zoology and Animal Behavior	Physics II AP

#H3702 – Nutrition Science

Grades: 10 – 12 Level: Academic Year Credits: 5

Prerequisite: Biology

This course has an emphasis on analysis and evaluation of nutrients and human nutrition. This academic level course will focus on carbohydrates, lipids, proteins, vitamins, minerals and water in the human body, the understanding of nutrition standards and relationship between foods and nutrients, and factors affecting absorption, utilization, and the need for nutrients. Additionally, the topics of food additives, diets and dieting, wellness and establishing a positive lifestyle will be analyzed. Student learning is supported by the use of journal articles, computer assisted activities, Internet sources, group presentations and laboratory experiences. **This course has not been approved by the NCAA Eligibility Center.**

#H3300 – Biology II AP

Grades: 10 – 12 Level: AP Year Credits: 5

Prerequisites: Biology I

Co-Requisite: Student must be simultaneously enrolled or have completed Chemistry I

The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course. Each year, the AP Biology program requires a summer assignment based upon a changing theme. Students electing this course are expected to have excellent science background, mathematical skills, and be prepared to spend the appropriate amount of time preparing course work, in problem-solving activities, laboratory and general study. **It should be recognized that course objectives and proficiencies are focused on the student taking and being successful on the Advanced Placement Biology examination and students are expected to accept the challenge of this examination.**

#H3532 – Astronomy

Grades: 10 – 12 Level: Academic Year Credits: 5

Prerequisite: Successful completion of at least one high school science course.

This is an integrated science course studying outer space: universe, stars, planets, solar system, and space travel. The course utilizes case studies and laboratory exercises to develop critical thinking skills and to facilitate the learning of important physical science themes. Students will learn about classical astronomy as well as new discoveries in astronomy. This course is recommended to any student with a strong interest in physics.

#H3500 – Chemistry II AP

Grades: 11 – 12 Level: AP Year Credits: 5

Prerequisite: Chemistry I

This is a second-year chemistry course designed to be the equivalent of the general chemistry course usually taken in the first year of college. This course differs qualitatively from the first-year chemistry course with respect to the level of textbook used, the topics covered, the emphasis on chemical calculations, the mathematical formulation of principles, and laboratory work. Students electing this course are expected to have excellent mathematical skills and be prepared to spend the appropriate amount of time preparing homework, in problem-solving activities, laboratory and general study. **It should be recognized that course objectives and proficiencies are focused on the student taking and being successful on the Advanced Placement Chemistry examination and students are expected to accept the challenge of this examination.**

#H3502 – Anatomy & Physiology

Grades: 11 – 12 Level: Academic Year Credits: 5

Prerequisite: Biology I and Chemistry I

Anatomy & Physiology is a second-year course in biology, which deals primarily with the study of the anatomy (structures) and physiology (functions) of the human body. Time is devoted to laboratory work involving microscope technique, microscopic examination of tissues, and other types of laboratory work, including dissections and case studies. Students electing this course must assume the responsibility of preparing comprehensive laboratory reports, including significant drawings complete with appropriate labels. It is also expected that students will use computer-based strategies to augment learning.

#H3512 – Forensic Science

Grades: 11 – 12 Level: Academic Year Credits: 5

Prerequisite: Biology I and Chemistry I

The Forensic Chemistry course is a second-year chemistry course. The course is case-study and lab/activity-based and integrates principles from both Biology I and Chemistry I. Students will be performing 'CSI'– like investigations that reinforce and extend the concepts they learned in Chemistry I.

#H3522 – Zoology and Animal Behavior

Grades: 11 – 12 Level: Academic Year Credits: 5

Prerequisite: Biology I and Chemistry I

Zoology is a biological science that reinforces and extends the central concepts of Biology I using the animal kingdom as a content focus. To be successful, students should have a strong understanding of ecology, cell biology, and genetics. These concepts will be used as a foundation to explore the evolution and diversity of the animal kingdom and provide a basis for comparative anatomy and physiology. This course is designed to emphasize scientific and critical thinking as well to provide general exposure to the research that zoologists perform. Zoology is recommended to any student with a strong interest in biology.

#H3600 – Physics II AP

Grade: 12 Level: AP Year Credits: 5

Prerequisite: Physics I

Co-requisite: Calculus

Advanced Placement Physics C is an elective, full year, calculus-based physics course. The course requires the application of basic calculus (differentiation and integration) to physics applications. Mechanics is covered in the fall semester; Electricity & Magnetism is taught in the spring semester. The course is the equivalent of a first-year college physics course for science or engineering majors and is designed for the student intending to major in science/engineering or who is highly motivated to accept the challenge of a rigorous college course. Students successfully completing the course will have a strong conceptual understanding of mechanics and electricity & magnetism along with well-developed skills in problem solving and performing, analyzing and reporting on laboratory experiments. **Students may elect, and are expected, to take the AP Physics C Mechanics and/or E&M exams at the end of the year.**

SOCIAL STUDIES DEPARTMENT

The Social Studies Program in our high school is designed to provide students with:

- an understanding of historical, political, social, geographic, economic, and cultural knowledge and skills.
- an appreciation of the cultural diversity of our nation and world.
- an opportunity to explore basic core values in the area of respect and concern for the individual, others, and the environment.
- guidance to help students become informed, active, and concerned citizens.

In an effort to build life-long skills, the Social Studies program fosters:

- extensive research opportunities with emphasis on the analysis of ideas.
- development of good written and oral communication.
- reading of supplemental literary and primary source readings.
- the participatory nature of our civic system through active involvement in our political process and with community concerns.

Three years of social studies are required for graduation:
TWO years of United States History
ONE year of Global Perspectives

The program also includes a range of electives and Advanced Placement courses that can be elected beginning in Grade 10.

United States History I
#H4101 – Accelerated
#H4102 – Academic

Grade: 9 Year Credits: 5

United States History is ninth graders' introduction to the Scotch Plains-Fanwood High School Social Studies program. It explores the cultural, economic, geographic, historical, political, and social systems, ideas, and leaders from the period of the American Civil War through the Great Depression. One goal is for students to learn and apply concepts in civics, economics, and geography to historical events and phenomena. While our nation's history is the core focus, parallel units in New Jersey history and world history provide local and global connections for students. Students refine verbal and written skills in this course to express their ideas and interpretations of primary and secondary source documents.

United States History II
#H4201 – Accelerated
#H4202 – Academic
Grade: 10 Year Credits: 5

United States History II is the second year of the survey course sequence. It explores the cultural, economic, geographic, historical, political, and social systems, ideas, and leaders from the period of World War II through the present. One goal is for students to learn and apply concepts in civics, economics, and geography to historical events and phenomena. While our nation's history is the core focus, parallel units in New Jersey and world history provide local and global connections for students. Students refine verbal and written skills in this course to express their ideas and interpretations of primary and secondary source options.

Global Perspectives
#H4301 – Accelerated
#H4302 – Academic
Grade: 11 Year Credits: 5

Viewed from a contemporary lens, students explore their own identity as local, national, and global citizens, and they develop globally oriented perspectives to understand the various systems, processes, and forces that challenge the world today. This course investigates and compares political, economic, and cultural frameworks to better understand why and how people of the world live differently. Recognizing the various challenges existing in the world, students explore the causes, responses, and contexts of threats to global security, human rights, health, education, and the physical environment, while also appreciating the aesthetic value and natural beauty of our world. Electronic communication and performance-based assessment are primary vehicles for student expression of ideas and evaluation of their performance in this course.

Full-Year Electives

#H4582 - Modern, Early Modern, and Classical Philosophy
Grades: 11 – 12 Level: 0 Year Credits: 5

This course exposes students to some of the great thinkers of the world. Students explore the ideas of philosophers and thinkers, such as Plato, Aristotle, Descartes, Hume, Kant, Marx, Freud, and Sarte, all of which have had a profound influence on the cultural, economic, intellectual, political, and social history of Western Civilization. Through in-depth analysis and discussion of a selection of their writings, students gain an understanding of the nature of philosophical questions and ideas, and – in the process – learn to develop, organize and articulate their own ideas. 20th century philosophers and contributions of Eastern philosophies are introduced as a comparative and relevant experience for students to critically examine.

#H4602 – You and The Law

Grades: 10 – 12 Level: 0 Year Credits: 5

This course involves study of federal, state, and local law. An introduction to both criminal and civil law is included. Specific cases are studied to help understand the criminal justice process, torts, consumer law, family law and individual rights. Special emphasis is placed on understanding trials and cases through the re-enactments, role-plays, and simulations.

Semester Electives

#H4532 – Economics and Financial Literacy

Grades: 9 – 12 Level: 0 Semester Credits: 2.5

This course combines financial literacy skills and theoretical economic principles. Students will gain personal finance skills and knowledge pertinent to consumer, investor, and citizen decision-making in the economic world. Topics such as supply and demand, inflation, recession, and role of government in an economy, the stock market are investigated in the context of simulations, projects, and cooperative activities. This course fulfills the 2.5 credit financial literacy requirement.

#H4572 – Sociology: The American Society

Grades: 10 – 12 Level: 0 Semester Credits: 2.5

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies.

#H4562 – Psychology

Grades: 10 – 12 Level: 0 Semester Credits: 2.5

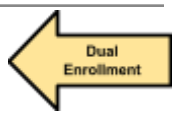
This course will provide students with an overview of psychological inquiry as it relates to the mind, human behavior, and human development. Students will be introduced to several major topics in the field of psychology and will apply psychological theories to the textual material/images/case studies examined. Course content includes the history of psychology and significant theorists, parts of the brain, sensation and perception, nature versus nurture controversy, learning and cognition, motivation/work ethic, abnormal psychology and social psychology. Students will apply psychological principles by analyzing literature, film, pop culture, and other elements of modern society. Furthermore, students will connect psychological theories and ideas to their own lives as a way of examining teens' behaviors and actions.

#H4512 - American Popular Culture

Grades 10-12 Level: 0 Semester Credits: 2.5

In this course, students will analyze and investigate how society impacts popular culture and the way that popular culture impacts society. Each unit will be thematic in nature, beginning with necessary readings to provide a contextual basis for the students to rely on and to build upon as the course progresses. Students will examine popular cultural developments by analyzing a variety of areas, including mass media, music, literature, comics, film, radio, television, sports, fashion, toys and advertising. This class will give an opportunity for students to investigate a variety of different pop culture influences that have become part of the American identity.

SOCIAL STUDIES
EARN COLLEGE CREDIT WHILE ATTENDING HIGH SCHOOL



Scotch Plains-Fanwood High School in partnership with Kean University is offering high school students the opportunity to earn college credit.

Kean University is offering the course listed below at Scotch Plains-Fanwood High School. Students enrolled in this course will receive 2.5 credits toward graduation. Students will also earn three (3) college credits through Kean University. These three credits can be transferred to any university or college in New Jersey and many private colleges and universities in other states will also accept these three credits.

The course below will be offered to students at a reduced tuition rate. Enrolling for college credit through Kean University is not required to register for the course to receive 2.5 credits toward graduation from SPFHS.

The fee for this course is $300 for 3 credits

#H4592 – Racism, Genocide, and The Holocaust

Grades: 10 – 12 Level: 0 Semester Credits: 2.5 / 3.0-College

This course, comprised of a historical and literary component, investigates the impact that racism, genocide and the Holocaust have had and continue to have on peoples of the world. The course starts by examining how race, identity, and bias are related, and encourages students to explore the role that race plays in modern American life. Themes include justice, segregation, and stereotyping. One of the objectives of this program is to use its content - past as well as present examples - to reduce prejudice by first knowing, and then understanding, how racism and genocide victimize peoples and nations. The Holocaust in Nazi Germany is a focus to build a comprehensive foundation of knowledge to better understand and compare historical and modern genocides in Asia, Africa, the Americas, and Europe.

Advanced Placement Courses

#H4590 - African American Studies AP

Grades: 11-12 Level: AP Year Credits: 5

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. This course explores key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary movement. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. **Students are expected to take the Advanced Placement Exam in May**, which includes a project and presentation completed in the classroom using guidelines from the College Board.

#H4510 – European History AP

Grades: 11 – 12 Level: AP Year Credits: 5

This course traces the development of European civilization from the high Renaissance of the mid-Fifteenth Century through the present. Political, diplomatic, social, economic, intellectual and cultural trends are emphasized, and the relation of Europe to the wider world is noted. At the end of the course, students should have a working knowledge of the scope of modern European history, be acquainted with the skills of the historian's craft and be able to write an essay that demonstrates interpretive and analytical ability. **Students are expected to take the Advanced Placement Exam in May.**

#H4500 – United States History AP

Grades: 11 -- 12 Level: AP Year Credits: 5
Prerequisite: United States History I and II

This course retraces the complex ideologies, phenomena, conflicts, relationships, and progress characterizing the history of the United States. Since the required United States History course begins in 1850, this course includes a comprehensive investigation of the pre-Civil War eras. The content focus encapsulates a more sophisticated analysis of the cultural landscape and social conditions of each historical era. **Students are expected to take the Advanced Placement Exam in May**.

#H4520 – History of Art AP

Grades: 11 – 12 Level: AP Year Credits: 5

The Advanced Placement course in History of Art is designed to provide an introductory college-level course in art history: an understanding and enjoyment of architecture, sculpture, painting, and other art forms within historical and cultural contexts. Students examine the major forms of artistic expression of

the past as well as those of our time and of a variety of cultures. They learn to look at works of art critically, with intelligence and sensitivity, and to articulate what they see or experience. Students are expected to take the Advanced Placement Exam in May.

#H4530 – Economics AP

Grades: 10 – 12 Level: AP Year Credits: 5

This course is a seminar in economics involving principles of microeconomics and macroeconomics. Designed as a college-level course, students examine economic systems, behavior of firms in private market operations, comparisons between market structures, national and global economic conditions, monetary and fiscal policy decisions/processes, and international economics. **Students are expected to take the Advanced Placement Exam in May.** This course fulfills the 2.5 credit financial literacy requirement.

#H4550 – US Government & Politics AP

Grades: 11 – 12 Level: AP Year Credits: 5

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

#H4560 - Psychology AP

Grades 11-12 Level: AP Year Credits: 5

Advanced Placement Psychology is a course offered for students desiring an intensive, in-depth study of major topics in psychology. This course will introduce students to the systematic and scientific study of human behavior and mental processes. Students will explore and apply psychological theories, key concepts, and phenomena associated with each of the major subfields within psychology including the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. The AP Psychology course is designed to be the equivalent of the Introduction to Psychology course usually taken during the first year of college. The rigorous course syllabus and college level texts both suggest that students who enroll should be highly motivated and intellectually curious. **Students are expected to take the Advanced Placement Exam in May.**

SPECIAL EDUCATION - RESOURCE PROGRAM

All special education resource students have been identified and classified by the child study team as having a specific disability that impacts how they learn. An Individualized Educational Program (IEP) has been developed for such learners. The IEP document determines if a resource setting, and which resource setting, is appropriate for the student and what accommodations and/or modifications are necessary to assist learning.

The Resource Program offers services in the general education classroom or in a small group, separate special education classroom for ELA, Math, Science, and History.

Services in the general education classroom are called In-Class Resource (ICR). Both a general education and a special education teacher collaboratively deliver the general education curriculum in a general education classroom. A team teaching approach is used, with accommodations and/or modifications implemented to accompany learning.

Services in a small group, special education classroom are called Pull-Out Replacement (POR). POR services replace the general education instruction. A special education teacher provides instruction using a modified general education and/or supplemental curriculum and materials to meet the students' needs.

SPECIAL EDUCATION - SELF-CONTAINED PROGRAM

Classified students who require a more specialized education program than the resource program receive services in the self-contained setting. Instruction in the self-contained classes address the academic, emotional, and social needs of students whose disabilities require the integration of significantly modified content area proficiencies. As needed, the self-contained program incorporates instruction in the areas of daily living and functional life skills. Academic and functional life skills may also be taught through community based instruction throughout the school year. Students are included in typical academic and non-academic classes, as documented in individual IEPs.

SPECIAL EDUCATION - Electives

Supplemental Reading Comprehension I and II are elective offerings specific to special education, as indicated by an IEP. Supplemental Reading Comprehension I is designed for students requiring a program that directly and systematically focuses on reading comprehension strategies. Supplemental Reading Comprehension II is an extension of the work started in the first portion of the course. Both courses are designed for students who require individualized reading instruction specific to comprehension.

Supplemental Reading Decoding I and II are elective offerings specific to special education, as indicated by an IEP. Supplemental Reading Decoding I is designed for students requiring a program that directly

and systematically focuses on reading decoding and encoding strategies. Supplemental Reading Decoding II is an extension of the work started in the first portion of the course. Both courses are designed for students who require individualized reading decoding through a multisensory approach.

Special Education Courses: Year Credits: 5
Semester Credits: 2.5

In-class Resource and General Ed Setting		Pull-out Replacement and Resource Center Setting		Self-Contained Classroom Setting	
Code	**Language Arts**	**Code**	**Language Arts**	**Code**	**Language Arts**
H1108	English I	H1107	English I	H1109	English I
H1208	English II	H1207	English II	H1209	English II
H1308	English III	H1307	English III	H1309	English III
H1408	English IV	H1407	English IV	H1409	English IV
	Mathematics	**Mathematics**		**Mathematics**	
H2008	Algebra I	H2007	Algebra I	H2109	Math 1A
H2108	Algebra and Analytic Geometry	H2117	Algebra and Analytic Geometry I	H2209	Math 1B
H2206	Algebra II – Standard	H2127	Algebra and Analytic Geometry II	H2309	Math 2A
H2208	Algebra II – Academic	H2207	Algebra II	H2409	Math 2B
H2308	Functions/Statistics/Trig				
	Science	**Science**		**Science**	
H3108	Physics	H3307	Biology	H3109	Life Science A
H3308	Biology	H3207	Chemistry	H3209	Life Science B
H3208	Chemistry	H3407	Environmental Science	H3309	Nutritional Science A
H3408	Environmental Science			H3409	Nutritional Science B
	Social Studies	**Social Studies**		**Social Studies**	
H4108	US History I	H4107	US History I	H4109	US History I
H4208	US History II	H4207	US History II	H4209	US History II
H4308	Global Perspectives	H4307	Global Perspectives	H4309	Global Perspectives
				H9309	Vocational Skills A
				H9409	Vocational Skills B

<u>Elective Offerings Specific to Special Education</u>

Semester
Credits 2.5

H9219 Supplemental Reading Comprehension I
H9229 Supplemental Reading Comprehension II

H9319 Supplemental Reading Decoding I
H9329 Supplemental Reading Decoding II

WORLD LANGUAGES & ESL DEPARTMENT

The World Languages & ESL programs in the Scotch Plains-Fanwood Public Schools are committed to helping all students acquire an understanding and respect for other people, cultures, contributions, and points of view. We believe that through a long sequence of language study students' lives are enriched by exposing them to the study of cultures as reflected in language, art, music, geography, and history.

Our nation's expansion into the international arena has made the study of world languages a national priority. A world languages sequence that integrates an understanding of the interrelationship between language and culture prepares students for the multicultural and multiethnic community that exists in our global society.

All of the courses in the World Languages Department focus on the meaningful use of the target language for purposeful communication. During World Languages classes, instruction is primarily in the target language and student-centered activities actively engage the learners in demonstrating communicative proficiency.

#H5022 - French I

Grades: 9-12 Level: Academic Year Credits: 5
Prerequisite: None

This course is designed for students who are beginning their study of French. Students will be introduced to the French language and culture via thematic units of study that focus on common informal settings and aspects of daily life. Emphasis is placed on listening and speaking with reinforcement from simple readings and some writing. Students will actively apply communicative skills through paired and small-group interactions simulating real-life scenarios. This course is for students who have never taken French or have been recommended for this course by a World Language teacher.

#H5122 – French II

Grades: 9 – 12 Level: Academic Year Credits: 5
Prerequisite: Middle School French or French I

This course is designed for students who have completed Middle School French or French I. Students will build upon their previous experience in French and continue to emphasize listening and speaking with some reading and writing. Thematic units focus on the integration of culture and language and provide students with situational communication skills.

#H5121 – French II

Grades: 9 – 12 Level: Accelerated Year Credits: 5

Prerequisite: Middle School French Grades: 6, 7 & 8, Placement Test and teacher recommendation.

This course is designed for Middle School French or French I students who have achieved at a high level. Students will build upon their previous experience in French and continue to emphasize listening and speaking with some reading and writing with greater emphasis on grammar accuracy. Thematic units focus on the integration of culture and language and provide students with situational communication skills.

#H5222 – French III

Grades: 10 – 12 Level: Academic Year Credits: 5

Prerequisite: French II

This course is designed for students who completed French II or its equivalent. Students will build upon their previous language experiences by way of thematic units that integrate culture with language and provide students with opportunities to apply their interpretive, interpersonal and presentational language skills in authentic contexts.

#H5221 – French III

Grades: 10 – 12 Level: Accelerated Year Credits: 5

Prerequisite: French II Accelerated and teacher recommendation.

This course is designed for students who have achieved at a high level in French II Accelerated or its equivalent. Students improve their oral and written communication skills via content-based thematic units. These units increase in their integration of language and culture and emphasize increased accuracy in expression of spoken and written language in preparation for AP.

#5322 – French IV

Grades: 11 – 12 Level: Academic Year Credits: 5

Prerequisite: French III

This course is for students who are highly interested in building upon their previous experience in French and who have successfully completed French III or its equivalent. Students will continue to emphasize oral and written communication skills. Thematic units integrate culture with language and provide students with more advanced communication skills. Topics of personal and general interest are incorporated into the curriculum using a variety of resources.

#H5321 – French IV

Grades: 11 – 12 Level: Accelerated Year Credits: 5

Prerequisite: French III Accelerated and teacher recommendation.

This course is designed for highly motivated students who have achieved at a high level in French III Accelerated or its equivalent. Students will improve their oral and written communication skills by studying content-based thematic units that incorporate a variety of resources. These units integrate language and culture and provide students with a springboard for creative communication about topics of personal and general interest. This course is a precursor to AP French Language & Culture and will provide students with the language skills and cultural content they will need in order to be successful in AP French Language & Culture.

#H5422 – French V

Grade: 12 Level: Academic Year Credits: 5

Prerequisite: French IV

This course is designed as a culminating experience for those students with a high level of interest in the French language and culture and who have successfully completed French IV or its equivalent. Students will continue to emphasize oral and written communication skills. Thematic units incorporate a variety of resources that provide a springboard for creative spoken and written language development.

#H5420 – AP French Language & Culture

Grade: 12 Level: AP Year Credits: 5

Prerequisite: French IV Accelerated and teacher recommendation.

This course is designed as a culminating experience for the highly motivated student who has achieved at a high level in French IV Accelerated. In this course, students work to heighten their listening, speaking, reading, and writing skills. Grammatical structures are fine-tuned as needed in preparation for the Advanced Placement French Language Exam. Students are given practice in hearing formal and informal French, in writing expository passages, and in reading material from a wide range of literary and journalistic sources. **Students are expected to take the AP French Language and Culture Exam in May.** There is a mandatory summer assignment for this course.

#H5032 - Italian 1

Grades: 9-12 Level: Academic Year Credits: 5

Prerequisite: None

This course is designed for students who are beginning their study of Italian. Students will be introduced to the Italian language and culture via thematic units of study that focus on common informal settings and aspects of daily life. Emphasis is placed on listening and speaking with reinforcement from simple readings and some writing. Students will actively apply communicative skills through paired and small-group interactions simulating real-life scenarios. This course is for students who have never taken Italian or have been recommended for this course by a World Language teacher.

#H5132 – Italian II

Grades: 9 – 12 Level: Academic Year Credits: 5

Prerequisite: Middle School Italian or Italian I

This course is designed for students who have completed middle school Italian or Italian I. Students will build upon their previous experience in Italian and continue to emphasize listening and speaking with some reading and writing. Thematic units focus on the integration of culture and language and provide students with situational communication skills.

#H5131 – Italian II

Grades: 9 – 12 Level: Accelerated Year Credits: 5

Prerequisite: Middle School Italian Grades: 6, 7 & 8, Placement Test and teacher recommendation.

This course is designed for middle school Italian or Italian I students who have achieved at a high level. Students will build upon their previous experience in Italian and continue to emphasize listening and speaking with some reading and writing with greater emphasis on grammar accuracy. Thematic units focus on the integration of culture and language and provide students with situational communication skills.

#H5232 – Italian III

Grades: 10 – 12 Level: Academic Year Credits: 5

Prerequisite: Italian II

This course is designed for students who completed Italian II or its equivalent. Students will build upon their previous language experiences by way of thematic units that integrate culture with language and provide students with opportunities to apply their interpretive, interpersonal and presentational language skills in authentic contexts.

#H5231 – Italian III

Grades: 10 – 12 Level: Accelerated Year Credits: 5

Prerequisite: Italian II Accelerated and teacher recommendation.

This course is designed for students who have achieved at a high level in Italian II Accelerated or its equivalent. Students improve their oral and written communication skills via content-based thematic units. These units increase in their integration of language and culture and provide students with situational communication skills demanding a higher degree of accuracy in spoken and written language in preparation for AP.

#H5332 – Italian IV

Grades: 11 – 12 Level: Academic Year Credits: 5

Prerequisite: Italian III

This course is meant for students who have completed Italian III or its equivalent and wish to continue with a more intense study of the language and culture of Italy. Students will continue to improve their oral

and written communication skills via content-based thematic units. Resources include: readings, videotapes, audiotapes, special projects, and Internet research.

#H5331 – Italian IV

Grades: 11 – 12 Level: Accelerated Year Credits: 5
Prerequisite: Italian III Accelerated and teacher recommendation.

This course is meant for students who have completed Italian III or its equivalent and wish to continue with a more intense study of the language and culture of Italy. Students will improve their oral and written communication skills by studying content-based thematic units that are supported by a variety of resources. These units increase in their integration of language and culture and provide students with a springboard for creative communication about topics of personal and general interest. This course is a precursor to AP Italian Language & Culture and will provide students with the language skills and cultural content they will need in order to be successful in AP Italian Language & Culture.

#H5432 – Italian V

Grade: 12 Level: Academic Year Credits: 5
Prerequisite: Italian IV

This course is designed as a culminating experience for those students with a high level of interest in the Italian language and culture and who have successfully completed Italian IV or its equivalent. Students will further improve their oral and written communication skills using a variety of resources. Content-based thematic units aim to engage students in Italian readings and are supplemented by audio, video, writing and Internet research assignments.

#H5430 – AP Italian Language & Culture

Grade: 12 Level: AP Year Credits: 5
Prerequisite: Italian IV Accelerated and teacher recommendation.

This course is designed as a culminating experience for the highly motivated student who has achieved at a high level in Italian IV Accelerated. The course material will enhance the students' skills in interpretive listening and reading, and interpersonal speaking, and presentational writing. There will be special emphasis on the cultural aspects of studying a language, and students will come to view Italy as a political entity in the modern world. Students will work independently and collaboratively to enhance their language skills in preparation for the AP Italian Language and Culture Advanced Placement exam. **Students are expected to take the AP Italian Language & Culture Exam administered in May.** There is a mandatory summer assignment for this course.

#H5142 – Mandarin I

Grades 9 – 12 Level: Academic Year Credits: 5

This course is open to students in grades 9 – 12 who are looking to expand their cultural and global understandings through the study of a non-Western language. This introductory course to the Mandarin

Language and Culture will engage students in activities that promote basic communication skills through a thematic approach that includes common informal settings and aspects of daily life. Emphasis will be placed on developing students' interpretive listening and interpersonal speaking skills through authentic scenarios. Students will acquire some basic interpretive reading and interpersonal and presentational writing skills in Mandarin Chinese at the novice-mid proficiency level. Students will also gain important cultural perspectives as they compare and contrast aspects of the Eastern Chinese culture with those of their own culture.

#H5242 – Mandarin II

Grades 10 – 12 Level: Academic Year Credits: 5

Prerequisite: Mandarin I

This course is open to students who have successfully completed Mandarin I. Students in Mandarin II Academic will continue to expand their cultural and global understandings through a series of units thematically organized around topics that explore various aspects of daily life and common informal settings, such as clothing and shopping, travel and city life, food and health, and cultural celebrations. Language and skills acquired in Mandarin I will be readdressed in new and deeper contexts to facilitate greater communicative proficiency. While some reading and writing will be addressed, emphasis will continue to be placed on developing students' interpretive listening and interpersonal speaking skills through active participation in authentic scenarios. Students will continue to gain important cultural perspectives as they compare and contrast aspects of Eastern Chinese culture with their own culture through exposure to and interaction with authentic cultural artifacts, literature, visuals, videos, songs, websites and other multimedia sources.

#H5241 – Mandarin II

Grades 10 – 12 Level: Accelerated Year Credits: 5

Prerequisite: Mandarin I and teacher recommendation.

Course Description: This elective is open to students who have completed Mandarin I and achieved a higher level of language proficiency. Students in Mandarin II Accelerated will continue to expand their cultural and global understandings through a series of units thematically organized around topics that explore various aspects of daily life and common informal settings, such as clothing and shopping, travel and city life, food and health, and cultural celebrations, in more rigorous formats. Language and skills acquired in Mandarin I will be readdressed in new and deeper contexts to facilitate greater communicative proficiency. There will be a greater focus on speaking and writing with accuracy. Emphasis will continue to be placed on developing and refining students' interpretive listening and reading and interpersonal speaking and writing skills through active participation in authentic scenarios. Students will continue to gain important cultural perspectives as they compare and contrast aspects of Eastern Chinese culture with their own culture through exposure to and interaction with authentic cultural artifacts, literature, visuals, videos, songs, websites and other multimedia sources.

Mandarin III
#H5342 – Academic
#H5341 – Accelerated
Grades: 11 – 12 Year Credits: 5
Prerequisite: Mandarin II

This course is designed for students who have experienced achievement in their study of Mandarin II and who have demonstrated language proficiency at least at the Novice Mid Reaching through Novice High Developing range. In the Mandarin III course, students will continue to expand their cultural and global understandings through the study of a non-Western language and culture within various thematic contexts such as school and home life, health and nutrition, travel, visual arts, communication and media, academics and career readiness, technology, or global challenges. Students will build upon their previous experience in Mandarin and will continue to hone their interpretive listening and reading skills, as well as their interpersonal and presentational speaking and writing skills. To gain proficiency, students are expected to take more risks and be more creative and spontaneous with the language. At this level, a greater emphasis is placed on accuracy in written and oral expression through a more intensive study of grammatical functions. Thematic units focus on the integration of culture and language and will provide students with opportunities to apply communication skills to real-life situational contexts. Classes are conducted primarily in the target language and students are expected to use the target language for communication within the classroom. Students in both levels will experience the same content; however, the depth of study and expected proficiency in each mode of communication increases with each level.

Mandarin IV
#H5442 – Academic
#H5441 – Accelerated
Grades: 11 – 12 Year Credits: 5
Prerequisite: Mandarin III

This course is open to students who have successfully completed Mandarin II and who have demonstrated a higher level of language proficiency. Students will continue to attain increased communicative proficiency in each of three modes of communication: interpersonal, interpretive, and presentational through exploration of thematic units related to aspects of families and communities, contemporary life, science and technology, global challenges, personal and public identities, and beauty and aesthetics. Students will participate in and perform practical activities and tasks that focus on meaningful communication in authentic scenarios, using more specialized vocabulary and finer points of grammatical structures, in more rigorous contexts. Students will continue to gain insight into Chinese culture, making deeper connections among cultural perspectives, practices and products, and comparing aspects of the American and Chinese cultures.

#H5012 – Spanish I

Grades: 9 – 12 Level: Academic Year Credits: 5

This course is designed for students who are beginning their study of Spanish. Students will be introduced to the Spanish language and culture via thematic units of study that focus on common informal settings and aspects of daily life. Emphasis is placed on listening and speaking with reinforcement from simple readings and some writing. Students will actively apply communicative skills through paired and small-group interactions simulating real-life scenarios.

#H5112 – Spanish II

Grades: 9 – 12 Level: Academic Year Credits: 5

Prerequisite: Middle School Spanish or Spanish I

This course is designed for students who have completed middle school Spanish or Spanish I. Students will build upon their previous experience in Spanish and continue to emphasize listening and speaking with some reading and writing. Text-based thematic units focus on the integration of culture and language and provide students with situational communication skills.

#H5111 – Spanish II

Grades: 9 – 12 Level: Accelerated Year Credits: 5

Prerequisite: Middle School Spanish Grades: 6, 7, & 8, Placement Test and teacher recommendation.

This course is designed for middle school Spanish or Spanish I students who have achieved at a high level. Students will build upon their previous experience in Spanish and continue to emphasize listening and speaking with some reading and writing with greater emphasis on grammar accuracy. Content-based thematic units focus on the integration of culture and language and provide students with situational communication skills.

#H5912 – Spanish II

Grades: 9 – 12 Level: Academic Year Credits: 5

This level II course is designed for students who began and successfully completed their study of Spanish I at the high school level or for students who have completed a middle school sequence of Spanish, and want to continue to a level II course, but have not yet attained a novice-high level of proficiency in their interpretive, interpersonal and presentational language skills. In this course, students will build upon their previous experience in Spanish and will continue to develop their communicative language skills through active participation in paired and small group activities. Students will continue to acquire the necessary language skills to communicate, interpret information and present thoughts about themselves, their families and friends, and the world around them. Thematic units will focus on the integration of culture and language and will provide students with opportunities to apply communication skills to real-life situational contexts.

#H5212 – Spanish III

Grades: 10 – 12 Level: Academic Year Credits: 5

Prerequisite: Spanish II

This course is designed for students who completed Spanish II or its equivalent. Students will build upon their previous language experiences by way of thematic units that integrate culture with language and provide students with opportunities to apply their interpretive, interpersonal and presentational language skills in authentic contexts.

#H5211 – Spanish III

Grades: 10 – 12 Level: Accelerated Year Credits: 5

Prerequisite: Spanish II Accelerated and teacher recommendation.

This course is designed for students who have achieved at a high level in Spanish II Accelerated or its equivalent. Students improve their oral and written communication skills via content-based thematic units. These units increase in their integration of language and culture and emphasize increased accuracy in spoken and written language in preparation for AP.

#H5312 – Spanish IV

Grades: 11 – 12 Level: Academic Year Credits: 5

Prerequisite: Spanish III

This course is for students who are highly interested in building upon their previous experience in Spanish and who have successfully completed Spanish III or its equivalent. Students will continue to emphasize oral and written communication skills. Thematic units integrate culture with language and provide students with more advanced situational communication skills. Topics of personal and general interest are incorporated into the curriculum using a variety of resources.

#H5311 – Spanish IV

Grades: 11 – 12 Level: Accelerated Year Credits: 5

Prerequisite: Spanish III Accelerated or both Spanish heritage courses, "Spanish for Heritage Speakers" and "The Spanish Heritage Experience."

This course is designed for highly motivated students who have achieved at a high level in Spanish III Accelerated or have completed the two-year sequence of both Spanish for Heritage Speakers courses. Students will improve their oral and written communication skills by studying content-based thematic units that incorporate a variety of authentic resources representing the cultures of the Spanish-speaking world. This course is a precursor to AP Spanish Language & Culture and will provide students with the language skills and cultural content they will need in order to be successful in AP Spanish Language & Culture.

#H5412 – Spanish V

Grades: 11 – 12 Level: Academic Year Credits: 5

Prerequisite: Spanish IV

This course is designed as a culminating experience for those students with a high level of interest in the Spanish language and culture and who have successfully completed Spanish IV or its equivalent. Students will continue to emphasize oral and written communication skills. Thematic units incorporate a variety of resources that provide a springboard for creative spoken and written language development.

#H5410 – AP Spanish Language & Culture

Grades: 11 – 12 Level: AP Year Credits: 5

Prerequisite: Spanish IV Accelerated or both Spanish heritage courses, "Spanish for Heritage Speakers" and "The Spanish Heritage Experience" and a teacher recommendation.

This course is designed as a culminating experience for the highly motivated student who has achieved at a high level in Spanish IV Accelerated. In this course, students work to heighten their listening, speaking, reading, and writing skills. Grammatical structures are fine-tuned as needed in preparation for the Advanced Placement Spanish Language Exam. Through thematic units students are given practice in hearing formal and informal Spanish, in writing expository passages, and in reading material from a wide range of literary and journalistic sources. **Students are expected to take the AP Spanish Language & Culture Exam in May.** There is a mandatory summer assignment for this course.

#H5611 – Spanish for Heritage Speakers

Grades: 9 – 12 Level: Accelerated Year Credits: 5

Prerequisite: Placement Test and teacher and/or supervisor recommendation.

This course, together with The Spanish Heritage Experience course, will provide a two-year language sequence for heritage or native Spanish speakers, which will satisfy our district's two-year world language graduation requirement. The two courses do not need to be taken in a particular sequence and are not designed sequentially. This course will rotate with The Spanish Heritage Experience course, with each course offered in alternating years. To be placed in this course, students will need to demonstrate language skills at the Intermediate Low proficiency range or higher. Heritage Spanish speakers who demonstrate language skills at lower proficiency levels will be placed in regular Spanish academic or accelerated courses appropriate to their ability.

This course, like The Spanish Heritage Experience course, is intended to help students expand their knowledge of their heritage language while addressing their linguistic needs and exploring relevant cultural and socio-linguistic issues. In this course, students will develop an understanding of the language variations of the Hispanic community and the role of language in their lives. Specific literacy needs of Spanish speakers that are related to the use of standard/academic Spanish in their written and oral expression will be addressed. Upon successful completion of this course, students will be recommended for The Spanish Heritage Experience, Spanish IV Accelerated, or Spanish V AP.

A non-heritage Spanish speaker could also take this course **providing he/she has successfully completed the highest level of Spanish offered at the high school (Spanish V, or AP Spanish Language & Culture)

#H5711 – The Spanish Heritage Experience Past/Present/Future

Grades: 9 – 12 Level: Accelerated Year Credits: 5

Prerequisite: Placement Test and teacher and/or supervisor recommendation.

This course, together with the Spanish for Heritage Speakers course, will provide a two-year language sequence for heritage or native Spanish speakers, which will satisfy our district's two-year world language graduation requirement. The two courses do not need to be taken in a particular sequence and are not designed sequentially. This course will rotate with the Spanish for Heritage Speakers course, with each course offered in alternating years. To be placed in this course, students will need to demonstrate language skills at the Intermediate Low proficiency range or higher. Heritage learners who demonstrate language skills at lower proficiency levels will be placed in regular Spanish academic or accelerated courses appropriate to their ability.

This course, like The Spanish for Heritage Speakers course, is intended to help students expand their knowledge of their heritage language while addressing their linguistic needs and exploring relevant cultural and socio-linguistic issues. Students will explore aspects of the historical and cultural events that led to the development of the various Spanish-speaking countries. They will learn to view the past by analyzing existing artifacts of beauty and aesthetics in various Hispanic cultures. Students will examine the economic challenges faced in different Hispanic countries, and explore how they can use their unique knowledge, skills, and cultural background to make a difference in the global society. Upon successful completion of this course, students will be recommended for Spanish for Heritage Speakers, Spanish IV Accelerated, or AP Spanish Language & Culture.

A non-heritage Spanish speaker could also take this course **providing he/she has successfully completed the highest level of Spanish offered at the high school (Spanish V, or AP Spanish Language & Culture)

#H5152 - English as a Second Language A

Grades: 9-12 Level: Academic Year Credits: 5

Prerequisite: Placement into program per NJDOE identification requirements for multilingual learners

English as a Second Language provides multilingual learners with limited English proficiency instruction that will develop the reading, writing, listening and speaking skills necessary for academic success. Students will increase their vocabulary while learning to use English for social interactions and academic purposes. Students scoring below a 4.5 on the annual ACCESS for ELLs assessment are required to be enrolled in this class.

#H5162 - English as a Second Language - High Intensity A NEW COURSE

Grades: 9-12 Level: Academic Year Credits: 5
Prerequisite: Placement into program per NJDOE identification requirements for multilingual learners and enrollment in a US school for 1-3 years.

This class is designed for newcomer multilingual learners who have been enrolled in a US school for 1-3 years to receive English Language Arts credits toward high school graduation. This course will teach students literacy skills such as reading and writing for academic purposes that meet the NJSLS for English Language Arts. Students will read texts comparable to their grade-level native English speaking peers and learn how to write at a high school level.

POLICY OF NON-DISCRIMINATION

SCOTCH PLAINS-FANWOOD PUBLIC SCHOOLS
SCOTCH PLAINS, NEW JERSEY

The Scotch Plains-Fanwood Public Schools are committed to providing an equal opportunity for all students and employees, regardless of race, color, creed, religion, sex, ancestry, national origin, place of residence, social or economic condition, or handicap/disability in all school programs and vocational education opportunities. Consistent with the intent of Title VI of the Civil Rights Act of 1964 (racial/ethnic equity), and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of handicap/disability), the Scotch Plains- Fanwood Public Schools afford all students and employees equal opportunity.

Affirmative Action Officers…….Dr. Robert McGarry, for Employment Practices
& Educational Programs
Location…….....Administration Building
Telephone……...908-232-6161

Title IX Coordinator

(Gender Equity Officer).....Mr. Ryan Miller
Location…….…..…...Athletic Office @SPFHS
Telephone…….…...…908 889-8600 x31004

Section 504 Compliance Officer……...Dr. Lisa Rebimbas, Director
Location……...……....Department of Special Services@ SPFHS
Telephone……..……...…908 889-8600 x31501

Location of Affirmative Action Plans

And Grievance Policies……..Administration Building

Concerns relating to equality in employment practices (race, gender, ethnic group) or sex discrimination in employment practices should be directed to Dr. McGarry.

Concerns relating to equality in educational programs (race, gender, ethnic group) or sex discrimination in employment practices should be directed to Dr. McGarry.

Concerns relating to gender equity should be directed to Mr. Miller.

Concerns relating to Section 504 compliance (handicap/disability) should be directed to Dr. Rebimbas.