



8TH GRADE PARENT ORIENTATION



SCOTCH PLAINS-FANWOOD HIGH SCHOOL

Scotch Plains, NJ 07076

www.spfk12.org

Dr. David L. Heisey
Principal

Mr. Timothy Donahue
Assistant Principal

Mrs. Brooke Esposito
Assistant Principal

Mr. Ryan Miller
Assistant Principal

PROGRAM OF STUDIES

For the Class of 2023

Art Department	Mr. Wayne Mallette
Business Department	Mr. John Veninger
Family & Consumer Science	Ms. Guida Faria
Health & Physical Education	Mr. Ryan Miller
Industrial/Technical Education	Ms. Guida Faria
Language Arts Department	Mrs. Elizabeth McKenna
Mathematics Department	Mr. John Veninger
Music Department	Mr. Wayne Mallette
Science Department	Ms. Guida Faria
Social Studies Department	Ms. Noel Baxter
Special Education	Ms. Diane Peneno & Mrs. Andrea Tomesko
World Languages Department	Mrs. 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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PROGRAM OF STUDIES INFORMATION

This Program of Studies booklet has been prepared to assist students and parents in the planning of a high school course of study tailored to the freshman student.

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 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, a comprehensive high school grants the same type of diploma to all. Each student is expected through counseling to develop a program of studies that reflects his/her aspirations and aptitudes, abilities, interests, past performance, and goals and ambitions.

SCHEDULING

The school day will be divided into time blocks designated as periods. Each period will be 44 minutes in length. There are seven 44-minute instructional periods per day or 35 periods a week. Each student will have a 25-minute lunch period each day.

COURSE SELECTIONS

We believe that students should give thoughtful consideration to their course selections with the assistance of their parents and counselor. There will be the opportunity to fully evaluate the appropriateness of selections with the option of making changes as indicated in the **Schedule Change Policy**. **Schedule changes for teacher preference are not honored.**

RECOMMENDATION PROCESS

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 some combination of the criteria below:

- Grades
- Standardized test scores
- District writing samples and/or assessments
- Student placement criteria rubrics

It is important to note that there is flexibility built into the placement process. After recommendations are communicated to parents 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.

The District Supervisors:

Ms. Noel Baxter, Social Studies: nbaxter@spfk12.org or (908) 889-8600 x3402
Mrs. Guida Faria, Science: gfaria@spfk12.org or (908) 889-8600 x3307
Mrs. Elizabeth McKenna, Language Arts: emckenna@spfk12.org or (908) 889-8600 x3328
Mrs. Lisa Howard, World Language: lhoward@spfk12.org or (908) 889-8600 x3325
Mr. Wayne Mallette, Fine Arts: wmallette@spfk12.org or (908) 889-8600 x3397
Ms. Diane Peneno, Special Education: dpeneno@spfk12.org or (908) 889-8600 x3168
Mrs. Andrea Tomesko, Special Education: atomesko@spfk12.org or (908) 889-8600 x3132
Mr. John Veninger, Mathematics & Business: jveninger@spfk12.org or (908) 889-8600 x3319

REQUIREMENTS FOR GRADUATION

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 in mathematics consisting of:
Three full year subjects taught in the mathematics department.
- 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)
- 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 practical arts.
- H. Technology literacy consistent with the Core Curriculum Content Standards must be integrated throughout the curriculum.
- I. One-half credit year of Financial Literacy (This requirement must be fulfilled by the end of 10th grade by taking one of three courses):
 1. *Consumer Finance (Business Education Department)*
 2. *Economics and Financial Literacy (Social Studies Department)*
 3. *Advanced Placement Economics (Social Studies Department)*
- J. Other elective courses of the student's choice to meet overall credit requirements.

Explanation of Terms

A CREDIT may be defined as one period of classroom work per week for one year. A subject that is studied for five periods a week for a year is known as a 5-credit subject. A subject that is studied for five periods per week for a semester is a 2.5 credit subject.

***One credit year is equal to 5 Credits.**

PARCC (THE PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS)

The Partnership for Assessment of Readiness for College and Careers is a group of states working together to develop a set of assessments that measure whether students are on track to be successful in college and their careers. These computer-based assessments in Mathematics and English Language Arts Literacy give teachers, schools, students, and parents better information whether students are on track in their learning and for success after high school.

PARCC assessments are administered to students enrolled in Algebra I, Algebra & Analytic Geometry, Algebra II, English I, English II, and English III. Students must demonstrate proficiency on the PARCC assessments in order to be eligible to receive a state approved diploma. Students in the class of 2020 must take all PARCC tests. If a passing score is not met, then the student may use an alternate assessment score. For the classes of 2021, 2022 and 2023, students must take and achieve passing scores in Algebra I and English II; however, to meet the criteria through the Department of Education Portfolio Appeals Program, students must have taken all tests for which they were enrolled.

COUNSELING SERVICES

In the middle schools and the high school, counselors are available to advise students to make decisions which will enable them to become productive members of society and provide all students with opportunities to explore their options, maximize their potential, and define their goals. Emphasis is placed on assisting students to identify educational profiles.

Counselors are specially trained to counsel in matters related to academic, personal, or social problems. Appointments can be arranged by emailing the student's counselor. Email addresses can be found on the High School Counseling Department website.

Scotch Plains-Fanwood High School: 889-8600

Park Middle School: 322-5085

Terrill Middle School: 322-5220

COURSE ELECTIVES SATISFYING GRADUATION REQUIREMENTS

<i>FINE/PERFORMING ARTS</i>	<i>PRACTICAL ARTS</i>	
3-D Design	Accounting I, II	World Language-Levels IV & V beyond
Advanced Acting & Directing	Advanced Digital Video Production	the 10 Credit graduation requirements
Advanced Digital Photography	Advanced Foods	You & The Law
Advanced Digital Video Production	Anatomy & Physiology	Zoology
Airbrush I, II	Astronomy	
CAG-Computer Aided Graphics	Automotive Tech I - VI	
Ceramics	Business Law	
Concert Band	Business Technology	<u>Vocational Technical Programs:</u>
Concert Choir	CADD I, II, & IV	• Allied Health
Creative Writing A, B	Computer Programming	• Automotive Technology
Digital Photography	Consumer Finance	• Child Development
Digital Video Production	Computer Science A AP	• Cosmetology
Dramatic Literature and the Actor	Computer Science Principals AP	• Culinary Arts
Drawing I, II	Economics AP	• Criminal Justice
Figure Drawing	Economics & Financial Literacy	• Electrical Tech
History of Art AP	Engineering Technology	• Green Construction Technology
Music Theory	Entrepreneurship	• Interactive Media & Game Design
Painting I, II	Forensic Science	• Welding
Product Design	Humanities	
Public Speaking	Intro to Broadcast Journalism and Studio TV	
Studio Art	Intro to Business Management	
Synthesizer/Piano	Intro to Foods	
Tomorrow's Teachers	Journalism I, II	
TV News/Broadcast Journalism	Mobile Application Development	
Wind Ensemble	Nutritional Science	
World Language-Level IV & V beyond the 10 Credit graduation requirements	Photo-Journalism and Yearbook I, II	
	Principles of Marketing I, II	
	Product Design	
<u>Vocational Technical Programs:</u>	Public Speaking	
Commercial Art	Psychology	
• Digital Multi-Media Design	Sociology	
• Culinary Arts	Tomorrow's Teachers	
• Cosmetology	TV News/Broadcast Journalism	
• Baking	Web Development	
• Interactive Media & Game Design	Woodworking I - IV	

ART Department

The arts are worth studying simply because of what they are. Their impact cannot be denied. Throughout history, all the arts have served to connect our imagination with the deepest questions of human existence:

Who am I? What should I do? Where am I going?

Studying answers to those questions through time and across cultures - as well as acquiring the tools and knowledge to create one's own response - is essential not only to understanding life, but living it fully.

#H6502 – Drawing I Grades: 9 – 12 Level: 0 Sem: 5X 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.

#H6552 – Airbrush I Grades: 9 – 12 Level: 0 Sem: 5X Credits: 2.5

Learn this exciting technique used by professionals! This course includes use of all airbrush equipment, and will teach airbrush application and illustration techniques.

#H6802 – Digital Photography Grades: 9 – 12 Level: 0 Sem: 5X 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.

#H6832 – Three-Dimensional Design Grades: 9 – 12 Level: 0 Sem: 5X 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.

ATHLETICS

The Athletic Department at Scotch Plains Fanwood High School (SPFHS) is designed to offer a variety of opportunities for those interested in interscholastic sports. In addition to our program goals listed below, our philosophy at SPFHS is to encourage students to participate in as many as three sports seasons per academic year. Specialization in one sport all year around is discouraged and in some national studies has proven to lead to career ending injuries. For most athletes, high school is the last opportunity to be involved in an interscholastic sport and we believe participation in multiple sports is the best way to allow student athletes to mature, grow, and develop as outstanding citizens in our society.

ATHLETIC Department PROGRAM GOALS

Promote and contribute to the goals of the total education program.

Enhance good citizenship and respect for rules and authority.

Advance community interest and involvement in school activities.

Develop a passion for lifetime health and wellness while respecting of the value of competition in our society.

During the current academic year, we will compete in the following interscholastic events:

Fall Season: Football, Gymnastics, Boys' and Girls' Soccer, Cross Country, Cheerleading, Girls' Tennis, Girls' Volleyball, Field Hockey

Winter Season: Boys' and Girls' Basketball, Bowling, Track, Cheerleading, Wrestling, Swimming, Ice Hockey.

Spring Season: Baseball, Softball, Golf, Boys' Tennis, Track & Field, Lacrosse, Boys' Volleyball

Freshmen are eligible to compete on varsity teams; however, this is more common in some sports than in others. We offer separate freshman teams in baseball, softball, soccer, football, lacrosse, and basketball to increase development and participation for our incoming freshman students.

ELIGIBILITY RULES FOR PARTICIPATION

SPFHS is a member of the following athletic affiliates:

NJSIAA: New Jersey Interscholastic Athletic Association

UCIAC: Union County Interscholastic Athletic Conference

UCC: Union County Conference

Credit Requirements:

Academic Eligibility to Participate in SPFHS Athletic and Co-Curricular Programs
Scotch Plains Fanwood High School Athletics adheres to the academic eligibility requirements set forth in the *Constitution and By-Laws of the NJSIAA*. Specifically, the eligibility requirements are as follows:

- To be eligible for athletic competition during the first semester (September 1 to January 31) of the 10th grade or higher, or the second year of attendance in the secondary school or beyond, a pupil must have passed 25% of the credits (30) required by the State of New Jersey for graduation (120), during the immediately preceding academic year.
- To be eligible for athletic competition during the second semester (Feb. 1 to June 30) of the 9th grade or higher, a pupil must have passed the equivalent of 12 1/2% of the credits (15) required by New Jersey for graduation (120) at the close of the preceding semester (Jan. 31). Full-year courses shall be equated as one-half of the total credits to be gained for the full year to determine credits passed during the immediately preceding semester.

Physicals/Permission cards:

All student athletes are required to have a comprehensive sports physical (or completed physical update) no more than 60 days prior to the beginning of a sports season. One physical will be sufficient for a year unless an athlete has been injured in a previous sport after his/her last physical.

A parent permission card must be completed and signed by a parent or guardian prior to each sports season. The physical form must also be partially completed prior to the exam. All forms are available online, and in the Athletic and the Health Offices. No student will be able to participate without a sports physical that is signed off by our Health Office.

If you have any questions, please call our Athletic Office at (908) 889-8600 ext 3414.

Business Education

The Business Education Department encourages all students to look to the future and to consider skills that they will need in the working world. Business courses complement the core content areas supported by other Departments. Students will have opportunities to develop career awareness and to develop computer application skills for business, academia, or home use. Business courses will familiarize students with financial management skills for business and personal use. The courses listed below are available to ninth grade students.

#H7532 – Business Technology Grades: 9 – 12 Level: 0 Sem: 5X 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.

#H7582 – Consumer Finance Grades: 9 – 11 Level: 0 Year: 5X Credits: 2.5

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

FAMILY AND CONSUMER SCIENCES

#H7822 – Introduction to Foods Grades: 9 – 12 Level: 0 Sem: 5X 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.

#H7832 – Advanced Foods Grades: 9 – 12 Level: 0 Sem: 5X Credits: 2.5

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

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.

#H8142 Health I- Sex Education

Level: 0

9 Weeks: 5X

Credits: 1.25

The course is concerned with the problems facing young people today as they advance through the adolescent cycle of life. The content attempts to provide greater knowledge, understanding, and appreciation of human sexuality (including Anatomy, Physiology, Sexually Transmitted Diseases, Childbirth and Birth Control). Guidelines toward self-understanding, wholesome social relationships and clarifying personal values are encouraged.

In addition to the course content, students will receive a minimum of 10 classroom hours of drug and alcohol education in accordance with the State Department Guidelines. The content area is comprised of the following units: Information, Social Skills (including Decision Making), Refusal Skills and Bonding to Family and School.

#H8102, #H8112, #H8122 and #H8132 Physical Education: - Level: 0 27 Weeks: 5X 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.

Basketball • Field Hockey • Football • Soccer • Softball • Volleyball • Team Handball
Pillow Polo • Lacrosse • Personal Fitness • Super Circuit • Fitness • Aerobic Exercise • Dance
Archery • Badminton • Golf • Paddleball • Pickle ball • Tennis • Track/Field
Advanced Weight Training • Project Adventure • Step Aerobic • Yoga

INDUSTRIAL & TECHNICAL EDUCATION (ITE)

#H7742 – Engineering Technology Grades: 9 – 12 Level: 0 Sem: 5X Credits: 2.5

A hands-on course exploring the causes and effects of physical forces in several industrial areas: aviation, recreation, construction, and business. Students will plan, layout and produce products or items using a variety of processes and material. Students will learn to work safely in a shop area using tools and equipment in an efficient manner. This course offers an introduction to the world of robotics.

#H7602 – **Woodworking I: Basics Grades: 9 – 12 Level: 0 Sem: 5X 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 pre-requisite for any other woodworking course.

#H7612 – *Woodworking II: Tech Grades: 9 – 12 Level: 0 Sem: 5X Credits: 2.5

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.

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

Computer Aided Drafting and Design

#H7682 - CADD I Grades: 9 – 12 Level: 0 Sem: 5X Credits: 2.5

CADD I is an introductory course in computer aided-drafting. Students will be introduced to traditional drafting standards for the production of single view and multi-view drawings in orthographic projection. They will learn line type identification, editing techniques and the creation and usage of layers in *AutoCad*.

LANGUAGE ARTS

The language arts program is not only designed to fulfill the Common Core 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 - Grade: 9 Year: 5X Credits: 5 #H1101 – Accelerated #H1102 – Academic

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. Units include the short story, the novel, Shakespearean play, Greek epic, poetry, and non-fiction. 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.

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 Sem: 5X 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 Sem: 5X 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 – Dramatic Literature & the Actor Grades: 9 – 12 Level: 0 Sem: 5X Credits: 2.5

Dramatic Literature and the Actor 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.

#H1552 – Journalism I Grades: 9 – 12 Level: 0 Sem: 5X 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.

#H1582 – Photo-Journalism & Yearbook I Grades: 9 – 11 Level: 0 Sem: 5X Credits: 2.5

This course stresses an integrated approach to various phases of yearbook production. The following skills are emphasized: copy writing, 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.

**#H1522 – Intro to Broadcast Journalism Grades: 9 – 12 Level: 0 Sem: 5X Credits: 2.5
& Studio TV**

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 a 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.

MATHEMATICS

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 Adults 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.

#H2002 – Algebra I Grades: 9 – 10 Level: Academic Year: 5X 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 & Analytic Geometry Grades: 9 – 10 Level: Accelerated Year: 5X Credits: 5
Prerequisite: Math 8 or Algebra

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 & Analytic Geometry Grades: 9 – 10 Level: Academic Year: 5X Credits: 5
Prerequisite: Math 8 or Algebra

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.

The following elective course is offered in addition to the required courses:

#H2461 Computer Programming Grade: 9-12 Level: Accelerated Year: 5X 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 Java. In addition, students will be introduced to programming structures used to acquire, organize, and manage data sets.

MUSIC

Music activities can develop in people certain very desirable human values that can last a lifetime. More important, these values are to some extent unique, because music can realize them better than any other experience in the setting of our schools, community, life and work. Music can do things for people --young and old-- that nothing else can do as well. Music is one of the arts that surround all of us nearly every day of our lives as a result of radio, television, and the theater. It is an art that provides education as well as entertainment for groups and individuals. As a result, one of the most important goals of our program is developing an understanding of, and appreciation and fondness for, good music.

THE MARCHING BAND includes students from both the Concert Band and Wind Ensemble.
All band members should be willing to participate in this activity.

THE MARCHING BAND includes students from both the Concert Band and Wind Ensemble.
All band members should be willing to participate in this activity.

PERFORMANCE ENSEMBLES

Concert Band – “Las Cantadoras” – Concert Choir – SPF Jazz Band
Wind Ensemble – “Moonglowers” – Select Choir – Men’s Choir

**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: 5X 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 Grade: 9 Level: 0 Year: 5X Credits: 5
#H6622 – Concert Band/Choir
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 Sem: 5X 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: 1X 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: 5X 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: 5X 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.

#H6692 – Instrumental Music Techniques Grades: 9 – 12 Level: 0 Year: 5X 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.

#H6762 – Vocal Technique Grades: 9 – 12 Level: 0 Year: 1X Credits: 1
Students electing this course will be aided in the development of techniques such as correct breathing, tone quality, voice placement, diction, score reading, sight singing, and interpretation.

#H6702 – SPFHS Jazz Band Grades: 9 – 12 Level: 0 Year: 2X 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: 2X 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: 1X 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: 1X 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

The science program at the high school is designed to foster the natural curiosity of the world around us through inquiry-based learning and hands-on experimentation.

The overall goals of the science program include the following:

- ✓ To make the world of science relevant, real, and accessible to all students.
- ✓ To stress comprehension & application of scientific ideas.
- ✓ To develop a way of thinking about the world and solve problems and situations through the use of inquiry-based methods of instruction.
- ✓ To provide both minds-on and hands-one methods of investigating scientific topics and concepts.
- ✓ To provide a safe and comfortable atmosphere where students share ideas, discuss, and defend their findings with their peers.
- ✓ To prepare students to become scientifically literate and aware citizens of this ever-changing local and global society.

Students are required to take **three years** of science to satisfy both the district and state graduation requirements. **In order to best prepare students for the New Jersey Student Learning Assessment – Science (NJSLA-Science) administered to all 11th graders, students are strongly recommended to follow a biology, chemistry, physics progression.**

9th Grade – Biology I (Academic or Accelerated) – Required

10th Grade – Chemistry I (Academic or Accelerated) – Required

11th Grade – Physics I (Academic or Accelerated) – Recommended

Biology I	Grades: 9	Year: 5X	Credits: 5
#H3301 – Accelerated		#H3302 – Academic	
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.			

In addition, students can take additional elective courses.

Starting in 10th Grade	Starting in 11th Grade	Starting in 12th Grade
Biology II AP Environmental Science AP Astronomy Nutritional Science	Chemistry II AP Anatomy & Physiology Forensic Science Zoology	Physics II AP

SPECIAL EDUCATION

Resource Center Program

Classified students may receive services in the Resource Program in the areas of English, Mathematics, Science, and Social Studies. Resource options for classified students include instruction and support in the general education classroom setting, known as In-Class Resource or ICR, or instruction in the resource center setting, known as Pull-Out Replacement or POR.

A general and special education teacher co-teach to deliver the ICR instruction, in a general education classroom, using a team-teaching approach. A special education teacher, using a small group approach, provides instruction in the POR setting. Both programs allow students to develop skills, learning strategies and/or attitudes that will enable them to develop and improve their educational competencies. Instruction is tailored to meet the academic needs of the pupils enrolled in the class.

All resource students have been identified and classified by the child study team as having specific disabilities, which interfere with their learning. Individualized Education Programs have been developed for such learners. The IEP document determines which resource setting is appropriate for the student and what accommodations and/or modifications are necessary to assist learning.

Self-Contained Departmentalized Special Education Program

Classified students who require a more specialized education program receive services in the departmentalized self-contained program. Instruction in the self-contained classes address IEP goals and integrate significantly modified content area course proficiencies, as well as instruction in the areas of daily living and functional life skills, through structured learning experiences.

WORLD LANGUAGE Department

Program Overview

The World Language program in the Scotch Plains-Fanwood Public Schools is committed to helping all students acquire an understanding and respect for other people, cultures, contributions, and points of view. We believe that language study enriches the lives of students by exposing them to the study of cultures as reflected in language, art, music, geography, and history.

The US Department of Education and the New Jersey State Department of Education have recognized world languages as an essential component of the core curriculum for ALL students. Why is studying a second language so vital a component in the education of our students? Research has found that there is a positive link between second language proficiency and academic ability. Several studies indicate that individuals who learn a second language are more creative and better at solving complex problems than those who do not. Other studies correlate bilingual proficiency with higher scores on standardized tests and tests of verbal and non-verbal intelligence. At the same time, a multilingual workforce enhances America's economic competitiveness abroad, helps maintain our political and security interests, and promotes tolerance and intercultural awareness in our society. (ERIC Clearinghouse on Languages and Linguistics)

Our district supports the study of the following World Languages: French, Italian, Spanish, and Mandarin. All students are required to take 2 years of the same language. Middle school students entering the high school are placed into the correct ability level, according to the results of a writing assessment administered in the 8th grade, combined with several other criteria.

Course Selection

All courses in the World Language Department are designed to provide a long sequence of language study that builds upon the foundation established in the previous level of study. The goal of the program is to increase students' communicative proficiency as they continue in the program. To foster the increase in communicative proficiency instruction is primarily in the target language. Class activities are student-centered and focus on purposeful communication. Culture is integrated into the curriculum via authentic materials and supplemental resources. Assessment is ongoing and asks students to demonstrate what they can do with the language as they progress in the program.

Support language learning at home:

- Expose your children to people from varied language and cultural backgrounds and to their cultural events.
- If you speak a language other than English, use it with your children.
- Speak positively to your children about the value of learning another language.
- Provide videos, music, and books in other languages.
- Send your children to summer language camps or study abroad.
- Explore having an exchange student from another country stay in your home.
- Talk to your children's teachers about what you can do at home to reinforce language learning.

Extracurricular Activities:

Asian Student Association/Chinese Club, Mandarin Honor Society

French Club, French National Honor Society

Italian Club, Italian National Honor Society

S.A.L.S.A (Spanish and Latino Student Association), Spanish National Honor Society

French I Academic (#H5022) Italian I Academic (#H5032) Mandarin I Academic (#H5142) Spanish I Academic (#H5012)	French II Academic (#H5122) Italian II Academic (#H5132) Spanish II Academic (#H5112)	French II Accelerated (#H5121) Italian II Accelerated (#H5131) Spanish II Accelerated (#H5111) *Spanish for Heritage Language Speakers Accelerated (#H5611) *The Spanish Heritage Experience Accelerated (#H5711)
<p>The level I courses are designed for students who have never studied a world language before, or who want to begin the study of a new language. Students will be introduced to the target language and culture focusing on common informal settings and aspects of daily life. Emphasis is placed on using the language communicatively.</p> <p>Prerequisite: None</p> <p><i>NOTE: Level I courses are only offered with sufficient enrollment.</i></p>	<p>The level II Academic courses are designed for students who successfully completed their language study in middle school or its equivalent, and wish to continue to study that same world language in high school. Students will build upon their previous experience in the target language as they continue to develop their interpretive, inter-personal and presentational language skills through predictable and familiar topics and situations.</p> <p>Prerequisite: Middle School World Language or its equivalent.</p>	<p>The level II Accelerated courses are for highly motivated students who have achieved at a high level in a Middle School World Language or its equivalent. Students are expected to build upon their previous experience in the target language and continue to develop their interpretive, interpersonal and presentational language skills at a higher level of proficiency. Students will be expected to be more creative with the language, and to use the language more spontaneously in new and unpredictable situations.</p> <p>Prerequisite: 6-8 Middle School World Language sequence or its equivalent, Benchmark assessments, and teacher recommendation.</p> <p>*These two courses are intended to help Spanish heritage language speakers expand their knowledge of their heritage language while addressing their linguistic needs and exploring relevant cultural and socio-linguistic issues. Students will develop an understanding of the language variations of the Hispanic community and the role of the Spanish language in their lives. The two courses will be offered in alternating years, providing a two-year language sequence for heritage Spanish speakers. Upon completion of these two courses, students will be recommended for placement in a level 4, or 5 course, based on their assessed language proficiency.</p> <p>Prerequisite: Teacher or parent recommendation and placement test. Student must be a native or heritage Spanish speaker.</p>

Spanish A Academic (#H5712)

Spanish B Academic (#H5812) Prerequisite: Spanish A, or for non-traditional students who have completed Spanish I

Spanish A is a beginning-level course for non-traditional language students who may benefit from a more individualized instructional approach in a smaller setting. Students will begin to develop communicative language skills through differentiated strategies that will address their specific learning styles.

Co-Curricular Activities

American Sign Language
AV/Film Club
Bible Club
Black Student Union (BSU) & Step Squad
Business - DECA
Business - Financial Literacy Through Investing Club (FLTI)
Business - Future Business Leaders of America (FBLA)
Calligraphy Club
Chess Club
Choral Group - Chamber Choir
Choral Group - Las Cantadores
Choral Group - Select Chorus
Choral Group - Show Choir
Choral Group - Mens' Choir
Culmen - School Yearbook
Cyber Security
Dance Team
Drama Club/Fall Play
ELA - Beyond the Book Club
Fanscotian - School Newspaper
Girls Who Code
Government/Politics - Jr. Statesman (JSA)
Government/Politics - Model UN
Government/Politics - Youth and Government (YAG)
Habitat for Humanity
Intramurals Leader (Olympic volleyball)
Math League
MUSE - Literary Publication
Music - Jazz Band
Music - Marching Band
Music - Marching Band Front - Color Guard
Music - Moonglowers
Music - Percussion Ensemble Rythmsense
National Honor Society
NJ Environmental Club
NJ Science League -Biology
NJ Science League-Physics
Philosophy Club
Photography Club
Repertory Theatre
Rotary Interact Club - Service Projects
Sexuality & Gender Acceptance (SAGA)
Stage Crew
Student Government Assoc. (SGA)
Student Leadership Conference (SLC)
Student Movement Against Cancer (SMAC)
Students Against Destructive Decisions (SADD)
Students Concerned for the Needy (SCN)
Winter Guard
Women's Empowerment Club
World Language Club - Mandarin
World Language Club - French
World Language Club - Italian
World Language Club - Spanish
World Language Honor Society - Mandarin
World Language Honor Society - French
World Language Honor Society - Italian
World Language Honor Society - Spanish

Visit www.spfk12.org for additional information.

