

SCOTCH PLAINS-FANWOOD HIGH SCHOOL

Dr. David L. Heisey
Principal

Ms. Brooke Esposito Assistant Principal	Dr. Timothy Donahue Assistant Principal	Mr. Ryan Miller Assistant Principal
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Program of Studies 2024-2025

Prepared by:
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Assistant Principal
College and Career Readiness
With the assistance of the subject supervisors:

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Business Department	Mr. Matthew Aurand
Family & Consumer Science	Ms. Guida Faria
Health & Physical Education	Ms. Kristine Iarussi and Dr. Wayne Mallette
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Mathematics Department	Mr. Matthew Aurand
Music Department	Dr. Wayne Mallette
Science Department	Ms. Guida Faria
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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.*

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 \geq 750 (Graduation Ready)	NJGPA – Mathematics \geq 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	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	Meet the Criteria of the NJDOE Portfolio Appeal

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

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.

#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.

#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.

#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

#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.

#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.

#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.

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.

Physical Education Program

#H8102, #H8112, #H8122 and #H8132

Grade: 9

Level: 0

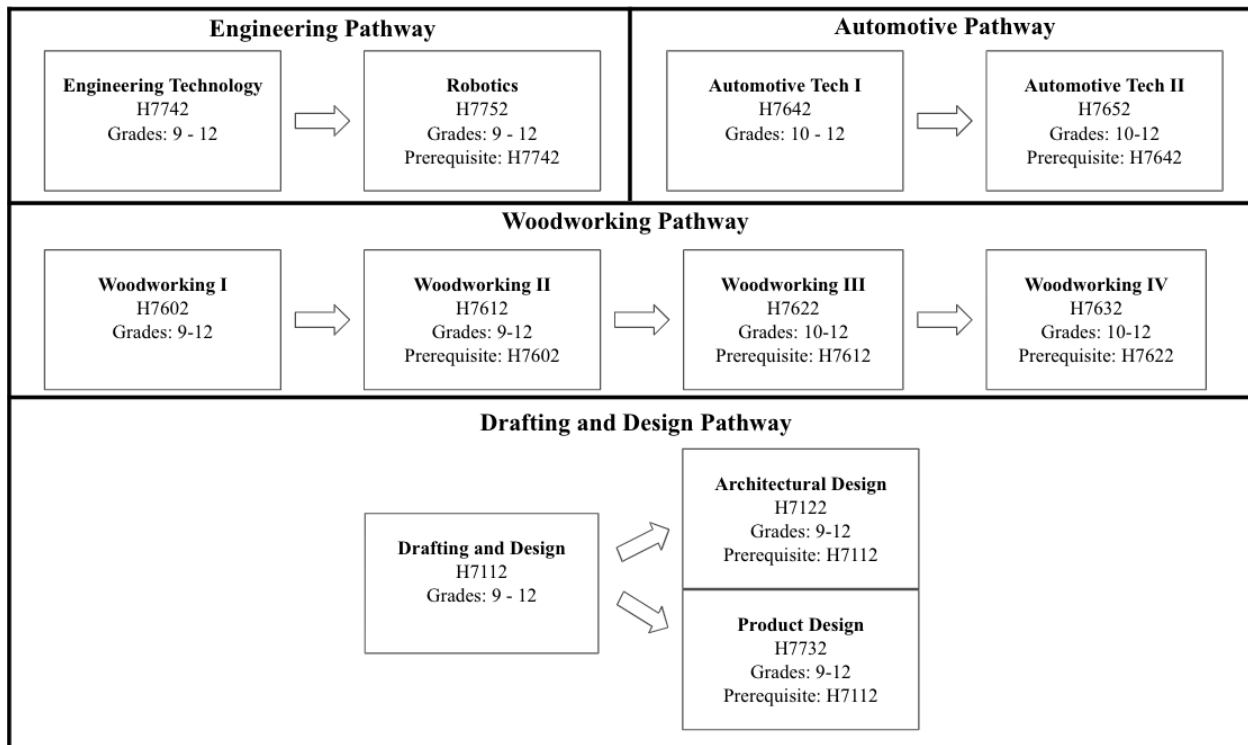
Quarter

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.

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.

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.

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.

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

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.

#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 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.

#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.

#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.

#H1612 – Creative Writing A

Grades: 9 – 12

Level: 0

Semester

Credits: 2.5

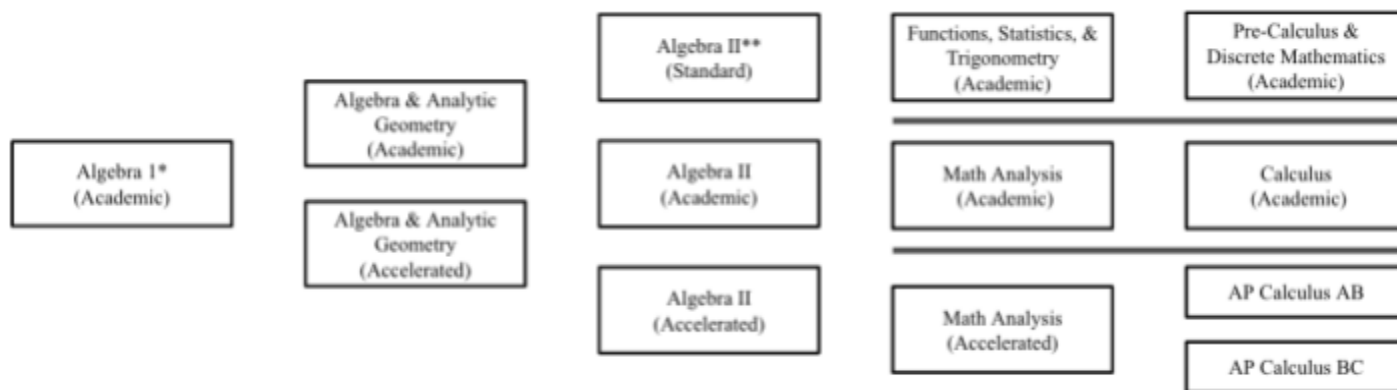
MATHEMATICS DEPARTMENT

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.

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.

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
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#H6632 – Concert Choir/Band

#H6622 – Concert Band/Choir

Grade: 9	Level: 0	Year	Credits: 5
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#H6752 – Piano

Grades: 9 – 12	Level: 0	Semester	Credits: 2.5
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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
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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
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#H6651 – Wind Ensemble (Band)

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

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

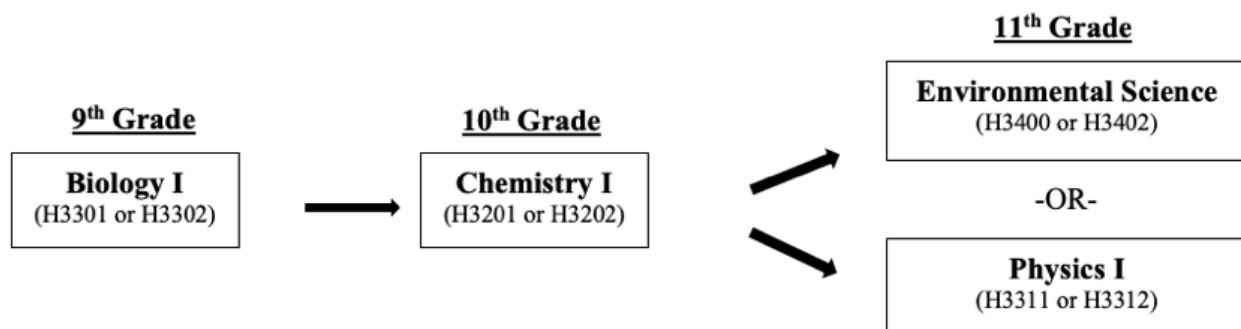
Building on concepts and content from preceding years, the high school science program provides students with the skills, knowledge, and experiences, which lead to the development of young adults who are capable of assuming their role as productive thinking citizens. The high school science program strives 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 three years 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.

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.

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.

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 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, using a team teaching approach, with accommodations and/or modifications implemented to accompany learning.

Services in the 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 program. 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

Elective Offerings Specific to Special Education

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.

#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.

#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.

#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.

#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

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.