

**SCOTCH PLAINS–FANWOOD
HIGH SCHOOL**



**PROGRAM OF STUDIES
2021 – 2022**

SCOTCH PLAINS-FANWOOD HIGH SCHOOL

Scotch Plains, NJ 07076

www.spfk12.org

Dr. David L. Heisey
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PROGRAM OF STUDIES

2021 – 2022

Prepared by

Mr. Timothy P. Donahue
Assistant Principal

District Supervisor of Counseling Services
with the assistance of the subject supervisors

Art Department	Mr. Wayne Mallette
Business Department	Dr. David Heisey
Family & Consumer Science	Ms. Guida Faria
Health & Physical Education	Mr. Ryan Miller
Industrial/Technical Education	Ms. Guida Faria
Language Arts Department	Dr. Elizabeth McKenna
Mathematics Department	Ms. Sarah Kaeli
Music Department	Mr. Wayne Mallette
Science Department	Ms. Guida Faria
Social Studies Department	Ms. Noel Baxter
Special Education	Mrs. 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 2021 – 2022

Dear Scotch Plains – Fanwood High School Student and Parent:

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 individual student needs. The information about each course in each department gives the grade level, course level, course length, number of credits awarded, a brief description of the course, and any prerequisites to be completed prior to the start of the course.

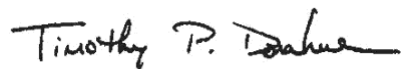
Students and parents should examine this booklet carefully before selections are made. If there are any questions, please feel free to consult with the professional staff – teachers, school counselors, department supervisors, and administrators. Parent conferences concerning individual programs may be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

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

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

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

Sincerely,



Timothy P. Donahue
Assistant Principal
District Supervisor of Counseling Services

THE SCOTCH PLAINS-FANWOOD PUBLIC SCHOOLS

EVERGREEN AVENUE AND CEDAR STREET
SCOTCH PLAINS, NEW JERSEY 07076

December 2020

Dear Parents:

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

What levels are offered?

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

How are recommendations determined?

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

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

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

Students in accelerated courses...

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

Sincerely,

The District Supervisors:

Ms. Noel Baxter, Social Studies: nbaxter@spfk12.org or (908) 889-8600 x31409

Ms. Guida Faria, Science: gfaria@spfk12.org or (908) 889-8600 x31405

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Mrs. Diane Peneno, Special Education: dpeneno@spfk12.org or (908) 889-8600 x31413

Mrs. Andrea Tomesko, Special Education: atomesko@spfk12.org or (908) 889-8600 x31412

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.**

SCHEDULE CHANGE POLICY

1. Before the school year begins, all courses may be changed up to August 31st.
2. After school begins in September, the policy regarding the changing of a course/level of a course will be as follows:
 - a. A student may change a level from the tenth day of class until **December 1**. If the deadline falls on a weekend, school holiday, or snow day, the deadline will be moved to the next scheduled school day. There must be a parent/teacher/counselor communication prior to any level change.
 - b. **No semester course may be changed.**
 - c. The counselor may determine that special circumstances necessitate allowing a student to drop a full year course from his/her schedule. **A drop may be from the tenth day of class to the end of the second marking period.** When a drop is approved, an alternate course will be scheduled. If this is not possible due to scheduling restrictions, a Study Hall class will be assigned.
 - d. Any course/level change or drop initiated after the tenth day of school will be included on the transcript.

NOTE: Changes in schedules may not always be possible due to scheduling restrictions.

**Preference for elective choices cannot be guaranteed. Alternative elective choices will be utilized as necessary.*

NJSLA (THE NEW JERSEY STUDENT LEARNING ASSESSMENT)

The New Jersey Student Learning Assessments are 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.

NJSLA assessments are administered to students enrolled in Algebra I, Algebra & Analytic Geometry, Algebra II, English I and English II. Students must demonstrate proficiency on the NJSLA assessments in order to be eligible to receive a state approved diploma. If a passing score is not met, then the student may use an alternate assessment score. Students in the class of 2022 will also be required to take the NJSLA-Science exam. For further information on updated graduation requirements please visit the State Department of Education, Office of Assessments website.

INDEPENDENT STUDY

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

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

SCOTCH PLAINS-FANWOOD NATIONAL HONOR SOCIETY

Membership in the National Honor Society will be an honor bestowed upon students of the junior or senior class who possess outstanding scholarship, character, leadership, and service. The definition of each as per the National Honor Society Handbook is:

Scholarship:

- 3.75 or above Academic Grade Point Average as computed at the end of the second semester of the students' sophomore and junior school years.

The student who exercises leadership:

- Is resourceful in proposing new problems, applying principles, and making suggestions.
- Demonstrates initiative in promoting school activities.
- Exercises positive influence on peers in upholding school ideals.
- Contributes ideas to improve the civic life of the school.
- Is able to delegate responsibilities.
- Exemplifies positive attitudes.
- Inspires positive behavior in others.
- Demonstrates academic initiative.
- Successfully holds school offices or positions of responsibility; conducts business effectively and efficiently; demonstrates reliability and dependability.
- Is a leader in the classroom, at work, and in other school or community activities.
- Is thoroughly dependable in any responsibility accepted.
- Is willing to uphold scholarship and maintain a loyal school attitude.

The student who serves:

- Volunteers and provides dependable and well-organized assistance, is gladly available, and is willing to sacrifice to offer assistance.
- Works well with others and is willing to take on difficult or inconspicuous responsibilities.
- Cheerfully and enthusiastically renders any requested service to the school.
- Is willing to represent the class or school in inter-class and inter-scholastic competition.
- Participates in significant activities outside of school, for example, Girl Scouts, Boy Scouts, church groups, volunteer services for the elderly, poor, or disadvantaged.
- Mentors persons in the community or students at other schools.
- Shows courtesy by assisting visitors, teachers, and students.

Character:

- Takes criticism willingly and accepts recommendations graciously.
- Constantly exemplifies desirable qualities of personality (cheerfulness, friendliness, poise, stability).
- Upholds principles of morality and ethics.
- Cooperates by complying with school regulations concerning property, programs, office, halls, etc.
- Demonstrates the highest standards of honesty and reliability.
- Shows courtesy, concern, and respect for others.
- Observes instructions and rules, punctuality, and faithfulness both inside and outside the classroom.
- Has a power of concentration and sustained attention as shown by perseverance and application to studies.
- Manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others.
- Actively helps rid the school of bad influences or environment.

SCOTCH PLAINS-FANWOOD NATIONAL HONOR SOCIETY (Continued)

Selection for membership will be based upon satisfactory ratings in each of these areas as determined by a majority vote of a Faculty Council, consisting of five faculty members representing the faculty at large and appointed by the Principal.

ADVANCED PLACEMENT PROGRAM

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

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

REQUIREMENTS FOR GRADUATION

I. Curriculum Requirements:

All students must successfully complete a minimum of 120 Credits* in order to be eligible for graduation.

All high school students are required to successfully complete the following curriculum requirements prior to graduation:

- A. Four credit years of English, consisting of:
English I, II, III, and IV
- B. Three credit years 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
Starting with class of 2024, (Biology I, Chemistry I, and Physics I or Environmental Science)
- E. Two credit years of the same world language consisting of:
Spanish, Italian, French, or Mandarin
- F. One credit year of physical education and health for each year of enrollment.
- G. One credit year in visual and performing arts and one credit year in practical arts.
- H. Technology literacy consistent with the New Jersey Student Learning Standards must be integrated throughout the curriculum.
- I. One-half credit year of Financial Literacy.
 - 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 five credit course meets for a full school year for five class blocks over a two week period. A 2.5 credit course meets only for one semester (half school year).

II. State/District Requirements

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

III. Assessment and Remediation

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

IV. Requirements for Classified Students

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

V. Early Graduation

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

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

HOW TO CALCULATE YOUR GPA

Transfer Students:

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

New Students to SPFHS:

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

HOW TO CALCULATE YOUR GPA (Continued)

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

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

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

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

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

English Mathematics Science
World Language Social Studies

- Regular academic level subjects:** will be valued on the same quality point scale as the All Course GPA.

Accelerated and Advanced Placement subjects will be weighted according to the following quality point scale below:

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

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

EDUCATIONAL AND TRAINING OPPORTUNITIES BEYOND HIGH SCHOOL

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

College Entrance Requirements

Selection by colleges for admission is based on the following:

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

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

English	4 years	Science	3 – 5 years
Mathematics	2 – 4 years	(Two Lab Sciences)	
World Languages	2 – 4 years	Social Studies	2 – 4 years

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

OTHER POST HIGH SCHOOL TRAINING OPPORTUNITIES

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

SCHOLARSHIPS, LOANS, AND OTHER FORMS OF STUDENT AID

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

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

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

ACADEMIC ELIGIBILITY FOR A NCAA DIVISION I OR DIVISION II COLLEGE

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

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](#) web page.

Scotch Plains-Fanwood High School: (908) 889-8600

Park Middle School: (908) 322-5085

Terrill Middle School: (908) 322-5220

COURSE ELECTIVES SATISFYING GRADUATION REQUIREMENTS

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

ART DEPARTMENT

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

#H6502 – Drawing I	Grades: 9 – 12	Level: 0	Semester	Credits: 2.5
This studio class format encourages you to sharpen your observation skills and learn to represent the world through art. Learn how to work in class with watercolor, pencil, cray-pas, charcoal and collage. When touring the high school, you may have noticed the large photo-realist drawings of famous people.				
#H6512 – Drawing II	Grades: 10 – 12	Level: 0	Semester	Credits: 2.5
Prerequisite: Drawing I				
Work with still-life, using a professional array of materials including hand-made paper, charcoal, watercolor and cray-pas. Class work and sketchbook assignments support class discussions.				
#H6522 – Figure Drawing	Grades: 10 – 12	Level: 0	Semester	Credits: 2.5
Draw the Human Figure. Create a range of projects incorporating the figure in various media, including painting, drawing, collage and body casting. Expand your creative talents and express yourself while having a great time.				
#H6532 – Painting I	Grades: 10 – 12	Level: 0	Semester	Credits: 2.5
Introduces the student to basic painting principles and techniques, color mixing, exploration of form, content and space through observation and personal experience. We will explore working with finger paint, acrylic, watercolor, collage and murals.				
#H6542 – Painting II	Grades: 11 – 12	Level: 0	Semester	Credits: 2.5
Prerequisite: Painting I				
In Painting II, students gain a new understanding of art history and painting by exploring methods used by artists from ancient to modern times. They will then express their own ideas through materials such as acrylic, watercolor, and collage.				
#H6842 – Global Art Immersion	Grades: 9 – 12	Level: 0	Semester	Credits: 2.5
Global Art Immersion is designed to give students a global view of art from around the world. It is a studio course designed to develop an understanding of mixed media techniques, which will include clay, sewing, fibers, and textiles. Projects will include traditional and contemporary artwork from locations such as Asia, South America, West Africa, etc.				
#H6852 – Art Design Survey	Grades: 10 – 12	Level: 0	Semester	Credits: 2.5
Prerequisite: Drawing I, Painting I, or Global Art Immersion				
This course will introduce students to all of the possibilities in the world of design. Students will learn the necessary skills to design homes (interior and exterior) as well as fashion (clothing, shoes, bags, etc.). Students will learn how color theory and how fabrics influence design. Students will learn how the interior design and fashion design process works from concept to client presentation.				
#H6572 – Studio Art	Grades: 11 – 12	Level: Accelerated	Year	Credits: 5
Assignments range from drawing to projects that relate to personal areas of interest. We'll discuss each stage with a class critique so that the entire process is understood, and finish with quality portfolio pieces.				

#H6802 – Digital Photography **Grades: 9 – 12** **Level: 0** **Semester** **Credits: 2.5**
Students will learn about the basic operations of digital cameras, as well as more advanced image capture techniques. Students will also explore and design using Adobe Photoshop, a program with nearly limitless photography editing capabilities. The technical aspects of the course study will be taught on a building block method that coincides with various assignments.

#H6582 – Ceramics **Grades: 10 – 12** **Level: 0** **Semester** **Credits: 2.5**
The students will be introduced to the medium of clay as a material. The students will learn various hand-forming techniques and throwing. Emphasis will be on the aesthetic elements of clay and working three dimensionally. Students will be exposed to numerous firing techniques within the ceramic discipline.

Course Proficiencies: The following is a list of course proficiencies, which the students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Understand how to use and manipulate clay on a pottery wheel.
2. How to form ceramic work through pinching, coiling and slab assemblage.
3. Proper terminology and vocabulary of ceramic techniques.
4. Gain comprehension of the history of ceramics.
5. Learn to properly care for and store work.
6. Comprehend firing temperatures and techniques for various clays.
7. Evaluate, critique and discuss ceramic art.
8. Develop and strengthen craftsmanship skills.

#H6812 – Advanced Digital Photography **Grades: 10 – 12** **Level: 0** **Semester** **Credits: 2.5**
Prerequisite: Digital Photography
Advanced Digital Photography is a Studio Art course that requires a prerequisite of Digital Photography I. This course assumes proficiency and understanding of a digital camera and Adobe Photoshop. Students will learn to use on camera controls predictably and creatively to manipulate an in-camera image. Students will learn and apply advanced Photoshop techniques in both technical and creative ways.

Course Proficiencies: The following is a list of course proficiencies, which the students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Comprehend advanced Adobe Photoshop techniques.
2. Use in camera techniques to create special effects.
3. Learn about the history of digital photography and its uses today.
4. Gain awareness and strengthen visual and compositional skills.
5. Build and strengthen a professional portfolio.
6. Master craftsmanship skills.
7. Gain awareness and understanding of correct lighting.
8. Develop and produce a thematic 20-piece sequential series.

#H6822 – Computer Aided Graphics **Grades: 11 – 12** **Level: 0** **Semester** **Credits: 2.5**
A state of the art course for those with an interest in graphic design, including logo design, advertising, corporate identity, package design, and more. This is a basic course in Adobe Illustrator, which teaches the fundamentals of design and computer technology as they relate to the graphic design field.

#H6832 – Three-Dimensional Design **Grades: 9 – 12** **Level: 0** **Semester** **Credits: 2.5**
Carve-Sculpt-Create! Work with wood, clay, glass, plastic and fibers. Interesting and beautiful projects will be created. Emphasis will be placed upon techniques and explorations.

BUSINESS EDUCATION DEPARTMENT

#H7502 – Accounting I

Grades: 10 – 12

Level: 0

Year

Credits: 5

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

#H7512 – Accounting II

Grades: 11 – 12

Level: 0

Year

Credits: 5

Prerequisite: Accounting I

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

#H7522 – Entrepreneurship

Grades: 10 – 12

Level: 0

Semester

Credits: 2.5

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

#H7532 – Business Technology

Grades: 9 – 12

Level: 0

Semester

Credits: 2.5

Business Technology is a course that allows students to develop the skills needed to communicate quickly and easily through business documents. The students will prepare presentations to share data statistics and other information as well as communicate in a productive manner using Microsoft Office. Business Technology covers the software applications, Microsoft Word and PowerPoint. The students will use relevant exercises and simulations in order to increase productivity. Students will analyze their work using the full capabilities of the software that is appropriate for a business setting. Students will work together using workflow collaboration and project-oriented lessons in group activities. This course will also allow students to develop the skills needed to communicate and analyze data quickly and efficiently. This course also incorporates the software applications, Microsoft Excel and Access.

#H7542 – Principles of Marketing I

Grades: 11 – 12

Level: 0

Year

Credits: 5

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

#H7552 – Principles of Marketing II

Grade: 12

Level: 0

Year

Credits: 5

Prerequisite: Principles of Marketing I

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

#H7562 – Intro to Business Management

Grades: 10 – 12

Level: 0

Semester

Credits: 2.5

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

#H7572 – Business Law**Grades: 11 – 12****Level: 0****Semester****Credits: 2.5**

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

#H7582 – Consumer Finance**Grades: 9 – 11****Level: 0****Semester****Credits: 2.5**

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

Semester

Credits: 2.5

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

#H7832 – Advanced Foods

Grades: 9 – 12

Level: 0

Semester

Credits: 2.5

Prerequisite: Introduction to Foods

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

HEALTH & PHYSICAL EDUCATION DEPARTMENT

Health Program

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

#H8142 – Health I – Sex Education

Level: 0

Quarter

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.

#H8242 – Health II – Driver’s Education Theory/ Too Good for Drugs and Alcohol

Level: 0

Quarter

Credits: 1.25

This course is designed to allow students to successfully complete the New Jersey High School Motor Vehicle exam in conjunction with the Department of Motor Vehicles. The course will develop a student’s basic knowledge of traffic laws and regulations that will result in good judgment in the driving task. Young drivers will have a better understanding that laws are made for safety, convenience, and the well-being of all citizens. This course will emphasize that the concept of being a responsible citizen is the key to a lifetime of safe driving. Finally, the students will learn specific points of information that will enable them to score as high as they are capable of scoring on the New Jersey High School Motor Vehicle exam. In accordance with State Department Guidelines, a minimum of ten class hours will be spent on drug and alcohol education through the “Too Good for Drugs and Alcohol” program.

#H8342 – Health III – American Heart Association/ Too Good for Drugs and Alcohol

Level: 0

Quarter

Credits: 1.25

The purpose of the program is to provide the citizen responder with the knowledge and skills necessary to help sustain life and minimize the consequences of injury or sudden illness until advanced medical help arrives. The program content and activities will help participants identify and eliminate potentially hazardous conditions, recognize emergencies and make appropriate decisions for first aid. Courses within the program reach the first aid skills the student will need to perform. In accordance with State Department Guidelines, a minimum of ten class hours will be spent on drug and alcohol education through the “Too Good for Drugs and Alcohol” program.

#H8442 – Health IV Life Cycles**Level: 0****Quarter****Credits: 1.25**

This course is designed to provide the students with an overview of the stages of their lives including Conception, Birth, Infancy, Childhood, Adolescence, Young Adulthood, Middle Age, Old Age, Dying and Death. The students will be exposed to the major changes and challenges that occur during each life cycle. Emphasis is placed on living positively throughout life by an understanding of self and others.

Physical Education Program**Grade: 9 – #H8102, #H8112, #H8122 and #H8132****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.

Grades: 10 – 12 #H8202, #H8212, #H8222 and #H8232**Level: 0****Quarter****Credits: 3.75**

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

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

INDUSTRIAL & TECHNICAL EDUCATION (ITE)

#H7742 – Engineering Technology **Grades: 9 – 12** **Level: 0** **Semester** **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** **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 pre-requisite for any other woodworking course.**

#H7612 – *Woodworking II: Technology **Grades: 9 – 12** **Level: 0** **Semester** **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.

#H7622 – *Woodworking III: Advanced **Grades: 10 – 12** **Level: 0** **Semester** **Credits: 2.5**
Advanced Woodworking is designed for students to show their skill and knowledge in advanced wood projects and/or processes. The major portion of time is allotted for working on individual projects. Students learn to use tools and materials, as well as procedures that will be useful as a homeowner.

#H7632 – *Woodworking IV: Cabinet & Furniture Making **Grades: 10 – 12** **Level: 0** **Semester** **Credits: 2.5**
This is an advanced course in woodworking that will enable the student to develop skills and to become thoroughly acquainted with and proficient in the use and maintenance of woodworking machines and equipment and their operations in furniture and cabinet making.

*By State Law, ALL STUDENTS MUST WEAR PROTECTIVE GOGGLES during shop classes.
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#H7642 – Automotive Tech I **Grades: 10 – 12** **Level: 0** **Semester** **Credits: 2.5**
Auto I is designed to introduce the student to operations of the automobile. Some of the topics covered will include the operation of various systems such as ignition, carburetors, fuel injection, electrical systems, and braking. Lubrication and tune-ups, tire changing and wheel balancing will also be covered.

#H7652 – Automotive Tech II **Grades: 10 – 12** **Level: 0** **Semester** **Credits: 2.5**
Prerequisite: Auto Tech I
This course is designed to expose students to such topics as engine re-building, starting system and charging systems, auto electrical circuits and electronic sensors, transmissions and differentials. Materials presented in Auto Technology I will be studied in greater depth in Automotive Tech II.

#H7662 – Automotive Tech III **Grades: 10 – 12** **Level: 0** **Semester** **Credits: 2.5**
Prerequisite: Auto Tech I/II
Auto III is a continuation of Auto I and II where students practice the practical and technical knowledge learned to date. Students are given the opportunity to bring their vehicles to the auto shop for overhaul and repair. Vehicle wheel alignment and greater emphasis on computerized systems is presented.

LANGUAGE ARTS DEPARTMENT

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 #H1101 – Accelerated #H1102 – Academic	Grade: 9	Year	Credits: 5
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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.

English II #H1201 – Accelerated #H1202 – Academic	Grade: 10	Year	Credits: 5
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Students study American literature from a variety of perspectives including a chronological examination of major literary movements and a thematic study of recurrent literary themes and historical connections. Writing, vocabulary, PSAT preparation, formal and informal public speaking, and research are required components of this program. A series of timed writings in preparation for the SAT I are included in the writing program. Students are expected to engage in critical reasoning as part of the writing process and analyzing literature to explore authors' styles, themes, influences, and contributions to the American literary heritage. Additional performance based assessments provide students the opportunity to utilize their learning styles to display their interpretive skills beyond the written page. Summer reading is a prerequisite for the course.

English III AP **Grade: 11** **Year** **Credits: 5**
#H1300 – Accelerated

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

Students in the Advanced Placement program should be able to:

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

English III **Grade: 11** **Year** **Credits: 5**
#H1302 – Academic

English III concentrates on the study of British literature. The literature units emphasize critical analysis, evaluation of historical and cultural influences on literary works and philosophies, and interpretations of themes that cross-literary eras and writers. Some authors and eras studied include Anglo-Saxon literature, Chaucer, Shakespeare, Romantic Poets, Victorian novelists, and modern writers. Additional world masterpieces will be studied as they relate to themes, philosophies, and concepts of British literature. In addition to the literary units, students are expected to read a variety of books outside of the class to extend themes or to broaden the dimensions of the works being studied in class. Students will have frequent analytical, expository, and creative writing opportunities. A series of timed writings to provide support for the SAT I are included in the writing program. Grammatical instruction and vocabulary will be studied in reading context and through direct lessons. English III students will learn the formal research process that will emphasize independent reading and literary criticism. Additional performance based assessments provide students the opportunity to utilize their learning styles to display their interpretative skills beyond the written page. Summer reading is a prerequisite for the course.

English IV AP **Grade: 12** **Year** **Credits: 5**
#H1400 – Accelerated

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

Students in the Advanced Placement program should be able to:

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

English IV**Grade: 12****Year****Credits: 5****#H1402 – Academic**

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

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

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

Description**#H1412 – The College Portfolio****Prerequisite: First semester English IV**

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

#H1422 – Debate and Discussion**Prerequisite: First semester English IV**

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

#H1432 – Narrative Nonfiction

Prerequisite: First semester English IV

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

#H1442 – Dystopian Literature

Prerequisite: First semester English IV

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

Language Arts Electives

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

#H1502 – Public Speaking

Grades: 9 – 12

Level: 0

Semester

Credits: 2.5

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

#H1632 – Digital Video Production

Grades: 9 – 12

Level: 0

Semester

Credits: 2.5

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

#H1512 – Dramatic Literature and the Actor

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 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.

#H1532 – Advanced Digital Video Production **Grades: 10 – 12** **Level: 0** **Semester** **Credits: 2.5**

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

#H1552 – Journalism I **Grades: 9 – 12** **Level: 0** **Semester** **Credits: 2.5**

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

Journalism II **Grades: 10 – 12** **Level: 0** **Year** **Credits: 5**
Prerequisite: Journalism I or instructor approval

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

#H1562 – Journalism II A

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

#H1572 – Journalism II B

Prerequisite: Journalism I and Journalism II

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

#H1582 – Photo-Journalism and Yearbook I **Grades: 9 – 11** **Level: 0** **Semester** **Credits: 2.5**

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

#H1592 – Photo-Journalism and Yearbook II **Grades: 10 – 12** **Level: 0** **Year** **Credits: 5**
Prerequisite: Introduction to Yearbook with a passing grade of “B” or higher, as well as a recommendation from the teacher/yearbook adviser or instructor approval

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

#H1602 – Humanities **Grades: 11 – 12** **Level: 0** **Semester** **Credits: 2.5**

The purpose of the interdisciplinary humanities class is to make students aware of the differences and similarities between the cultural groups that make up American society and to help them accept and celebrate these differences and similarities. With this awareness, students will develop their ability to positively affect society through acceptance and action. Emphasizing self-discovery, self-awareness and tolerance/acceptance, the course makes use of many disciplines including literature, history, psychology, sociology, drama, music, and film. Units taught in the course include: The Individual, Human to Human, The Family, The Individual in Society, and Global Awareness.

#H7802 – Tomorrow’s Teachers **Grades: 11 – 12** **Level: 0** **Year** **Credits: 5**

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

#H1612 – Creative Writing A **Grades: 10 – 12** **Level: 0** **Semester** **Credits: 2.5**
#H1622 – Creative Writing B **Grades: 10 – 12** **Level: 0** **Semester** **Credits: 2.5**

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

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

#H1542 – TV News/Broadcast Journalism **Grades: 10 – 12** **Level: 0** **Year** **Credits: 5**

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

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

Students may elect TV News/Broadcast Journalism for more than one year as long as they continue to receive a grade of "B" or better. The studio portion of the class that students will be involved in are a talent team that includes anchors and on-location reporters; Production team, which includes: Camcorder Operators, Video Editors, Studio Camera Operators, Special Effect Generator (Switcher) Operator, Audio Mixer Operator, Character Generator Operator, Technical Director; Research and Writing Team, which includes Hard News, Arts & Entertainment and Sports Editors, Managing Editors and Research Assistants. Students will also work in small teams to produce the magazine style news reports, where roles include Producer, Camera Operator, Reporter and Editor.

#H2203 – Algebra II	Grades: 10 – 11	Level: Standard	Year	Credits: 5
Prerequisite: Geometry or Algebra and Analytic Geometry				
This course is designed for the student who requires a more guided approach to the study of mathematics. The course extends student understanding of Algebra. Real and complex number properties are studied using the symbolic system of algebra. Moving beyond linear equations and functions, students study and apply quadratic, exponential, trigonometric, and rational functions. Applications of algebra in transformational geometry, statistics, probability, and logic are developed.				
#H2311 – Math Analysis	Grades: 11 – 12	Level: Accelerated	Year	Credits: 5
Prerequisite: Algebra II				
The course is designed for the academically gifted student with a strong mathematics background and self-motivation. Topics include the study of algebraic, exponential, logarithmic, trigonometric, and circular functions. The inverses of functions and operations on functions are emphasized. The general properties of functions, graphs of functions, and limits are major themes. Also included are an exploration of analytic geometry, mathematical induction, the binomial theorem, sequences and series, matrices and determinants. Applications, such as those in probability and statistics, are often used to develop student problem-solving abilities.				
#H2312 – Math Analysis	Grades: 11 – 12	Level: Academic	Year	Credits: 5
Prerequisite: Algebra II				
The course is designed for the student with a strong mathematics background and self-motivation. Topics include the study of algebraic, exponential, logarithmic, trigonometric, and circular functions. The inverses of functions and operations on functions are emphasized. The general properties of functions, graphs of functions, and limits are major themes. Also included are an exploration of analytic geometry, mathematical induction, the binomial theorem, sequences and series, matrices and determinants. Applications, such as those in probability and statistics, are often used to develop student problem-solving abilities.				
#H2302 – Functions, Statistics and Trigonometry	Grades: 11 – 12	Level: Academic	Year	Credits: 5
Prerequisite: Algebra II				
This course is designed to provide students with a thorough and complete background in advanced topics as a preparation for college mathematics, including Calculus. Great emphasis is placed on developing mathematical reasoning skills and fluency with mathematical symbols and procedures. Topics include functions, conic sections, complex numbers in polar form, vectors, sequences and series, probability, statistics, and matrices.				
#H2440 – Statistics AP	Grades: 11 – 12	Level: Accelerated	Year	Credits: 5
Prerequisite: “B” or better in Algebra II and English				
The purpose of this course is to introduce major concepts and tools for collecting, analyzing, and drawing conclusions from data. Four broad conceptual themes are covered: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference. Students who are successful on the Advanced Placement test may receive college credit and/or advanced placement for a one-semester introductory college statistics course.				
#H2402 – Pre-Calculus and Discrete Mathematics	Grade: 12	Level: Academic	Year	Credits: 5
Prerequisite: FST				
This course is designed to provide students with a thorough and complete background in advanced topics as a preparation for college mathematics, including Calculus. Students develop improved skills in applying algebraic properties, and in using algebraic reasoning to model situations and solve problems in the real world. Topics in discrete mathematics, probability and statistics, and the underpinnings of calculus are developed.				

#H2460 – Computer Science Principles AP Grades: 10 – 12 Level: Accelerated Year Credits: 5
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. **Students will be prepared for the Advanced Placement Test in Computer Science Principles.**

MUSIC DEPARTMENT

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

~Maya Angelou

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

#H6612 – Chorus	Grade: 9	Level: 0	Year	Credits: 5
#H6662 – Concert Choir	Grades: 10 – 12	Level: 0	Year	Credits: 5

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

#H6632 – Concert Choir/Band	Grade: 9	Level: 0	Year	Credits: 5
#H6622 – Concert Band/Choir				

#H6682 – Concert Choir/Band	Grades: 10 – 12	Level: 0	Year	Credits: 5
#H6672 – 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	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
#H6642 – Concert Band	Grades: 10 – 12	Level: 0	Year	Credits: 5

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

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

#H6651 – Wind Ensemble (Band)	Grades: 9 – 12	Level: Accelerated	Year	Credits: 5
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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.

#H3502 – Anatomy & Physiology **Grades: 11 – 12** **Level: Academic** **Year** **Credits: 5**

Prerequisite: Biology I and Chemistry I

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

#H3512 – Forensic Science **Grades: 11 – 12** **Level: Academic** **Year** **Credits: 5**

Prerequisite: Biology I and Chemistry I

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

#H3522 – Zoology and Animal Behavior **Grades: 11 – 12** **Level: Academic** **Year** **Credits: 5**

Prerequisite: Biology I and Chemistry I

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

#H3600 – Physics II AP **Grade: 12** **Level: Accelerated** **Year** **Credits: 5**

Prerequisite: Physics I

Co-requisite: AP Calculus (AB or BC)

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

SOCIAL STUDIES DEPARTMENT

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

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

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

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

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

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

United States History I

Grade: 9

Year

Credits: 5

#H4101 – Accelerated #H4102 – Academic

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

United States History II

Grade: 10

Year

Credits: 5

#H4201 – Accelerated #H4202 – Academic

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

Global Perspectives

Grade: 11

Year

Credits: 5

#H4301 – Accelerated #H4302 – Academic

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

Full-Year Electives

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

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

#H4602 – You and The Law **Grades: 10 – 12** **Level: 0** **Year** **Credits: 5**

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

Semester Electives

#H4532 – Economics and Financial Literacy **Grades: 9 – 12** **Level: 0** **Semester** **Credits: 2.5**

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

#H4572 – Sociology: The American Society **Grades: 10 – 12** **Level: 0** **Semester** **Credits: 2.5**

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

#H4562 – Psychology **Grades: 10 – 12** **Level: 0** **Semester** **Credits: 2.5**

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

#H4592 – Racism, Genocide, and The Holocaust **Grades: 10 – 12** **Level: 0** **Semester** **Credits: 2.5**

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

Advanced Placement Courses

#H4510 – European History AP **Grades: 11 – 12** **Level: Accelerated** **Year** **Credits: 5**
This course traces the development of European civilization from the high Renaissance of the mid-Fifteenth Century through the present. Political, diplomatic, social, economic, intellectual and cultural trends are emphasized, and the relation of Europe to the wider world is noted. At the end of the course, students should have a working knowledge of the scope of modern European history, be acquainted with the skills of the historian's craft and be able to write an essay that demonstrates interpretive and analytical ability. **Students are expected to take the Advanced Placement Exam in May.** There is a mandatory summer research assignment.

#H4500 – United States History AP **Grades: 11 -- 12** **Level: Accelerated** **Year** **Credits: 5**
Prerequisite: United States History I and II
This course retraces the complex ideologies, phenomena, conflicts, relationships, and progress characterizing the history of the United States. Since the required United States History course begins in 1850, this course includes a comprehensive investigation of the pre-Civil War eras. The content focus encapsulates a more sophisticated analysis of the cultural landscape and social conditions of each historical era. **Students are expected to take the Advanced Placement Exam in May.**

#H4520 – History of Art AP **Grades: 11 – 12** **Level: Accelerated** **Year** **Credits: 5**
The Advanced Placement course in History of Art is designed to provide an introductory college-level course in art history: an understanding and enjoyment of architecture, sculpture, painting, and other art forms within historical and cultural contexts. Students examine the major forms of artistic expression of the past as well as those of our time and of a variety of cultures. They learn to look at works of art critically, with intelligence and sensitivity, and to articulate what they see or experience. **Students are expected to take the Advanced Placement Exam in May.**

#H4530 – Economics AP **Grades: 10 – 12** **Level: Accelerated** **Year** **Credits: 5**
This course is a seminar in economics involving principles of microeconomics and macroeconomics. Designed as a college-level course, students examine economic systems, behavior of firms in private market operations, comparisons between market structures, national and global economic conditions, monetary and fiscal policy decisions/processes, and international economics. **Students are expected to take the Advanced Placement Exam in May.** This course fulfills the 2.5 credit financial literacy requirement.

#H4550 – US Government & Politics AP **Grades: 11 – 12** **Level: Accelerated** **Year** **Credits: 5**
AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they complete a political science research or applied civics project. **Students are expected to take the Advanced Placement Exam in May.**

#H5711 – The Spanish Heritage Experience **Grades: 9 – 12** **Level: Accelerated** **Year** **Credits: 5**
Past/Present/Future

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 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 Spanish V AP)

#H5712 – Spanish A **Grades: 9 – 12** **Level: Academic** **Year** **Credits: 5**

Prerequisite: Teacher and supervisor recommendation.

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.

#H5812 – Spanish B **Grades: 9 – 12** **Level: Academic** **Year** **Credits: 5**

Prerequisite: Teacher and supervisor recommendation.

Spanish B is intended for students who have successfully completed Spanish A, or for non-traditional students who have completed Spanish I, but need additional time to develop the language skills and proficiency needed to enroll in a Spanish II course. Spanish B will focus on the acquisition of novice language skills via differentiated strategies that will address students’ learning styles with a more individualized approach in a smaller setting.

POLICY OF NON-DISCRIMINATION

SCOTCH PLAINS-FANWOOD PUBLIC SCHOOLS SCOTCH PLAINS, NEW JERSEY

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

Affirmative Action Officers.....Mr. Peter Pitucco, Jr. (for Employment Practices)
Dr. Robert McGarry (for Educational Programs)
Location.....Administration Building
Telephone..... 908-232-6161

Title IX Coordinator

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

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

Location of Affirmative Action Plans

And Grievance Policies Administration Building

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

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

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

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