SPOTSWOOD HIGH SCHOOL

PROGRAM OF STUDIES 2015-2016

This Program of Studies has been developed to assist you in selecting the courses that are available at our high school during the upcoming academic year. One of the most significant and exciting tasks is choosing the courses that best prepare you to meet your future goals. We encourage you to include your parents, counselor, and teachers in this critical decision-making process and to consider your abilities, interests, and opportunities as they relate to your goals when making your selections. The ultimate responsibility for the successful completion of course requirements for graduation and for education beyond high school is yours! We will do our best to provide you with every opportunity to experience four years of successful, productive study.

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Principal

Michael Mastroserio
Assistant Principal

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SPOTSWOOD
PUBLIC SCHOOLS

Dedicated to excellence in education by inspiring and challenging our students to achieve their full potential while becoming productive citizens of the global community.

PROGRAM GUIDE

When making course selections, remember the following:

1. If you are considering education beyond high school, select courses that meet specific requirements for business, technical, four year, or two year colleges.
2. Plan on completing most required courses in sequence by the end of the junior year to accommodate advanced and/or enrichment courses that can be selected to satisfy individual career plans. Most post-secondary schools, colleges and universities strongly recommend a rigorous, rather than a light, senior schedule of subjects.
3. Most four year colleges recommend: 4 years of English, 3-4 years of math (at least Algebra 1, Geometry, and Algebra 2), 2-3 years of a lab science (Biology, Chemistry and Physics), 2 years (preferably 3 or 4) of the same foreign language, and 3 years of social studies, including World History and 2 years of U.S. History. You will need a minimum of 16 academic units to qualify for admission.
4. In cooperation with business and industry, opportunities are available for state-approved, supervised, cooperative work-experience programs in the senior year. Occasionally special consideration is given to students to begin work-experience programs in their junior year.
5. Full day programs are available for students in Middlesex Vocational Technical High Schools, which are located in East Brunswick, New Brunswick, Perth Amboy, Woodbridge, and Piscataway. Tuition is free for county residents. Formal applications and testing are required for admission. Interested students are to contact their school counselors in early January for application information.

HONORS COURSES

Honors courses allow students to explore material and develop skills in more depth and breadth than other offerings may require. Standards of achievement are high and, as a result, college credit is available for some honors classes. Students are expected to demonstrate initiative, to work independently, and to take responsibility for their own learning.

ADVANCED PLACEMENT COURSES

Advanced Placement Courses are designed by the College Board as college-level, challenging programs. Students who selected Advanced Placement classes are those who have been successful in their previous program and who are ready to produce scholarly work. Spotswood High School students who are enrolled in Advanced Placement classes are required to take the Advanced Placement exam administered by the College Board in the spring. Students may earn college credit upon successful completion and by passing the required Advanced Placement Exam administered by the College Board.

Because Honors and Advanced Placement courses are complex and challenging, admission to them is selective. It is based upon past academic performance, standardized test scores, and teacher recommendation.

DEADLINE FOR SCHEDULE CHANGES

Every effort will be made to schedule students into the courses that are selected. The administration does reserve the right to cancel courses with insufficient enrollments or that cannot be properly scheduled. **March 16, 2015 IS THE DEADLINE FOR SCHEDULE CHANGES FOR THE 2015-16 SCHOOL YEAR.**

SCHOOL PHILOSOPHY

Spotswood High School endeavors to develop a student's intellectual, social, emotional, civic, creative, artistic, and physical potential by providing a variety of course offerings as well as co-curricular and extracurricular activities. Therefore, the educational philosophy of Spotswood High School is threefold:

1. To help the student achieve his/her fullest potential as a human being.
2. To encourage and enable the student to make responsible choices regarding his/her present education and his/her future endeavors.
3. To promote student involvement with the school and the community.

Students should be given the opportunity to develop their unique human potential as individuals for the benefit of themselves and of society. To this end, the Spotswood High School curriculum is designed to help the individual think critically; to attain a feeling of self-worth; to appreciate learning as a life-long process; to respect and appreciate the individual and cultural rights, values, and points of view of others; and to appreciate and enjoy beauty in the arts and in nature.

Furthermore, the Spotswood High School curriculum is organized according to the needs of both the student and society. This curriculum will equip students with the knowledge and social skills necessary to enable them to make responsible decisions both in and out of school, and to respond to an ever-changing technological society.

Finally, the professional staff of Spotswood High School encourages each student to accept his/her civic responsibilities. Those skills necessary to participate in a democratic society are being developed with the hope that each student will participate effectively as an adult citizen.

COLLEGE CREDIT OPPORTUNITIES

Spotswood High School, in cooperation with several local colleges and universities, is pleased to have established the means that allow for high school students to earn college credit prior to their high school graduation. It is our hope that students will seek these challenging programs and in turn reap the benefits that are afforded these opportunities. Benefits not only include the earning of college credit, but also increasing the students' course offerings, challenging students at a higher level, and allowing students to experience the rigors of a college course.

This option is offered through Fairleigh Dickinson University and Middlesex County College. Eligible Spotswood courses are:

Fairleigh Dickinson University – Middle College Program

- Honors Calculus
- Honors Chemistry II
- Honors Biology II
- Honors English 12

Middlesex County College

- College Accounting
- College Composition
- Business Organization and Management

NCAA DIVISION I AND II INITIAL ELIGIBILITY REQUIREMENTS

FRESHMAN AND SOPHOMORE STUDENTS –

- Start planning now.
- Work hard to get the best grades possible.
- Take classes that match our high school's list of NCAA courses.
- You can access and print our high school's list of NCAA courses at www.eligibilitycenter.org.
- SHS school code is 311412.
- If you fall behind, do not take shortcuts. Classes you take must be four-year-college preparatory and must meet NCAA requirements.

JUNIOR STUDENTS –

- Continue to take college preparatory courses. Double check to be sure the classes match our school's list of NCAA courses.
- Before picking classes for senior year check to see the number of core courses you need to complete.
- Register at NCAA and request your transcript be sent at the end of the school year.
- The registration fee is $75. Fee waivers are available to those students that already received a waiver of the SAT/ACT fee.
- Registration is online. Click the link to enter as an NCAA College-Bound Athlete. Click on the "New Account" button at the top of the screen.

SENIOR STUDENTS –

- Continue to take college preparatory classes.
- Continue to work hard to get the best possible grades.
- Review your amateurism responses and request final amateurism certification on or after April 1.
- Graduate ON TIME (in eight academic semesters).
- After graduation have your final transcript sent to the NCAA Eligibility Center.

WHAT IS A CORE COURSE? A core course must:

- Be an academic course in one or a combination of these areas: English, math, natural/physical science, social science, foreign language, comparative religion, or philosophy.
- Be a four-year college preparatory course.
- Be taught at or above your high school's regular academic level (no remedial courses, those taught at a slower pace or those that cover less content).

NOT ALL CLASSES YOU TAKE TO MEET HIGH SCHOOL GRADUATION REQUIREMENTS MAY BE USED AS CORE COURSES. Also, courses completed through credit-by-exam will not be used. Credit recovery courses must meet the NCAA definition of a core course. The credit recovery course must be comparable to the regular course in length, content, and rigor.

ACADEMIC ELIGIBILITY REQUIREMENTS FOR DIVISION I SCHOOLS

- Graduate from high school.
- Complete these 16 core courses: 4 years of English, 3 years of math (Algebra 1 or higher), 2 years of natural/physical science including 1 year of lab science, 1 extra year of English, math or science, 2 years of social science, 4 years of extra core courses (from any category above or foreign language).
- Earn a combined SAT or ACT sum score that matches your core-course grade-point and test score sliding scale. The minimum GPA is 2.3. Grades earned before the senior year are "locked in" for purpose of GPA calculation. The sliding scale is available on the website.
- You must complete the 16 core-course requirement within four consecutive academic years from the start of ninth grade. Ten of the 16 core courses MUST be completed before the 7th semester of high school. Seven of the 10 core courses MUST be English, math or science.

ACADEMIC ELIGIBILITY REQUIREMENTS FOR DIVISON II SCHOOLS

- Graduate from high school.
- Complete these 16 core courses: 3 years of English, 2 years of math (Algebra I or higher), 2 years of natural/physical science including one year of lab science, 3 additional years of English, math, or science, 2 years of social science, 4 years of additional core courses (from any category above or foreign language).
- A GPA of 2.0 or better and a combined SAT score (CR and M) of 820 or an ACT sum score of 68.

The NCAA Eligibility Center will calculate the GPA of your core courses on a 4.0 scale. The best grades from classes taken on the SHS list of approved courses will be used. Grades from additional core courses will be used only if they improve your GPA. The NCAA Eligibility Center does not use plus or minus grades when configuring GPA. For example, grades of B+, B and B- will each be worth 3 points.

SPECIAL SERVICES

In accordance with the New Jersey Administrative Code 6A:14, the Spotswood Public School District ensures that students who are classified are educated in the Least Restrictive Environment (LRE) to the maximum extent possible given appropriate supports and services. Students who are classified are expected to fulfill the state established curriculum guidelines including the successful completion of applicable PARCC assessments. Those requirements may be adjusted depending upon individual student needs, which are outlined in the student's Individualized Education Plan (IEP).

The programs for students who receive Special Education Services are developed cooperatively with the student's school counselor and the Child Study Team. In addition to the general program offerings, Resource Center classes are available in core content areas. These classes are designed specifically for students who are classified and parallel the mainstream curriculum at a modified and individualized pace. The class curriculum is adapted to meet each student's specific learning needs.

SCHOOL COUNSELING SERVICES

Professional counselors, school counselors, and various mental health professionals and social workers, provide individual and group counseling services covering: personal/emotional concerns; career/vocational needs; academic/educational planning concerns. Testing and referral services to outside agencies may also be available. Informational services are provided for 2 and 4 year colleges; art, business, and technical schools; armed forces; and employment. Printed materials and the various College and Career Readiness platforms are used. Specialized support services include: Educational and Financial Aid Planning Workshops; National Honor Society student tutors; and Substance Awareness Counseling.

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ART

Spotswood High School provides students with a wide variety of stimulating, challenging, and enjoyable art courses. These courses are designed to help students meet graduation requirements as well as provide an excellent opportunity to develop creative, expressive, artistic skills.

Art Department Course Flow Chart

Sequence I			
Drawing/Painting & Ceramics/Sculpture (semester courses)	Fine Arts I	Honors Fine Arts II	AP Studio Art Honors Fine Arts III
Sequence II			
Ceramics/Sculpture (semester course)	Ceramics/Sculptures II	Fines Arts I	Honors Fine Arts II
Sequence III			
*Drawing/Painting & *Ceramics/Sculpture (semester courses)			
Sequence IV			
*Multi-Cultural Arts			

***Course can be taken at any time in grades 9-12.**

MULTI-CULTURAL ARTS (#0977) **Credits: 5**
Course Length: 1 Year **Prerequisite: None**
Grades: 9, 10, 11, 12
This is an introductory fine arts course in which students will study art through art production, art criticism, art history, and aesthetics. A variety of media will be explored. The course is designed to expose all students, regardless of artistic ability, to the rewards of creating various crafts using a wide variety of media. A multi-cultural, pride-in-workmanship approach is stressed.

DRAWING AND PAINTING (#0971) (coupled with Ceramics and Sculpture #0972) **Credits: 2.5**
Course Length: 1 Semester **Prerequisite: None**
Grades: 9, 10, 11, 12
This is an introductory art course in which students will explore art theory and 20th century art movements. Instruction in techniques using materials such as pencils, charcoal and ink will be included. In addition, students will explore techniques in water color, tempera and acrylic paints.

CERAMICS AND SCULPTURE (#0972) (coupled with Drawing and Painting #0971) **Credits: 2.5**
Course Length: 1 Semester **Prerequisite: None**
Grades: 9, 10, 11, 12
This is an introductory art course in which students will explore concepts of three-dimensional design.

Students will work in several media including clay, plaster, wood, and wire to create three-dimensional projects.

CERAMICS II (#0975) (coupled with Sculpture II #0976) **Credits: 2.5**
Course Length: 1 Semester **Prerequisite: Ceramics and Sculpture**
Grades: 10, 11, 12
This course will allow the student who has had an introduction to these three-dimensional art forms to explore in-depth hand-building and wheel-throwing possibilities. Strong emphasis will be placed on design and technique. The history of pottery and clay and the works of contemporary potters will be examined for their artistic qualities.

SCULPTURE II (#0976) (coupled with Ceramics II #0975) **Credits: 2.5**
Course Length: 1 Semester **Prerequisite: Ceramics and Sculpture**
Grades: 10, 11, 12
In this course, students will have an opportunity to explore a wide range of sculptural forms and materials. Design emphasis will be placed on kinetic, metal/wire, and soft and hard sculpture as a three-dimensional art forms. Students will have an opportunity to explore sculpture works throughout history as well as contemporary day works.

FINE ARTS I **Credits: 5**
Course Length: 1 Year **Prerequisite: Drawing and Painting**
Grades: 10, 11, 12
This course will focus on building and expanding upon those skills developed previously in either of the foundation art classes. Illustration techniques using media such as pastels, pen and ink, and various paint media will be covered. Students will begin to build portfolios, study art history and learn to evaluate works through the critiquing process. The computer will be integrated with curricular activities.

HONORS FINE ARTS II (#0974) **Credits: 5**
Course Length: 1 Year **Prerequisite: Fine Arts I**
Grades: 11, 12
This course will provide any student who enjoys creating original pieces with the opportunity for advanced study to prepare an individual portfolio for college or entering the job market.

HONORS FINE ARTS III (#0963) **Credits: 5**
Course Length: 1 Year **Prerequisite: Supervisor Approval**
Grade: 12
The activities in this advanced course are planned with the students in recognition of the developing maturity and their potential for understanding advanced concepts. While the program continues to provide a broad base of general art experience (drawing, painting, sculpture, etc.), there is opportunity to concentrate experience in specialized areas. A strong interest in art and an ability to work independently in a search for the development of art skills, appreciation and understanding are desirable student considerations in electing this course. Students will be guided in the development of an art portfolio.

ADVANCED PLACEMENT STUDIO ART (#0963) **Credits: 5**
Course Length: 1 Year **Prerequisite: Honors Fine Arts II and Departmental Recommendation**
Grade: 12

The Advanced Placement program in Studio Art is the equivalent of an introductory visual arts course on the college level and is designed for the highly motivated student interested in the serious study of art. Interested students should be aware that the work for this course involves significantly more time than the typical high school studio art course. The student will have the opportunity to become involved with a wide range of art media. The general portfolio consists of three sections:

Section I- Quality
Rationale
Quality refers to the total work of art. Mastery of drawing should be apparent in the composition, concept, and execution of works, whether they are simple or complex. For this section, students are asked to submit five actual works in one or more media.

Section II- Concentration
Rationale
A concentration is a body of related works describing an in-depth exploration of a particular artistic concern. It should reflect a process of investigation of a specific visual idea. For this section, twelve works must be submitted.

Section III- Breadth
Rationale
The student's work in this section should show evidence of a conceptual, perceptual, expressive, and technical range; thus the student's work should demonstrate a mastery of a variety of drawing skills and approaches. For this section, students must submit a total of twelve different works.

Students may earn college credit upon successful completion and by passing the required Advanced Placement exam administered by the College Board.

ADVANCED PLACEMENT ART HISTORY (#0984) **CREDITS: 5**
COURSE LENGTH: 1 YEAR **Prerequisite: Teacher Recommendation**
GRADES: 11, 12

Advanced Placement Art History offers students the opportunity to participate in a college level introductory course. Students taking this chronologically structured survey course will experience a variety of art works spanning history from the ancient world to the present. Students will learn to view and analyze works of art in a cultural, historical context. Advanced Placement Art History students should expect to be rigorously, academically challenged. The exciting classroom experience is well supported by interesting research and multi-media presentations. Students will leave Advanced Placement Art History with a sophisticated understanding and appreciation of art, an understanding of how art is made and displayed, and the ability to understand and effectively use "language of art."

Students may earn college credit upon successful completion and by passing the required Advanced Placement exam administered by the College Board.

FINE ARTS STUDENT ASSISTANT (#1005) **CREDITS: 2.5**
COURSE LENGTH: 1 YEAR **Prerequisite: Staff and Supervisor Recommendation**
GRADE: 12

The Art Lab Assistant Program is a hands-on, career-oriented program that provides the student with the unique experiences that can only be found in a working art studio. The professional staff will provide training, guidance and direction. The activities will include, but are not limited to set up, maintenance, break-down of still life stations, materials and media, taking inventory, monitoring supplies and organizing visuals. The Student Assistant will provide art studio assistance during the lab period, furthering his/her understanding of the challenges in a real work studio, as well as allowing him/her to engage in the creative process with other student artists.

BUSINESS

Spotswood High School offers a variety of courses in the Business Department that provide opportunities for students to achieve the Department mission. Students are required to complete ½ year (2.5 credits) of Financial Literacy to meet graduation requirements. This requirement can be satisfied by taking Money Management or Accounting I. Additionally, students are required to complete one course (5 credits) from the Business, Family and Consumer Science, Computer Education, or Digital and Industrial Technology Departments.

Business Course Offerings

Course Title	Grade	Course Length	Credits Earned
Business Law and Ethics	9, 10, 11, 12	1 Semester	2.5
Hot Topics and Business Trends	9, 10, 11, 12	1 Semester	2.5
Marketing I	9, 10	1 Year	5
Marketing II	10, 11	1 Year	5
Honors Marketing III: Marketing Research and Technology	11, 12	1 Year	5
Marketing Internship (Coop.)	12	1 Year	15
Career Exploration	9, 10, 11, 12	1 Semester	2.5
Money Management	9, 10, 11, 12	1 Semester	2.5
Accounting I	9, 10, 11, 12	1 Year	5
Honors College Accounting	10, 11, 12	1 Year	5

BUSINESS LAW AND ETHICS (#0717) (Coupled with Hot Topics and Business Trends #0736)

Course Length: 1 Semester **Credits: 2.5**

Grade: 9, 10, 11, 12 **Prerequisite: None**

This course provides an overview of the civil legal system. Topics include: basics of the judicial system, contract, personal, consumer, employment, and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analyses. Students examine real, current, and historical cases, participate in mock trials and debate the issues. This course utilizes social networking and active debates to discuss current legal topics in the news.

HOT TOPICS AND BUSINESS TRENDS (#0736) (Coupled with Business Law and Ethics #0717)

Course Length: 1 semester **Credits: 2.5**

Grades: 9, 10, 11, 12 **Prerequisite: None**

Students will explore what businesses are, how they operate in our global economy, and how they are managed. The course will provide an awareness of career opportunities, spotlight business leaders, highlight trends and issues, and discuss procedures businesses employ on a daily basis. This course offers insight into many different business concepts and serves as an introduction to both high school and college business courses. The course utilizes social networking and active debates to discuss current topics in business and the economy.

MARKETING I (# 0728) **Credits: 5**
Course Length: 1 Year **Prerequisite: None**
Grades: 9, 10
This course introduces students to the many possible career choices in the marketing, merchandising, and management field and emphasizes business and management operations. Students gain valuable workplace experience in the school store where they apply marketing principles and effective management practices. Distributive Education Clubs of America (DECA) offers the marketing student the opportunity to compete at the local, state, and international level.

MARKETING II (#0729) **Credits: 5**
Course Length: 1 Year **Prerequisite: None**
Grades: 10, 11
Marketing II is a comprehensive and challenging course for the college preparatory or business student who is interested in furthering his/her study of marketing. The course applies marketing concepts to current marketing trends. In this course, students study the case histories of familiar businesses such as Disney, Nike, and PepsiCo, and discover interesting facts about product and brand development, successful entrepreneurs, and well-known companies. Students develop portfolios that contain their resumes as well as their coursework in which they applied career/college research skills. Distributive Education Clubs of America (DECA) offers the marketing student the opportunity to compete at the local, state, and international level.

HONORS MARKETING III: Marketing Research and Technology (#0730) **Credits: 5**
Course Length: 1 Year **Prerequisite: 1 year of Marketing/Summer Assignment**
Grades: 11, 12
This course is designed for college preparatory students looking for a challenging follow-up to Marketing I or II. Concentration in market research, promotion, pricing theories, and financial analysis are the focal points of the course. Students will partner with local businesses and research a topic to develop a strategic plan for the business. Later in the year, students will study the exciting world of Sports and Entertainment Marketing, Recreation Marketing, and Legal Issues for Sports Entertainment, a field that is rapidly growing.

MARKETING INTERNSHIP (Coop.) (#0723) **Credits: 15**
Course Length: 1 year **Prerequisite: None**
Grade: 12
Marketing Internship is designed for students continuing their education with a major/minor in marketing and/or business for students planning careers in the marketing area. The Marketing Internship program offers related classroom instruction and supervised employment for careers in the following areas: apparel, fashion and design, advertising and visual merchandising, restaurant and quick-serve, sport marketing, hospitality, travel and tourism, and computer technology. **BOTH** early release and full day students may enroll.
It is strongly recommended that students enroll in one or two years of marketing prior to applying for the internship.

MARKETING LAB ASSISTANT (#0769) **Credits: 2.5**
Course Length: 1 Year **Prerequisite: Staff and Supervisor Recommendation**
Grade: 11, 12
The Lab Assistant Program is a practical, career-oriented course that provides the student with basic skills in marketing, management and entrepreneurship.

CAREER EXPLORATION (#0741) (Coupled with Money Management #0738) **Credits: 2.5**
Course Length: 1 Semester **Prerequisite: None**
Grades: 9, 10, 11, 12

Career Exploration is a one semester course in which students apply knowledge obtained from the National 16 Career Clusters Model to prepare themselves for postsecondary education, training, and employment in their chosen pathway. School counselors work with teachers using the Naviance software to develop student profiles and student's individual career interests. Throughout the semester, students will create resumes, obtain references, fill out job applications, practice job interview techniques, and will become practiced at job readiness skills. This course will also focus on the history of child labor and employment laws. Students will become familiar with their rights and responsibilities as employees and will understand employee benefits.

MONEY MANAGEMENT (#0738) (Coupled with Career Exploration #0741) **Credits: 2.5**
Course Length: 1 Semester **Prerequisite: None**
Grades: 9, 10, 11, 12

This course is designed to provide students with essential skills and knowledge regarding money and personal finance. Students will become financially literate as they acquire knowledge regarding banking, savings and checking accounts, credit cards and credit scores, budgeting, insurance, personal taxes, the stock market and investments. Each unit provides valuable information that will aid in making important consumer and money management decisions in the future. **This class fulfills the Financial Literacy graduation requirement.**

BUSINESS AND MARKETING STUDENT ASSISTANT (#1004) **Credits: 2.5**
Course Length: 1 Year **Prerequisite: Staff Recommendation**
Grades: 11, 12

Student Assistant is a unique and highly individualized course which enables students to be of direct assistance to teachers or secretaries and aid the teacher in the preparation of experiments, demonstrations, performance of simple routine maintenance, updating of inventories, and productions. Students may also be placed in school offices to aid in general office clerk work. The Student Assistant program is designed to allow students real work experiences.

ACCOUNTING I (#0719) **Credits: 5**
Course Length: 1 Year **Prerequisite: None**
Grades: 9, 10, 11, 12

Accounting is the language of business. This course is designed to teach students how to maintain financial records, calculate profits, and manage a business. Students will also become financially literate as they acquire knowledge related to personal finance topics such as checking and savings accounts, credit cards, personal tax preparation and the stock market. **This class fulfills the Financial Literacy graduation requirement.**

HONORS COLLEGE ACCOUNTING (#0740) **Credits: 5**
Course Length: 1 Year **Prerequisite: Accounting I**
Grades: 10, 11, 12

This course is a college-level course designed for students who want to pursue a degree and/or career in business or accounting. This course will provide the essential foundation for students planning a career in business. This course covers the accounting cycle from recording business transactions through preparation of financial reports and analysis. The use of accounting information to make business management decisions will be emphasized. Students will use Excel and accounting software to prepare business records.

Students electing to take this course have the option of earning college credits from Middlesex County College which may be transferable. (To earn college credit, students must pay a tuition fee to Middlesex County College and obtain a grade of "C" or higher.)

COMPUTERS

Spotswood High School offers a variety of courses in the Computer Education Department that provide opportunities for students to achieve the Department mission. Students are required to complete one course (5 credits) from the Business, Family and Consumer Science, Computer Education, or Digital and Industrial Technology Departments to meet graduation requirements.

Computer Education Course Offerings

Course Title	Grade	Course Length	Credits Earned
Computer Applications for Business	9, 10, 11, 12	1 Year	5
Honors Advanced Computer Applications	10, 11, 12	1 Year	5
Web Design and Development	10, 11, 12	1 Year	5
Exploring Computer Science	9, 10, 11, 12	1 year	5
Honors Computer Programming	10, 11, 12	1 year	5
Honors Computer Networking	10, 11, 12	1 year	5
AP Computer Science	11, 12	1 year	5
Honors Special Topics	11, 12	1 year	5

COMPUTER APPLICATIONS FOR BUSINESS (#0701) **Credits: 5**
Course Length: 1 Year **Prerequisite: None**
Grade: 9, 10, 11, 12

The Computer Applications for Business course includes instruction in Microsoft Office programs; word processing, spreadsheets, database, slide show presentation, and desktop publishing. In addition, Web design, programming, and research reports are included. Computer Applications for Business is a must for any Business or STEM (science, technology, engineering, or math) major. This course will ensure a solid foundation for success in high school, college, and the professional world.

EXPLORING COMPUTER SCIENCE (#0950) **Credits: 5**
Course Length: 1 Year **Prerequisite: None**
Grades: 9, 10, 11, 12

Exploring Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of Exploring Computer Science is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

HONORS ADVANCED COMPUTER APPLICATIONS (#0900) **Credits: 5**
Course Length: 1 Year **Prerequisite: Grade of "C" or better in**
Grades: 10, 11, 12 **Computer Applications for Business**

Upon completion of this course, students will be performing at an expert level incorporating team and independent problem-solving techniques that utilize fine writing and speaking skills enhanced by interactive computerized applications. They can qualify for an excellent part-time or full-time position that requires

expertise in computer applications. An activity-based approach will integrate word processing, spreadsheets, databases, presentations, and the World Wide Web. These more sophisticated skills will also help them meet the challenges of changing technology in the fields of business, law, and scientific research.

WEB DESIGN AND DEVELOPMENT (#0909) **Credits: 5**
Course Length: 1 Year **Prerequisite: Computer Applications for**
Grade: 10, 11, 12 **Business/ Exploring Computer Science**
Web Design and Development is an advanced course of study that focuses planning, design, development, and management of several websites. Current technologies such as HTML/XHTML, Cascading Style Sheets (CSS), and JavaScript will be used in the development of websites. In conjunction with the technological focus, website design concepts and principles will be integrated throughout the course.

HONORS COMPUTER PROGRAMMING (#0907) **Credits: 5**
Course Length: 1 Year **Prerequisite: Grade of "B" or better in Computer**
Grades: 10, 11, 12 **Applications for Business/ Exploring Computer Science**
This course is designed and recommended for students who are interested in furthering their education in computer programming and possibly pursuing careers in this field. Emphasis is placed on solving problems in the business, education, and mathematical fields through the use of algorithm development and top-down design approach. The programming languages Visual Basic and Java will be addressed in depth.

HONORS COMPUTER NETWORKING (#0908) **Credits: 5**
Course Length: 1 Year **Prerequisite: Grade of "B" or better in Computer**
Grades: 10, 11, 12 **Applications for Business/ Exploring Computer Science**
This course focuses on networks of all sizes from the smallest home networks to the world's largest network, the Internet. Businesses in today's Information Age pay a premium for employees with computer networking skills. Designing and implementing today's computer networks requires a solid understanding of data terminology, technologies, and transmission methods. Network security, wireless networking, and network administration will also be emphasized. The Network+ program will be addressed for students pursuing certification in computer networking.

ADVANCED PLACEMENT COMPUTER SCIENCE (#0905) **Credits: 5**
Course Length: 1 Year **Prerequisite: Honors Computer Programming**
Grades: 11, 12 **and Departmental Recommendation**
If you are pursuing a career in computer engineering or programming, this Advanced Placement course is a "must." This is an Advanced Placement course in which students will have the opportunity to pursue an in-depth analysis of object-oriented programming through the use of the Java programming language. Topics include object-oriented design, programming, and testing methodologies, data structures, and searching and sorting algorithms.
Students may earn college credit upon successful completion and by passing the required Advanced Placement exam administered by the College Board.

HONORS SPECIAL TOPICS IN COMPUTER SCIENCE (#0904) **Credits: 5**
Course Length: 1 year **Prerequisite: Honors Computer Programming**
Grades: 11, 12 **and Departmental Recommendation/ Proposal Acceptance**
This is a project-based course in which students develop expertise in an area of personal interest in the Computer Science/Information Technology field. Students may choose topics of study in advanced

programming, network administration, computer imaging, computer 2D/3D graphic animation, web page design and development, operating systems, advanced software applications, or other topics with instructor approval. The requirements for this course can be satisfied through individual or team projects, mentorships, or independent study during class periods. Students leaving this course should be well prepared to perform self-directed investigation and study in the future.

TECHNOLOGY LAB ASSISTANT (#0906) **Credits: 2.5**
Course Length: 1 year **Prerequisite: Staff Recommendation**
Grades: 10, 11, 12

The Technology Lab Assistant Program is a hands-on, career-oriented program that provides the student with authentic experiences in working with computers, electronics, and related equipment in the computer and technology laboratories. Professional staff will provide training, guidance and direction. Technology activities will encompass troubleshooting, diagnosing problems, inventorying equipment and assisting staff in the setup and maintenance of hardware/software. Students will provide classroom assistance during lab periods, while experiencing challenges and real-world problems of the computer technology environment and its rapid advancements.

DIGITAL AND INDUSTRIAL TECHNOLOGY

Spotswood High School offers a variety of courses in the Digital and Industrial Technology Department that provide opportunities for students to achieve the Department mission. Students are required to complete one course (5 credits) from the Business, Family and Consumer Science, Computer Education, or Digital and Industrial Technology Departments to meet graduation requirements.

Digital and Industrial Technology Course Offerings

Course Title	Grade	Course Length	Credits Earned
TV Production I	9, 10, 11, 12	1 year	5
TV Production II	10, 11, 12	1 year	5
TV Production III	11, 12	1 year	5
Technology I	9, 10, 11, 12	1 year	5
Construction I	9, 10, 11, 12	1 semester	2.5
Construction II	9, 10, 11, 12	1 semester	2.5
Construction Technology III	10, 11, 12	1 year	5
Computer Graphics & Design I	9, 10, 11, 12	1 year	5
Computer Graphics II	10, 11, 12	1 year	5
Honors Computer Graphics III	11, 12	1 year	5

TV PRODUCTION I (#0916) **Credits: 5**
Course Length: 1 Year **Prerequisite: None**
Grades: 9, 10, 11, 12

This course is an introductory course in which students will learn about video broadcasting from the ground up. They will experience the writing, directing, producing, studio work, and post production phases of this medium. Students will learn how to operate the video production equipment, including camera operation, lighting, and editing techniques. Scripts and story boards will be produced with computers and specialized software. They will learn interviewing techniques, and will prepare newscasts and other informational videos.

TV PRODUCTION II (#0917) **Credits: 5**
Course Length: 1 Year **Prerequisite: TV Production I**
Grades: 10, 11, 12

This course is deigned to present the theory, aesthetics, and operational techniques of studio television production. It is a workshop-oriented class that provides students with opportunities to write, direct, and produce in a variety of television program formats. The students will also experience the responsibilities of every production crew member by performing those duties on a rotational basis throughout the year. In addition, students examine the business aspect of television. Students in this course will work as teams to produce programming for SPSN TV throughout the year. Students will also organize and film school-based events such as athletic events, graduations, concerts, and plays.

TV PRODUCTION III (#0919) **Credits: 5**
Course Length: 1 Year **Prerequisite: TV Production II**
Grades: 11, 12
This course will reinforce the skills developed in Television I and Television II and will reflect the real studio network environment. Projects will be based on client and agency relationships, special broadcasts related to SPSN TV and Milltown 22, and any forthcoming channels. The instructor will direct students to own their projects, productions, and additional assignments as professionals from a working television network. Communication will be coordinated between local companies and agencies for the promotion of their internal projects.

MEDIA ETHICS (#0925) (Coupled with Cinema & Film #0926) **Credits: 2.5**
Course Length: 1 Semester **Prerequisite: None**
Grades: 9, 10, 11, 12
The institutions, history, and technology of mass media are examined as communication systems. The course is a survey of the growth and development of newspapers, magazines, books, film, television, cable, and news media delivery systems. The class analyzes the impact of various media on society and the individual. The class considers whether or not the media effectively fulfill their functions as messengers of information, persuasion, entertainment, and culture. Contemporary media issues, policies and ethics are discussed.

CINEMA & FILM (#0926) (Coupled with Media Ethics #0925) **Credits: 2.5**
Course Length: 1 Semester **Prerequisite: None**
Grades: 9, 10, 11, 12
This course will trace the development of motion pictures as an art form from 1890 through the present. Representative selections from the various genres are screened, and then discussed in terms of art, technique, content and historical perspective, as well as directorial style.

TECHNOLOGY LAB ASSISTANT (#0906) **Credits: 2.5**
Course Length: 1 Year **Prerequisite: Staff Recommendation**
Grades: 11, 12
The Technology Lab Assistant Program is a hands-on, career-oriented program that provides the student with authentic experiences in working with computers, electronics, and related equipment in the computer and technology laboratories. Professional staff will provide training, guidance and direction. Technology activities will encompass troubleshooting, diagnosing problems, inventorying equipment and assisting staff in the setup and maintenance of hardware/software. Students will provide classroom assistance during lab periods, while experiencing challenges and real world problems of the computer technology environment and its rapid advancements.

TECHNOLOGY I (#0941) **Credits: 5**
Course Length: 1 Year **Prerequisite: None**
Grades: 9, 10, 11, 12
This course is designed to familiarize students with the history, development, and function of technology. Students will have the opportunity to use, study and experiment with some advanced technical equipment: drafting computers, electronic test equipment, infrared analyzers, and diagnostic computers. Problem solving and design techniques will be emphasized. Students will be involved in projects involving model rocketry, designing and building structures, and basic electronics. Career opportunities in the many areas of technology

will be included in the course content. This course is highly recommended for students who are interested in pursuing a career in engineering.

CONSTRUCTION I (#0935) (Coupled with Construction II #0936) **Credits: 2.5**
Course Length: 1 Semester **Prerequisite: None**
Grades: 9, 10, 11, 12
The construction industry has grown significantly in the Central NJ area. New technology has entered this rapidly changing field. Students interested in this career area must be familiar with modern construction tools, procedures, equipment, and materials in order to succeed. This course is introductory and will encompass studies and activities necessary to become a skilled craftsperson. From the use of hand tools to stationary machines, from common wood joints to more advanced joinery, this course will give students the opportunity to create and remember the rewards of working with both their hands and minds.

CONSTRUCTION II (#0936) (Coupled with Construction I #0935) **Credits: 2.5**
Course Length: 1 Semester **Prerequisite: Construction I**
Grades: 9, 10, 11, 12
This course is a continuation of Construction I and will encompass more advanced studies and activities necessary to become a skilled craftsperson. Along with more advanced woodworking projects, students will also learn about basic building construction: site preparation, floors, walls and roofing. It will give students the opportunity to learn about the construction industry.

CONSTRUCTION TECHNOLOGY III (#0923) **Credits: 5**
Course Length: 1 Year **Prerequisite: Construction I/II**
Grades: 11, 12
Students interested in this career area must be familiar with modern construction tools, procedures, equipment, and materials in order to succeed. This course will encompass studies and activities related to the building trades from site choice to final inspection. Special emphasis will be placed on contemporary residential construction. Hands-on laboratory experiences will include cost estimating, labor, materials, and other financial aspects of home and building construction. The team approach to planning and building projects will be utilized throughout.

COMPUTER GRAPHICS AND DESIGN I (#0930) **Credits: 5**
Course Length: 1 Year **Prerequisite: None**
Grades: 9, 10, 11, 12
This course is an introduction to computer graphics hardware and software. The course is designed to provide students with a basic understanding of the technology, history and creative process that is applied in the production of both printed and digital content, but neither drawing nor artistic skills are necessary to succeed in the course. Students will explore techniques in order to develop ideas and concepts, produce digital photography, and demonstrate proper use of scanners and instruction on Adobe Creative Suite software. Towards the end of the year, Computer Graphics and Design I students also have the opportunity to display a selection of their projects at the annual Design Show, held in conjunction with the Art Show and Spring Concert.

COMPUTER GRAPHICS AND DESIGN II (#0932) **Credits: 5**
Course Length: 1 Year **Prerequisite: Computer Graphics I**
Grades: 10, 11, 12

This course is a continuation of the student's education using computer graphics hardware and software. Greater emphasis is placed on successfully executing design concepts and seeing larger projects come to fruition from initial idea to final presented pieces. Projects include product design, package design, basic animation techniques, and publication design. Students also receive an introduction to 3-D design software and hardware, resulting in projects they can own. The students have the opportunity to develop deeper understanding of the software tools and technology based on their individual levels of interest and comprehension. There is greater flexibility on the student's part to explore the creative process and students are expected to handle greater responsibility in the management of their projects. The course culminates with the Computer Graphics II and Computer Graphics III students developing and designing the environment for the annual Design Show held in May.

HONORS COMPUTER GRAPHICS III (#0933) **Credits: 5**
Course Length: 1 Year **Prerequisite: Computer Graphics I & Computer Graphics II**
Grades: 11, 12

This advanced level course places emphasis on thoroughly developing design skills and design details. Projects are more difficult and the students are given increased time to ensure that every facet of design is addressed. The planned workload includes an actual project for the local community, a short animated feature, a continuation of working with 3-D software and hardware, extensive digital photography and supervision of Computer Graphics II students in developing the environment for the annual Design Show. For those students in their senior year planning on pursuing a career in the arts or computer graphics, assistance is offered to help them with the college application process.

COMPUTER GRAPHICS STUDIO ASSISTANT (#0934) **Credits: 2.5**
Course Length: 1 Year **Prerequisite: Computer Graphics and Design I**
Grade: 12 **and Computer Graphics II and III**

Students must be pre-approved by both the instructor, department supervisor and their school counselor. The Graphics Studio Assistant must be pursuing a career in the arts or computer graphics. Assistance will be rendered to help the Graphics Studio Assistant develop a portfolio for the college application process. As long as all course and graduation requirements have been met, students accepted for this position will be placed in a Computer Graphics and Design I, Computer Graphics II or III class according to space available in their schedule. Projects for the Graphics Studio Assistant will be independent of those in the standard Computer Graphics classes and will be developed with the interests of the student in mind. Additionally, Studio Assistants will aid in the instruction of the other students and perform classroom maintenance tasks, such as making copies of notes, organizing materials and assisting with research.

ENGLISH

It is the goal of the English Department to provide students with quality, rigorous instruction that encourages them to become critical and creative thinkers through experiences that help them meet the particular challenges of reading, writing, speaking, listening, and language. Spotswood High School offers a variety of sequences that provide students opportunities to achieve this goal. All students must take four years of English Language Arts to meet graduation requirements. All courses are aligned to the Common Core State Standards with PARCC assessments being administered in grades 9, 10, and 11. Students have the opportunity to earn college credit by taking Advanced Placement (AP) English Language and Composition, AP English Literature and Composition, Honors English 12, and College Composition.

Please note: Sequencing need not be constant; students may move between "levels" as long as prerequisite courses are taken.

English Language Arts Department Course Flow Chart

9th Grade	10th Grade	11th Grade	12th Grade
Sequence I			
English 9	English 10	English 11	▪ English 12: Contemporary Literature ▪ College Composition
Sequence II			
College Prep English 9	College Prep English 10	College Prep English 11	▪ College Prep English 12: World Literature ▪ College Composition
Sequence III			
Honors English 9	Honors English 10	Honors English 11	▪ Honors English 12 ▪ College Composition
		AP English Language and Composition	AP English Literature and Composition

Elective Offerings:

9th Grade	10th Grade	11th Grade	12th Grade
▪ Creative Writing ▪ Journalism ▪ Myth and Media	▪ Creative Writing ▪ Journalism ▪ Myth and Media	▪ Creative Writing ▪ Journalism ▪ Myth and Media	▪ Creative Writing ▪ Journalism ▪ Myth and Media

ENGLISH 9 (#0112) **Credits: 5**
Grade: 9 **Prerequisite: Teacher Recommendation**

English 9 explores the various genre of literature- plays, poems, novels, nonfiction, and short stories. Strong emphasis is placed on developing writing skills and supporting standardized test preparation. Students will be responsible for extensive reading at home. Summer reading is required. Students are required to take a PARCC exam with this course.

Shakespeare Focus: Romeo and Juliet

ENGLISH 9 (College Preparatory) (#0111) **Credits: 5**
Course Length: 1 year **Prerequisite: Grade of "A" or "B" in Grade 8**
Grade: 9

English 9 College Prep begins the academic journey of a student working towards college. In addition to the study of literary genre, students will engage in the writing process of editing and revision and writing with strong support from their reading. Emphasis will be placed on test and college preparation. Students will be responsible for extensive reading at home. Summer reading is required. Students are required to take a PARCC exam with this course.
Shakespeare Focus: Romeo and Juliet

HONORS ENGLISH 9 (#0110) **Credits: 5**
Course Length: 1 year **Prerequisite: Teacher Recommendation;**
Grade: 9 **Grade of "A" in English 8**

Students in the Spotswood High School Honors English Program will take advantage of many opportunities to develop their skills as independent readers and writers in a challenging environment of academic study. Analysis of literary texts and nonfiction writing increase students' skills at developing logical arguments when they speak and write. Students will be responsible for extensive reading at home. Summer reading is required. Students are required to take a PARCC exam with this course.
Shakespeare Focus: Romeo and Juliet

ENGLISH 10 (#0122) **Credits: 5**
Grade: 10 **Prerequisite: Grade 9 English**

English 10 provides students with an overview of major works of American Literature that are the philosophical underpinnings for our culture. Having a strong emphasis on vocabulary development and test preparation, this course also focuses on the development of the narrative essay and the essential elements of the research paper. Students will be responsible for extensive reading at home. Summer reading is required. Students are required to take a PARCC exam with this course.
Shakespeare Focus: Romeo and Juliet

ENGLISH 10 (College Preparatory) (#0121) **Credits: 5**
Grade: 10 **Prerequisite: Grade of "A" in Grade 9 English or Grade of "A," "B," or "C" in Grade 9 CP**

English 10 College Prep is a structured course in American Literature, drawing connections between the study of American culture and US history. A strong focus on preparation for the PSAT and other standardized tests is supported by vocabulary study, the development of research skills, the review of open-ended questions, and literary analysis. Students will be responsible for extensive reading at home. Summer reading is required. Students are required to take a PARCC exam with this course.
Shakespeare Focus: Henry IV, Part I

HONORS ENGLISH 10 (#0120) **Credits: 5**
Grade: 10 **Prerequisite: Teacher Recommendation; Grade of "A" or "B"in Honors 9; Grade of "A" in Grade 9 English CP**

English 10 Honors is an advanced course in American Literature in which students will make strong connections between the writers and founders who built the philosophy of our nation. Students will begin

their study for the PSAT and SAT and will reinforce their skills in vocabulary and standardized test preparation. They will also be introduced to the skills in literary analysis and cultural literacy required for success in Advanced Placement English. Students will be responsible for extensive reading at home. Summer reading is required. Students are required to take a PARCC exam with this course.
Shakespeare Focus: Henry IV, Part I

ENGLISH 11 (#0133) **Credits: 5**
Grade: 11 **Prerequisite: Grade 10 English**
Students will read nonfiction pieces and learn how to develop arguments and create persuasive essays. Readings will include nonfiction essays that will serve as models of the intelligent presentation of ideas. Students will also develop skills necessary for real-world communication and success in the workplace and will read short stories, poetry, a play, and a novel. Students will be responsible for extensive reading at home. Summer reading is required. Students are required to take a PARCC exam with this course.
Shakespeare Focus: Macbeth
*Students in this class are strongly encouraged to take *College Composition* as seniors.

ENGLISH 11 (College Preparatory) (#0131) **Credits: 5**
Grade: 11 **Prerequisite: Grade of "A," "B," or "C" in Grade 10 English CP or Grade of "A" in English 10**
Students in this course will study major works of British Literature that link our contemporary culture with the history of literature in the English Language. Students will expand their vocabulary and cultural experience while preparing for the HSPA and the types of reading, writing, and speaking required in college. Good reading skills are essential for success in this course. Students will be responsible for extensive reading at home. Summer reading is required. Students are required to take a PARCC exam with this course.
Shakespeare Focus: Macbeth

HONORS ENGLISH 11 (#0130) **Credits: 5**
Grade: 11 **Prerequisite: Teacher Recommendation; Grade of "A" or "B" in English 10 Honors or Grade of "A" in English 10 CP**
English 11 Honors is a challenging course of study in British Literature that includes extensive analysis of classic texts and written and spoken presentations by individuals and groups. Preparation for the SAT and HSPA will require students to have high standards for their own performances. Students will do extensive reading outside of class in addition to the required in-class texts. Good reading skills are essential for success in this course. Students will be responsible for extensive reading at home. Summer reading is required. Students are required to take a PARCC exam with this course.
Shakespeare focus: Macbeth and/or Henry V

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION (#0146) **Credits: 5**
Course Length: 1 Year **Prerequisite: Teacher recommendation;**
Grade: 11 **Grade of "A" in English 10 Honors or English 11 Honors**

This challenging course is designed to strengthen student writing and the careful analysis of both fiction and non-fiction texts so that they will achieve success on the Advanced Placement English Language and Composition Exam. Students will use close-reading and critical thinking strategies to examine what they are

reading and how it is composed. Students will work cooperatively to approach each reading, determine its structure and purpose, and make connections with what they have read in a meaningful way. Students will keep writing portfolios and are responsible for extensive reading at home.
Shakespeare focus: Macbeth and Julius Caesar
Students may earn college credit by successfully completing this course and scoring a 3 or better on the required AP examination.

ENGLISH 12: CONTEMPORARY LITERATURE (#0144) **Credits: 5**
Grade: 12 **Prerequisite: Grade 11 English**
Texts for this course are chosen from works of modern authors writing about contemporary themes. Students will write personal narratives, nonfiction pieces, thematic analysis, creative compositions, and a full-scale research paper. Students will keep writing portfolios and are responsible for reading at home.
Shakespeare Focus: Hamlet

ENGLISH 12 (College Preparatory): WORLD LITERATURE (#0142) **Credits: 5**
Grade: 12 **Prerequisite: Grade of "A" or "B" in Grade 11 English CP**
World literature provides students with the chance to study major literary figures like Plato, Dante, Chekhov, and Camus who are part of the world's great literary community. Students are expected to develop sophisticated techniques of literary analysis and expository composition as part of their college preparation. Students will write a research paper and work on their college applications and essays.
Shakespeare Focus: Hamlet

COLLEGE COMPOSITION (#0147) **Credits: 5**
Grade: 12 **Prerequisite: Grade of "C" or higher in Grade 11 English CP**
This course provides concurrent credit at Middlesex County College and other colleges and universities in English Composition, a required course for all college freshmen. Students will draft, keep writing portfolios and are responsible for reading at home.
Shakespeare Focus: Hamlet
Students electing to take this course have the option of earning college credits from Middlesex County College (To earn college credit, students must pay a tuition fee to Middlesex County College, and earn a grade of "C" or higher).

HONORS ENGLISH 12 (#0141) **Credits: 5**
Grade: 12 **Prerequisite: Teacher Recommendation; Grade of "A" or "B" in English 11 Honors; Grade of "A" in English 11 CP**
This course is designed specifically for students who have developed outstanding speaking, reading, and writing skills. Students are provided with a valuable repertoire of college-level composition approaches and resources. Literature is drawn from a variety of contemporary and classes sources in a Humanities approach. Students will write a research paper and work on their college applications and essays.
Shakespeare Focus: Hamlet and/or King Lear
Students electing to take this course have the option of earning college credits from Fairleigh Dickinson University. Middle College Program students must pay a tuition fee to the college program.

ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION (#0145) **Credits: 5**
Grade: 12 **Prerequisite: Teacher Recommendation and Grade of "A" in English 11 Honors or Advanced Placement English Language and Composition**

This rigorous course is designed to engage students in the careful reading and analysis of literature so that they will achieve success on the required Advancement Placement English Exam and earn college credits in English. Students will focus on the structure of literary works, authors' styles, and the thematic analysis. Students will work independently and in groups to support their ideas with direct references from the text. Students will keep writing portfolios and are responsible for extensive reading at home.
Shakespeare Focus: Hamlet and King Lear
Students may earn college credit by successfully completing this course and scoring a 3 or better on the required AP examination.

ENGLISH STUDENT ASSISTANT (#1000) **Credits: 2.5**
Course Length: 1 year **Prerequisite: Staff Recommendation**
Grades: 11, 12

Student Assistant is a unique and highly individualized course which enables students to be of direct assistance to teachers or secretaries and aid the teacher in the preparation of experiments, demonstrations, performances of simple routine maintenance, updating of inventories, and productions. The Student Assistant may also be placed in school offices to aid in general office clerk work. The student assistant program is designed to allow students real work experience.

CREATIVE WRITING (#0160) **Credits: 5**
Course Length: 1 year **Prerequisite: None**
Grades: 9, 10, 11, 12

Students in this class will explore a variety of types of writing, using their own experiences in life and literature to develop their expressive skills. Short stories, plays, poems, lyrics, children's literature, personal narratives, dramatic monologues and other literary forms will provide outlines for students' creative efforts. This class will feature visits by professional writers and performances of original pieces. Students will also have the opportunity to work on all aspects of our school art and literary magazine.

JOURNALISM (#0154) **Credits: 5**
Course Length: 1 year **Prerequisite: None**
Grades: 9, 10, 11, 12

This exciting and challenging course is an introduction to the news media with particular emphasis on newspaper writing and production, including an examination of controversial issues in the modern world. Students will build their writing and research skills as journalists and examine their writing and research skills as journalists and examine the various forms of news media for their effects on the content they present. Students will also have the opportunity to work on all aspects of our school newspaper *The Scribbler.*

MYTHOLOGY AND MEDIA (#0173) **Credits: 5**
Course Length: 1 Year **Prerequisite: None**
Grades: 9, 10, 11, 12

This is a reading course that focuses on the common themes in world mythology across cultures. Students will read mankind's great stories and epics, as well as contemporary tales of fantasy and heroism. Readings include *The Iliad; The Odyssey: Medea;* and *The Lord of the Rings.* Film study includes the foundation of American Westerns in *The Searchers; The Man Who Shot Liberty Valance;* and *Star Wars.* This course is structured on the "Project-Based Learning" approach. All reports will be media-based and involve student performance and technology. Outside reading required.

FAMILY AND CONSUMER SCIENCE

Spotswood High School offers several courses in the Family and Consumer Science Department that provide opportunities for students to achieve the Department mission. Students are required to complete one course (5 credits) from the Business, Family and Consumer Science, Computer Education, or Digital and Industrial Technology Departments to meet graduation requirements.

Family and Consumer Science Course Offerings

Course Title	Grade	Course Length	Credits Earned
Child Care	9, 10, 11, 12	1 Year	5
Child Development	11, 12	1 Year	5

CHILD CARE (#0948) **Credits: 5**
Course Length: 1 Year **Prerequisite: None**
Grades: 9, 10, 11, 12

This course will emphasize the multiple roles of the child within his/her home environment as well as in the incremental expansion of his experiences in society at large. Students who enroll will explore the various cognitive, emotional, behavioral and physical benchmarks in childhood development. They will be exposed to the leading child development theorists and have an opportunity to assess their findings when they work with children in the high school childhood lab. Topics will include safety and the early childhood classroom, social problems affecting children, guidance and behavior, learner diversity and how to accommodate special needs students.

CHILD DEVELOPMENT (#0965) **Credits: 5**
Course Length: 1 Year **Prerequisite: None**
Grades: 11, 12

Students will explore a variety of topics from parenting to the administration of the preschool program. Issues under study include the decision to have a child; single parenting; the physical, intellectual, and social-emotional development of young children; understanding the importance of raising children in a stable family environment; special challenges for children—exceptional children, child abuse and neglect, family stresses; careers relating to children; child development; proper child care; child abuse; communication among family members; and care for handicapped children. The preschool program, which is attended by four-year-olds from the community, provides lab experience to the high school students three days a week. The high school students develop lesson plans, plan cross-curricular activities, and instruct the young children. Computers are utilized by the high school students as well as the preschoolers. A variety of child-centered careers are also explored.

FAMILY AND CONSUMER SCIENCE STUDENT ASSISTANT (#0969) **Credits: 2.5**
Course Length: 1 year **Prerequisite: Staff Recommendation**
Grades: 11, 12

Student Assistant is a unique and highly individualized course which enables students to be of direct assistance to teachers or secretaries and aid the teacher in the preparation of experiments, demonstrations, performance of simple routine maintenance, updating of inventories, and productions. The Student Assistant may also be placed in schools offices to aid general office clerk work. The student assistant program is designed to allow students real work experiences.

MATHEMATICS

Spotswood High School offers a variety of sequences that provide students opportunities to achieve this mission. Our goal is to ensure all students are ready for success after high school and are prepared for today's entry-level careers, freshman-level college courses, and workforce training programs. All students must take Algebra I, Geometry, and Algebra II. Although only three math courses are required for high school graduation, students are strongly encouraged to enroll in a mathematics course in each year of their high school experience. Depending on pre-high school and high school course selections, students may complete their mathematics study with Pre-calculus, Calculus, Probability & Statistics, Algebraic Systems, Advanced Placement Calculus or Advanced Placement Statistics. All courses are aligned to the Common Core State Standards with PARCC assessments being administered for Algebra I, Geometry, and Algebra II. Because of the sequential nature of mathematics course offerings, many courses have prerequisites.

Mathematics Department Course Flow Chart

This chart illustrates possible course sequencing in the Mathematics Department. Courses have been grouped according to level of academic rigor. The rigor of a student's academic schedule and the grades received are key aspects considered by college admission officers.

Please note: Sequencing need not be constant; students may move between "levels" as long as prerequisite courses are taken.

9th Grade	10th Grade	11th Grade	12th Grade
Sequence I			
Honors Geometry	Honors Algebra II	Honors Pre-Calculus	▪ AP Calculus ▪ Honors Calculus ▪ AP Statistics
Sequence II			
College Prep Geometry	College Prep Algebra II	▪ College Prep Pre-Calculus ▪ Probability and Statistics	▪ Algebraic Systems ▪ Probability and Statistics
Sequence III			
College Prep Algebra I	College Prep Geometry	College Prep Algebra II	▪ College Prep Pre-Calculus ▪ Probability and Statistics
Sequence IV			
Algebra I	Geometry	Algebra II	▪ Algebraic Systems ▪ Probability and Statistics

ALGEBRA I **Credits: 5**

Course Length: 1 year **Recommendation: D or below in 8th Grade Algebra I**

Grade: 9 **with Teacher Recommendation**

This course covers the content of Algebra I. Additional time is built in for reinforcement of basic skills, application, and guided practice since the content is taught over two class periods daily. The major objectives of this course are to build a solid foundation of basic math skills required for success in all mathematics, and to reach proficiency in the Common Core State Standards for Algebra 1. Topics include: linear, quadratic, and exponential equations and inequalities; functions and relations; systems; polynomials; rational and irrational expressions; and descriptive statistics. Students are placed in this section based on their math performance in

grade 8, and by teacher recommendation. Five of the ten credits earned in this course count towards the 15 credit mathematics graduation requirement. The other five credits count towards elective credits. Technology is used for investigation and support of algebraic topics. Students are required to take a PARCC exam with this course.

ALGEBRA I (College Preparatory) (#0313) **Credits: 5**
Course Length: 1 year **Recommendation: F in 8th Grade Honors Algebra I**
Grade: 9 **C in 8th Grade Algebra I**
with Teacher Recommendation

This course covers all of the topics generally taught in a full-year rigorous college preparatory Algebra I course. Students are expected to have an excellent background in basic math skills, and some prior experience with algebraic manipulations. Topics include: linear, quadratic, and exponential equations and inequalities; functions and relations; systems; polynomials; rational and irrational expressions; and descriptive statistics. Technology is used for investigation and support of algebraic topics. Students are required to take a PARCC exam with this course.

GEOMETRY (#0310) **Credits: 5**
Course Length: 1 year **Prerequisite: Algebra I**
Grade: 9, 10 **Recommendation: A- or below in Algebra I**
C- or lower in CP Algebra I
D in 8th Grade Honors Algebra I
with Teacher Recommendation

This course is designed to help students understand the basic concepts of geometry. The course focuses on key topics that provide a strong foundation in the essentials of geometry. Topics covered in the course include geometric constructions, transformations, angle relationships, congruence, similarity, trigonometry, circles, volume, coordinate geometry, and probability. Proofs will be introduced throughout the course. Students will have the opportunity to practice skills, as well as apply concepts to real-world geometric problems. Students are required to take a PARCC exam with this course.

GEOMETRY (College Preparatory) (#0321) **Credits: 5**
Course Length: 1 year **Prerequisite: Algebra I**
Grade: 9, 10 **Recommendation: A or better in Algebra I**
C or better in CP Algebra I
B or C in 8th Grade Honors Algebra I
B or better in 8th Grade Algebra I
with Teacher Recommendation

This course is designed to help students understand topics inherent to Euclidean plane and solid geometry. Topics covered in the course include geometric constructions, transformations, angle relationships, congruence, similarity, trigonometry, circles, volume, coordinate geometry, and probability. Real-world problem solving is emphasized in the study of each topic. Proofs are incorporated throughout the course. Technology is used as a tool for investigation, discovery and verification. Students are required to take a PARCC exam with this course.

HONORS GEOMETRY (#0324) **Credits: 5**
Course Length: 1 year **Prerequisite: Algebra I**
Grade: 9, 10 **Recommendation: B or better in 8th Grade Honors Algebra I**
A or better in 8th Grade Algebra I or CP Algebra I
with Teacher Recommendation

Honors Geometry is a weighted course which emphasizes topics inherent to Euclidean plane and solid geometry. A formal treatment of deductive proof is presented throughout this course with an emphasis on problem-solving and critical thinking skills. Topics covered in the course include geometric constructions, transformations, angle relationships, congruence, similarity, trigonometry, circles, volume, coordinate geometry, and probability. Students placed in this course complete a rigorous, enriched and accelerated geometry curriculum in which concepts are examined abstractly and in-depth. Technology is used as a tool for investigation, discovery, and verification. Students are required to take a PARCC exam with this course.
Note: A summer assignment is required for this course.

ALGEBRA II (#0309) **Credits: 5**
Course Length: 1 year **Prerequisite: Algebra I & Geometry**
Grades: 10, 11, 12 **Recommendation: D or better Algebra I & Geometry**
C- or lower CP Algebra I & CP Geometry
with Teacher Recommendation

Algebra II provides the student with a review of some basic concepts from Algebra I, followed by topics for instruction to include: quadratics and functions; polynomials and polynomial functions; powers, roots, and radicals; exponential and logarithmic functions; rational equations; statistical inferences and conclusions with data; and trigonometric functions. This course meets the requirements for students to attend two and four year colleges. Students are required to take a PARCC exam with this course.

ALGEBRA II (College Preparatory) (#0331) **Credits: 5**
Course Length: 1 year **Prerequisite: Algebra I & Geometry**
Grades: 10, 11, 12 **Recommendation: B+ or better in Algebra I & Geometry**
C+ or below in Honors Geometry
C or better in CP Algebra I and CP Geometry

This course investigates the concepts of Algebra 1 and provides the foundation for applying algebraic skills to other mathematical and scientific fields. Topics for instruction include: algebraic expressions and equations; linear equations, inequalities and functions; systems of equations and inequalities; quadratic functions; polynomials and polynomial functions; powers, roots and radicals; exponential and logarithmic functions; trigonometric functions; rational equations and function; and statistical inferences and conclusions with data. Students are required to take a PARCC exam with this course.

HONORS ALGEBRA II (#0327) **Credits: 5**
Course Length: 1 year **Prerequisite: Algebra I & Geometry**
Grades: 10, 11 **Recommendations: A- or better in CP Algebra1**
and B- or better in Honors Geometry
with Teacher Recommendation

This is a weighted course which emphasizes the critical thinking skills necessary to understand mathematical theory as well as the concrete manipulative and graphing skills necessary to master additional objectives and topics. Topics for instruction include: equations and systems of equations and inequalities; matrices and

determinants; polynomial functions; powers, roots and radicals; exponential and logarithmic functions; rational equations and functions; trigonometric functions; and statistical inferences and conclusions with data. Technology is used for investigation and support of algebraic topics. Students are required to take a PARCC exam with this course.
Note: A summer assignment is required for this course.

ALGEBRAIC SYSTEMS (College Preparatory) (#0368) **Credits: 5**
Course Length: 1 year **Prerequisite: Algebra II**
Grades: 12 **Recommendation: B+ or below in Algebra II**
C+ or below in CP Algebra II
with Teacher Recommendation

This is a fourth year math course for seniors designed to prepare students for an entry-level college mathematics course. Topics to be covered are geometry, discrete math, set theory, relations, and functions, theory of equations, probability, complex numbers, sequences and series, college-level algebra, and trigonometry.

PRE-CALCULUS (College Preparatory) (#0343) **Credits: 5**
Course Length: 1 year **Prerequisite: Algebra II**
Grades: 10, 11, 12 **A or better in Algebra II**
B or better in CP Algebra II
C or better in Honors Algebra II
with Teacher Recommendation

This course enables students to make the transition from algebra to calculus. Students will acquire a solid foundation in algebra and trigonometry which will prepare them for Honors Calculus. Topics for instruction will include: right triangle and unit circle trigonometry; analytic trigonometry including the laws of sines and the law of cosines; solving and graphing linear, quadratic, polynomial, rational, logarithmic, exponential, and trigonometry functions; and real and imaginary solutions. Problem solving and graphing are stressed throughout this course.
Note: A summer assignment may be required for this course.

HONORS PRE-CALCULUS (#0341) **Credits: 5**
Course Length: 1 year **Prerequisite: Algebra II**
Grades: 10, 11, 12 **A or better in CP Algebra II**
B- or better in Honors Algebra II
with Teacher Recommendation

This is a weighted course designed for students who have exhibited high ability in mathematics. This course extensively covers the topics studied in Pre-Calculus (#0343). The honors section stresses analytical thought and problem solving through enrichment experiences and extends the study of these topics. The course prepares the student for Advanced Placement Calculus AB.
Note: A summer assignment is required for this course.

HONORS CALCULUS (#0351)
Course Length: 1 year
Grades: 11, 12

Credits: 5
Prerequisite: Pre-Calculus
A- or better in CP Pre-Calculus
B- or better in Honors Pre-Calculus
with Teacher Recommendation

Honors Calculus is a weighted rigorous course that includes extensive study of limits, rates of change, derivatives, and integration with interesting real-life applications as well as a brief review of polynomials, trigonometric, exponential, and logarithmic functions.
Students electing to take this course have the option of earning college credits from Fairleigh Dickinson University. A tuition fee must be paid to the FDU Middle College program.
Note: A summer assignment may be required for this course.

ADVANCED PLACEMENT CALCULUS AB (#0342)
Course Length: 1 year
Grades: 11, 12

Credits: 5
Prerequisite: Honors Pre-Calculus
Recommendation: B+ or better in Honors Pre-Calculus
with Teacher Recommendation

This is a weighted course designed for the mathematically mature student who plans to enter a profession where technical or scientific background is desirable. The AB course is equivalent to a first semester college-level Calculus consisting of the following topics: rate of change, differentiation, integration, applications, transcendental functions, and analytic geometry. A graphing calculator (or equivalent) will be used extensively for this course.
Note: A summer assignment is required for this course.
Students may earn college credit upon successful completion and by passing the required Advanced Placement exam administered by the College Board.

PROBABILITY AND STATISTICS (#0348)
Course Length: 1 year
Grades: 11, 12

Credits: 5
Prerequisite: Algebra II
Recommendation: B or better in Algebra II
C or better in CP Algebra II
with Teacher Recommendation

This course is designed for students who plan to major in fields like the social sciences and business. Topics covered include: one- and two-variable descriptive statistics, data collection methods, and probability and inferential statistics procedures including confidence intervals and hypothesis tests. The focus is on analysis of these methods. Some topics in Discrete Mathematics will be introduced as part of this course, such as systematic counting and free structures. Modern technology (graphing calculators and/or computers) will be an integral component of this course.

ADVANCED PLACEMENT STATISTICS (#0347)
Course Length: 1 year
Grades: 11, 12

Credits: 5
Prerequisite: Algebra II
A- or better in CP Algebra II
B- or better in Honors Algebra II
with Teacher Recommendation

This is a weighted course which includes the following topics: exploring data, planning a study, anticipating patterns, and statistical inferences. Computers and/or calculators are used as frequent exploration tools. This course is excellent for students who intend to study business, economics, and/or social sciences where data analysis is required.

Note: A summer assignment is required for this course.

Students may earn college credit upon successful completion and by passing the required Advanced Placement exam administered by the College Board.

GEOMETRY MATH LAB (#0360) **Credits: 5**

Course Length: 1 year **Prerequisite: Departmental Recommendation**

Grade: 9, 10, 11

Geometry Math Lab offers focused instruction for remediation and reinforcement of the skills and problem solving techniques necessary for mastery of the Geometry curriculum. Varying strategies are used to help students reinforce both mathematical skills and the practical application of those skills. Students will also be provided opportunities to develop test-taking skills needed for the Geometry PARCC assessment. Elective credits are obtained in this course. The course cannot be used to meet a math graduation requirement, and must be taken in conjunction with Geometry.

ALGEBRA II MATH LAB (#0361) **Credits: 5**

Course Length: 1 year **Prerequisite: Departmental Recommendation**

Grade: 10, 11, 12

Algebra II Math Lab offers focused instruction for remediation and reinforcement of the skills and problem solving techniques necessary for mastery of the Algebra II curriculum. Varying strategies are used to help students reinforce both mathematical skills and the practical application of those skills. Students will also be provided opportunities to develop test-taking skills needed for the Algebra II PARCC assessment. Elective credits are obtained in this course. The course cannot be used to meet a math graduation requirement, and must be taken in conjunction with Algebra II.

MATHEMATICS STUDENT ASSISTANT (#1006) **Credits: 2.5**

Course Length: 1 year **Prerequisite: Staff Recommendation**

Grade: 11, 12

Student Assistant is a unique and highly individualized course which enables students to be of direct assistance to teachers or secretaries and aid the teacher in the preparation of experiments, demonstrations, performance of simple routine maintenance, updating of inventories, and productions. The Student Assistant may also be placed in school offices to aid in general office clerk work. The student assistant program is designed to allow students real work experiences.

PERFORMING ARTS

Students at Spotswood High School are presented with a myriad of courses that provide the opportunity for the performance and study of the theories, history, and practices of all music, as well as development of theatre performance. Each course enables students to investigate their own perspectives on music and theatre. Empowering students to shape their philosophies on music and theatre's role in humanity is the cornerstone of a Spotswood performing arts education.

The following chart indicates the performing arts course options at each grade level:

Course	9th Grade	10th Grade	11th Grade	12th Grade
Band Lessons	x	x	x	x
Concert Band	x	x	x	x
Honors Music Theory	x	x	x	x
Honors Wind Ensemble		x	x	x
Advanced Placement Music Theory		x	x	x
Drama I/II: Acting	x	x	x	x
Drama III: Play Production		x	x	x

CONCERT BAND (#0813) **Credits: 5**
Course Length: 1 year **Prerequisite: 8th Grade Band or Band Director's Approval**
Grades: 9, 10, 11, 12

Instrumental techniques such as embouchure, breath control, articulation, and phrasing are basic requirements along with musical skills such as ability in rhythmic recognition, sight reading, and scale playing. The emphasis at the high school level is placed on further development of instrumental technique striving toward the refinement of performance, elements of musical style, and interpretation. Compositions from many different periods of music history are studied and performed. Students are urged to participate in the PEP/Marching band. Those students who meet the following criteria will be awarded an additional credit in the higher weighted course for their combined participation in Concert Band and/or Honors Wind Ensemble and their PEP/Marching Band activities. Minimum requirements for the PEP/Marching Band will include participation at all home and away games, participation in the Spotswood Memorial Day parade, and attendance at a summer band camp. Students enrolled in only Concert Band or Honors Wind Ensemble will receive five (5) credits and must participate in the Winter and Spring Concerts.

DRAMA I / 2: ACTING (#0152/#0155) **Credits:2.5/2.5**
Course Length: 1 year **Prerequisite: None**
Grades: 9, 10, 11, 12

In this course "the play's the thing." Students are introduced to acting, directing, and the backstage world of the theatre. They have an opportunity to participate in classroom performances of cutting from several types of drama and to produce a one-act play.

DRAMA 3: PLAY PRODUCTION (#0157) **Credits: 5**
Course Length: 1 year **Prerequisite: Drama 1/2: Acting**
Grades: 10, 11, 12
An advanced offering for enthusiastic actors and technicians, this course will explore the intricacies of play production. Students will refine their acting skills and expand their knowledge of makeup, costumes, lighting and set design. The course will culminate in the presentation of a full length play.

HONORS WIND ENSEMBLE (#0820) **Credits: 5**
Course Length: 1 year **Prerequisite: Band Director's Recommendation**
Grades: 10, 11, 12
Honors Wind Ensemble is a select group of 30-35 students from grades 10 through 12 who are recommended by the band director. Students will be challenged with music of a more difficult nature and will perform as a separate ensemble. Honors Wind Ensemble is intended for high achieving music students who have achieved an A in band. At the conclusion of the school year, students will be able to play on their instrument major scales up to five sharps and five flats and three minor scales from memory. They will also prepare an All-Region audition piece and be encouraged to audition for All-Region Band.

HONORS MUSIC THEORY (#0816) **Credits: 5**
Course Length: 1 year **Prerequisite: Music Performance Background and/or**
Grades: 9, 10, 11, 12 **Band Director's Recommendation**
Because this course will cover the basic fundamentals required to progress to a more intricate theoretical analysis of music, the ability to read music with ease is essential. Topics covered include music notation basics, aural theory, sightsinging, simple analysis, and the beginning stages of composition. As this course is preparatory for the Advanced Placement Music Theory curriculum, an accelerated course study should be expected. Students considering this course must be enrolled in either Concert Band or Wind Ensemble. Any student not involved in either must receive the band director's recommendation before taking this course.

ADVANCED PLACEMENT MUSIC THEORY (#0824) **Credits: 5**
Course Length: 1 year **Prerequisite: Completion of Honors Music Theory**
Grades: 10, 11, 12 **with a final average of B or better**
Because this course is comparable to a first-year college course, Advanced Placement Music Theory will substantiate and add to the course work covered in the Honors Music Theory curriculum. Students enrolled in this course will be expected to perform the following tasks: notate pitch and rhythm through dictation, sightsing melodies, recognize intervals and harmonies using aural skills, transposition, understand and recognize basic musical forms, and should be skilled in 18th century harmonic analysis.
Students may earn college credit upon successful completion and by passing the required Advanced Placement exam administered by the College Board.

PERFORMING ARTS STUDENT ASSISTANT (#1005) **Credits: 2.5**
Course Length: 1 year **Prerequisite: Staff Recommendation**
Grades: 11, 12
Student Assistant is a unique and highly individualized course which enables students to be of direct assistance to teachers or secretaries and aid the teacher in the preparation of experiments, demonstrations, performance of simple routine maintenance, updating of inventories, and productions. The Student Assistant may also be placed in school offices to aid in general office clerk work. The student assistant program is designed to allow students real work experiences.

PHYSICAL EDUCATION AND HEALTH

Physical Education courses in grades 9-12 are designed to provide all students with the opportunity to engage in positive, health-enhancing experiences. In promoting wellness, integrated skills, motor skill development, and fitness, the department attempts to guide students to physical activities and life skills they will enjoy and continue to participate in after high school in order to maintain a healthy lifestyle. Organizing the curriculum into an "arena" schedule, students are presented with choices grouped as team, individual, and fitness activities. Each marking period, students will be given selective choice in each of these three identified areas to decide activities in which to participate. By engaging in and focusing on each grouped area every marking period, the department believes students will be better prepared to fulfill the department mission and goals. Students are required to complete Health and Physical Education courses each year in accordance with New Jersey State requirements. To this end, the following activities are offered:

Team Activities
Basketball, Beach Games, Challenge I & II, Elementary Games, Flag Football, Floor Hockey, Frisbee Games, Horseshoes, Lacrosse, Netball, Newcomb, Soccer, Softball, Speedball, Team Handball, Volleyball, Wiffleball
Mastery Objectives
Activities offered within the team activities section of the arena will involve students working as a large group to accomplish a specified goal. Students will develop the use of strategy and exploratory tactics. Students will also use cooperative and leadership skills in the group atmosphere with the occasional added motivation of competition. Skill development of kicking, passing, catching, throwing, and striking will be emphasized, practiced, and mastered.

Individual Activities
Archery, Badminton, Bocce, Bowling, Croquet, Golf, Lifetime Leisure Activities, Line Dance, Partner Dance, Pickleball, Square Dance, Tennis, Modified Track & Field Events
Mastery Objectives
Activities offered within the individual activities section of the arena will provide students opportunities to learn a number of activities they can do on their own or with a small amount of people or equipment. Student focus will be on developing and learning activities that foster an active lifestyle without the intensity of team sports and without the focus of "exercise." Students will master the concepts of hand-eye coordination, manipulative skills, and rhythmic skills.

Fitness Activities
Aerobics, Aerobic Kickboxing, Circuit Training, Core Training, Endurance Training, Interval Training, Jogging, Non-Contact Martial Arts, Pilates, Power Walking, Resistance Band Routines, Step Aerobics, Strength Training, Weight Training, Yoga
Mastery Objectives
Activities offered within the fitness activities section of the arena will allow students to participate in any activity that is directly related to improving flexibility, body composition, muscular endurance, muscular strength, and/or cardiovascular endurance. All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. Students will also understand key components of training in regards to overload and specificity. They will also work to improve balance, agility, power, and speed. Students will be able to measure heart rate, body composition, and body mass index. Students will also develop the skills to be able to assess personal level of fitness, design a plan that addresses goals and interests, and have the tools to monitor and evaluate the plan.

Students in grades 9-12 are required to complete a Health course each year in accordance with New Jersey State Standards. Health courses at Spotswood High School are organized by grade and include the following units of study:

9th Grade Health Education Program
Unit 1: Nutrition
Unit 2: Drugs, Alcohol, and Tobacco
Unit 3: Family Life

10th Grade Health Education Program
Unit 1: Graduated Driver's License
Unit 2: Risk Management
Unit 3: Signs, Signals, & Roadway Markings
Unit 4: Alcohol Awareness

11th Grade Health Education Program
Unit 1: Mental and Emotional Health
Unit 2: CPR/First Aid

12th Grade Health Education Program
Unit 1: Disease Prevention
Unit 2: Drugs, Alcohol, and Tobacco
Unit 3: Body Systems

HEALTH EDUCATION PROGRAM (#0514/#0515 alt.*) **Credits: 1.25/1.00***
Course Length: 1 Quarter
Grade: 9
A course in Drugs, Alcohol and Tobacco will be given with an emphasis on various substances and their physical and psychological effects on the body. Students will explore the history of drugs, medical uses, and substance abuse. Family Life gives students a chance to explore the ever-changing interpersonal relationships within society. Dating, marriage, birth control, pregnancy, and childbirth are included in this course as well as the changing attitude toward sexuality. This is a required course for ninth graders.

HEALTH EDUCATION PROGRAM (#0524/#0525 alt.*) **Credits: 1.25/1.00***
Course Length: 1 Quarter
Grade: 10
The completion of this program leads to certification in Driver Training. The following course must be taken in order to achieve certification:
DRIVER THEORY: This unit deals with the development of good driving techniques. Some of the included areas are preventive maintenance of the car, reacting to various road situations, and defensive driving. A study of New Jersey's traffic laws and preparation for the state written test will be undertaken. This is a required course for tenth graders.

HEALTH EDUCATION PROGRAM (#0534/#0535 alt.*) **Credits: 1.25/1.00***
Course Length: 1 Quarter
Grade: 11
The 11th grade health curriculum consists of a five week unit in Mental Health. Students learn that personality is related to the satisfaction of human needs at each successive stage of development, how to deal effectively with stress, and how emotional maladjustment has impacted on the individual and society. This is a required course for eleventh graders.

HEALTH EDUCATION PROGRAM (#0544/#0545 alt.*) **Credits: 1.25/1.00***
Course Length: 1 Quarter
Grade: 12
Students learn about the general classifications of disease. Over a five week period they learn the symptoms, causes, and prevention of communicable diseases, heart disease, cancer, and diseases of the other major body systems. The second part of the course, Current Issues in Health, deals primarily with teaching students about the dynamics of interpersonal relationships, parenting, family financial planning, sexually transmitted diseases, and violence in the American family. This is a required course for twelfth graders.

DEPARTMENT STUDENT ASSISTANT (#0991) **Credit: 2.5**
Course Length: 1 year **Prerequisite: Staff Recommendation**
Grades: 11, 12
Student Assistant is a unique and highly individualized course which enables students to be of direct assistance to teachers or secretaries and aid the teacher in the preparation of experiments, demonstrations, performance of simple routine maintenance, updating of inventories, and productions. The Student Assistant may also be placed in school offices to aid in general office clerk work. The student assistant program is designed to allow students real work experiences.

SCIENCE

The Spotswood High School Science Department offers students the opportunity to explore the physical and living world. Science courses are designed to meet individual career goals. In today's job market, it is important for students to have as many career opportunities as possible. State graduation requirements mandate 15 credits (three years) in science, including Lab Biology, Lab Chemistry and/or Physics and/or Environmental Science, plus a third laboratory/inquiry-based science. Courses designated as lab sciences may meet for either five periods or six periods a week, as long as there is a significant laboratory based component within the course. All students, and especially college bound students, are strongly encouraged to take four years of science, and those considering future careers related to science are strongly encouraged to take advanced level coursework, including Chemistry, Physics, and Honors Biology II, or an Advanced Placement Science class.

Science Department Course Flow Chart

The chart below illustrates possible course sequencing in the Science Department and each progression listed in the chart meets State graduation requirements. Courses have been grouped according to level of academic rigor. The rigor of a student's academic schedule and the grades received are key aspects considered by college admission officers. **Please note: Sequencing need not be constant; students may move between "levels" as long as prerequisite courses are taken and State graduation requirements are met.**

9th Grade	10th Grade	11th Grade	12th Grade
Sequence I			
Honors Biology I	Honors Chemistry I	AP Chemistry, AP Biology, Honors Physics, AP Environmental Science, Forensic Science	
Sequence II			
College Prep Biology I	College Prep Chemistry	▪ College Prep Physics ▪ Honors Biology II ▪ AP Biology ▪ AP Chemistry ▪ Environmental Science	▪ College Prep Physics ▪ Honors Biology II/AP Biology ▪ AP Chemistry ▪ AP Environmental Science ▪ Forensic Science ▪ Environmental Science
Sequence III			
Biology I	Integrated Science	Environmental Science	Forensic Science

ENVIRONMENTAL SCIENCE – College Preparatory (#0457) **Credits: 5**
Course Length: 1 Year **Prerequisite: Teacher Recommendation**
Grade: 11

Environmental Science is a college prep level laboratory science course which reviews the Earth as a living system. Environmental Science is designed to enhance student understanding of the complex dynamics that occur between the living and non-living factors on earth that together shape our environment. It is also designed to illustrate human involvement in this ongoing process and to stimulate the development of an environmental awareness that can help the student become a responsible member of our society. Concepts addressed include: Matter and Energy Transformations; Ecosystems and Interdependence; Climate and Weather; Biogeochemical Cycles: Population Dynamics; and Sources and Effects of Pollution.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (#0458) **Credits: 6**
Course Length: 1 Year **Prerequisite: Chemistry I**
Grades: 11, 12 **Recommendation: Chemistry (#0432) Minimum "A-"**
Chemistry (#0431) Minimum "B-"
Honors Biology I (#0422) Minimum "B-"
or Biology I (#0421) Minimum "A-"
and Departmental Recommendation

The Advanced Placement Environmental Science course is designed to be the equivalent of a one semester, introductory college course. Environmental Science encompasses a wide variety of scientific fields including geology, biology, chemistry and geography. The Advanced Placement Environmental Science course is developed to stress scientific principles and analysis and includes a laboratory component. The content of the course reflects the breadth and level of detail found in introductory college courses and enables students to fulfill a basic requirement for a laboratory science or undertake a more advanced study of topics in environmental science.

Students may earn college credit upon successful completion and by passing the required Advanced Placement exam administered by the College Board.

BIOLOGY I (#0420) **Credits: 6**
Course Length: 1 Year **Prerequisite: Teacher Recommendation**
Grades: 9, 10

This lab science course has been designed to equip students with a fundamental understanding of Biological science. Students learn about the basic units of life and basic life functions along with the interactions within ecosystems. Specific attention is given to the mechanisms of genetics and evolution. Students are required to take the New Jersey Biology Test with this course.

BIOLOGY I (College Preparatory) (#0421) **Credits: 6**
Course Length: 1 Year **Prerequisite: Teacher Recommendation**
Grades: 9, 10

Student work is centered in the classroom where lectures, discussion and demonstration are used to introduce biological concepts. Weekly lab experiments enable students to explore the concepts and problems of biology. The student will be developing an understanding of science by the development of a realization that there is basic order underlying the growth and structure of plants and animals and the discovery of the sensitive balances regulating the lives of all organisms, including man. Students are required to take the New Jersey Biology Test with this course.

HONORS BIOLOGY I (#0422) **Credits: 6**
Course Length: 1 Year **Prerequisite: Teacher Recommendation**
Grades: 9, 10

Honors Biology 1 is a laboratory oriented, basic science course emphasizing the conceptual approach to the study of life science. Lectures, lab work, and activities, hands-on and virtual, are collectively used to develop and foster critical thinking skills and the fundamental principles of biology beyond minimal comprehension of facts. The major areas covered in Honors Biology I are the cellular and molecular structure and functions for life, energy transformations within living systems, genetics (Mendelian and modern), biotechnology, evolution theory, the classification of organisms, and human ecology. The study of history of major discoveries in biology will also be used to facilitate the understanding and give insight into modern and future problems and

solutions. Two dissections of chosen organisms will be used to promote the understanding of organization and functions of living things.

INTEGRATED SCIENCE II (#0434) **Credits: 5**
Course Length: 1 Year **Prerequisite: Biology I**
Grades: 10, 11, 12 **and Teacher Recommendation**

This course has been designed to equip students with a fundamental understanding of the Physical Science of both Chemistry and Physics. A variety of subject matter will be presented to stimulate scientific curiosity and interest. Topics are geared for a general understanding of science and include motion, gravity, energy, electricity and magnetism, matter, atoms and bonding, periodic table, chemical bonds, and chemical reaction.

CHEMISTRY (College Preparatory) (#0432) **Credits: 6**
Course Length: 1 Year **Prerequisite: Biology, Algebra I**
Grades: 10, 11 **Recommendation: Biology I Minimum "B+"**
or CP Biology I Minimum "C-"
and Teacher Recommendation

This is a lab-oriented course for college bound students whose goals may include attendance at two-year colleges or non-science majors at four-year colleges; also pre-technical programs, careers in nursing and allied health fields. Major concepts considered are: properties, classification and reactions of matter, atomic theory, bonding and periodic properties, and ideal gas laws. The major portion of the course is devoted to practical and applied aspects of Chemistry; and an emphasis is placed on learning good lab practices.

HONORS CHEMISTRY I (#0431) **Credits: 6**
Course Length: 1 Year **Prerequisite: Biology I, Algebra I**
Grades: 10, 11, 12 **Recommendation: CP Biology I Minimum "A-"**
or Honors Biology I Minimum "B-"
and Teacher Recommendation

Honors Chemistry I is a laboratory oriented, basic science course emphasizing the conceptual approach to the study of matter and energy designed to develop and foster understanding of the fundamental principles of chemistry beyond minimal comprehension of facts. The major areas considered in Honors Chemistry I are: matter and energy; the kinetic molecular and atomic models of matter; the changes matter undergoes; the conditions affecting those changes; and the underlying principle of mass-energy conservation. Honors Chemistry I is an intensive course intended primarily for college-bound students who seek a future in the sciences, medicine, engineering, or mathematics. It is specifically suited for those who have demonstrated a high ability in mathematics and science and who seek a challenge.
Note: A summer assignment is required for this course.

HONORS BIOLOGY II (#0451) **Credits: 6**
Course Length: 1 year **Prerequisite: Chemistry I**
Grades: 11, 12 **Recommendation: CP Biology I Minimum "A-"**
or Honors Biology I Minimum "B-" or Minimum "B"
and Teacher Recommendation

Honors Biology II is designed to be the equivalent of an introductory college level biology course. Topics covered include: Biochemistry; Cellular Structures; Genetics and Molecular Genetics, Evolution and Population Genetics; Human Anatomy and Physiology, Ecology. Students will perform lab activities carefully

chosen and designed to enhance the curriculum. The time spent on lab work will allow the students to directly observe biological phenomena, while developing observation and data analysis skills. Lab activities are hands-on so that students can experience the process of science, not just the results. During lab activities, students will develop and test hypotheses, collect, analyze and present data and clearly present their results.
Note: A summer assignment is required for this course.
Students electing to take this course have the option of earning college credits from Fairleigh Dickinson University Middle College Program and must pay a tuition fee to the Middle College Program.

ADVANCED PLACEMENT BIOLOGY (#0454) **Credits: 6**
Course Length: 1 Year **Prerequisite: Chemistry I**
Grades: 11, 12 **Recommendations: CP Chemistry Minimum "A-"**
Honors Chemistry Minimum "B-"
Honors Biology Minimum "B-"
CP Biology I Minimum "A-"
and Departmental Recommendation

AP Biology is designed to be the equivalent of a general biology course taken by biology majors during the first year of college. Topics covered include: Biochemistry; Cellular Structures; Photosynthesis and Cellular Respiration; Genetics and Molecular Genetics; Evolution; Population Genetics and Phylogeny; Anatomy and Physiology of Plants and Animals with an emphasis on Humans; Ecology. In Advanced Placement Biology, the students will perform the 12 Advanced Placement labs found in the Advanced Placement Biology Lab Manual for Students, and will also perform selected additional labs as determined by the curriculum. The time spent on lab work will allow the students to directly observe biological phenomena, while developing observation and data analysis skills. Lab activities are hands-on so that students can experience the process of science, not just the results. During lab activities, students will develop and test hypotheses, collect, analyze and present data and clearly present the results. Lab reports will include discussion of the aforementioned areas and also clearly presented tables and graphs.
Note: A summer assignment is required for this course.
Students may earn college credit upon successful completion and by passing the required Advanced Placement exam administered by the College Board.

ADVANCED PLACEMENT CHEMISTRY (#0455) **Credits: 6**
Course Length: 1 Year **Prerequisite: Honors Chemistry, Algebra II**
Grades: 11, 12 **Recommendations: Chemistry (#0431) Minimum "A"**
CP Algebra II Minimum "A"
Honors Algebra II Minimum "B"
and Departmental Recommendation

Advanced Placement Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first year of college. The objectives of this college are to have students attain an in-depth understanding of chemical principles and competence in solving chemical problems. Topics include structure of matter (atomic theory and atomic structure, chemical bonding and nuclear chemistry), states of matter (solids, liquids, gases and solutions), reactions (oxidation-reduction, stoichiometry, kinetics, catalysis, thermodynamics and chemical equilibrium) and descriptive chemistry (periodic table, organic and polymer chemistry) would be covered in more depth than those of a high school college-preparatory course. In addition, topics in quantum theory of the atom, electronic configuration and periodicity, molecular geometry

and chemical bonding theory, materials science and coordination complexes would be covered. Extensive laboratory work with report writing would accompany the lectures.

Note: A summer assignment is required for this course.

Students may earn college credit upon successful completion and by passing the required Advanced Placement exam administered by the College Board.

PHYSICS (College Preparatory) (#0442) **Credits: 6**

Course Length: 1 Year **Prerequisite: Chemistry, Algebra I and Geometry**

Grades: 11, 12

College Preparatory Physics is a first year, lab-based Physics course intended for students who would like to develop a basic understanding of the laws governing motion and energy in the Universe. The course is ideal for college bound students, as well as those students who may pursue trades or other fields requiring a basic understanding of the laws of Physics. Topics of study include, Newtonian Physics, Physics – including kinematics, statics, dynamics and rotational motion, as well as Universal Gravitation and orbital motion, Momentum, Special Relativity, Work and Energy, Light, Sound and Waves and basic Electromagnetism. Topics will be covered mathematically, but all students with a solid understanding of Algebra I level mathematics should be comfortable with the material in this course.

HONORS PHYSICS (#0441) **Credits: 6**

Course Length: 1 Year **Prerequisite: Chemistry, Algebra II**

Grades: 11, 12 **Recommendations: CP Chemistry Minimum "A-"**

Honors Chemistry Minimum "B+"

CP Algebra II Minimum "A"

Honors Algebra II Minimum "B+"

Honors Physics is a first year, lab-based Physics course intended for students who are thinking about pursuing science and engineering related careers after high school. Students will study Newtonian Physics – including kinematics, statics, dynamics and rotational motion, as well as Universal Gravitation and orbital motion, Momentum, Special Relativity, Work and Energy, Light, Sound and Waves and basic Electromagnetism. The Honors Level course stresses a mathematical approach to physics, and students enrolling in this course should possess a solid knowledge of concepts covered in algebra and trigonometry, including basic trigonometry, working with quadratic functions and solving systems of equations.

FORENSIC SCIENCE (#0456) **Credits: 5**

Course Length: 1 Year **Prerequisite: Biology & Chemistry or Integrated Science**

Grades: 11, 12 **Recommendations: CP Chemistry Minimum "C"**

Integrated Science Minimum "B-"

Forensic Science is an elective course for students who have previously completed Biology and Chemistry or Integrated Science II courses. The course concerns the application of basic biological, chemical and physical science principles and technological practices to the purposes of justice in the study of criminal and civil issues. Major themes of study in this course are pathology, anthropology, odontology, ballistics, trace evidence, biological fluids, DNA, fingerprints, impression evidence, questioned documents and forensic psychiatry/psychology.

SCIENCE LAB ASSISTANT (#0416) **Credits: 2.5**
Course Length: 1 Year **Prerequisite: Staff Recommendation**
Grades: 11, 12

The Lab Assistant program is a practical, career-oriented course that provides the student with basic skills in the science laboratory with staff training, guidance and direction. Students learn how to set up, take-down, clean and store laboratory equipment; make solutions; inventory equipment, supplies and chemicals with full knowledge of Right-to-Know (RTK) laws; and provide classroom assistance during lab periods.

SOCIAL STUDIES

Spotswood High School offers a variety of classes that provide students opportunities to achieve this mission. All students must take Modern World History, US History I and US History II. Although only three social studies courses are required for high school graduation, students are strongly encouraged to enroll in a social studies course in each year of their high school experience. The Social Studies Department offers a variety of both year-long and semester courses to fulfill both scheduling and academic needs. All courses are aligned with the New Jersey Core Curricular Standards and incorporate the essential elements of the Common Core Standards. Because of the vertical alignment of skills assessments in each course offering, many courses have prerequisites.

Social Studies Department Course Flow Chart

This chart illustrates possible course sequencing in the Social Studies Department. Courses have been grouped according to level of academic rigor. The rigor of the student's academic schedule and student performance are key aspects considered by college admission offices.

Please Note: Sequencing need not be constant; students may move between "levels" as long as prerequisite courses are taken.

Grade 9	Grade 10	Grade 11
Sequence I		
Honors Modern World History	Honors US History I	Honors US History II
Sequence II		
Modern World History (CP)	US History I (CP)	US History II (CP)
Sequence III		
Modern World History	US History I	US History II

Optional Elective Offerings for 11th and 12th Grade Students	
Full-Year Courses AP US History AP US Government & Politics AP Human Geography AP Psychology	Semester Courses Psychology Sociology Criminal Justice American Law

MODERN WORLD HISTORY (#0214)
MODERN WORLD HISTORY (College Preparatory) (#0211) **Credits: 5**
Course Length: 1 Year **Prerequisite: None**
Grade: 9

This course introduces students to the major themes of Modern World History, with balanced coverage of Western and Non-Western people and places. This course will examine global events, trends, and contemporary developments as well as the promotion of critical thinking skills using research analysis and document analysis.

HONORS MODERN WORLD HISTORY (#0210) **Credits: 5**
Course Length: 1 Year **Prerequisite: None**
Grade: 9

This course is designed for advanced ninth grade students. It emphasizes Modern World History in terms of eras, individuals and events that have shaped the contemporary world balancing Western and Non-Western history. Using both research analysis and document analysis this advanced course will cover intellectual, cultural, political, economic, and social history as integral components of the curriculum.

UNITED STATES HISTORY I (#0223) **Credits: 5**
UNITED STATES HISTORY I (College Preparatory) (#0222) **Prerequisite: Modern World History**
Course Length: 1 Year
Grade: 10

This course introduces students to an overview of major themes in United States History ranging from man's advancement in the Western Hemisphere to the events leading to the 20th century. Leaders, events, concepts and historical patterns are introduced to give the students an awareness and appreciation of the United States and its evolution into a democratic world power, with an emphasis on weighing historical evidence to evaluate different interpretations of history.

HONORS UNITED STATES HISTORY I (#0220) **Credits: 5**
Course Length: 1 Year **Prerequisite: Teacher Recommendation,**
Grade: 10 **completion of summer reading assignments,**
Grade of "B" or better in Honors Modern World History

This course is designed for advanced tenth grade students and covers the history of the United States from pre-colonial beginnings through Reconstruction; with an emphasis on examine research and analysis of primary and secondary sources to formulate evaluations of historical events and individuals. Abstract level of student and thought is emphasized. Proficiency in reading and written expression is necessary.

UNITED STATES HISTORY II (#0232) **Credits: 5**
UNITED STATES HISTORY II (College Preparatory) (#0231) **Prerequisite: U.S. History I**
Course Length: 1 Year
Grade: 11

This course will study United States History from the turn of the 20th Century to modern times. This course provides an in-depth analysis of key events, people and issues in United States history with emphasis on document interpretation and research skills connecting each to the evaluation of historical evidence to promote problem solving skills.

HONORS UNITED STATES HISTORY II (#0230) **Credits: 5**
Course Length: 1 Year **Prerequisite: Teacher Recommendation,**
Grade: 11 **completion of summer assignments,**
Grade of "B" or better in Honors U.S. I

Honors United States History II is designed for academically advanced eleventh grade students. The history of United States from reconstruction to the present is examined on a college level. Therefore, proficiency in reading and written expression is necessary.

SOCIAL SCIENCES AND HISTORY STUDENT ASSISTANT (#0991) **Credits: 2.5**
Course Length: 1 Year **Prerequisite: Staff Recommendation**
Grades: 11, 12
Student Assistant is a unique and highly individualized course which enables students to be of direct assistance to teachers in the preparation of presentations, demonstrations, performance of simple routine maintenance, updating of inventories, and productions. The Student Assistant may also be placed in school offices to aid in general office clerk work. The student assistant program is designed to allow students real work experiences.

ADVANCED PLACEMENT UNITED STATES HISTORY (#0224) **Credits: 5**
Course Length: 1 Year **Prerequisite: Teacher Recommendation,**
Grades: 11, 12 **completion of summer work**
NOTE: Course is offered on alternating year basis corresponding to the academic year starting with an even number.
This course is designed to provide students with analytic skills and factual knowledge necessary to deal critically with issues and materials in the United States history. Students will learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The time frame for this course is the age of the explorers through the present. This rigorous course work will require a minimum of one hour of homework each night. It is suggested that parents of enrolled students meet with the teacher prior to final scheduling. This course will count as the second required year for United States history, or can be selected as an elective for twelfth grade students.
Students may earn college credit upon successful completion and by passing the required Advanced Placement exam administered by the College Board.

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS (#0225) **Credits: 5**
Course Length: 1 Year **Prerequisite: Teacher Recommendation**
Grades: 11, 12
NOTE: Course is offered on alternating year basis corresponding to the academic year starting with an odd number.
This course is designed to provide students with an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics.
Students may earn college credit upon successful completion and by passing the required Advanced Placement exam administered by the College Board.

ADVANCED PLACEMENT PSYCHOLOGY (#0274) **Credits: 5**
Course Length: 1 Year **Prerequisite: Teacher Recommendation,**
Grades: 11, 12 **completion of summer assignment**
The Advanced Placement Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields of Psychology. They also learn about the ethics and methods psychologists use in their rigorous academic curriculum.
Students may earn college credit upon successful completion and by passing the required Advanced Placement exam administered by the College Board.

ADVANCED PLACEMENT HUMAN GEOGRAPHY (#0275) **Credits: 5**
Course Length: 1 Year **Prerequisite: Teacher Recommendation, completion of summer assignment**
Grades: 11, 12

The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, as well as use and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Upon successful completion of the course, the student should be able to use and think about maps and spatial data, recognize and interpret the implications of associations among phenomena in places, recognize and interpret, at different scales, the relationships among patterns and processes, define regions and evaluate the regionalization process and, finally, characterize and analyze changing interconnections among places.

Students may earn college credit upon successful completion and by passing the required Advanced Placement exam administered by the College Board.

CRIMINAL JUSTICE (#0253) (Coupled with American Law #0249) **Credits: 2.5**
Course Length: 1 Semester **Prerequisite: None**
Grades: 11, 12

This course examines the criminal justice process in America. Criminal law is the primary focus of the curriculum. Students study the institutions, sequence, organizations, and government entities that make up American Criminal Justice. Constitutional rights and liberties are examined with the intention of giving students practical knowledge that can be utilized seeking profession in the field of criminal justice. Moot courts, mock trials, guest speakers, and investigations and observations of actual litigation are integral parts of the course.

AMERICAN LAW (#0249) (Coupled with Criminal Justice #0253) **Credits: 2.5**
Course Length: 1 semester **Prerequisite: None**
Grades: 11, 12

This course examines the theory, application, enforcement, and fundamental principles of law in America. Civil Law is the primary focus of the curriculum. Students study tort, consumer law, and family law, as well as Constitutional rights and liberties. Moot courts, mock trials, guest speakers, and investigations and observations of actual litigation are integral parts of the course.

HISTORY OF PSYCHOLOGY (#0256) (Coupled with Sociology #0254) **Credits: 2.5**
Course Length: 1 Semester **Prerequisite: None**
Grades: 11, 12

This is a one semester social studies elective, designed as an introductory psychology course for students of different backgrounds and interest levels. The purpose of the course is to provide the student with an acquaintance to the past and current psychological theories. Emphasis will be placed on those aspects of mental development which affect personality and behavior.

SOCIOLOGY (#0254) (Coupled with the History of Psychology #0256) **Credits: 2.5**
Course Length: 1 Semester **Prerequisite: None**
Grades: 11, 12

Sociology is an eleventh and twelfth grade one-semester social studies elective. The purpose of this course is to provide each student with perspectives on American Society, culture and human behavior. Emphasis is placed on the basic characteristics of modern society; such as, population growth, urbanization, technological change and social organization.

WORLD LANGUAGES

Spotswood High School students are required to complete two full years of study in World Languages for graduation, as the great majority of four-year colleges require two years of World Languages for admission. Spotswood offers four-year programs in Spanish, French, and German. Additionally, we offer an Honors track in Spanish for those students who wish to be enrolled in a program with increased academic rigor that leads to further study. Course offerings and suggested sequencing is shown in the chart below:

World Language Department Course Flow Chart

9th Grade	10th Grade	11th Grade	12th Grade
Sequence I			
Spanish I	Spanish II	Spanish III	Honors Spanish IV
Sequence II			
French I	French II	French III	Honors French IV
Sequence III			
German I	German II	German III	Honors German IV
Sequence IV			
Honors Spanish I	Honors Spanish II	Honors Spanish III	Honors Spanish IV AP Spanish

NOTE: Students who completed <u>all</u> components of Honors Spanish I in Grade 8 Spanish and earned an A average for the course have the option to begin their sequence with Honors Spanish II provided teacher recommendation and teacher approval is granted.

GERMAN, FRENCH, OR SPANISH I (#0611/#0612/#0613) **Credits: 5**
Course Length: 1 Year **Prerequisite: None**
Grades: 9, 10, 11

This course provides a basic introduction to language and culture. It stresses the development of oral communication and of reading, writing, and listening skills. Students learn about the people who speak the language and about the countries where they live. The skills needed for a foreign language are simply self-discipline, determination, and patience. Homework assignments include oral and written drills, short readings, and variety of special projects. No prior language learning is required for level I.

HONORS SPANISH I (#0635) **Credits: 5**
Course Length: 1 Year **Prerequisite: Recommendation from English or Social Studies teacher;**
Grades: 9, 10, 11 **Grade of "A" or "B" in English or**
Grade of "A" or "B" in Spanish I in Grade 8 Spanish

This course will focus on spoken, read, and written Spanish at an introductory level. Students will be introduced to classical elements of Spanish culture, literature, and art. Students who begin at this level may be able to take Advanced Placement Spanish in their fourth year.

HONORS SPANISH II (#0636) **Credits: 5**
Course Length: 1 Year **Prerequisite: Grade of "A" or "B" in Honors Spanish I**
Grades: 10, 11, 12 **or Grade of "A" in Spanish I with teacher recommendation**

This course will develop students' speaking, reading, writing, and listening skills in Spanish. Students will keep Spanish journals and communicate in Spanish only during class and will learn the history and culture of Spanish-speaking people through literature, art and film.

HONORS SPANISH III (#0637) **Credits: 5**
Course Length: 1 Year **Prerequisite: Grade of "A" or "B" in Honors Spanish II**
Grades: 11, 12

This advanced-level course will develop students' speaking, reading, writing, and listening skills in Spanish. Students will experience class works of literature in Spanish from Spain and the Americas. Students will keep Spanish journals and communicate in Spanish only during class and will write and speak extensively in Spanish.

GERMAN, FRENCH, OR SPANISH II (#0621/#0622/#0623) **Credits: 5**
Course Length: 1 Year **Prerequisite: Level I**
Grades: 9, 10, 11, 12

During the second year of foreign language study, students expand their speaking, writing, and reading skills. Their increased proficiency allows them to read literary selections and conduct conversations entirely in another language. They also learn about the cultural and vocational opportunities available to those who speak German, French, and Spanish.

GERMAN, FRENCH, OR SPANISH III (#0631/#0632/#0633) **Credits: 5**
Course Length: 1 Year **Prerequisite: Level II**
Grades: 10, 11, 12

Level III develops linguistic interests and talents. Students may pursue several cultural and vocational concentrations and learn about careers in foreign languages. Because Level III emphasizes communication, assignments will include conversations, drills, exercises, literacy readings, and short papers written in the foreign language.

GERMAN, FRENCH, SPANISH IV (HONORS) (#0641/#0642/#0643) **Credits: 5**
Course Length: 1 Year **Prerequisite: Level III**
Grades: 11, 12 (Weighted Grade)

Students study language, literature and culture at an advanced level. They perform intensive oral drill, conduct oral presentations, and develop all their language skills to a high degree of competence.

ADVANCED PLACEMENT SPANISH (#0644) **Credits: 5**
Course Length: 1 Year **Prerequisite: Grade of "A" in Spanish III Honors,**
Grades: 11, 12 **Grade "B" or better in Spanish IV Honors;**
and Teacher Recommendation

The Advanced Placement Spanish exam is both a spoken and written test of contemporary Spanish used to discuss current issues in a modern format. Instruction in this class will be geared to the daily use of Spanish to improve writing and speaking skills on sophisticated topics such as immigration, current events, the arts, and world politics. Instruction will take place in Spanish only.
Students may earn college credit upon successful completion and by passing the required Advanced Placement exam administered by the College Board.

WORLD LANGUAGE STUDENT ASSISTANT (#1001) **Credits: 2.5**
Course Length: 1 Year **Prerequisite: Staff Recommendation**
Grades: 11, 12

Student Assistant is a unique and highly individualized course which enables students to be of direct assistance to teachers or secretaries and aid the teacher in the preparation of experiments, demonstrations, performance of simple routine maintenance, updating of inventories, and productions. The Student Assistant may also be placed in school offices to aid in general office clerk work. The student assistant program is designed to allow students real work experience.

ATTENDANCE POLICY – Board Policy 5200

The Spotswood High School District Board of Education recognizes that attendance at school is compelled by the provisions of N.J.S.A. 184:35-1, et seq. for students below the age of sixteen. The Board is also mindful of its authority and its obligation to act affirmatively to regulate and remediate in the area of pupil attendance. It sets forth the following basic policy for the guidance of parents, students, and the professional staff. The policy became effective September 1981, at which time the rules and regulations were presented to the Board of Education and generally known.

The Board of Education requires that the pupils enrolled in the schools of this district attend school regularly in accordance with the laws of the state. Regularly is defined as being present for all days and hours that schools are in session, except in the case of excused absences or tardiness. The educational programs offered by this district are predicated upon the presence of the pupils and require continuity of instruction and classroom participation. The regular contact of pupils with one another in the classroom and their participation in a well-planned instructional program is essential to the educational process.

Absences, the non-attendance of students enrolled in the school district, will be divided into two categories: excused and unexcused.

- Excused Absences
  - The Board of Education recognizes that there are unavoidable circumstances, which may prevent students from attending school. In the event, therefore, that students are absent for any of the reasons listed below, their absences will be excused:
    - Illness as verified by a written statement from a physician, which is required
    - Death or serious illness in the immediate family
    - Religious holiday as designated by the State Department of Education
    - Administratively approved absences for school-related activities
    - Attendance in court as verified by documentation
    - Suspension from school
  - Making up Work
    - All work missed as a result of excused absences must be made up at the direction of the teacher within a week of a student's return to school.
    - If an excused absence occurs at the end of a marking period and results in a student receiving an incomplete grade, the student must complete all outstanding credit requirements within five school days after the close of the marking period. The teacher is responsible for issuing the student's grade within five school days after these requirements have been met.
- Unexcused Absences
  - Definitions
    - Any absence, which is not authorized for one of the reasons listed previously, is unexcused. Unexcused absences include full-day absences, for which there is no legitimate reason as defined by this policy as well as every second tardy to an individual class.
    - Unauthorized absences from individual classes, which result in more than half the class, being missed, will be considered unexcused.
    - Cutting: Students who are absent from class without authorization on days when they are in attendance at school are cutting class. Their behavior will be handled according to the class cut policy.

- Number of unexcused absences which students may accumulate before losing credit for a course:
  - Full Year Course: Sixteen
  - Semester Course: Eight
  - Quarter Cycle: Four (Health Classes)
- Consequences of exceeding the unexcused absences limit:
  - Students shall lose credit for any course in which their unexcused absences exceed the limits prescribed in this policy.
  - Students whose absences from a given course exceed the limits stated in this policy will have the option of remaining in class. In order to receive credit for the course, they will be required to earn a passing grade and to attend summer school. Both the grade and credit will be withheld until the requirements of this policy have been met.
- Making up Work
  - All work missed as a result of excused absences must be made up at the direction of the teacher within a week of a student's return to school.
  - If an excused absence occurs at the end of a marking period and results in a student receiving an incomplete grade, the student must complete all outstanding credit requirements within five school days after the close of the marking period. The teacher is responsible for issuing the student's grade within five school days after these requirements have been met.
- Make-Up Testing Policy
  - When a student is present on the school day before a test/quiz, that student is responsible for taking that test/quiz on the day on which he/she returns.
  - When a teacher has given advance notice of a test/quiz, and no new material is covered during a student's absence, that student is responsible for taking that test/quiz on the school day on which he/she returns.
  - Consideration will be given to extenuating circumstances, at the teacher's discretion.

Procedures for the remediation of student attendance

- Home Instruction
  - All students who will be absent for ten or more consecutive days as a result of illness are eligible to receive home instruction. Parents should notify School Counseling Services immediately when circumstances require home instruction, as arrangements for instructors must be made.
  - Written notice of the illness from a physician and a written request from a parent, a guardian, or an adult student are required in order to institute home instruction. The documentation should be forwarded to the school principal then to the school physician for approval. It may be presented immediately upon the onset of an illness.
- Notification and Counseling
  - At every **eighth, twelfth, and fifteenth** absence, which a student accumulates in a course, the Attendance Office will notify the parents.
  - In courses which are divided into quarter cycles, (Physical Education, Health, etc.) information about attendance will be given to parents and counselors when **three** absences have occurred.
  - Upon receipt of written notification from the Attendance Office, counselors should confer with students to:

- Acquaint students with the implications of the Attendance Policy
- Discuss the factors, which may be inhibiting attendance.

- All classified students pursuant to N.J.A.C. 6A:14.1.1, et seq. shall be referred to the Child Study Team for intervention at the time of five cumulative absences. A review of the case shall take place prior to the implementation of the policy prescribed above.

Appeal Procedure

- Upon notification of withdrawal of credit, students may appeal to the Attendance Appeals Committee.
  - Appeals must be submitted in writing within **five** school days after the receipt of notification of credit withdrawal.
  - The Appeals Committee will be composed of the Assistant Principal, two faculty members, and two senior class members selected by the principal. Students shall be excluded from any decision if the person appealing desires.

The successive order of appeal is as follows:

Appeals Committee
Superintendent of Schools or his designee
Board of Education

CLASS CUTTING POLICY – Board Policy 5600

When a student is absent from class while in attendance for 10 or more minutes or does not report to assigned location it is considered a class cut.

1st Cut: Phone call home to parent to notify them of the cut. A letter will be mailed home. One day of central detention issued.

2nd Cut: Student loses credit for the course. Parent will be notified. Loss of credit letter will be mailed home. Student will be eligible for summer school but must remain in class.

3rd Cut: After student has reached no credit status after 2nd cut, a 3 day out of school suspension will be issued.

CLASS RANK

A class rank policy will be established and maintained by the Spotswood High School on a yearly basis. Students will be ranked according to the following schedule. The first time will occur at the **end of the sophomore year, the second ranking at the end of the junior year and the final ranking at the end of the senior year**. The first two students with the highest averages will be recognized as Valedictorian and Salutatorian, respectively.

COLLEGE AND POST SECONDARY EDUCATIONAL PLANNING

Several evening programs will be offered to assist parents and students with college and financial aid planning. There will be a College Planning Program in the fall and spring devoted to explaining the application process. In December, an evening program will be held to explain the New Jersey Financial Aid Form and how to complete it.

COLLEGE APPLICATIONS

College applications brought to the counseling office after December 10, 2015 WILL NOT be mailed until after the winter holiday recess.

COLLEGE ENTRANCE EXAMS AND VOCATIONAL INFORMATION

School Counseling Services will provide information and applications for P.S.A.T., A.C.T., and S.A.T. exams. School Counseling Services also administers and interprets other standardized tests, which are administered throughout the school year.

In addition to the above services, School Counseling Services will assist students in the completion of college application forms and provide information regarding higher education such as technical and vocational training, business schools, art schools, and other career programs. There is also extensive information available on financial aid.

COLLEGE VISITATIONS

Juniors and Seniors are permitted no more than three excused absences for college visitations providing a form is completed and returned to the Attendance Office the school day prior to the visit. Forms can be picked up in School Counseling Services and submitted to the Attendance Office. Official documentation must be submitted from the school visited upon the return to Spotswood High School. Effort should be made to schedule placement testing after school hours.

COUNSELING AND CAREER EDUCATION

Counseling and Career Education is a continuous and individualized process, which is a major part of each student's program. One of the main objectives of this area is to personalize the educational process, giving attention to each student in accordance with individual needs.

Counseling requires an atmosphere of warmth and acceptance with counselors maintaining the highest professional skills, confidentially and concern. In addition, counseling includes career and academic planning, personal counseling, and crisis counseling.

Within the counseling framework, counselors assist students to make decisions regarding goals. Goals, strengths, weaknesses, capabilities, and selecting an appropriate course of study for present and future needs are clarified with the help of the counselors.

Services for counseling and career education are staffed by the following personnel:

School Counselors
Mr. Michael Del Aversano
Mrs. Marianne Boszko
Mrs. Lauren Knapp
Mrs. Debbie Steenvoorden

Appointments may be made by calling 732-723-2265, or by coming to School Counseling Services and requesting a counseling appointment. Every attempt will be made to see the student the day following a "request for a counseling appointment," or if an emergency exists, clarify that information with the secretary, and an appointment will be attempted promptly. Parents may arrange a meeting by calling the office at the above number. Please visit the guidance portion of the Spotswood School District website for scholarship information and updates.

COURSE CHANGES

School Counseling Services makes every effort to see that each student's schedule is the appropriate program. Schedules are developed only after School Counseling Services counselors in consultation with

parents, students, and teachers design a program to meet specific goals for the student. Therefore, very few schedule changes should be necessary during the course of the school year. Class changes will be made for the following reasons:

1. Missing graduation requirements
2. No lunch period
3. Failed course needs to be rescheduled
4. Remediated failure in summer school, and needing a change
5. Administrative decision

ELIGIBILITY FOR PARTICIPATION IN HIGH SCHOOL EXTRA-CURRICULAR ACTIVITIES – Board Policy 2430

PURPOSE

The Board of Education of the Spotswood Public Schools believes that participation by student's in extra-curricular activities is a valuable aspect of the students' educational process. This participation must be in concert with acceptable overall academic achievement and standards of good behavior.

Students who desire to participate in the Spotswood High School extra- curricular programs have a responsibility to set an example for others by their compliance with the rules and regulations of the school as well as with the academic requirements.

STATEMENT OF POLICY

The high school faculty and administration are responsible for providing support and assistance to encourage the highest level of academic achievement possible from students participating in extra-curricular activities.

The Board of Education recognizes that participation in extra-curricular activities is a right, which carries with it certain responsibilities including:

- Recognition that student participants represent the school and community and must project positive images;
- Maintaining satisfactory academic achievement;
- Maintaining standards of conduct as outlined in the student handbook.

Board of Education eligibility standards shall be as follows:

A. Academic

1. A student shall be considered academically eligible for the first semester if he/she has met the course credit requirements established by the NJSIAA.
2. A student will be considered academically eligible for the second semester if he/she has achieved a passing grade in seven or more subjects at the close of the preceding semester as evidenced by the second marking period report card. A student who had been academically ineligible for the first semester must meet the course credit requirements established for second semester eligibility by the NJSIAA.
3. Referencing Board Policy 2430, a student is ineligible if they fail 2 or more grades (Includes WF, I, & NC) until the following marking period. If they have less than 2 failing grades in that marking period, they would then become eligible.

***Please note if a student earns a failing grade in two or more courses for the year they are ineligible for the first marking period of the following year (this includes health and semester courses.)**

B. Attendance

1. Students must be in attendance for four hours under New Jersey Department of Education regulations in order to be marked "present" in the attendance register. **If a student has not signed in**

before 9:51 am, he/she is considered "absent" and therefore is not eligible to participate or practice in athletic and extra-curricular events that day. In cases where the event is scheduled on a weekend, school attendance on the preceding school day **is mandatory** in order for the student to participate in that event. The Monday after the prom all students are expected to be in attendance for the FULL day if they expect to participate in extra-curricular activities.

C. Behavior

1. **A student who receives an "out-of-school" suspension shall absent himself/herself immediately from all Extra-Curricular activities for a two-week period (14 days).**
2. Upon a second "out-of-school" suspension is ineligible to participate in all extra-curricular activities and cannot attend school functions including clubs, athletics, for **the remainder of the academic school year**.
3. **A student found to be in possession of, in control of, or under the influence of any controlled/dangerous substance (drugs, alcohol), shall forfeit his/her eligibility for the remainder of the school year.**

D. Appeal Process (Attendance and Behavior **ONLY**)

1. Students and/or their parents/guardian have the right to appeal the decision of the administration regarding eligibility.
   a. Appeals must be submitted in writing to the Office of the Principal within five (5) school days after receipt of notice of ineligibility.
   b. The Appeals Committee will be composed of the Principal or Assistant Principal, two faculty members, and two students selected by the student council. Each member of the Appeals Committee shall cast one vote. The total number of votes shall be five.
   c. The Appeals Committee will be charged with the responsibility of rendering decisions related to all appeals in a timely manner.
2. The successive order of appeal is as follows:
   a. Appeals Committee
   b. Superintendent of Schools or his/her designee
   c. Board of Education
3. **There is no appeal for academic ineligibility.**

E. Parent/Physician Permission

In order to participate in interscholastic athletics (player or manager) and cheerleading, a student must show evidence of written permission from a parent or guardian and must be examined by a physician and be found to be physically fit.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT – Board Policy 8335

Dear Parents:

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest of the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Spotswood School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

NO CHILD LEFT BEHIND ACT OF 2001 – Board Policy 2415

In accordance with the "No Child Left Behind Act of 2001" high schools are now required to release the names, mailing addresses, and telephone numbers of students to military recruiters upon request. This information is to be used specifically for armed forces recruiting purposes.

One of the provisions of the law states that a student or the parent of the student may request that a student's names, address, and telephone listing not be released without prior written parental consent, and that Spotswood shall notify parents of the option to make a request and shall comply with any request.

In compliance with this law, we are hereby notifying all parents of their option to make a request to not release information to the military without prior written consent. **If you choose to take advantage of this option, please notify School Counseling Services by September 15, 2015.**

RELEASE OF PUPIL DIRECTORY INFORMATION

In accordance with New Jersey State Legislation (N.J.S.A. 18A:54-20.3), school districts are required to release the names and mailing addresses for students enrolled in grades 6 through 12, or any subset of these grades, to the county vocational school district. One of the provisions of this law states that a student's parent

and/or guardian has the option of not having a pupil's information released to county vocational schools. In compliance with this law, we are hereby notifying all parents/guardians of their option to make a request to not release their child's name and address to the county vocational school district. **If you choose to take advantage of this option, please notify the School Counseling Services office by September 15, 2015**

GRADING SYSTEM

Report cards are issued four times a year. Only letter grades are given. There will also be an area for teachers' comments, which will be indicated by a number that will correspond to a series of comments printed on the report card. The marks are as follows:

	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
	100 99 98	97 96 95 94	93 92 91	90 89 88	87 86 85 84	83 82 81	80 79 78	77 76 75 74	73 72 71	70 69 68	67 66 65	64 OR LOWER
GPA	4.33	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.0
(H) GPA	4.83	4.5	4.17	3.83	3.5	3.17	2.83	2.5	2.17	1.83	1.5	0.0
(AP) GPA	5.33	5.0	4.67	4.33	4.0	3.67	3.33	3.0	2.67	2.33	2.0	0.0

Excellent – Masters all course standards/cumulative progress indicators:

A+ 98-100
A 94-97
A- 91-93

Good – Masters a major portion of course proficiencies:

B+ 88-90
B 84-87
B- 81-83

Fair – Masters the minimum course proficiencies:

C+ 78-80
C 74-77
C- 71-73

Poor – Completes the minimum:

D+ 68-70
D 65-67

Failing:

F 64 or Below

Incomplete Work: INC

Withdrew: W

Withdrew Failing: WF

Pass/Fail: P/F

Withdrew Passing: WP

Note: If a student attends an institution of higher learning while attending SHS and registers for a course, which is not offered at our school, the student will not receive high school credit for the course nor will any grade be averaged into the student's G.P.A. However, the course will be noted on the student's high school record.

HOMEWORK/MAKEUP WORK

The Board of Education believes that homework relevant to material presented in class provides an opportunity to broaden, deepen or reinforce the pupil's knowledge. Teachers must use discretion in deciding the number and length of assignments. The board encourages the use of interrelated major homework assignments such as term papers, themes and creative art projects.

Homework shall not be used for punitive reasons.

Pupils absent for any reason must make up assignments, class work and tests within a reasonable length of time. In most cases, a reasonable length of time shall be the same number of school days as the days missed.

Pupils being excused for any reason must make arrangements with the teacher of the missed classes in order to make up the work missed. This must be done before the absence from class.

Incompletes

When a pupil does not complete work missed for absence or other reasons, he/she will receive an "incomplete". Pupils will be given the same number of school, days as missed following the return to school to make up the missed work.

If work critical to the pupil's understanding of the subject is not made up by the end of the marking period, the grade for that subject area may be an "F."

If an unexcused absence occurs at the end of the marking period and results in a student's receiving an incomplete grade, the student must complete all outstanding credit requirements within 5 school days after the close of the marking period. The teacher is responsible for issuing the student's grade within five school days after these requirements have been met.

If work is missing during the final marking period of the school year, the grade will be left to the discretion of the teacher. The teacher who has given an incomplete is responsible for reporting to the pupil the work he/she has missed and citing the consequences mentioned above.

HOMEWORK REQUESTS

If a student is absent for three or more days, parents should contact their child's counselor and request class and homework assignments. Normally, the parent may pick up this material two days after the request in School Counseling Services. Parents are to call (732) 723-2265 to see if assignments are available to be picked up. For absences of fewer than three days, the student should contact a classmate for assignments.

HONOR ROLL

Spotswood High School encourages the pursuit of excellence by our students in all endeavors and especially in scholarly achievements. Recognition of outstanding academic performance is given by:

1. Listing of names on the Honor Roll in the Main Office
2. Letters given to students in Period 1/Homeroom.

The honor roll, prepared at the end of each marking period, consists of two categories:

Honor Student: One who earns a grade of "B-" or better in all subjects.

High Honor Student: One who earns a grade of "A-" or better in all subjects.

If a student's name is omitted from the honor roll, he/she should go to their School Counseling Services counselor for a correction.

LATE ENTRY/EARLY RELEASE

Spotswood High School realizes that education is a very personal endeavor. Each student travels different paths to success and each student's definition of success varies greatly. Spotswood High School also realizes that the declining economy has affected our students, families and communities. In an effort to reduce the costs of a college education and to provide individualized paths to success, we are introducing a flexible scheduling option to our senior class who will have the opportunity to schedule Late Entry or Early Release.

Students Late Entry/Early Release Fact Sheet

There are three options for students wishing to use this flexible scheduling option:

Late Entry

Students must enter school no later than 9:10. Their school day will begin with period three. It will consist of six academic courses and lunch. The school day will end at 2:21.

Early Release 7/8 or 8/9

Students will begin their day at 7:40. Their school day will begin with period one. It will consist of six academic courses and they will not have lunch. Their school day will end at 12:16 (Period 7/8) or 12:49 (Period 8/9).

Early Release 11

Students will begin their day at 7:40. Their school day will begin with period one. It will consist of seven academic courses and they will have lunch. Their school day will end at 1:39.

Students do not have to choose one of the previous three options. They can choose to have a traditional school day that begins at 7:40 and ends at 2:21.

Eligibility

To be eligible for late entry or early release, students must meet the following criteria:

Late Entry or Early Release 7/8 or 8/9

Students must have obtained 115 credits by the end of the junior year.

Participating students must be in good academic standing, while displaying acceptable behavior and attendance.

Early Release 11

Students must have obtained 110 credits by the end of the junior year.

Participating students must be in good academic standing, while displaying acceptable behavior and attendance.

If a student is not eligible at the end of the junior year for extra-curricular activities, they will not be scheduled for this privilege as a senior. This privilege can be taken away during the academic year if a

student does not maintain good academic standing, good behavior and attendance to school, which will be outlined in the student handbook. Because of their shorter schedules, students with Early Release or Late Entry must remain in the courses they have been scheduled for the 2015-2016 in order to stay eligible for athletics as per NJSIAA rules and regulations. Final administrative approval is needed to be scheduled for any of the three options. A parent must sign a contract before scheduling.

Expectation of Students

Late entry students are expected to: sign in at the Main Office, report quietly to their locker and go directly to the Media Center until the bell rings. Students will be given special identification cards that must be presented upon entering the building. Early Release students will be given a special identification card to identify themselves upon leaving the building.

The administration of the school can revoke this privilege at any time and a student will be placed in study halls for the remainder of the academic year.

LATENESS TO CLASS – Board Policy 5200 & 5240

Students are expected to arrive to class on time. The individual teacher will mark tardiness to class. As described in the lateness to school policy listed below, **every second late to a class will constitute an unexcused absence.**

LATENESS TO SCHOOL – Board Policy 5200 & 5240

A student arriving after 7:40 am must report immediately to the Attendance Office to sign in. **Every second late to school will constitute an unexcused absence.**

Students who exceed the limit of two (2) unexcused tardies will be subject to the following:

Tardy 3 – Parent contact identifying days of tardy to school plus one day of central detention.

Tardy 4 – Parent contact identifying days of tardy to school plus two days of central detention.

Tardy 5 – Letter sent to parents. One day out of school suspension and/or school service and parent conference to discuss student's future at Spotswood High School.

The student must provide documentation in order not to be subject to the Tardy Policy. Acceptable reasons for lateness: illness, death or serious illness in immediate family, family emergency, religious holiday, court appearance, driver's test, and medical or dental appointment.

NATIONAL HONOR SOCIETY

The National Honor Society is an organization that promotes high academic standards, ensures the continuation of democracy and serves as an instrument for the betterment of the individual and the school.

The Spotswood Chapter of the National Honor Society will induct new members in its ceremony in the cafetorium. There is mandatory attendance for all National Honor Society members at the induction ceremonies.

The faculty selection committee reviews the candidacy of all eleventh and twelfth grade students who are academically eligible for membership. Membership in the National Honor Society is based upon excellence in four areas: scholarship, leadership, service and character. Each category is judged independently.

To be eligible for membership, a junior must have a cumulative average of at least 3.6 for Grades 9 and 10. A senior must have a cumulative average of at least 3.6 through Grade 11.

In addition to the academic requirement, participation and leadership in school and other activities is required.
The following guidelines will give further help in the definition of leadership, service, and character.

Leadership: The student who exercises leadership:

- Is resourceful in proposing new problems, applying principles, and making suggestions
- Demonstrates initiative in promoting school activities
- Exercises influence, on peers in upholding school ideas
- Contributes ideas that improve the civic life of the school
- Is capable to delegate responsibilities
- Exemplifies positive attitudes
- Inspires positive behavior in others
- Demonstrates academic initiative
- Successfully holds school offices or positions of responsibility, conducting business effectively and efficiently, and without prodding, demonstrates reliability and dependability
- Is a forerunner in the classroom, at work, and in school or community activities
- Is thoroughly dependable in any responsibility accepted

Service: The student who serves:

- Is willing to uphold scholarship and maintain a loyal school attitude
- Participates in some outside activity: Girls Scouts, Boy Scouts, church groups, volunteer services for the aged, poor, or disadvantaged, family duties
- Volunteers 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 school
- Is willing to represent the class or school in inter-class and inter-scholastic competition
- Does committee and staff work without complaint
- Shows courtesy by assisting visitors, teachers, and students

Character: The student of character:

- Takes criticism willingly and accepts recommendations graciously
- Consistently exemplifies desirable qualities of behavior (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 powers 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

After students become members of the Honor Society, they are reviewed periodically by the faculty and must maintain the high standards of the Society. Active members in the Honor Society are required to maintain a minimum scholastic average of 3.6 and to live up to the character, leadership and service ideals of the National Honor Society.

NOTIFICATION OF POTENTIAL FAILURE

Teachers and School Counselors will make every effort to inform parents when students are in danger of failing a course. Ultimately, however, it is the students' responsibility to monitor their own progress, to know the status of their grades, and to complete the work necessary in order to pass.

PLAGIARISM/CHEATING – Board Policy 5701

Pupils are expected to be honest in all of their academic work. This means that they will not engage in any of the following acts:

1. Cheating on examinations, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other pupils' papers, and exchanging information with other pupils orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities.

2. Plagiarism is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work. Plagiarism is defined as stealing or use without acknowledgment of the ideas, words, formulas, textual materials, on-line services, computer programs, etc. of another person, or in any way presenting the work of another person as one's own.

3. Falsifications, including forging signatures, altering answers after they have been graded, the insertion of answers after the fact, the erasure of grader's markings, and other acts that allow for falsely taking credit.

A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to, reprimand and loss of credit for all of the work that is plagiarized.

A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:

1. Reprimand the pupil orally and/or in writing. The teacher is also authorized to withhold credit in the work tainted by the academic dishonesty.

2. If warranted, the teacher shall file a written complaint against the pupil with the Principal, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Principal.

3. The Principal will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.

4. If the pupil is not in agreement with the disciplinary action of the Principal, he/she may appeal the action to the Superintendent. If the pupil is dissatisfied with the Superintendent's disposition of the case, he/she may grieve the action in accordance with Policy No. 5710, Pupil Grievance.

REPORT CARDS

The Genesis Parent module allows parents to access their child's grades and performance in class on a daily basis. During the 2015-2016 academic school year parents will be notified by e-mail blast approximately two weeks after the end of the marking period. At that time parents should log on to view their child's grades. If a parent does not have Internet access they should contact School Counseling Services and the necessary steps will be taken to provide the parent with the information.

STUDENT DEBTS

Books, materials, equipment, etc., issued to students by teachers/coaches are to be returned by the student to the teacher/coach who issued those articles. Fines will be assessed to students not returning issued materials. Student debts are paid or cleared in the Main Office. ***Students with outstanding fines will be placed on the ineligibility list and will not receive their diploma, final report card or transcripts until all fines are cleared.***

SUMMARY OF COURSE WITHDRAWAL ACTION

In the event that the administration determines that a student should be withdrawn from a course the following calendar applies to the grading procedure.

Transcript Record	Withdrawal from full year course by	Withdrawal from semester course by
No record	September 16, 2015	2nd week from start
WP (not in GPA)	September 30, 2015	4th week from start
W/WF (not in GPA)	End of 2rd marking period	10th week from start
F (in GPA)	After the start of 4th marking period	After the start of 11th week

SUMMER SCHOOL

Students who have not received credit for courses due to failure or who have violated the class cutting policy and/or attendance policy are eligible to attend summer school. Starting in the summer of 2009, Spotswood introduced a virtual summer school for our students that have not received credit. The courses are taught over the Internet and the cost to families is much less than traditional summer school classes. You can visit the Spotswood Virtual Summer School link on the School Counseling Services web page for a list of available courses and to register for classes. In addition, several local school districts do have summer school programs that Spotswood students can attend on a tuition-paying basis. The courses offered in these local districts are for remedial purposes usually in the following subject areas of Physical Education, English, Mathematics, Science and Social Studies. Elective courses are usually not offered for remediation. Successful completion of a summer school course will allow the student to earn full credit for the regular course failed during the previous school year.

Counselors are available during the regular school year to assist students in providing information as well as recommending and certifying summer school programs. In mid-May of each year, teachers provide a list to the counseling staff of students who are in danger of failing a course for the year. The teacher also communicates this possible or probable failure to the parent/guardian on the 4th Quarter Interim Notice.

Students who are in danger of failing are contacted by counselors who will recommend summer school for courses required for graduation. It is the responsibility of the student and the parent to secure the necessary application for registration.

It is the responsibility of the student to ask his/her teacher if he/she has passed the course after the exam has been completed. Since summer school classes begin immediately following the end of the school year, students who fail required courses are responsible for obtaining necessary registration forms. Counselors may be available to contact parents regarding summer school after the teaching staff has left for the summer recess.

WITHDRAWAL FROM SCHOOL

Students who wish to terminate their enrollment at Spotswood High School must present a written consent form from their parent/guardian. This includes students who transfer and students who withdraw (dropout). Students transferring to another high school will have their records and transfer card sent to the new school by the counseling center upon request. Under no circumstances will official school records be given to a parent/guardian or student. Parents/Guardians and/or students will be supplied with copies of unofficial records and transfer card. Students that withdraw (drop out) from school permanently are requested to meet with their guidance counselor to complete an exit interview.

The following procedures will take effect for transfers/withdraw:

1. Consult with your guidance counselor
2. Obtain from the guidance office a request for student withdrawal. *Parent/Guardian signature must be obtained*
3. Clear out hall and gym lockers
4. Return all books, uniforms, and other school property to teachers who will sign the request for student withdrawal when all obligations are met
5. All library obligations are to be satisfied
6. Request for student withdrawal will be signed by parent, Attendance Office, nurse, librarian, counselor, principal/assistant principal, and director of guidance

WORKING PAPERS

Students may apply for working papers through the School Counseling Office. For each employer, the following procedure is needed: A NJ Department of Labor form must be completed. This form includes: Personal Information, Promise of Employment, Physician's Certification, Proof of Age, School Record and Issuing Officer Certification. The form must be returned to School Counseling Services to be processed. Milltown residents must return the completed form to the Superintendent's Office at Joyce Kilmer School for the issuing officer to process.

CODE OF CONDUCT – Board Policy 5600

I want OUR school to be a place where EVERYONE:
*seeks friendship, understanding, knowledge, and guidance;
*gets involved in our school community;
*shows respect for ourselves, our school, and others;
*feels pride and trust in himself/herself and in our school community; and
*promotes a school community that is DRUG FREE

HARASSMENT/INTIMIDATION/BULLYING/MENACING

*5512, 5600, 8461-HARASSMENT, INTIMIDATION, AND BULLYING (M)

The Board of Education prohibits acts of harassment, intimidation, or bullying of a pupil. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe and disciplined environment. Since pupils learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidations, or bullying.

"Harassment, intimidation, or bullying" means any gesture, written, verbal or physical act, or any electronic communication, that takes place on school property, at any school-sponsored function or on a school bus and that:

1. Is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or
2. By any other distinguishing characteristic; and
3. A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property; or
4. Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

"Electronic communication" means communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or pager.

Acts of harassment, intimidation, or bullying may also be a pupil exercising power and control over another pupil either in isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).

This Policy may impose consequences for acts of harassment, intimidation, or bullying that occur off school grounds, such as cyber-bullying (e.g., the use of electronic or wireless devices to harass, intimidate, or bully), to the extent this Policy complies with the provisions of N.J.A.C. 6A:16-7.6, Conduct Away from School Grounds, and the district's code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1. In all instances of harassment, intimidation, or bullying behavior occurring off school grounds, the consequences only may be exercised when it is reasonably necessary for the pupil's physical or emotional safety and well-being or for reasons relating to the safety and well-being of other pupils, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of a proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. All acts of harassment, intimidation, or bullying that include the use of school property (e.g., school computers, other electronic or wireless communication devices) apply to the provisions of N.J.S.A. 18A:37-15 and N.J.A.C. 6a:16-7.9, harassment, intimidation, and bullying, whether the subject or recipient of the bullying is on or off school property.

*Full Description of Policy can be found on District Website, www.Spotswood.k12.nj.us

CORE COURSE INFORMATION

What is a Core Course?

NCAA legislation guides the NCAA Eligibility Center staff in its review of core courses. This legislation requires that a course meet the following standards:

A core course must be an academic course that receives high school graduation credit in the following:

a. One or a combination of these areas: English, mathematics, natural/physical science, social science, foreign language, comparative religion or philosophy;
b. Four-year college preparatory;
c. At or above your high school's regular academic level;
d. Algebra I or higher in the mathematics area; and
e. Taught by a qualified instructor.

What is NOT a Core Course?

1. Courses in non-core areas or vocational courses: Driver's Education, keyboarding, art, music, physical education, construction.
2. Courses that prepare students for the world of work or life, or for a two-year college or technical school. Examples include personal finance, consumer education, technology.
3. Courses that are taught below grade level, at a slower pace, with less rigor or depth. Examples include basic, essential, fundamental, or foundations courses.
4. Courses that are not academic in nature. Examples include TV production, child lab, construction.

Additional Tips

What courses can be submitted in the "additional" core area?

- Courses in foreign/world languages, philosophy, comparative religion, or American sign language.

What courses should NOT be submitted as "additional" core courses?

- Miscellaneous non-academic courses such as physical education, leadership/community service, driver's education, weight lifting, study skills, marching band, software applications, etc.

What about fine arts or performing arts courses?

- Courses in art, music, dance, or acting/theater cannot be approved as NCAA core courses in any core area.

What about computer science courses?

- If the course (a) receives math or science graduation credit, and (b) is an academic programming course or an AP course, it should be submitted in the appropriate core area (math or science) and not as an additional core course.
- If your school awards computer science courses technology credit only, the courses cannot be approved in any NCAA core area.
- Courses in software applications, spreadsheets, website construction, keyboarding, computer repair, or other tech prep computer courses cannot be used as NCAA core courses.

APPROVED NCAA COURSES UPDATED 11/18/14

ENGLISH

Honors English 9
English 9 CP
Honors English 10
English 10 CP
Honors English 11
English 11 CP
Pre-AP English
Honors English 12
English 12 CP
AP English Literature & Composition
AP English Language & Composition
College Composition
Creative Writing
Journalism

SOCIAL STUDIES

Honors World History 9
World History 9 CP
Honors US History I
US History I CP
Honors US History II
US History II CP
AP US History
AP US Government and Politics
AP Human Geography
AP Psychology
AP European History
Psychology
Sociology
Criminal Justice
American Law

MATHEMATICS

Algebra I CP
Honors Geometry
Geometry CP
Honors Algebra II
Algebra II CP
Honors Pre-Calculus
Pre-Calculus CP
Honors Calculus
AP Calculus

Probability/Statistics
AP Statistics
Algebraic Systems

SCIENCE

Environmental Science I CP
Honors Biology I
Biology I CP
Honors Chemistry I
Chemistry CP
Integrated Science II
Honors Physics
Physics CP
Honors Biology II
Honors Chemistry II
AP Biology
AP Chemistry
AP Environmental
Forensic Science

WORLD LANGUAGE

Honors Spanish I
Spanish I
Honors Spanish II
Spanish II
Honors Spanish III
Spanish III
Honors Spanish IV
AP Spanish
German I
German II
German III
Honors German IV
French I
French II
French III
Honors French

GRADUATION REQUIREMENT CHECKLIST
SPOTSWOOD HIGH SCHOOL CLASS OF 2016, 2017, 2018

NAME:_____ **COUNSELOR:** _____

USE X FOR COMPLETED COURSES; / (SLASH) FOR COURSES IN PROGRESS.

ENGLISH:
- ☐ English 9
- ☐ English 10
- ☐ English 11
- ☐ English 12

WORLD LANGUAGE:
- ☐ Year One
- ☐ Year Two

MATHEMATICS:
- ☐ Algebra 1
- ☐ Geometry
- ☐ Algebra 2

SCIENCE:
- ☐ Biology
- ☐ Science 2 _____
- ☐ Science 3 _____

SOCIAL STUDIES:
- ☐ World History
- ☐ US History 1
- ☐ US History 2

FINANCIAL LITERACY:
- ☐ 2.5 credits: _____

CAREER, FAMILY, CONSUMER, LIFE SKILLS OR VOCATIONAL/ TECHNOLOICAL EDUCATION (5 Credits):

- ☐ 2.5 Credits:_____ and
- ☐ 2.5 Credits:_____ or
- ☐ 5 Credits: _____

VISUAL & PERFORMING ARTS (5 Credits):

- ☐ 2.5 Credits:_____ and
- ☐ 2.5 Credits:_____ or
- ☐ 5 Credits: _____

PE/HEALTH:
- ☐ 9TH Grade
- ☐ 10th Grade
- ☐ 11th Grade
- ☐ 12th Grade

CREDITS: **Grade 9** _____

Grade 10 _____ **TOTAL FOR TWO YEARS** _____

Grade 11 _____ **TOTAL FOR THREE YEARS** _____

Grade 12 _____ **TOTAL FOR FOUR YEARS** _____

MUST MEET 135 CREDIT GRADUATION REQUIREMENT

The Course Selection Sheets are marked to indicate which courses are applicable to meet graduation requirements. An index of the markings is below:

* Meets Visual/Performing Arts Requirement

$ Meets Financial Literacy Requirement

** Meets Career, Family, Consumer, Life Skills or Vocational/Technological Education Requirement

STANDARDIZED TESTING REQUIREMENT CHECKLIST
SPOTSWOOD HIGH SCHOOL CLASS OF 2016, 2017, 2018

ENGLISH LANGUAGE ARTS (Classes of 2016, 2017, and 2018 must meet ONE of the following)	SCORE
Passing Score on a PARCC ELA 9	
Passing Score on a PARCC ELA 10	
Passing Score on a PARCC ELA 11	
SAT ≥ 400	
ACT ≥ 16	
Accuplacer Write Place ≥6	
PSAT ≥ 40	
ACT Aspire ≥ 422	
ASVAB-AFQT ≥ 31	
Meet the Criteria of the NJDOE Portfolio Appeal	

MATHEMATICS (Classes of 2016, 2017, and 2018 must meet ONE of the following)	SCORE
Passing Score on a PARCC Algebra I	
Passing Score on a PARCC Geometry	
Passing Score on a PARCC Algebra II	
SAT ≥ 400	
ACT ≥ 16	
Accuplacer Elem Algebra ≥6	
PSAT ≥ 40	
ACT Aspire ≥ 422	
ASVAB-AFQT ≥ 31	
Meet the Criteria of the NJDOE Portfolio Appeal	