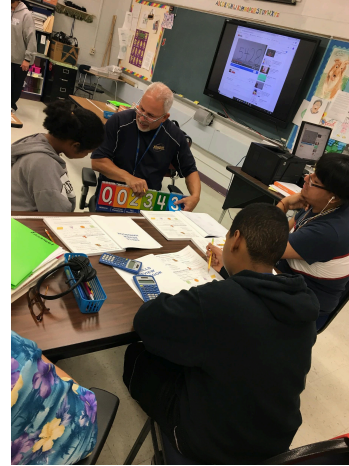
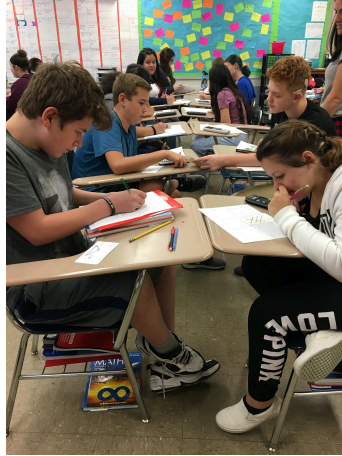
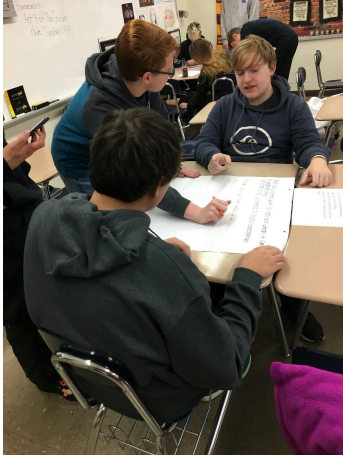


# Maple Shade High School



## Program of Studies

2022-2023

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## Table of Contents

Introduction	1
Scheduling Process	3
Graduation Process	4
Graduation Assessment Requirements	9
Four-Year Academic Planning	13
Grading Policies	15
Withdrawal From Courses	16
GPA & Class Rank	17
Honors & AP Coursework	19
College Partnership Opportunities	21
Athletic and Co-Curricular Eligibility	24
Course Selection	27
Sequencing Charts	72
Option 2	73
Early Release	74

Disclaimer: Information within Maple Shade High School's Program of Studies Catalog is subject to change without prior notice. Coursework and information provided in this guide are subject to such changes as needed to ensure continued compliance with federal, state, or local regulations and are subject to such review and alteration as becomes necessary for the routine operation of Maple Shade High School. Although every reasonable effort is made to present current and accurate information, Maple Shade High School makes no claims, guarantees or promises about the accuracy, currency or completeness of the information provided.

# Introduction

This carefully prepared Program of Studies is the primary reference manual for students, parents, and school personnel actively involved in curriculum planning at Maple Shade High School. It is a complete guide to all possible course offerings. Each department has had the opportunity to describe the programs available to students. The material is presented in a format designed to highlight the key components of each course. This Program of Studies is an excellent reference guide for a student's long-range course planning.

A sound high school Program of Studies should prepare students to move smoothly from high school to post high school endeavors. It should extend their knowledge, broaden their perspectives, and prepare them to live in the 21st century. This Program of Studies Catalogue can be a valuable tool in the process of planning a student's course of studies together with help from parents, counselors, and teachers.

Planning an individual student's program of studies demands a cooperative effort between the home and the school. It is vital to design a Program of Studies to be academically challenging and career-oriented. At the same time, realistically attainable expectations must be maintained, and personally enriching options must be provided in order to meet the particular needs of the student. In the end, it is the student who will be accountable for the final course selection decisions. Prior to committing to course selections, it is imperative that students seek out the most informed resources available to assist them in effective program planning. Consultation and close communication with parents, counselors, and teachers is strongly recommended. Input describing personal, social, goal, and motivational factors must be tempered with candid, objective aptitude and achievement data. The Program of Studies must include opportunities for each student at Maple Shade High School to maximize their scholastic potential.

The program of studies that an individual pursues in high school should reflect their aspirations, aptitudes, and achievements. Placement of students in classes and courses is made on the basis of the individual student's need without discrimination on the

basis of race, ethnicity, religion, ancestry, marital status, gender, sexual orientation, disability, or nationality.

The courses at Maple Shade High School provide students with many opportunities to meet their educational needs. Beyond the state and local requirements, the students are encouraged to select courses that best fit their potential. Since career development often takes shape slowly, each year's course scheduling requires a review of one's completed courses, courses in progress, and courses to be selected. In selecting a course, the following criteria should be considered, especially when so many options exist. Does the course meet high school graduation requirements? Provide an outlet for interests in subject areas? Reflect an aptitude or significant proficiency level? Provide a background for post-high school plans leading to career choices? Meet college entrance requirements?

Intelligent planning of an entire high school course of studies requires students to realize those course selection decisions for a single year impact significantly on long term course planning. If you have any questions concerning course selection, career paths, or college planning, please see your counselor.

## Scheduling Process

The master schedule is developed based upon the course selections made by students in January and February. There is always the possibility that a certain class will not be available due to heavy demand. A class may not run when an insufficient number of students elect a subject. Any changes in course selections after that time will decrease the effectiveness of the master schedule.

- A. The Maple Shade Board of Education reserves the right to withdraw any course offerings based on one or more of the following: (a) student enrollment in a course is insufficient, (b) a certified teacher is not available, and/or (c) budgetary funds are not available.
- B. Any requests for a level change from one level to another must be made by the second Friday in July. Although guidance counselors do not work daily in the summer, requests must be submitted (post dated/ time stamped) prior to the deadline.
- C. DROP/ADD PERIOD - There will be a drop/add period the first twelve days of school. Requests for schedule changes must be approved by the student's parents/guardians.

# Graduation Requirements

It is necessary that a student's program comply with the statute and administrative code of the State of New Jersey, the requirements established by the Board of Education, and sound principles of education before a diploma will be granted. In order to graduate a pupil must:

- A. Pass all required State assessments.
- B. Earn a total of 120 Credits which is comprised of required classes and additional electives
- C. Meet the district attendance policy
- D. Pass the following courses:

Program of Studies	Graduation Requirement
English Language Arts	4 years or 20 Credits
Physical Education/Health	4 years or 20 Credits
Algebra I	1 year or 5 Credits
Geometry	1 year or 5 Credits
Math- 3rd year	1 year or 5 Credits
US History I	1 year or 5 Credits
US History II	1 year or 5 Credits
World Civilizations	1 year or 5 Credits
Biology	1 year or 5 Credits
Environmental, Chemistry, or Physics	1 year or 5 Credits
Science (lab)- 3rd year	1 year or 5 Credits

Visual and Performing Arts	1 year or 5 Credits
World Language	1 year or 5 Credits
Financial, Economic, Business, and Entrepreneurial Literacy	1 semester or 2.5 Credits
21 <sup>st</sup> Century Life and Careers, or Career-Technical Education	1 year or 5 Credits
Total Minimum Elective Course Credits	20 Credits

Additional Information:

- A. Students will carry a minimum of fifteen (15) credits per semester and a minimum of thirty (30) credits per year.
- B. The principal alone may, for good reason, waive the minimum of thirty (30) credits per year with the understanding that the student needs 120 credits for graduation.
- C. High school level courses taken prior to Grade 9 may be used to meet prerequisites for advancement in a particular subject area and satisfy the Algebra requirement. A listing of these courses appears as a separate category on the high school transcript. However, because graduation credit requirements may only be met by courses taken in Grades 9–12, courses taken prior to Grade 9 are not included in GPA or class rank nor do they count toward graduation requirements, except Algebra, which can satisfy the content requirement, but not the credit requirement.
- D. High school level courses taken in approved high school evening/day and review programs, and through distance learning, are not included in weighted or unweighted GPA or class rank.
- E. If a student completes all of the graduation requirements in three years, a student may be eligible to receive a diploma. This must be approved by the principal or designee.
- F. Course Breakdowns by Program of Studies Category:



## **Visual and Performing Arts:**

Advanced Ceramics

Advanced Drawing and Painting

Advanced Theatre Studio

Advanced Yearbook/Digital Production

AP Studio Art: 2D Design

AP Studio Art: 3D Design

AP Studio Art: Drawing

Ceramics

Comedy & Improv.

Concert Band

Concert Choir

Digital Mixed Media

Drawing

Guitar 1

Guitar 2

Music Appreciation

Music Technology

Painting

TV Broadcasting I

Filmmaking

Introduction to Theatre

TV/Video Broadcasting II

TV/Video Broadcasting III Honors

Yearbook/Digital Production

**21st Century Life and Careers:**

AP Computer Science

Business Law

Careers

Computer Science-CyberSecurity

Computer Science- Robotics

Computer Science Discoveries

Digital Marketing

Fashion Marketing

Introduction to Business

Leadership and Mentoring Honors I

Leadership and Mentoring Honors II

Marketing Research

Sports & Entertainment Marketing

TV Broadcasting I

Filmmaking

TV/Video Broadcasting II

TV/Video Broadcasting III Honors

Sports & Entertainment Marketing

**Financial, Economic Business, and Entrepreneurial Business Literacy:**

Current Issues & Economics

Fashion Marketing

Financial Literacy

Sports & Entertainment Marketing

# Graduation Assessment Requirements

On September 8, 2021, the New Jersey Department of Education (NJDOE) updated the high school graduation assessment requirements in both English Language Arts/Literacy (ELA) and mathematics for the Classes of 2023 through 2025.

## The Classes of 2023–2025

The high school assessment graduation requirements that are in place for the Classes of 2023–2025 are:

In **English Language Arts/Literacy**, if after completing the New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the ELA component, such students may access the following pathways:

1. Pathway 2: By meeting the designated cut score on a substitute competency test (see Table 5 under Pathway 2 below);  
  
or
2. Pathway 3: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

In **Mathematics**, if after completing the required New Jersey Graduation Proficiency Assessment in grade 11, students did not demonstrate proficiency by passing the mathematics component, such students may access the following pathways:

1. Second Pathway: By meeting the designated cut score on a substitute competency test (see Table 5 under Second Pathway below)  
  
or
2. Third Pathway: By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

**Information for Students with Disabilities:**

Under the Individuals with Disability Education Act (IDEA), all students with disabilities must be included in all general state and district-wide assessments. IEPs of students with disabilities will address whether the student must meet the passing score on the state assessments or demonstrate proficiency through an alternate pathway. Students with disabilities whose IEPs specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in their IEPs. It is the responsibility of the student's IEP team to ensure that the IEP is implemented as written, including components addressing state graduation assessment requirements.

IEP teams should reserve the exemption of the statewide assessment graduation requirement for students with significant intellectual disabilities and for students with disabilities who have made repeated unsuccessful attempts to meet statewide assessment requirements through New Jersey Graduation Proficiency Assessment, a substitute competency test, or a student portfolio appeal. Districts are encouraged to begin convening meetings of the student's IEP team when the student is in grade 9, or as early as possible. The IEP team includes the student, and the student's parent(s)/guardian(s) to discuss the student's specific graduation requirements. Questions about IEP components concerning graduation assessment requirements should be directed to the Office of Special Education Policy and Dispute Resolution at [oseinfo@doe.nj.gov](mailto:oseinfo@doe.nj.gov).

## Pathways Available

### First Pathway

Students must take and demonstrate proficiency in grade 11 on the New Jersey Graduation Proficiency Assessment, which includes content aligned to the grade 10 New Jersey Student Learning Standards (NJSLS) in ELA, and the NJSLS in Algebra 1 and Geometry. If after completing the New Jersey Graduation Proficiency Assessment a student does not demonstrate proficiency on the ELA or mathematics section, the student may retake the New Jersey Graduation Proficiency Assessment in the following summer or fall.

A student with disabilities whose IEP states that they are not eligible for the alternate assessment (Dynamic Learning Maps) must take the New Jersey Graduation Proficiency Assessment in grade 11.

**Table 4: First Pathway — New Jersey Graduation Proficiency Assessment**

ELA	Mathematics
New Jersey Graduation Proficiency Assessment-ELA	New Jersey Graduation Proficiency Assessment-Mathematics

### Second Pathway

**Note:** This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

Students who sat for the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics by meeting the designated cut score on one of the assessments on the menu of substitute competency tests in Table 5 on the next page.

#### Important Notes:

- Tests marked with an asterisk (\*) are no longer administered but can be used for the graduating year.
- Beginning on Monday, January 28, 2019, classic ACCUPLACER tests were no longer available. QAS replaced ACCUPLACER Elementary Algebra.

## Classes of 2023–2025

**Table 5: Second Pathway – Menu of Substitute Competency Tests**

ELA	Mathematics
<p>One of the following:</p> <ul style="list-style-type: none"> <li>• NJSLA/PARCC ELA Grade 9</li> <li>• SAT Critical Reading (taken before 3/1/16)</li> <li>• SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later)</li> <li>• SAT Reading Test (taken 3/1/16 or later)</li> <li>• ACT Reading or ACT PLAN Reading*</li> <li>• ACCUPLACER WritePlacer</li> <li>• ACCUPLACER WritePlacer ESL</li> <li>• PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15)</li> <li>• PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later)</li> <li>• ACT Aspire Reading*</li> <li>• ASVAB-AFQT Composite</li> </ul>	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• NJSLA/PARCC Algebra 1</li> <li>• NJSLA/PARCC Geometry</li> <li>• NJSLA/PARCC Algebra II</li> <li>• SAT Math (taken before 3/1/16)</li> <li>• SAT Math Section (taken 3/1/16 or later)</li> <li>• SAT Math Test (taken 3/1/16 or later)</li> <li>• ACT or ACT PLAN Math</li> <li>• ACCUPLACER Elementary Algebra</li> <li>• Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019)</li> <li>• PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15)</li> <li>• PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later)</li> <li>• ACT Aspire Math*</li> <li>• ASVAB-AFQT Composite</li> </ul>

### Third Pathway

**Note:** This pathway is only available to students who completed the New Jersey Graduation Proficiency Assessment in grade 11.

Students who completed the New Jersey Graduation Proficiency Assessment in grade 11 and did not demonstrate proficiency are able to demonstrate proficiency in ELA and/or mathematics through a portfolio appeal in grade 12.

**Table 6: Third Pathway —Portfolio Appeals**

ELA	Mathematics
Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

## Four-Year Academic Planning

The purpose of this guide is to help the student plan a four-year academic program. It should be used after carefully reviewing graduation requirements and course descriptions, and consulting with his/her assigned school guidance counselor. All students will have a fixed lunch period and an opportunity to take 8 courses.

9 <sup>th</sup> Grade		10 <sup>th</sup> Grade	
Courses	Credit	Courses	Credit
1. English 9	5	1. English 10	5
2. Health & PE 9	5	2. Health & PE 10	5
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	



11 <sup>th</sup> Grade		12 <sup>th</sup> Grade	
Courses	Credit	Courses	Credit
1. English 11	5	1. English 12	5
2. Health & PE 11	5	2. Health & PE 12	5
2.		3.	
3.		4.	
4.		5.	
5.		6.	
6.		7.	
7.		8.	

# Grading Policies

The following letter grades are used to indicate student progress:

Mark	Numerical Equivalent
A	90-100
B	80-89
C	70-79
D	60-69 (lowest passing grade)
F	Below 60
I	Incomplete
P	Pass
WP	Withdrawal Passing
WF	Withdrawal Failing

Additional Information:

An “Incomplete” is given when a student has yet to complete the work for a particular marking period. All incomplete work must be completed by the interim of the following marking period.

## Withdrawal From Courses

If a student requests to drop a course within the first twelve days of school, and the request is approved, the course will be dropped without any indication of enrollment. Therefore, a grade will not be assigned and thus no adverse consequences to a student's GPA and rank will occur.

In some circumstances, seniors may drop a course for early release after the drop/add period. In these special circumstances, the request must be approved by the Counseling Director. **This action will impact a student's GPA and class rank\*.** The student's current grade at the time of withdrawal will be indicated on the report card and transcript with a notation of WF (below 60) or WP (above 60). Since the course has technically been dropped, the final credits for the course will not be awarded.

\*NOTE: A WP/WF can adversely affect the GPA because credits earned will equal zero while credits attempted will be the actual credits assigned to the courses.

# GPA & Class Rank

## Determination of Class Rank:

Final grades for each course in grades 9-12 are converted to quality points (see scales below). The quality points are multiplied by the number of corresponding earned credits. The quality points and the attempted credits are separately totaled, and the sum of the quality points is divided by the sum of the attempted credits.

## GPA Conversion Tables

### Quality Point Scale – **Regular- College Prep** (Non-weighted)

97-100 = 4.2	87-89 = 3.2	77-79 = 2.2	67-69 = 1.2	59 & below = 0
93-96 = 4.0	83-86 = 3.0	73-76 = 2.0	63-66 = 1.0	
90-92 = 3.8	80-82 = 2.8	70-72 = 1.8	60-62 = .8	

### Quality Point Scale – **Honors Course** (Weighted)

97-100 = 5.2	87-89 = 4.2	77-79 = 3.2	67-69 = 2.2	59 & below = 0
93-96 = 5.0	83-86 = 4.0	73-76 = 3.0	63-66 = 2.0	
90-92 = 4.8	80-82 = 3.8	70-72 = 2.8	60-62 = 1.8	

### Quality Point Scale – **Advanced Placement Course** (Weighted)

97-100 = 5.7	87-89 = 4.7	77-79 = 3.7	67-69 = 2.7	59 & below = 0
93-96 = 5.5	83-86 = 4.5	73-76 = 3.5	63-66 = 2.5	
90-92 = 5.3	80-82 = 4.3	70-72 = 3.3	60-62 = 2.3	

Quality Point Scale – LC (Non-weighted)

97-100 = 3.7	87-89 = 2.7	77-79 = 1.7	67-69 = 0.7	59 & below = 0
93-96 = 3.5	83-86 = 2.5	73-76 = 1.5	63-66 = 0.5	
90-92 = 3.3	80-82 = 2.3	70-72 = 1.3	60-62 = 0.3	

**Additional Weight for Honors and AP Courses**

Honors (H)	Add 1.0 to the final grade point earned for the course
Advanced Placement (AP)	Add 1.5 to the final grade point earned for the course

# **Honors & AP Coursework**

## **Honors Courses**

Honors Courses are intended to provide motivated and highly capable students with significant academic rigor. Courses are designed to promote higher level thinking skills, encourage inquiry, and self-directed learning. The curriculum in these courses is altered to provide additional depth of content, accelerated pacing, advanced concepts and provide extended learning opportunities. Honors courses are designated on student transcripts.

## **Advanced Placement (AP) Courses**

Advanced Placement courses are college-level courses that are offered in a variety of curricular areas. These national curricula are developed by both high school and college teachers under the auspices of the College Board. AP courses are open to all students who meet course prerequisites. Students taking these courses receive a weighted grade and are required to take the AP exam. Students are eligible for college credit contingent upon their score on the AP exam.

## **Goals of the Honors Program at Maple Shade High School**

The following have been established as the goals of the Honors Program at Maple Shade High School:

- to provide for differentiated opportunities for learning commensurate with abilities and talents of individuals;
- to offer alternative learning environments;
- to help develop sensitivity and responsibility to others;
- to help develop a commitment to constructive ethical standards;
- to assist in developing self-generating, problem-solving abilities;
- to help develop a realistic, healthy self-concept;

- to develop an in-depth understanding, as evidenced by the ability to analyze, synthesize and evaluate, advanced material in each identified academic subject to develop lifelong learners.

### **Honors/AP Courses Offered at Maple Shade High School**

#### **English Language Arts:**

English 9 Honors  
English 10 Honors  
English 11 AP (Lang. & Comp.)  
English 12 AP (Lit. & Comp.)

#### **Social Studies:**

US History I Honors  
US History II Honors  
World History Honors  
United States History AP

#### **21<sup>st</sup> Century:**

Leadership, Mentoring & Education  
Honors I and II

#### **Mathematics:**

Algebra I Honors  
Geometry Honors  
Algebra II Honors  
Pre-Calculus Honors  
Calculus Honors  
AP Calculus A/B

#### **Visual and Performing Arts:**

AP Art and Design  
TV/Video Broadcasting III Honors  
Computer Science AP

#### **Science:**

Environmental Science Honors  
Biology Honors  
Chemistry Honors  
Physics Honors  
Biology AP  
Chemistry AP

#### **World Language:**

Spanish IV Honors  
French IV Honors

# College Partnership Opportunities

## Dual Credit- Rowan College Burlington County (RCBC)

Upon satisfactory completion of course requirements, any student enrolled in this program will be able to apply this credit at those colleges/universities which accept it. Students will be required to pay a course registration fee to Rowan College Burlington County. All MSHS courses are reviewed and approved each year by RCBC.

MSHS Class	RCBC Class	RCBC Credits
<b>English Language Arts</b>		
AP Language & Composition	ENG-101-C19	3
AP Literature & Composition	ENG-102-C19	3
<b>Mathematics</b>		
AP Calculus AB	MTH-118-C19	4
Honors Pre Calculus	MTH-130-C19	4
Statistics	MTH-107-C19	3



<b>Science</b>		
AP Chemistry	CHE-115-C19 CHE-116-C19 CHE-117-C19 CHE-118-C19	8
AP Biology	BIO-103-C19 BIO-104-C19 BIO-103-C19 BIO-103-C19	8
<b>Social Studies</b>		
AP US History	HIS-101-C19 HIS-102-C19	6
Psychology	PSY-101-C19	3
African American Studies	HIS 266 and HIS 267	6

<b>World Language</b>		
Spanish 4	SPA-102-C19	3
French 4	FRE-102-C19	3
<b>Visual and Performing Arts</b>		
AP Studio Art: Drawing	Art-121-C19	3
TV/Video Broadcasting III Honors	COM-103-C19 ETC-101-C19	6
<b>21st Century Life and Careers</b>		
AP Computer Science	CSE 135-C19	3
Computer Science Discoveries	CIS-101-C19	3

## Athletic and Co-Curricular Eligibility

In order to participate in athletic activities, all students must be eligible according to the guidelines established by the New Jersey State Interscholastic Athletic Association (NJSIAA). The Maple Shade Board of Education considers athletics and other competitive extra-curricular activities an integral part of the total educational program.

### Athletics

#### 1. High School

- a. All interscholastic athletic activities are governed by the bylaws of the NJSIAA. The following are the minimum eligibility requirements as stipulated by the NJSIAA by-laws.

	<b>GRADE 9</b>	<b>GRADE 10</b>	<b>GRADE 11</b>	<b>GRADE 12</b>
September 1 [or beginning of 1st semester]	-----	30 credits of 9th grade courses	30 credits of 10th grade courses	30 credits of 11th grade courses
January 31 [or beginning of 2nd semester]	15 credits of first semester in 9th grade	15 credits of first semester in 10th grade	15 credits of first semester in 11th grade	15 credits of first semester in 12th grade

- b. Students participating in fall or winter activities must meet the September 1 requirements. Students participating in spring activities must meet the January 31 requirements.

## 2. College

For student athletes entering collegiate institutions in Division I and II, after August 1, 1996, Bylaw 14.3 ["Prop 48"] requires that student athletes meet the following requirements:

### a. Division I Requirements

- (1) Graduate from high school;
- (2) Successfully complete a core curriculum of at least 16 academic courses: This core curriculum includes at least four years of English; three of Math (Algebra I or higher); two courses in Social Science; two courses in natural or physical Science; four additional academic courses which may be taken from the already-mentioned categories, as well as World Language and Philosophy.
- (3) have a minimum grade point average of 2.0 (2.3 for the class of 2015 and beyond) based on a 4.0 scale and a score of 1010 (SAT January 2016 and before) or 1090 (SAT March 2016 and after) verbal and math only or a composite score of 86 on the ACT.

### b. Division II Requirements

- (1) Graduate from high school;
- (2) Have a GPA of 2.0 (based on a maximum of 4.0) in a successfully completed core curriculum of at least 13 academic courses. This core curriculum includes three years of English; two of Math; two of Social Science; two in natural or physical Science (including at least one laboratory course); two additional courses in English, Math, natural or physical Sciences; and two additional academic courses which may be taken from the already-mentioned categories, as well as World Language, and Philosophy.
- (3) Have a combined score of 820 (SAT January 2016 and before) or 900 (SAT March 2016 and after) verbal and math

sections or a 68 composite score on the ACT.

c. NCAA Clearinghouse

- (1) If a student-athlete is planning to enroll in college as a freshman and wishes to participate in Division I or Division II athletics, a senior must be certified by the NCAA Initial-Eligibility Clearinghouse. The Clearinghouse was established as a separate organization by the NCAA member institutions in January 1993. The Clearinghouse ensures consistent interpretation of NCAA initial-eligibility requirements for all prospective student-athletes at all member institutions.
- (2) Student-athletes who want to start the Clearinghouse process should complete the necessary forms as early as their junior year. These forms are available in the Guidance Center.
- (3) You can go to [www.ncaa.org](http://www.ncaa.org) for approved courses.
- (4) All courses listed in this catalog fulfill State requirements. This is not true for NCAA requirements. Go to [www.ncaa.org](http://www.ncaa.org) for more information. You may also see your coach, school guidance counselor, or the athletic director if you have a question.

**Other Requirements for Athletic Eligibility at MSHS**

1. Students must be district residents – new enrollees are subject to NJSIAA transfer regulation policies.
2. Students must comply with the NJSIAA Steroid Testing Policy by signing the *Consent to Random Testing Form* before any sports tryouts, available from the Athletic Office at MSHS.
3. Students must pass a sports physical examination each year.
4. Parent/guardian permission to participate must be granted.
5. Students must maintain a 2.0 GPA for each marking period.

# **Course Selection**

## **2022-2023**

# ENGLISH & ESL

## **English 9**

5 credits

This course begins with a review of grammar, writing, and literary analysis skills. A variety of writing formats are introduced to help students master the art of writing clear, well-organized prose, emphasizing paragraph development and the effective use of words. This course familiarizes the student thoroughly with various genres of literature and includes some exploration of the similarities and differences of each genre. Representative works of literature are studied as examples of each genre and literary expressions of an author's ideas. Each student has a limited opportunity to read books of his own choosing in the context of the course. Emphasis is placed on literature, language skills, and composition. Students will be exposed to Shakespeare for the first time through the Tragedy of *Romeo and Juliet*. Additionally, students will be exposed to the MLA format and research skills.

## **English 9 Honors**

5 credits (Weighted)

*Prerequisite: 85 or better in 8<sup>th</sup> Grade Language Arts*

This course will begin with a review of basic grammar, emphasizing varied sentence structures and varied sentence beginnings. Exposure to an in-depth approach to writing will ensue. Students will become familiarized with the MLA format and research skills. With regards to literature, this course will formally introduce the student to the novel, the poem, the play, and the short story. A drama by William Shakespeare, various novels, numerous short writings, and oral discussions drive the curriculum. Vocabulary development and reading comprehension will be stressed.

## **English 10**

5 credits

*Prerequisite: English 9*

This course features critical and practical writing skills as a complement to the literature. Students will have the opportunity to examine how literature reflects society as they read American literature. Students will read classic and contemporary American

novels. Reading instruction will continue to emphasize comprehension skills in which personal connections to the text are made while the reader questions, analyzes and interprets what is read. Reading instruction will also place an increased focus on evaluating the literature and synthesizing the material read to create new knowledge and opinions. In addition to standardized test preparation, all students will complete a research assignment using the MLA format.

### **English 10 Honors**

5 credits (Weighted)

*Prerequisite: 90+ in English 9 or 80+ in English 9 Honors*

Students in this course are expected to be competent readers and writers, to think creatively, and to be both independent and collaborative learners. Students learn how our literature evolved through several distinct periods and how to read, interpret, and analyze poetry and prose. Written assessments—test, quizzes, and essays—and creative projects are used to measure learning. Students also read classic and contemporary American novels, with much of this reading done on their own. Standardized test practice continues, as honors students are eminently capable of becoming advanced proficient users of the language. Finally, all students complete a writing assignment using the MLA format.

### **English 11**

5 credits

*Prerequisite: English 10*

English 11 will continue to synthesize and summarize the skills of writing, speaking, reading, listening, and thinking. The course will stress communication skills which the student will find useful both in and out of school. A variety of writing assignments will be completed including argumentative essays, analytical responses to literature and other extended writing projects. The students will be able to explore the role of man in society through fictional and non-fictional literature. Successful completion of a research project following MLA format will be required.



**English Language & Composition AP (11)** CAP COURSE

5 credits (Weighted)

*Prerequisite: 80+ in English 10 Honors*

The AP English Language and Composition course is designed to help students become skilled readers and writers through engagement with non-fiction texts and research. Additional areas of focus include composing in several forms about a variety of subjects, writing that proceeds through several stages or drafts, writing informally, which helps students become aware of themselves as writers and the techniques employed by other writers, analyzing graphics and visual images, and conducting research and writing argument papers in which students present an argument of their own that includes the analysis and synthesis of ideas from an array of sources. This course will be different than previous English courses in that the focus will be on writing, research, analysis, and discussion, and not literature.

**English 12**

5 credits

*Prerequisite: English 11*

As the final course in the sequence, English 12 is intended to synthesize and summarize the skills of writing, speaking, reading, listening, and thinking that comprise the entire program. This course will focus on expository as well as creative writing as vehicles for self-exploration and self-identity. As an area of investigation and a general, inclusive topic, students will be asked to work on shaping a personal world-view based on their readings and class discussions. Major papers will be required, in addition to shorter written assignments. Texts outside the Anglo-American context will be explored with an emphasis on those works which reflect civilization's concerns with the important central issues common to all nations and cultures. Analysis of the works will focus on developing insights into the psychological, sociological, and historical components of cultural "world views." Literature of Europe, Asia, and Africa will be explored. Students in English 12 will deal with more difficult material and more sophisticated projects.

## **English Literature & Composition AP (12)** CAP COURSE

5 credits (Weighted)

*Prerequisite: 80+ in English 11 Honors*

AP English Literature and Composition is rigorously designed for high-achieving, highly-motivated, college-bound student. You can expect a course as identical to a college class as possible. You must have mastery in writing essays, confidence in analyzing literature, commitment to hard work, and a strong desire to participate fully in this discussion-based class. The basics of English grammar, punctuation, and essay organization are prerequisites. In addition to these basics, a dedication to stretch yourself creatively is highly desired.

## **Public Speaking**

2.5 credits

Grades 9–12

This class will help students master the art of speech and teaches the skills needed to present their best selves in the classroom, board room, or even for job interviews. Students study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, and prepare and present their own speeches to diverse audiences. Students learn to choose speaking topics and adapt them for specific audiences, to research and support their ideas, and figure out how to present their own unique self. They study how to incorporate well-designed visual and multimedia aids in presentations and how to maintain a credible presence in the digital world. Students also learn about the ethics of public speaking and about techniques for managing communication anxiety. This is a fun and creative elective that can benefit any student looking to get ahead in life.

## **Debate**

2.5 credits

Grades 9–12

Debate provides an excellent experience for students who wish to learn how to debate. This class will teach students how to express ideas and to defend them under direct challenge. Debate teaches tact, resourcefulness, and ability to think on one's feet. This class will show that ideas must be backed by evidence, not by mere conjecture and opinion. Students will learn major

philosophical concepts and moral theories, and will apply them to the cases they will construct and argue. This course is framed after competition style debate and is for students looking to discuss and debate current events and important issues in the global society.

### **Creative Writing**

2.5 Credits

Grades 9–12

Creative writing is an English elective designed for those students who have developed an interest in writing through the regular English curriculum and who wish to pursue this interest further. The course focuses on developing student creativity through the study and writing of essays, short stories, a journal, poetry, play, and other areas of student ability and interest. Creative Writing attempts to heighten student awareness of the limitless possibilities for writing in their daily lives. Students are encouraged through interaction with their teacher to see these possibilities and to develop their abilities to their fullest. Students are encouraged to submit their work in contests and in publications. A command of basic writing skills is necessary.

### **Film Appreciation**

2.5 Credits

Grades 9–12

Film Appreciation introduces students to a variety of landmark films from different historical periods, challenging them to look beyond the contemporary and understand the heritage of cinema. Throughout the semester, students will explore several genres, gaining insight into what happens both on screen and behind the scenes. By engaging with a variety of media, students enhance their ability to both view and write critically about films.

### **Media Studies**

2.5 Credits

Grades 9–12

Media Studies is a theoretical and practical course which teaches students how to analyze and decode the complicated messages of mass media, including television, radio, magazines, advertisements, newspapers, and films. The goal of this course is not to

teach students what to think, but rather how to think about the media. Emphasis is placed upon critical viewing and thinking skills, as well as the creation of student media products. Students will learn how to refute stereotypes and uncover embedded or biased messages related to race, gender, ethnicity, age, disability, and socio-economic levels. Students will review research studies on issues such as violence in the media and the blurring of news and entertainment. It is expected that students will participate in class discussions, projects, and hands-on activities. There is a strong emphasis on analytical writing in this course.

**SAT Preparation: English**

2.5 credits

Grades 10-12

*Prerequisite: English 9*

This course prepares students for the critical reading SAT. They explore each part of this important college entrance exam, learning key test-taking strategies and, several times throughout the course, taking practice tests. Vocabulary development, reading comprehension, and essay composition skills are also stressed.

**ESL 1**

5 credits

Grades 9-12

*Placement based on WIDA Access Test and Teacher Recommendation*

This course is for newcomers and beginning English language learners. It focuses on developing social and instructional English language proficiency in the domains of listening, speaking, reading, and writing. Students learn language through content, in particular the language of language arts, math, science, and social studies. Students have weekly language lab time to use Rosetta Stone to develop social English skills.

**ESL 2**

5 credits

Grades 9–12

*Placement based on WIDA Access Test and Teacher Recommendation*

This course is for intermediate English language learners. It focuses on developing social and instructional English language proficiency in the domains of listening, speaking, reading, and writing. Students learn language through content, in particular the language of language arts, math, science, and social studies. There is a greater focus on developing academic vocabulary and academic skills necessary for success across the curriculum.

**ESL 3**

5 credits

Grades 9–12

*Placement based on WIDA Access Test and Teacher Recommendation*

This course is for advanced English language learners. It is designed for those English language learners who need to refine their academic English language skills. Emphasis is placed on developing academic reading and writing skills, as well as more advanced academic vocabulary development. It exposes students to grade-level language arts curricula in a sheltered environment.

**ESL Academic Support**

5 credits

This course focuses on organizational skills and support for content-area language. Students bring their content-area assignments to class for extra assistance and clarification.

# VISUAL & PERFORMING ARTS

## **Drawing**

2.5 credits

Grades 9 –12

This course is an introduction to basic drawing and painting techniques and media for interested students with minimal art skill. Students will explore realistic and abstract design concepts through the manipulation of pencil, charcoal, pastel, colored pencil, ink, paint and mixed media techniques. Using the natural world, models, photographs and the imagination students will create original pieces of artwork based on different design themes. Contour, one, and two point perspective as well as color theory will be discussed. A sketchbook, pencils, and an eraser are required for the course.

## **Painting**

2.5 credits

Grades 9 –12

This course is an introduction to basic drawing and painting techniques and media for interested students with minimal art skill. Students will explore realistic and abstract design concepts through the manipulation of pencil, charcoal, pastel, colored pencil, ink, paint and mixed media techniques. Using the natural world, models, photographs and the imagination students will create original pieces of artwork based on different design themes. Contour, one, and two point perspective as well as color theory will be discussed. A sketchbook, pencils, and an eraser are required for the course.

## **Advanced Drawing & Painting**

5 credits

Grades 10–12

*Prerequisite: 70 in Drawing & Painting*

Advanced Drawing and Painting is for students to have a continuation of Drawing and Painting with more emphasis on theme in compositions, art appreciation, and projects through problem solving. The problems or exercises presented in each unit focus

on issues of texture, shape, and value, line, color, and spatial relationships, which are the Elements of art. Students will be directed to use specific techniques and experiment with various drawing tools in which to respond to situations, studies, and historic artists in order to expand their awareness of technical choices in drawing and painting. In addition to projects, students will be expected to maintain a written and visual record of their process in a sketchbook. It will be used as a means to follow their progress and aid in critique.

**AP Studio Art: Drawing** CAP COURSE

5 credits (Weighted)

Grades 11-12

*Prerequisite: 90+ in Advanced Drawing & Painting Instructor's Recommendation*

The AP Studio Art course is designed for students who wish to engage in a college-level art experience while still in high school with the objective of obtaining college credit by scoring well on the Advanced Placement Studio Art portfolio: a three part art portfolio submitted for evaluation to the College Board. This performance based visual exam requires students to demonstrate their understanding and abilities in three aspects of art: quality, concentration and breadth. Students shall assemble a body of work that demonstrates a high level of quality and growth over time in the areas of content, technique and process. This course is designed for highly motivated students who wish to develop mastery in drawing techniques, concept, composition, and creativity in their artwork.

**Digital Mixed Media**

5 credits

Grades 9-12

*Prerequisite: Basic Computer Processing Skills*

This course explores the relation between digital and fine art. Students will be exposed to photography techniques and learn about depth of field, perspective, the rule of thirds and other photography tips. Through digital shots and image manipulation through Photoshop students will create original meaningful art. Students will also experience traditional art techniques such as

drawing, painting and mixed media creations. Access to a digital camera is preferred but not required.

### **Yearbook/Digital Production**

5 credits

Grades 9–12

*Digital Mixed Media recommended*

This course is designed for the student who is interested in learning the entire process of desktop publishing by working as a team player to create a 180–page high school yearbook from beginning to end. Students will have an opportunity to write headlines, short stories, captions and copy to enhance graphic and photographic elements. They will also be creating headlines, edit photographs and layout pages. Students will also be involved in preparing interviews, quotes, proof-reading, taking surveys, polling and meeting deadlines. Students will create the yearbook using elements of Photoshop and Jostens Yearbook Avenue.

### **Advanced Yearbook/Digital Production**

5 credits

Grades 10–12

*Prerequisites: Yearbook/Digital Production*

In this course students will continue to advance skills in the following areas: page design, advanced publishing techniques, copywriting, editing, and photography while producing a creative and innovative yearbook which records school memories and events. There is an emphasis on journalism skills in this class. Advanced Yearbook students will accept Editor responsibilities including organizing, uploading, and editing photos and spreads as well as reviewing all spreads before submission. Participants gain useful, real world skills in time management, marketing, teamwork, research and design principles.

### **AP Studio Art: 2D Design**

5 credits (Weighted)

Grade 12

*Prerequisites: 90+ in Advanced Drawing & Painting; 90+ in Digital Mixed Media; Instructor's Recommendation*

AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and



applied over the course of the year to produce visual compositions. Students will have to submit a studio portfolio that combines traditional drawing and painting techniques with modern digital imagery and photography. The portfolio will be submitted to the College Board and is the equivalent of a 2-D design college art course.

### **Ceramics**

5 credits

Grades 9-12

*Suggested Prerequisite: Drawing & Painting*

This course is designed for the student interested in furthering their knowledge about the fundamentals of clay. Students will learn hand-building techniques such as pinch, slab, coil, and wheel throwing as well as glazing, applied texture, and a brief exploration of ceramic history. This course is designed to suit the needs of the beginner potter. Students will also be introduced to the art of Raku firing. A sketchbook is required.

### **Advanced Ceramics**

5 credits

Grades 10-12

*Prerequisite: 70+ in Ceramics*

This course is a further exploration of Ceramics as an art form. Concentration will be on wheel throwing, glazing techniques, and exploring clay more independently. This is an advanced level course and students are expected to create advanced level creations. A sketchbook is required.

### **AP Studio Art: 3D Design** CAP COURSE

5 credits (Weighted)

Grades 11-12

*Prerequisites: 90+ in Advanced Ceramics Instructor's Recommendation*

The AP Studio 3D Design course is designed for students who wish to engage in a college-level art experience, with the objective of obtaining college credit by scoring well on the Advanced Placement portfolio. The performance based visual exam requires

students to demonstrate their understanding and abilities in three aspects of art: quality, concentration, and breadth. Students shall assemble a body of work that demonstrates a high level of quality and growth over time in the areas of content, technique and process. This course is designed for highly motivated students who wish to develop mastery in ceramic techniques, concept, form and function, and creativity in their artwork.

### **Concert Choir**

5 credits

Grades 9–12

Concert Choir is for all students who enjoy singing and wish to become part of a performance ensemble. As a member of the senior high choir, students will get the chance to perform music from a variety of styles such as pop, jazz, classical, a cappella, and many more. A balanced variety of vocal repertoire is experienced, stressing vocal, choral and sight-reading techniques. Students will develop the knowledge and skills that strengthen their aesthetic musical awareness. They will develop the ability to evaluate and demonstrate an appreciation for, music as an art form, and music related careers. Students will develop an understanding of the potential for music in interdisciplinary relationship with all curricula. Grading is based on class participation, lessons, written work, and vocal testing. Students are required to attend all performances in order to meet curriculum requirements.

### **Concert Band**

5 credits

Grades 9–12

All ninth through twelfth grade instrumental music students who demonstrate a performing ability on an instrument have the opportunity to participate in the instrumental music program. Students enrolling in this course will develop and refine skills involving musical elements, style, and genres while emphasizing the development of musicianship. Music literature of various forms and styles will be studied and performed. Students who continue to participate in instrumental music for a second, third, or fourth year will add to their repertoire and work on techniques and mastery of their individual instruments. In addition, knowledge of music theory will be enhanced as the student proceeds through the program.

**Music Technology I**

2.5 credits

Grades 9–12

Students enrolled in this course will learn the basics of music technology involved in recording, processing, scoring, and arranging. Prior musical knowledge is not required but enjoyment of music is highly recommended. Students are required to self-pace over several days for each project. Students will also need to be able to self-critique and modify their work during the creation process. Projects would include, but not limited to, scoring and arranging music for film and still photography as well as music ensembles. Students will use computers and software such as Mixcraft digital audio workstation

**Music Technology II**

2.5 credits

Grades 10–12

Prerequisite: In order to enroll in this class a student must pass Music Technology I with a grade of 75 or better.

Music Technology II will include more advanced music theory, compositional techniques, and mixing processes to create more polished music. In addition, students will learn more about live recording and may have opportunities to record live performances, and mix and master them into a finished product. Projects and assignments will be more in depth and require deeper thinking and analysis than Music Technology I

**Music Appreciation**

5 Credits

Grades 9-12

Music Appreciation introduces the fundamental components of music and guides students through exploration of the musical styles of various eras and cultures. Through discussion and analysis, students will understand the background and development of today's music.

**Introduction to Theatre**

2.5 credits

Grades 9-12

This course introduces students to some of the fundamental skills and tools required for developing the acting process and becoming an actor. They build self-awareness, develop their imagination and concentration, recognize their emotional truth, learn the actor's vocabulary, and demonstrate the ability to be honest and committed in their acting. Students will study scenes, monologues, directing and all aspects of the acting process. Whether on stage or on film, students will build their skills as an actor and learn the tools of the trade through scene study and live performance.

**Comedy & Improv.**

2.5 credits

Grades 9-12

Do you love to perform and make people laugh? Then Comedy Improv. is the class for you! This class is designed for the student who is interested in learning more about theater with a focus on comedic performances. This course will allow students to grow as an actor and a comedian through fun improvisation games and as well as prepared performances. Students will practice and prepare scenes and monologues and perform them in class in small ensembles as well as by themselves. They will also explore some basic fundamentals of theater and comedy history and try their hand at directing or writing their own material. This is a full participation class with no experience necessary. Students will perform for and present information to their peers and the instructor on a regular basis.

## **Advanced Theater Studio**

5 credits

Grades 10–12

*Prerequisite: Intro to Theatre/Comedy & Improv or theatrical experience and permission of the class instructor.*

This class is designed for students who have completed Intro to Theater/Comedy & Improv and have become passionate about the theater arts. In this class students will get to further expand on their skills as both a comedian and an actor through extensive scene and character study, advanced improvisational techniques, and all other skills needed as a professional actor. This class will result in a full scale production put together to display actors skills and advanced understanding of theater. If you love performing and are looking to take your skills to the next level past Intro to Theater/Comedy & Improv this is the class for you!

## **Guitar Lab 1**

2.5 credits

Grades 9–12

Guitar lab is a fun class designed for students with an interest in music who want to learn how to play guitar. No prior music experience is required. After completion of this course students will be able to learn and play their favorite songs as well as have a basic understanding of music theory techniques and concepts. Students will work within a Beginning Guitar Method Textbook to learn the basic principles of playing an instrument and progress to more advanced studies, if warranted. In guitar a wide variety of playing styles will be explored including pop, punk, rock, metal, and many others. Students will also be encouraged to use their creativity to create projects on garage band and perform in small groups. Weekly playing and written tests will be administered to test both musical knowledge and playing ability.

## **Guitar Lab 2**

2.5 credits  
Grades 9-12

*Prerequisite: Guitar Lab 1*

Guitar II will continue to expand upon techniques learned in Guitar Lab I to allow students to become more advanced and fluid players. Guitar Lab I must be completed as a prerequisite before this class. In guitar II students will expand to more difficult techniques required to master guitar. This class is for the dedicated musician who really has a passion for music and wants to learn more. In addition to technique and theory students will also explore rock history as a comprehensive study of rock and roll music through the last 60 years.

*\*If students have taken a full year of Guitar Lab during the 2019-2020 school year, or prior to the 2019-2020 school year, they have already completed this class.*

# HEALTH AND PHYSICAL EDUCATION

## **Physical Education**

3 Quarters: 3.75 or 4 credits

Grades 9–12

The physical education program includes calisthenics, skills in athletics, individual and dual sports, body building activities, postural work and evaluations. The program is planned progressively from seventh through twelfth grade with a twelfth grade activity option designed to let the student put into practice those activities which interest him/her most. Teamwork, trust, and problem solving skills are addressed in addition to physical fitness activities.

## **Health 9/Sexuality and Responsibility**

1 Quarter: 1 or 1.25 credits

The ninth grade health course builds on the premise that health-literate and physically educated students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate and physically educated individuals also take personal responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others. This course will cover Building Responsible Relationships, Risks of Adolescent Sexual Activity, HIV and AIDS, Family Planning and Your Life Goals, and Protecting Yourself from STDs and HIV/AIDS.

## **Health 10/Driver's Education**

1 Quarter: 1 or 1.25 credits

The theory of driver education is offered during the marking period reserved for health. The curriculum provides students an introduction to the highway transportation system and to teach strategies that will develop driving knowledge related to today's motorized society. It will also provide an in-depth study of the scope and nature of accidents and strategies to reduce related risks. Successful completion of this course and the permit test fulfills the state's eligibility requirements for applying for a driver's permit upon reaching 16 ½ years of age.

**Health 11/First Aid and Safety**

1 Quarter: 1 or 1.25 credits

First Aid offers instruction on how to think, react and improvise when dealing with life threatening emergencies. Students will gain an understanding of The Emergency Medical System, emergency action principles, body systems, airway emergencies, breathing and cardiovascular emergencies, CPR, First Aid for strokes, bleeding management, shock, and secondary assessment. At the end of the course, students will have the opportunity to take the certification test for the above areas.

**Health 12/Family Life Skills**

1 Quarter: 1 or 1.25 credits

It is the goal of 12<sup>th</sup> grade health to educate students on healthy choices throughout their lives. This curriculum stresses the importance of Family Life Skills. The course promotes a lifetime of making healthy choices that promote positive physical and mental well-being. With this mission in mind, the course will cover family life skills, stress management, mental and emotional problems, healthy relationships, the beginning of the life cycle, and changes during adolescence.

**Sports Medicine & CPR**

5 credits

Grades 10-12

This course allows students to explore sports medicine, human anatomy and physiology, and practical athletic training skills. Students will recognize the signs and symptoms of some of the more common injuries that people who are involved in physical activity encounter. This course will blend the academic study of the human body with a hands-on understanding of injury prevention and treatment. Finally, students will become certified in healthcare provider CPR by the AHA. Any student considering advancing their studies in medicine, allied health, nursing, or physical therapy would benefit from this course.



**Mind Body Connections 1**

5 credits

Grades 11

This is a full-year course designed to be an alternative to traditional Physical Education, which focuses on a more holistic approach to wellness. Stress will be placed on the muscular domain. Students will design, develop and practice appropriate fitness regimens that will serve them for a lifetime of wellness. An integral part of the course will be devoted to character education as well as other relevant health education issues.

**Mind Body Connections 2**

5 credits

Grade 12

This is a full-year course designed to be an alternative to traditional Physical Education, which focuses on a more holistic approach to wellness. Stress will be placed on total-body fitness. Students will study body weight exercises, yoga, pilates and cardiovascular endurance. Students will design, develop and practice appropriate fitness regimens that will serve them for a lifetime of wellness. An integral part of the course will be devoted to character education as well as other relevant health education issues.

# MATHEMATICS

## Algebra I

5 credits

Grade 9

This course includes essential topics of a first year algebra course and lays the groundwork for all mathematics study by establishing the concepts of set theory, axioms, and properties of the real number system. Topics include operations with real numbers, solving linear equations, factoring, rational expressions, system of linear equations and graphing. An emphasis on problem solving is incorporated into daily lessons.

## Algebra I Honors

5 credits (Weighted)

Grade 9

*Prerequisite: 85 or better in Math 8*

This course is for the highly motivated student with a strong mathematical background. In addition to the study of real numbers, solving linear equations, factoring, rational expressions, system of linear equations, and graphing, students may study radicals, functions, and systems of equations.

## Geometry

5 credits

Grades 9- 10

*Prerequisite: Algebra 1*

The Geometry curriculum develops reasoning and problem solving skills through topics such as congruence and similarity. Students will apply properties of lines, triangles, quadrilaterals, and circles. Students will develop problem solving skills by using length, perimeter, area, circumference, surface area, and volume to solve real-world problems. In addition to geometry content, this course includes exercises involving algebra, data analysis, and probability. A beginning understanding of Trigonometry will be introduced. These topics often appear on standardized tests such as the SAT & ACT.

## **Geometry Honors**

5 credits (Weighted)

Grades 9–10

*Prerequisite: 90+ in Algebra 1 or 80+ in Algebra 1 Honors*

Honors Geometry stresses problem solving and proving geometric principles. In addition to the study of properties of lines, triangles, quadrilaterals, and circles, students will develop problem solving skills by using length, perimeter, area, circumference, surface area, and volume to solve real-world problems. A beginning understanding of Trigonometry will be introduced.

## **Contemporary Applications of Mathematics**

5 credits

Grades 11–12

*Prerequisite: Algebra 1 / Geometry*

A course that works upon the concepts taught in Algebra 1 and Geometry, while providing real world applications of those concepts. Students will explore areas of mathematics as they apply to various career and technical understanding, while continuing the learning needed for the current job market. This course is devised as an alternative to Algebra 2 and will provide further understanding of day to day mathematics used by the general populous. Students looking to go into technical or trade schools, along with careers that do not require calculus. This class can fulfill the third year of a math graduation requirement.

## **Algebra II**

5 credits

Grades 10–12

*Prerequisite: Geometry*

Algebra 2 is organized around families of functions, including linear, quadratic, exponential, logarithmic, radical, and rational functions. As students study each family of functions, the student will learn to represent them in multiple ways – as verbal descriptions, equations, tables, and graphs. Students will learn to model real-world situations using these functions. The Texas

Instrument TI-83 Plus will be used in class. The Common Core standards are enforced; these are goals set by the state to ensure that students are being taught a thoughtful, complete curriculum.

### **Algebra II Honors**

5 credits (Weighted)

Grades 10-11

*Prerequisite: 80+ in Geometry & 90+ in Algebra 1 or 80+ in Algebra 1 Honors*

Students accepted into the Algebra 2 Honors can expect a greater degree of detail and level of proficiency than that of the regular Algebra 2 course. The expectations and workload of the honors course are high. There will be a significant amount of work to be accomplished outside the classroom. Projects of length are required.

### **Pre-Calculus**

5 credits

Grades 11-12

*Prerequisite: 70+ in Algebra 2*

The purpose of this course is to prepare the student for calculus. This preparation will be tailored to the needs of the students in the class. The course includes selected topics in analytical geometry, advanced algebra, exponents, logarithms, trigonometry, and functions. The graphing calculator will be used throughout the course.

### **Pre-Calculus Honors** CAP COURSE

5 credits (Weighted)

Grade 11-12

*Prerequisite: 90+ in Algebra 2 or 80+ in Algebra 2 Honors*

The purpose of the course is to prepare the student for Calculus or Advanced Placement (AP) Calculus. The course consists of an in-depth study of analytic geometry and sequences. A graphing calculator is essential and will be used throughout the course.

## **Calculus Honors**

5 credits (Weighted)

Grade 12

*Prerequisite: 80+ in Pre-Calculus*

This course is a one-year treatment of Differential and Integral Calculus. The basic concepts and rules of calculus will be defined and demonstrated. Application of these concepts will be explored. This is a college level course.

## **Advanced Placement Calculus AB** CAP COURSE

5 credits (Weighted)

Grade 12

*Prerequisite: 80+ in Honors Pre-Calculus*

AP Calculus AB is primarily concerned with developing the students' understanding of the concepts of Differential and Integral Calculus and providing experience with its methods and applications. Through the use of technology and computational competence and the unifying themes of derivatives, integrals, limits and applications prepare the students to take the AP examination.

## **Statistics** CAP COURSE

5 credits

Grades 11- 12

*Prerequisite: Algebra 2*

Statistics is very broad, extending from the planning of experiments and other studies that generate data to the collection, analysis, presentation, and interpretation of the data. Many of the applications, examples, and exercises pertain to the analysis and solution of problems in managerial decision making. However, problems in such fields as promotion, market research, quality control, accounting, polling, consumer research, education, and psychology will also be applied. The main topics covered are probability and random variables, frequency distributions, five number summary, and estimation. The course includes applications for college bound students for all academic areas.

# SCIENCE

## **Environmental Science (Lab)**

5 credits

Grade 9

Environmental Science examines the interaction of all the major sciences with the world in which we live. The relationships between biology, chemistry, physics, and earth science are explored using the scientific method as well as the practical approach. Individual and small group learning experiences require students to react, debate, analyze, and synthesize global, national, and local issues. There will be a strong emphasis on the impact and influence of the human population on the environment. Infused throughout the course, various student research activities are assigned that require the use of modern technology such as the Internet. Projects will be presented to the class whenever possible. Independent study assignments requiring time “out of class” are assigned every marking period. The fourth quarter project requires students to enter a wooded area requiring appropriate dress.

## **Environmental Science (Lab) Honors**

5 credits (weighted)

Grade 9

*Prerequisite: 85 or better in Science 8*

Environmental Science examines the interaction of all the major sciences with the world in which we live. The relationships between biology, chemistry, physics, and earth science are explored using the scientific method as well as the practical approach. Individual and small group learning experiences require students to react, debate, analyze, and synthesize global, national, and local issues. There will be a strong emphasis on the impact and influence of the human population on the environment. Infused throughout the course, various student research activities are assigned that require the use of modern technology such as the Internet. Projects will be presented to the class whenever possible. Independent study assignments requiring time “out of class” are assigned every marking period. The fourth quarter project requires students to enter a wooded area requiring appropriate dress. This course requires independent study skills as well as a higher level of independent writing,

research, and analysis. Math will be integrated into the course as students take an in-depth look at the topics of study.

**Biology (Lab)**

6 credits

Grades 9- 10

Biology provides students with an overview of the study of biology on the high school level. In an age of increasing awareness of the biological problems facing man, both an environmental and genetic viewpoint are logical and necessary as the framework in a basic biology course. The course centers on the process of scientific investigation and inquiry utilizing laboratory classrooms and equipment. Content areas emphasized are the organization and functioning of living things, biochemistry, genetics, evolution and adaptation and ecology.

**Biology Honors (Lab)** (CAP COURSE- Pending RCBC Approval)

6 credits (Weighted)

Grades 9- 10

*Prerequisite: 90+ in Environmental Science or 80+ in Environmental Science Honors*

Students will investigate the origins and diversity of life on Earth through the lens of scientific inquiry. Students will be challenged to understand and engage their surroundings through laboratory investigations, extended projects, advanced readings of current topics, outside excursions, and class discussion. Topics include cell biology, microbiology, genetics, evolution, ecology, and basic anatomy. Students in this course are expected to become independent learners.

*Dissection Opt-Out Alternative*

Maple Shade High School students may choose *not* to participate in certain experiments involving animals. New Jersey legislation states that, “Public school pupils from kindergarten through grade 12 may elect not to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.”

Please note that the Maple Shade High School science curriculum does NOT allow for the dissection, capture, harm, or destruction of any *live* specimens in its courses of study. Only preserved specimens are used on a limited basis.

As an alternative, students may elect to do a project that teaches the knowledge and skills required by the course of study. The alternative project will be determined by the teacher in consultation with the student. Grading for the project will be based on mastery of learning objectives and expectations.

The “Dissection Opt-Out” legislation requires parents or guardians of students to notify the school within two weeks of receipt of this notice that they desire to have their child exempt from participation in certain experiments involving animals, and be provided with an alternative education project.

Parents/guardians notifying the school of their choice to have their student “opt-out” of certain experiments involving animals should address their letters to their child’s science teacher.

Legal Reference: P.L. 2005, CHAPTER 266 (C.18A:35-4.24 & C.18A:35-4.25)

### **Chemistry (Lab)**

6 credits

Grades 10- 11

*Prerequisites: Completion of or currently enrolled in Algebra 2 70+ in Biology & 70+ in Algebra 1*

Chemistry is a math oriented, lab-based course where students will gain a conceptual understanding of the structure and behavior of matter. The course is designed for the student that is seeking to improve his/her critical thinking skills and to prepare for enrollment in a two or four year college program. Students will be able to explain the trends evident in the periodic table and how the relationship between the properties of elements plays a role in bonding between atoms. Students will learn the principles governing chemical reactions as well as the properties of matter as a solid, liquid, and gas.

### **Chemistry Honors (Lab)**

6 credits (Weighted)

Grades 10-12

*Prerequisites: Completion of or currently enrolled in Algebra 2 90+ in Algebra 1 or 80+ in Honors Algebra 1; 90+ in Biology or 80+ in Biology Honors*

Chemistry Honors is an accelerated course with a strong emphasis in math. The course is designed to challenge the students’



understanding and comprehension of the atom and of the properties and changes that occur in matter and between substances. Quantitative and qualitative experiments and projects are stressed as an integral part of the course.

**Chemistry AP (Lab)** CAP COURSE

7.5 credits (Weighted)

Grade 12

*Prerequisites: Completion of or currently enrolled in Pre-calculus 80 + in Algebra 2 Honors; 80 + in Honors Chemistry*

Advanced Placement Chemistry provides rigorous, college level study in four major areas: structure of matter, states of matter, reaction and descriptive chemistry. The College Board approved curriculum will cover the following topics: atomic theory and structures, gas laws, chemical bonding, kinetic theory, solutions, stoichiometry, chemical equilibrium, reaction kinetics, thermodynamics, and descriptive chemistry. Individualized laboratory investigations will be inquiry-based, as students will be responsible for forming a testable hypothesis, designing and conducting appropriate investigative procedures, organizing, displaying and critically analyzing results, developing conclusions based on those results, and effectively communicating results for critique by others. Related mathematical exercises will range from simple straightforward problems to complex open ended questions. Students should expect to spend extensive time preparing for this course and the Advanced Placement exam outside of the classroom. In addition, students will spend independent study time to cover material that may not be detailed in class.

**Forensic Science**

5 credits

Grades 11- 12

*Prerequisite: Biology*

This course is a hands-on, investigative based application of criminology to the many fields of forensic science. Applying the knowledge and technology of the science behind law enforcement and the judicial process, students will apply principles and techniques in the areas of chemistry, biology, physics and earth science. Mock investigations into real-world criminal

investigations will allow students to investigate, analyze, process evidence and identify connections to standard reference samples. Documented reporting and presentation of findings will be required. Topics may include the history of forensic science, fingerprinting, serology, spatter analysis, anthropology, traumatic injury, DNA analysis, toxicology, hair/fiber/paint analysis, forgery, handwriting analysis. Students will be assessed on their ability to apply these criminology and forensic science skills in their practice.

### **Meteorology & Astronomy**

5 credits

Grades 11, 12

*Prerequisite: Biology*

Designed to give students an understanding of important global and local weather events, the Meteorology component will focus on the study of weather phenomena. Possible topics include sky phenomena (clouds, rainbows, mirages), effects of Sun-Earth movements, geographic and seasonal variation, and catastrophic occurrences (tornadoes, hurricanes, floods). The Astronomy component of this course will focus on a broad survey of astronomical topics including the solar system, the moon, the Sun and stars, our Milky Way galaxy, quasars, black holes, supernova and space exploration.

### **Physics (Lab)**

6 credits

Grades 11, 12

*Prerequisites: 70+ in Algebra 2 and Chemistry*

The basic concepts of physics are presented in a logical sequence. A balance between theory and practical applications are used to develop a better understanding of physics topics. Problem-solving techniques will be developed and laboratory experiences will be provided for the study of mechanics, forces, energy, sound, light, electricity and magnetism. This course will prepare students for entry into basic college science courses.

**Physics Honors (Lab)**

6 credits (Weighted)

Grades 11- 12

*Prerequisites: 80+ in Algebra 2 and Chemistry/ 70+ in Chemistry Honors*

Physics Honors is a highly math oriented college preparatory class. Various projects are used to provide an accelerated and more in depth approach to the basic concepts of physics. Practical applications of physics will be emphasized through laboratory experiments and projects. Problem-solving skills will be advanced and mathematical applications will be heavily relied upon through the study of mechanics, force, energy, sound, light, electricity, and magnetism.

**AP Biology (Lab)** CAP COURSE

6 credits (Weighted)

Grades 11- 12

*Prerequisites: 80+ in Honors Biology 90+ in Chemistry or 80+ in Chemistry Honors*

AP Biology is an advanced biology course designed to further students' knowledge of biology and uses a college or AP approved textbook. The course is primarily designed for the student planning to take the Achievement Test in Biology or who is interested in a career which may be science oriented. The curriculum is approved by the College Board and is considered extremely rigorous. There is an emphasis on biochemistry, cellular organization, genetics, evolution, and ecology. Dissection may be involved. Students should expect to spend a lot of time preparing for this course and the AP exam outside of the classroom on their own time as independent study in order to keep up with the material students are expected to know but may not be covered in class.

# **SOCIAL STUDIES**

## **United States History I**

5 credits

Grade 9

This course is a topical, chronological approach to the understanding of American History from the Civil War to the Great Depression. The course is designed to provide students with the information that will allow them to understand the social, political, moral, and economic institutions of this nation. Special emphasis will be placed on the Civil War, Reconstruction, Industrial Age, Urbanization, the Progressive Era, Imperialism, World War I, the Roaring Twenties, and the Great Depression. Geography, Civics, and the roles and contributions of minority groups will be infused into the curriculum.

## **United States History I Honors**

5 credits: (Weighted)

Grade 9

*Prerequisite: 85 or better in Social Studies 8 and Language Arts 8*

An advanced multi-cultural and in-depth chronological investigation of American History from the Civil War to the Great Depression is presented. Lectures and student-centered activities are designed to acquaint and prepare the students for the college environment. Students will explore the economic, technological and social changes that occurred as the United States moved into the Era of Urbanization. Students will also examine the impact of Imperialism and the emergence of the United States as a Post World War I power. Study of current events and citizenship are included to foster the students' future participation in our democratic process.

## **United States History II**

5 credits

Grade 10

*Prerequisite: US History I*

This course is a topical, chronological approach to the understanding of American History from the New Deal to the present

day. The course is designed to provide students with the information that will allow them to understand the social, political, moral and economic institutions of this nation. Special emphasis will be placed on the New Deal, World War II, the Cold War, social change during the 60s, Civil Rights, the Vietnam War, the Conservative Era of the 70s and 80s, and the present. Geography, Civics, and the roles and contributions of minority groups will be considered throughout this course.

**United States History II Honors**

5 credits (Weighted)

Grade 10

*Prerequisite: 85+ in US History I or 75+ in US History I Honors*

This course is an advanced survey of American History from the 1930's through modern day. The lecture and inquiry method is used to better prepare these students for future college history courses. Special emphasis will be placed on the New Deal, World War II, the Cold War, social change during the 60s, Civil Rights, the Vietnam War, the Conservative Era of the 70s and 80s, and the present. Geography, Civics, and the roles and contributions of minority groups will be considered throughout this course. Twentieth Century American History will be studied in chronological order stressing the relevance and importance of past history on the present and our future. Outside readings in American History are required.

**AP United States History** CAP COURSE

5 credits (Weighted)

Grades 10-12

*Prerequisite: 80+ in all Honors US History classes*

AP United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US History. This course prepares students for advanced college-level courses by introducing them to the demands of a college level class. Students will be able to make an informed judgment and present reasons and evidence clearly and persuasively in essay format. Possible topics include the following: Reconstruction, the Origins of the New South, Populism and Progressivism, The Great Depression, World War I and II, The Cold War, the 50's and 60's.

**World History**

5 credits

Grade 11

This course is a historical approach to the understanding of world cultures and civilizations. The universal themes of government, economics, religion, social contributions and geographic locations will be highlighted throughout the entire school year. A conceptual and problem-solving approach will be employed while discussing current world issues. The students will gain an appreciation for the various and diverse cultures of the world.

**World History Honors**

5 credits (Weighted)

Grade 11

*Prerequisite: 90+ in US History II or 80+ in US History II Honors*

This course is an advanced and chronological investigation of world history from the fourteenth century through modern day. Lectures and student-centered activities are designed to acquaint and prepare the students for the college learning environment. The universal themes of government, economics, religion, social contributions, and geographic locations will be highlighted throughout the entire school year. Special emphasis will be placed on the Renaissance, the Scientific Revolution, the Protestant Reformation, the Industrial Revolution, World War One, World War Two, and the emergence of the modern world.

**Current Issues & Economics**

5 credits

Grades 10-12

This course is designed to look at the events that are happening globally, in the United States, in the state of New Jersey and locally. These events will be looked at from a uniquely American perspective. Students will be asked to gather as much knowledge as they can about the designed topics. They will be asked to verbalize and/or write about these topics. It is understood that these topics that will be discussed or the content of this curriculum will be constantly changing as does the world in which we live. In addition to the historical and cultural impacts of the events studied, students will come to understand the economic impact of historical events, including economic performance, money and banking, monetary policy, government

spending and debt, and unemployment and inflation. Students will also examine both the national and international impacts of the events and topics studied.

**Psychology** CAP COURSE

5 credits

Grades 10–12

*Prerequisite: Biology*

Psychology is intended to introduce students to the systematic and scientific study of human behavior and mental processes. Students' understanding of psychological methods, theory, and practice will increase along with awareness of the many fascinating sub-fields and careers associated with the study of psychology. Along with psychological facts, principles and phenomena, students will also be made aware of the ethics involved in scientific design, execution of research, and practice. Diagnosis and treatment modalities associated with abnormal behavior will be focuses of study as great detail of the biological versus environmental catalysts of behavior are examined. Positive mental health is a primary objective and this course is designed to assist the individual, through education, to handle life's challenges and anxieties. The academic nature of the course demands an understanding of the basic principles of psychology and, hopefully, the many practical implications in life.

**African-American Studies** CAP COURSE

2.5 Credits

Grades 9–12

The African-American Studies course will trace African-American history and culture from West African roots to 21st century developments. As students study the struggles and triumphs of people of West-African descent in the Americas, students will consider their efforts to forge an identity within the American mainstream. In particular, students will study the contributions of African-Americans to American civilization in science, the arts, and humanities fields. Within a historical context, students will analyze historical sources and sample the rich literature written by African-Americans.

**Culture and Society**

2.5 Credits

Grades 9–12

Students in this semester class will critically analyze a variety of contemporary social issues related to diversity from the perspective of race, ethnicity, gender identity and sexual orientation. Students will discuss issues of equity in our country and analyze different viewpoints and explore commonly held implicit and explicit biases.



## **SPECIAL EDUCATION**

Special Education classes are for students with learning and/or behavioral disabilities. The emphasis is on individual instruction in the academic areas. This instruction is designed to correct or compensate for the student's disability. Students are eligible to participate in elective courses according to the student's Individualized Educational Plan (IEP).

### **Multiply Disabled Classes (MD)**

Credits: Vary

Grades 9-12

The Multiply Disabled class is established to integrate functional academic standards with daily living skills to promote independence in both social and work areas. The class is limited to a small group and the curriculum has been developed to assist the students with functional academics, communication, and social skills. This program coordinates independent life skills and work experiences through a coordination of site based programs with outside community programs to facilitate the successful transition from school to work.

### **Self-Contained Learning Classes (LC)**

Credits: Vary

Grades 9-12

The Learning Class is established for students that are classified through the Child Study Team with a specific learning/emotional disability with support given through smaller classes that teach and support the Core Curriculum Standards. The students are able to receive individual instruction when needed. The goal for each of the students is to gain compensatory skills to utilize across all educational settings.

### **Behavioral Disability Transitional Program (BD)**

Credits: Vary

Grades 9-12

The Behavioral Transitional program is a self contained educational program to meet the needs of classified students. Students

are supported to learn Core Curriculum standards in a highly structured environment. A behavior modification system is utilized to assist students in developing personal responsibility. The ultimate goal of this program is to provide students with necessary social and behavioral skills in order to be successful in a less restrictive school environment.

**Inclusion Classes (ICS)**

Credits: Vary

Grades 9-12

In the Inclusion setting, students have the opportunity to participate in the academic curriculum and socially with their peer group within a general education setting. A cooperative learning experience is offered with a General Education teacher and Special Education teacher facilitating the student's education through best teaching practices and individualized modifications. Teachers will implement these modifications that are developed with the IEP team.

## **21<sup>st</sup> CENTURY LIFE AND CAREERS**

### **TV Broadcasting I**

2.5 credits

Grades 9–12

TV/Video Broadcasting I is an introductory course that focuses on Non-fiction video production such as news broadcasts and reports. This course allows students to gain hands-on experience in each stage of video production and gives them the opportunity to write, shoot, direct and edit their own projects. Students will gain a working knowledge of different equipment and technologies associated with media production, including digital video cameras, tripods, microphones, and computer programs like Final Cut Pro as well as a basic introduction of how to work collaboratively in a TV studio. Please note: this course DOES NOT produce Wildcat News.

### **Filmmaking**

2.5 credits

Grades 9–12

Introduction to filmmaking is an introductory course that focuses on fiction filmmaking. Students in this course will learn how to write a script and take it through the pre-production process (casting and storyboarding). They will learn basic filmmaking techniques and how to edit their films in Final Cut Pro. The semester will end with a screening of completed films.

### **TV/Video Broadcasting II**

5 credits

Grades 10–12

*Prerequisite: TV/Video Broadcasting I*

In TV/Video Broadcasting 2, students will build upon their video production skills learned in TV/Video Broadcasting 1. This is a hands-on course and students will be expected to work both independently and as a team to produce a variety of projects for Wildcat News such as commercials, PSAs, and interview segments. Students in this course will also work together to produce a

daily Wildcat News Broadcast. To take this course, students must have taken and passed TV/Video Broadcasting 1 with a C or higher and should be prepared to be on camera at times.

**TV/Video Broadcasting III Honors** CAP COURSE

5 credits (Weighted)

Grades 11-12

*Prerequisite: TV/Video Broadcasting II*

TV/Video Broadcasting 3 is an honors (weighted) and CAP course offered to students only by instructor approval. To take Advanced TV Broadcasting, you must have successfully completed TV 1 and 2 with a B or higher. Students in Advanced TV will be expected to take a leadership role in our Wildcat News Studio broadcast and be expected to work independently on their own projects throughout the year.

**Computer Science Discoveries** CAP COURSE

5 credits

Grades 9-12

Computer Science Discoveries is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. (Problem Solving, Web Development, Animation and Games, The Design Process, Data and Society, and Physical Computing – Robotics).

**Computer Science- CyberSecurity**

2.5 credits

Grades 9-12

Students will learn foundational cybersecurity topics including networking fundamentals, software security, and basics of cryptography. As our world becomes increasingly dependent on technology, cybersecurity is a topic of growing importance. It is crucial that companies and individuals take precautions to protect themselves from the growing threat of cyber attacks. This course prepares students with crucial skills to be responsible citizens in a digital future.

**Computer Science- Robotics**

2.5 credits  
Grades 9-12

This course introduces students to the core concepts of robotics and code development. Students will learn about mechanics, navigation, sensors, and more while being introduced to programming components like commands, variables, conditional logic, loops, functions, and more.

**AP Computer Science CAP COURSE**

5 Credits (weighted)  
Grades 10-12

*Prerequisite: 80+ in Another Computer Course or Teacher Recommendation*

This course introduces students to the foundational concepts of computer science and explores the impact computing and technology have on our society. Students learn about the internet, digital information, programming, data, and apply these concepts using creative projects. (The Internet, Digital Information, Algorithms and Programming, Big Data and Privacy, Building Apps, AP Performance Tasks 1 & 2).

**Leadership, Mentoring, and Education Honors I**

5 credits (Weighted)  
Grade 10-12

*Admission by faculty review and acceptance only*

Leadership and Mentoring I is a year-long course through which student leaders will practice public speaking and communication skills, develop a greater appreciation for individual differences, and learn problem-solving skills that they can apply to real life situations. The focus of this course is to assist seventh grade students with the transition to junior high school. Each student in this course will serve as a peer mentor to two seventh graders, accommodating their social, emotional, and academic needs. In addition, students in this course will be responsible for designing bulletin boards and public service

announcements to educate and raise awareness on various topics. Finally, students will learn the basics of lesson planning and create character education lesson plans to be used at the junior high level. This course will serve as a prerequisite to Leadership and Mentoring II.

### **Leadership, Mentoring, and Education Honors II**

5 credits (Weighted)

Grade 11-12

*Admission by faculty review and acceptance only*

Leadership and Mentoring II is a year-long course designed to build on the skills and knowledge obtained in Leadership and Mentoring I. Students in this course will expand on the public speaking and communication skills developed in Leadership I and foster a school environment that encourages a sense of belonging. A focus of this course is to assist with the transition from the junior to the senior high school. Each student will serve as a peer mentor to one eighth grade and one ninth grade student, accommodating their social, emotional, and academic needs. In addition, students in this course will execute lessons created by the students in Leadership I to the junior high school during the lunch and learn period. Finally, this course will have an expansive service component where students will plan and participate in various service projects to improve their school and community.

### **Leadership, Mentoring, and Education Honors III**

5 credits (Weighted)

Grade 12

*Admission by faculty review and acceptance only*

Leadership and Mentoring III is a year-long course for twelfth grade students designed to continue the work of Leadership and Mentoring II. Students in this course will serve as peer mentors across the district for students in preK to 6th grade, accommodating their social, emotional, and academic needs. In addition, this course will have an expansive service component where students will plan and participate in various service projects to improve their school and community. Students in Leadership and Mentoring III will be expected to take a leadership role in the training of mentors in Leadership II as well as

work independently on choice projects throughout the year. Students in this course will need teacher recommendation and approval to take the class.

### **Introduction to Business Management**

2.5 credits

Grades 9–12

This course is a semester course designed as an introduction to the business world. Topics include the study of economic concepts and our global economy, entrepreneurship, social responsibility, marketing in today's world, business ownership and operations, and technology in business. Students enrolled in Introduction to Business are eligible to become members of DECA.

### **Business Law**

2.5 credits

Grades 9–12

*Prerequisite: Introduction to Business Management*

This course is designed to help students recognize and respond effectively to everyday legal problems in the business environment. Besides promoting a broad understanding of criminal and civil laws affecting business and giving insight into many aspects of juvenile law, this program specifically analyzes the law as applied in business contracts, insurance, property, consumer protection, and employment. Students enrolled in the Business Law class are eligible to become members of DECA.

### **Fashion Marketing**

5 credits

Grades 10–12

Fashion Design Merchandising is an introductory course that teaches the concepts of entry-level business and fashion fundamentals. The following list of skill standards prepares the student in fashion merchandising with the fundamentals of: basic concepts and marketing terminology, fashion cycles, key components of the fashion industry, retail merchandise categories, fashion promotion and fashion careers. This course will strengthen comprehension of concepts and standards outlined in (STEM) education. Student leadership and competitive events may be an integral part of the course. This takes the

place of Marketing I and serves to satisfy the financial literacy/economics and technology/vocational/career course graduation requirements.

### **Sports and Entertainment Marketing**

5 credits

Grades 10–12

Sports and Entertainment Marketing is an introductory course that is designed to study marketing principles and concepts in the sports and entertainment industry. Instructional areas will include: an orientation to the sports and entertainment industry, economics, event execution, career execution, career opportunities, decision making, event marketing, advertising, promotion, legalities and contracts. Classroom instruction will be reinforced through the use of case studies, possible field trip experiences, current periodicals, computer simulations, projects, and lecture/discussion. This course takes the place of Marketing I and serves to satisfy the financial literacy/economics and technology/vocational/career course graduation requirements.

### **Digital Marketing**

2.5 credits

Grades 11–12

The Digital Marketing course is designed to give students a general background in digital marketing and an introduction to the rapidly growing and evolving career field. Students will be exposed to the fundamental concepts and principles of the digital experience, focus on the learning tools and skills necessary for solving business problems, and developing marketing opportunities. This course will provide practical experience in: eCommerce, media planning, branding, online advertising, display advertising, digital campaigns, social media marketing, and mobile media. The co-curricular organization DECA will provide students with the opportunity to challenge and apply these skills. \*Certification in Digital Marketing Available\*

### **Marketing Research**

2.5 credits

Grades 11–12



This course addresses the use of marketing research as an aid to making marketing decisions; specifically, how the information used to make marketing decisions is gathered and analyzed. Students will learn to translate a marketing problem into a feasible research question; appreciate marketing research as a process that involves a sequence of activities, each compatible with the preceding activities; have a general understanding of the strengths and weaknesses of alternative research designs; be aware of the many sources of marketing information and the various means for gathering such information; be more sensitive to the biases and limitations of marketing data and basic data analysis; have a general understanding of univariate and basic bivariate data analysis techniques (i.e., should be able to decide when a technique is appropriate and understand the managerial implications of analytical results); and be able to design and execute a basic survey research project. The co-curricular organization DECA will provide students with the opportunity to challenge and apply these skills. \*Certification in Advanced Marketing Available\*

*According to DECA by-laws, students wishing to participate in DECA must be enrolled in the marketing education program.*

### **Financial Literacy**

2.5 Credits

Grades 9–12

All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. Units include: income and careers, money management, credit and debt management, planning, saving and investing, consumerism, and risk management and insurance.

### **Careers**

2.5 Credits

Grades 9–12

Careers provides students with the opportunity to investigate current careers/jobs available to them upon graduation. Students

will utilize current internet resources combined with up to date text and video presentations to gain an understanding of job/career and life planning.

# WORLD LANGUAGE

## **French I/Spanish I**

5 credits

Grade 9

Learning a language is learning the skill or communication that includes understanding, speaking, reading and writing. Students will learn to use the language meaningfully and begin to develop the facility to communicate in the French/Spanish world as lessons are presented with a major emphasis on understanding and speaking the language. Skills are developed through practice and correction and more practice. Generally French/Spanish is the language of the classroom. General cultural material of the countries in which the language is spoken is included at this level. Emphasis is placed on developing an authentic everyday vocabulary through the practice of listening, speaking, reading and writing skills.

## **French II/Spanish II**

5 credits

Grade 9–12

*Prerequisite: Spanish I or demonstrated proficiency*

The second level French/Spanish course was designed for students who are continuing their study of a language. This course extends all the principles taught in the first level of French/Spanish and focuses on obtaining a deeper understanding of basic reading and writing skills and increased conversational fluency. Students continue to explore important aspects of life and culture in various Spanish/French speaking countries.

## **French III/Spanish III**

5 credits

Grade 10–12

*Prerequisite: Spanish II or demonstrated proficiency*

This immersion class is designed to further advance students' skills in speaking, listening, reading and writing French. After the first semester, the language of the classroom will be French/Spanish. Students will further refine their skills in conversational

French/Spanish and begin to acquire an authentic workplace vocabulary. Both creative and practical writings will be explored. The study of cultures and countries will be continued.

**French IV/Spanish IV Honors** CAP COURSE

5 credits (Weighted)

Grade 12

*Prerequisite: French III/Spanish III or demonstrated proficiency*

The fourth level of a world language is a complete immersion into the French/Spanish language and culture. Students will be expected to utilize all fundamentals learned in earlier levels for speaking, reading and writing the language. Selecting Level IV of a world language will offer the student the ability to function in authentic living and working environments.

**Spanish Language & Cultures**

5 credits

Grades 9-12

This course is designed to meet the world language graduation requirement. However, this course is not a college preparatory course. The course will include some of the major topics of first year Spanish. There will be an emphasis on listening comprehension. Students will work in pairs and/or small groups to help them practice new language skills.

**STATEMENT OF NON-DISCRIMINATION**

The Board of Education of Maple Shade Township affirms its policy to insure equal educational opportunities for all students, and to prohibit discrimination regardless of race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status, disability, parenthood or marital status, in the educational programs and activities, not limited to, but including, course offerings, athletic programs, guidance and counseling, tests and procedures, through an affirmative action program which shall be an integral part of every aspect of educational policies and programs, to the maximum extent possible.

Inquiries regarding compliance and the handling of complaints should be addressed to Barbara Behnke, District Affirmative Action Officer at (856) 779-1750.

## Sequencing Charts

Please visit the following link to view our sequencing charts, <https://bit.ly/36k37d6> .

## **OPTION 2**

### **DESCRIPTION/PURPOSE**

Option 2 is designed to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. Option Two allows local school districts to design and implement curricular programs that meet the needs of all students. The regulations support student participation in deep and meaningful learning experiences that advance student learning and focus on student interest and abilities. Option Two allows students to obtain credit for learning experiences outside of the traditional classroom environment. Some of these experiences may provide real-world connections not available in the school setting. Other learning experiences may go beyond what the traditional high school can provide, allowing students to participate in research, independent study, or college-level work.

### **OPTION 2 OPTIONS AT MAPLE SHADE HIGH SCHOOL**

- College Courses (on college campus or internet based)
- Work/Internship
- Community Service
- Summer School for Original Credit

**Option 2 request forms must be completed by June 1.**

Please visit, <https://bit.ly/2RAoReI>, for the Maple Shade High School Community Service/Internship/Work Graduation Chart and Application for Community Service/Internship/Work. Please note, the aforementioned link is case sensitive.

## **EARLY RELEASE**

Seniors whose schedules allow may leave school after periods E, F, G, and H as long as all graduation requirements are being met. A signed permission slip is required. While some students utilize Early Release in order to attend college classes, Early Release is generally not recommended for students planning on attending a 4 year college.