



**Moorestown High School**  
350 Bridgeboro Road, Moorestown, NJ 08057

# **PROGRAM OF STUDIES**

## **2024-2025**

**“HIGH EXPECTATIONS - HIGH SUPPORT - HIGH ACHIEVEMENT”**

## **2024-2025 Program of Studies**

**Moorestown High School**

**Telephone: (856) 778-6610**

**Facsimile: (856) 722-8983**

**Website: www.mtps.com**

### **Administration**

**Mr. Andrew Seibel**

Principal

**Mr. Don Williams**

Assistant Principal

**Mr. Shawn Counard**

Assistant Principal

**Dr. David Tate**

Pupil Services Director

**Ms. Kathleen D'Ambra**

Guidance Services Administrator

**Mr. Joseph McColgan**

Supervisor of Athletics

### **Supervisors**

**Mrs. Jacqueline Brownell**

Language Arts Literacy

**Mrs. Julie Colby**

Mathematics

**Mr. Gavin Quinn**

Science

**Ms. Roseth Rodriguez**

Social Studies/World Languages

**Mr. Joseph McColgan**

Health/Physical Education

**Mrs. Patricia Rowe**

Arts and Technology

**Mr. Francisco Santiago**

Special Education

NOTE: It is our continuing goal to offer a comprehensive *Program of Studies*. Final decisions regarding the actual offering of proposed or existing courses for the 2024-2025 school year will be dependent upon budget approval and/or the number of requests for those courses. Courses with fewer than ten (10) students assigned need Board approval to be scheduled. Therefore, not all courses listed in this catalog are guaranteed to run during the 2024-2025 school year.

**2024-2025 Staff by Department**

<b>Athletics/Student Activities</b>	<b>Mathematics</b>	<b>Science</b>
Joseph McColgan, Supervisor	Julie Colby, Supervisor	Gavin Quinn, Supervisor
Justin Miloszewski, Trainer	Brian Cary	Jinnie Anstice
	Eileen Fitzpatrick	Jason Banyai
<b>Physical Education/Health</b>	Julie Fleming	Erin Cramer
Shawn Counard, Supervisor	Beth Glennon	Dana Church-Williams
John Battersby	Gina Higgins	George Engle
Megan Collins	Timothy Hurley	Donna Harvey
William Donoghue	Rachel Long	Raymond Kucklinca
Russell Horton	Angela Murphy	Maureen Lewinski
Lauren Karpovich	Brian Orak	Daniel Miller
William Mulvihill	Christa Potts	Tracee Panetti
Beau Sherry	Kristin Radcliff	Pamela Shepard
Barbara Young	Christine Regn	Erin Todd
	Paul Sinatra	Sean Watson
	Jennifer Stansky	Spring Williams
<b>Child Study Team</b>		
Dr. David Tate, Director		
Anne LaMont, Psychologist	<b>Technology Education</b>	<b>Special Education</b>
Sarah Dubin, LDTC	Patricia Rowe, Supervisor	Francisco Santiago, Supervisor
Valerie Shopp, Social Worker	Melissa Antler	Margie Bard
Ashley Chiolan, Psychologist	Audrey Barton	William Clark
	Brian Nucifore	Bryan Clayton
<b>ELL</b>	David Fauvell	Alyson Darrow
Marisa Feeley	Jessica Noguera	Deborah Dickerson
	Stephen Peltier	Shawn Fitzpatrick
<b>English</b>		Anne Furlong
Jacqueline Brownell, Supervisor	<b>Visual &amp; Performing Arts</b>	Jason Hicks
John Barton	Patricia Rowe, Supervisor	William Kelly
Alexandra Collins	Melissa Antler	Annmarie Kirwin
Kathleen Dakosty	Annette Burke	Joseph Kringler
Elizabeth Everette	David Fauvell	Thomas Lawless
Perri Geller-Clark	Kelly Gartland	Susan Maurer
Amber Kopervos	Caela Johnson	Robert McGough
John Lloyd	Jill Ludwig	Scott Morrissey
Melissa Masi	Toni Paparone	Justin Meyers
Paige Morgan	David Schmitt	Margaret Nissen
Christine Rivera	Christopher Welte	Julianne Shawaryn
Elizabeth Rubin		Erin Shaw
Michael Tobass	<b>Business &amp; Career Education</b>	George Snedden
	Patricia Rowe, Supervisor	Kevin Stevens
<b>Media</b>	Bryan Clayton	Michael Sullivan
Jacqueline Brownell, Supervisor	Mikal Lundy	Baron Wallenhurst
Anne Poole	Jeffrey McDonald	Kim Warren
	Timothy O'Reilly	Lauren Yekenchic



## Counseling Department

Guidance Services Administrator: Ms. Kat D’Ambra, ext. 12170

Counselors:

Ms. Monica Bell, ext. 12190	Mr. Amilcan Rodriguez, ext. 12197
Ms. Cate Booth, ext. 12192	Ms. Karen Sakoff, ext. 12196
Ms. Melissa O’Donnell, ext. 12194	Ms. Jessica Vento, ext. 12191

The vision of the Moorestown High School Counseling Program is to oversee and advocate basic human rights in the educational process for all students, through the delivery of services that meet students’ academic, personal/social, and career development needs. Moorestown school counselors are student advocates who are committed to individual uniqueness and the maximum development of human potential. In their roles as members of the educational team, they consult and collaborate with teachers, administrators, and families to ensure that all school programs facilitate the educational process and offer the opportunity for school success for each student. As specialists in human behavior and relationships, Moorestown school counselors provide assistance through four primary interventions: counseling (individual and group), large group guidance, consultation and coordination.

The counseling office of Moorestown High School provides counseling services as described in multiple handouts distributed throughout the year. Programs provided by this department are designed to help all students develop their educational, social, career and personal strengths and to become responsible and productive citizens. Counselors help create and organize these programs, as well as provide appropriate counselor interventions. As student advocates, the counselors are committed to individual uniqueness and the maximum development of human potential.

School counseling services are an integral part of the school’s total educational program. School counselors serve as a liaison between the home and school, the teacher and student, school and college, school and employer, and student and peers. Getting to know the student well through grade level meetings and understanding the student’s aptitudes, abilities and aspirations help the counselor to carry out this important function. The counseling relationship is a dynamic helping process in which the counselor establishes a trusting and confidential relationship which focuses on problem-solving, decision-making and discovering personal meaning related to learning and development.

From grades 9 through 12, Moorestown High School counselors meet with students individually and in large and small group settings to advise and counsel on matters such as academic success, course selection, interpersonal relationships with adults and peers, extracurricular involvement, transition issues, and career and post-secondary planning. Helping students find success within a complex, multi-faceted society is at the heart of all counseling activities and services. Student records such as a permanent record card and cumulative folder are maintained in the Counseling Office. The official transcript is used to transmit students’ academic records to colleges and/or perspective employers. Information about a student is not released without permission of the student and parent.

**Counseling Services include:**

- Individual and group counseling
- Orientation for incoming 9<sup>th</sup> graders and new students
- Academic achievement counseling
- Course selection and program planning
- Standardized testing
- Informational events for students/parents such as college fairs, financial aid seminars, curriculum nights, etc.
- College/career resource management
- Counseling website maintenance and updates
- College and career counseling
- College application and transcript service
- Personal and social counseling
- Peer mediation and conflict resolution

**Assignment of Counselors**

Each student is assigned a counselor for the duration of his or her high school experience. Counselor assignments are alphabetical and adjusted annually for balance in August.

<b>Introduction</b>
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This *Program of Studies* is designed to be the major reference for students, parents and school personnel involved in curriculum planning at Moorestown High School (MHS). It is a complete guide to all possible course offerings at MHS. Each department has had the opportunity to describe the programs available. The material is presented in a format designed to highlight the essential components of each course. This *Program of Studies* catalog should be an excellent reference guide for a student's long-range course planning.

A sound high school course of study should prepare students to move smoothly from high school to post-secondary school endeavors. It should extend their knowledge, broaden their perspectives, and prepare them to live in today's society. This catalog is not a "How To" guide to achieve these goals, but, coupled with help from parents, teachers and counselors, it can be a valuable tool in planning a student's course of studies.

Planning an individual student's high school program of studies demands a cooperative effort between home and school. It is vital to design a program plan that will be academically challenging and career oriented. At the same time, realistic expectations must be maintained, and personally enriching options must be provided in order to meet the needs of the student. In the end, parents/guardians and students will be accountable for final course selection decisions. All student placements are based on course prerequisites and teacher recommendations. Before committing to these selections, it is imperative that students seek out the most informed resources available to assist them. Consultation and close communication among teachers, administrators, counselors and parents are strongly recommended. Input describing personal, social and motivational factors must be tempered with both a candid, objective aptitude and an analysis of achievement data. Program planners must include opportunities for each student at Moorestown High School to maximize scholastic potential.

The creation of a Master Schedule for a high school is critical to the function and progress of the school and its students. There are three critical elements to producing a sound Master Schedule: program, process and priorities. In a school district with strong programs and clear priorities, process is the focus. Within the process there must be validated data, continual feedback loop, and clear timelines; all of which provide opportunities for correction and modification. In a perfect world, a Master Schedule that meets every student's needs and desires could be built. In reality, a school utilizes all of its resources and expertise to build a Master Schedule containing the least amount of conflict possible. Careful long-term planning for achieving requirements for graduation and flexibility in elective choices are two critical components of a sound, realistic approach to student program planning in high school.

## **Program Planning**

The course of study that an individual pursues in high school should reflect his/her aspirations, aptitudes and achievements. Since post-secondary school requirements for employment, college and post-secondary training are constantly changing, students must frequently re-evaluate their immediate and long term goals.

The courses at Moorestown High school provide students with opportunities to meet their educational needs. Beyond the state and local requirements for employment, 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 completed courses, courses in progress, and courses to select. In selecting a course, the questions listed below should be considered when the courses are selected. 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?
- Meet NCAA initial eligibility?
- Build upon high school courses completed in the middle school?

### **Teacher Recommendations**

Parent-student communication about program planning is invaluable. It is expected that students will have prepared course selection choices when they receive their appointment date with their counselor. Serious consideration should be made regarding teacher recommendations which are made in the five core areas at the end of first semester. Issues regarding teacher recommendations or questions about specific subject area programs should be directed to the teacher and/or subject area supervisor. Additionally, counselors are a valuable resource for program planning. Counselors and department supervisors meet annually to review student placement requirements, explain significant program changes, and identify trends in their departments.

Please Note: Teacher recommendations are then reviewed and validated by teachers at the end of Marking Period 3 and at the end of the school year.

## Course Selection and Scheduling

After course recommendations are completed, counselors schedule meetings to discuss each student's program plan and to confirm course selection. Course selections in the five core areas and some elective courses are based on teacher recommendations. These recommendations, in the form of student requests, will be available prior to the course selection meetings via the Genesis Parent Portal. During the course selection meeting, students discuss their choices with their counselor. A form will be provided to be signed by the parent/guardian and returned to the counselor.

\*Please Note - Students on home instruction may only be scheduled for courses that can meet as if the student was attending classes in school full time.

### **Presentation of Courses by Departments**

Students will have the opportunity to review course options with their current teachers and department supervisors. Please be aware that the teachers of Honors level and Advanced Placement courses host meetings for interested students on designated dates. These dates are well advertised in multiple venues in order for students to attend.

### **Rising Freshman Class**

There are three major components to orienting students and parents to the program planning and scheduling process at MHS.

1. School Counselors visit William Allen Middle School to meet with students in small groups. During these sessions, they provide an overview of high school program planning, department programs available at the high school and answer student questions.
2. An evening meeting for the parents of incoming freshmen is to be held in the spring in conjunction with the release of the digital *Program of Studies* catalog. This meeting provides an opportunity for guidance to provide an overview of suggestions for program planning and graduation requirements. The subject area supervisors review the course offerings within their disciplines.
3. High school counselors will meet with each 8<sup>th</sup> grade student individually to confirm his/her course selections for 2024-2025.

It is expected that students are prepared for meeting with their counselors. Questions about placement in the five core content areas should be addressed to the teacher by the student or parent/guardian. Provided that the recommendations in the five core areas are accepted, a preliminary list of elective choices should also be prepared for when the counselor meeting is scheduled. Please note that elective choices are not guaranteed; flexibility in electives maximizes opportunities to meet the graduation requirements.

When the counselors have completed course selection meetings with MHS students, parents/guardians are encouraged to check the Genesis Parent Portal for accuracy of the final course selections. Modification of course selections are possible until April 30, 2024. If there are any lingering questions or concerns, they need to be addressed at this time. Issues specific to teacher recommendations, subject area course sequences, etc., should be directed to the current classroom teacher or subject area supervisor. Issues specific to graduation requirements, college preparation, or overall academic status should be directed to the School Counselor. Otherwise, the parent/guardian accepts the selections as the committed course of study. Students pursuing waivers into courses contrary to the teacher recommendations must follow the "Waiver Process" explained on page 10. All waiver applications must be submitted by April 30, 2024 to qualify for consideration. Requests for modification to course selection made after April 30, 2024, will not be processed. Upon



completion and verification of the Master Schedule, students who have irresolvable conflicts will be notified by their counselor and given the opportunity to revise and repair the schedule.

### **Scheduling Considerations**

Make sound initial choices. Enrollment numbers may negate the potential for change once the Master Schedule is finalized. The Master Schedule is based on the initial choices students make for courses, thus, the potential for change once the Master Schedule is finalized is limited.

### **Minimum Scheduling Requirements**

Every student is scheduled for a minimum of 32.5 credits per year. All exceptions must be approved by the building principal or designee.

### **Choose courses, not teachers.**

Students should not make the mistake of choosing or refusing a course based on their perception of a particular teacher. Discuss specific subject areas with current teachers or the department supervisor. Counselors and parents are extremely valuable in evaluating the broad picture, but the subject teachers and supervisors can share insights into the nature of specific courses. Each choice should be based on the merits of the course content and on its value to the student's specific needs.

Requests for teacher changes will not be honored unless the request adheres to Board of Education policy. The Board of Education policy (File Code: 5120) dictates that requests for teachers cannot occur unless there are compelling reasons for the placement. A letter must be submitted to the Building Principal outlining reasons for the request. Such reasons may include:

- there are siblings scheduled for the same course with the same teacher during the same period of instruction;
- retention of a pupil results with subsequent assignment to the same teacher where another teacher is available;
- documented family or pupil prior experience with a teacher that would interfere with instruction.

### **Recommendations Guidelines**

Student recommendations for placement by faculty are made using the following guidelines:

- Proceed in Course Sequence – In order to proceed in a course sequence, the student must pass the prerequisite course. In addition, students who pass a course in high school that is part of a linear sequence are not eligible to repeat the same course. *\*The exception to this rule is for middle school students enrolled in Algebra I, Spanish, Latin or French at the middle school who receive a final grade of "C" (70) or lower.*
- Maintain Level of Difficulty – In order to remain in the same level of difficulty, the student must maintain a grade of "B" (80) or higher.
- Increase Level of Difficulty – In order to increase the level of difficulty, the student must achieve a grade of "A" (90) or higher and have the teacher's recommendation.

### **Course Classification**

All courses are assigned a level of difficulty in one of three categories:

- \* – Courses are developed with modified curriculum.
- Standard – Courses are designed to develop the essential skills necessary for students to meet the requirements of the New Jersey Student Learning Standards as well as addressing grade-level MHS curricular skills.

- College Prep – Courses are developed to provide students with the foundation for post-secondary demands by emphasizing depth, breadth and enrichment.
- Honors/Advanced Placement – Courses are developed to further enhance students’ ability to work independently and demonstrate high levels of critical, analytical and original thinking.

### **Post-Secondary Plans**

It is not unusual to find that colleges and universities look for four years of study in the core subject areas. Another component of the yearly course selection process is to examine the student’s four-year program plan with consideration of post-secondary aspirations. Counselors are a primary resource to students and parents in this planning. Additionally, every MHS student has access to Naviance Student, which is a web-based college and career planning tool. Login and password information are available from the Counseling Office.

<b>NCAA Eligibility</b>
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The National Collegiate Athletic Association sets specific course, credit, GPA, and SAT/ACT requirements for student athletes planning to compete at the Division I or Division II levels at the college or university level. The information below should not to be considered a comprehensive explanation of NCAA requirements. **Students are responsible for knowing and following all NCAA rules and regulations.**

**NCAA Division I:** College-bound student-athletes first entering an NCAA Division I college or university will need to complete 16 Core Courses in order to receive athletics aid (scholarship), practice or compete during their first year. Ten of the 16 core courses must be complete before the seventh semester (senior year) of high school. Seven of the 10 core courses must be in English, Math, or Science.

- 4 years of English
- 3 years of Mathematics (Algebra 1 and higher)
- 2 years of Natural/Physical Science (1 yr of lab science if offered by the school)
- 1 year of additional English, Math, or Science
- 2 years of Social Studies
- 4 years of additional courses from any of the areas above and/or from World Languages or non-doctrinal religion or philosophy
- Earn at least a 2.300 GPA in core courses.

**NCAA Division II** requires students to earn 16 core courses as noted below:

- 3 years of English
- 2 years of Mathematics (Algebra 1 and higher)
- 2 years of Natural/Physical Science (1 yr of lab science if offered by the school)
- 3 years of additional English, Math, or Science
- 2 years of Social Studies
- 4 years of additional courses from any of the areas above and/or from World Languages or no doctrinal religion or philosophy
- Earn at least a 2.200 GPA in core courses.

Please note: The requirements are changing for students who enroll full time for the first time at a Division II school after Aug. 1, 2018. Division I and Division II have a sliding scale for test scores

and grade point averages (GPA). For more information on sliding scale, visit the NCAA website at <https://www.ncaa.org/sports/2014/11/21/test-scores.aspx>

### **Core Courses**

Only NCAA-approved core courses are used in calculating the GPA for NCAA. Be sure to look at the list of approved core courses for Moorestown High School on the NCAA website at <https://web3.ncaa.org/ecwr3/>. If you find that a course you have taken is not on the approved list, contact your counselor or the Guidance Services Administrator in the MHS Counseling Office.

### **NCAA GPA Calculation**

NCAA uses un-weighted grades in calculating student eligibility. No extra weight is given to honors or Advanced Placement (AP) courses. To get a head start on calculating your core course GPA, visit <https://www.clearinghousecalculator.org/login.php>. Again, if you find that a course you have taken is not on the approved list, visit the Counseling Office. Student athletes may register with the NCAA Eligibility Center at any time during the junior year or over the summer between the junior and senior years. At the end of the junior year, the student should request that a copy of the high school transcript be sent to the Eligibility Center by the high school counseling office. A final transcript will be required at the end of the senior year, as well.

## **Waiver Policy and Procedure**

The waiver process is intended for students interested in selecting course levels for which they are not recommended. This process will occur during phase two of the course selection process: late March for rising 9<sup>th</sup> graders and the beginning of April for rising 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders. The waiver process will include information sessions designed by course, followed by the signature of waiver forms by the student and parent. The subject area supervisor will review all waiver requests. The following points should be taken into consideration:

- Students are scheduled for their English, Science, Social Studies, Mathematics and World Language courses based on the level recommendation made by their most recent subject area teacher. Electives requiring prerequisites or audition are treated as recommendations.
- Students pursuing waivers into courses contrary to teachers' recommendations must obtain a Waiver Form from the Counseling Office or the Counseling webpage. Waiver forms returned to the Counseling Office. Students who choose to waive into a course must attend the appropriate session(s). The information sessions will be held during 14<sup>th</sup> period and are generally the last week of April.
- Students may not waive more than one level of rigor beyond the teacher recommendation.
- Students may not be waived from successfully completing pre-requisite courses or enrolling in concurrent courses.

The following conditions apply to approve waivers:

- Waiver forms may not be submitted before the release of the 3rd marking period report card nor will they be accepted after May 4th.
- A waiver will not be honored if the enrollment cap has been reached in the targeted course or level.
- Retraction of the waiver request in favor of the original recommendation shall be granted prior to June 30<sup>th</sup>. Consideration may be given to retraction of the waiver request prior to the first day of classes, provided that the schedule can be reasonably adjusted within the constraints of the Master Schedule.

All Waiver Forms are due to the Counseling Office by April 30, 2024. Waiver requests made after the deadline will not be processed.

The purpose for not permitting students to submit waivers before the release of the 3<sup>rd</sup> marking period report card is that teacher recommendations from the end of the 2<sup>nd</sup> marking period are validated when the 3<sup>rd</sup> marking period grades are posted. Based on the feedback from their 2<sup>nd</sup> marking period recommendations, students who have worked purposefully during the 3<sup>rd</sup> marking period may not need to utilize the waiver process to achieve entry into the targeted course or level.

Once the school year has begun, students who waive into and who elect to *withdraw from that semester or full-year course without replacement* must complete a “Schedule Change Request” with their School Counselor. All requests will be administratively reviewed for approval.

Waiver students who wish to apply for a course level change once the school year has begun must demonstrate having utilized all possible resources for success: use of 14<sup>th</sup> period, Honor and Service Society tutoring, communication between the student, parent, teacher and counselor. Additionally, it is always recommended that the student sustain placement in the course through Marking Period 1. Approved changes may only be made as class size permits as well as consideration of effect on the student’s overall schedule. Final decisions are made at the discretion of the principal or his designee.

### **Course Withdrawal/Addition**

Students will be given additional opportunities to commit to their choices. Beyond the initial phase of course selection, students will be permitted to change requests during the month of April, prior to the building of the Master Schedule.

For students who elect to withdraw from or add a course already in session, the following conditions apply:

- Students may apply to drop in course level based on academic performance and/or demand. This case applies to students who believe they are in the wrong level class or whose schedule is deemed to be too demanding based on academic history and rigor. Each case will be evaluated on an individual basis. Input from the student, parent, teacher, counselor and subject supervisor are required. Approved changes may only be made as class size permits as well as consideration of effect on the student’s overall schedule. Final decisions are made at the discretion of the principal or his designee.
- Students may elect to drop a study hall to add an elective or vice versa.
- Students will not be permitted to drop one elective to add another.
- Students will not be permitted to drop a course based on the teacher assigned to teach the course. Exceptions will be made only in accordance with Moorestown Board of Education Policy (File Code: 5120).
- A student is expected to maintain at least 32.5 credits; exceptions must be approved by the building principal or his designee.
- Schedule changes that are made for the benefit of a student, identified as a course placement issue or course deemed to be too demanding based on academic history and/or rigor will have no effect on the transcript. Approved changes may only be made as class size permits as well as consideration of effect on the student’s overall schedule.
- Posted Marking Period grades transfer from one course level to another “as is.”
- Students who elect to withdraw from a course without replacement of an alternate level course, more than ten school days after the first marking period, will receive a grade of Withdraw Passing (WP) or Withdraw Failing (WF) as a final grade for the course.

## Teacher Requests

Requests for teacher changes will not be honored unless the request adheres to Board of Education policy. The Board of Education policy (File Code: 5120) dictates that requests for teachers cannot occur unless there are compelling reasons for the placement. A letter must be submitted to the Building Principal outlining reasons for the request. Such reasons may include:

- there are siblings scheduled for the same course with the same teacher during the same period of instruction;
- retention of a pupil results with subsequent assignment to the same teacher where another teacher is available;
- documented family or pupil prior experience with a teacher that would interfere with instruction.

## Administrative Withdrawal

The purpose of this measure is to ensure that the student applies himself/herself throughout the entire year. In the best professional judgment of the teacher, any student who is not fulfilling the requirements of the course and/or inhibiting the learning of others may be considered for an administrative withdrawal. This student would lose course credit, receive a withdrawal failing (WF) recorded on the report card, and face the possibility of losing opportunities for credit recovery, at the discretion of the administration. It is expected that the teacher with documentation will have had significant parent, counselor, supervisory, and administrative contact before the teacher appeals, in writing, to the administration for withdrawal of the student.

## Minimum Graduation Requirements

### Statewide Assessment Requirements

The New Jersey Department of Education and the State of New Jersey are still actively establishing the assessment criteria for the graduating classes. Therefore, the information provided here is based on what we have to date. We will continue to update the website and share information as we are notified of the adoption of the assessment requirements for graduation.

### FAFSA Completion as a Graduation Requirement for Classes of 2025, 2026, 2027 (NEW)

Beginning with the 2023-2024 11th grade class, and for two school years thereafter, students and their guardians will be required to complete and submit either the Free Application for Federal Student Aid (FAFSA) or the NJ Alternative Financial Aid Application, as guided by the Higher Education Student Assistance Authority (HESAA), in order to receive their high school diploma. The information on a student's financial aid application is used to notify them of any financial aid they are eligible to receive if they pursue a postsecondary education. [HESSA Graduation Requirement](#)

### Assessment Requirements for Classes of 2024-2025

All students in grade 11 will participate in the New Jersey Graduation Proficiency Assessment (NJGPA) for ELA and Mathematics. Should a student not demonstrate proficiency in the NJGPA (Pathway 1), they will then have access to two pathways:

- Pathway 2: the substitute competency test for ELA and Mathematics (see chart above);
- Pathway 3: by submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

**Note: students may only access Pathways 2 and/or 3 if they have participated in the NJGPA.**

<b>ELA</b>	<b>Mathematics</b>
<p>One of the following:</p> <ul style="list-style-type: none"> <li>• ACT Reading <math>\geq 17</math></li> <li>• Accuplacer WritePlacer <math>\geq 5</math></li> <li>• Accuplacer WritePlacer English Second Language <math>\geq 4</math></li> <li>• PSAT10 Evidence Based Reading and Writing (EBRW) <math>\geq 420</math></li> <li>• PSAT10 Reading <math>\geq 21</math></li> <li>• PSAT/NMSQT EBRW <math>\geq 420</math></li> <li>• PSAT/NMSQT Reading <math>\geq 21</math></li> <li>• SAT EBRW <math>\geq 450</math></li> <li>• SAT Reading <math>\geq 23</math></li> </ul>	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• ACT Math <math>\geq 17</math></li> <li>• Accuplacer Elementary Algebra <math>\geq 49</math></li> <li>• Accuplacer Next-Generation QAS <math>\geq 250</math></li> <li>• PSAT10 Math Section or PSAT/NMSQT Math Section <math>\geq 420</math></li> <li>• PSAT10 Math or PSAT/NMSQT Math <math>\geq 21</math></li> <li>• SAT Math Section <math>\geq 440</math></li> <li>• SAT Math Test <math>\geq 22</math></li> </ul>

*The requirements for the Classes of 2024 and 2025 were updated by the New Jersey State Board of Education in May 2023.*  
[https://www.nj.gov/education/assessment/requirements/2023\\_2025.shtml](https://www.nj.gov/education/assessment/requirements/2023_2025.shtml)

### **Statewide Course and Credit Requirements**

As required by New Jersey School Law and Moorestown Township Board of Education Policy, candidates for a high school diploma must earn a minimum of 120 credits. Please note that additional credits may be necessary to meet the requirements of a specific pattern or goal.

Candidates for a high school diploma must complete the following core requirements:

- Fulfill the requirements as described utilizing one or both of the following options in keeping with those prescribed by projected year of graduation:
  - 1) Earn a minimum of 120 credits by successful completion of the prescribed courses listed on the following chart. This requirement may be met in whole or in part through a traditional program where a “credit” means the award for student participation in the equivalent of a class period of instruction which meets for a minimum of forty minutes, one time a week, during the school year (N.J.A.C. 6A:8-1.3). Therefore, in the traditional MHS 40 minute period, a class that meets routinely for one class period for an average of 5 days per week, for the full year, shall yield 5 credits. Courses meeting for a portion of a year or a portion of a week shall be prorated accordingly.

<b>Subject</b>	<b>High School Years</b>	<b>Credits</b>
English	4	20
History (1 yr. World, 2 yrs. US History)	3	15
Mathematics (Algebra I; Geometry; one additional math course beyond Algebra I and Geometry)	3	15
Science (Biology; Chemistry, Physics or Environmental; one additional lab science)	3	18
World Languages	2	10

Health/Physical Education	4	16
Visual and/or Performing Arts	1	5
21 <sup>st</sup> Century Life and Careers/CTE	1	5
Fin., Econ. and Entrepreneurial Literacy*	½ year	2.5
Electives		13.5
Total		120

\* Multiple courses may meet the **Financial Literacy** requirements. Please refer to the “Arts and Technology” section of the *Program of Studies* for the complete list.

- ◆ ***Comprehensive Health, Physical Education and Safety:*** Students with a medically authorized excuse may be excused from the physical activity part of the regular program and will be assigned an alternative activity. This core curriculum content area is required for every year of student attendance in grades 9-12. A minimum of 3 3/4 (150 minutes per week) or a maximum of 4 credits will be awarded for each year of successful participation.
- ◆ ***All students will be encouraged to fulfill the two-year world language requirement.*** A student is able to meet the world language requirement through “student demonstration of proficiency” as determined by the Oral Proficiency Interview (OPI) in a world language recognized by the State Department of Education. Students who qualify may appeal to the Principal’s Credit Committee for exemption of the two-year MTPS requirement. All students will be held to the NJDOE one-year world language requirement. Individual students with disabilities who have irresolvable scheduling conflicts would need to fulfill the one-year world language requirement. LEP students, who demonstrate proficiency in their native language or another language, would be exempt. LEP students who take an additional English or English as a Second Language (ESL) class may use that second English class to fulfill the requirement.
- ◆ ***Costs:*** All costs incurred by a student’s enrollment in such a program, including the costs of proficiency testing, are absorbed by the student’s parent/legal guardian.

The course requirements shall include statutory mandates. Currently, these would include United States and New Jersey history in N.J.S.A. 18A:35-1 and 18A:35-2; health, safety, and physical education in N.J.S.A. 18A:35-5, 18A:35-7 and 18A:35-8; Holocaust and genocides in N.J.S.A. 18A:35-28; and credit for seniors in active military service in N.J.S.A. 18A:36-17.

## OR

- 2) The 120-credit requirement set forth above may be met in whole or in part through program completion of a range of experiences that enable students to pursue a variety of personalized learning opportunities (referred to as Personalized Learning Opportunities in the MHS *Program of Studies* and related documents). All students who plan on pursuing course work for credit outside of the parameters of the normal MHS curriculum must submit an application to be reviewed and approved by the Principal’s Credit Committee. Application forms may be obtained in the Counseling Office. Thorough review of the application’s requirements by the applicant and the parent/guardian should occur before consulting with a School Counselor. Applications must be submitted to the Principal’s Credit Committee. The Principal’s Credit Committee will examine “Request for Personalized Learning Opportunity” based on the student’s rationale and the criteria outlined in this document.

*Students are not permitted to begin participation in the proposed Personalized Learning Opportunity until approved by the Principal's Credit Committee. The committee, designated by the Principal, will be composed of the following: Principal or designee; a School Counselor; a curriculum supervisor; and two classroom teachers, one of whom is content specific with the other being selected by the applicant.*

## Personalized Learning Opportunities

Models for developing Personalized Learning Opportunities or programs linked to the 2009 New Jersey Student Learning Standards (NJSLs) include accredited college courses, interdisciplinary or theme-based programs, co-curricular or extra-curricular activities, magnet programs, student exchange programs, distance learning opportunities, internships, community service, or other structured learning experiences. Activities and programs developed in accordance with Personalized Learning Opportunities shall include appropriate assessments and ensure that student's performance/proficiency meets or exceeds the NJSLs. The Principal shall certify completion of curricular activities or programs based upon specified instructional objectives aimed at meeting or exceeding the New Jersey Student Learning Standards.

**Note:** Minimum graduation requirements, as prescribed in N.J.A.C. 6A:8-5.1, do not equate to college admission requirements. MTPS actively encourages all students who have otherwise met the requirements for high school graduation to include in their programs of study a fourth year of the following additional credits: math, science, social studies and world languages aimed at preparation for entrance into post-secondary programs or 21<sup>st</sup> century careers.

### A. Structured Learning Experiences

**Deadline for Applications: Semester 1 – May 15<sup>th</sup>; Semester 2 – December 15<sup>th</sup>**

The *Structured Learning Experience* (SLE) is an initiative that is coordinated and monitored by New Jersey Department of Education (NJDOE). The philosophy of the *Structured Learning Experience Program* is to provide educational experiences that are meaningful and relevant, and allow students the opportunity to explore career options. In addition to serving as an alternative to traditional high school classes, *Structured Learning Experiences* allow students to focus on their interests and abilities. SLE provides eligible students the opportunity to utilize their last year of high school to gain purposeful experiences that will help them establish a possible future path.

The 12<sup>th</sup> grade student may apply for the *Structured Learning Experience* option for each semester they are enrolled, which may include:

1. Career Internships in a career-focused, work-related residency
2. Mentor/Scholar Program
3. A supervised advanced learning experience, related to the NJSLs
4. Volunteer positions for profit and non-profit organizations
5. Service Learning Project

The SLE falls under the auspices of the guidelines set forth by the NJDOE, which require supervision of the student at the approved site by a staff member who holds a valid SLE Supervision certification. Students are required to design the SLE to include NJSLs proficiencies, activities performed in execution of the SLE that tie to the NJSLs, assessments



and timelines. The final proposal must also contain all forms and signatures required by the student, parent/guardian and employer/provider. Students may be asked to present their proposal to the Principal's Credit Committee and to report back at the end of the experience.

Application forms/packets may be obtained in the Counseling Office. Thorough review of the application's requirements by the applicant and the parent/guardian should occur before consulting with a School Counselor for referral to a certified SLE staff member or a building administrator for review. This review of the application is to offer the student guidance in designing the SLE and assure that all necessary forms are signed before submission to the Principal's Credit Committee. It is strongly advised that student interested in participating in an SLE begin well in advance of the application due date. Students who have successfully completed an SLE will be awarded the pre-approved credit with a passing grade noted as "P" for the final grade on the report card and transcript.

- ◆ **Costs:** All costs incurred by a student's enrollment in such a program, including the costs of required supplies/equipment and required insurance coverage, are absorbed by the student's parent/legal guardian. Transportation arrangements and expenses are also the responsibility of the student and parent/legal guardian.

## **B. Advancing a Course Level**

### **Deadline for Application: June 1<sup>st</sup>**

A student may attempt to accelerate by one (1) level/course of a program sequence to enroll in the next course (i.e. World Language, Mathematics). Students may not test out of a course required for graduation.

1. A written request identifying the targeted course for acceleration and the desired course for enrollment must be submitted for approval by the department supervisor and the principal or his/her designee.
  2. While there are many options for students to receive the content of the course being skipped, all students will be required to take MHS Examinations for the Semester 1 content and Semester 2 content to demonstrate readiness for the target course.
  3. The student must earn a score of 90% or better on both of these Examinations in the target course. The test will be administered and graded by the department supervisor or designee.
  4. Since Algebra I and Geometry are required for graduation by code, and are the math concepts used for passing the NJGPA, students are not permitted to skip these courses in the acceleration process.
  5. Students advancing in Algebra II will be required to take the associated NJSLA assessment if they have not yet met the Federal Math Assessment Requirement in high school.
  6. In elective areas, portfolio review demonstrating practice and proficiency may be designated by the department supervisor or designee and must be completed by the date of the exams.
  7. Neither grade nor credit will be awarded on the transcript for the target course.
- ◆ **Costs:** All costs incurred by a student's enrollment in such a program, including the costs of required supplies/equipment and required insurance coverage, are absorbed by the student's parent/legal guardian. Transportation arrangements and expenses are also the responsibility of the student and parent/legal guardian.

### **C. Outside High School Course Work for Additional High School Credit**

#### **Deadlines for Application: Semester 1 – August 15<sup>th</sup>; Semester 2 – January 15<sup>th</sup>**

Several stipulations exist for current students wishing to complete high school course work in an academic setting other than MHS, to receive high school credits, and have coursework listed on the high school transcript:

1. The proposed course application, NJSLs proficiencies and assessments must be reviewed and approved prior to the first instructional meeting of the course. The course must be from an accredited institution and/or be monitored by a certified staff member. The institutional accreditation must be from a United States Department of Education recognized national, regional, specialized, and/or professional accrediting organization. The course work must be approved by the principal in conjunction with the Principal's Credit Committee, or be certified by the principal under 6A:8-5.1(a) 1.ii.
  2. Distance Learning courses may be taken only if pre-approved as outlined in the stipulations above. The course must be from an accredited institution. The accreditation must be from a United States Department of Education recognized national, regional, specialized, and/or professional accrediting organization such as The Accrediting Commission of the Distance Education and Training Council; or be approved by the principal in conjunction with the Principal's Credit Committee; or be certified by the principal under 6A:8-5.1(a)1.ii.
  3. MHS must receive an official transcript clearly showing successful completion of the course work. No grade will appear on the MHS transcript until an official transcript from the approved institution is received. If no documentation is received, a "W" will be posted on the MHS transcript as of the date grades are submitted for the next marking period.
  4. High school credits may be awarded by certification by the principal under 6A:8-5.1(a) 1.ii and attached to the transcript. Course credit equivalence to the MHS Program will be determined by the Principal's Credit Committee.
  5. NJGPA/NJSLA-related courses (ELA9, Algebra I) require that students participate in the End-of-Course assessment, therefore, must be pre-approved by the district testing coordinator and the building principal.
- ◆ **Costs:** All costs incurred by a student's enrollment in such a program, including the costs of required supplies/equipment and required insurance coverage, are absorbed by the student's parent/legal guardian. Transportation arrangements and expenses are also the responsibility of the student and parent/legal guardian.

### **D. College Course Work for High School Credit**

#### **Deadline for Applications: Semester 1 – August 15<sup>th</sup>; Semester 2 – January 15<sup>th</sup>**

High school students may choose to pursue opportunities to enroll in college level work. Completed course work in an accredited college/university for high school credits must meet the following stipulations:

1. Course application, NJSLs proficiencies and assessments must be reviewed and approved by the principal, in conjunction with the Principal's Credit Committee, prior to the first instructional meeting of the course.
2. The college course taken must be the same college course offered to regularly admitted college students and must be taught by college faculty with academic rank or adjunct faculty approved by the college.
3. College distance-learning courses may be taken only if pre-approved as outlined in the stipulations above. The course must be from an accredited institution. The accreditation

must be from a Council for Higher Education Accreditation (CHEA) participating organization and be recognized by the United States Department of Education as a national, regional, specialized, and/or professional accrediting organization.

4. MHS must receive an official transcript clearly showing successful completion of the course work.
5. High school credits may be awarded based on the transcript received from the college, or by the number of instructional hours per week, or by certification by the principal under 6A:8-5.1(a) 1.ii, and posted on the permanent record card.
6. Students who have taken course work outside of MHS for credit may have a grade recorded on their MHS transcript, but the grade will not be calculated in the student's GPA.
7. NJSLA-related courses (ELA9, ELA10, ELA11, Algebra I, Geometry and Algebra II) require that students participate in the End-of-Course assessment, therefore, must be pre-approved by the district testing coordinator and the building principal.

- ◆ **Costs:** All costs incurred by a student's enrollment in such a program, including the costs of required supplies/equipment and required insurance coverage, are absorbed by the student's parent/legal guardian. Transportation arrangements and expenses are also the responsibility of the student and parent/legal guardian.

#### **Recording of Non-Traditional Coursework on the MHS Permanent Record (Transcript)**

Students who have taken course work outside of MHS for credit may have a grade recorded on their MHS transcript, but the grade will not be calculated in the student's GPA. If the outside course work is taken at an institution that provides a transcript, the student may choose to have the outside record attached to their MHS transcript after consulting with their school counselor. The name of course, institution and appropriate credits will be recorded on the MHS transcript for those students approved for alternative course work given that the course(s) is successfully completed during the time specified on the approval form. If course work is not completed within the time specified, protocols described in the *MHS Program of Studies* under the section "Course Withdrawals" will be observed with respect to recording on the transcript. Students may not take an MHS equivalent course for recognition on the transcript and graduation credit.

The transcript will denote:

1. Name of course;
2. Institution, school, college, university and/or situation, where, and/or how the coursework was taken;
3. Grade issued by the institution (if a numeric grade is issued, then the MHS alpha equivalent); or grade issued by a certified staff member under the guidelines established by the Principal's Credit Committee when the course work was approved; or as certified by the principal under 6A:8-5.1(a) 1.ii. Grades recorded on the transcript for outside course work do not count towards WGPA or GPA.
4. Credit issued by institution; or credit awarded by a certified staff member under the guidelines established by the Principal's Credit Committee when the course work was approved; or as certified by the principal under 6A:8-5.1(a) 1.ii.
5. Course Completion/Course Withdrawals: The expectation is that the course(s) will be completed during the time specified on the approval form. The transcript will denote the status of the course work as per the protocol described in the *MHS Program of Studies* under "Course Withdrawals". This includes incomplete course work.

6. No grade will appear on the MHS transcript until an official transcript is received from the providing institution; or credit awarded by a supervisor certified staff member under the guidelines established by the Principal’s Credit Committee when the course work was approved; or as certified by the principal under 6A:8-5.1(a) 1.ii. Absent official documentation, a “W” will be posted on the MHS transcript as of the date grades are submitted for the next marking period.
7. Dual Credit - Through the cooperation of Rowan College at Burlington County, MHS students taking Advanced Placement (AP) courses have the opportunity to earn college credits as well. Offered under the auspices of the College Board, AP courses are really college-level courses taught in the high school. Credit granting policies for AP and Dual Enrollment credit vary widely from college to college and from department to department.

Students wishing to take advantage of the *CAP/Dual Enrollment* program pay a fee in September for each AP course they wish to include. The student will need to earn a minimum grade of a C- in the AP course at MHS. For more information about the program contact the MHS Counseling Office at 856-778-6610, ext. 12172 or contact RCBC at Phone: (856) 222-9311, ext. 1310.

8. All transcripts for courses taken independently or at a college/university may be attached to the MHS transcript upon request. However, these grades will not be computed into the student’s MHS GPA.

◆ **Course Withdrawals**

The expectation is that course(s) will be completed during the time specified on the approval form. The transcript will denote course work as per the protocol described in the *MHS Program of Studies* under “Course Withdrawals”, including incomplete course work.

**Grading**

**Grading System**

Although grades should not be regarded as ends in themselves, they do reflect how well students are progressing in their studies from marking period to marking period. Parents and students are urged to study the report card carefully noting all of the explanatory material on the card. Additionally, in order to receive credit for a course, students must satisfy both academic and attendance requirements (see Attendance Policy). If parents have any questions concerning the progress of a student, they should call the teacher. If they have any questions concerning the student’s overall adjustment to the school, they should call the Counseling Office.

Report cards are issued four times during the year and indicate the achievement and attendance of the student for each nine week marking period. The marking period dates for each school can be found in the district school calendar. Dates may be adjusted according to emergency school closings. Report Cards will be available via the Genesis Parent Portal Grades tab approximately eight days after the end of the marking period.

**Grading System Equivalents**

Grade <sup>1</sup>	Equivalent		Explanation
A+	4.3	97-100	
A	4.0 – 4.2	93 – 96	Excellent
A-	3.7 – 3.9	90 – 92	
B+	3.3 – 3.6	87 – 89	
B	3.0 – 3.2	83 – 86	Good

B-	2.7 – 2.9	80 – 82	
C+	2.3 – 2.6	77 – 79	
C	2.0 – 2.2	73 – 76	Average
C-	1.7 – 1.9	70 – 72	
D+	1.3 – 1.6	67 – 69	
D	1.0 – 1.2	63 – 66	Passing
D-	.7 - .9	60 – 62	
E <sup>2</sup>	.60 - .69	50—59	Failing but eligible for summer school
F <sup>5</sup>	0.0 - .59	0—49	Failing and not eligible for summer school
NC <sup>5</sup>	No credit attendance reasons		
NCE <sup>5</sup>	No credit attendance reasons and failed course but eligible for summer school		
NCF <sup>5</sup>	No credit attendance reasons and failed course but NOT eligible for summer school		
M <sup>3</sup>	Medical excuse		
P <sup>4</sup>	Pass under Pass/Fail option		
F. <sup>5</sup>	Fail under Pass/Fail option; NOT eligible for summer school		
WP	Withdrew Passing		
WF <sup>5</sup>	Withdrew Failing		
AUD <sup>3</sup>	Audit		
REC <sup>3</sup>	Final Exam Exempted		
I	Incomplete		Halts calculation of the GPA
X <sup>3</sup>	Student new to class; cannot adequately be assessed at this time		

1. All grades, except as noted, are included in GPA and credit calculations.  
*Please see additional notes on GPA calculation, p.23-24.*
2. Failing mark and included in GPA but not included in credits.
3. Not included in GPA or credits and not a failing mark.
4. Not included in GPA, not a failing mark but included in credits.
5. Failing mark, not included in GPA, and not included in credits.

### **Marking Period/Exam Weight/Calculation of Final Grades**

The calculation of all final grades will be established based on the official grade designated on the report card and the design of the course using the following guidelines:

#### Full Year Course

- w/ Mid Term and Final- Each Marking Period will be weighted one fifth of the final grade with the mid term and final weighted one tenth. (Multiply each marking period grade by 2 and add the mid term grade and final exam grade. Divide this sum by 10).
- w/ Final Exam ONLY- Each Marking Period will be weighted two ninths and the final exam weighted one ninth. (Multiply each marking period grade by 2 and add the final exam grade. Divide this sum by 9).

- w/ NO Mid Term or Final Exam- Each marking period is weighted one fourth (25%) of the final grade. (Divide the sum of the four marking period grades by 4).

#### Semester Course

- w/ Final Exam ONLY- Each Marking Period will be weighted two fifths and the final exam weighted one fifth of the final grade. (Multiply each marking period grade by 2 and add the final exam grade. Divide this sum by 5).
- w/ NO Mid Term or Final Exam- Each marking period is weighted one half of the final grade. (Divide the sum of the two marking period grades by 2).

#### Determination of Athletic Eligibility – Mid-Year

- For the purpose of determining Athletic Eligibility, all freshmen, sophomores, and juniors receive a pass (P) or fail (F) grade. This grade is used to determine athletic and activity eligibility based on the number of credits accrued.

### **Final Exam/Final Project and Mid-year Exams**

Final exams and final projects are given in English, social studies, world language, mathematics, science, and business education. Students who do not report for a final or miss the deadline for the final project will receive a failing grade for the course. **If for any reason students are unable to complete their mid-term or final exam(s) during the scheduled period, a written request to the Principal is required for approval.** This proposal must include a complete explanation for the reason of request and a date and time in which the exam will be taken. Make-up exams will not be administered prior to the scheduled test date and time. Missed mid-year exams must be made up by the third Saturday after the exams; missed final exams must be made up by June 30.

### **Senior Exam Exemptions**

The following procedure should be used to determine if a senior is eligible to be exempt from taking a final exam:

- For full year classes, seniors must have a four marking period average of an A+, A, or A- with a minimum of B- on the mid-term exam. Seniors in semester classes must be earning A+, A, or A- to be exempt from an exam.
- Teachers who are granting exemptions for seniors must provide a list to the Counseling Office of the students' name and the subject name from which the student is to be exempt. The Counseling Office will maintain a record of senior students being exempt from taking the exam.
- When a senior is exempt from the final exam in a year course, the final grade is determined by averaging the four making period grades. The mid-term exam is not factored into the grade.

### **Process for Resolving Incomplete Grades**

A grade of Incomplete (I) will be given only when there is just cause: e.g., work missing due to absence, illness. Otherwise, students are expected to submit work on time. While it is permissible under some circumstances to submit late work, students should be expected to complete all work prior to the end of the marking period. As a general rule, students will be given one (1) day for each excused absence from school to make up work. Teachers shall make reasonable accommodations to extend time for pupils. Unless there are extenuating circumstances, students are expected to resolve incompletes no later than ten school days after the close of the marking period. If an extension is sought, a request must go through the subject supervisor.

Giving incomplete grades at mid-year for seniors is discouraged. These can work to the student's detriment when applying for college admissions.

### **Process for Resolving Grading Concerns (Board of Education File Codes 5710)**

Students must resolve any grading concerns with their classroom teacher within 10 days after

receiving their report cards. Teachers have 10 school days after distribution of report cards to resolve grading issues.

Issues that have not been addressed by the classroom teacher should be referred to the department supervisor for review.

### **Honor Roll**

Honor Roll at Moorestown High School is computed on a letter grade basis to ensure that all students have an equal opportunity for recognition, regardless of course levels. Honor Roll is offered at two levels: Honors and High Honors. The grades required to achieve honor roll status are as follows:

- Regular Honor Roll = All grades are B- or higher
- High Honor Roll = All grades are A- or higher

Please note: Students are responsible for checking their report cards to ensure eligibility

### **Grade Point Average (GPA)**

GRADE POINT AVERAGE			
Weighted Grade Point Average			
Grade	AP	Honors	CP/ST
A+	5.3	4.8	4.3
A	5.0	4.5	4.0
A-	4.7	4.2	3.7
B+	4.3	3.8	3.3
B	4.0	3.5	3.0
B-	3.7	3.2	2.7
C+	3.3	2.8	2.3
C	3.0	2.5	2.0
C-	2.7	2.2	1.7
D+	2.3	1.8	1.3
D	2.0	1.5	1.0
D-	1.7	1.2	.7
E	0	0	0
F	0	0	0

#### Course Levels

AP – Advanced Placement\*

H – Honors\*

CP – College Prep

ST– Standard

\*- Modified

\*AP and Honors courses are weighted. Grade point equivalents increase .5 for grades earned in Honors courses, and 1.0 for grades earned in AP courses. For example, Standard/College Prep B+ = 3.3, Honors B+ = 3.8, AP B+ = 4.3.

\*\* See pages 18-19 regarding GPA calculation for Personalized Learning Opportunities.

#### Weighted Grade Point Average (WGPA)

Weighted grade point average is based on an open-ended scale beginning with 0.00 and having no ceiling. Only the final grade achieved in each course is used to compute WGPA. All graded (non-pass/fail) courses are used in the calculation of WGPA. The Weighted Grade Point Average takes

into account two factors: (1) level of difficulty; and (2) number of credits attempted. The level of difficulty for all courses is assigned one of three categories: Standard/College Prep, Honors, and AP.

The following procedure is used to calculate each student's overall Weighted Grade Point Average:

- Each letter grade is assigned a numeric equivalent as indicated in the table above.
- For each graded (non-pass/fail) course the student completes, multiply the numeric equivalent of the grade received times the number of credits earned to determine the number of quality points awarded.
- Determine the sum of quality points earned for all courses for each separate year.
- Divide the weighted quality point total for one year by the total number of credits attempted for that year. This will yield the WGPA for that year.
- To determine the overall WGPA, divide the total number of weighted quality points earned for all courses by the total number of credits attempted in high school.

#### Unweighted Grade Point Average (UGPA)

The unweighted GPA is based on the traditional 4.0 system. Unweighted GPA's are sometimes required for colleges or for scholarships. The following procedure is used to calculate overall unweighted GPA:

- Each letter grade is assigned a numeric equivalent as defined for CP/ST courses in the table above.
- For each graded (non-pass/fail) course the student completes, multiply the numeric equivalent of the grade received times the number of credits earned to determine the number of quality points awarded.
- Determine the sum of quality points earned for all courses for each separate year. This will yield the UGPA for that year.
- Divide the weighted quality point total for one year by the total number of credits attempted for that year. Divide the unweighted quality point total by the total number of credits for the year. This will yield the UGPA for the year.
- To determine the overall, or cumulative, UGPA divide the total number of unweighted quality points by the total number of credits attempted in the high school.

#### **Rank in Class**

Moorestown High School does not publish or release class rank. The academic environment in Moorestown High School is very challenging and the majority of our students meet that challenge by earning exemplary grades. The comparison among students inherent in rank-in-class calculation unnecessarily increases competition within the school. Further, we believe that our students' levels of achievement are not equitably or fully communicated by this single figure transcript statistic.

#### **Honor and Service Society**

Juniors and seniors with a WGPA of 3.70 or higher are invited for induction into the Moorestown High School Honor and Service Society. Students are notified of eligibility by letter and invited to attend the induction ceremony. The Honor and Service Society participates in community service projects and offers peer tutoring to high school students in need of academic assistances.

#### **Quaker Scholar**

Quaker Scholar is determined on a yearly basis and is cumulative in nature. To be recognized as a Quaker Scholar, a student must be on High Honor Roll (all grades are A-/90 or better) for each marking period. Mid-term exam and final exam grades are not included in the formula.



### **New Jersey State Seal of Biliteracy**

Moorestown High School is proud to provide students with the opportunity to earn the The New Jersey State Seal of Biliteracy, which is an award given by the New Jersey Department of Education (NJDOE) in recognition of students who have studied and attained proficiency in at least one language in addition to English by high school graduation. This designation on a student's high school diploma also provides employers and universities with a method of identifying bilingual candidates, students with 21st century skills, and those who have prioritized the study of other languages and cultures. Additional testing is required to qualify for this program. Students interested in more information about the Seal of Biliteracy should contact the Supervisor of World Languages.

### **Graduation Commencement**

Participation in commencement is a privilege, not a right. It is a serious, formal occasion, and seniors who participate in the ceremony must have fulfilled all academic and attendance requirements for graduation as well as having demonstrated consistent, acceptable conduct (see also Student Conduct and Consequences). If a senior is to participate, he/she will be required to meet standards of attire and decorum on the day of the event. The exclusion of any student will be at the discretion of the Principal.

### **Valedictorian and Salutatorian**

Valedictorian or salutatorian may only be held by students who were enrolled at Moorestown High School prior to the start of Junior Year or must have earned the majority of credits at MHS. Senior students recognized as the valedictorian and salutatorian at Moorestown High School graduation will be selected based on the seventh (7<sup>th</sup>) semester weighted grade point average (WGPA). The senior student with the highest seventh semester WGPA will be named the valedictorian and the student with the second highest seventh semester WGPA will be named the salutatorian.

Additional recognition at graduation will include the following:

- Students with a WGPA of 4.25 and higher will wear a gold cord and be noted in the graduation program with a plus (+) for Highest Honors.
- Students with a WGPA of 4.00-4.24 will wear a black/gold cord and be noted in the graduation program with an asterisk (\*) for Highest Honors.
- Students with a WGPA of 3.70 to 3.99 will wear a black cord and be noted in the graduation program with a hash mark (#) for Honors.
- Students with a 4.00 average for all four years (all A grades) will wear a white tassel and be noted in the graduation program with an (p).

### **Early Graduation**

Early graduation requests must be presented in writing to the Principal and must include the graduation plan. All considerations regarding early graduation are to be articulated in writing and all final approvals rest with the Principal.

### **Special Education Graduation**

The New Jersey Administrative Code addressing high school graduation requirements for special education students is contained in N.J.A.C. 6A:14-4.11 and 4.12, Special Education and N.J.A.C.: 8-5.1, Standard and Assessment for Students Achievement except as specified in the student's IEP.

These regulations provide that:

In order to receive a state-endorsed high school diploma, a student must meet all state and local high school graduation requirements including passing the New Jersey Student Graduation Proficiency Assessment (NJGPA) and demonstrating mastery of curriculum proficiencies except as specified in the student's Individualized Education Plan (IEP).

The IEP shall specify which requirements would qualify the student with a disability for the State endorsed diploma issued by the school district responsible for his or her education. Following the 11<sup>th</sup> grade, students with disabilities who are required to pass the NJGPA for graduation and have not done so shall participate in state-endorsed alternative requirement in accordance with N.J.A.C. 6A:8.

Accommodations and/or modifications approved by the Department of Education for the administration of the statewide assessment are provided in accordance with the student's IEP. The IEP shall include a statement of alternate proficiencies that must be achieved to qualify for the state-endorsed high school diploma if the student is exempted from state and/or local high school requirements.

District boards of education, through the IEP process and pursuant to N.J.A.C. 6A:14-4.12, Graduation, may, for individual students with disabilities as defined in N.J.A.C. 6A:14-1.3, specify alternate requirements for a State-endorsed diploma.

1. District boards of education shall specifically address any alternate requirements for graduation in a student's IEP, in accordance with N.J.A.C. 6A:14-4.12.
2. District boards of education shall develop and implement procedures for assessing whether a student has met any alternate requirements for graduation individually determined in an IEP.

### **Credit Recovery (Options for Failure or Loss of Credit)**

Any student attending Moorestown High School who receives an "E" (50% - 59%) in a Moorestown High School course taken during the regular school year receives zero credits towards graduation for that course.

Students who need the course or want to earn the credits lost after failing by receiving an "E" in a Moorestown High School course during the regular school year may opt to:

1. repeat the course during a future regular school year, or
2. enroll in a summer school program approved by Moorestown High School, or
3. receive one-to-one tutoring instruction according to the guidelines as outlined for Summer School and Tutoring for Course Credit.

A pass/fail grade will be recorded for credit recovery.

\*Potential NCAA athletes: please be aware that the NCAA does not accept course credit for credit remediation courses (unless on the NCAA approved list). A failed course would have to be taken over again for original credit in order to show a grade on the transcript. For courses taken outside of MHS, grades are recorded on the transcript but do not count toward the MHS WGPA or GPA (p.21, *MHS Program of Studies*). See additional information about NCAA eligibility at <https://web3.ncaa.org/ecwr3/> NCAA eligibility is the responsibility of the student athlete.

## **Summer Remediation**

Forms for on-line summer remediation can be obtained in the Counseling Office or through the summer school office of another participating school district. To qualify for summer remediation, students must meet the following criteria:

1. Student was enrolled for the entire course. Received an “E” (50% - 59%) grade. Students may not drop the course while it is in session. Those with excessive absences will be examined carefully on an individual basis.
2. Have completed the midterm and/or final exams and/or final project/term paper.

NOTE: Students are ineligible for summer school if their final grade is an “F” (0 – 49%). Credit may be earned in the summer (tutoring and/or summer remediation) for a maximum of two courses. If there are extenuating circumstances and a cogent case can be made by a parent in conference with the building principal, a third course may be taken for credit only with the approval of the principal.

## **Tutoring for Credit Recovery**

A Summer Tutoring Application form must be completed and submitted to the Counseling Office by June 30<sup>th</sup>. Students must meet summer school eligibility (see above). A student must be tutored a minimum of forty (40) hours of one-to-one instruction for a five-credit (5) review course (a course originally failed). This instruction must be administered by an instructor holding a New Jersey certification in the subject being tutored. Review courses require eight (8) hours per credit.

The student must pass the Moorestown High School mid-term (if applicable) and final exam for the subject in which he/she was tutored. This exam must be administered and graded by the department supervisor or an appropriate instructor at Moorestown High School.

A pass/fail grade will be recorded. The appropriate credits will be awarded to those who successfully complete the course work. Barring extenuating circumstances, summer tutoring for credit will not be approved if a summer school course is available in an MHS approved summer school program. Tutoring for credit recovery for full year and spring semester courses may not begin until after commencement. Tutoring for courses failed in the fall semester or in quarters 1, 2, or 3 must be completed two (2) weeks before commencement.

A student who is tutored in a subject during the summer must complete all tutoring and testing prior to September 1<sup>st</sup>.

<h2><b>Student Expectations and Status</b></h2>
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### **Academic Honesty and Integrity**

Learning requires that students assume full and personal responsibility for their work. Unless otherwise directed, all assignments must be independently completed. Any student identified as having or using unauthorized aid, falsifying or providing false information, and or copying other’s work will receive a grade of “0” (zero) for that assignment and/or may lose credit for the entire course at the discretion of the teacher and administration. In addition, the student may face additional sanction(s), which include suspension and/or a hearing before the principal. Students found to have cheated on any school exams, term papers, research assignments or class projects will face loss of credit for the assignment, out-of-school suspensions, and/or loss of credit for the course. This applies to any student involved in the sale/distribution of term papers, exam papers, research material, and/or test questions. Additionally, students engaged in providing services for payment in

homework preparation, test-taking, and completion of composition assignments are also subject to loss of credit for the assignment and/or the course and suspension.

Cheating on standardized tests (NJSLA, NJGPA, PSAT, SAT, AP Exams, etc.) administered by school personnel will result in a report to the appropriate testing service, reconsideration of recommendations included in the student's college or vocational application portfolio, and may result in further sanctions as hereinabove stated. Plagiarism, the failure to acknowledge the ideas of someone else, and submitting work that is not your own is considered cheating. It will not be tolerated in any school work. In a course requirement, cheating will result in a failure for that course and may forfeit your right to enroll in the same course in summer school.

### **Assessments**

Throughout selected times during the school year and according to each grade level, district-wide and nationally recognized standardized testing programs are given to assist students in developing educational and vocational goals, as well as to provide information to assist school officials in determining a student's eligibility for special educational programs. The results of the tests are placed in the student's permanent file and, as such, become part of his official records. Under federal law, all information kept on official records must be shown to parents and/or the student involved. If the student is under 18 years of age, the parents are to be shown the records upon request.

Examples of standardized tests include: New Jersey Graduation Proficiency Assessment (NJGPA), New Jersey Standards Learning Assessment (NJSLA), Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT), the SAT Reasoning Test, SAT Subject Tests, and American College Test (ACT). The PSAT is administered by the school using the weekday option. All students in grades 10 and 11 participate in the assessment. Advanced Placement testing is offered in compliance with the College Board AP Exams calendar. MHS will only seat students for AP testing if they are enrolled students of Moorestown Township Public Schools or homeschooled students who reside in Moorestown. In accordance with College Board Policy, MHS exercises the right to deny seating to students who are residents of Moorestown and attend private schools.

<b>Attendance and Course Credit (BOE Policy 5200 &amp; 5410)</b>
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A high school pupil will be denied course credit under the following conditions:

- When the student has been absent unexcused 10 or more absences for a full-year course, 5 or more absences for a semester course or more of the class sessions.
- When the student accrues a total of 25 total absences (excused and/or unexcused) in a full-year course, 13 total absences for a semester course.
- A high school pupil who has been dropped from a course of study will be assigned to an alternate program.
- A high school pupil denied course credit may attend a credit completion session to regain the denied credit, provided the pupil has not been absent from the class more than 40 times. The student must also have a passing grade in the class.

### **Appeal of High School Attendance**

A pupil who has been retained at grade level for excessive absences may appeal that action in accordance with Policy No. 5410.

A student who has been dropped from a course and/or denied course credit for excessive absences may appeal that action in accordance with the following procedures:

1. The pupil shall file a written appeal to the principal within five school days of receiving notice of the action. The appeal should state the reasons for admitted absences, documentation that would reduce the number of absences, and reasons why the pupil should continue to be enrolled in the course and/or receive course credit.
2. The principal or designee will respond in writing no later than seven working days after receiving the pupil's appeal.
3. If the pupil is not satisfied, he/she may submit a written request to the Principal for consideration by an Attendance Review Committee.
4. On the pupil's request, the Principal shall convene an Attendance Review Committee. The Attendance Review Committee shall meet informally to hear the pupil's reasons for reenrollment and/or credit. The pupil's parent(s) or legal guardian(s) and teacher may attend the meeting.
5. The Attendance Review Committee shall decide the appeal and inform the pupil in writing within seven working days of the meeting. The committee may impose conditions on any reenrollment and may require the pupil to agree to those conditions.
6. The pupil may appeal an adverse decision of the Attendance Review Committee to the Superintendent, the Board of Education, and the Commissioner of Education, in that order and in accordance with Policy No. 5710, Pupil Grievance. Resort to the Attendance Review Committee shall be considered to have exhausted the first step of the grievance.

### **Absences from Study Hall**

Attendance at study hall is mandatory. Cutting study hall will be treated the same as an absence in any other assigned class. Study hall periods are to be used for completion of Moorestown High School curriculum material and school work. Any inappropriate behavior will be subject to the penalties as warranted.

### **Fourteenth Period**

Teachers may request a student's presence during 14<sup>th</sup> period for tutorial purposes or for related class matters. It is the student's responsibility to inform the teacher of any prior commitment or of the necessity to make other arrangements. Failure to keep a 14<sup>th</sup> period appointment will result in a discipline referral to the assistant principal's office.

Only students who are engaged in a school activity under the supervision of a teacher, or who are securing help in their studies from a teacher, may remain in school after their regularly scheduled classes have concluded. Upon completion of school business, students who remain in the building must report to a secured area. Students taking the 14<sup>th</sup> period bus must obtain a bus pass from their teacher.

### **Obligations**

At the end of each marking period, lists of student obligations to the school are compiled. Teachers, coaches, administration, and staff contribute to these lists. It is the responsibility of the student to clear his/her obligations with the initiator of the obligation or with the assistant principal's office.

Failure to fulfill an obligation will result in the holding of a student's report card and restriction of access to the Genesis Parent Portal until the debt is settled.

### **Withdrawal from School**

Should a parent/guardian have cause to withdraw a student from Moorestown High School, the following guidelines should be observed:

1. Sign and return all school counseling forms listed here:
  - a. Notification of Student Withdrawal
  - b. Request for Student Records (for transferring students)
2. Withdrawal Checklist (to be completed later)
3. Two days prior to the student's final day at MHS, he/she is to obtain a withdrawal checklist from the Counseling Office and schedule an exit interview with his/her counselor. The student must present the checklist to each of his/her current teachers, coaches, the Library, and the assistant principal for a grade and/or obligation update, including the return of all books and school-issued laptop.
4. On the student's final day at MHS, he/she is to submit the completed withdrawal checklist to the Counseling Office and undergo the exit interview with his/her counselor. In return, the student will receive a transfer packet containing transfer cards, immunization data, and an unofficial transcript.
5. If all signatures are not obtained, records will not be released.

### **Tuition**

A student who moves from the district and who would like to continue as a tuition student at Moorestown High School must make a request in writing to the principal for approval.

### **Obtaining School Work When Student is Ill**

If a student is absent for three (3) consecutive school days, but the student is able to do school work at home, parents should contact the Counseling Office to arrange for pickup of assignments. At least 24 hours notice should be provided to enable the office to contact the student's teachers and to receive assignments. We also suggest using a "buddy" system. It is helpful to obtain the telephone number of a classmate to ascertain homework and details in the event absences are less than three school days.

### **Home Instruction**

In case of an extended absence, (10 consecutive or 20 cumulative days) home instruction can be requested with no cost to the family. Home Instruction will then be arranged for consecutive absences beyond the initial (qualifying) 10 or 20 days. Parents/guardians are asked to comply with the following guidelines and Board of Education Policy (File Code 2412) should their child require this service.

#### To request this service:

1. Contact the Counseling Office home instruction secretary (ext. 12170) and apprise him/her of the child's status. Students with an IEP should contact the Child Study Team to request home instruction.
2. Submit to the administrator (ext. 12170) in charge of home instruction:
  - a. A note from the parent or guardian stating that the child is in need of homebound instruction.
  - b. A physician's note stating the diagnosis and approximate ending date for home instruction.

While on home instruction:

1. A student's main priority while on home instruction is to follow the doctor's directions for recovery and at the same time try to maintain his or her academic program.
2. Students on home instruction are still full time students at MHS and must follow the same expectations as if they were in school.
  - a. Instruction will follow the MHS course curriculum.
  - b. The regular classroom teacher's mid-term exam (if applicable) and final exam for the course will be completed by the student at the high school during the regularly scheduled exam time. Upon written request to the administration by the student's parents, exception may be granted on a case-by-case basis.
  - c. Students may not be employed during the regular school day.
  - d. Students may not participate in extracurricular activities/field trips while on home instruction or part-time home instruction. Requests for exceptions must be made in writing to the principal. The request must also include a doctor's note indicating that the student is well enough to participate.
3. Teachers providing home instruction shall be certified. The regular classroom teacher will be the first priority to teach home instruction students. The second priority will be given to another certified teacher from the high school; then other Moorestown certified school personnel. Last priority will be given to teachers outside the district.
4. Home instruction hours should comply with N.J.A.C. 6:28-4.5(a), (b), (c). Students typically receive five (5) hours of home instruction per week.
5. The home instructor shall call the parent(s)/guardian(s) to arrange a mutually convenient time for instruction. Adult presence in the home is required when instruction is given.
6. The home instructor will work with the classroom teacher (or supervisor) in following the Home Instruction Agreement related to instruction, testing, and grading.
7. Parents must contact the home instructor to change a scheduled lesson at least 24 hours in advance (except for emergencies; then immediate notice is expected). Failure to notify the instructor that the student cannot meet for a scheduled lesson is subject to administrative review. Unnecessary cancellations may be cause for administrative re-evaluation of home instruction services. Please notify the administrator in these situations.
8. The home instruction time Google form must be signed by the parent/ guardian at the conclusion of every home instruction lesson.
9. Students will receive a report of their progress through the regular MHS interim reports and grade report procedures.
10. Students on home instruction for an extended period of time will be referred to the Child Study Team after 60 calendar days.

Prior to return of student to school:

1. When the student is able to return to school, please submit the following to the administrator in charge of home instruction.
  - a. A note from the parent or guardian stating the date that the child will be returning to school.
  - b. A physician’s note stating that the student is well enough to return to school.
2. Students returning from home instruction will report to the Counseling Office, main office or nurse.
3. Upon the student’s return to school, the administrator or designee will notify the regular classroom teachers, student’s counselor, attendance office, and counseling office of the date of the return.

<b>Pupil Assistance and School Services</b>
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**Honor and Service Society Peer Tutoring Program**

The Honor and Service Society provides a free and voluntary tutoring service to all MHS students. Forms for tutoring can be obtained from the Counseling Office. It is the responsibility of the person requesting tutoring services to make the initial contact with the assigned tutor. Each person requesting tutoring services may have only one tutor at a time. Requests for tutoring cannot be granted after the first week of May.

**Intervention and Referral Services Team (I&RS)**

There are times in a student’s life when specific issues outside of school (divorce, suicidal thoughts, death of a parent, drug abuse, etc.) may prevent a young person from taking full advantage of the school’s opportunities. To help students make the best use of school, the Intervention and Referral Services Team (I&RS), made up of the substance awareness coordinator, nurse, counselors, child study team representative, a teacher and an administrator, provide confidential resources for help. Services recommended by the I&RS include such things as in-school discussion groups for students, individual counseling, referral to outside treatment facilities, and a linkage with the peer leadership program. Please contact your child’s School Counselor for more information.

**Americans with Disabilities Act and Section 504 Statement**

The Moorestown Township Public School system does not discriminate on the basis of disability with regard to admission, access to services, treatment or employment in programs and activities. Any person having inquiries concerning the Moorestown School District’s compliance with the regulations implementing the Americans With Disabilities Act (ADA) or Section 504 is directed to contact: Director of Curriculum and Instruction, 803 North Stanwick Road, Moorestown, New Jersey 08057, at (856) 778-6600. Requests for Section 504 Plans may be made to the building-level coordinator.

**Special Education**

A student shall be determined eligible and classified “eligible for special education and related services” under the New Jersey special education regulations, N.J.A.C.6A:14-3.5(c), when it is determined that he or she has one (1) or more of the disabilities listed below; the disability adversely affects the student’s education performance; and the student is in need of special education and related services.



The fourteen (14) classification categories are as follows: Auditorily Impaired, Autistic, Cognitively Impaired, Communication Impaired, Deaf/Blindness, Emotionally Disturbed, Multiply Disabled, Orthopedically Impaired, Other Health Impaired, Preschool Disabled, Social Maladjustment, Specific Learning Disability, Traumatic Brain Injury, and Visually Impaired.

The district is committed to providing a system of appropriate special education programs and services in the least restrictive environment. A continuum of special education programs and services is offered to meet the needs of children with disabilities. An array of options is available within the district and placements are also provided in other public school programs, private schools for students with disabilities and in state operated facilities.

Requests for evaluation must be made in writing and directed to the building Child Study Team (CST).

### **Child Study Team**

The New Jersey Administrative Code 6A:14 requires that the district board of education is responsible for providing a system of free, appropriate special education programs, and related services to students with educational disabilities ages 3 through 21. Students suspected of having a disability may be referred to the child study team by parents, teachers, or other school district staff. The child study team consists of a school psychologist, a learning disabilities teacher-consultant, and a school social worker. For students with a speech-language disability, the district's speech-language specialist acts as a member of the child study team.

The child study team members along with the parents, teachers, School Counselors, administrators, and specialists in the areas of disability have the responsibility for identification, evaluation and determination of the eligibility. If the student is determined eligible for special education and related services, the IEP team collaboratively develops an individualized education program (IEP) and recommends an appropriate placement.

<b>Pupil Records and Dispensation</b>
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### **Pupil Records**

Parents/guardians, as designated on school records, are entitled to inspect the official or permanent school records (those which are retained after you leave school) relating to students. This means that they have a right to inspect the actual record and not merely have items selected from the record by school officials. However, school officials may withhold items of information which, in their judgment, are of a confidential nature or in which the applicant for such information has no legitimate interest. School authorities may determine the time and manner of presentation of this information. For example, they may suggest that a counselor, qualified to interpret data in the records, be present. New Jersey Administrative Code Title 6 provides for access to records by the following persons:

1. Parent(s) or legal guardian(s) of a pupil under the age of 18, and the pupil who has written permission of such parent(s) or guardian(s).
2. The adult pupil and the pupil's parent(s) or guardian(s) who have the written permission of such pupil shall have access to records. Exception: parents or guardians shall have access to records without consent of the pupil as long as the pupil is financially dependent on the parent(s) or guardian(s) and enrolled in the public school system.
3. Students who are 18 and wish to have school information (report cards, etc.) sent only to them, must complete a form available in the assistant principal's office. At this time, the

administration office and the pupil's parents will be informed of the request in order to comply with item #2 above.

### **Graduates**

Upon graduation or permanent departure of a pupil from the school system, Administrative Code 6:3 requires that the entire record of the pupil be provided to parents/guardians or adult pupils upon request. Information other than birth date, sex, address, telephone number, grades, attendance record, classes attended, grade level completed, year completed, name of parents, and citizenship status may be destroyed if reasonable attempts to secure parental or adult pupil permission have been unsuccessful. Requests should be made in writing to the high school Counseling Office before graduation or departure.

### **Transcript Requests**

When requesting official high school transcripts to be sent to colleges or universities, prep schools, potential employers or scholarship review committees, the following procedure is to be followed carefully:

- When a student wants a transcript mailed, the student must first complete a Transcript Request Form available in the Counseling Office. This form authorizes the Counseling Office to release the transcript to the school(s) or agency(ies) of the student's choice. One Transcript Request Form must be completed for each transcript sent. In submitting a request for a transcript, be sure to allow a minimum of three (3) weeks (15 school days) notice to the Counseling Office.
- A stamped, addressed envelope must be provided for the transcript.

<b>Student Athletics and Activities</b>
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### **Athletic and Extra-Curricular Eligibility (BOE File Code: 2430)**

All students in grades 10-12 must have successfully completed 30 credits of school work the prior school year (September 1<sup>st</sup> – August 30<sup>th</sup>) to be eligible to participate in all interscholastic athletics and extracurricular activities during the fall and winter seasons. All entering first year 9<sup>th</sup> graders are eligible in the fall season. To be eligible for participation in the spring season, all students (9-12) must have attained 15 credits by the end of the first semester. If a student is eligible at the start of a season, (fall, winter, and spring), the student remains eligible for that entire season.

### **Daily Participation Requirements for Athletics and Extra-Curricular Activities**

To be eligible to participate on a day-to-day basis, a student must be present for a minimum of four instructional periods. An exception can be made if the absence from school is cleared by administration before the day of absence. The principal or his designee may declare the student eligible. All students participating in extracurricular activities including, but not limited to, athletics, play, etc., must dress and participate in physical education class to be able to practice and compete in games, contests, or shows. Failure to dress and participate in physical education class will result in the student being ineligible to participate in the extracurricular activity that day.

### **Community Service**

Anyone who has taken the time to help others knows that the good feeling one gets from volunteering is reward enough. The willingness to commit time and effort to assist others is a character trait that is valued by colleges and employers. To recognize student efforts, Moorestown

High School students can earn designation on their transcripts for service to the community. Transcript recognition begins at 50 hours per service year and increases in the following increments:

- 50+ hours - *Outstanding* level of service
- 100+ hours - *Exceptional* level of service; President's Volunteer Service Award (Bronze)
- 175+ hours - *Exceptional* level of service; President's Volunteer Service Award (Silver)
- 250+ hours - *Exceptional* level of service; President's Volunteer Service Award (Gold)

In addition to transcript designation, students who successfully record between 50 and 99 hours of community service in one service year will be awarded a certificate denoting an *Outstanding* level of service for the year. Students who submit 100 or more hours in one service year will be awarded a certificate denoting an *Exceptional* level of service for the year. In addition to internal recognition, the *President's Volunteer Service Award* is presented to students that record 100 or more community service hours in a service year. Each year, the MHS Community Service Council will honor the students who have cumulatively recorded service hours within the top 10% of their graduating class. Membership in an MHS-sponsored club or activity is not a prerequisite for community service recognition.

The *2024-2025 Request to Record Volunteer Hours Form* must be used to document service hours from May 1, 2024 through April 29, 2025. Students must submit the *Request to Record Volunteer Hours Form* to the appropriate grade-level advisor by the specified deadlines. The form must be signed by the supervisor overseeing the service work or project; a signed letter (on the letterhead of the sponsoring organization or agency) attached to the form is acceptable. The *Request to Record Volunteer Hours Form* can be obtained from the MHS website ([http://https://mhs.mtps.com/for\\_students/school\\_counseling/mhs\\_guidance\\_office/handbooks\\_forms](https://mhs.mtps.com/for_students/school_counseling/mhs_guidance_office/handbooks_forms)), MHS Counseling Office, MHS Main Office, or outside of the classrooms/offices of the MHS Community Service Council advisors. It is recommended that students submit their hours as earned and contact their grade-level advisor to confirm their recorded service hours on a periodic basis.

The Moorestown High School Community Service Council allows students to record volunteer hours for unpaid service that:

1. Directly benefits people that are experiencing poverty, discrimination, abuse, poor health, old age, and/or physical-mental limitations;
2. Provides academic support or other enrichment activities for students or community members;
3. Relates to public safety or the protection of animals/the environment;
4. Enhances the betterment of the community through community-building activities; *or*
5. Supports the mission of a *non-profit* organization.

Please Note: Community service hours will *not* be awarded for in-kind donations or travel to-and-from a service activity.

### **Working Papers**

“Employment Certificates” (working papers) are required for employment of any minor up to 18 years of age in any occupation except for work in agriculture, theatrical, and newspaper distribution trades, for which special permits are required up to 16 years of age (New Jersey Child Labor and School Attendance laws). Working papers for all other general employment can only be obtained online <https://www.nj.gov/labor/youngworkers/find-a-job/working-papers/getstarted.shtml> .

**Change of Address or Telephone Number**

When a student's address is changed, the parent should immediately notify the Registrar, located in the High School Counseling Office, phone (856) 778-6600, x12019 in order that the school records may be accurate. It is important that the school has a correct telephone number for each student for use in emergencies.

## ARTS & TECHNOLOGY

Course Title	Grades	Cr.	Prerequisite	Graduation Requirements		
				Visual & Perf. Arts	21 <sup>st</sup> Century Life & Careers, CTE	Finance, Economic Literacy
2D Design	9-12	2.5	None	X		
Studio Art I	9-12	2.5	None	X		
Honors Studio Art II	10-12	5.0	2D Design and Studio Art I or recommendation based on portfolio	X		
Honors Studio Art III	10-12	5.0	H. Studio Art II or digital/photo portfolio prerequisites	X		
Honors Portfolio (2D and Drawing)	11-12	5.0	H. Studio Art III	X		
AP Studio Art (2D and Drawing)	11-12	6.0	H. Studio Art III (eligible for dual credit)	X		
3D Structures & Sculpture Making	9-12	2.5	None	X		
Ceramics I	9-12	2.5	None	X		
Honors Ceramics II	9-12	2.5	Ceramics I and 3D Structures & Sculpture Making	X		
Honors Ceramics III	10-12	2.5	Honors Ceramics II	X		
Honors Portfolio (3D)	11-12	5.0	H. Ceramics III	X		
AP Studio Art (3D)	11-12	5.0	H. Ceramics III (eligible for dual credit)	X		
AP Art History	10-12	5.0	Honors/AP recommendation in Social Studies (eligible for dual credit)	X		
Fashion Design I	9-12	2.5	None	X		
Fashion Design II	9-12	2.5	Fashion Design I	X		
Digital Design	9-12	2.5	None	X		
Multimedia Design	9-12	2.5	Digital Design or Fashion Design	X	X	
Publication, Design & Marketing	9-12	5	None	X	X	
Honors Graphic Design	10-12	5.0	DD, MD, FD, Photo I, or Publishing (eligible for dual credit)	X	X	
Honors Portfolio (Digital)	11-12	5.0	HGD (drawing course recommended as pre or corequisite)	X	X	

Course Title	Grades	Cr.	Prerequisite	Graduation Requirements		
				Visual & Perf. Arts	21 <sup>st</sup> Century Life & Careers, CTE	Finance, Economic Literacy
Photography I	9-12	2.5	None	X	X	
Honors Photography II: Advanced Techniques	10-12	5.0	Photography I	X	X	
Honors Photography III: Portfolio	11-12	5.0	H Photo II (drawing course recommended as pre or co-requisite)	X	X	
Honors Photography IV: Concentration	11-12	5.0	H Photo III (drawing course recommended as pre or co-requisite)	X	X	
Video Production I	9-12	2.5	None		X	
Honors Video Production II: Advanced Media Communications	10-12	5.0	Video Production I or recommendation based on portfolio		X	
Honors Video Production III: Broadcast & Film-making Portfolio	11-12	5.0	Honors Video Production II		X	
Honors Video Production IV: Production Leaders	12	5.0	Honors Video Production III		X	
Guitar for Beginners	9-12	2.5	None	X		
Intermediate/ Advanced Guitar	9-12	2.5	Guitar for Beginners or recommendation based on audition	X		
Piano for Beginners	9-12	2.5	None	X		
Intermediate/ Advanced Piano	9-12	2.5	Piano for Beginners or recommendation based on audition	X		
Intro to Theatre Arts	9-12	2.5	None	X		
Intro to Dance Arts	9-12	2.5	None	X		
Music Theory I	9-12	2.5	None	X		
AP Music Theory	10-12	5.0	Music Theory I OR recommendation (eligible for dual credit)	X		
Ensemble*	9	5.0	None	X		
Honors Ensemble	9	2.5	Enrolled in Ensemble and recommendation based on winter audition (spring semester class)	X		
Concert Choir*	10-12	5.0	None	X		
Honors Concert Choir	10-12	5.0	Ensemble or Concert Choir and recommendation based on audition	X		
Honors Madrigals	10-12	4.0	Ensemble or Concert Choir concurrent and recommendation based on audition (spring)	X		
Concert/Pep Band	9-12	5.0	None	X		
Honors Wind Ensemble	9-12	5.0	Recommendation based on audition	X		

Course Title	Grades	Cr.	Prerequisite	Graduation Requirements		
				Visual & Perf. Arts	21 <sup>st</sup> Century Life & Careers, CTE	Finance, Economic Literacy
Jazz Band	9-12	2.0	Band or Orchestra concurrent	X		
Honors Jazz Band	10-12	3.0	Band or Orchestra concurrent and recommendation based on audition	X		
String Orchestra*	9-12	5.0	None	X		
Honors Orchestra*	9-12	5.0	Recommendation based on audition	X		
Basic Computer Applications & Keyboarding	9-12	2.5	Recommendation		X	
Family Management & Finance	9-12	5.0	None		X	X
Personal Finance/Money Management	9-12	2.5	None		X	X
Principles of Business, Marketing, and Finance	9-12	2.5	None		X	X
Sports and Entertainment Marketing	9-12	2.5	None		X	
Entrepreneurship	9-12	2.5	None		X	X
Honors Entrepreneurship	10-12	5.0	None (eligible for dual credit)		X	X
Honors Accounting I	10-12	5.0	None		X	
Honors Accounting II	11-12	5.0	H. Accounting I (must complete both I and II to be eligible for dual credit)		X	
AP Microeconomics	11-12	5.0	Algebra II pre- or co-requisite (eligible for dual credit)		X	X
AP Macroeconomics	11-12	5.0	Algebra II pre- or co-requisite (eligible for dual credit)		X	X

Course Title	Grades	Cr.	Prerequisite	Graduation Requirements		
				Visual & Perf. Arts	21 <sup>st</sup> Century Life & Careers, CTE	Finance, Economic Literacy
Introduction to CAD/D and Architecture	9-12	2.5	None		X	
Honors CAD/D and Architecture I	10-12	5.0	Intro CAD/D and Architecture or recommendation based on course exam		X	
Honors CAD/D and Architecture II	10-12	5.0	Honors CAD/D and Architecture I		X	
Honors CAD/D and Architecture III	11-12	5.0	Honors CAD/D and Architecture II		X	
Introduction to Engineering Systems	9-12	2.5	None		X	
Introduction to Robotics	9-12	2.5	None		X	
Honors Engineering Design	10-12	5.0	Intro to Engineering Systems, or recommendation based on course exam		X	
Honors Robotics	10-12	5.0	Intro to Robotics, or recommendation based on course exam		X	
Honors Engineering & Robotics Systems	11-12	5.0	Honors Engineering Design or Honors Robotics		X	

\*Students interested in accompanist positions for these courses must audition to demonstrate proficiency.

High school students may attempt to accelerate beyond a prerequisite course to enroll in the next course by demonstrating practice and proficiency via a performance audition, portfolio review, or course exam as determined by the department supervisor/designee.

Note: While a course may qualify in multiple graduation requirement categories, it may only count towards one.



## Arts & Technology Suggested Program Strands/Clusters

\*The suggested program strands/clusters below are not necessary prerequisites. Please refer to the chart for prerequisites.

### Studio Arts

2D Design (semester)	Studio Art I (semester)
Honors Studio Art II	
Honors Studio Art III	
Honors Portfolio: Drawing, 2D AND/OR AP Studio Art: Drawing, 2D	

### Ceramics & Sculpture

Ceramics I (semester)	3D Structures (semester)
Honors Ceramics II (semester)	Honors Ceramics III (semester)
Honors Portfolio: 3D AND/OR AP Studio Art: 3D	

### Digital Design

Digital Design (semester), Multimedia Design (semester) OR Publication, Design & Marketing (full-year)
Honors Graphic Design
Honors Portfolio: Digital

### Photography

Photography I (semester)
Honors Photography II: Advanced Techniques
Honors Photography III: Portfolio
Honors Photography IV: Concentration

### Video Production

Video Production I (semester)
Honors Video Production II: Advanced Media Communications
Honors Video Production III: Broadcast & Film-making Portfolio
Honors Video Production IV: Production Leaders

### Vocal Music

Ensemble / Honors Ensemble (spring semester)	
Concert Choir or Honors Concert Choir	Honors Madrigals

### Instrumental Music

Concert/Pep Band	Jazz Band	String Orchestra
Honors Wind Ensemble	Honors Jazz Band	Honors Orchestra

### Accounting

Honors Accounting
Honors Accounting II
AP Macroeconomics OR AP Microeconomics

### Economics

AP Macroeconomics AND/OR AP Microeconomics
AP Macroeconomics AND/OR AP Microeconomics

*Marketing & Entrepreneurship*

Principles of Business, Marketing, and Finance (semester)	Sports and Entertainment Marketing (semester)
Honors Entrepreneurship	

*CADD & Architecture*

Intro to CADD and Architecture (semester)
Honors CADD and Architecture I
Honors CADD and Architecture II
Honors CADD and Architecture III

*Engineering & Robotics*

Intro to Engineering Systems (semester)	Intro to Robotics (semester)
Honors Engineering Design	Honors Robotics
Honors Engineering & Robotics Systems	

## ARTS & TECHNOLOGY

### Visual & Media Arts

#### **2D Design CP**

**A09-27**

**Grades: 9-12**

**2.5 Crs/Semester**

The 2D Design course focuses primarily on Art Elements and Principles of Design used within the creation of design based studio art projects. Students are introduced to a breadth of 2D Design media and techniques where a sampling of traditional fine arts foundation skills are developed. Linear and Atmospheric Perspective, Color Theory, Compositional Layout and introduction to the use of the computer as an aid in the preliminary stages of art creation are all addressed. Graphite, ink and paint are the primary media used throughout the course. In addition, students will gain a perspective into industry trends and common practices related to 2D design and related careers.

#### **Studio Art I CP**

**A09-28**

**Grades: 9-12**

**2.5 Crs/Semester**

Within the Studio Arts I class students develop a solid understanding of the Elements and Principles of Design, which provide an important foundation into the study of the visual arts. Students learn how to create strong, compelling compositions that are the basis for a successful finished artwork. Traditional, digital, and mixed media techniques are explored, including collage and printmaking, as well as a variety of studio arts materials, which include but may not be limited to paint, ink, graphite, charcoal and pastels. Drawing skills are emphasized while learning how to create the illusion of three dimensional objects on a two dimensional plane.

#### **Honors Studio Art II**

**A10-28**

**Grades: 10-12**

**5 Crs/Year**

This course is designed for students who have a genuine interest in pursuing art as a means of self-expression while continuing to hone skills related to the visual arts. The student's preliminary knowledge of the four basic areas of drawing, painting, graphics, and sculpture is further developed in this course, while students work on more complex projects that encourage more self-direction and produce unique results. A more

in-depth study of design, composition and color theory are incorporated into the course. The course offers a greater range of materials and techniques, and may incorporate field trips to enhance appreciation of concepts taught in class.

#### **Honors Studio Art III**

**A12-39**

**Grades: 10-12**

**5 Crs/Year**

Honors Studio Art III is a drawing and painting workshop. The course is an advanced studio course requiring knowledge of basic techniques (Studio Arts I and II). Creative challenges in drawing and painting are emphasized. The drawing segment utilizes creative approaches to composition and construction. Students utilize a variety of problem-solving techniques and media: pencil, charcoal, marker and pastel. The painting segment deals with the variety of effects created by using watercolor and acrylic, color mixing, palette selection, canvas stretching, matting and presentation and various boards and grounds. Subject matter and manners of approach vary with student interest and appropriate choices of material. In addition, students receive instruction and guidance in portfolio preparation. Field trips, guest speakers, who are artists or school program representatives add an interesting perspective to the course.

#### **Honors Portfolio (2D and Drawing)**

**A13-34**

**Grades: 11-12**

**5 Crs/Year**

In addition to advanced studies in the two dimensional media, Honors Portfolio 2D & Drawing involves more advanced technical instruction in the areas of three dimensional design and printmaking media. The drawing segment utilizes creative approaches to composition and construction with an emphasis on personal approach. The thrust of the course is the development of the student portfolio. Within the first half of the full year course students will work on teacher directed assignments that challenge both their creativity and compositional abilities. Students meet regularly, on an individual basis with the instructor to develop a portfolio. Guest speakers, who are artists or school program representatives, add an interesting perspective to the course.

**Advanced Placement Studio Art (2D and Drawing)** **A14-35**  
**Grades: 11-12** **6 Crs/Year**

This College Board program provides the only national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while still in high school. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead students submit portfolios for evaluation at the end of the school year. Within the first half of this full year course students will work on teacher directed assignments to fulfill two of the three College Board requirements “Quality”, consisting of five actual pieces of artwork and “Breadth”, consisting of twelve works of art. During the second half of the full year course students will work independently of the other students to develop a concentrated area of study and submit an additional twelve pieces of artwork in the concentrated area. Guest speakers, who are artists or school program representatives, add an interesting perspective to the course.

**3D Structures & Sculpture Making CP** **A15-25**  
**Grades: 9-12** **2.5 Crs/Semester**

This course is designed to provide an introduction to the art of sculpture and the process of constructing three-dimensional artwork. Through the practice of specific techniques, students will not only explore a variety of materials but discover different avenues of creativity. Intended as an entry level art class, this course will provide a studio atmosphere and class discussions to help develop an artistic vocabulary.

**Ceramics I CP** **A03-25**  
**Grades: 9-12** **2.5 Crs/Semester**

In this introductory, hands on, project based class that provides a studio atmosphere and class discussions to help develop an artistic vocabulary. Students will create both functional and non-functional ceramic pieces, learning a variety of both construction and surface design techniques. Construction techniques focus on hand-building with an introduction to wheel-thrown pottery. Assignments require the students demonstrate knowledge and understanding of the construction, glazing, and firing processes.

**Honors Ceramics II** **A04-25**  
**Grades: 9-12** **2.5 Crs/Semester**

Ceramics 2 students have a chance to work both sculpturally and functionally to create highly personalized works of art. Project assignments are based on topics which allow students endless avenues for artistic expression and investigation of ideas. Students will learn advanced hand-building techniques to challenge and push their skills further as well as an opportunity to work with different kinds of clay. Student work primarily in clay but are encouraged to incorporate non-ceramic materials when appropriate to student ideas.

**Honors Ceramics III** **A04-26**  
**Grades: 10-12** **2.5 Crs/Semester**

Ceramics III builds on skills and knowledge learned in previous ceramics and sculpture classes. Students in Ceramics III work more independently on choosing their own construction methods and projects with teacher input. Ceramics III students work closely with their instructor to find their own artistic voice and start to develop a personal body of work.

**Honors Portfolio (3-D)** **A14-34**  
**Grades: 11 - 12** **5 Crs/Year**

Honors Portfolio 3-D is a culminating experience for ceramics and sculpture students. Students will apply the skills and knowledge acquired over their artistic career at M.H.S. Throughout the year students will work to create an original body of work culminating in an end of the year reflective portfolio presentation which demonstrates the student's artistic journey from freshman through to senior year. Students must be self-motivated and able to work independently with guidance from course instructor.

**Advanced Placement Studio Art (3-D)** **A15-35**  
**Grades: 11 - 12** **5 Crs/Year**

A.P. Studio Art with a 3-D concentration is a culminating experience for ceramics and sculpture students. This College Board program provides the only national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while still in high school. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. The A.P. 3-D concentration is not based on a written examination; instead students will work to professionally document current and

previous 3-D projects into a cohesive portfolio to submit for evaluation at the end of the school year. Additionally students will work throughout the year on a series of concentration pieces centered around a central theme for documentation and portfolio submission. Students must be self-motivated and able to work independently with guidance from course instructor.

**Advanced Placement Art History** **A02-49**  
**Grades: 10-12** **5 Crs/Year**

This Advanced Placement course examines creative works in the visual arts from the Paleolithic Age to the present. The major directions of painting, sculpture, and architecture in each culture are surveyed in depth to grasp the significance of creative expression for the time period. The course is essentially a history of art with the material presented chronologically and with cross-cultural comparisons. In addition to a text, hands on projects, web resources, video materials, and class activities make each period come alive for the students. Supplementary field trips enrich the units of study. Students are encouraged to take the Advanced Placement test. The course is designed for students with an interest in the humanities who desire to enrich their cultural background. It is strongly recommended for students wishing to continue studies in any field of art.

**Fashion Design I CP** **A07-25**  
**Grades: 9-12** **2.5 Crs/Semester**

This introductory course is designed for students with an interest in acquiring the computer technology design skills related to fashion design and fashion illustration. Basic units within the course will cover using computer software to create digital croquis on a proportion (multi-view) figure templates. Designing apparel/garments showing fabric draping and manipulations, garment details, plus creating textile patterns to render a variety of fabrics. Projects will range from creating a collection on a theme to researching costume/fashion history for inspiration.

**Fashion Design II CP** **A08-25**  
**Grades: 9-12** **2.5 Crs/Semester**

This course builds on the skills and techniques acquired in Fashion Design 1. With the addition of computer drawn technical flats and mini-collection presentations. Building towards the creation of a

portfolio of original designs, in both croquis and flats formats ranging from Couture and RTW to theater costuming. Students will also research related educational and career options.

**Publishing, Design & Marketing CP**  
**Grades: 9-12** **5 Crs/Year**

This course will provide students with key concepts and learning experiences related to the foundations of publishing, design, and marketing. Students will improve their communication skills while exploring a variety of publishing tools & marketing outlets. This course explores the process of taking an idea from concept to publication. Students will also learn how to use social media marketing, write for print and electronic publishing, and execute marketing campaigns. Students will gain hands-on experience through project-based learning by organizing and creating content for the Nutshell yearbook.

**Digital Design** **A64-38**  
**Grades: 9-12** **2.5 Crs/Year**

This course will introduce students to the field of digital arts and media. Digital Design will teach students to create vector graphics, import and alter digital images, create designs for print production and digital formats, as well as create a personal digital portfolio for review at the end of semester. Throughout this course students will learn about how to create design using digital technology and how to be good digital citizens when using digital tools in the 21<sup>st</sup> century.

**Multimedia Design** **B11-35**  
**Grades: 9-12** **2.5 Crs/Semester**

Students in the course will build on their design skills through the design and development of multimedia projects. Design of web elements will emphasize the user experience and creativity using the elements and principles of design. Animation, Adobe tools, and traditional hand drawing methods will be combined to execute a variety of creative projects. Areas of study will include: understanding the user experience, preparing images for the web, file management, WYSIWYG web design software, Adobe Dreamweaver for web design, basic editing in Adobe Photoshop and Adobe Illustrator, and the application of the elements and principles of design. Graphics, animation, and sound will be used as

enhancement tools. Upon completion of this course, students will have valuable marketable skills.

**Honors Graphic Design** **A11-28**  
**Grades: 10-12** **5 Crs/Year**

This art course is designed to meet the needs of students who have an interest in the technical skills that advertising and the graphic arts demand. The basic units within the course include layout, illustration, advertising and logo design, color psychology, and production techniques. Students learn production design and basic marketing skills. This course is focused on computer graphics with the goal to develop professional portfolios. This is an approved dual credit course.

**Honors Portfolio (Digital)** **A12-34**  
**Grades: 11-12** **5.0 Crs/Year**

Honors Portfolio Digital is a full year course that further develops visual design skills using hands-on methods, photography skills, and Adobe web design tools. These industry standard software skills will be used to develop Information and Communication Technology (ITC) skills in web design and production using. Student will gain experience in web and multimedia development. Project-based learning will enhance student portfolios that culminate in numerous digital communication skills including design, communication, project management and web technology.

**Photography I CP** **AT63-25**  
**Grades: 9-12** **2.5 Crs/Year**

Photography I is a basic course in digital photography. The program employs the current technology used in photography to create expressive images. Students completing the course will have an understanding and knowledge of digital cameras, principles of light, composition, Photoshop, and photographic self-expression. Students meet regularly, on an individual basis with the instructor to develop a portfolio. If a student is interested in college portfolio submission, a drawing course prior or concurrent with this course is recommended.

**Honors Photography II:  
Advanced Techniques** **AT64-28**  
**Grades: 10-12** **5 Crs/Year**

Honors Photography II is an advanced course in digital and film photography that builds off the foundation of Photo I. Students will utilize digital Arts & Tech

and manual cameras to study various photographic techniques while participating within a wide range of topics. Students will digitize 120 and 35mm, color and B&W film using advanced scanning techniques. Advanced Photoshop techniques, studio lighting, and portrait photography will also be part of the experience. The course's main theme will be using photography as an expressive tool of communication.

**Honors Photography III: Portfolio** **AT65-28**  
**Grades: 11-12** **5 Crs/Year**

Honors Photo III is a full year course that focuses on developing a photography based portfolio for students. Visual communication skills will be further developed through hands-on experiences, conceptual thinking, and group critiques. Industry standard techniques, equipment, and processes will be taught to help prepare students for a career in photography or post-secondary study. This course is extremely self-directed and requires a high level of time management.

**Honors Photography IV:  
Concentration** **AT66-28**  
**Grades: 12** **5 Crs/Year**

Honors Photo IV is a full year course that culminates all the learning photography students have done through high school. The course serves as a way for students to hone their visual communication skills, conceptual thinking, practical knowledge of equipment and software, and time management. Honors Photo 4 students will act as project leaders by assisting and advising their peers while they photograph school life and events. Honors Photo 4 allows students to focus on their specific photographic interests but requires an extremely high level of time management and initiative.

**Video Production I CP** **A73-25**  
**Grades: 9-12** **2.5 Crs/Year**

Video Production I invites students to be creative and ambitious in this introduction to the media industry. Video Production exposes students to various careers in the field including producers, writers, video editors, directors and camera operators. Students will learn basic best practices for creating effective and engaging videos. Students will also learn how to use professional video, sound and editing equipment to create a variety of projects.

## **Honors Video Production II: Advanced Media & Communications**

**A74-28**

**Grades: 10-12**

**5 Crs/Year**

Honors Advanced Media Communications is designed to give the advanced student a more in-depth study of the technical, artistic and creative aspects of the film, television and broadcast news industries. This is a project-based course where students will work collaboratively to navigate the three major phases of the production process: pre-production, production, and post-production. Students will develop the ability to present information and stories through detailed writing, advanced camera work and advanced video editing in professional software. Students will work collaboratively to produce several projects including short films, commercials, public service announcements and news stories. Students achieving competency in this course will be prepared to enter the next level of video production course.

## **Honors Video Production III: Broadcast & Film-making Portfolio**

**A75-28**

**Grades: 11-12**

**5 Crs/Year**

Broadcast News and Advanced Filmmaking invites students to discover the realities of the competitive broadcast journalism and entertainment media industries. The course builds on Video Production 1 and 2 and emphasizes the advancement of technical skills and the importance of storytelling. Within the broadcast focus this includes fact-finding, objectivity and ethics in visual journalism. While working in cooperative news teams, students will produce effective news stories that focus on the school community through planning, filming, writing and editing complete news packages. Within the entertainment media focus, students will explore film genres, factual and fictional driven content, and production styles to create original projects. Students achieving competency in this course will be prepared to enter the next level of video production course.

## **Honors Video Production IV: Production Leaders**

**A76-28**

**Grdes: 12**

**5 Crs/Year**

Students advancing to Video Production 4 become project leaders who develop long-term goals and direct advanced video productions for independently designed projects and the school community.

Projects may span the broadcast news, filmmaking and documentary industries. Students will work extensively on leadership skills. They will act as student advisors for Video 1, 2 and 3 to assist peers on productions or enroll peers in their own productions as cast and crew. Students will investigate specific careers and industry content, building upon prior video production knowledge, as a means to develop technical and artistic aptitudes in preparation of professional roles in the industry and/or post-secondary education.

## **Performing Arts**

### **Guitar for Beginners CP**

**A40-25**

**Grades: 9-12**

**2.5 Crs/Semester**

Students who would like to know how music works and how to perform songs on the guitar will have a great time in this course. Students will learn how to play melodies, strum chords, and perform songs. There will be a computer component in this course to enhance music instruction. Students will work with electric guitars provided by the school and can bring their own electric guitars, if they have them.

### **Intermediate / Advanced Guitar CP**

**A40-26**

**Grades: 9-12**

**2.5 Crs/Semester**

This course will explore various musical styles of guitar performance such as Rock, Jazz, and Blues. Students will learn how to perform stylistically in various contemporary genres of music. This course will teach students how to play and perform advance melodic lines, chord changes, and rhythm techniques. There will be some ensemble work and outside performances in this course.

### **Piano for Beginners CP**

**A37-25**

**Grades: 9-12**

**2.5 Crs/Semester**

This course will introduce students the beginning aspects of playing the piano. This course is computer and keyboard learning. E-media piano software is the program used to develop basic piano skills. Students should have good computer skills in order to use the audio and video components of the software program. Students looking to explore and learn to basic skills of music will have a great time in this course.

**Intermediate/Advanced Piano CP** **A37-26**  
**Grades: 9-12** **2.5 Crs/Semester**

This course will provide piano instruction to students wishing to go beyond the basics of piano playing. Topics covered will include more advanced note reading, finger technique, advanced musical styles, repertoire and improvisation. This is a great course to prepare for accompanying ensembles, vocalists or instrumentalists as well as playing solo. Students will use both computer software and keyboard methods to enhance their abilities. There will be some outside of school performance opportunities for students to participate in.

**Music Theory I CP** **A27-25**  
**Grades: 9-12** **2.5 Crs/Semester**

Designed for students who have a basic knowledge of music, this course encompasses the study of theoretical aspects of music, including terminology, note values, rhythm, scales, intervals, chords, and simple harmony. In addition to a text/workbook, students will work individually with Musition and Auralia music software programs in the computer lab. This course provides the foundation for further music studies.

**Advanced Placement Music Theory** **A34-26**  
**Grades: 10-12** **5 Crs/Semester**

The AP Music Theory Course is designed to serve two different populations of students: those that wish to study music as a career choice in college and those that wish to enhance their understanding of music beyond performance-related courses currently offered at the school. The class will instill a mastery of the basic elements of music such as harmony, texture, rhythm, form, musical analysis, elementary composition, and, to some extent, history and style. Musicianship training such as rhythmic and melodic dictation, sight-singing and other listening skills and are important components of the course.

**Introduction to Dance Arts CP** **A55-25**  
**Grades: 9-12** **2.5 Crs/Semester**

This course enables students to create and demonstrate a solo and/or group dance composition which blends variety in body patterns, range of motion, varied balances, and variation in the elements of dance. They will learn the basic techniques and choreograph moves from various genres. Students will also analyze the impact of the advent of video technology and its influence on Arts & Tech

dance innovations (e.g., dance in movies; dance in music videos; dance on TV; dance in reality shows).

**Introduction to Theatre Arts CP** **A50-25**  
**Grades: 9-12** **2.5 Crs/Semester**

This course actively engages students as they explore the many different facets of theatre. Students will participate in a variety of individual and group projects throughout the year, acquiring performance skills that include, but are not limited to: character development, vocal quality, facial expression, stage presence and movement. Students will experience performing comedic, dramatic and improvisational roles in various settings.

**Ensemble CP** **A20-25**  
**Grades: 9** **5 Crs/Year**

Freshman Ensemble is the introductory course for all vocal performing ensembles at MHS. Ensemble is made up of soprano, alto, tenor, and bass parts in either three or four part harmony. Ensemble performs music from varying genres (classical, multicultural, pop, musical theater, contemporary) and time periods, both accompanied and a cappella. Students will learn how to sing with a healthy tone with good support and breath control. Students will also learn how to read music notation and develop aural skills by using solfege and rhythm syllables. Students have the opportunity to audition for All-South Jersey Chorus, NJ All-State Chorus, Honors Introductory Madrigals and Honors Concert Choir. All students will participate in three mandatory concerts throughout the school year: Winter, Spring, and Pops. There is a dance component to the Pops concert. Additional performances and competitions may vary from year to year.

**Honors Ensemble** **A02-35**  
**Grades: 9** **2.5 Crs/Year**

Students who wish to take Honors Ensemble for Honors credit may audition at the end of the second marking period. The audition consists of scales, tonal memory, and sight-reading. Singers will expand their choral repertoire, enhance vocal techniques, and learn more about music theory. In addition to the description of Ensemble above, students will be expected to complete additional assignments and assessments. Participants in the Honors Ensemble have higher expectations for music literacy and vocal performance, and are equated to section leaders.



**Concert Choir CP**  
**Grades: 10-12**

**A21-25**  
**5 Crs/Year**

Concert Choir is the largest choir at MHS and produces a rich symphonic sound. Students will explore more challenging repertoire than Freshman Ensemble singing in more complex harmony, and utilizing a broader range of choral effects. Concert Choir performs music from different genres (popular, show tunes, spirituals, secular, and sacred), countries, and time periods, both accompanied and a cappella. Students will build on previously learned skills to develop a more mature choral singing voice. Students will expand their musicianship skills with more in-depth concepts on music literacy and ear-training. All students in Concert Choir are provided with uniform dresses and tuxedos to wear during performances. Students will also have the opportunity to audition for All-South Jersey Chorus, NJ All-State Chorus, Honors Introductory Madrigals and Honors Concert Choir. All students will participate in three mandatory concerts throughout the school year: Winter, Spring, and Pops. Solo performance opportunities, staging and dancing (movement on stage), and guest clinicians are some additional highlights of this course. Prior experience singing in a choir is helpful, but not required. All are welcome to join.

**Concert Choir – Year 2 and 3**

A second, third and fourth year participant in Concert Choir will add to his/her musicianship skills, expand his/her choral/vocal repertoire, and reinforce previously learned concepts. See above Concert Choir for full course description.

**Honors Concert Choir**  
**Grades 10-12**

**A21-26**  
**5 Crs/Year**

Students who wish to take Concert Choir for Honors credit may audition at the end of the school year. Students must also have been a part of either Ensemble, or Concert Choir in the past. Singers will expand their choral repertoire, enhance vocal techniques, and learn more about music theory. In addition to the description of Concert Choir above, students will be expected to complete additional assignments and assessments. Participants in the Honors Concert Choir have higher expectations for music literacy and vocal performance, and are equated to section leaders.

**Honors Madrigals**  
**Grades: 10-12**

**A23-24**  
**4.0 Crs/Semester**

Madrigals is the highest level auditioned choral ensemble at MHS. This is a highly versatile group that sings a cappella music of all styles and from all time periods. Members of this ensemble keep up to 50 pieces of music in their repertoire every year and are expected to demonstrate learned skills through their musicianship and vocalism. This course offers several leadership opportunities, including student conductor. All students will participate in five mandatory concerts throughout the school year: Winter, Mads Holiday Dinner, Spring, MadsFest, and Pops concerts. Students are also expected to participate in a variety of extracurricular performances. The Madrigals are featured artists at many events and venues, especially during the holiday season. With nearly 5 decades of history, the Moorestown Madrigals are highly revered in their hometown as well as throughout Burlington County.

Madrigals are auditioned at the end of the spring semester for the fall of the following school year annually. The audition consists of scales, tonal memory, sight-reading, and excerpts from current Madrigals' repertoire. Reaudition is required for all Madrigals at the end of the spring semester annually based upon musicianship, vocal performance, preparedness, and participation in and out of class

Madrigals are auditioned at the end of the spring semester for the fall of the following school year annually. The audition consists of scales, tonal memory, sight-reading, and excerpts from current Madrigals' repertoire. Reaudition is required for all Madrigals at the end of the spring semester annually based upon musicianship, vocal performance, preparedness, and participation in and out of class.

**Honors Madrigals – Year 2 & 3**

After students have completed their probationary year, they advance to “senior” standing. Students must demonstrate exceptional musicianship, vocal performance, preparedness, and participation in and out of class in order to continue in the Madrigals program. Students will be expected to learn and memorize up to three pieces of music per week. This course requires a great deal of time commitment during and after school. Students meet four (4) days a week during 14th period, with additional rehearsals

called as necessary. There are several student leadership positions open to year 3 Madrigals: Student Conductor, Student Manager, Student Liaison. These positions are selected based on interview, class progress, past experience, and overall performance over the years. "Senior" Madrigals will be expected to run sectional rehearsals, and mentor younger/probationary Madrigals. All students will participate in many performances around the community and throughout the county. Students in this ensemble are eligible to participate in a subgroup of the Madrigals, the Quaker Notes, a competing pop a cappella group.

**Concert / Pep Band CP** **A24-25**  
**Grades: 9-12** **5 Crs/Year**

All ninth through twelfth grade instrumental music students who demonstrate a performing ability on a wind or percussion instrument have the opportunity to participate in the band. The development of musicianship will be emphasized. The band will perform at concerts, parades, pep rallies, and football games during the school year. Music literature of various forms and styles will be studied and performed. Opportunities for small ensemble, All South Jersey Band, Western Burlington County Band, All State, and All Eastern Band are available. Students who continue to participate in band for a second, third, or fourth year will add to their repertoires 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 band program.

**Honors Wind Ensemble** **A24-26**  
**Grades: 9-12** **5 Crs/Year**

This honors-level course is for the advanced and highly trained band student. Students will be expected to function at a high level of musicianship to qualify for this honors-level course. Acceptance into this ensemble is through auditions that will take place in the spring of the prior school year. Although instrumentation is similar to Concert / Pep Band, the Honors Wind Ensemble has fewer players per instrumental part. Music of various forms will be studied and performed. Students are expected to play at a variety of performances throughout the year. Opportunities for small ensemble, All South Jersey Band, Western Burlington County Band, All State, and All Eastern Band are available.

**Jazz Band CP** **A25-25**  
**Grades: 9-12** **2 Crs/Year**

This course is designed for the instrumentalist interested in discovering and performing jazz music. Basic blues chorale patterns, blues scales, swing patterns and standards will be introduced to the ensemble. When sufficiently prepared, the ensemble will perform in concert during the school year. The instrumentation will be the standard jazz band form of the following: two (2) alto saxes, two (2) tenor saxes, one (1) baritone sax, five (5) trumpets, four (4) trombones, one (1) rhythm guitar, one (1) bass guitar, two (2) percussionists, and use only two (2) piano/keyboards. This course will educate and prepare the student for auditions for the Honors Jazz Band. This class meets two (2) periods per week.

**Honors Jazz Band** **A25-38**  
**Grades: 10-12** **3 Crs/Year**

Honors Jazz Band is offered to musicians who perform on the following instruments: alto saxophone, tenor saxophone, baritone saxophone, trombone, trumpet, piano, guitar, bass, and drums. Knowledge of improvisation is not required. The group will be comprised of the standard ensemble instrumentation of two (2) alto saxophonists, two (2) tenor saxophonists, one (1) baritone saxophonist, five (5) trumpeters, four (4) trombonists, one (1) guitarist, one (1) bassist, two (2) pianists, and two (2) percussionists. The band studies various styles of jazz and performs at all instrumental concerts as well as community related events. This course meets three (3) periods per week. The student who continues with jazz band for a second, third, or fourth year will add to his/her repertoire and work on techniques and mastery of his/her individual instrument. Furthermore, musical theory will be progressively taught as the student proceeds through the jazz band program.

**String Orchestra CP** **A26-25**  
**Grades: 9-12** **5 Crs/Year**

The String Orchestra includes all students who demonstrate a performing ability on string instruments. (violin, viola, cello, bass) Students will study and perform orchestral literature from all periods/genres of music. Students will continue to advance in technique, musicianship and music theory. This course meets five times per week.

Opportunities for small ensembles and All South Jersey orchestra are encouraged. The String Orchestra performs at the winter, pops and spring concerts.

**Honors Orchestra** **A26-38**  
**Grades: 9-12** **5 Crs/Year**

Honors String Orchestra is for advanced string/percussion students. Students will study and perform some of the greatest string musical literature of the Baroque, Classical, Romantic, and Modern Eras. Opportunities for small ensembles, All South Jersey and All State Orchestra are encouraged. Students must audition for acceptance into this honors class. Auditions will include scales, concert music, a prepared piece and sight reading. If the student does not meet the requirements, he/she will continue in the string orchestra. The Honors Orchestra performs at many concerts and events throughout the year.

**Business**

**Basic Computer Applications & Keyboarding** **B03-26**  
**ST/CP**  
**Grades: 9-12** **2.5 Crs/Semester**

This course is designed to introduce the student to basic applications. In this course students use spreadsheet, database, word processing, graphing, presentation, multimedia, and communication software in addition to such specific equipment as digitized cameras and scanners.

**Family Management & Finance CP** **B13-24**  
**Grades: 9-12** **5Crs/Year**

This focus of this course will explore issues that students and their families face. Included will be: personal development, relationships with family and peers, dealing with family crisis, managing family life, career possibilities, how children develop and grow, balancing family and career, adulthood and aging, surviving on your own. There is a financial aspect to this course that will include: creating a budget, banking services, managing your financial resources, protecting your income and making it work for you.

**Personal Finance/Money** **B13-25**  
**Management CP**  
**Grades: 9-12** **2.5 Crs/Semester**

As a citizen, student, family member, consumer, and active participant in the business world, learning to manage personal finances is essential. This course will change the financial future of students and set them on a path to win with money. This class will change how students look at money. They will be empowered, equipped and entertained while building confidence in their own financial decision-making. This course will focus on strategies for saving, budgeting, credit/debt management, life after high school, consumer awareness, investing and retiring, insurance, careers, and taxes.

**Principles of Business, Marketing,** **B03-27**  
**& Finance CP**  
**Grades: 9-12** **2.5 Crs/Semester**

This course offers an introduction to the fundamentals of business. Topics include management, marketing, economics, accounting, and finance. The course also explores topics in personal finance and career planning. Through a comprehensive understanding of the functions of business and personal finance, students become smarter consumers who are better prepared to make personal and career choices. This course provides a solid foundation for students who are considering a career in business and is the foundational course for several of the business program strands at Moorestown High School.

**Sports & Entertainment CP** **B15-28**  
**Grades: 9-12** **2.5 Crs/Semester**

Students will learn the basic functions of marketing and how those functions are applied to sports and entertainment. Marketing information management, financing, pricing, promotion, product/service management, distribution, and selling the foundations of marketing are comprehensively covered in this course. Legal and ethical issues will also be addressed. Students will learn through case studies, field trips, use of the Internet, guest speakers, video programs, and an interactive textbook. This course provides critical information for those interested in the sports, entertainment, and marketing fields, as well as for any business major.

**Entrepreneurship CP** **B04-28**  
**Grades: 9-12** **2.5 Crs/Semester**

This course will introduce students to the skills necessary to become successful entrepreneurs as a business owner or employee. Students will learn what it is like to run one's own business, what is involved in starting a business, and what problem-solving techniques are needed to be successful in business.

**Honors Entrepreneurship** **B05-28**  
**Grades: 10-12** **5.0 Crs/Year**

Students will engage in the understanding of seeking and evaluating opportunities and gathering resources to start new ventures. Students will research methodologies, strategies and processes of the entrepreneur. Using project-based learning, students in this course will employ multiple technologies in production of their projects. 21st century skills and the global marketplace are emphasized throughout the course.

**Honors Accounting I** **B05-38**  
**Grades: 10-12** **5 Crs/Year**

For those considering a business major in college, Honors Accounting I is recommended. Students learn how financial records for a sole proprietorship and a partnership are kept based on accounting principles. Specific topics covered include: recording transactions in various journals, posting from the journals to the ledgers, cash control systems, preparing financial statements, and preparing payroll records and reports. Major emphasis is on computerized accounting procedures.

**Honors Accounting II** **B05-39**  
**Grades: 11-12** **5 Crs/Year**

The capstone course in the Accounting program of study, Honors Accounting II provides for the study of records kept by corporations. The course is designed for students who wish to increase their knowledge in this field. Areas studied include: recording purchases and cash payments; recording sales and cash receipts; accounting for uncollectible accounts receivable; plant assets and depreciation, inventory, notes and interest; accrued revenue and expenses; distributing dividends; preparing a worksheet; financial statements and end of fiscal period entries for a corporation; computer applications, Excel and the Internet are integrated throughout the course.

**Honors Global Business I** **B10-39**  
**(Focus: National)**

**Grades: 10-12** **2.5 Crs/Year**

This course will cover the functions of business organizations in a global market: operations, legal principles, marketing, production, accounting, finance, distribution, investments, human resources, banking, communication, and information management in a global society. Readings, research, technology-based projects, simulations, independent study, presentations, and interviews are emphasized. Students taking this course should have strong technology skills. Dual Credit course if complete both I and II courses.

**Honors Global Business II** **B09-39**  
**(Focus: International)**

**Grades: 10-12** **2.5 Crs/Year**

This course will cover the functions of business organizations in a global market: operations, legal principles, marketing, production, accounting, finance, distribution, investments, human resources, banking, communication, and information management in a global society. Readings, research, technology-based projects, simulations, independent study, presentations, and interviews are emphasized. Students taking this course should have strong technology skills. Dual Credit course if complete both I and II courses.

**AP Microeconomics** **B16-40**  
**Grades: 11-12** **5.0 Crs/Year**

This course is designed for serious-minded students who wish to complete a college-level study of economics. Students may elect to take the AP exam. The purpose of the course is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. *May be available to students in grade 10 who meet the math requirement only if seats are available.*

**AP Macroeconomics** **B16-41**  
**Grades: 11-12** **5.0 Crs/Year**

This course is designed for serious-minded students who wish to complete a college-level study of economics. Students may elect to take the AP exam. The purpose of the course is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Particular emphasis is placed on the study of national income and price-level determination and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics. *May be available to students in grade 10 who meet the math requirement only if seats are available.*

**Technology & Engineering**

**Introduction to CAD/D & Architecture CP** **A54-35**

**Grades: 9-12** **2.5 Crs/Semester**

This course will introduce students to the design process with an understanding of manual drafting and computer aided drafting and design techniques (CADD). The concepts of geometric construction, sketching, detail drawing, dimensioning, lettering, and basic CADD procedures are presented in relation to drafting and design. Students will be introduced to additive printing (3D printing). The course will familiarize students with concepts, processes, and skills required by professionals in the field.

**Honors CAD/D & Architecture I** **A52-35**  
**Grades: 10-12** **5 Crs/Year**

In CADD & Architecture I students will be provided with an introduction to the concepts of architectural and Computer Aided Drafting and Design. Students examine planning and design principles as they relate to Architecture, and their relationship to accepted construction practices and procedures. Students also cover mechanical drawing concepts through the use of CADD, further participating in hands-on activities which provide practical experiences for the student who intends to pursue a career in CADD, Architecture, or other technical fields. Students will use current architectural design software as well as current CADD software to complete innovative designs.

**Honors CADD & Architectural II** **A53-38**  
**Grades: 10-12** **5 Crs/Year**

In Honors CADD & Architecture II students will be offered advanced studies in both the areas of Architecture and Computer Aided Drafting and Design. Students will complete activities in architectural design and engineering-based CADD modeling that include sustainable design and green technologies. Challenges will include advanced applications of architectural design software and rapid prototyping of CADD-based modeling. Activities will include 3D modeling, residential and commercial planning, estimating materials and cost, designing mechanical systems following the local and national building codes.

**Honors CADD & Architecture III** **A57-39**  
**Grades: 11-12** **5 Crs/Year**

In the third-level CADD & Architecture course, the students will learn the important skill standards needed to prepare for the Autodesk Certified User certification specific to the software which they are pursuing in greater detail (Architecture OR CADD), one of the leading drafting and engineering software within industry. This course will further develop skills to support future pursuits in design and engineering careers. Students will have the ability to develop advanced understanding of specific concepts within the fields of CADD and Architecture based upon collaborative discussion and activity development with the teacher. Core competencies associated with Autodesk software will provide the framework for the Autodesk Certified User exam.

**Introduction to Engineering Systems** **A59-25**  
**Grades: 9-12** **2.5 Crs/Semester**

Introduction to Engineering focuses on engineering and design processes through student-based design projects which explore multiple concepts within engineering including mechanical, electrical, and systems engineering. Students will work collaboratively through projects which entail research, design, and prototyping. As technology and engineering-based systems are ever-changing and evolving this course is designed to stress the processes and independent research-based approach to build skills required to continually adapt to new challenges and systems. Class meets five (5) single periods per week.

**Honors Engineering Design** **A51-35**  
**Grades: 10-12** **5 Crs/Year**

This course is designed especially for those students who are considering technical, engineering, or design-related careers. Advanced design procedures, research skills and critical thinking skills will be required to study and solve engineering problems. Students will work individually and in small groups to develop solutions to assigned problems. The challenge problems will be related to the environment, alternate energy resources, and strength of materials.

**Introduction to Robotics CP** **A58-26**  
**Grades: 9-12** **2.5 Crs/Semester**

Intro to Robotics will provide an opportunity for students to use the engineering design process and their problem-solving skills to plan, design, build, wire, and program robots both virtually and physically. Students will utilize computers and a multitude of engineering tools to create devices that run programs to accomplish a variety of tasks. Each design challenge students participate in will pose a problem for a group of students to contemplate the variety of solutions before collaborating on the design and building the deemed “optimal” solution as a team. Students will learn how mechanical and electrical engineering are integrated with computer programming to solve complex problems.

**Honors Robotics** **A62-38**  
**Grades: 10-12** **5 Crs/Year**

Robotics provides an opportunity to work with programming, mechanical, electrical and pneumatic systems in practical and theoretical terms. This technology program is valuable to those considering technical or engineering careers. Robotics utilizes hand-on problem solving challenges that will culminate in a robotics competition.

**Honors Engineering and Robotics Systems** **A63-28**  
**Grades: 11-12** **5 Crs/Year**

Honors Engineering and Robotics Systems is an advanced study in technology and technical areas which relate to engineering, robotics, electronics, and design. Students collaboratively will work with the instructor to design and develop individualized learning objectives to further their understanding of

engineering and related technical concepts. Throughout the course students will work to develop student centered project based activities and assignments to achieve, and reach individualized goals. Students will regularly discuss progress with the instructor, and continue to build skills and knowledge in the technological world through research, development, design, as well as prototyping. Class meets five (5) single periods per week.

## ENGLISH DEPARTMENT

Course Title	Levels Offered	Credits	Grade Level	Prerequisite
English I	ST, CP	5	9	None
English I Honors	HN	5	9	8th Grade recommendation process
English II	ST, CP	5	10	English I
English II Honors	HN	5	10	English I and recommendation
English III	ST, CP	5	11	English I and II
English III Honors	HN	5	11	English I, II, and recommendation
Advanced Placement English Language and Composition	AP	5	11,12	English I, English II, and recommendation
English IV	ST, CP	5	12	English I, II, and III
Advanced Placement English Literature and Composition	AP	5	12	English I, II, English III, and recommendation
English as a Second Language I	CP	5	9-12	Recommendation
English as a Second Language II	CP	5	9-12	Recommendation
English as a Second Language III	CP	5	9-12	Recommendation
English as a Second Language IV	CP	5	9-12	Recommendation
NJGPA-ELA		1.25/2.5	12	Supervisor recommendation
Academic Transition	ST	5	9-12	Recommendation
B.E.S.T.	ST	Variable	9-12	Recommendation

The English Department of Moorestown High School believes that language creates form and gives expression to the students' general awareness of self and others, enabling them to survive and prosper in a complex, changing world. Using an integrated language arts approach reflective of the New Jersey Student Learning Standards for reading, writing, listening, speaking, and media literacy, the English Department strives to develop the intellectual and practical skills of its students.

All students are required by the state of New Jersey to take four (4) years of English. Students must also pass the reading and writing requirements for graduation using the state testing criteria. Students who do not meet the state standards will be assigned an appropriate compensatory program designed to support the student until the necessary proficiencies are achieved.

### **English Honors/Advanced Placement Program**

The English Program offers honors classes in grades 9-11. The Advanced Placement Language and Composition course is offered to students in grades 11 or 12 while the Advanced Literature and Composition course is offered to students in grade 12. Academically successful honors and AP students tend to be avid and analytical readers who have a familiarity with a variety of genres. Students should be prepared for a greater quantity of reading and writing, a higher level of critical analysis, and a productive exchange of ideas. Our experience shows that students who do not heed teacher recommendations often encounter difficulty in the courses they select. Consequently, the department strongly recommends at least a B average and a teacher nomination.

<b>English I ST</b>	<b>E91-11</b>
<b>Grades: 9</b>	<b>5 Crs/Year</b>

This course is for the student who requires an individualized and small group approach to language arts. The course emphasizes the development of skill areas specific to the goals and objectives in the student's individualized educational program.

<b>English I CP</b>	<b>E01-11, E01-21</b>
<b>Grades: 9</b>	<b>5 Crs/Year</b>

In this college preparatory course, students learn to analyze literature through the study of both literary elements and techniques and their relationship to a variety of texts. Films enrich these analyses. In addition, students study vocabulary, receive instruction in grammar and usage, and develop writing skills in the four (4) modes of discourse: expository, narrative, creative and argumentative. Through an introduction to media center resources, students develop basic research skills. Through individual and small group presentations, students develop speaking and listening skills.

<b>English I Honors</b>	<b>E01-31</b>
<b>Grades: 9</b>	<b>5 Crs/Year</b>

In this college preparatory course, students learn to analyze literature through the study of both literary elements and techniques and their relationship to a variety of texts. Films enrich these analyses. In addition, students study vocabulary, receive instruction in grammar and usage, and develop writing skills in the four (4) modes of discourse:

expository, narrative, creative, and argumentative. Through an introduction to media center resources, students develop basic research skills. Through individual and small group presentations, students develop speaking and listening skills. Academically successful honors students tend to be avid and analytical readers who have a familiarity with a variety of genres. Students should be prepared for a greater quantity of reading and writing, a higher level of critical analysis, and a productive exchange of ideas.

<b>English II ST</b>	<b>E91-12</b>
<b>Grades: 10</b>	<b>5 Crs/Year</b>

This course is for the student who requires an individualized and small group approach to language arts. The course emphasizes the development of skill areas specific to the goals and objectives in the student's individualized educational program.

<b>English II CP</b>	<b>E02-12, E02-22</b>
<b>Grades: 10</b>	<b>5 Crs/Year</b>

In this college preparatory course, students read and discuss literature on a more analytical and abstract level. At the same time, they work on context skills, vocabulary, and word study. Students read a variety of genres and authors. In addition, students continue to organize and write expository papers. Grammar and usage are an integral part of the sophomore program, and students practice improving structure and punctuation in their writing. Students exercise their speaking and



listening skills through the use of individual and small group presentations and small and large group discussions.

**English II Honors** **E02-32**  
**Grades: 10** **5 Crs/Year**

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In this course, students read and discuss literature on a more analytical and abstract level. At the same time, they work on context skills, vocabulary, and word study. Students read novels, short stories, dramas, nonfiction essays, and poetry. In addition, students continue to organize and write expository papers. Grammar and usage are an integral part of the sophomore program, and students practice improving structure and punctuation in their writing. Students exercise their speaking and listening skills through the use of individual and small group presentations and small and large group discussions. Academically successful honors students tend to be avid and analytical readers who have a familiarity with a variety of genres. Students should be prepared for a greater quantity of reading and writing, a higher level of critical analysis, and a productive exchange of ideas.

**English III ST** **E91-13**  
**Grades: 11** **5 Crs/Year**

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This course is for the student who requires an individualized and small group approach to the language arts. The course emphasizes the development of skill areas specific to the goals and objectives in the student's individualized educational program.

**English III CP** **E03-13, E03-23**  
**Grades: 11** **5 Crs/Year**

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English 3 is a literature-based course, comprised primarily of American literature. Students learn about the development of the American literary tradition, including but not limited to Colonial and nineteenth century New England writers, the writers of the 1920s, and contemporary writers. In this course, students become familiar with a variety of diverse novels, plays, poems, essays, short stories, and informational texts. Literature is the basis for class discussion and analytical writing, with importance placed on individual perspective. Students apply varied techniques for reading, studying, and writing about literature. The course requires advanced research, greater use and

understanding of technology and responsible use of information and media sources. Students apply these skills to develop rigorous argumentative, informational, and narrative writing tasks. This approach reflects the state standards for language, reading, writing, listening, speaking, and research.

**English III Honors** **E03-33**  
**Grades: 11** **5 Crs/Year**

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This is a literature-based course, comprised primarily of American literature. Students learn about the development of the American literary tradition, including but not limited to Colonial and nineteenth century New England writers, the writers of the 1920s, and contemporary writers. In this course, students become familiar with a variety of diverse novels, plays, poems, essays, short stories, and informational texts. Literature is the basis for class discussion and analytical writing, with importance placed on individual perspective. Students apply varied techniques for reading, studying, and writing about literature. The course requires advanced research, greater use and understanding of technology and responsible use of information and media sources. Students apply these skills to develop rigorous argumentative, informational, and narrative writing tasks. This approach reflects the state standards for language, reading, writing, listening, speaking, and research. Students can expect the curriculum to be academically rigorous. There is a greater emphasis on independent work. Students are required to handle a greater volume of material, more sophisticated texts, and take more responsibility for directing their own learning. Tasks and assessments address higher-level thinking skills, a greater depth of analysis, and a synthesis of the texts studied and researched. Student responses are to be analytical, insightful, and critical.

**Advanced Placement: English** **E03-43**  
**Language and Composition**  
**Grades: 11, 12** **5Crs/Year**

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The Advanced Placement English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. Through their writing and reading in this course, students should become

aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. Students are required to pick up a summer packet from the AP teacher prior to summer break.

**English IV ST** **E91-13**  
**Grades: 12** **5 Crs/Year**

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This course is for the student who requires an individualized and small group approach to the language arts. The course emphasizes the development of skill areas specific to the goals and objectives in the student’s individualized educational program.

**English IV** **E04-14, E04-24**  
**Grades: 12** **5Crs/Year**

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In this course, students and the instructor examine literature from an interdisciplinary perspective, seeking the convergence of culture, history, and writing. The course includes a variety of genres including fiction, poetry, memoirs, film, fantasy, drama, and non-fiction from diverse, multicultural, and international voices. Students have opportunities to choose to explore issues such as power, social values, gender, ethnicity, race, and class. Students write both analytical and creative compositions and will continue to refine their speaking and listening skills via individual and group presentations and class discussions.

**Advanced Placement English** **E04-44**  
**Literature and Composition**  
**Grades: 12** **5 Crs/Year**

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Advanced Placement English Literature and Composition is a rigorous course for the serious-minded student who possesses a love for literature and for the study of literature. Students may elect to take the Advanced Placement examination. The course provides the incentive for students to study college level English literature, language, and composition. Students engage in analysis of literature through discussion and writing. The course introduces students to basic literary criticism and to philosophical and thematic concepts through an ambitious selection of world literature. Students are expected to pursue independent reading. Students are required to pick up a summer packet from the AP teacher prior to summer break.

**NJGPA-English** **E16-18**  
**Grades: 12** **1.25/2.5 Crs/Year**

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This course is for students who have not yet passed a graduation-required assessment. Throughout the semester, students will learn the skills necessary to strengthen their English competencies in comprehension and writing. Students will receive instruction in both individualized and small group formats. They will prepare to take the fall administration of the NJGPA state-required assessment, and they will prepare a state-mandated portfolio for submission in order to meet the state graduation requirements.

**English Language Learners Program**

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**English as a Second Language I** **E93-11**  
**Grades: 9-12** **5 Crs/Year**

**English as a Second Language II** **E93-12**  
**Grades: 9-12** **5 Crs/Year**

**English as a Second Language III** **E93-13**  
**Grades: 9-12** **5 Crs/Year**

**English as a Second Language IV** **E93-14**  
**Grades: 9-12** **5 Crs/Year**

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Students from a country whose primary language is not English may be given this course. Basic English language skills are taught. Students will be placed in a Level 1-4 progression based on ACCESS criteria, recorded academic performance, and teacher recommendation. Students in Levels 1 or 2 may be scheduled for two periods of ESL. One of which may satisfy the World Language graduation requirement.

<https://www.nj.gov/education/bilingual/policy/wl.htm> May change 2023 NJDOE

**Resource Support/B.E.S.T. ST** **E99-98/E99-99**  
**Grades: 9-12** **Credit Value Varies**

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This course is designed for the student who requires additional and individualized assistance to support the primary instruction being provided in the general education program. Academic supports are afforded to the student within a small group-learning environment that encourages active engagement in learning, self-motivation, and self-advocacy. In addition, students will examine and

understand their own style of learning, learn various proven techniques for maximizing the classroom experience and extending the educational practice beyond the classroom. Areas of concentration include note taking, outlining, using a textbook, test taking skills, organization, time management, memory improvement skills, listening skills and self-advocacy.

Further, this course promotes the student's ability to plan long-term projects, set realistic short and long-term goals, conduct research, utilize library and Internet resources, and collect, coordinate and

process information in the writing of an essay or report. During resource support, test accommodations may also be provided, in accordance with the student's individualized education plan (IEP). Resource Support is offered for students in grade 9 to build their skill and aid in transition to high school. The Building Educational Strategies and Tenacity (B.E.S.T) program is offered to students in grades 10-12 on a 1, 2, or 3 day cycle basis. Grading for both courses is based on a pass-fail option

### Course Sequence

<b>Grade 9</b>	English I		English I Honors
<b>Grade 10</b>	English II		English II Honors
<b>Grade 11</b>	English III	English III Honors	Advanced Placement Language and Composition
<b>Grade 12</b>	English IV	Advanced Placement Language and Composition	Advanced Placement Literature and Composition

# Notes Page

## HEALTH & PHYSICAL EDUCATION DEPARTMENT

Course Title	Credits	Grade Level	Prerequisite
Physical Education 9	3	9	N/A
Health 9	1	9	N/A
Physical Education 10	3	10	N/A
Driver Education	1	10	N/A
Physical Education 11	3	11	N/A
Health 11	1	11	N/A
Physical Education 12	3	12	N/A
Health 12	1	12	N/A

The Health Education program is a nine week course designed to meet the practical needs of students as they mature. Ninth, eleventh, and twelfth grade health deals primarily with the emotional, social, and physical development of the students. Tenth grade health is driver education. Completion of each of the four nine week courses is required for graduation. Health courses meet two (2) double class periods per week for one (1) marking period. Any student who opts out of Health due to a conflict with their religious beliefs must present a letter from his/her parents to the Physical Education/Health supervisor stating the reasons for exclusion. In order to receive a letter grade and credit for the course, the student must meet with the appropriate Health teacher to discuss an alternative assignment.

The Physical Education program provides a balance between fitness activities and game skills development. All students must be scheduled for physical education (extenuating medical circumstances are noted below). Classes meet two (2) double periods a week for three (3) marking periods. Activities are co-educational. Students must wear the official Moorestown High School physical education uniform that can be purchased from the student store. Locks for their PE lockers can also be purchased from the school store. Seasonal sport activities are offered. Students are involved in both team activities and individual activities such as tennis, jogging, and weight training, plus other offerings on a selective basis. The program encourages all students to develop a healthy interest in fitness and to acquire skills that will be a foundation for future participation in leisure-time sports activities.

### *PREPARATION*

Each student is required to wear a Moorestown High School Physical Education uniform and sneakers.

- An MHS uniform consists of the PE reversible t-shirt, athletic shorts, sweatpants, leggings, and sneakers/rubber-soled athletic shoes.
- PE t-shirts can be purchased at the school store.
- All clothing worn during PE class must meet the BOE approved Student Attire Dress Code.

### *PARTICIPATION*

Each student is required to participate to the best of their ability during class activities.

**Students are required to pass the marking period of health independent of the three marking periods of physical education.**

### *UNPREPARED*

Students will be permitted to make up one unprepared per marking period through 12th period participation

### *ABSENCES*

Each student will be permitted to be absent from class 2 times per marking period without having to make up the class. This **ONLY** pertains to students participating in physical activities. Students who are absent from class will still be **REQUIRED** to make up any missed assessments with the instructor for their class.

- Any absence beyond 2 per marking period must be made up either through 12<sup>th</sup> period participation, or, in the event of a **medically excused\*** absence, through a written paper assigned by the instructor.(see Medicals section for more details).
- All absences must be made up within **TWO WEEKS** of the date of return to PE class after an absence (unless other arrangements are made with the instructor by the student).
- A student who has missed multiple days due to illness will be eligible to make-up classes through written assignments upon receipt of a note from a physician excusing the student from physical education on the days missed.
- Any absence within the last 2 weeks will receive a final grade for the marking period based on the absences, however, a change of grade form will be submitted when the classes are made up successfully.

### *MAKE-UPS*

- Make-up classes will take place Tuesday-Thursday, 12th period in the MAC.
  - All students must be properly attired in the MHS PE uniform and be in the MAC by 2:10
  - Each 12th period make-up will earn +5 points.
  - Class absences deduct 10 points and require 2 make-up sessions.
  - Students with a 12th period class should discuss alternative arrangements with their teacher.
- Unless the absence occurred within the last 2 weeks of the marking period, all make-ups must be completed by the end of the marking period.

### *BANKING CLASSES*

- Students may attend 12<sup>th</sup> period **PRIOR** to a scheduled or anticipated absence for such activities as field trips, college visits, etc.
- Students may “bank” make-up classes at any time in an effort to ease the burden of future class absences.

### *MEDICALS\**

In the event that a student is injured and has been excused from participating in Physical Education from either the school nurse or from a physician, the following will occur:

- Students who are **MEDICALLY EXCUSED** from a doctor for physical education are required to present a note from a physician to the school nurse. The note must include the diagnosis, restrictions, and dates of exclusion.
- If excused from the school nurse, the absence will be counted as an unexcused absence. This could be the result of a temporary injury or illness not requiring attention from a physician.
- Depending on the amount of time excused from Physical Education, the teacher will inform the student of the required assignment(s) and due dates.
- **THE STUDENT MUST REPORT TO THE PE TEACHER PRIOR TO EVERY CLASS EVEN IF THEY ARE MEDICALLY EXCUSED.**

**Physical Education 9** **HPE-01**  
**Grades: 9** **3 Crs/Year**

At this grade level, the activities are structured and controlled. Emphasis is on individual and team sports and fitness activities. The appropriate body mechanics, form, skills, and strategies used in a wide range of sports and activities are stressed. Students are exposed to as many team and individual sports as possible, providing a foundation for participation in selected activities. The course meets two (2) double periods per week.

**Health 9** **HPE-09**  
**Grades: 9** **1 Crs/Quarter**

First aid is the first unit taught in ninth grade health. Procedures for treating wounds, bleeding, breathing problems, and poisoning are discussed and demonstrated. Red Cross Certified Instructors discuss and demonstrate procedures for cardio-pulmonary resuscitation (CPR). Students also study the causes of infections and communicable diseases. In the third unit, students study the endocrine system and its effect on development. During this personal growth unit, dating and building positive relationships are explored. Sexually transmitted diseases including HIV/AIDS are discussed. Contraceptive information is also introduced and evaluated. *In order to receive credit for Health/Physical Education, students must pass the Health component.*

**Physical Education 10** **HPE-02**  
**Grades: 10** **3 Crs/Year**

Tenth grade PE continues the structured activities begun in the ninth grade. Students participate in individual and team sports and fitness activities. Mechanics, form, skills, and strategies are stressed. The course meets two (2) double periods per week.

**Driver Education** **HPE-10**  
**Grades: 10** **1 Crs/Quarter**

Driver education consists of thirty (30) hours of classroom instruction. All students in grade 10 are required to complete the classroom phase which is approved by the New Jersey State Department of Education. Lectures,

films, projects and tests are included in this instruction. Proper attitudes and a sense of civic responsibility are stressed. Students will take the New Jersey State written examination at the end of the quarter. This exam is given only one (1) time to each student. If a student does not pass the exam, the student assumes all responsibility for payment and scheduling of future testing through the NJ DMV or any private driving schools. Students may qualify for a discount on automobile liability insurance by successfully completing both classroom (at MHS) and behind-the-wheel instruction from a private driving school. *In order to receive credit for Health/Physical Education, students must pass the Health component.*

**Physical Education 11** **HPE-03**  
**Grades: 11** **3 Crs/Year**

Student participation in activities such as team, individual sports, and fitness awareness is emphasized during the junior year. Students explore areas that develop their interests and capabilities. They develop skills and interests that encourage a life-long interest in physical fitness and recreation. The course meets two (2) double periods per week.

**Health 11** **HPE-11**  
**Grades: 11** **1 Crs/Quarter**

The first unit of this course focuses on nutrition. Discussions of nutrients, food additives, and labeling provide the students with knowledge and skills necessary to make personal dietary decisions. Following the nutrition unit, students focus on alcohol and related problems. The personal growth unit covers diseases of the male and female reproductive systems. Family planning is also discussed. Students participate in discussions and class activities which afford opportunities to practice the decision-making process. *In order to receive credit for Health/Physical Education, students must pass the Health component.*



**Physical Education 12****Grades: 12****HPE-04****3 Crs/Year**

Emphasis continues on participation in activities such as team, individual sports and fitness awareness. Students develop skills and activities that promote a life-long interest in physical fitness and recreation. The course meets two (2) double periods per week.

**Health 12****Grades: 12****HPE-12****1 Crs/Quarter**

A senior in high school makes many important decisions. The first unit of this course involves students in discussions on values and the decision-making process. Following this unit, students participate in a marriage simulation project. Discussions include love, marriage, alternate life styles, job application, budget, menu planning and shopping, and parenting skills. In addition to discussions, the course offers information on issues such as AIDS, abortion, rape, and suicide. *In order to receive credit for Health/Physical Education, students must pass the Health component.*

**Criteria for acceptance of Moorestown High School Credit for Physical Education  
as Personalized Learning Opportunity  
(Grades 11 and 12 ONLY):**

High School credit will be awarded under the following conditions:

1. The student, with signed parent consent, will make a request to the Principal by June 1<sup>st</sup>.
2. In order to qualify for PLO status, the student must:
  - a) Have a minimum GPA of 2.67 or above;
  - b) Have received a final grade in 9<sup>th</sup> and 10<sup>th</sup> grade physical education of a "B" or above;
  - c) Be scheduled for a minimum of 30 credits other than physical education during the exemption year;
  - d) Meet the NJSIAA academic eligibility requirements;
  - e) Be an athlete who can demonstrate that he/she is:
    - A nationally ranked **individual** as designated by the recognized national program (ex – USA Gymnastics, USA Figure Skating, USA Swimming, etc.).
    - Generally, programs should be the equivalent of those recognized by the National Federation of State High School Associations (NFHS).

**NOTE:** Participation/contribution on a nationally ranked team does not solely qualify an athlete. The students-athlete must hold at least one national ranking themselves; therefore qualifying as part of a national team does not make a student eligible for this PLO program.
  - f) Demonstrate how the activity/sport meets or exceeds the New Jersey Student Learning Standards (NJSLS);
  - g) Demonstrate how the activity/sport meets or exceeds the MTPS Physical Education curricular objectives:
    - The learner will perform, analyze and apply movement skills that foster safe participation in physical activities throughout life.
    - The learner will analyze and apply the concepts of effective movement, including principles of biomechanics and elements of rhythm used in physical activity.
    - The learner will perform, know, understand and apply health related fitness movements and concepts.
    - The student will analyze rules and regulations, and apply strategies and standards of play while participating in physical education activities.

- The learner will know, understand and analyze self-awareness, creative thinking, confidence, self-discipline, ability to collaborate with others, and risk-taking skills through participation in a wide range of physical activities.
3. In order to maintain PLO status:
    - a) The sport/activity must:
      - Be **individualized** with an intensive training program that prepares the student for competition in a sport at a national or professional level.
      - Occur outside of the regularly scheduled MHS curricular and extra-curricular programs (participation in extra-curricular sports/programs offered by the MHS are not eligible for credit).
    - b) Participation in the designated sport/activity must:
      - Occur during the current school calendar year;
      - Be a minimum of 1 marking period in duration;
      - Include a minimum of 3 regularly scheduled, organized practices/competitions per week during the exemption;
      - Meet or exceed the MHS minimum of 168 minutes per week;
      - Be supervised by a nationally accredited/certified coach.
  4. Students who complete all the requirements of the Physical Education PLO program will receive a grade of PASS.
    - a) In order to receive credit, the student must submit the following for review by the MHS Physical Education Option II Committee:
      - i. Weekly signed timesheet that contains the date, start and end times, an activity description, and corresponding Health and PE NJSLS totaling at least 150 minutes as required by the NJDOE.
      - ii. A journal of weekly reflection to encompass the duration of the physical education exemption;
      - iii. A final presentation related to the approved sport/activity for the exemption will be required at the end of each marking period. The presentation will be made to a committee of physical education teachers and administrators.
      - iv. Any documentation that has been forged, plagiarized, or cannot be verified will result in removal from Option II, loss of credit, and/or a grade of F for Failure.
    - b) The application is good for only one physical education course for the specified school year it was accepted.
      - The student will be placed in a study hall in lieu of the student's scheduled PE class.
      - PLO opportunities apply to physical education only. Students cannot exempt from health education.
  5. Students who are unable to complete the requirements of the Physical Education PLO program for any reason must immediately notify their guidance counselor so that they may be scheduled for a physical education class. **Physical Education is a state mandated course required for graduation. Failure to successfully meet this requirement will affect your ability to receive a high school diploma and participate in graduation exercises.**
  6. The safety, cost and transportation, to and from, any PLO program and any costs or fees for such things as programs, books, supplies, support, tutoring, etc. are the responsibility of the student

and/or student's parent/guardian. By completing the PLO request the parent/guardian(s) agree to indemnify and hold harmless Moorestown High School, Moorestown Township Public Schools, and its agents or employees from any and all claims of any type, action, complaint, judgment, costs or personal injury, arising out of, or related to, the student's participation in the PLO program.

## MATHEMATICS DEPARTMENT

Course Title	Levels Offered	Credits	Grade Level	Prerequisite
Algebra I	ST, CP	5	9	Pre-Algebra
Geometry	ST, CP	5	9,10, 11	Algebra I
Honors Geometry	HN	5	9	Honors Algebra I
Algebra II	ST, CP	5	10,11	Geometry
Honors Algebra II	HN	5	9,10	Honors Geometry
College Algebra	CP	5	11,12	Algebra II
Topics in College Math	ST, CP	5	12	Algebra II
Pre-calculus	CP	5	11, 12	Algebra II (B or better)
Honors Pre-calculus	HN	5	10, 11	Honors Algebra II
Honors Calculus	HN	5	12	Pre-calculus
AP Calculus AB	AP	5	11, 12	Honors Pre-Calculus, Pre-Calculus
AP Calculus BC	AP	5	11, 12	Honors Pre-Calculus, AP Calculus AB
Multivariable Calculus/ Differential Equations*	AP*	5	12	AP Calculus BC
Honors Programming	HN	5	9-12	Algebra I
AP Computer Science	AP	5	10-12	Honors Programming
AP Computer Science Principles	AP	5	10-12	Geometry
AP Statistics	AP	5	11, 12	Algebra II
NJGPA Math		1.25/2.5	12	Supervisor Recommendation

In making your selections, please consider the following:

1. Mathematics teachers' recommendations should be carefully considered when making course selections, particularly for the rigorous honors program.
2. Both the state of New Jersey and MHS require three years of math for graduation.
3. All student level placements are based on course prerequisites and teacher evaluation of student ability and performance.
4. Students who do not meet the state standards will be assigned an appropriate compensatory program designed to support the student until the necessary proficiencies are achieved.
5. \*Multivariable Calculus/Differential Equations is not a College Board approved advanced placement course. For transcript and GPA calculation purposes, this course is treated in the same manner as advanced placement courses.
6. The Mathematics Program offers Honors classes in grades 9-12. Academically successful Honors students tend to be strong analytical thinkers and excellent problem solvers. Students should be prepared for a shared responsibility of their learning, a higher level of mathematical analysis, and a productive exchange of ideas. Our experience shows that students who do not heed teacher recommendations usually encounter difficulty in the

- courses they select. Consequently, the department strongly recommends at least a B average and a teacher recommendation to continue in the Honors Program.
7. Students in the traditional mathematics trajectory (enrolled in Algebra I as 9<sup>th</sup> graders) who wish to accelerate their mathematics progression may double-up with two math courses in the 10<sup>th</sup> grade year (Geometry and Algebra II). It is highly recommended that students who choose to double up in 10<sup>th</sup> grade have an A average in the 9<sup>th</sup> grade Algebra I course.
  8. See [www.mtps.com/academics/mathematics](http://www.mtps.com/academics/mathematics) for Acceptable Calculators. All high school level courses require the use of the TI-84 Plus Graphing Calculator.

**Algebra I ST** **M92-15**  
**Grades: 9-12** **5 Crs/Year**

This course is for the student who requires an individualized and small group approach to mathematics. The student's foundation in basic arithmetic and algebraic concepts is strengthened specific to the goals and objectives in the student's Individualized Educational Program. Major concepts include the real number system, functions and their graphs, linear equations and inequalities, special products and factoring, rational expressions, exponents, radicals & graphing.

**Algebra I CP** **M01-15, M01-25**  
**Grades: 9-12** **5 Crs/Year**

This course, which is aligned to the NJ Student Learning Standards, is focused on the following major concepts or Big Ideas: Operations with Real Numbers, Linear and Quadratic Equations, Factoring, Rational Expressions, Exponents, Radicals, System of Linear Equations and Graphing. Students will enhance their analytical, reasoning and problem-solving skills throughout the curriculum.

**Geometry ST** **M93-15**  
**Grades: 9-12** **5 Crs/Year**

This course is for the student who requires an individualized and small group approach to mathematics. The student's foundation in basic geometric concepts is strengthened specific to the goals and objectives in the student's Individualized Educational Program. Major concepts include points, lines, planes, angles, triangles, quadrilaterals, polygons, proportions, congruent & similar triangles,

right triangles trigonometry, and two & three-dimensional figures. Algebraic applications of geometric concepts are infused throughout the curriculum.

**Geometry CP** **M02-18, M02-28**  
**Grades: 9-12** **5 Crs/Year**

This course provides students with a foundation in the essentials of Geometry. Major concepts include points, lines & planes, deductive reasoning, parallel lines & planes, congruent lines, quadrilaterals, inequalities in Geometry, similar polygons, right triangles, circles, areas of plane figures, surface area & volume of solids, coordinate geometry and transformations. Proofs are infused throughout the course for the students in the M02-28 course. Algebraic applications of geometric concepts are infused throughout the curriculum.

**Honors Geometry** **M02-38**  
**Grades: 9** **5 Crs/Year**

This course provides students with a foundation in the essentials of Geometry. Major concepts include points, lines & planes, logic, deductive reasoning, parallel lines & planes, congruent lines, quadrilaterals, inequalities in Geometry, similar polygons, right triangles, circles, construction and loci, areas of plane figures, surface area & volume of solids, coordinate geometry and transformations. Students apply definitions, theorems, and postulates using formal proofs (direct and indirect) throughout the course. When selecting the honors course, a student should consider the following: the development of topics is greater than the

college prep level, students are required to apply all algebraic skills taught in Algebra 1 to the geometric concepts, and students are expected to share responsibility for their learning.

**Algebra II ST** **M94-25**  
**Grades: 9-12** **5 Crs/Year**

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This course is for the student who requires an individualized and small group approach to mathematics. The student's foundation in basic algebraic concepts and skills is strengthened specific to the goals and objectives in the student's Individualized Educational Program. Topics presented in the Intro. to Algebra II CP class will be covered in this course with particular emphasis on the following: operations with real numbers, solving and graphing linear equations and inequalities, factoring, rational expressions, exponents, solving and graphing quadratic equations, and practical applications to problem solving.

**Algebra II CP** **M03-15, M03-25**  
**Grades: 10-11** **5 Crs/Year**

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This course continues to build on the algebraic foundation established from Algebra I. Major ideas include the investigation of inequalities, absolute value functions, polynomial functions, exponential and logarithmic functions, transformations, rational expressions, trigonometry, and irrational and complex numbers. This course prepares students for Pre-calculus, College Algebra, or a Math Elective.

**Honors Algebra II** **M03-38**  
**Grades: 9-10** **5 Crs/Year**

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This rigorous course requires students to use independent thinking. Reading and problem solving are emphasized throughout the course. Major concepts include variation and graphs, linear relations, matrices, systems of equations, parabolas and quadratic equations, functions, powers and roots, exponents, and logarithms. Students will also study

trigonometry, equation theory, quadratic relations, series, combinations, statistics, three dimensions, and space. The range of concepts is much greater than that of the college prep course, the pace is faster, and students are expected to share responsibility for their learning. A graphing calculator is required.

**College Algebra CP** **M06-28**  
**Grades: 11-12** **5 Crs/Year**

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This course is for students who have passed Algebra II CP but do not feel that they have sufficiently mastered the skills to take Pre-calculus. Major concepts include: quadratic functions, including conic sections, algebraic analysis of quadratic equations, complex numbers, fractional exponents, exponential functions and logarithms, and arithmetic and geometric sequences and series. In addition, students learn aspects of trigonometry as well as natural logarithms, matrices, Cramers Rule & Gaussian Elimination, probability, and the binomial formula. This course is not available to those students who had Pre-calculus or Honors Pre-Calculus.

**Topics in College Math CP** **M04-28**  
**Grades: 12** **5 Crs/Year**

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This course is for students who have passed Algebra II CP but do not feel that they have sufficiently mastered the skills to take College Algebra or Pre-calculus. Major concepts include: linear functions, algebraic analysis of linear functions, quadratic functions, algebraic analysis of quadratic equations, complex numbers, fractional exponents, and exponential functions. This course is not available to those students who had College Algebra, Pre-calculus or Honors Pre-Calculus.

**Pre-Calculus CP** **M07-28**  
**Grades: 11-12** **5 Crs/Year**

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This course builds on the foundation established in Algebra II CP. Students who have earned a B or better in Algebra II will be recommended for this course. Major concepts include: polynomial functions, functions,

exponents & logarithms, trigonometric functions, equations & applications, triangle trigonometry, trigonometric addition formulas, sequences & series and combinatorics. Graphing calculators are an integral part of the curriculum.

**Honors Pre-Calculus** **M07-38**  
**Grades: 10-11** **5 Crs/Year**

This rigorous course requires students use independent thinking. Reading and problem solving are emphasized throughout the course. Major concepts include: trigonometry, circular functions, logarithms, exponential functions, complex numbers, polar coordinates and equations, mathematical induction, sequences and series and their limits, logic, polynomials, rational functions, counting techniques, probability and limits & differentiation. The range of concepts is much greater than that of the college prep course, the pace is faster, and students are expected to share responsibility for their learning. A graphing calculator, which is an integral part of the curriculum, is required.

**Honors Calculus** **M08-34**  
**Grades: 12** **5 Crs/Year**

This course is for students who have completed Pre-calculus and do not plan on taking the Advanced Placement Calculus Exam. This is a non-trigonometric calculus course with concentration on the reinforcement of algebraic and geometric concepts needed in the applications of calculus. Major topics include: elementary functions, limits, derivatives and definite & indefinite integrals. Business and scientific applications are infused throughout the course. This course does not prepare students for the AP exam. A graphing calculator is required for the course. This course is not for students who have completed Honors Pre-calculus.

**Advanced Placement: Calculus AB M09-44**  
**Grades: 11, 12** **5 Crs/Year**

This course is offered to students who have completed Pre-calculus or Honors Pre-calculus and who desire an introductory course in college calculus. This course prepares students to take the "Calculus AB" AP Exam. Major topics include: elementary functions, limits & continuity, derivatives and their applications, definite and indefinite integrals and their applications. A graphing calculator is required.

**Advanced Placement: Calculus BC M10-44**  
**Grades: 11, 12** **5 Crs/Year**

This course is offered to students who have completed Honors Pre-calculus. It prepares students to take the "Calculus BC" AP Exam. The course is ambitious, the pace is fast, and students are expected to share responsibility for their learning. Major topics include: limits, differential and integral calculus, sequences and series, elementary differential equations, and hyperbolic functions. Graphing calculators are an integral part of the curriculum. A graphing calculator is required.

**Multivariable Calculus /** **M12-34**  
**Differential Equations**  
**Grades: 12** **5 Crs/Year**

This course explores topics normally covered in two semesters of college. Major topics in Multivariable Calculus include: vectors and the geometry of space, vector-valued functions, functions of several variables, multiple integration, and vector analysis. Major topics in Differential Equations include: first-order and higher order differential equations & modeling, series solutions of linear equations, The Laplace Transform, systems of linear first-order differential equations and numerical solutions of ordinary differential equations. This course is designed for students who have completed the AP Calculus BC course and desire to do additional college-level work. For both classes, students are expected to enter this

course with a completion of Calculus BC or equivalent. Students will also be required to utilize the software Octave or MATLAB. There will be projects assigned associated with the techniques learned throughout each semester.

**Honors Programming** **M14-35**  
**Grades: 9-12** **5 Crs/Year**

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This course is designed to develop an understanding of how computers process information. Students learn organizational, analytic, and problem solving skills while implementing structured programming techniques. Students will learn concepts from Code.org, Alice, HTML, Java, Ruby, and Python. Code.org is an interactive website designed for students who have not had formal training in any computing language. The Alice drag-and-drop interface provides experience with modern programming techniques as students create 3-D animations. HTML is a markup language that will allow students to present their ideas on a website and utilize their creativity. Java, Ruby, and Python are object-oriented programming languages which students will utilize to create programs. This course is designed to be a survey course. Programming assignments and quizzes are completed during scheduled class time. Out-of-class computer time is also available.

**Advanced Placement**  
**Computer Science** **M13-48**  
**Grades: 10-12** **5 Crs/Year**

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The objective of this course is to prepare students for the Advanced Placement (AP) Computer Science “A” examination. It is an ambitious course designed to expose students to concepts central to modern object oriented programming and computer science. Object-oriented and modular design are emphasized. Control structures, Boolean logic, and input/output techniques are examined in detail. Recursive methods, as well as searching and sorting algorithms are also statistical inference: confirming models.

studied. All programming assignments are implemented in the Java programming language. This course satisfies the Computer Literacy requirement.

**Advanced Placement**  
**Computer Science Principles** **M13-47**  
**Grades: 10-12** **5 Crs/Year**

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The objective of this course is to prepare students for the Advanced Placement (AP) Computer Science Principles examination. It is an ambitious course designed to expose students to the essential ideas of computer science with a focus on how computing can impact the world. Along with the fundamentals of computing, students will learn to analyze data, information, or knowledge represented for computational use; create technology that has a practical impact; and gain a broader understanding of how computer science impacts people and society. The major areas of study in the AP Computer Science Principles course are organized around seven big ideas, which are essential to studying computer science: Creativity, Abstraction, Data and Information, Algorithms, Programming, The Internet, and Global Impact.

**Advanced Placement Statistics** **M11-49**  
**Grades: 11-12** **5 Crs/Year**

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This course follows the recommended College Board Advanced Placement course description for Statistics. The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course is organized around four broad conceptual themes: exploring data: observing patterns and departures from patterns, finding ways to simplify data descriptions; planning a study: deciding what and how to measure; anticipating patterns in advance: producing models using probability and simulation; and



**NJGPA-Math****M16-18****Grade: 12****1.25/2.5 Crs/Year**

This course is for students who have not yet passed a graduation-required assessment. Throughout the semester, students will learn the skills necessary to strengthen their mathematics competencies in number sense, measurement and geometry, algebra, and probability and statistics. Students will receive instruction in both individualized and small group formats. They will prepare to take the fall administration of the NJGPA state-required assessment, and they will prepare a state-mandated portfolio for submission in order to meet the state graduation requirements.

**Suggested Math Sequences**

Grade 9	Algebra I			Geometry		Honors Geometry		Honors Algebra II
Grade 10	Geometry			Algebra II		Honors Algebra II		Honors Pre-Calculus
Grade 11	Algebra II			Pre-Calculus		Honors Pre-Calculus		AP Calculus BC
Grade 12	Topics in College Mathematics	College Algebra	Pre-Calculus	Honors Calculus	AP Calculus AB	AP Calculus AB	AP Calculus BC	Multivariable Calculus/ Differential Equations

## SCIENCE DEPARTMENT

Course Title	Levels Offered	Credits	Grade Level	Prerequisite
Biology	ST, CP	6	9	Algebra I (may be concurrent)
Honors Biology	HN	6	9	Algebra I (may be concurrent)
AP Biology	AP	6	11-12	One year of Biology, Honors Chemistry, CP Geometry. Concurrent with CP Algebra II.
Chemistry	CP	6	10-12	Algebra or Geometry and one year of science
Honors Chemistry	HN	6	10-12	Algebra II or Geometry (either may be taken concurrently) and one other science course.
AP Chemistry	AP	6	11-12	CP Algebra II and Honors Chemistry. May be taken concurrently with CP Pre-Calculus
Physics	CP	6	11-12	Geometry and Algebra II (may be taken concurrently)
AP Physics 1: Mechanics (Algebra based)	AP	6	11-12	Complete CP Geometry. Concurrent with CP Algebra II or Higher.
AP Physics 2: Electricity & Magnetism (Algebra based)	AP	6	12	Completed one year of Physics and CP Algebra II or Higher. Concurrent with Honors Algebra II or Higher.
AP Physics C: Mechanics (Calculus based)	AP	6	11-12	Complete Honors Algebra II or CP Pre-Calculus. Concurrent with Honors Pre-Calculus or Higher. (NOTE: This course cannot be used as a second year of AP Physics)
AP Physics C: Electricity & Magnetism (Calculus based)	AP	6	12	AP Physics 1 or AP Physics C: Mechanics and Honors Algebra II or CP Pre-Calculus. Concurrent with Honors Pre-Calculus or Higher.
Physical Science	ST	6	10-12	One year of high school science and CST referral.
Environmental Science	ST, CP	6	11-12	Biology and one additional science course
AP Environmental Science	AP	6	11-12	Biology, Chemistry, Algebra II (may be concurrent with Algebra II)
Honors Anatomy & Physiology	HN	6	12	Biology and Chemistry; honors or AP course-level recommendation only
Forensics	CP	6	11-12	Biology and one additional science course
Design and Research	CP	6	11-12	Biology and one additional science course

- The philosophy of the science department centers on the belief that scientific literacy is a critical component of an informed citizenship. Following this philosophy, the department ensures that students receive high levels of instruction in all scientific disciplines: Life Science, Chemistry, Physics, Engineering, and Environmental Science.
- All science classes meet 6 periods per week.
- All students are required to take Biology in Grade 9.
- All student level placements are based on course prerequisites and teacher recommendations.
- Students are required to take the state’s comprehensive science examination at the end of grade 11.

**Animal Dissection:**

Students may choose not to participate in animal dissections in courses offered at this school. If your child chooses not to participate, please follow the guidelines below.

- All students are encouraged to participate in dissection, if not as the dissector then as an observer.
- If a student chooses not to participate in a dissection, the student and parent/guardian must submit a written request for an exemption to the science supervisor no later than two weeks after the start of the school year.
- In lieu of actual dissection, the student will complete an alternative education project. This alternative project(s) will be developed by the teacher with input from the student and parent/guardian.

**Biology ST** **S92-15**  
Grade 9 Alternating Years 6 Crs/Year

This course is for the student who requires an individualized and small group approach to science. Students study living things and their environment, including cells, reproduction, heredity, ecology, plants, and animals. Moreover, the course addresses the needs of a student who struggles in reading and comprehending technical matters specific to the goals and objectives in the student’s individualized educational program. See District Policy on Dissection.

materials and equipment of the biologist in his/her attempt to learn more about life. Students who take this course in ninth grade should have acquired an above-average mastery of basic scientific concepts, scientific processes, and laboratory skills in their middle school science program. See District Policy on Dissection.

**Biology CP** **S02-15, S02-25**  
Grades: 9 6 Crs/Year

Biology is a laboratory course, which enables the student to verify the concepts presented and discussed in the classroom. The student studies and examines a variety of problems shared by all living things, (molecular biology, biochemistry and cellular organization and features of metabolism, responsiveness, reproduction, evolution and ecology). In the lab, the student uses Science

**Honors Biology** **S02-35**  
Grades: 9 6 Crs/Year

Students investigate a wide variety of phenomena exhibited by living things in this activity-based, inquiry-approach to biology. Based on their data, students infer unifying principles and concepts in biology. Student experimentation in the laboratory develops research skills and problem-solving abilities. Furthermore, this course acquaints students with numerous specific topics in biology, molecular biology and biochemistry. Above all, classroom work, labs, lectures, and discussions foster critical thinking and the development of scientifically literate citizens. Freshmen who wish to take this course should

have demonstrated consistent, above-average achievement in science and mathematics. See District Policy on Dissection.

**Advanced Placement Biology** **S02-49**  
**Grades: 11-12** **6 Crs/Year**

Students in Advanced Placement Biology follow the curriculum outline set up by the Advanced Placement Program of the College Board. This course is the equivalent of a college course in biology and uses a college level textbook. Because of the nature and scope of the curriculum, the pace is fast. This course makes students competitive on the AP Exam and on the Biology Achievement Tests. This course is highly recommended for students interested in biology major or pursuing a career in human or veterinary medicine. See District Policy on Dissection.

**Chemistry CP** **S03-18, S03-28**  
**Grades: 10-12** **6 Crs/Year**

In this introductory course in chemistry, students verify the concepts presented by the teacher and the text. Students understand the fundamental atomic structure of matter and its relationship to the chemical and physical properties of matter. Students discuss these relationships in terms of the energy and forces involved in the formation of more complex substances. Other topics include the behaviors of solids, liquids and gases, properties of solutions, chemical kinetics, chemical equilibria, acid - base interactions, and stoichiometry.

**Honors Chemistry** **S03-38**  
**Grades: 10-12** **6 Crs/Year**

In this first year chemistry course, students discover and investigate rather than verify concepts. The theoretical and quantitative aspects of chemistry, such as, stoichiometry, chemical bonding, atomic structure, kinetics, equilibria, and periodicity are the principal topics covered in this course. Lectures, discussions, and problem work foster critical thinking. The investigative approach is stressed in the laboratory as a means of

solving problems which, in turn, leads to the mastery of concepts. Students work with partners to collect data, look for patterns and regularities, and discover concepts.

**Advanced Placement Chemistry** **S03-49**  
**Grades: 11-12** **6 Crs/Year**

Students in Advanced Placement Chemistry follow the curricular outline established by the AP Program of the College Board and deal with the basic chemical considerations presented in a freshman college chemistry course. In this course, students spend an amount of time outside of class on assigned work (problem sets, lab reports) equal to that formally scheduled for class and laboratory. Occasionally, students continue with a laboratory procedure beyond the normally scheduled time. This course is to be taken only after the successful completion of a year of chemistry. Students are encouraged to take the AP exam in Chemistry.

**Physics CP** **S04-29**  
**Grades: 11-12** **6 Crs/Year**

Physics is a fundamental course required to develop an understanding of other sciences. This course is designed to meet the needs of students considering a major in science as well as to prepare students in the liberal arts who require a well-rounded science education for college admission. Students who plan to major in science in college or who are interested in a more rigorous study should take AP Physics. This is a survey of basic physics and considers for study: classical mechanics, heat, waves, light, electricity, and magnetism.

**Advanced Placement Physics 1** **S04-50**  
**Grades: 11-12** **6 Crs/Year**

AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.

**Advanced Placement Physics 2**      **S04-51**  
**Grades: 11-12**      **6 Crs/Year**

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. AP Physics 2 should be taken as a second-year course after first taking either AP Physics 1 or AP Physics C Mechanics.

**Advanced Placement Physics C: Mechanics**      **S04-49**  
**Grades: 11-12**      **6 Crs/Year**

Physics is a study of the interaction of matter and energy. The course is designed as a first year calculus based college physics course concentrating on the mechanics unit. Emphasis is placed on learning the fundamental concepts of mechanics with problem solving skills which are emphasized. Math skills in algebra, geometry, trigonometry, and calculus are fully utilized. Experimentation is used to verify laws, and give hands on experiences to personalize and deepen understanding.

**Advanced Placement Physics C: Electricity and Magnetism**      **S04-47**  
**Grades: 11-12**      **6 Crs/Year**

AP Physics C: Electricity and Magnetism is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

**Physical Science ST**      **S05-19**  
**Grades: 10-12 Alternating Years**      **6 Crs/Year**

Physical Science is a laboratory course designed to cover concepts related to matter and energy transformations. Topics include atomic structure, laws of motion and energy dynamics. This course is particularly suited for those students who have difficulty mastering mathematics.

**Environmental Science CP**      **S06-34**  
**Grades: 11-12**      **6 Crs/Year**

In this course, students will use a combination of lecture and experimentation. They will make observations, construct charts and graphs, organize data and develop hands-on activities to reinforce written material. The students will explore a variety of environmental topics which will include: overpopulation, sustainability, our urban world, a global perspective and the impact of science on society. Within this framework we will explore energy issues, air, water, and land pollution, waste management issues and how they affect our planets' ecosystems. Students will gain a better understanding of the environment and issues that affect our planet, the causes of these problems and the possible solutions.

**Advanced Placement Environmental Science**      **S06-44**  
**Grades: 11-12**      **6 Crs/Year**

This is an interdisciplinary course designed to be the equivalent of a one-semester introductory college course. Some of the major themes discussed include biochemical cycles, health, human population, and agriculture. Students will be provided with the underlying principles and methodologies required to rigorously examine these issues, investigate alternative solutions to both natural and man-made environmental issues, and weigh relative risks associated with these problems. Research, fieldwork and laboratory experimentation will be utilized.

**Honors Anatomy and Physiology S10-39**  
**Grades: 11-12 6 Crs/Year**

This course is an introduction to human structure and function. Students develop an in depth understanding of the workings of their own bodies and the various factors that influence the quality of their lives. They study the human body in both the healthy and diseased condition. Health and medical-related activities and techniques, such as the measuring of lung capacity and blood pressure, are integrated into the course. Instructional strategies include lecture/discussion and laboratory/demonstration. (Laboratory activities will emphasize the skills and procedures necessary to perform dissection on the domestic cat.)

**Forensics CP S11-39**  
**Grades: 11-12 6 Crs/Year**

Forensics is a course designed around the idea that in the real world all learning is interrelated and interdependent. This class blends all of the sciences with other core subject areas. Students will be asked to read, research, hypothesize, interview, compute and use deductive reasoning to propose crime solutions. With an ever-increasing use of technology, the students will record data, draw conclusions, and formulate the best method for communicating results. The course will

use what is actually happening in the community, country and the world as its classroom and laboratory.

**Design and Research CP S12-39**  
**Grades: 11-12 6 Crs/Year**

In this course, students will research and design a solution to a problem of personal interest and global importance. Research areas may be engineering / STEM based, but students may also explore topics, problems, and careers outside of traditional science and engineering fields, while applying techniques that enhance creativity and promote non-traditional “outside the box” solutions. Students in this course may be able to add to their college applications and resumes that they obtained college credit while conducting research through dual credit with RCBC. This course is open to students of all levels and abilities because the methods applied in the course are diverse and will accommodate students who have challenges and students who seek challenges. Grades are based upon hands on activities, and projects. The course is designed for doers who make a difference. Students of all levels are able to explore the design space using the creative part of their brains. They experience the importance of developing critical thinking skills that can be applied to all areas of their lives.

**Sample Science Course Sequences**

Grade	College Preparatory(CP)	Honors/AP(HN/AP)
9	Biology	Honors Biology
10	Chemistry	Honors Chemistry
11	Physics	AP Biology/Physics/Chemistry/Environmental Science
12	Environmental Science/Forensics/ Design & Research	AP/Honors Electives

## SOCIAL STUDIES DEPARTMENT

Course Title	Levels Offered	Credits	Grade Level	Prerequisite
World History and Cultures	ST/CP	5	9	None
U.S. History I	ST, CP	5	10	World History and Cultures
Advanced Placement U.S. History	AP	5	10	World History and Cultures (minimum final grade of A- recommended)
U.S. History II	ST, CP	5	11	U.S. History I
Advanced Placement United States Government and Politics	AP	5	11-12	Advanced Placement U.S. History <u>or</u> World History and Cultures, U.S. History I and U.S. History II (minimum final grade of A- recommended)
Advanced Placement European History	AP	5	11*-12	World History and Cultures and U.S. History or AP U.S. History (minimum final grade of A- recommended)
Advanced Placement Psychology	AP	5	12	Honors/CP Biology with a Final Grade: B
Introduction to Behavioral Science	CP	2.5	11-12	Biology
Sociology	CP	2.5	11-12	None
Economics and Financial Literacy	CP,HN	2.5	10-12	None
Honors Argumentation & Debate I	HN	5	9-12	None
Honors Argumentation & Debate II	HN	5	10-12	Honors Argumentation & Debate I
Honors Argumentation & Debate III	HN	5	11-12	Honors Argumentation & Debate II
Honors Argumentation & Debate IV	HN	5	12	Honors Argumentation & Debate III

### Graduation Requirements

All students are required by the State of New Jersey to take one (1) year of World History and two (2) years of United States History. Students at Moorestown High School must take World History and Cultures in grade 9 before they take any other social studies courses.

Students must then take United States History I and II in grades 10 and 11. Students may opt to take Advanced Placement U.S. History in grade 10 and Advanced Placement Government in grade 11 to meet their requirement. A student who takes U.S. History I and II may choose Advanced Placement Government as an elective in 12<sup>th</sup> grade.

The Economics and Financial Literacy courses listed meet state graduation requirement for a personal finance course.

\* Requires Supervisor's approval

The purpose of the social studies program is to develop an awareness of the rights, opportunities and responsibilities involved in being a citizen of the United States, especially in view of the many challenges that society is facing in the twenty- first century. Furthermore, as the world “flattens” and the “global village” is perceived as the way of the future, it is important that our students are aware of the broader context into which America fits. To that end, the social studies curriculum aims to equip the student with a firm foundation for effective citizenship from a variety of sources, including history, geography, sociology, economics, law, and current issues.

**World History ST** **H91-11**  
**Grades: 9** **5 Crs/Year**

The course is for the student who requires an individualized and small group approach to world history. Students study the history of the world’s cultures, including their origin, development, and their current status as a member of the world community. Lessons provide the student with an understanding of major events and ways of life in the past. Emphasis on cultural events is specific to the goals and objectives in the student’s individualized educational program. The course promotes student involvement through independent and small group activities designed to enhance knowledge and appreciation of world history.

**World History and** **H01-16, H01-26**  
**Cultures CP**  
**Grades: 9** **5 Crs/Year**

In this college preparatory course, students explore the narrative histories of the world's great civilizations, including their origin, development, and present condition. The course is designed to present material thematically within a chronological framework. Students will better understand the modern world after examining the similarities, differences, and points of conflict among different societies. The course concentrates on historical events since 1400.

**U.S. History I ST** **H92-17**  
**Grades: 10** **5 Crs/Year**

This course is for the student who requires an individualized and small group approach to United States history. In readings and exercises on many historical themes, students discuss current events and their historical significance, and learn the relationship of the past to the present. Emphasis on cultural

events is specific to the goals and objectives in the student’s individualized educational program.

**U.S. History I CP** **H02-17, H02-27**  
**Grades: 10** **5 Crs/Year**

This college preparatory U.S. History Survey course is the required full year course that covers the history of America from the Colonial Period to the turn of the twentieth century. Having previously studied World Cultures, students now focus on the major political, economic, and social forces that have shaped their own culture. It is followed in the curriculum sequence by U.S. History II, which brings the study of American life to present times.

**Advanced Placement U.S. History** **H09-46**  
**Grades: 10** **5 Crs/Year**

Advanced Placement U.S. History covers the entire scope of American History from Colonial times until the present. Students cover significant intellectual, political, diplomatic, economic, and social developments, which have shaped the growth of the United States. This course is for able and ambitious students. It provides a strong background in American history, preparing students for the AP American History Examination, which they are encouraged to take in May, and also for the SAT II in US History. In the process, students read extensively from an advanced textbook and write critical essay responses to historical questions. This course is open to sophomores and takes the place of U.S. History I.

**U.S. History II ST** **H93-19**  
**Grades: 11-12** **2.5 Crs/Semester**

This course is for the student who requires an individualized and small group instructional



setting. Students focus on the present history of the United States and participate in oral activities, doing class projects, and reading selected materials specific to the student's individualized educational program. Through an extensive current events program, emphasis is placed on the importance of the elements that are shaping present trends and events associated with the United States.

**U.S. History II CP** **H03-19, H03-29**  
**Grade: 11** **5.0 Crs/Year**

This course will cover events in American history from the turn of the twentieth century to the present. This course will build upon student knowledge from U.S. History I and World History to create a contemporary understanding of our nation. This course meets the year two requirement for U.S. History and can serve as a precursor for Advanced Placement U.S. Government or Advanced Placement European History.

**Advanced Placement U.S. Government and Politics** **H09-47**  
**Grades: 11-12** **5.0 Crs/Year**

This course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. This course meets the U.S. History II requirement for students who took Advanced Placement U.S. History in 10<sup>th</sup> grade. This course will count as an elective for all other students.

**Advanced Placement European History** **H08-49**  
**Grades: 11-12** **5 Crs/Year**

In addition to a basic exposure to the factual narrative of the period 1450-Present, students in Advanced Placement European History develop an understanding of the principal themes in modern European History, an awareness of Europe's changing position in the world, and an ability to analyze historical evidence. Using college level texts, documents,

and other sources, students are exposed to themes in political and diplomatic history, intellectual and cultural history, and social and economic history. Written and oral skills are emphasized. Many students take the Advanced Placement examination in May, and this course would assist with the SAT II in World History. **There is a summer assignment for this course.** Please see the instructor for specific details. This course is open to juniors and seniors. Juniors require Supervisor's approval.

**Advanced Placement Psychology** **H10-45**  
**Grade: 12** **5.0 Crs/Year**

This course is a challenging one-year study of psychology. It is designed for the highly mature and academically motivated student who is interested in the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. The preparation for the Advanced Placement examination will be emphasized. Prerequisite: Honors/CP Biology with a Final Grade: B or better. This course is open to seniors.

**Introduction to Behavioral Science CP** **H16-29**  
**Grades: 11-12** **2.5 Crs/Semester**

This semester course will introduce college bound students to the scientific study of human behavior. Psychologists who have shaped the field will be studied, along with an emphasis on how their theories relate to everyday life. Students will study the developmental stages of life and demonstrate how biology and the environment influence behavior. Research will

be conducted about the causes and effects of emotional and mental disorders, along with common methods of treatment. Throughout the course, students will gain awareness of the variety of careers available to those who study psychology.

**Sociology CP** **H11-29**  
**Grades: 11-12** **2.5 Crs/Semester**

Sociology is designed to introduce students to a “soft science” approach of examining human behavior in group situations and of the social forces that influence that behavior. This college preparatory course will cover the history of sociology and its development in America. It will look at how sociologists do their work and design research projects. Areas covered in the course will include the individual and society, inequities in modern society, institutions of American society, and coping with a rapidly changing world. Students will address these areas of study from a variety of sources such as text readings, experimentation, video, library research, on-line services, and use of some adventure-based strategies. Two (2) research projects (one per marking period) are required for completion of this course.

**Economics and Financial Literacy** **H12-29**  
**Grades: 10-12** **CP**  
**2.5 Crs/Semester**

This semester course provides students with a general overview of economic theory and concepts, including supply and demand, unemployment, inflation, and GDP. Students will make contemporary connections with current trends and events. Attention will also be paid to personal finance and practical application in real-life situations. This course will meet the 2.5 economic literacy requirement.

**Honors Economics and Financial Literacy** **H12-39**  
**Grades: 10-12** **2.5 Crs/Semester**

This semester course is designed to present students with the major topics that make up the

field of economics, and to provide a strong base from which to continue the study of economics at the college level. As part of the microeconomics preparation, students will examine major concepts of supply and demand, opportunity cost and comparative advantage, consumer behavior, firm strategies, and competitive market structure. The macroeconomics preparation includes concepts such as GDP and growth, unemployment and inflation, fiscal and monetary policy, and international trade. Contemporary economic issues and their practical impact will also be integrated into the class. Attention will also be paid to personal finance and practical application in real-life situations. This course will meet the 2.5 economic requirement.

**Honors Argumentation and Debate I** **H08-11**  
**Grades: 9-12** **5 Crs/Year**

Students learn to prepare, analyze and argue propositions presented in the contexts of model congress, debate, mock trial, and international relations. Emphasis is on the techniques of speaking, logic, critical thinking, researching and reference skills. Students are given the opportunity to participate in the South Jersey Debate League, and the Mock Trial Team as well as various Model Congress and Model United Nations competitions. The course can be taken all four years for credit, with full credit awarded for each year successfully completed.

**Honors Argumentation and Debate II** **H08-21**  
**Grades: 10-12** **5 Crs/Year**

**Honors Argumentation and Debate III** **H08-31**  
**Grades: 11-12** **5 Crs/Year**

**Honors Argumentation and Debate IV** **H08-41**  
**Grades: 12** **5 Crs/Year**

<b><u>Sample Social Studies Sequences</u></b>			
Grade 9	World History		
Grade 10	US History I or Advanced Placement US History		
Grade 11	U.S. History II or Advanced Placement Government		
Grade 12	Advanced Placement European History Advanced Placement Psychology	Economics and Financial Literacy CP/Honors (both semester courses) Honors Argumentation and Debate I-IV	Sociology Introduction to Behavioral Sciences

## WORLD LANGUAGES DEPARTMENT

The study of a world language is an essential component of a 21<sup>st</sup> century education. In our interdependent world, knowledge of a second language is vital in a variety of fields, such as business, law, political science, and medicine. The World Language Department invites you to discover the richness of the variety of languages and cultures we teach. To know another language is to develop a better understanding of your own language and to develop awareness and understanding of people who have different life-styles and value systems. Students should be aware that many years of study are needed to become linguistically competent, but two years are required for high school graduation.

Students and parents should also be aware that many colleges and universities require two to four years of world language study at the high school level. Parents and students should check the university websites for specific entry requirements.

Please consult your teachers and guidance counselor when you select your courses. Due to the complexity of the master schedule, students will not be permitted to drop courses or change levels once schedules are made. Students must also commit to the honors program early on (Spanish III, French II, or Latin II). Due to the rigor of the program, students will not have the foundation to enter the Honors program later in the progression.

### American Sign Language

Course Title	Levels Offered	Credits	Grade Level	Prerequisite
ASL I	CP	5	9-12	None
ASL II	CP	5	9-12	ASL I

#### **Introduction to American Sign Language** **W21-15** **5 Crs/Year**

This course introduces the basics of American Sign Language (ASL). The course is designed for students with no or minimal world language skills to develop basic skills in the use of ASL and knowledge of Deaf culture. Emphasis is upon acquisition of comprehension, production and interactional skills using basic grammatical features. ASL will be taught within contexts and related to general surroundings and everyday life experiences. This course prepares students for ASL I.

#### **American Sign Language I CP** **W31-25** **Grades: 9-12** **5 Crs/Year**

This course is designed to introduce students to basic American Sign Language and to provide them with the opportunity to gain expressive and receptive skills and basic knowledge of Deaf culture and history. The aim of the course is to present the student with instruction resulting in familiarity with topical vocabulary, verb tenses, syntactical development, and other forms of grammar-based language structures. Other Signed Systems (Pidgin, Signed English, etc.) will be discussed and compared, however the focus of the course will be American Sign Language. Students will explore ASL through a variety of methods, including videos, computer programs, and other types of technological and recorded media.



activities that interest teenagers, such as school, leisure time, and sports.

**Honors French II** **W02-25**  
**Grades: 9-12** **5 Crs/Year**

Honors French II is designed for students who are continuing their study of French. This course provides the foundation for the French III - V Honors/AP courses. This course provides students an in-depth study of the concepts taught in French I with an emphasis on a deeper understanding and facility in using the language, developing reading skills and writing skills with extensive culturally authentic works and a profound study of the important aspects of French life and culture.

**Honors French III** **W03-35**  
**Grades: 9-12** **5 Crs/Year**

Honors French III is intended for students who have demonstrated above average performance in Honors French II at the high school. This course provides the foundation for the French IV/V Honors/Advanced Placement courses. Students develop greater language control, vocabulary, and cultural awareness. Authentic reading selections and authentic video form the basis for sustained

talks. Additional testing of students may be required before acceptance into the program.

**Honors French IV** **W04-35**  
**Grades: 10-12** **5 Crs/Year**

Honors French IV refines grammar skills already learned and stresses a broad and diversified use of language skills on a more advanced level. Current events are used to develop oral competence, a major goal of the course. Students engage in sustained conversations and read authentic literature. The reading selections form the basis for oral and written composition. Students may consider taking the SAT II test upon completion of this course.

**Advanced Placement French V** **W06-44**  
**Grades: 12** **5 Crs/Year**

AP French V prepares students to take the Advanced Placement French Language Test. Some colleges will give college-level credit, depending on the AP score. In French VI there is a continued emphasis on the use of communicative skills, such as speaking and writing. Students read advanced authentic literature from a variety of genres. Listening skills are maintained with a variety of authentic materials. This course will be offered if enrollment permits.

**French Sequences**

Grade 9	French I	Honors French II
Grade 10	Honors French II	Honors French III
Grade 11	Honors French III	Honors French IV
Grade 12	Honors French IV	Advanced Placement French V

## Latin

Course Title	Levels Offered	Credits	Grade Level	Prerequisite
Latin I	CP	5	9-12	None
Honors Latin II	HN	5	9-12	Latin I
Honors Latin III	HN	5	10-12	Honors Latin II
Honors Latin IV	HN	5	11-12	Honors Latin III
Advanced Placement Latin V	AP	5	11-12	Honors Latin IV with a minimum grade of B+ and teacher recommendation

### **Latin I CP** **W11-25** **Grades: 9-12** **5 Crs/Year**

In this college preparatory course, Latin I combines an introduction to Roman culture and its impact on Western civilization with a study of the Latin language, including basic grammar, syntax, and vocabulary. In this course, emphasis is on the knowledge of Roman mythology, major trends in Roman history and the development of reading comprehension of simple Latin.

### **Honors Latin II** **W12-35** **Grades: 9-12** **5 Crs/Year**

Latin II begins with a review of the basics of Latin I and then focuses on learning more advanced vocabulary, grammar, and translation skills through various historical and mythological stories. In the second semester, students will make the transition into reading authentic Latin authors, particularly Livy's *Ab Urbe Condita*. This course focuses on the literature and the history of Rome from its beginning through the first two periods of government, the Monarchy and the Republic, and on learning about the city of ancient Rome and its monuments.

### **Honors Latin III** **W13-35** **Grades: 10-12** **5 Crs/Year**

Latin III presents the declining Republic as seen in the prose writings of Sallust and Cicero. The second semester includes a survey of Roman literature of the Gold and Silver Ages, focusing on the poetry of

Catullus and Ovid. Students will review the grammar and vocabulary learned in the first two years and will learn more advanced vocabulary, rhetorical devices, and scansion and meter of poetry in Latin. The SAT II may be taken at the completion of Honors Latin III.

### **Honors Latin IV** **W14-38** **Grades: 11-12** **5 Crs/Year**

In this course students will focus on translating and analyzing original Latin works by a variety of authors. During the first semester students will focus on works written by Pliny, Martial, Catullus, and Ovid; during the second semester students will read selected passages from books 1 and 2 of the *Aeneid* as well as learn about epics, Troy, and the history and politics of the Augustan age. Throughout the year students will enhance their knowledge of scansion and meter, rhetorical devices, advanced grammar, and vocabulary and derivatives.

### **Advanced Placement Latin V** **W14-49** **Grades 11-12** **5 Crs/Year**

This course prepares students to take the AP Vergil exam. It is an extremely rigorous course that follows the entire AP Latin syllabus. Students will focus on translation and analysis of Virgil's *Aeneid* and Caesar's *De Bello Gallico*; the historical, cultural, and political contexts of each work; the ability to read Latin at sight; poetic scansion and meter; literary devices; and more advanced grammar and vocabulary. At the end of the year, students will also study Roman comedy through the works of Plautus and Terence.

## Latin Sequences

Grade 9	Latin I	Honors Latin II
Grade 10	Honors Latin II	Honors Latin III
Grade 11	Honors Latin III	Honors Latin IV
Grade 12	Honors Latin IV	Advanced Honors Latin V

## Spanish

Course Title	Levels Offered	Credits	Grade Level	Prerequisite
Spanish Language and Customs I	ST	5	9-10	Recommendation
Spanish A	CP	5	9-12	None
Spanish B	CP	5	10-12	Spanish A or Spanish I in the high school and a recommendation
Spanish I	CP	5	9-12	None
Spanish II	CP	5	9-12	Spanish I or Spanish I part two
Spanish III	CP	5	9-12	Spanish II
Honors Spanish III	HN	5	9-12	Spanish II (final grade with a minimum grade of B)
Spanish IV	CP	5	10-12	Spanish III
Honors Spanish IV	HN	5	10-12	Honors Spanish III
Spanish V	CP	5	11-12	Spanish IV
Honors Spanish V	HN	5	11-12	Honors Spanish IV
AP Spanish VI	AP	5	12	Honors Spanish V

### **Spanish Language & Customs (ST) W20-15** **Grades: 9-10** **5 Crs/Year**

This course introduces basic vocabulary and conversational skills centering on common themes such as greetings, likes and dislikes, personal descriptions, time and schedules, and school life. The emphasis is in acquiring proficiency in communicating in Spanish used in daily living situations and travel. The students will also be introduced to customs, traditions, fine arts, cultural diversity and global awareness, which are integral to this course of study. This course is open to students who are in English ST and recommended by the Child Study Team. (ST)

### **Spanish A CP** **W21-15** **Grades: 9-12** **5 Crs/Year**

This course is part of a progression for student seeking to meet the minimum two-year language requirement. This course will include some of the major topics of first year Spanish. There will be emphasis on listening comprehension. Students will work in pairs and/or small groups to help them practice new language skills. Computer software will also be used to reinforce classroom learning. This course is specifically designed to prepare a student for Spanish B; it will not prepare a student for Spanish II.



**Spanish B CP** **W22-15**  
**Grades: 10-12** **5 Crs/Year**

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This course is intended for students who have taken Spanish A or Spanish I at the high school level and who seek one additional year of study to complete the two-year world language requirement for high school graduation. The emphasis of the course will be to continue to develop reading and listening comprehension, vocabulary, and conversational Spanish. Computer software will be utilized to develop these skills. This course does not prepare a student for Spanish II or Spanish III.

**Spanish I CP** **W24-25**  
**Grades: 9-12** **5 Crs/Year**

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In this college preparatory course, Spanish I students are introduced to the sounds and basic grammar of the language. By the end of the course, they are able to speak in short sentences in response to a teacher's question. Students understand Spanish spoken at a normal tempo by their teacher and are able to read short paragraphs based on familiar vocabulary and topics. In addition, students write short, simple sentences and describe action in various time frames. Included in this course are many topics that interest teenagers, such as family, school, sports, clothing, shopping, food and restaurants. Students also investigate several Hispanic countries.

**Spanish II CP** **W25-25**  
**Grades: 9-12** **5 Crs/Year**

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By the end of this college preparatory course, students write and speak in varying time frames. In addition, they continue to build active vocabulary and to comprehend spoken language at a more advanced level. Students continue to study many areas of interest: travel, leisure time, art, family celebrations, health and daily routines. They also study the cultures of many Hispanic countries.

**Spanish III CP** **W26-25**  
**Grades: 9-12** **5 Crs/Year**

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In this college preparatory course students study the target culture through various media

and are able to communicate with a basic level of proficiency in the target language. The emphasis of the course is to continue to develop comprehension, language control, vocabulary, cultural awareness and communication strategies in Spanish.

**Honors Spanish III** **W26-35**  
**Grades: 9-12** **5 Crs/Year**

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Honors Spanish III is intended for students who have taken Spanish on an accelerated basis at the middle school or who have demonstrated above average performance in Spanish 2 at the high school. This course provides the foundation for the Spanish IV - VI Honors/AP courses. Students develop greater language control, vocabulary, and cultural awareness. Authentic reading selections and authentic video form the basis for sustained talks. Additional testing of students may be required before acceptance into the program is granted.

**Spanish IV CP** **W27-28**  
**Grades: 10-12** **5 Crs/Year**

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In this college preparatory course students continue to develop language skills. There is extensive review of grammar. Authentic literature and video are used as a basis for listening comprehension training and as a stimulus for oral and/or written composition. Spanish IV will satisfy colleges that may require a fourth year of language study.

**Honors Spanish IV** **W27-38**  
**Grades: 10-12** **5 Crs/Year**

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Honors Spanish IV refines grammar skills already learned and stresses a broad and diversified use of language skills on a more advanced level. Current events are used to develop oral competence, a major goal of the course. Students engage in sustained conversations and read authentic literature. The reading selections form the basis for oral and written composition. Students should consider taking the SAT II test upon completion of this course.

**Spanish V CP**  
**Grades: 11-12**

**W28-29**  
**5 Crs/Year**

In this college preparatory course, Spanish V students continue to develop language control, vocabulary, cultural awareness, and communicative strategies in Spanish. Students read authentic literature. Videos are used as a basis for listening comprehension training and as a stimulus for oral and/or written composition. This course will be offered if enrollment permits.

**Honors Spanish V**  
**Grades: 11-12**

**W28-39**  
**5 Crs/Year**

Honors Spanish V reviews grammar skills already learned and extends the use of language skills to a more advanced level. Students continue to develop language control, vocabulary, cultural awareness, and communicative strategies in Spanish. Students read authentic literature, write compositions,

and engage in sustained discussions based on the reading selections. Prerequisite: Successful completion of Honors Spanish IV with a final minimum grade of C.

**Advanced Placement Spanish VI** **W29-44**  
**Grades: 12** **5 Crs/Year**

Spanish VI prepares students to take the Advanced Placement Spanish Language Test. Some colleges will give college-level credit, depending on the AP score. In Spanish VI there is a continued emphasis on the use of communicative skills, such as speaking and writing. Students read advanced authentic literature from a variety of genres. Listening skills are maintained by listening to a variety of authentic materials. This course will be offered if enrollment permits.

**Spanish Sequences**

Grade 9	Spanish A	Spanish I	Spanish II		Honors Spanish III
Grade 10	Spanish B	Spanish II	Spanish III	Honors Spanish III	Honors Spanish IV
Grade 11		Honors Spanish III	Spanish IV	Honors Spanish IV	Honors Spanish V
Grade 12		Honors Spanish IV	Spanish V	Honors Spanish V	Advanced Placement Spanish VI

## Bell Schedule

### **Morning and Afternoon Bell Times and Building Activities for a Regular Day**

No student is dismissed for the day until all obligations have been satisfactorily met. Students must report to a teacher when requested to do so.

- 7:00 a.m. Office Detention (administrative permission must be obtained by each student prior to serving a morning detention)
  
- 7:00 Administration and Counseling Offices open
  
- 7:20 Media Center opens - Classrooms open to receive students
  
- 7:32 Tone sounds indicating students are to report to homeroom
  
- 7:35 Homeroom period begins
  
- 7:40 Homeroom period ends - students not in homeroom must sign-in with the office
  
- 7:44 Period 1 begins
  
- 8:24 Period 1 ends
  
- 7:44 – 2:39 Periods 1-12 inclusive (40 minutes each with 4 minutes passing time between periods and twenty three minute student lunch periods)
  
- 1:15 p.m. Announcements may be made near the beginning of Period 11
  
- 1:55 p.m. Dismissal for students with no 12th period
  
- 1:59 p.m. Period 12 classes, Teacher Tutorial/Make-up (students needing help may see the appropriate teacher in the classroom) and detention period begins. Students not in a 12th period class must leave the building.
  
- 2:45 p.m. Extracurricular program begins; students report promptly to their coaches
  
- 2:54 p.m. End of teachers' and counselors' day.
  
- 4:00 p.m. Administrative and Counseling Offices close

<b>Sample Subject Sequences: Grades 9 – 12</b>
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Recommended Course Sequence

**Freshmen**

English I	Full Year	5 Credits
Physical Ed/Health 9	Full Year	4 Credits
World History	Full Year	5 Credits
Biology	Full Year	6 Credits
Math	Full Year	5 Credits
World Language	Full Year	5 Credits
Required Elective	Semester	2.5 Credits
	<b>Total Minimum</b>	<b>32.5 Credits</b>

**Sophomores**

English II	Full Year	5 Credits
Physical Ed/Health 10	Full Year	4 Credits
U.S. History I	Full Year	5 Credits
Chemistry	Full Year	6 Credits
Math	Full Year	5 Credits
World Language	Full Year	5 Credits
Required Elective	Semester	2.5 Credits
	<b>Total Minimum</b>	<b>32.5 Credits</b>

**Juniors**

English III	Full Year	5 Credits
Physical Ed/Health 11	Full Year	4 Credits
U.S. History II	Full Year	5 Credits
Physics	Full Year	6 Credits
Math	Full Year	5 Credits
World Language or Elective	Full Year	5 Credits
Required Elective	Semester	2.5 Credits
	<b>Total Minimum</b>	<b>32.5 Credits</b>

**Seniors**

English IV	Full Year	5 Credits
Physical Ed/Health 12	Full Year	4 Credits
History Elective	Full Year	5 Credits
Environmental Science	Full Year	6 Credits
Math	Full Year	5 Credits
World Language	Full Year	5 Credits
Elective/Sr. Option	Semester	2.5 Credits
	<b>Total Minimum</b>	<b>32.5 Credits</b>

### Four Year Planning Worksheet

Course	Grade 9	Grade 10	Grade 11	Grade 12	Total Credits In Each Subject Area	Total Credits Needed
21 <sup>st</sup> Century/ Career and Technical Education						5
Financial Literacy						2.5
English						20
Health/Physical Education						16
History						15
Mathematics						15
Science						18
Visual or Performing Arts						5
World Language						10
Electives						13.5
<b>Total</b>						<b>120</b>

**Tips:**

Try to meet as many of the required credits in the elective areas during grades 9 and 10. This prevents “taking whatever you can get” in the senior year, provides a buffer if needed and leaves ample room in grades 11 and 12 for exploring or following your passions. Please speak with your counselor about your post-graduation plans and aspirations.

**Please Note:** This worksheet is intended to act as a guide, not a prescription. Seek the advice of your guidance counselor and classroom teachers as you develop your interests, plan your high school program and select your courses.

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