

SELECTION OF COURSE OF STUDY

To Parents/Guardians and Students:

The selection of an appropriate program of studies by each individual, tailor-made with advice and guidance from all concerned parties, is one of the most important decisions to be made each school year. These choices could have a profound effect on future educational and career goals. Some serious thought invested now may prevent frustration and disappointment later on.

Read the enclosed course requirements and descriptions carefully. The choice of courses should be based on individual educational and career goals, previous grades, abilities, and achievements. An individual conference with your guidance counselor will be scheduled in helping you reach a final decision.

*Elaine M. Hanson
Principal*

NOTICE OF NON-DISCRIMINATORY POLICY

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the King Philip Regional School District are hereby notified that this district does not discriminate on the basis of race, color, national origin, sex, age, disability, religion, sexual orientation or ancestry in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the King Philip Regional School District's compliance with the regulation implementing Title VI, Title IX, the Americans with Disabilities Act (ADA) or Section 504 is directed to contact the Superintendent of Schools who has been designated by the King Philip Regional School District to coordinate the district's efforts to comply with the regulations implementing Title VI, Title IX, the ADA, and Section 504.

- The King Philip Regional School District Committee

Title 1 Coordinator	<i>Dr. Susan Gilson (Principal-KPMS)</i>
Title II, ADA Coordinator	<i>Mrs. Elaine Hanson (Principal-KPRHS)</i>
Title VI, Civil Rights Coordinator	<i>Dr. Richard Robbat (Superintendent of Schools)</i>
Title IX Coordinator (for employees)	<i>Dr. Richard Robbat (Superintendent of Schools)</i>
Title IX Coordinator (for students)	<i>Mrs. Elaine Hanson (Principal-KPRHS)</i>
ELE Coordinator	<i>Mrs. Julie Pavao (Guidance Dept. Head 7-12)</i>
Homeless Education Coordinator	<i>Mrs. Julie Pavao (Guidance Dept. Head 7-12)</i>
504 Coordinator	<i>Mrs. Julie Pavao (Guidance Dept. Head 7-12)</i>

ACCREDITATION

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

King Philip Regional High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college.

MISSION & EXPECTATIONS FOR STUDENT LEARNING

School Mission

At King Philip Regional High School we offer students many *Opportunities for Excellence* through a curriculum that sets high academic standards, cultivates critical thinking and creativity, and offers a well rounded extracurricular program.

We establish high academic standards and expectations for personal responsibility. Students are encouraged to become lifelong learners, to be productive contributors to society, to set ambitious goals, and to use all available resources.

At the heart of our learning environment is a mutual respect among students, faculty, administrators, and staff. We involve family and community in the development of acceptable social behaviors, personal responsibility, and appreciation of individual differences. We strive to make effective communication a major component of our daily agenda, as it is the key to cultivating each student's educational progress.

In our fast-paced, evolving world of information, we prepare our educational community to be adaptive to the changes in society, and to be confident communicators, researchers and problem-solvers. Our goal is to embrace the Information Age by using the most current and sophisticated technology that we can integrate into our curriculum.

We challenge each student to take pride in our school and to become an actively involved member of our student body. It is important that each student finds a productive path and feels a sense of belonging within our school community. To this end, we seek to provide a safe and supportive environment where students are comfortable and able to meet the demands that society continues to place upon them.

Expectations for Student Learning

1. Lifelong Learning:

1.1 The King Philip student will be an effective listener.

Advanced	<i>Listener fully comprehends and processes main idea and supporting details in a given presentation; effectively draws conclusions and makes connections to prior knowledge; is consistently respectful and attentive to the presentation.</i>
Proficient	<i>Listener identifies main idea and some of the supporting details in a given presentation; sufficiently draws conclusions and makes connections to prior knowledge; is generally respectful and attentive to the presentation.</i>
Needs Improvement	<i>Listener does not recognize main ideas and, therefore, fails to draw conclusions and make connections to prior knowledge; is neither respectful nor attentive to the presentation.</i>

MISSION & EXPECTATIONS FOR STUDENT LEARNING (CONT.)

1.2 The King Philip student will be an effective speaker.

Advanced	<i>Speaker effectively engages listeners by communicating oral messages appropriate to situations; establishes a clear focus; connects ideas; leaves a strong impression on the listener; understands and respectfully responds to listener feedback.</i>
Proficient	<i>Speaker engages listeners by communicating oral messages appropriate to situations; conveys ideas with sufficient detail; usually understands and responds to listener feedback.</i>
Needs Improvement	<i>Speaker does not engage listeners by communicating oral messages appropriate to situations; is unable to convey ideas with sufficient detail; has difficulty understanding and responding to listener feedback.</i>

1.3 The King Philip student will be an effective reader.

Advanced	<i>Reader fully comprehends and processes main and subordinate ideas in a variety of written works; engages in thoughtful reflection and draws logical conclusions from written material; consistently makes clear associations between literature and life.</i>
Proficient	<i>Reader comprehends and processes main and subordinate ideas in written works; engages in reflection and draws logical conclusions from written material; makes associations between literature and life.</i>
Needs Improvement	<i>Reader neither comprehends nor processes main or subordinate ideas in written works; does not engage in reflection or draw logical conclusions from written material; does not make connections between literature and life.</i>

1.4 The King Philip student will be an effective writer.

Advanced	<i>Writer skillfully communicates thoughts and/or information in a manner appropriate to the situation; demonstrates strengths in organization, content development, and mechanics.</i>
Proficient	<i>Writer generally communicates thoughts and/or information in a manner appropriate to situations; produces works that are mostly free of errors in mechanics; organizes ideas and develops content sufficiently.</i>
Needs Improvement	<i>Writer fails to communicate thoughts and/or information in a manner appropriate to situations; demonstrates weaknesses in one or more of the following areas: content development, organization, and mechanics.</i>

1.5 The King Philip student will demonstrate critical and creative thinking skills.

Advanced	<i>Student consistently employs appropriate problem-solving strategies, conceptualizes and analyzes information in new ways, and makes connections to prior knowledge.</i>
Proficient	<i>Student usually employs appropriate problem-solving strategies, conceptualizes and analyzes information in new ways, and makes connections to prior knowledge.</i>
Needs Improvement	<i>Student does not employ appropriate problem-solving strategies; student neither conceptualizes nor analyzes information in new ways and does not make connections to prior knowledge.</i>

MISSION & EXPECTATIONS FOR STUDENT LEARNING (CONT.)

1.6 The King Philip student will demonstrate technological skills.

Advanced	<i>Student excels at using appropriate technologies, both in conjunction with and beyond the curriculum; successfully locates, retrieves, organizes, and stores information to solve problems and enhance learning.</i>
Proficient	<i>Student generally does well using appropriate technologies in conjunction with the curriculum. Student is generally able to locate, organize, and process information to solve problems and enhance learning.</i>
Needs Improvement	<i>Student has difficulty using appropriate technologies in conjunction with the curriculum. Student is unable to locate, organize, and process information to solve problems and to enhance learning.</i>

2. Department – Specific Expectations:

2.1 Fine and Performing Arts:

ART: The King Philip student will learn to use the visual arts as a means of expressing ideas, feelings, and beliefs.

MUSIC: The King Philip student will use the art of performance through music as a means of expressing ideas, feelings, and beliefs and will learn the concept of a team approach to success as well as develop a personal discipline to achieve excellence in life.

Advanced	<i>ART: Student shows an exceptional command of expressing ideas, feelings and beliefs through fine craftsmanship, creative thought process and assessment. MUSIC: Student is able to fully express ideas, feelings and beliefs through the art of performance of complex musical material. Performances both at festivals and the general public clearly define excellence.</i>
Proficient	<i>ART: Student shows a basic command of expressing ideas, feelings and beliefs through average craftsmanship, creative thought process and assessment. MUSIC: Student is able to express some ideas, feelings and beliefs through the art of performance of basic material. Performances at festivals and the general public offer opportunities to generate satisfactory results.</i>
Needs Improvement	<i>ART: Student lacks the basic command of expressing ideas, feelings and beliefs through lack of craftsmanship, uncreative thought processes and poor assessment. MUSIC: Student often does not express ideas, feelings and beliefs through the performance of simple music material. Performances at festivals are not a possibility and groups may perform to the general public.</i>

2.2 Information Technology/Business:

The King Philip student will be able to use technology efficiently in order to locate, evaluate, and use information.

Advanced	<i>Student uses appropriate technology to locate, evaluate, and use information; uses several different computer applications and the Internet; exhibits the skills necessary to use a variety of hardware and accessories; is able to create and edit his/her own work using these programs and equipment.</i>
Proficient	<i>Student uses technology to locate, evaluate, and use information with some assistance; uses some computer applications with support; is able to create and edit his/her own work using computer software and hardware with assistance.</i>
Needs Improvement	<i>Student has difficulty using appropriate technology to locate, evaluate, and use information; needs a great deal of assistance in using computer applications; has difficulty creating and editing his/her own work using computer software and hardware.</i>

MISSION & EXPECTATIONS FOR STUDENT LEARNING (CONT.)

2.3 Language Arts:

The King Philip student will use standard English for a variety of purposes and audiences, will read and write effectively and critically.

Advanced	<i>Student consistently offers thoughtful, perceptive analyses of classic and modern literature, especially more complex/sophisticated works; understands, applies, and discusses literary elements and stylistic qualities and makes clear, relevant association between literature and life.</i>
Proficient	<i>Student comprehends and analyzes classic and modern literature; understands, applies and discusses literary elements and stylistic qualities in works studied, and makes association between literature and life.</i>
Needs Improvement	<i>Student attempts to comprehend and discuss classic and modern literature; may have difficulty with literary and stylistic elements, and attempts, with assistance, to make relevant connections between literature and life.</i>

2.4 Foreign Languages:

The King Philip student will understand and communicate in a language other than English.

Advanced	<i>Student communicates, reads, understands, and writes effectively in another language. Student reads and understands foreign literature, communicates intelligibly using appropriate vocabulary, and writes with few errors. Student articulates social and cultural differences of the language studies.</i>
Proficient	<i>Student communicates with moderate skill; speaks with limited vocabulary; reads and understands simple works of foreign literature; writes understandable sentences and demonstrates some understanding of the social and cultural aspects of the language studied.</i>
Needs Improvement	<i>Student communicates using very simple phrases. Student communicates with limited skill in dialogues on familiar topics. Student's writing in the target language contains many errors and is difficult to understand. Student demonstrates minimal understanding of the social and cultural aspects of the language studied.</i>

2.5 Mathematics:

The King Philip student will demonstrate an ability to communicate mathematically using language, models, and technology, and make mathematical connections.

Advanced	<i>Student consistently identifies and answers any problem with valid arguments by defending the solution process with accurate and appropriate mathematical terminology and a variety of techniques.</i>
Proficient	<i>Student frequently identifies and answers some problems with minimal errors. Valid arguments are offered to defend the solution process with appropriate terminology and a variety of techniques.</i>
Needs Improvement	<i>Student identifies and answers few problems with teacher assistance. Valid arguments are offered to defend the solution process with limited terminology and variety of techniques.</i>

MISSION & EXPECTATIONS FOR STUDENT LEARNING (CONT.)

2.6 Science:

The King Philip student will demonstrate an understanding of and apply the basic principles of the biological, earth, and/or physical sciences.

Advanced	<i>Student identifies and explains in depth scientific concepts and principles from several areas of science, using examples of the scientific method.</i>
Proficient	<i>Student explains scientific concepts and principles from more than one area of science using examples of the scientific method.</i>
Needs Improvement	<i>Student has limited awareness of scientific concepts and principles from one area of science using examples of the scientific method.</i>

2.7 Physical Education and Wellness:

The King Philip student will understand and demonstrate behaviors that enhance and maintain wellness.

Advanced	<i>Student actively demonstrates a physically active lifestyle, understands movement concepts, strategies and skills, and interprets health information and practices.</i>
Proficient	<i>Student usually demonstrates a physically active lifestyle, understands movement concepts, strategies and skills, and interprets health information and practices.</i>
Needs Improvement	<i>Student neither demonstrates nor appears to understand a physically active lifestyle, movement concepts, strategies and skills, and is unable to interpret health information and practices.</i>

2.8 History and Social Sciences:

The King Philip student will examine local, national, and international issues from a global perspective and practice the skills of responsible citizenship by applying techniques from different social science disciplines.

Advanced	<i>Student can analyze contemporary events by drawing upon historical and international understandings; can articulate and defend positions relating to civic responsibility and the political process; demonstrate the ability to act thoughtfully and responsibly as a citizen.</i>
Proficient	<i>Student shows some understanding of the historical and international background of contemporary events; can discuss the issues of civic responsibility and the political process and responds accurately to prompts; demonstrates some willingness to participate as a responsible citizen.</i>
Needs Improvement	<i>Student shows little awareness of the historical or international perspectives of current events; cannot explain the political process or civic responsibility; will only participate in the political process when issues directly affecting her/him are at stake.</i>

MISSION & EXPECTATIONS FOR STUDENT LEARNING (CONT.)

3. Attributes and Attitudes:

3.1 The King Philip student will understand and demonstrate a sense of community.

Advanced	<i>Student actively demonstrates good citizenship and contributes to group efforts; shows commitment to service, self, family, school and community.</i>
Proficient	<i>Student demonstrates good citizenship and usually contributes to group efforts; shows commitment to service, self, family, school and community.</i>
Needs Improvement	<i>Student neither demonstrates nor appears to understand good citizenship; generally does not contribute positively to group efforts; shows little commitment to service, self, family, school and community.</i>

3.2 The King Philip student will understand and demonstrate a sense of responsibility.

Advanced	<i>Student consistently exhibits high standards of attendance, sociability, punctuality, self-management, integrity, honesty, perseverance towards goal attainment, and ethical courses of action.</i>
Proficient	<i>Student generally exhibits high standards of attendance, sociability, punctuality, self-management, integrity, honesty, perseverance towards goal attainment, and ethical courses of action.</i>
Needs Improvement	<i>Student does not exhibit acceptable standards of attendance, sociability, punctuality, self-management, integrity, honesty, perseverance towards goal attainment, and ethical courses of action.</i>

3.3 The King Philip student will understand and appreciate diversity.

Advanced	<i>Student demonstrates respect for himself/herself and others as worthy, capable and ethical individuals; shows tolerance for others, understanding, friendliness, and adaptability.</i>
Proficient	<i>Student shows respect towards himself/herself and others and adapts to most situations with tolerance and understanding.</i>
Needs Improvement	<i>Student continually shows little regard for the respect of others, cannot adapt to situations which require tolerance and understanding.</i>

SUMMER READING PROGRAM

We believe that reading, writing, listening, and speaking are essential skills students need to become productive and successful citizens in an increasingly complex world. It is in the best interest of all students to master these skills.

Our summer reading program seeks to foster love of reading, encourage both creative and critical thinking, develop students' skills in the areas of inference and analysis, and support year-round learning.

The Massachusetts Curriculum Frameworks and curriculum assessment program mandated by the Education Reform Act of 1993 presume exposure to and knowledge of a broad spectrum of reading experience within a wider variety of subject areas than the time constraints of the school year allow.

All students will be held accountable, either during the summer or within the first weeks of school in September, through various means of assessment. These assessments will constitute a percentage of first quarter grades in those courses.

The summer reading requirements for all departments are currently being reviewed. Specific titles and instructions will be distributed in June to students enrolled in designated courses for the next school year and will be posted on the King Philip website at www.kingphilip.org.

ADMINISTRATION POLICY

The King Philip Regional High School administration reserves the right to add or drop courses based on enrollment and financial restraints of the district.

GRADUATION REQUIREMENTS

In order to graduate from King Philip Regional High School, a student must have earned a **minimum of 120 credits** of work successfully completed and divided as follows:

- ◆ *20 credits of English (a specific course is required at each grade level, 9-12)*
- ◆ *15 credits of history and social sciences, including ten (10) credits of United States History*
- ◆ *15 credits of science*
- ◆ *15 credits of mathematics*
- ◆ *7.5 credits of Physical Education and Wellness, including 2.5 credits of health*
- ◆ *47.5 credits of electives*

In addition to the above requirements, all students will be required to pass a state proficiency examination (MCAS) in order to receive a high school diploma.

Exceptions to these graduation requirements, providing for individual student programs, may be secured by submitting a written request to the principal for disposition.



Each student must take a minimum of six classes for the year (30 credits). A student may only schedule one study hall per semester. A senior must earn at least 25 credits, including senior English (5 credits) in his/her final year to graduate from King Philip Regional High School.

REQUIREMENTS FOR PROMOTION

Credit requirements for grade promotion and graduation will be determined by the following schedule:

Freshmen	<i>promotion from Grade 8</i>
Sophomores	<i>earn 25 credits</i>
Juniors	<i>earn 55 credits</i>
Seniors	<i>earn 85 credits</i>

MARKING SYSTEM

Regular reports of student progress are issued four times during the school year: November, February, April, and June.

Special reports of student progress are issued at the mid-point of each marking period or at any other time if a student is not doing satisfactory work. In addition, all students will receive a first term progress report. Additional detailed reports for any student may be requested by parents through the guidance office.

LETTER GRADES - Letter grades are used to signify the following:

A	Excellent	<i>Outstanding accomplishment, showing mastery of content, creativity, and the ability to apply principles.</i>
B	Very good	<i>Accomplishment above the average, and showing a significant degree of mastery, creativity, and ability to apply principles.</i>
C	Satisfactory	<i>Demonstrates a working knowledge of content and ability to apply the material learned.</i>
D	Poor	<i>A low passing mark showing minimal accomplishment which should be considered unsatisfactory, especially for continuation in sequential courses.</i>
F	Failure	<i>Does not meet minimum requirements; a very poor level of accomplishment or failure to do required work; poor attendance may be a contributing factor along with attitude and effort.</i>
I	Incomplete	<i>A temporary grade given for incomplete work due to illness or excused absences; must be made up before the end of the following marking period.</i>
P/F	Pass/Fail	<i>Selected courses will be graded on a Pass/Fail basis; a pass grade indicates satisfactory completion of required work.</i>
M	Medically excused	
N	Audit	
W	Withdrawn	
EX	Excused	<i>A senior <u>may be</u> excused by her/his teacher from a final examination in a semester course or a full-year course by achieving a 90 average or better.</i>

GRADE EQUIVALENTS

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	0-59
A	94-96	B	84-86	C	74-76	D	64-66		
A-	90-93	B-	80-83	C-	70-73	D-	60-63		

ADDING/DROPPING COURSES

Beginning of School Year

1. A student who has an obvious scheduling error (i.e., freshman in junior English class) should request a guidance pass from his/her teacher. Please verify your schedule prior to going to guidance.
2. Students who have a need to make schedule changes should request an appointment with their guidance counselor. **A schedule change MUST be completed within the first two weeks of any given course.**
3. Students are to continue attending their originally assigned classes until they receive final notification of a change from their counselor.

Full-Year Courses

1. Students who enroll in a full-year course are expected to remain in the course for the entire school year.

PASS/FAIL COURSES

Oftentimes students would like to take a course to learn more about the subject but are concerned about the possibility of receiving a low grade. For this reason we have instituted a limited pass/fail option. This option is available to seniors only and must be approved by their academic teacher, counselor, and the principal prior to October 1st of the school year for semester one and full-year courses and by March 1st for semester two courses. **No more than five credits may be earned in the senior year on a pass/fail basis.** In addition, any course required for graduation and all advanced placement courses may not be elected on a pass/fail basis.

INDEPENDENT STUDY

CREDITS TO BE ARRANGED

This part of the program is designed to provide opportunities in many areas as specific extensions of the program. Seniors may be admitted to Independent Study for the purpose of either:

1. *Doing an in-depth study of a specific discipline, or*
2. *Doing an in-depth study of an area not specifically taught in our curriculum.*

The student and teacher jointly prepare an Independent Study Plan/Contract (ISP/C) which must be executed within two weeks of the beginning of a semester. The ISP/C, available in the principal's office, must be approved by the student, parent, teacher, counselor, and principal.

WEIGHTED COURSES

Grades in courses are weighted according to the degree of difficulty of the courses and preparation requirements (levels) as noted in the chart below. “Weighting” refers to a difference in quality points assigned to grades earned in the courses. For college admission purposes, the weighted grades are used to determine grade point averages (G.P.A.’s) and class rank. Grades in College Preparatory courses, the standard college prep/post-secondary education and training courses that comprise the bulk of our curriculum, are used as the basis for the quality point scale:

A = 4.00

B = 3.00

C = 2.00

D = 1.00

Other scales vary by 0.33. For example:

A “**B**” grade earned in an **Advanced Placement** course equals **3.66 quality points**

A “**B**” grade earned in an **Honors** course equals **3.33 quality points**

A “**B**” grade earned in a **College Preparatory** course equals **3.00 quality points**

A “**B**” grade earned in an **Essential College Preparatory** course equals **2.66 quality points**

All courses will be weighted by degree of difficulty, except courses graded on a pass/fail basis.

ADVANCED PLACEMENT & HONORS COURSES

Advanced Placement courses are college-level courses. Teachers follow a curriculum prescribed by the College Board. Advanced Placement courses require ability and commitment greater than Honors courses. Both courses, however, demand students invest a considerable amount of time outside the classroom.

Enrollment in Advanced Placement and/or Honors courses is based primarily upon proven achievement and ability as demonstrated by grades and/or test results. Teacher recommendations also weigh most heavily upon this decision.

COLLEGE PREPARATORY COURSES

College Preparatory courses provide a foundation in the subject and prepare students for academic work beyond high school. College Preparatory courses are designed to emphasize the development of the study skills necessary for continued progress in the discipline.

ESSENTIAL COLLEGE PREPARATORY COURSES

Essential College Preparatory courses in core curriculum areas are specifically designed for acquisition of basic skills and subject content. *Students are admitted by teacher recommendation only.*

ADMISSIONS REQUIREMENTS FOR MASSACHUSETTS PUBLIC FOUR-YEAR COLLEGES & UNIVERSITIES

The following requirements are minimum standards for admission only. The meeting of these requirements does not guarantee admission. Each institution will develop its own admissions policy and examine applicants based on their entire academic record.

Minimum standards are identified on the chart on the next page. Campus policies may exceed the minimum requirements. Applicants to the State Colleges and the University must be reviewed for admission under one of the following four categories: Freshman Applicants, Transfer Applicants, Non-Traditional Applicants, or Special Admissions Applicants.

Please refer to the Massachusetts Board of Higher Education website at www.mass.edu for more specific information regarding these admission standards. The entire “Guide for High School Guidance Counselors” may be downloaded from the BHE site.

Students who do not meet minimum admission standards may elect to attend a public community college. Based on the successful completion of requirements of an associate's degree, they may then apply to transfer to a four-year institution.

NOTE:

This information is for Massachusetts public colleges and universities only. Private colleges or out-of-state colleges may have requirements that will vary. Also specialized programs may have additional requirements peculiar to their own needs. Individual catalogues or admissions offices should be consulted for specific questions.

**MASSACHUSETTS BOARD OF HIGHER EDUCATION
STATE COLLEGE
FRESHMAN ADMISSION STANDARDS**

HIGH SCHOOL ACADEMIC COURSE REQUIREMENTS

The Massachusetts Board of Higher Education requires the following college-preparatory academic units as a minimum:

ENGLISH: 4 years

MATHEMATICS: 3 years (Algebra I, II, & Geometry)

SCIENCE: 3 years (2 years of lab science)

SOCIAL SCIENCE: 2 years (including 1 year of U.S. History)

FOREIGN LANGUAGE: 2 years in a single language (or voc-tech/Chapter 766 substitution)

COLLEGE PREPARATORY ELECTIVES: 2 years

HIGH SCHOOL GRADE POINT AVERAGE/SAT REQUIREMENTS

Entrance: Fall 2008

High School GPA * <i>(Weighted)</i>	STATE COLLEGES Minimum SAT score ** <i>(Critical Reading/Reading + Math)</i> Must equal or exceed	UMASS Combined SAT-1 <i>(Critical Reading & Math)</i> Must equal or exceed
2.51 – 2.99	920	950
2.41 – 2.50	960	990
2.31 – 2.40	1000	1030
2.21 – 2.30	1040	1070
2.11 – 2.20	1080	1110
2.00 – 2.10	1120	1150
Less than 2.0	Not admissible	Not admissible

* The grade point average utilized to determine an applicant's eligibility for admission is cumulative based on college preparatory coursework (Grade 9 through most recent marks at time of application) and is weighted using a 4.0 scale where "A" = 4.0, "B" = 3.0, "C" = 2.0, and "D" = 1.0. Full year honors level and advanced placement courses receive an extra .5 and 1.0 points respectively. PLEASE NOTE: All freshman applicants, even those with a recalculated GPA of 3.0 or higher, are required to submit SAT scores.

** The sliding scale, used in making admissions decisions for students with high school grade point averages falling below the required minimum, will continue to be based upon the combined critical reading (verbal) and math sections of the SAT.

CLASS OF 2007		
265		Graduates
92.1%		Post-secondary education
81.5%		Four-year state/private
8.7%		Two-year state/private
1.9%		Other education

CLASS OF 2007 COLLEGE BOARD AVERAGE SCORES			
	KING PHILIP	MASS.	NATIONAL
SAT Critical Reading	531	513	502
SAT Math	535	522	515

SELECTION OF COURSES

In general, students who are planning to attend four-year or two-year colleges or technical schools after graduation should, each year, enroll in at least four "major" courses in the liberal arts: English, mathematics, social studies, and science. In addition, most colleges require two or three years of a foreign language, many prefer four. In addition, you should enrich your program by taking electives in the areas of art, music, business, and technology education. A course in keyboarding would be beneficial to all students.

Students planning to enter full-time employment immediately upon graduation should plan their program to take advantage of courses that will provide marketable skills in the world of work. Courses from the business, marketing education, technology education, music and art departments are recommended. Following a strong academic preparatory program will simultaneously prepare you for further education and training after high school, either through your employer or at a two-year college or technical school.

As a guide to students and parents, the following generalized programs are offered. These are only suggested model programs, and both parents and students must realize that because the high school does not rigidly track students at any level, many programs are possible.

ACCELERATED COLLEGE PREPARATORY PROGRAM

Competitive 4-year colleges
(*primarily Honors and Advanced Placement courses*)

Grade 9	Grade 10	Grade 11	Grade 12
English 9	English 10	English (AP Option)	English (AP Option)
Geometry	Algebra 2	Pre-Calculus	Calculus (AP Option)
Physical Science	Biology	Chemistry	Physics
Foreign Languages	Foreign Languages	Foreign Languages	Foreign Languages
United States History 1	U.S. History 2 (AP Option)	World History (AP Option)	Elective
Physical Education & Wellness	Physical Education & Wellness	Elective	Elective
Elective	Elective	Elective	Elective

STANDARD COLLEGE PREPARATORY PROGRAM
 4-year & 2-year colleges and technical schools
 (primarily College Preparatory courses with some Honors courses)

Grade 9	Grade 10	Grade 11	Grade 12
English 9	English 10	English 11	English 12
Algebra 1	Geometry	Algebra 2	Pre-Calculus
Physical Science	Biology	Chemistry	Physics
Foreign Languages	Foreign Languages	Foreign Languages	Elective
United States History 1	United States History 2	World History	Elective
Physical Education & Wellness	Physical Education & Wellness	Elective	Elective
Elective	Elective	Elective	Elective

BUSINESS/OCCUPATIONAL/TECHNICAL PREPARATORY PROGRAM
 2-year colleges, technical schools, world of work
 (primarily College Preparatory courses)

Grade 9	Grade 10	Grade 11	Grade 12
English 9	English 10	English 11	English 12
Mod. Algebra 1 Part 1	Mod. Alg. 1/Geo. Part 2	Modified Algebra 2	Alg. w/Intro. to Trig.
Physical Science	Biology	Science Elective	Elective
United States History 1	United States History 2	World History	Elective
Physical Education & Wellness	Physical Education & Wellness	Elective	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective

Parents and students should understand that few, if any, King Philip students rigidly follow the above schedules. Each high school student adapts the above sample programs to fit his or her own needs and requirements. For example, some students choose most of their electives from the art department; others select their electives from the technology department with its emphasis on technical and computer assisted drawing; others select a business-oriented program; and others select business courses and our marketing program. However, most students take electives from a variety of disciplines. There is no one way or right way to obtain a high school education. It is each student's responsibility to use the high school curriculum to satisfy his or her own interests and needs as well as to meet the school's graduation requirements.

Suggested guidelines that accompany some courses are intended to aid students in selecting courses that meet their abilities and satisfy their particular goals. These guidelines serve to make students aware of the background that is usually needed to properly understand the concepts and their applications presented in the courses. Parents who have questions regarding these guidelines and/or wish to override the recommendation should contact their child's guidance counselor.

Generally speaking you should enroll in the most rigorous level of classes you can handle. You are preparing for your future, and the goals that you will be seeking will bring you into competition with young people from other high schools. If you do not work to your full capacity now, you will be doing a disservice to yourself later on.

When deciding on appropriate high school courses, you and your parents should consider your current level of achievement, levels of developed skills, future plans, and such intangible factors as your motivation, work ethic, and maturity. Consultation with teachers and guidance counselors can provide helpful and relevant information about these skills and qualities.

Please note that enrollment in Essential College Preparatory courses in the core subjects are by teacher recommendation only. NO student will be enrolled in such courses without that

recommendation. Students may choose courses to challenge their capabilities, but they may not choose core courses that focus on basic skills development unless the need for such a course is approved by the teacher of the student in the previous year's course in that discipline.

Because of the tremendous amount of effort that goes into the scheduling process, there will be **no schedule changes** once the program of studies card is signed and approved by the student, parent/guardian, and guidance counselor. Exceptions to this rule will be made on an individual basis based upon teacher recommendation, computer conflicts, or clearly educational reasons. Therefore, select your courses with care and accuracy.

COLLEGE BOARD

www.collegeboard.com

PSAT/NMSQT

The PSAT/NMSQT measures critical reading, mathematics, and writing skills. The PSAT/NMSQT format is as follows:

Scoring scale	<i>20-80 points</i>
Testing time	<i>2 hours, 10 minutes</i>
Sections	<i>Five</i>

Two 25-minute Critical reading sections	<i>48 questions total, including sentence completions and passage-based reading</i>
Two 25-minute Mathematics sections	<i>38 questions total, including multiple-choice and student-produced response questions</i>
One 30-minute Writing skills section	<i>39 questions total, including identifying sentence errors, improving sentences, and improving paragraphs. All writing skills questions are multiple-choice.</i>

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test will be given at King Philip Regional High School on Saturday, October 18, 2008.

SAT Reasoning Tests

The SAT Reasoning Test is a measure of the critical thinking skills you'll need for academic success in college. The SAT assesses how well you analyze and solve problems—skills you learned in school that you'll need in college. Each section of the SAT (critical reading, mathematics, and writing) is scored on a scale of 200-800, and the writing section will contain two subscores. The SAT is typically taken by high school juniors and seniors.

The test is three hours and forty-five minutes long and its three sections are divided into nine subsections, including a 25-minute essay, which are timed separately:

SECTION	CONTENT	ITEM TYPES
Critical Reading (70 minutes)	Critical reading and sentence-level reading	Reading comprehension, sentence completions, and paragraph-length critical reading
Math (70 minutes)	Number and operations; algebra and functions; geometry; statistics, probability, and data analysis	Five-choice multiple-choice questions and student-produced responses
Writing (60 minutes)	Grammar, usage, and word choice	Multiple-choice questions and student-written essay

SAT Subject Tests (formerly SAT II)

SAT Subject Tests are one-hour, primarily multiple-choice tests. The SAT Subject Tests are designed to show your child's knowledge, and ability to apply that knowledge, in specific subject areas.

King Philip Regional High School will be a testing center for SAT Reasoning Tests on November 1, 2008, and May 2, 2009.

Other testing dates/sites and fees for SAT Reasoning and Subject Tests are available online at www.collegeboard.com.

THE SUBJECTS

Subject Tests fall into five general subject areas:	
English	Literature
History and Social Studies	United States History, World History
Mathematics	Math Level IC and Math Level IIC
Science	Biology E/M, Chemistry, Physics
Languages	Chinese with Listening, French, French with Listening, German, German with Listening, Modern Hebrew, Italian, Japanese with Listening, Korean with Listening, Latin, Spanish, Spanish with Listening

Many colleges require or recommend one or more of these tests for admission or placement. Check the requirements of colleges you are considering before you decide which tests to take.

You can take Subject Tests as early as the end of your first year of high school after completing a course of study in subjects such as Biology or American History.

For other subjects, such as languages, complete at least two years of study before taking the test. For each test, review the recommended preparation in *SAT Subject Tests Preparation Booklet*. Also ask your teacher or counselor for advice about when to take a test.

Publication about the SAT's and testing dates are available in the guidance office.

HOW DO COLLEGES USE THEM?

Colleges can use Subject Test scores to help:

- determine how well prepared your child is for different college programs
- place your child in first-year college or higher-level courses
- advise your child on course selection

GRADES 9-12 STANDARDS

Reading & Literature

STANDARD 1

Students will choose grade and ability level appropriate reading materials in each of their subjects for their required reading project(s). Each department develops the selected reading materials. Reading projects take more than one day to complete, the readings are non-textbook (magazines, journals, web-based materials, newspaper articles, books), and each teacher determines the type of project that students will complete.

STANDARD 2

Students will receive reading instruction in each course. Students will practice and demonstrate the skills that are indicated on the *Reading and Literacy Skills* handout. These skills may include, among others, context clues, finding the main idea, and patterns of organization.

STANDARD 3

Students engage in thoughtful reflection, draw logically developed conclusions from their reading, and consistently make clear associations between reading and life.

Language

STANDARD 1

Students will study language in its content settings. Students will use Standard English in complete oral and written sentences. Vocabulary comprehension strategies are applied in each content area. These strategies include context clues, word structure, and the structure of sentences that include the understanding of semantics and syntax. To demonstrate use of language in the content areas, students may write essays, create and write plays, create brochures, create videos, create multimedia presentations, write oral histories, create and write word problems, etc.

STANDARD 2

Students will apply the principles of Standard Written English in each department. The principles include rules of grammar, rules of composition, proper sentence structure, proper paragraph structure, and proper mechanics (e.g., punctuation, spelling).

STANDARD 3

Students will study the origins of the English language within the context of individual courses. They will investigate how new words are introduced/formed. They will study the power of language and its effective use in each course and in real world situations.

Writing

STANDARD 1

Students will participate in process writing activities (student editing) in each department, each year. Each department determines the number of activities. Teachers will place final drafts of these activities in each student's class folder. Students will complete final drafts using a word processor or other computer-based tools, when applicable.

STANDARD 2

Students will write essays, compositions, and/or research reports across all subject areas. The writing will focus on content, form, and mechanics. Based on course and subject areas, students will write essays that include descriptive, expository, narrative and persuasive styles. Expository and persuasive writing will include the use of appropriate research techniques, a thesis statement, development of a point of view, and concluding statements.

STANDARD 3

Students will create, write, and answer questions in each course that relate to test preparation and test taking. The emphasis will be on multiple choice, short-answer (sentences/paragraph) questions, essay questions, open-ended questions, and word problems that will prepare students for the variety of school-based assessments, workplace assessments, and standardized tests (e.g., SAT's, MCAS) they will experience.

Comprehension and Contemporary World Applications

STANDARD 1

In each course, students will develop and apply the four proficiency levels of comprehension for functional literacy (**word recognition, literal comprehension, interpretation and critical/creative thinking**). Students engage in activities *in each subject* that include the concepts and applications of Bloom's Taxonomy. Students use a variety of materials, including textbooks, newspapers, magazines, and non-print materials and media (for class work, homework, projects, tests, etc.)

STANDARD 2

Students understand the connections between their world and existing world conditions within the context of the material learned in each course (context includes social/cultural, historical/geographical, and mathematical/scientific).

STANDARD 3

Students study the influence of print and non-print media. They will develop media literacy skills to increase their knowledge as citizens, consumers, and wage earners.

Study Skills

STANDARD 1

Each student is required to maintain a notebook for each course. Students will develop a variety of note-taking skills for all main areas. The variety of strategies to organize and maintain this information (e.g., notebooks, journals, note cards, and graphic organizers) is determined within each department.

STANDARD 2

Students will develop and apply research skills. The research skills include the development of a thesis statement, the use and evaluation of primary and secondary sources, note taking (including paraphrasing and direct quotations), citations, and writing a bibliography (MLA style). Sources should include both print and non-print media.

STANDARD 3

Students will learn to organize and analyze information through the construction of concept maps, charts, graphs, and other graphic organizers as strategies to aid in the study of information.

Use of Technology in Course Work

STANDARD 1

Students will use non-print media and information technology to locate, collect, and apply information in the context of a specific task in each major subject.

STANDARD 2

Students regularly use information technology to: manipulate data (e.g., calculators, data bases, spread sheets, graph applications), use modeling and/or simulation software packages, use software in the context of a literature, history, mathematics, (etc.) class to find information needed for a presentation of information.

STANDARD 3

Students will use information technology to communicate information as part of a task in each subject. Examples of student use include word processing, spread sheets, data bases, desktop publishing, multimedia presentations, Computer-aided drafting (CAD), graphics packages and music software.

King Philip Regional School District

Standards for Reading, Writing, Computation and Technology

GRADE	DAILY READING	REQUIRED READING	REQUIRED WRITING	RESEARCH WRITING	COMPUTATION	TECHNOLOGY APPLICATIONS
Grade 9	Reading instruction in each course Reading – daily	One (1) reading project per term in each major subject except English (one per year)	Process writing* activity in each major course a minimum of once/term	Research Paper	Per learning standards	<ul style="list-style-type: none"> • Research projects that use videos, CD-ROMs, Internet • Word Processing
Grade 10	Reading instruction in each course Reading – daily	One (1) reading project per term in each major subject except English (one per year)	Process writing* activity in each major course a minimum of once/term	Research Project	Per learning standards	<ul style="list-style-type: none"> • Research projects that use videos, CD-ROMs, Internet • Alternative presentation formats • Word Processing
Grade 11	Reading instruction in each course Reading – daily	One (1) reading project per term in each major subject except English (one per year)	Process writing* activity in each major course a minimum of once/term	Research Papers	Per learning standards	<ul style="list-style-type: none"> • Research projects that use videos, CD-ROMs, Internet • Alternative presentation formats • Word Processing
Grade 12	Reading instruction in each course Reading – daily	One (1) reading project per term in each major subject except English (one per year)	Process writing* activity in each major course a minimum of once/term	Research Papers	Per learning standards	<ul style="list-style-type: none"> • Research projects that use videos, CD-ROMs, Internet • Alternative presentation formats • Word Processing

*Process writing – Student editing

KING PHILIP REGIONAL HIGH SCHOOL
Reading/Writing Calendar 2007 - 2008

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ENGLISH	Reading Project - one per year Minimum one process writing per term	RESEARCH PAPER TERM 3 OR 4 Reading Project – one per year Minimum one process writing per term	LITERATURE RESEARCH PAPER HONORS TERM 3 LITERATURE RESEARCH PAPER COLLEGE PREP TERM 3 Reading Project - one per year Minimum one process writing per term	LITERATURE RESEARCH PAPER HONORS TERM 3 LITERATURE RESEARCH PAPER COLLEGE PREP TERM 3 OR 4 Reading Project – one per year Minimum one process writing per term
HISTORY & SOCIAL SCIENCES	Travel Brochure Project Primary Source Analysis Paper Reading Project – one per term 2 Multimedia Presentations	Primary Source Analysis Presentation Reading Response Journal Formulating arguments based on historical evidence 2 Document based questions essays	Research Paper Reading Project – one per term Formulating arguments based on historical evidence	Some Research Projects Reading Project – one per term
MATHEMATICS	Reading Project – one per term Minimum one process writing per term	Reading Project – one per term Minimum one process writing per term	Reading Project – one per term Minimum one process writing per term	Reading Project – one per term Minimum one process writing per term
SCIENCE & TECHNOLOGY	Reading Project – one per term Minimum one process writing per term	Reading Project – one per term Minimum one process writing per term	RESEARCH PROJECT CHEMISTRY TERM 2 Reading Project – one per term Minimum one process writing per term	Reading Project – one per term Minimum one process writing per term
FOREIGN LANGUAGES	RESEARCH PROJECT LATIN 1 TERM 4 Reading Project – one per term Minimum one process writing per term	RESEARCH PROJECT FRENCH 2 TERM 2 RESEARCH PROJECT LATIN 2 TERM 3 Reading Project – one per term Minimum one process writing per term	RESEARCH PROJECT FRENCH 3 TERM 2 RESEARCH PROJECT SPANISH 3 TERM TBA Reading Project – one per term Minimum one process writing per term	RESEARCH PROJECT FRENCH 4 TERM 2 RESEARCH PROJECT SPANISH 4 TERM 4 Reading Project – one per term Minimum one process writing per term
HEALTH		Research Project – Term 2, Term 4 Periodic writing exercises		
INFORMATION TECHNOLOGY/ BUSINESS	Writing weekly	Writing daily Reading Project – one per semester	Writing daily Reading Project – one per semester DECA – business plan, manual	Writing daily Reading Project – one per semester DECA – business plan, manual
ART/MUSIC (by course)	One outside reading per term Self assessment – one per term	One outside reading/term Self assessment – one per term	One outside reading per term Self assessment – one per term	RESEARCH PROJECT – ART HISTORY TERM 2 One outside reading per term Self assessment – one per term
MUSIC		RESEARCH PROJECT – Concert Band/Symphony Band	RESEARCH PROJECT – Concert Band/Symphony Band	RESEARCH PROJECT – Concert Band/Symphony Band
PHYSICAL EDUCATION	Self assessment – one per term	Self assessment – one per term		

CAPITAL LETTERS = RESEARCH PROJECT (SEE STUDY SKILLS STANDARD 2)

For academic classes with students of more than one grade level, these assignments are based on each class' designated grade level.

For elective courses without grade levels, departments will assign grade levels.



ENGLISH LANGUAGE ARTS



CRITERIA FOR LEVELS

HONORS

Students should demonstrate the following:

- high motivation, self-direction, and responsibility
- ability to consistently offer thoughtful, perceptive analyses of classic and modern literature; ability to understand, apply and discuss literary elements and stylistic qualities, and make clear, relevant association between literature and life.
- consistent employment of critical and creative strategies, conceptualize and analyze literature while making connections to prior knowledge.
- consistent exhibition of a firm grasp of correct grammar, usage, and vocabulary.
- consistent and skillful communication of thoughts in writing and speaking.

COLLEGE PREPARATORY

Students should demonstrate the following:

- motivation to succeed and be responsible.
- comprehension and ability to analyze classic and modern literature; understand, apply and discuss literary elements and stylistic qualities in works studied, and make association between literature and life.
- employment of critical and creative problem-solving strategies given guided instruction, and conceptualize and analyze information-making connections to prior knowledge.
- a grasp of correct grammar, usage, and vocabulary.
- clear communication of thoughts in writing and speaking.

ESSENTIAL COLLEGE PREPARATORY

Admission to this level is by teacher recommendation only.

Students should demonstrate the following:

- motivation and responsibility.
- an attempt to comprehend and discuss classic and modern literature; may have difficulty with literary and stylistic elements, but attempt, with assistance, to make relevant connections between literature and life.
- work toward the development of problem-solving strategies and conceptualization of literary ideas given directed guidance.
- work toward a grasp of correct grammar, usage, and vocabulary.
- process of beginning to formulate logical analysis of written and verbal material with appropriate guidance.

2101	ENGLISH 9		
	HONORS	GRADE 9	5 CREDITS

This course is specifically designed for those students who have the potential and the desire to do advanced work in English and whose writing and reading skills are highly developed. Grammar and punctuation will be taught in an intensive review; however, it is assumed that the basics of English grammar, usage, and punctuation have been mastered. This course will include narrative and descriptive writing, but the emphasis will be placed on persuasive and expository writing and editing. Students will be expected to employ critical thinking and literary analysis in their daily reading and writing.

The literature to be studied may include Shakespeare's *Romeo and Juliet*, Sophocles' *Antigone*, *Of Mice and Men*, Greek and Roman mythology, a novel by Charles Dickens, short stories, selections of classical and modern poetry with an emphasis upon structure, meaning and figurative language, and various selections of nonfiction. Only students who expect to do extensive independent reading and writing should be enrolled in this course.

A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, projects, oral presentations, journals, and portfolios.

Participation in the summer reading program is a requirement for this course.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: *Students selecting this course should have achieved a grade of A- or better in English 8 Level-1 as well as received a teacher recommendation based on a student's solid background in English grammar, literary analysis, and composition. Students must demonstrate the ability to work independently.*

2202	ENGLISH 9		
	COLLEGE PREPARATORY	GRADE 9	5 CREDITS

This course is designed as a developmental course in language skills and literary analysis. Grammar, punctuation, and correct diction skills will be reviewed; however, it is assumed that the basic parts of speech have been mastered. Composition skills will be taught with an emphasis on paragraph structure, leading to mastery of the persuasive and expository essay. In addition to their daily contribution to class discussion, students will make periodic oral presentations.

Students will read and analyze examples of each of the major literary genres: short story, drama (Shakespearean), nonfiction, poetry, and the novel. The literature to be studied may include *Romeo and Juliet*, *Great Expectations*, *Of Mice and Men*, *Antigone*, *The Odyssey*, and selections from Greek and Roman mythology.

A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, projects, oral presentations, journals, and portfolios.

Participation in the summer reading program is a requirement for this course.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

2303	ENGLISH 9		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 9	5 CREDITS

This course is designed for students who are at or below grade level in reading and writing skills. Emphasis will be placed on grammatical skills, basic composition, and reading comprehension. Various methods of evaluation will be used such as daily classroom assignments, projects, expository papers, creative writing, and tests. Works to be studied may include: short stories, *Of Mice and Men*, *Great Expectations* (adapted), *Romeo and Juliet* (adapted), mythology, and poetry.

A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, projects, and oral presentations.

Participation in the summer reading program is a requirement for this course.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guidelines: Admission to this course is by teacher recommendation only.

2126	ENGLISH 10		
	HONORS	GRADE 10	5 CREDITS

This is a rigorous course designed for students who have demonstrated high ability in all phases of Language Arts: reading comprehension, vocabulary development, grammar, and writing. The focus of the course is on in-depth literary analysis of novels, poetry, drama, and the short story. Essay writing will include narration and description, but will emphasize literary topics requiring significant independent critical thinking and textual analysis. In addition, students will write a persuasive essay involving research and will learn traditional research skills. Grammar study will include an intensive review of common writing errors and punctuation rules, as well as study of phrases and clauses, with a view to style improvement. Vocabulary development and MCAS preparation will be on-going.

Students will study works that may include Sophocles' *Antigone*, Shakespeare's *Julius Caesar*, or *A Merchant of Venice*, Knowles' *A Separate Peace*, Lee's *To Kill a Mockingbird*, Wharton's *Ethan Frome*, Salinger's *The Catcher in the Rye*, and various short works of fiction, nonfiction, and poetry.

A student's grade will be determined by a variety of assessments such as tests, quizzes, essays, in-class writing, homework assignments, class participation, group work, projects, a research paper, and oral presentations.

Participation in the summer reading program is a requirement of this course.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: Students selecting this course should have achieved a grade of B- or better in *English 9 Honors (2101)*, or a grade of A or better in *English 9 College Preparatory (2202)*, as well as teacher recommendation.

2227	ENGLISH 10		
	COLLEGE PREPARATORY	GRADE 10	5 CREDITS

This college preparatory course will include extensive work in literature, grammar, vocabulary, and written composition. Students will learn to understand the various genres: short story,

novel, drama, nonfiction, and poetry. In written composition, students will be taught the mechanics of the longer composition and the research paper. Student writing will include narration, description, and exposition, including persuasion, comparison and contrast, and literary analysis. Students will study works that may include *A Separate Peace*, *To Kill a Mockingbird*, and *Julius Caesar*. Grammar study will include a review of common writing errors, punctuation rules, parts of speech, parts of the sentence, and phrases and clauses. Vocabulary development and MCAS preparation will be on-going.

A student’s grade will be determined by a variety of assessments such as tests, quizzes, essays, in-class writings, homework assignments, class participation, group work, projects, the research paper, and oral presentations.

Participation in the summer reading program is a requirement for this course.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

2328	ENGLISH 10		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 10	5 CREDITS

This course is intended for the students who have not demonstrated mastery of fundamental language skills and who need improvement in basic reading comprehension skills. Students taking this course need development and/or reinforcement of basic reading, writing, listening, and speaking skills. Course curriculum may include poetry, short stories, various forms of nonfiction, Shakespearean and modern drama, and novels such as *Moby Dick* (adapted), *Night*, and *The Pearl*. Vocabulary and grammar study is on-going. Students will practice test-taking strategies for the MCAS.

A student’s grade will be determined by a variety of assessments such as tests, quizzes, essays, in-class writing, homework assignments, class participation, group work, course notebook, projects, and oral presentations.

Participation in the summer reading program is a requirement for this course.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guidelines: Admission to this course is by teacher recommendation only..

2451	ADVANCED PLACEMENT ENGLISH 11		
	LEVEL-AP	GRADE 11	5 CREDITS

Advanced Placement English is a course for students who have demonstrated exceptional ability and interest in literature and composition. Using a variety of nonfiction works, students will become versed in identifying and analyzing various rhetorical strategies and will recognize how to incorporate these various strategies into their own writing. This analysis will prepare the students for the AP English Language Examination in May. Although the course will examine a number of nonfiction works, important works of fiction from the American literary canon will be analyzed. Students will be expected to do independent research, participate actively in class discussion, make oral presentations, and submit scholarly papers on a regular basis. Course curriculum will include works such as *The Adventures of Huckleberry Finn*, *The Great Gatsby*, and *Death of a Salesman*.

A student’s grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, projects, research papers, and oral presentations.

Participation in the summer reading program is a requirement for this course.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: *Students selecting this course should have achieved a grade of A or better in English 10 Honors (2126) and teacher recommendation.*

2152	ENGLISH 11		
	HONORS	GRADE 11	5 CREDITS

This is a course in American Literature from the colonial period to the present. Students will study works that may include Bradstreet, Emerson, Thoreau, Dickinson, Twain, Fitzgerald, Hemingway, and Miller. Students will be expected to do in-depth work on an independent level, including literary analysis of novels, modern and Shakespearean drama, poetry, and nonfiction. Students will write critical essays, as well as a literary research paper incorporating primary and secondary source material. Students will practice test-taking skills for the PSAT's and SAT's.

A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, projects, research papers, and oral presentations.

Participation in the summer reading program is a requirement for this course.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: *Students selecting this course should have achieved a grade of B- or better in English 10 Honors (2126), or a grade of A or better in English 10 College Preparatory (2227), and have received a teacher recommendation.*

2253	ENGLISH 11		
	COLLEGE PREPARATORY	GRADE 11	5 CREDITS

This course is primarily a study of American Literature from the colonial period to the present. Students will read a variety of works of poetry, plays, novels, and short stories which may include works by authors such as Edwards, Emerson, Thoreau, Twain, Fitzgerald, and Williams. Students will continue their study of Shakespeare through the reading of *Macbeth*. Students are required to write short critical essays, in addition to a literary research paper incorporating both primary and secondary sources. Students will practice sentence completion, analogy, and reading comprehension strategies for the PSAT's and SAT's.

A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, projects, research papers, and oral presentations.

Participation in the summer reading program is a requirement for this course.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

2354	ENGLISH 11		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 11	5 CREDITS

The objectives of this course include written and oral communication, group discussion to encourage students to express their ideas and opinions, and essay development to enable students

to write clearly and effectively. The study of grammar, composition, and speech are integrated with the study of literature. Vocabulary is developed through the literature, as well as in separate study. Students will participate in group discussions and presentations, independent reading projects, and writing workshops. In literature, students will read short stories, biographies, novels, drama, poetry, and nonfiction. Works to be studied may include *Adventures of Huckleberry Finn*, *Macbeth*, *Ethan Frome*, and *Our Town*.

A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, projects, research papers, and oral presentations.

Participation in the summer reading program is a requirement for this course.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: Admission to this course is by teacher recommendation only.

2476	ADVANCED PLACEMENT ENGLISH 12		
	LEVEL-AP	GRADE 12	5 CREDITS

Advanced Placement English 12 is an intensive college level study of representative works from various genres and periods, concentrating on works of recognized literary merit from the 16th to the 20th centuries. The course will engage students in the careful reading and critical analysis of literature, asking them to consider a work's artistry and its embodiment of social and historical values. The goal of the course is to deepen the students' understanding of the ways writers use language to provide both meaning and pleasure and, in so doing, to prepare students for the Advanced Placement Literature and Composition Examination in May. The primary methods used to attain these ends will be thoughtful discussion and writing about the selected works and practice in answering objective and subjective items that have formerly appeared on the examination.

A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, projects, research papers, and oral presentations.

Participation in the summer reading program is a requirement for this course.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: Students selecting this course should have achieved a grade of B- or better in English 11 Level-AP (2451) or a grade of A or better in English 11 Honors (2152) and teacher recommendation, and/or a grade of 3 or better on the Advanced Placement Language Exam.

2177	ENGLISH 12		
	HONORS	GRADE 12	5 CREDITS

This course is designed to provide an in-depth study of selected works of British and World Literature. The students will read works from the Medieval period to the present. Students will study works that may include *Canterbury Tales*, *Hamlet*, *Jane Eyre*, *Heart of Darkness*, *A Portrait of the Artist as a Young Man*, as well as individually assigned readings of other poetry, drama, novels, and independent critical research. This course will require students to read and analyze literature by means of critical thinking. Students will be tested prior to discussion of works. Students will do small group discussion, oral and written presentations, film reviews, and a senior project. SAT I and SAT II preparation will occur during the first semester.

A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, projects, research papers, and oral presentations.

Participation in the summer reading program is a requirement for this course.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: *Students selecting this course should have achieved a grade of B- or better in English 11 Honors (2152) or a grade of A or better in English 11 College Preparatory (2253) and have received teacher recommendation.*

2278	ENGLISH 12		
	COLLEGE PREPARATORY	GRADE 12	5 CREDITS

This course is a study of British and World Literature. The course primarily explores the origins and development of British and World Literature through a study of authors from the Middle Ages to the present. Independent reading, research, and critical papers are required.

In British Literature students will read works that may include *Canterbury Tales*, *Hamlet*, *Lord of the Flies*, as well as other selected British fiction, drama, and poetry. In World Literature students will read excerpts from works such as *Gilgamesh*, *Candide*, *Don Quixote*, as well as works from authors such as Tolstoy, Chekhov, and Joyce. Intensive SAT preparation is provided during the first term. Students are expected to participate in small group discussion, oral and written presentations, literary and film analysis, and a senior project.

A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, projects, research papers, and oral presentations.

Participation in the summer reading program is a requirement for this course.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

2380	ENGLISH 12		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 12	5 CREDITS

This course is designed to improve students' composition skills through the study of literature. Emphasis will be placed on correct grammatical usage, sentence structure, and organization of details. Students will utilize narrative, expository, and persuasive techniques when composing reaction papers, essays, reports, and other forms of writing. Students will study works that may include selections by American and British authors, such as Kesey, Bradbury, Golding, and Shakespeare. These works will explore social issues and ways the individual can meaningfully exist while in conflict with society. Students are expected to participate in group discussions and presentations culminating in a senior project.

A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, projects, research papers, and oral presentations.

Participation in the summer reading program is a requirement for this course.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: Admission to this course is by teacher recommendation only.

2090	MCAS SUPPORT I		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 9	5 CREDITS

This course is designed to provide small group instruction for students who may be deficient in the essential skills necessary for reading success. Students will receive instruction designed to improve their comprehension and critical reading skills. Students will develop the skills necessary to become independent readers and to function in a literate society.

A student’s grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, and projects.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: This course is required for all students who are enrolled in English Essential College Preparatory in Grade 9.

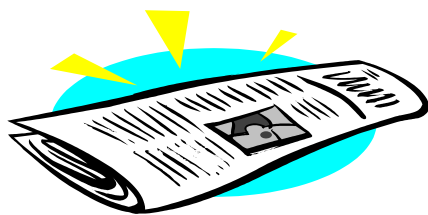
2091	MCAS SUPPORT II		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 10-11-12	5 CREDITS

This course is designed for students who need to develop reading techniques to become more skillful in reading in the content area. Special attention will focus on vocabulary development, using vocabulary in context, recognizing main ideas, identifying supporting details, determining main ideas, understanding relationships between ideas in a passage, and making inferences.

A student’s grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, and projects.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: This course is required for students who take English Essential College Preparatory in Grade 10 or for students in Grades 11 and 12 who NEED to improve their MCAS skills.



ELECTIVES

The following enrichment courses may be offered by the English Language Arts Department. These courses may be elected **in addition to** a student’s regularly scheduled English course.

2558	PRINT JOURNALISM (SEM. I & SEM. II)		
	COLLEGE PREPARATORY	GRADE 10-11-12	2.5 CREDITS

This semester course in Print Journalism will engage students in developing their knowledge of media ethics, as well as preparing them to develop and create news stories. A portion of the course will involve students developing a background in media history and ethics. Students will create various types of print articles including, but not limited to, news stories, opinion pieces,

and feature articles. Students will also learn how to interview sources, compose articles, and edit for error.

Requirements: *Recommendation of current English teacher and completion of an entrance essay are required to be accepted into this class.*

2299	INTRODUCTION TO ACTING (SEM. I & SEM. II)		
	COLLEGE PREPARATORY	GRADE 9-10-11-12	2.5 CREDITS

This course is designed as a developmental course for students who are interested in furthering their knowledge of acting and its practice. In this semester-long course, students will focus on the elements of theater that create a well-rounded actor/speaker. Students will study articulation, voice work and vocal registries as well as movement for the stage as it relates to blocking, physical improvisation, and character development. Students will learn the fundamentals of monologue/speech work and auditioning, as well as scene development and character analysis.

Students will read supplemental texts to enhance their understanding of theater, acting, and the connection between the actor and character. Some of these readings will include sections from *Freeing the Natural Voice*, *Acting One*, and *Impro*, by Kristin Linklater, Robert Cohen, and Keith Johnstone, respectively.



A student's grade will be determined by some or all of the following: monologue or speech, character presentations, course journal, partner scene, and character studies.



HISTORY & SOCIAL SCIENCES



CRITERIA FOR LEVELS

HONORS

Students should demonstrate the following:

- high motivation, self-direction, and responsibility.
- consistent ability to conceptualize and analyze information and primary sources while making connections to prior historical knowledge.
- skillful communication of thoughts and ideas in writing, showing strength in organization, content development, and the mechanics of writing.
- consistent engagement in logical conclusions from written material.

COLLEGE PREPARATORY

Students should demonstrate the following:

- motivation.
- the ability to conceptualize and analyze information and primary sources making connections to prior historical knowledge given directed guidance.
- communication of thoughts and ideas in writing, with sufficient organization and content development skills necessary for writing.
- work toward the formation of logical conclusions from written material.

ESSENTIAL COLLEGE PREPARATORY

Admission to this level is by teacher recommendation only.

Students should demonstrate the following:

- the motivation to succeed.
- work toward the development of the ability to conceptualize and analyze historical ideas given directed guidance.
- communication of thoughts and ideas in writing in an effort to develop writing skills.
- process of beginning to formulate logical conclusions from written material with appropriate guidance.

There is a strong correlation between English and History and Social Sciences courses with regard to levels. History and Social Sciences Honors and College Preparatory courses require a great deal of writing and strong reading skills. Although a strong English College Preparatory student might be successful in a History and Social Sciences Honors course, other students should consider taking the same level in both subject areas.

GRADE 9: REQUIRED

3150	UNITED STATES HISTORY 1		
	HONORS	GRADE 9	5 CREDITS

The focus of this course is on the major events, ideas, and trends in American history from 1763 through Reconstruction. Causes of the American Revolution, the formation of a new government, the Constitution, westward expansion, economic development, political developments, slavery and causes of the Civil War, and Reconstruction are topics that will be studied.

This course is designed as a course for students with excellent reading, writing, and critical thinking skills. A variety of materials is used: a standard textbook, a wide range of primary sources, and other outside readings. Assessments are based on written assignments, tests and quizzes, and term projects. Possible term projects include critical essays, creative writing, and book reviews.

Participation in the summer reading program is a requirement for this course. Students should consult the school’s web site for updated summer reading lists.

This course addresses the following expectations for student learning: reading, listening, critical and creative thinking, ideals of democracy, and appreciation for diversity.

Students who wish to take Advanced Placement United States History should elect United States History 1 Honors for Grade 9 and Advanced Placement United States History 2 in Grade 10.

Guideline: *Students selecting this course should have achieved a grade of B or better in World Civilizations Level-1 and English Level-1 in Grade 8.*

3251	UNITED STATES HISTORY 1		
	COLLEGE PREPARATORY	GRADE 9	5 CREDITS

This course is a thorough survey of American history from the end of the French and Indian War through the Industrial Revolution. Some of the major topics include the American Revolution, Constitution, political changes, economic changes, slavery and causes of the Civil War, Reconstruction, and Native Americans.

This course is designed for students who expect to continue their education after graduation. Good reading and writing skills are important and will be reinforced. Varied homework assignments, projects, reports, essays, and regular quizzes and tests are part of the curriculum. Assessment CD-ROM programs are used to support class, textbook, and research materials.

Participation in the summer reading program is a requirement for this course. Students should consult the school’s web site for updated summer reading lists.

This course addresses the following expectations for student learning: speaking, listening, reading, critical and creative thinking, and practicing democratic ideals.

3352	UNITED STATES HISTORY 1		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 9	5 CREDITS

This course is a thorough survey of American history from the end of the French and Indian War through Reconstruction. Some of the major topics include the American Revolution, Constitution, political changes, economic changes, slavery and causes of the Civil War, Reconstruction, and Native Americans.

There is an emphasis on skill development, writing, class discussion, maps, and using primary sources. Evaluation is based on homework, objective tests, essay tests, and class discussion. This course is appropriate both for students planning to continue their education after high school and for those planning to enter the work force.

Students should check the history department’s web site for specific instructions regarding summer assignments.

This course addresses the following expectations for student learning: speaking, listening, reading, critical and creative thinking, and practicing democratic ideals.

Guideline: Admission to this course will be by teacher recommendation ONLY.

GRADE 10: REQUIRED

3452	ADVANCED PLACEMENT UNITED STATES HISTORY 2		
	LEVEL-AP	GRADE 10	5 CREDITS

This course is a thorough survey of American history from Pre-Columbian America to the present. Some of the major topics include the Industrial Revolution, the Progressive Era, World Wars I and II, the Roaring Twenties and the Depression and New Deal, the Cold War, the civil rights movement, and globalization.

This course is designed to prepare very advanced students to take the Advanced Placement Exam in U.S. History in May. While the contents of the course will be similar to Honors, the textbook is a college text, the assignments are more rigorous and the pace will be more intensive. Term projects and assessments include a formal research paper.

Participation in the summer reading program is a requirement for this course. Students should consult the school’s web site for updated summer reading lists and assignments.

This course addresses the following expectations for student learning: speaking, listening, reading, critical and creative thinking, and practicing democratic ideals.

Guideline: Students should have been in a United States History 1 Honors class in Grade 9 and completed the class with at least an A-. Students also should have completed Grade 9 English Honors with an A- or better. Teacher recommendation and signature of the instructor should be obtained.

NOTE: All sophomores will be required to take the United States History MCAS test in May of this school year. There are NO exceptions!

3151	UNITED STATES HISTORY 2		
	HONORS	GRADE 10	5 CREDITS

This course is a thorough survey of American history from Reconstruction to the present. Some of the major topics include the Industrial Revolution, the Progressive Era, World Wars I and II, the Roaring Twenties and the Depression and New Deal, the Cold War, the civil rights movement, and globalization.

This course is designed as a course for students with excellent reading, writing, and critical thinking skills. A variety of materials is used: a standard textbook, a wide range of primary sources, and other outside readings. Assessments are based on written assignments, tests and quizzes, and term projects. Possible term projects include critical essays, creative writing, book reviews, and a formal research paper.

Participation in the summer reading program is a requirement for this course. Students should consult the school’s web site for updated summer reading lists.

This course addresses the following expectations for student learning: reading, listening, critical and creative thinking, ideals of democracy, and appreciation for diversity.

Guideline: *Students selecting this course should have achieved a grade of B- or better in United States History 1 Honors and English 9 Honors.*

NOTE: All sophomores will be required to take the United States History MCAS test in May of this school year. There are NO exceptions!

3250	UNITED STATES HISTORY 2		
	COLLEGE PREPARATORY	GRADE 10	5 CREDITS

The focus of this course is on the major events, ideas, and trends in American history since Reconstruction. Some of the major topics include the Industrial Revolution, the Progressive Era, World Wars I and II, the Roaring Twenties and the Depression and New Deal, the Cold War, the civil rights movement, and globalization.

This course is designed for students with good reading, writing, and critical thinking skills. A variety of materials is used: a standard textbook, a wide range of primary sources, and other outside readings. Assessments are based on written assignments, tests and quizzes, and term projects that may include a formal research paper, critical essays and book reviews.

Participation in the summer reading program is a requirement for this course. Students should consult the school’s web site for updated summer reading lists.

This course addresses the following expectations for student learning: reading, listening, critical and creative thinking, ideals of democracy, and appreciation for diversity.

NOTE: All sophomores will be required to take the United States History MCAS test in May of this school year. There are NO exceptions!

3351	UNITED STATES HISTORY 2		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 10	5 CREDITS

This course is a thorough survey of American history from Reconstruction to the present. Some of the major topics include the Industrial Revolution, the Progressive Era, World Wars I and II, the Roaring Twenties and the Depression and New Deal, the Cold War, the civil rights movement, and globalization.

There is an emphasis on skill development, writing, class discussion, maps, and using primary sources. Evaluation is based on homework, objective tests, essay tests, and class discussion. This course is appropriate both for students planning to continue their education after high school and for those planning to enter the work force.

Students should check the history department’s web site for specific instructions regarding summer assignments.

This course addresses the following expectations for student learning: speaking, listening, reading, critical and creative thinking, and practicing democratic ideals.

Guideline: Admission to this course will be by teacher recommendation ONLY.

NOTE: All sophomores will be required to take the United States History MCAS test in May of this school year. There are NO exceptions!

GRADE 11: REQUIRED	GRADE 12: ELECTIVE
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3120	ADVANCED PLACEMENT WORLD HISTORY		
	LEVEL-AP	GRADE 11-12	5 CREDITS

Advanced Placement World History is a course for a select number of students who have demonstrated exceptional ability in history and who have an interest in World History. The course follows the national Advanced Placement curriculum that includes an intense study of World History topics from 800 B.C. to modern times.

Materials include a college level textbook, above grade level readings, and critical thinking activities. The Advanced Placement curriculum guide will be followed. Homework, tests, and outside projects will constitute the basis for grades.

In the spring students will be expected to take the Advanced Placement World History examination given by the College Board.

Students will be expected to complete the required summer readings by the start of the academic year. Students should consult the school’s web site and the history department’s web site for listed readings and for additional summer assignments.

This course addresses, among others, the following skills and expectations for student learning: writing, reading and listening, critical and creative thinking, and a willingness to learn of the background, ideals, and practices of a global society.

Guideline: *Students currently enrolled in Advanced Placement United States History 2 should have a B- or better in this course. Students who are currently enrolled in Advanced Placement English 11 should have a B- or better in this course.*

Students who have completed Modern World Civilizations Honors with an A- and English 10 Honors with an A- may also take this course. Teacher recommendation and signature of the instructor should be obtained.

3126	MODERN WORLD HISTORY		
	HONORS	GRADE 11	5 CREDITS

This course is intended for the serious history student. Students will learn content and interpretations of historic eras including the Industrial Revolution, post-Industrial Revolution science, culture, and reform (including Marxism); the unification of nations and problems of pre-World War I nations, imperialism, World War I and the Russian Revolution, the Great Depression and the rise of the dictators, new third world political forces, World War II, the Cold War, and post-Cold War eras.

Students use a text (*World History: People and Nations*), and other sources such as primary source readings and historic films, and activities such as critical thinking skill exercises, maps, debates, and timelines. Assessment is based on objective and essay tests, outside projects, homework, quizzes, classroom activities, and a research paper.

Participation in the summer reading program is a requirement for this course. Students should consult the school’s web site for updated summer reading lists.

This course addresses the following expectations for student learning: listening, reading, critical and creative thinking, appreciation of diversity and technological skills.

Guideline: *A student selecting this course should have received a B or better in United States History 2 Honors.*

3227	MODERN WORLD HISTORY		
	COLLEGE PREPARATORY	GRADE 11	5 CREDITS

Students study the following time periods in history: the Industrial Revolution and reform; Imperialism; World War I and II; Russian Revolution; the Great Depression; fascism and communism; the Cold War; and contemporary world history.

Good reading and writing skills are critical and are reinforced. Map skills, research skills, and note-taking skills are also developed. The program develops its objectives by means of varied primary and secondary source readings, lectures, note-taking, relevant films, projects, quizzes, tests, debates, and discussion.

Participation in the summer reading program is a requirement for this course. Students should consult the school's web site for updated summer reading lists.

This course addresses the following expectations for student learning: listening, reading, critical and creative thinking, appreciation of diversity and technological skills.

Guideline: *A student selecting this course should have received a C or better in United States History Honors or College Preparatory.*

3328	MODERN WORLD HISTORY		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 11	5 CREDITS

Students study the following time periods in history: the Industrial Revolution and reform; Imperialism; World War I and II; Russian Revolution; the Great Depression; fascism and communism; the Cold War; and contemporary world history.

Special attention is being given to skill-building and reinforcement of content through a variety of hands-on projects. Reading and writing skills are also emphasized. There is frequent class work, class discussion, written assignments, and tests and quizzes. This course is appropriate both for students who are planning to continue their education after high school and those planning to enter the work force.

Students should check the history department's web site for specific instructions regarding summer assignments.

This course addresses the following expectations for student learning: speaking, listening, reading, critical and creative thinking, and practicing democratic ideals.

Guideline: *Admission to this course will be by teacher recommendation ONLY.*



ELECTIVES

3561	CRIMINAL JUSTICE (SEM. I & SEM. II)		
	COLLEGE PREPARATORY	GRADE 11-12	2.5 CREDITS

Criminal Justice focuses on those laws and legal points most encountered by citizens. Topics that are studied include the role of values in law, citizen rights and responsibilities, criminal and civil law (the police, arrest and your rights, the courts, lawyers, juvenile justice, and the correctional system).

Relevant films, values clarification activities, guest speakers, simulations, mock trials, individual and group projects, and reports. Field trips to courts and a correctional institution may be available in the future. Students are required to do varied reading, analyze cases, and participate in all activities. Written exams and essays will be based on class lectures, readings and cases, and assigned topics.

This course addresses the following expectations for student learning: speaking, listening, reading, critical and creative thinking, and practicing democratic ideals.

3565	SOCIOLOGY (SEM. I & II)		
	COLLEGE PREPARATORY	GRADE 12	2.5 CREDITS

Sociology deals with human interrelationships in groups and organizations. This includes the major social institutions of family, religion, government, education, and economy. The goal of this course is to assist students in understanding current social issues and changes in American society as well as addressing the social impact of current events. A comparison is made of American society with other major cultures in the world. Exams will be based on class lectures, text materials, case studies, and varied readings. In addition, guest speakers, films, and field studies will be utilized in this course. One research paper utilizing sociological research techniques will be required.

This course addresses the following expectations for student learning: speaking, listening, reading, critical and creative thinking, and appreciation of diversity.

3467	ADVANCED PLACEMENT PSYCHOLOGY		
	LEVEL-AP	GRADE 12	5 CREDITS

Advanced Placement Psychology is an intensive, rigorous year-long course designed to prepare students to take the Advanced Placement Psychology test. This college-level course will introduce students to the scientific and systematic study of behavior and mental processes. Students will be exposed to psychological facts, principles, and phenomena associated within each of the major subfields of psychology. Students will also learn about ethics and methods psychologists use in their science and practice.

Students use a textbook, readings from scholarly journals and magazines, and analytical exercises from the Advanced Placement preparatory books. Homework, quizzes, unit tests, Advanced Placement test preparation exercises, and outside projects are the main sources of grades. All students enrolling in this course are expected to take the Advanced Placement Psychology examination in May. Students who are interested in taking this course should have

above average reading ability, strong analytical capability, a conceptual background of the sciences, and a strong interest in the subject area.

Guidelines: *Students should have completed Modern World History Honors with an A- or better and English 11 with a grade of B+ or better.*

This course addresses the following expectations for learning: speaking, listening, reading, and critical and creative thinking.

3567	PSYCHOLOGY		
	HONORS	GRADE 12	5 CREDITS

The course in Psychology incorporates the materials in the Psychology I semester course (described below), as well as developmental stages, brain research, abnormal behavior, emotion and motivation, states of consciousness, issues related to adolescents, and social behavior.

This course studies Psychology in greater depth through lectures, numerous reading assignments in the text and on psychological research, case studies, and current topics in the field. Learning activities include reading news articles and readings related to current issues in the mental health field.

Essays based on class activities, films, readings, and personal experiences are required. Actual case studies and films are used to investigate and analyze issues related to coping strategies, mental disorders, life issues, and healthy psychological functioning. Treatment approaches for mental disorders are investigated.

Class participation/involvement is a must. The course is intended for students who have a serious interest in Psychology and are considering a profession in the field of Psychology or a related field. A CD-ROM program is used to support class, textbook, and research materials. Assessment is based on regular homework, tests, and special term projects.

Guidelines: *Students selecting this course should have completed 1) Modern World History Honors with a grade of B- or better or Modern World History College Preparatory with a B or better, and 2) should have completed English 11 Honors with a B- or better or English 11 College Preparatory with a B or better.*

This course addresses the following expectations for student learning: listening, speaking, reading, critical and creative thinking, and appreciation of diversity.

3568	PSYCHOLOGY 1 (SEM. I & SEM. II)		
	COLLEGE PREPARATORY	GRADE 12	2.5 CREDITS

Psychology focuses on helping students develop concepts and techniques that will enable them to learn about themselves, their values, and their relationship to other people in a variety of settings.

Areas of study include: psychological theories of behavior and therapy, learning theories, developmental theories, environmental influences, decision-making processes, personality development, motivations and needs, achieving mental health and treatment therapies for mental illness, and abnormal behavior.

Learning activities and grading include the following: required textbook readings, concepts and information from assigned readings. Lectures and films are evaluated on quizzes and tests. Readings are assigned related to news articles and current issues in mental health. Essays based on class activities, films, readings, and personal experiences are required. Class participation is a strong factor.

This course addresses the following expectations for student learning: speaking, listening, reading, critical and creative thinking, and appreciation of diversity.

3585	TOPICS IN AMERICAN STUDIES THROUGH FILM (SEM. I)		
	HONORS	GRADE 11-12	2.5 CREDITS

This course examines a focused subject in U.S. history and politics in detail, through examination of journal articles and primary source readings as well as through the interpretations of historic events as depicted in selected documentaries and feature films. Students will learn both the latest scholarship in the selected topic for the semester as well as techniques in media literacy and recognizing interpretation and bias both in print and in film. Students will be expected to produce a written three-to-five page critique for each documentary or feature film viewed, with an average of four to five films viewed during the semester. Fall – 2008 Topic: The Vietnam War Era.

Textbooks: Carnes, Mark C. (ed.). *Past Imperfect: History According to the Movies*. New York: Henry Holt & Sons, 1995.

Karnow, Stanley. *Vietnam: A History*, 2nd Edition. New York: Penguin Books, 1997.

Guidelines: Admission to this course is by application ONLY. Students desiring to enroll in the course should have a minimum average of a B in junior History and Social Sciences and English Honors courses or an A- average in History and Social Sciences and English College Preparatory courses. Students must meet with the course instructor one week prior to course selection deadline to review their application to determine eligibility for the course.

This course addresses the following expectations for student learning: listening, speaking, reading, critical and creative thinking, and writing.

3586	TOPICS IN WORLD STUDIES THROUGH FILM (SEM. II)		
	HONORS	GRADE 11-12	2.5 CREDITS

This course examines a focused subject in world history and politics in detail, through examination of journal articles and primary source readings as well as through the interpretations of historic events as depicted in selected documentaries and feature films. Students will learn both the latest scholarship in the selected topic for the semester as well as techniques in media literacy and recognizing interpretation and bias both in print and in film. Students will be expected to produce a written three-to-five page critique for each documentary or feature film viewed, with an average of four to five films viewed during the semester. Spring – 2009 Topic: Modern Empire & Imperialism, 1800 - present.

Textbooks: Carnes, Mark C. (ed.). *Past Imperfect: History According to the Movies*. New York: Henry Holt & Sons, 1995.

Conklin, Alice L. and Fletcher, Ian Christopher. *European Imperialism: 1830-1930 (Problems in European Civilization Series)*. Boston: Houghton Mifflin, 1998.

Guidelines: Admission to this course is by application ONLY. Students desiring to enroll in the course should have a minimum average of a B in junior History and Social Sciences and English Honors courses or an A- average in History and Social Sciences and English College Preparatory courses. Students must meet with the course instructor one week prior to course selection deadline to review their application to determine eligibility for the course.

This course addresses the following expectations for student learning: listening, speaking, reading, critical and creative thinking, and writing.

3574	ADVANCED PLACEMENT ECONOMICS		
	LEVEL-AP	GRADE 12	5 CREDITS

Advanced Placement Microeconomics is an accelerated course for seniors who would like to do more work in the social sciences with an eye toward business or government work. Specifically, the course deals with the Advanced Placement course outline, which includes the topics of scarcity, opportunity cost, production possibility curves, benefit/cost analysis, supply and demand, perfect and imperfect competition, factor markets, the role of government, and reasons for trade. In addition, current economic developments are analyzed. Students can leave this course with the same knowledge that could be acquired from a college introductory microeconomics course.

Students use a textbook, readings from news magazines like Newsweek, and analytical exercises from Advanced Placement preparatory books. Homework quizzes, unit tests, Advanced Placement test preparation exercises, and small outside projects are the main source of grades. All students are expected to take the Advanced Placement exam.

Guidelines: *Students who are interested in taking this course should have an above-grade reading capability, a comfort level with mathematical abstractions, and a keen interest in this area.*

This course addresses the following expectations for student learning: listening, reading, writing, critical and creative thinking and technological skills.

3576	CITIZENSHIP FOR THE 21ST CENTURY (SEM. I & SEM. II)		
	COLLEGE PREPARATORY	GRADE 11-12	2.5 CREDITS

This course is designed to help students become informed, active, and powerful citizens of a free and complex society. Through the study of their fundamental rights and responsibilities as American citizens, students will learn practical skills to maximize their influence with various political and governmental institutions at the local, state, and national levels. Students will engage in numerous activities, including debates, mock trials, model legislative sessions, and executive role-playing situations. Emphasis will be on sound decision-making. Discussions of significant current events as they apply to course topics will also be conducted regularly.

This course satisfies the “Civics and Government” strand of the state frameworks. An assortment of articles, web sites, books, and other research tools will be utilized in class. Students are expected to maintain a notebook throughout the course.

This course addresses the following expectations for student learning: listening, reading, speaking, critical and creative thinking and practicing democratic ideals.

3580	ETHICS: SELF AND SOCIETY (SEM. I & SEM. II)		
	HONORS	GRADE 11-12	2.5 CREDITS

Harness the wisdom of the ages to achieve a more meaningful and fulfilling personal life. This course will highlight major trends in Western moral philosophy and apply prominent classical ideas to contemporary moral problems. Topics will include how to achieve happiness, the nature of morality, free will and responsibility, virtues and vices, suicide, dishonesty, human sexuality, abortion, capital punishment, euthanasia, cloning, animal rights, decadence and the coarsening of American culture.

Combining ethical theory with practical situations, the course will feature student-centered activities such as intensive discussions, debates, role-playing situations, and examination of case studies. Students must possess sophisticated reading and writing skills because the bulk of the

required readings is selected from a college-level text (Jacques P. Thiroux's *Ethics: Theory and Practice*) while journals, persuasive essays, and research projects form the basis of evaluation.

This course addresses the following expectations for student learning: listening, reading, speaking, critical and creative thinking, and appreciation for diversity.

3582	ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS		
	LEVEL-AP	GRADE 11-12	5 CREDITS

This course is designed for qualified students with an avid interest in power, leadership, law, government, political theory, and practical politics. The curriculum will intensively investigate the following broad topics: the Constitutional basis of government; federalism; branches of the national government; political beliefs and behaviors; political parties, campaigns and elections; interest groups, and the mass media; civil rights and civil liberties; and public policy.

Extensive research, critical essays, and experiential activities will be assigned throughout the year. All students will be required to participate in daily seminars. James Q. Wilson's *American Government* is the text used along with a collection of readings, *American Political Ideals and Realities* by Peter Woll. A summer reading/writing assignment is required.

This course is equivalent to a one-semester college introductory course in American Government. Students will be expected to take the Advanced Placement United States Government and Politics exam in May.

This course addresses the following expectations for student learning: listening, reading, critical and creative thinking, and the ideals and practices of a democratic society.

Guideline: *Students should have received a minimum grade of B in History Honors courses in order to select this course.*

3111	SENIOR SEMINAR & RESEARCH PROJECT IN HISTORY		
	HONORS	GRADE 12	5 CREDITS

The seminar will focus on a guided study through major episodes of history. The seminar planning will weave the personal interests of the student participants into the course work. Some examples of areas of study may include ancient empires, the development of ideas in the arts, literature and science, the generation and development of revolutions, war and the interconnectedness of war, the development of alliances and the background of alliances. The seminar will be organized topically, and interconnections will be made throughout the year of study. The perspectives will be to understand our own national historical context and to view our current world with a broader global perception and a sense of networking in the world of the twenty-first century.

Every participant will be expected to complete all required readings, to participate actively and vigorously in all discussions, and to plan and execute a research project. The research project will be a major component of the final grade and will include an oral presentation before a board of listeners.

Guidelines: *This course is for the senior student who has completed three years of history courses. The entry requirements for this course are the completion of three Advanced Placement, Honors, or College Preparatory history courses with at least a B average; a desire to extend the study of history by doing further reading and research; and the approval of the course instructor.*

This course addresses the following expectations for student learning: reading, writing, critical thinking, and analysis.



FOREIGN LANGUAGES



CRITERIA FOR LEVELS

HONORS

Students are highly motivated to learn and think in another language. They are eager to participate in the four major areas of learning in foreign language classes: listening, speaking, reading, and writing. They are able learners who connect previous learning with new experiences. They can understand, communicate, read, and write effectively in the target language and in English. Honors students appreciate a rigorous course and are willing to work harder to master new skills.

COLLEGE PREPARATORY

Students possess the ability and the interest to learn a foreign language. They are able to apply concepts taught and to build upon prior knowledge. They are attentive, cooperative, and diligent. College preparatory students can speak with moderate skill in the foreign language. These students benefit greatly from the opportunity to practice concepts taught.

All courses address Expectations 1-5 for Lifelong Learning and Expectations 1-3 for Attributes and Attitudes.

8101	FRENCH 1		
	HONORS	GRADE 9-10-11-12	5 CREDITS

This course introduces students to the four language skills of listening, speaking, reading, and writing with an emphasis on the first two skills. Through daily oral participation, students work to improve pronunciation and develop listening comprehension. Students will learn vocabulary words, expressions, and grammatical forms that are used by French-speaking people in everyday situations. Assessments include a variety of tests, quizzes, and projects. This course is suggested for students who desire an intensive and accelerated learning experience. Students signing up for French 1 after two or more years of another foreign language should consider taking this class. The course utilizes the text *Discovering French Bleu* and various ancillary materials.

8202	FRENCH 1		
	COLLEGE PREPARATORY	GRADE 9-10-11-12	5 CREDITS

This course is designed to introduce students to the four language skills of listening, speaking, reading, and writing with a major emphasis on the first two skills. Through daily oral participation, students will work to improve pronunciation and develop listening comprehension. Students will learn vocabulary words, expressions, and grammatical forms that are used by French-speaking people in everyday situations. This course will emphasize vocabulary development and grammar skills. The course utilizes the text *Discovering French Bleu* and other ancillary materials. The assessments include a variety of tests, quizzes, and projects.

8126	FRENCH 2		
	HONORS	GRADE 9-10-11-12	5 CREDITS

This course is a continuation of French 1 (8101) and is recommended for students who may continue through French 4. This course is conducted in French and students are required to communicate in the target language. The pace of instruction is accelerated, and students are expected to participate actively in class discussions. French 2 is filled with vocabulary, grammar, an introduction to compound tenses, and cultural information. Required readings include dialogues and short stories from the text *Discovering French Blanc*. Students must write in French while demonstrating accuracy and clarity. This collaboration of speaking, listening, writing, and reading allows students to build a strong foundation for further study of French. Materials include *Discovering French Blanc*, workbooks and the video *L'Histoire de Pierre et Ses Amis*. Assessments include quizzes, chapter tests, projects, skits, and compositions. Two cultural projects based on French life and Parisian monuments will be assigned.

Guideline: *Students selecting this course should have achieved a grade of B or better in French I Honors.*

8227	FRENCH 2		
	COLLEGE PREPARATORY	GRADE 9-10-11-12	5 CREDITS

This course, a continuation of French 1 College Preparatory, is conducted in French, and students are encouraged to communicate in the target language. French 2 is filled with vocabulary, grammar, an introduction to compound tenses, and cultural information. Students will demonstrate their ability to listen to, speak, read and write in the target language. This course stresses communicative skills, and students are encouraged to participate actively in the target language. Required readings include dialogues and short stories from the text *Discovering French Blanc*. Students must write in French while demonstrating accuracy and clarity. This collaboration of speaking, listening, writing, and reading allows students to build a strong foundation so that they may continue in their study of French. Materials include the text *Discovering French Blanc*, workbooks, and the video *L'Histoire de Pierre et Ses Amis*. Assessments include quizzes, chapter tests, projects, skits, and compositions. Two cultural projects on French life and Parisian monuments will be assigned.

Guideline: *Students selecting this course should have achieved a grade of C or better in French I College Preparatory.*

8151	FRENCH 3		
	HONORS	GRADE 10-11-12	5 CREDITS

This course is a continuation of French 2 Honors. Students will continue to acquire fluency in speaking and writing French through activities sequenced from guided vocabulary and structured exercises to more open-ended questions, which lead to opportunities for creative self-expression. The course uses *Discovering French Rouge* as its primary text as well as audio, visual, and workbook materials. Students will read and analyze excerpts from French history and literature, such as *Jeanne d'Arc*, *Les Miserables*, *Cyrano de Bergerac*, and *La Chanson de Roland*. Students will have announced tests and quizzes and will write guided compositions on topics related to the textbook chapters. Two independent projects on French regions and culture will be assigned for class presentation. The course will be conducted in French, and the students are expected to communicate in French and to participate actively in class discussions.

Guideline: *Students selecting this course should have achieved a grade of B or better in French 2 Honors.*

8252	FRENCH 3		
	COLLEGE PREPARATORY	GRADE 10-11-12	5 CREDITS

Students will continue to acquire fluency in speaking and writing French through activities sequenced from guided vocabulary and structured exercises to more open-ended questions, which lead to opportunities for creative self-expression. The course uses *Discovering French Rouge* as its primary text as well as audio, visual, and workbook materials. Students will read excerpts from French history and literature, such as *Jeanne d'Arc*, *Cyrano de Bergerac*, and *La Chanson de Roland*. Students will have announced tests and quizzes and will write guided compositions on topics related to the textbook chapters. Two independent projects on French regions and culture will be assigned for class presentation. Students are expected to communicate in French and to participate actively in class.

Guideline: *Students selecting this course should have achieved a grade of C or better in French 2 College Preparatory.*

8176	FRENCH 4		
	HONORS	GRADE 11-12	5 CREDITS

Students will continue to develop the four language skills, as well as review basic grammar designed to improve their ability in oral and written expression. Students will be expected to communicate in French. Course curriculum consists of the novel *Le Petit Prince*, a unit on French Impressionism, and a brief survey of French poetry from several centuries. Oral and written work will complement the readings, and will include in-depth analysis of the texts. In addition to tests and quizzes, assessments also include bimonthly essays, active participation in class discussions, an independent research project on *Le Petit Prince*, and two video projects.

Guideline: *Students selecting this course should have completed French 3 Honors with a grade of B or better, or with the permission of the instructor.*

8277	FRENCH 4		
	COLLEGE PREPARATORY	GRADE 11-12	5 CREDITS

Students will continue to develop the four language skills, as well as review basic grammar designed to improve their ability in oral and written expression. Course curriculum consists of announced quizzes and tests, the reading and analysis of the novel *Le Petit Prince*, a unit on French Impressionism, and a brief survey of French poetry from several centuries. Oral and written work will complement the readings. Students will be expected to communicate in French and also participate in class discussions. They will do two video projects, an independent research project on *Le Petit Prince*, and write monthly essays in French.

Guideline: *Students selecting this course should have completed French 3 with a grade of C or better.*

8103	SPANISH 1		
	HONORS	GRADE 9-10-11-12	5 CREDITS

This course introduces students to the four language skills of listening, speaking, reading, and writing with an emphasis on the first two skills. In addition to daily oral participation, students work to improve pronunciation and develop listening comprehension by using vocabulary words, expressions, and grammatical forms that are used by Spanish-speaking people in everyday situations. Assessments include a variety of tests, quizzes, and projects. This course is suggested for students who desire an intensive and accelerated learning experience. Students signing up for Spanish 1 after two or more years of successful study of another foreign language

should consider taking this class. The course utilizes the text *Paso a Paso 1* and various ancillary materials.

8204	SPANISH 1		
	COLLEGE PREPARATORY	GRADE 9-10-11-12	5 CREDITS

This course is designed to introduce students to the four language skills of listening, speaking, reading, and writing with a major emphasis on the first two skills. Students will begin to develop competency in Spanish by using vocabulary and grammar that are used by Spanish-speaking people in everyday situations. This course will emphasize vocabulary development and grammar. Assessments include a variety of tests, quizzes, and projects. This course uses the text *Paso a Paso 1* and various ancillary materials.

8128	SPANISH 2		
	HONORS	GRADE 9-10-11-12	5 CREDITS

This course is a continuation of Spanish 1 Honors and is recommended for students who may continue through Spanish 4. This course is conducted in Spanish and students are required to communicate in the target language. Students will demonstrate their ability to listen to, speak, read, and write in the target language. The pace of instruction is accelerated, and students are expected to participate actively in the target language. Spanish 2 is filled with vocabulary, grammar, an introduction to compound tenses, and cultural information. Required readings include dialogues and short stories, interviews, and poetry from the text *Paso a Paso 2*. Students must write in Spanish while demonstrating accuracy and clarity. This collaboration of speaking, listening, writing, and reading allows students to build a strong foundation for further study of Spanish. Materials include *Paso a Paso 2*, workbooks and the video *La Catrina*. Assessments include quizzes, chapter tests, projects, and oral presentations.

Guideline: *Students selecting this course should have achieved a grade of B or better in Spanish I Honors.*

8229	SPANISH 2		
	COLLEGE PREPARATORY	GRADE 9-10-11-12	5 CREDITS

This course is a continuation of Spanish 1 College Preparatory and is recommended for students who may continue through Spanish 3. This course is conducted in Spanish and students are encouraged to communicate in the target language. Spanish 2 is filled with vocabulary, grammar, an introduction to compound tenses, and cultural information. Students will demonstrate their ability to listen to, speak, read, and write in the target language. This course stresses communicative skills, and students are encouraged to participate actively in the target language. Required readings include dialogues and short stories, interviews, and poetry from the text *Paso a Paso 2*. Students must write in Spanish while demonstrating accuracy and clarity. This collaboration of speaking, listening, writing, and reading allows students to build a strong foundation so that they may continue in their study of Spanish. Materials include *Paso a Paso 2* and workbooks. Assessments include quizzes, chapter tests, projects, and oral presentations.

Guideline: *Students selecting this course should have achieved a grade of C or better in Spanish I College Preparatory.*

8153	SPANISH 3		
	HONORS	GRADE 10-11-12	5 CREDITS

This course is a continuation of Spanish 2 Honors. Students will continue to acquire fluency in speaking and writing Spanish through activities sequenced from guided vocabulary and structured exercises to more open-ended questions, which will lead to opportunities for creative self-expression. Readings from Spanish literature will be included as well as the Spanish novel

Amalia. Students will have announced tests and quizzes and will write guided compositions on topics related to the textbook chapters. One independent project and one video project on the novel *Amalia* will be assigned for class presentation. The course will be conducted in Spanish, and the students are expected to communicate in Spanish and to participate actively in class discussions. The entire textbook, *Paso a Paso 3*, is written in Spanish.

Guideline: *Students selecting this course should have completed two years of Spanish with a grade of B or better.*

8254	SPANISH 3		
	COLLEGE PREPARATORY	GRADE 10-11-12	5 CREDITS

This course is a continuation of Spanish 2 College Preparatory and is designed primarily for the students who plan to terminate their study of foreign language at this level. This course places more emphasis on grammar, vocabulary, and culture. Students will continue to acquire fluency in Spanish through activities sequenced from guided vocabulary and structured exercises to more open-ended questions that lead to opportunities for creative expression. Students will have announced tests, quizzes, and will write short guided compositions. They will make oral presentations in Spanish and participate in class discussions. This course uses an edition of *Paso a Paso 3* with grammatical concepts described in English.

Guideline: *Students selecting this course should have passed Spanish 2 with a grade of C or better.*

8178	SPANISH 4		
	HONORS	GRADE 11-12	5 CREDITS

Students will further develop the four language skills along with a review of basic grammar designed to improve the student's ability in oral and written expression. The curriculum will include completion of *Paso a Paso 3*, short stories, and the telenovela *La Catrina El Ultimo Secreto* with video and workbook components. Students will have announced tests and quizzes and write weekly compositions on assigned topics. One independent research project and one video project will be assigned for class presentation. The course will be conducted in Spanish, and students are expected to communicate in Spanish and to participate actively in class discussions.

Guideline: *Students selecting this course should have completed Spanish 3 Honors with a grade of B or better, or with the permission of the instructor.*

8279	SPANISH 4		
	COLLEGE PREPARATORY	GRADE 11-12	5 CREDITS

This course places more emphasis on grammar and vocabulary, which is designed to improve students' ability in oral and written expression. Course curriculum will include completion of *Paso a Paso 3* with audio and video components including the Spanish novel *La Catrina El Ultimo Secreto*. Students will have announced tests and quizzes, and write guided compositions. The class will be conducted in Spanish, and students are expected to communicate in Spanish.

Guideline: *Students selecting this course should have completed Spanish 3 College Preparatory with a grade of C or better.*

LATIN 1, 2, 3, 4

The four-year sequence in Latin teaches the student how to read Latin and comprehend it. The student will gain a knowledge and understanding of ancient Greco-Roman history and culture.

Through comparisons and contrasts with Latin, the student will develop greater insight into English. Readings introduce vocabulary and linguistic structure as well as culture. It is the practice of the course to have the student read the passages before explaining the points of grammar to be studied. This reading approach emphasizes the communicative function of an ancient language and gives the student more confidence in his/her ability to deal with a foreign text.

The Cambridge Latin Course is the primary text used. Ancillary materials provide the structure necessary to practice the concepts covered in the reading. Assessment of student learning occurs in several forms: quizzes, tests, essays, research projects and oral presentations. Please note that College Preparatory classes are not offered in the Latin course sequence.

It is recommended that students who wish to be successful in two or more years of studying Latin should meet the following criteria:

- sincere desire to study a classical language and learn about ancient civilizations
- strong skills in English language, grammar and vocabulary
- good ability in reading comprehension
- good analytical skills
- good organizational and study skills
- willingness to work hard

8105	LATIN 1		
	HONORS	GRADE 9-10-11	5 CREDITS

Students will study the cultural and historical background of Pompeii and Roman Britain during the first century A.D. Students will gain insight into the structure of an ancient language and its many contributions to English. This course begins with the Unit 1 text and ends with Chapter 15 in Unit 2.

8130	LATIN 2		
	HONORS	GRADE 10-11-12	5 CREDITS

This course begins with Chapter 16 in the Unit 2 text and ends with Chapter 28 in Unit 3. Students will study the Roman provinces of Egypt and Britain during the first century A.D. The textbook stories provide material for consolidation and practice of language features. The level of difficulty increases as the course proceeds.

Guideline: *Students selecting this course should have achieved a minimum grade of C+ in Latin 1.*

8155	LATIN 3		
	HONORS	GRADE 11-12	5 CREDITS

This course will cover the final chapters in Unit 3 of the *Cambridge Latin Course*. The stories take place in Rome and include material relating to the conquest of Masada, the philosophy of Stoicism, and the stratification of Roman society. Additional reading selections are drawn from the histories of Tacitus and Suetonius and focus on the Julio-Claudian Emperors.

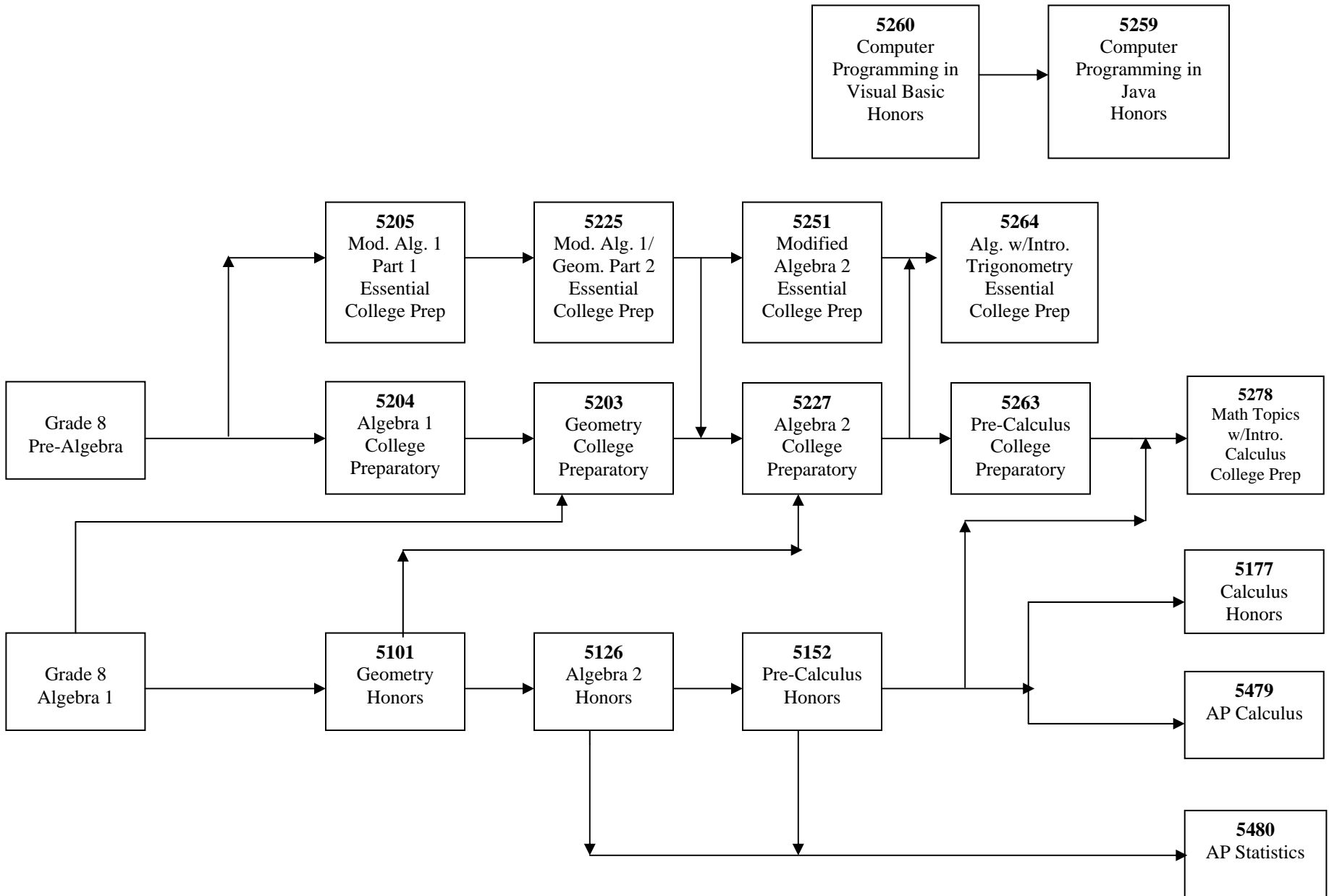
Guideline: *Students selecting this course should have achieved a minimum grade of B in Latin 2.*

8180	LATIN 4		
	HONORS	GRADE 12	5 CREDITS

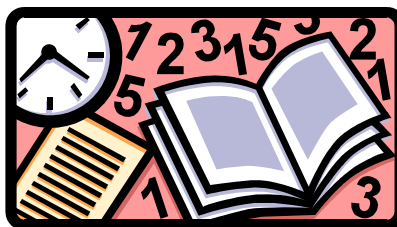
This course will include the literature of various Latin authors. Selections may include Ovid's *Metamorphoses*, Vergil's *Aeneid*, and Petronius' *Satyricon*. The intent of the course is to prepare students for college courses in Latin.

Guideline: *Students selecting this course should have achieved a minimum grade of B in Latin 3.*

COURSE SELECTION SEQUENCES FOR MATH



MATHEMATICS



CRITERIA FOR LEVELS

In the area of mathematics, the following define the expectations of students selecting the following levels:

LEVEL-AP

In selecting Advanced Placement mathematics courses, the students should demonstrate the following:

- high motivation, self-direction, responsibility.
- preparation for class: independent reading and note-taking from textbook.
- mastery of essential skills from prerequisite course work.
- ability to complete assessment in prescribed time frame.
- consistent employment of appropriate problem-solving strategies, analysis of problems, and appropriate connections to both prior knowledge and real world situations.
- communication of mathematical knowledge, both symbolically and verbally.
- consistent application of logical reasoning in drawing conclusions to problems.
- independent completion of assignments.
- an ability to learn independently in an accelerated environment.

Advanced Placement courses require independent summer work to be completed by the first day of school with 80% accuracy. No student may take Advanced Placement without completing the summer work.

HONORS

In selecting Honors mathematics courses, the students should demonstrate the following:

- high motivation, self-direction, responsibility.
- preparation for class: independent reading and note-taking from textbook.
- recall of essential skills from prerequisite course work.
- ability to complete assessment in prescribed time frame.
- consistent employment of appropriate problem-solving strategies, analysis of problems, and appropriate connections to both prior knowledge and real world situations.
- communication of mathematical knowledge, both symbolically and verbally.
- consistent application of logical reasoning in drawing conclusions to problems.
- independent completion of selected assignments, both long and short.
- an ability to learn in an accelerated environment.

COLLEGE PREPARATORY

In selecting College Preparatory mathematics courses, the students should demonstrate the following:

- motivation, responsibility, and preparation for class.
- organization and maintenance of a detailed course notebook.
- employment of appropriate problem-solving strategies, analysis of problems, and appropriate connections to both prior knowledge and real world situations.

- communication of mathematical knowledge, both symbolically and verbally.
- application of logical reasoning in drawing conclusions to problems.
- completion of long-term and short-term assignments.

ESSENTIAL COLLEGE PREPARATORY

In selecting Essential College Preparatory mathematics courses, the students should demonstrate the following:

- motivation and preparation for class.
- maintenance of a detailed course notebook.
- employment of appropriate problem-solving strategies with guidance.
- communication of mathematical knowledge, both symbolically and verbally.
- completion of multi-step problems with guidance.
- completion of short-term assignments with guidance.

Also, common assessments aligned with departmental achievement targets will be given during the year. **Students who wish to move up a level or take more than one math course must discuss this with their present math teacher and/or the curriculum team leader.**

5101	GEOMETRY		
	HONORS	GRADE 9-10	5 CREDITS

Plane and Solid Geometry are blended into one course - based on Euclidean concepts. The inductive approach followed by deductive proof is used in the study of angle relationships and parallel lines, constructions, polygons, circles and spheres, locus relationships, and ratio and proportion. The comprehensive treatment of three-dimensional geometry is thoroughly integrated with plane geometry. Solid figures and their measurements and area are treated in-depth, and a number of three-dimensional proofs and exercises are placed so that they follow logically from similar concepts in Plane Geometry. Topics in coordinate geometry and trigonometry will be included where appropriate.

Students will be expected to read and discuss the material presented in the textbook, prepare oral and/or written presentations on selected topics, conduct library research, complete intensive home assignments, and compile a comprehensive course notebook. Students in mathematics courses will be required to use a scientific or graphing calculator. It is strongly recommended that a student purchase a calculator. A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, and projects.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guidelines: *Students selecting this course should have achieved a grade of A or better in Algebra I/Grade 8 or be recommended by their teacher.*

5203	GEOMETRY		
	COLLEGE PREPARATORY	GRADE 9-10-11-12	5 CREDITS

The students will study angle relationships, parallel lines, polygons, circles, spheres, constructions, locus relationships, and ratio and proportion. Concepts dealing with the above topics will first be established in plane geometry and then gradually and logically extended to space geometry. The students will be expected to present extensive formal proofs in plane and space geometry, do assigned work outside of class, and keep a notebook on the subject.

Students in mathematics courses will be required to use a scientific or graphing calculator. It is strongly recommended that a student purchase a calculator. A student's grade will be

determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, and projects.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: *Students selecting this course should have completed Algebra 1 (5204) or received a C or better in Grade 8 Algebra 1.*

5204	ALGEBRA 1		
	COLLEGE PREPARATORY	GRADE 9	5 CREDITS

The basic fundamentals of Algebra will be used in solving equations and their applications. Relations, functions, and linear equations are examined. Factoring polynomials, fractional expressions, powers and roots are other areas of concentration. A notebook will be expected from each student.

Students in mathematics courses will be required to use a scientific or graphing calculator. It is strongly recommended that a student purchase a calculator. A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, and projects.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: *Students selecting this course should have achieved a grade of C or better in Pre-Algebra or below a C- in Grade 8 Algebra 1.*

MODIFIED ALGEBRA SEQUENCE
Courses 5205, 5225, and 5251

Before a student moves to the Modified Program, he/she must speak with his/her present math teacher and/or curriculum team leader. Although the Modified Program prepares the student for success on the MCAS and SAT, he/she may need to seek remedial work before he/she starts college mathematics.

This course sequence is designed for students who have developing arithmetic skills but have difficulty with abstract mathematics. Students who begin with Foundations of Algebra & Geometry will follow this sequence. It is recommended that students enrolled in this sequence purchase a TI solar scientific calculator.

5205	MODIFIED ALGEBRA 1 PART 1		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 9	5 CREDITS

Students are expected to complete these two courses (5205 and 5225) in sequence. Taken in succession they will cover the fundamentals of Algebra 1 and Geometry. Topics will include solving word problems, equations, inequalities, graphing linear and quadratic functions, operations with polynomials, factoring quadratic functions, identifying linear and quadratic equations, and basic geometric concepts. Students will be expected to complete homework assignments and maintain a course notebook.

Student performance will be enhanced by the purchase of a TI scientific calculator. A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, and projects.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: *Students selecting this course should have successfully completed Pre-Algebra in Grade 8.*

5225	MODIFIED ALGEBRA 1/GEOMETRY PART 2		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 10	5 CREDITS

This course is part two of the 5205 and 5225 sequence. The year is devoted to the discussion and study of basic geometric and algebraic concepts. The geometric topics to be covered include triangles, congruence, similarity, measurement, area and perimeter of polygons, and surface area and volume of three-dimensional figures. The algebraic concepts topics will include solving word problems, equations, inequalities, graphing linear functions, factoring polynomials, and solving quadratic equations.

Student performance will be enhanced by the purchase of a TI scientific calculator. A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, and projects.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: *Students selecting this course should have successfully completed Modified Algebra 1 Part I (5205).*

NOTE: **Students will not receive credit for Modified Algebra 1/Geometry (5205 or 5225) if they have successfully completed Algebra 1 (5204) except by permission of the math curriculum team leader.**

5251	MODIFIED ALGEBRA 2		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 11-12	5 CREDITS

This course will cover the fundamentals of Algebra 2. Topics covered will include real numbers and equations, inequalities, functions and graphs, systems of equations and inequalities, polynomials, rational expressions, irrational and complex numbers, quadratic functions, and polynomial functions. Additional topics will be covered if time permits. Students will be expected to complete homework assignments and maintain a course notebook.

Student performance will be enhanced by the purchase of a TI scientific calculator. A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, and projects.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guidelines: *Students should have successfully completed Modified Algebra 1/Geometry (5225) or Algebra 1 (5204) and Geometry (5203) before enrolling in this course.*

5126	ALGEBRA 2		
	HONORS	GRADE 10-11	5 CREDITS

This course covers in greater depth and intensity, many of the same topics covered in Algebra 1: number systems, operations with polynomials, relations, and functions. A solid foundation for future study in Analytic Geometry is provided by a thorough development of linear and quadratic functions, exponential, logarithmic, rational functions, systems of equations, and matrix algebra.

Students will be expected to read and discuss the material presented in the textbook, complete intensive home assignments, and compile a comprehensive course notebook.

Students in mathematics courses will be required to use a graphing calculator. It is strongly recommended that a student purchase a calculator. A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, and projects.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: *Students selecting this course should have achieved a grade of B or better in Geometry (5101) or be recommended by their teacher.*

5227	ALGEBRA 2		
	COLLEGE PREPARATORY	GRADE 10-11-12	5 CREDITS

This course covers in greater depth and intensity many of the same topics covered in Algebra 1: number systems, operations with polynomials, relations, and functions. New topics will include linear and quadratic functions, and matrices. Operations with exponents and radicals, logarithms, and complex numbers will also be included.

Students in mathematics courses will be required to use a graphing calculator. It is strongly recommended that a student purchase a calculator. A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, and projects.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: *Students selecting this course should have successfully completed Geometry.*

5152	PRE-CALCULUS		
	HONORS	GRADE 11-12	5 CREDITS

This course covers the linear, quadratic polynomial, exponential, and logarithmic functions; the geometry of conic sections; the elements of trigonometry; trigonometric functions; polar coordinates; complex numbers; sequences; and series. The pace of this course is designed to prepare students for Advanced Placement Calculus (5479).

Students in mathematics courses will be required to use a graphing calculator. It is strongly recommended that a student purchase a calculator. A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, and projects.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: *Students selecting this course should have achieved a grade of B+ or better in Algebra 2 (5126).*

5263	PRE-CALCULUS		
	COLLEGE PREPARATORY	GRADE 11-12	5 CREDITS

This course begins with a review of algebra topics such as linear systems and quadratic equations. New topics that are covered are higher degree equations, rational equations, conic

sections, and exponentiation. The course continues with the elements of trigonometry that include trigonometric and circular functions, applications, graphing, inverse functions, polar coordinates, and complex numbers.

Students in mathematics courses will be required to use a graphing calculator. It is strongly recommended that a student purchase a calculator. A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, and projects.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: *Students selecting this course should have achieved a grade of B or better in Algebra 2 (5227) or a grade of B or less in Algebra 2 (5126).*

5264	ALGEBRA WITH INTRODUCTORY TRIGONOMETRY		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 11-12	5 CREDITS

This course is designed to review the basic principles of Algebra and Geometry with an introduction to Trigonometry. Topics covered will include linear functions and higher degree equations; trigonometric functions, applications, and graphs; and an introduction to logarithms. Students are required to keep a course notebook and must bring their own calculators to class.

Students in mathematics courses will be required to use a scientific or graphing calculator. It is strongly recommended that a student purchase a calculator. A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, and projects.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: *Students selecting this course should have successfully completed Algebra 2 or achieved a B or better in Modified Algebra 2 (5251).*

5479	ADVANCED PLACEMENT CALCULUS		
	LEVEL-AP	GRADE 12	5 CREDITS

This course is offered to accelerate students who have demonstrated a thorough knowledge of algebra, axiomatic geometry, trigonometry, analytic geometry, and pre-calculus concepts. A major focus of this course is the preparation for the Advanced Placement Calculus examination that will be administered in the spring of the senior year. This course will be taught along Advanced Placement guidelines and will be more intensive than Calculus (5177).

Students in mathematics courses will be required to use a graphing calculator. It is strongly recommended that a student purchase a calculator. A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, and projects.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: *Students selecting this course should have demonstrated previous success in a fast-paced independent learning environment as evidenced by teacher recommendation and examination criteria.*

5177	CALCULUS		
	HONORS	GRADE 12	5 CREDITS

The course will reflect the various methods of differentiation and integration with applications. Students will be expected to read and to discuss material presented in the textbook, complete intensive home assignments, and compile a comprehensive homework notebook.

Students in mathematics courses will be required to use a graphing calculator. It is strongly recommended that a student purchase a calculator. A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, and projects.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: *Students selecting this course should have achieved at least a B in Pre-Calculus (5152) or an A in Pre-Calculus College Preparatory (5263).*

5278	MATH TOPICS WITH INTRODUCTORY CALCULUS		
	COLLEGE PREPARATORY	GRADE 12	5 CREDITS

This course begins with a comprehensive review of advanced algebra topics such as rational roots, complex numbers, rational expressions and equations, polynomial and exponential functions, and sequences and series. Additional topics will include statistics, data analysis, combinatorics, and probability. The course will conclude with an introduction to elements of calculus such as limits, differentiation, and integration.

Students in mathematics courses will be required to use a scientific or graphing calculator. It is strongly recommended that a student purchase a calculator. A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, and projects.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: *Students selecting this course should have completed Pre-Calculus College Preparatory (5263), Algebra with Introductory Trigonometry (5264), or Pre-Calculus (5152).*

5480	ADVANCED PLACEMENT STATISTICS		
	LEVEL-AP	GRADE 11-12	5 CREDITS

This course is an in-depth study of Statistics for the highly motivated students. Its purpose will be to introduce the student to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course is recommended for students who plan to major in college in the area of engineering, psychology, sociology, health science and business. Students taking this course will be prepared to take the Advanced Placement Exam in May. Students in this course will be required to work independently and make statistical presentations

Students in mathematics courses will be required to use a graphing calculator. It is strongly recommended that a student purchase a calculator. A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, group work, course notebook, and projects.

This course addresses the following expectations for student learning: critical and creative thinking, demonstrating technological skills, and demonstrating a sense of responsibility.

Guideline: *Students selecting this course should have achieved a grade of B+ or better in Algebra 2 (5126) or Pre-Calculus (5152). Students from College Preparatory should speak with their teacher or the curriculum team leader. Students selecting this course should have demonstrated previous success in a fast-paced independent learning environment as evidenced by teacher recommendation and examination criteria.*

5260	COMPUTER PROGRAMMING IN VISUAL BASIC		
	HONORS	GRADE 11-12	5 CREDITS

This course is an in-depth study of computer programming using Visual Basic. Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. Students will be introduced to other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of Essential College Preparatory algorithms and typical applications. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course.

A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, and computer programming projects.

This course is a prerequisite for the Computer Programming in Java.

Guideline: *Students selecting this course should have achieved a grade of B+ or better in Algebra 2 or Pre-Calculus or be in an equivalent course.*

5259	COMPUTER PROGRAMMING IN JAVA		
	HONORS	GRADE 12	5 CREDITS

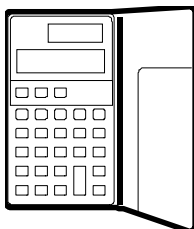
This course is an in-depth study of computer programming using Java. Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. Students will be introduced to other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of Essential College Preparatory algorithms and typical applications. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course.

A student's grade will be determined by some or all of the following: tests, quizzes, homework assignments, class participation, and computer programming projects.

Guideline: *Students selecting this course should have achieved a grade of B+ or better in Computer Programming in Visual Basic (5260).*

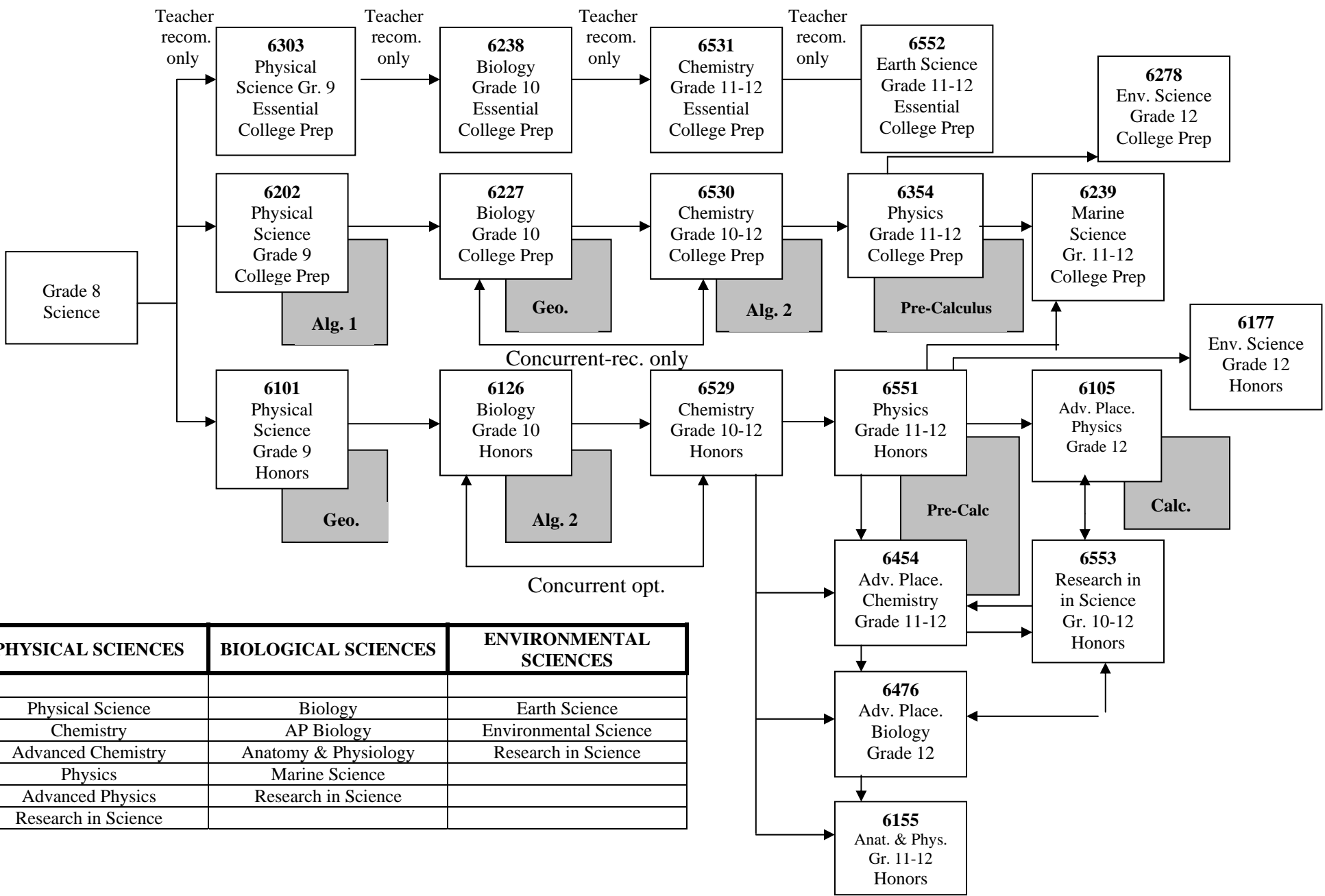
5311	MCAS REVIEW (SEM. I & SEM. II)		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 9-10-11-12	2.5 CREDITS

This course will provide the needed resources for students to pass the MCAS Test in mathematics. Concepts and strategies in multiple choice, short answers, and open response questions will be covered. This course is for students in Grade 10, 11, and 12 who have failed the test or were identified as at risk in Grade 8.



It is recommended that a TI84+ or higher graphing calculator be purchased. This is the type of calculator used throughout the math program.

COURSE SELECTION SEQUENCES FOR SCIENCE



PHYSICAL SCIENCES	BIOLOGICAL SCIENCES	ENVIRONMENTAL SCIENCES
Physical Science	Biology	Earth Science
Chemistry	AP Biology	Environmental Science
Advanced Chemistry	Anatomy & Physiology	Research in Science
Physics	Marine Science	
Advanced Physics	Research in Science	
Research in Science		



SCIENCE

CRITERIA FOR LEVELS

HONORS

Students should demonstrate the following:

- high motivation, self-direction, and responsibility.
- consistent employment of appropriate problem solving strategies, conceptualize and analysis of information while making connections to prior knowledge.
- consistent exhibition of a firm grasp of algebraic concepts with a strong ability to solve for a variable.
- skillful communication of thoughts and ideas in writing, showing strength in organization, content development, and mechanics of technical writing.
- consistent engagement in logical conclusions from written material.

COLLEGE PREPARATORY

Students should demonstrate the following:

- motivation.
- employment of appropriate problem solving strategies and may conceptualize and analyze information making connections to prior knowledge given directed guidance.
- exhibition of knowledge of algebraic concepts with a moderate ability to solve for a variable given guided instruction.
- communication of thoughts and ideas in writing, with sufficient organization and content development skills necessary for technical writing.
- work toward the formation of logical conclusions from written material.

ESSENTIAL COLLEGE PREPARATORY

Admission to this level is by teacher recommendation only.

Students should demonstrate the following:

- motivation to succeed.
- work toward the development of problem solving strategies and conceptualization of scientific ideas given directed guidance.
- work toward the use of algebraic concepts to solve for a variable given the application of mathematical relationships in scientific problems.
- communication of thoughts and ideas in writing in an effort to develop technical writing skills.
- ability to begin the process of formulating logical conclusions from written material with appropriate guidance.

The Science department addresses Expectations 1-6 for Lifelong Learning and Expectations 1-3 for Attributes and Attitudes.

PHYSICAL SCIENCES

GRADE 9: REQUIRED

6101	PHYSICAL SCIENCE		
	HONORS	GRADE 9	5 CREDITS

Physical Science is designed to expose each student to the basic concepts of physics and chemistry and the interrelationship of matter and energy in preparation for continuing scientific study. Concepts will be explored through the use of teacher lecture and class discussion, required and independent readings, and laboratory investigations in which students will be expected to render conclusions based on experimental data. Students will be expected to keep a notebook of class notes, handouts, and activities. Students in this level should be independent, highly motivated, conceptual learners with a firm grasp of algebraic problem solving. Students will be assessed through the use of homework, class participation, quizzes, tests, lab reports, and projects.

Student required materials: textbook, notebook, calculator

Guidelines: *Students selecting this course should have achieved a minimum grade of A- in Grade 8 Science, Algebra 1 and English.*

6202	PHYSICAL SCIENCE		
	COLLEGE PREPARATORY	GRADE 9	5 CREDITS

Physical Science is designed to expose each student to the basic concepts of physics and chemistry and the interrelationship of matter and energy in preparation for continued scientific study. Concepts will be explored through the use of teacher lecture and class discussions, required and independent readings, and laboratory investigations in which students will be guided to conclusions based on their experimental data. Students will be expected to keep a notebook of class notes, handouts and activities. Students in this level should be motivated learners who are capable of formulating concepts and solving algebraic problems with guided reinforcement. Students will be assessed through the use of homework, class participation, quizzes, tests, lab reports, and projects.

Student required materials: textbook, notebook, calculator

Guidelines: *Students selecting this course should have completed Science and Pre-Algebra in Grade 8.*

6303	PHYSICAL SCIENCE		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 9	5 CREDITS

Physical Science is designed to expose each student to the basic concepts of physics and chemistry and the interrelationship of matter and energy in preparation for continued scientific study. Concepts will be explored through the use of teacher lecture and class discussions, required and independent readings and laboratory investigations in which students will be guided to the formulation of conclusions based on their experimental data. Students will be guided through the proper use of a notebook as well as completion of assigned activities and handouts. Students in this level will progress through concepts at a slower pace. Students will be assessed through the use of homework, class work and class participation, quizzes, tests, lab reports and projects.

Student required materials: textbook, notebook, calculator

Guidelines: Admission to this course is by teacher recommendation only. Students must have passed a course in Grade 8 Science and be currently enrolled in Algebra or Modified Algebra and Geometry.

ELECTIVES



6529	CHEMISTRY		
	HONORS	GRADE 10-11-12	5 CREDITS

The pace and scope of this course is designed to prepare students for Advanced Placement Chemistry (6454). This course covers atomic structure, chemical bonding, reactions, gas laws, kinetic molecular theory, solutions, equilibrium, and oxidation-reduction.

Students will be expected to complete homework, reading and writing assignments, lab reports, do independent research for term projects, and use a calculator. It is strongly recommended that a student purchase a calculator and bring it to class. Students should be able to independently use algebraic concepts when problem solving. Students will be assessed by a combination of tests, quizzes, term projects, laboratory reports, and other alternative assessments as assigned.

Student required materials: textbook, scientific calculator, notebook

Guidelines: Students selecting this course should have taken or be currently enrolled in Algebra 2 Honors and should have achieved a minimum grade of B or better in previously taken Math, Physical Science Honors and English courses in order to have the appropriate background for this course.

6530	CHEMISTRY		
	COLLEGE PREPARATORY	GRADE 10-11-12	5 CREDITS

This course covers atomic structure, chemical bonding, reactions, gas laws, kinetic molecular theory, and solutions.

Students will be expected to complete homework, reading and writing assignments, lab reports, do independent research for term projects, and use a calculator. It is strongly recommended that a student purchase a calculator and bring it to class. With guidance students should be able to use algebraic concepts when problem solving. Students will be assessed by a combination of tests, quizzes, term projects, laboratory reports, and other alternative assessments as assigned.

Student required materials: textbook, scientific calculator, notebook

Guidelines: Students selecting this course should have achieved a minimum grade of C or better in Algebra 1 College Preparatory, Physical Science College Preparatory and English courses in order to have the appropriate background for this course.

6531	CHEMISTRY		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 11-12	5 CREDITS

This course covers atomic structure, chemical bonding, reactions, gas laws, kinetic molecular theory, and solutions, all at a conceptual level.

Students will be assessed through the use of homework, quizzes, tests, lab reports and project based work. Students will be expected to keep a record of class notes, complete reading assignments, homework, and write lab reports.

Student required materials: textbook and notebook

Guidelines: *Admission to this course is by teacher recommendation only. Students should have successfully passed Physical Science, Biology, and Algebra.*

6454	ADVANCED PLACEMENT CHEMISTRY		
	LEVEL-AP	GRADE 11-12	7.5 CREDITS

This course is a college level, quantitative study of inorganic chemistry in accordance with the curriculum set forth by the College Board. Topics covered are similar to those of Chemistry 6529 but with a concentration on the mathematical application of the concepts. This course includes a comprehensive laboratory component.

Students will be assessed by a combination of tests, quizzes, and the lab notebook. Students will be expected to take the Advanced Placement Chemistry examination from the College Board in the late spring.

Student required materials: textbook, scientific calculator, notebook

Prerequisites: Students should have successfully passed Chemistry Honors, English Honors, and have either successfully passed or be currently enrolled in Pre-Calculus Honors in order to have the appropriate conceptual and mathematical background for this course.

Guidelines: *Students selecting this course should have achieved a minimum grade of B+ in Chemistry Honors or by teacher's recommendation.*

6553	RESEARCH IN SCIENCE (SEM. I)		
	HONORS	GRADE 10-11-12	2.5 CREDITS

This course is designed to provide students with an opportunity to develop an approved primary research project employing the use of directed scientific experimental investigation techniques. Students will be expected to complete written assignments in addition to developing and completing an investigative project. Students will be required to report their findings to the class and will be encouraged to present their findings to the greater scientific community through such vehicles as the Junior Science and Humanities Symposium and the Region 3 Science Fair.

Student required materials: notebook or journal log for data collection

Prerequisites: *Students must have completed all of the core science courses. This course is open to all Honors students, with priority given to those students enrolled in advanced placement science courses.*

Guidelines: *Students selecting this course should have achieved a minimum grade of B in core science course or by teacher's recommendation.*

6551	PHYSICS		
	HONORS	GRADE 11-12	5 CREDITS

This course is a rigorous introduction to physics. The focus of this course is kinematics, Newtonian dynamics, astrophysics, and electromagnetism. Assessments will be made in the form of tests, lab work, and projects with other alternative assessments as assigned. Students selecting this level are expected to have a very strong mathematical background.

Student required materials: scientific calculator and notebook

Prerequisites: It is recommended that the students have completed or be concurrently enrolled in Pre-Calculus in order to have the appropriate conceptual and mathematical background for this course.

6354	PHYSICS		
	COLLEGE PREPARATORY	GRADE 11-12	5 CREDITS

This course is a formal introduction to Physics. The focus of this course will be kinematics, Newtonian dynamics, astrophysics, and electromagnetism. Assessments will be made in the form of tests, lab work, and projects with other alternative assessments as assigned.

Student required materials: scientific calculator and notebook

Prerequisites: Students should be proficient in Algebra 1 & 2, Geometry, and may have passed or may be taking Algebra and Trigonometry or Math Topics. Students are urged to speak to the Physics teacher if they have math background questions.

Guidelines: *Students selecting this course should have achieved a grade of B or better in previously taken math and science courses.*

6105	ADVANCED PLACEMENT PHYSICS		
	LEVEL-AP	GRADE 12	5 CREDITS

This course is a college level, calculus based approach to classical mechanics and electricity and magnetism in accordance with the criteria listed for the C version of the College Board Advanced Physics. Upon successful completion of this course, students will be able to solve various problems in the above topics at a first year calculus level. Assessments will be made in the form of tests, weekly problem sets, laboratory designs, laboratory reports and building projects. Students will be expected to take the Advanced Placement Physics C examination from the College Board in the late spring.

Student required materials: scientific calculator and notebook

Prerequisites: Students should have successfully passed Physics Honors, Chemistry Honors, Pre-Calculus Honors, and must also be concurrently enrolled in Calculus (Advanced Placement or Honors).

Guidelines: *Admission to this course is by the Physics teacher recommendation only. Students selecting this course should have achieved a grade of B or better in previously taken math and science courses.*

BIOLOGICAL SCIENCES



GRADE 10: REQUIRED

6126	BIOLOGY		
	HONORS	GRADE 10	5 CREDITS

The pace and scope of this course is designed to prepare students for Advanced Placement Biology (6476). Honors Biology is an in depth study of cell structure and function, cell

chemistry, genetics, evolution, plant and animal biodiversity, ecology and human biology. Students will become well versed in the fundamental concepts from each of these content areas. Regular lab work is integrated into topic areas as appropriate and lab reports will be written according to the department format. Students will be assessed through tests, quizzes, homework, class work, lab reports, project work, notebook, and writing assignments. Students in this level should be independent, highly motivated conceptual learners with a good work ethic.

Student required materials: textbook and notebook

Guidelines: *Students selecting this course in Grade 10 should have achieved a grade of B or better in Physical Science Honors and Algebra 1 Honors and teacher recommendation.*

6227	BIOLOGY		
	COLLEGE PREPARATORY	GRADE 10	5 CREDITS

College Preparatory Biology is the study of cell structure and function, cell chemistry, genetics, evolution, plant and animal biodiversity, ecology and human biology. Students will explore the fundamental concepts from each of these content areas. Regular lab work is integrated into topic areas as appropriate and lab reports will be written according to the department format. Students will be assessed through tests, quizzes, homework, class work, lab reports, project work, notebook and writing assignments. Students in this level should be motivated learners and consistent in their work ethic.

Student required materials: textbook and notebook

Guidelines: *Students selecting this course must have achieved a passing grade in Physical Science College Preparatory and have a teacher recommendation.*

6238	BIOLOGY		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 10	5 CREDITS

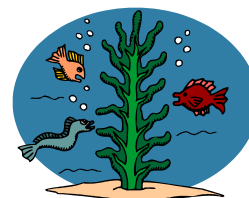
General Biology includes the study of cell structure and function, basic genetics, evolution, plant and animal biodiversity, the environment and human biology. However, students will study these content areas at a slower pace. Regular lab work is integrated into topic areas as appropriate. Students will be assessed through tests, quizzes, homework, class work, project work, notebook, and writing assignments. Students are expected to complete reading assignments, homework assignments, write laboratory reports, and turn work in on time.

Student required materials: textbook and notebook

Guidelines: *Admission to this course is by teacher recommendation only. Also, students must have successfully passed a course in Physical Science.*



ELECTIVES



6476	ADVANCED PLACEMENT BIOLOGY		
	LEVEL-AP	GRADE 12	5 CREDITS

Advanced Placement Biology gives highly motivated students the opportunity to participate in a college level biology course with the chance to earn college credits while in high school. Students will become well versed in the topics of cell structure and function, cellular energetics,

genetics, heredity, evolution, structure and function of plants and animals, and ecology. Students will be assessed through tests, lab reports and independent projects. Students will need to be highly motivated and independent learners. Students will be expected to take the Advanced Placement Biology examination from the College Board in the late spring.

Student required materials: textbook and notebook

Prerequisites: Students should have successfully completed Biology Honors and Chemistry Honors.

Guideline: *Students selecting this course should be in grade 12 and should have achieved a grade of B or higher in both Biology Honors and Chemistry Honors. Teacher recommendation is required.*

6155	ANATOMY AND PHYSIOLOGY		
	HONORS	GRADE 11-12	5 CREDITS

This rigorous course investigates the basic structure and function of the human body under normal conditions. This involves an in-depth study of the body systems (skeletal, muscular, nervous, circulatory, respiratory, digestive, excretory, endocrine, and reproductive), and how they play a role in homeostasis. Students will be assessed through the use of quizzes, tests, lab reports, short research projects, journal reviews and lab practicals. It is expected that all students will complete homework and maintain a notebook and journal. This course is strongly recommended for those students planning to take AP Biology (6476).

Student required materials: textbook, workbook, study guide, anatomy handouts, coloring plates, and dissecting equipment

Prerequisites: Students taking this course should have successfully completed Biology Honors or be recommended by the student’s current Biology College Preparatory teacher and have successfully completed or be concurrently enrolled in Chemistry Honors.

Guidelines: *Students selecting this course must have completed Biology and Chemistry or may be concurrently enrolled in Chemistry.*

6239	MARINE SCIENCE		
	COLLEGE PREPARATORY	GRADE 11-12	5 CREDITS

Marine Science is the “science of the ocean” which incorporates oceanography and marine biology as its two main components. The oceanography component explores the origin of the sea or the world ocean, the general characteristics, chemistry, geology, physics, and actions of water waves within the salt-water ecosystem. The marine biology component explores the environmental relationships between sea life, animal and plant populations, and the various food cycles. The course includes SCUBA (self-contained underwater breathing apparatus), marine aquaria set up and maintenance, coastal estuary sampling and analysis. Students will be expected to keep a notebook of class notes, handouts, and activities, in addition to a daily journal. Students in this course should have a genuine interest in marine science, be highly motivated, and self-directed towards independent study. Students will be assessed through tests, quizzes, lab practicums, lab exercises, research papers and projects.

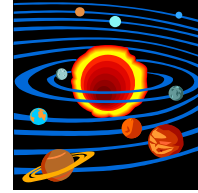
Student required materials: textbook, notebook, journal log, and colored pencils

Guidelines: *It is recommended that students have successfully completed Biology and Chemistry or be concurrently enrolled in Chemistry and achieved a minimum grade of B+, and with teacher recommendation.*

EARTH SCIENCES



ELECTIVES



6552	EARTH SCIENCE		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 11-12	5 CREDITS

This course is designed to introduce the students to the ever-changing planet we call home. Through exploring the processes that affect the Earth systems, students will gain a comprehensive understanding of the four major spheres and how they are interdependent on one another. Students will learn about the rock cycle, plate tectonics and its affect on the planet, geologic history, weather, oceanography, surficial processes that shape the earth as well as the sun-Earth-moon system. Students will be assessed by a combination of homework, quizzes, class activities, tests, and projects.

Student required materials: textbook and binder

Guidelines: *Admission to this course is by teacher recommendation only. Students selecting this course must have passed a course in Physical Science and Biology.*

6177	ENVIRONMENTAL SCIENCE		
	HONORS	GRADE 12	5 CREDITS

This course is designed to expose students to the various processes that shape the Earth’s surface and affect the atmosphere while examining the impacts humans have on the these processes. Concepts such as stewardship and sustainability will be promoted. Students in this level should be independent, highly motivated, conceptual learners who can effectively communicate research findings from outside homework assignments and quarterly projects. Students will be assessed by a combination of homework, quizzes, tests, research projects, and class participation including participation in the after school paper recycling program. Students will also be required to read an environmentally-themed book and write a paper on it by the end of the fourth term.

Student required materials: textbook, notebook, and internet access

Guideline: *Preference will be given to those students that have successfully completed Chemistry Honors and Biology, and have been enrolled in English Honors courses.*

6278	ENVIRONMENTAL SCIENCE		
	COLLEGE PREPARATORY	GRADE 12	5 CREDITS

This course is designed to expose students to the various processes that shape the Earth’s surface and affect the atmosphere while examining the impacts humans have on these processes. Concepts such as stewardship and sustainability will be promoted. Students will be expected to actively participate in class discussions as well as the after school paper recycling program. Students will be assessed by a combination of homework, quizzes, tests, and projects.

Student required materials: textbook, notebook, and internet access

Guideline: *Preference will be given to students who have successfully completed three previous science courses.*

INFORMATION TECHNOLOGY

COMMUNICATION/PUBLISHING		FINANCIAL	MARKETING	TELEVISION
4201 Input Technology/ Keyboarding College Preparatory Grade 9-12 2.5 Credits	4207 Introduction to Web Page Design (HTML) Honors Grade 10-12 2.5 Credits	4151 Accounting 1 Honors Grade 10-11-12 5 Credits	4257 Retail Marketing 1 College Preparatory Grade 11 5 Credits	1508 Introduction to Television Production College Preparatory Grade 9-12 2.5 Credits
4202 Word Beginning College Preparatory Grade 9-12 2.5 Credits	4208 Advanced Web Page Design Honors Grade 10-12 2.5 Credits	4227 Accounting 1 College Preparatory Grade 10-12 5 Credits	4277/4278 Retail Marketing 2 College Preparatory/ Honors Grade 12 10 Credits	1513 Commercial Television College Preparatory Grade 10-12 5 Credits
4226 Word Advanced College Preparatory Grade 9-12 2.5 Credits	4211 Desktop Publishing College Preparatory Grade 9-12 2.5 Credits	4176 Accounting 2 Honors Grade 11-12 5 Credits	4178 Retail Marketing Internship 2 <i>(Pass/Fail)</i> Grade 12 10 Credits	1509 Advanced Television Production Honors Grade 11-12 5 Credits
4214 Excel/PowerPoint College Preparatory Grade 9-12 2.5 Credits		4254 Business Management College Preparatory Grade 11-12 2.5 Credits		1510 Advanced Television Production College Preparatory Grade 11-12 5 Credits
		4255 Personal Finance College Preparatory Grade 11-12 2.5 Credits		1512 Broadcast Journalism College Preparatory Grade 11-12 5 Credits

INFORMATION TECHNOLOGY



WHY CHOOSE INFORMATION TECHNOLOGY SUBJECTS?

Information technology courses are designed to teach you how to be successful in school and in your future profession using today's powerful digital communication tools. You will master input and output technology skills, software and hardware skills, and application skills.

Information Technology is comprised of computerized devices and software programs that help people communicate with each other. These devices are important for professional, academic, and economic success. Desktop, laptop/tablet, and handheld computers are obvious examples of these tools. Cell phones, calculators, keyboards, headsets, digital pens, scanners, cameras, monitors, and printers are also tools. Included is the software that runs on these high-tech devices. Word processing, spreadsheet, e-mail, Web browser, database, and multimedia applications fill our lives with colorful and exciting new ways to communicate, share, and inspire.

Technology is a driving force that has the power to reshape our learning and career activities. Each new technological advance promotes new ways of thinking, working, communicating, and learning. With each course that is offered in this department, you have the opportunity to be more efficient, better educated, and more prosperous.

Expectations for Student Learning:

All courses taught in the Information Technology Department address Expectations 1, 5, and 6 for Lifelong Learning and Expectation 2 for Attributes and Attitudes.

CRITERIA FOR LEVELS

HONORS

Information Technology courses have the following student expectations:

- The student must be prepared to participate in a class that is presented at an accelerated pace.
- The student will be expected to engage in the learning and application of content that goes into depth at a challenging pace.
- The student will consistently demonstrate a high level of understanding of the use of the appropriate technology tools needed to solve a problem.
- The student will be expected to demonstrate a high level of writing skills.
- The student must be a self-directed, highly motivated, organized, and responsible learner.

COLLEGE PREPARATORY

Information Technology courses have the following student expectations:

- The student must be prepared to participate in a class that is presented at a pace designed for students preparing for college.
- The student will be expected to engage in the learning and application of content at a level consistent with the ability of students preparing for college.
- The student will demonstrate an understanding of the use of the appropriate technology tools needed to solve a problem.
- The student will be expected to demonstrate a level of writing skills consistent with students preparing for college.
- The student must be a self-directed, motivated, organized, and responsible learner.

COMMUNICATION/PUBLISHING

4201	INPUT TECHNOLOGY/KEYBOARDING (SEM. I & SEM. II)		
	COLLEGE PREPARATORY	GRADE 9-10-11-12	2.5 CREDITS

Mastering the keyboard will prepare you to compete in the modern digital world. Students taking this course will learn to manipulate the keyboard by touch (not looking at the keys while using the correct fingers). Without the basic ability to type quickly and accurately, getting your ideas and data into a computer can take a lot of time and can be frustrating. Who really wants to use the hunt and peck method of inputting data for the rest of their lives? Once students learn to keyboard and learn basic word processing skills, the integration of the computer into all disciplines is much easier.

Voice recognition may not be appropriate for all word processing purposes. Therefore, a mastery of basic touch typing is still essential in today's world.

Students will be assessed by a demonstration of skills that have been taught in class when completing application projects, simulations, and tests.

Massachusetts PreK-12 Instructional Technology Standards recommends a speed of 35 words per minute including numbers and symbols at Grade 10.

Guideline: *This course is designed for students who have very little or no prior experience with a keyboard. It should be taken prior to all other technology courses offered by this district.*

4202	WORD BEGINNING (SEM. I)		
	COLLEGE PREPARATORY	GRADE 9-10-11-12	2.5 CREDITS

In order to be proficient in information technology, you must go well beyond basic input skills and learn how your computer's hardware and software can create spectacular output to be shared with others. Output can take many forms—reports, press releases, Web pages, database reports, charts or graphs, e-mail or instant messages, photos, graphics, letters, tables, memos, newsletters, brochures, and advertisements. Most college students report that word processing is by far the most important application of information technology. By becoming proficient in Microsoft Word, students will be empowered to produce efficiently the vast amounts of writing necessary for high school and college success.

This course will give students knowledge of the basic concepts, procedures, terminology, and features/functions of Microsoft Word.

Students will be assessed by a demonstration of skills that have been taught in class when completing application projects, simulations, and tests.

Guideline: *Students selecting this course should be keyboard proficient—able to key at least thirty-five (35) words per minute accurately without looking at the keys for three (3) minutes. Students not meeting this criteria should choose Input Technology 4201.*

4226	WORD ADVANCED (SEM. II)		
	COLLEGE PREPARATORY	GRADE 9-10-11-12	2.5 CREDITS

There is a big difference between knowing the many features of Microsoft Word and the ability to create dynamic, creative, and meaningful communications. Communicating with people is at the heart of academic and career success. Learn how to use the advance features of Microsoft Word and how to apply those digital skills to realistic problems and situations. Develop proficiency in identifying, organizing, and planning. Students will refine their ability to follow directions as well as work independently and self-manage.

Students will be assessed by a demonstration of skills that have been taught in class when completing cross-curricular application projects, simulations, and tests.

Guideline: *Students selecting this course should have achieved a grade of C or better in Word Beginning (4202).*

4214	EXCEL/POWERPOINT (SEM. I & SEM. II)		
	COLLEGE PREPARATORY	GRADE 9-10-11-12	2.5 CREDITS

The ability to use a variety of computer applications is critical to solving problems in both the classroom and in whatever field you choose to pursue. This course is designed to give students an understanding of how they can apply knowledge of software programs to a number of real-life applications.

Students will receive instruction for creating spreadsheets to organize and calculate data. They will also learn to use spreadsheets to create lists in order to organize large amounts of information. Students will learn how to use presentation graphics to develop effective on-screen presentations. Realistic applications from all content areas are used throughout this course.

While Microsoft Excel and PowerPoint will be the software used, all skills learned can be easily transferred to similar programs. Students will be assessed through a demonstration of skills that have been taught in class by completing application projects, simulations, and tests.

4207	INTRODUCTION TO WEB PAGE DESIGN (HTML) (SEM. I & SEM. II)		
	HONORS	GRADE 10-11-12	2.5 CREDITS

Learn how to design and create Web pages using the programming language HTML. Plan the content, structure and layout of Web sites, create pages full of neatly formatted text, build links between the pages and to the outside world, and add color, backgrounds, graphics, tables, and buttons. Create attractive page layouts with tables. Discover what attracts visitors to a site, including typography, aesthetics, color graphics, page layout, and the elements of effective Web writing.

Students will be assessed through a demonstration of skills that have been taught in class by completing application projects and tests. By the end of the semester, each student will have completed a Web site with a minimum of three Web pages.

4208	ADVANCED WEB PAGE DESIGN (SEM. II)		
	HONORS	GRADE 10-11-12	2.5 CREDITS

This course is designed for those students who have completed the introductory HTML course (4207) and who wish to explore further topics in Web page design using Dreamweaver. Topics covered will include advanced HTML concepts, preparing digital images specifically for use on Web pages, and Cascading Style Sheets (CSS). Also included will be an introduction to Fireworks, a program used to create graphics, and navigations bars for use on Web pages.

Students will be assessed by a demonstration of skills that have been taught in class by completing an application project (a Web site) and tests.

Guideline: *Students selecting this course should have achieved a grade of C or better in the introductory course (4207).*

4211	DESKTOP PUBLISHING (SEM. I & SEM. II)		
	COLLEGE PREPARATORY	GRADE 9-10-11-12	2.5 CREDITS

This semester course is designed for students looking for opportunities to use technology creatively to produce newsletters, brochures, and other publications that integrate text, graphics, and photographs in order to create professional print and online publications (Web pages). In today's world the ability to communicate a message clearly is so important. The writer must be able to get and to keep the reader's attention.

The software used in this course will be Microsoft Publisher. In addition to emphasis on technology and communication skills, design elements will be covered also, such as font use, visual balance, and use of white space. Students will apply all concepts learned by producing realistic print and online publications (Web pages) that look attractive and professional. Students will be assessed through a demonstration of skills that have been taught in class by completing application projects, simulations, and tests.

FINANCIAL

4151	ACCOUNTING 1		
	HONORS	GRADE 10-11-12	5 CREDITS

Designed for the college-bound student seriously considering a career in business management and/or accounting, this course will proceed at an accelerated pace.

Accounting involves the understanding of methods used to develop financial records for a business enterprise by recording and preparing statements concerning assets, liabilities, and the operating results of a business. Students will learn the complete accounting cycle. The exploration and understanding of various accounting personnel positions dealing with these concepts will also be introduced.

Students will learn how to plan, record, analyze, interpret and forecast the finances for various types of businesses. Because computerized software is the norm in the world today, students will supplement their textbook and workbook learning process by using an accounting software program, and the Excel spreadsheet program. Students will be assessed by completing accounting problems, automated accounting projects, and tests.

Upon completion of this course the student will be able to keep financial records and prepare statements for a sole proprietorship and a small business, both manually and automated, using financial software.

4227	ACCOUNTING 1		
	COLLEGE PREPARATORY	GRADE 10-11-12	5 CREDITS

Accounting involves the understanding of methods used to develop financial records for a business enterprise by recording and preparing statements concerning assets, liabilities, and the operating results of a business. Students will learn the complete accounting cycle. The exploration and understanding of various accounting personnel positions dealing with these concepts will also be introduced.

Students will learn how to plan, record, analyze, interpret and forecast the finances for various types of businesses. Because computerized software is the norm in the world today, students will supplement their textbook and workbook learning process by using an accounting software program and the Excel spreadsheet program. Students will be assessed by completing accounting problems, automated accounting projects, and tests.

Upon completion of this course the student will be able to keep financial records and prepare statements for a small business, both manually and automated, using financial software.

4176	ACCOUNTING 2		
	HONORS	GRADE 11-12	5 CREDITS

This course is a continuation for those students who have completed Accounting 1 and who wish to explore a more in-depth study of the accounting cycle and computerized accounting applications.

This course looks at accounting for a corporation. Topics will include uncollectible accounts, inventory, accruals, corporate dividends, bond and note interest, stockholder equity, and the calculation and recording of corporate income tax. The student will also be introduced to and will go into further depth in subjects relating to auditing, taxes, payroll, inventories, depreciation, and the job market as it relates to the accounting field.

Additional time will be devoted to computerized accounting and the use of computerized worksheets using Excel as a tool in preparing financial statements and related schedules. Students will be assessed through a demonstration of skills that have been taught in class by completing application projects, automated accounting projects, and tests.

Upon completion of this course the student should be able to obtain a staff accountant position.

Guideline: *Students selecting this course should have achieved a grade of C or better in Accounting 1.*

4254	BUSINESS MANAGEMENT (SEM. I)		
	COLLEGE PREPARATORY	GRADE 11-12	2.5 CREDITS

This course is designed to provide students with a practical working knowledge of the organization of business enterprises and the principles and procedures that are essential to their success. It is designed specifically for all students who plan to work in business, for those who wish to be employed in management positions, and for those who plan post-high school education pursuing a business management career. Many topics including law, economics, business organizations, leadership, e-commerce, marketing, and the global economy are developed using both text and technology resources.

A major student project will be developed encompassing a business plan for a real world business entity of their choosing. This report will include all aspects of owning and operating an entrepreneurial business. Students will use the computer as a tool to research and generate material for a classroom presentation of their project. Students will be assessed through a demonstration of skills that have been taught in class by completing class work projects, tests, and class participation.

Upon completion of this course, students will have an understanding of how businesses are organized, and how they operate locally, nationally, and globally in today's technology-driven world marketplace.

4255	PERSONAL FINANCE (SEM. II)		
	COLLEGE PREPARATORY	GRADE 11-12	2.5 CREDITS

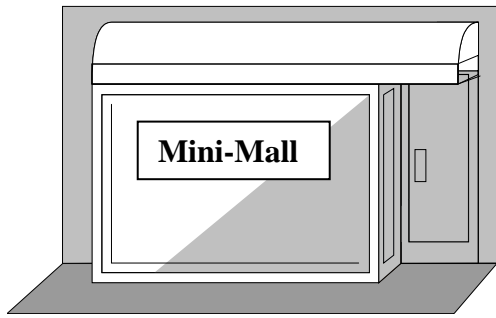
Today, young people have more access to money and therefore, encounter the decisions and problems that relate to it. They must be knowledgeable about income tax filing, bank reconciliation, establishing credit, handling credit cards, making major purchases, insurance, budgeting, investing, debt, and understanding today's financial decisions as they encounter them throughout life.



This course will give students a set of values and develop the skills necessary to become an informed and educated consumer. It is designed to help students analyze facts, determine priorities, evaluate alternatives, solve problems rationally, and arrive at informed decisions concerning the forces and influences that surround daily living.

Students will use text, computer, and Internet resources to complete various projects. Students will be assessed through a demonstration of skills that have been taught in class by completing class work projects, tests, and class participation.

Upon completion of this course the student will be able to intelligently and successfully head-up their household's financial decisions and responsibilities confidently.



Retail Marketing Technology



Retail Marketing Technology provides a "dynamic" learning experience for individuals interested in the business world. During the year students will have an opportunity to participate in a retail store operation from the perspective of a consumer, manager, buyer, display specialist, advertising agent, and entrepreneur. The curriculum includes such topics as fashion and retail merchandising, visual merchandising and promotion, food marketing, restaurant marketing, business, personal, and financial services, retail management, and entrepreneurship. This unique and exciting approach to learning will be accomplished through a combination of classroom instruction, practical retail work experience, and active participation in DECA related activities.

Practical retail work experience is accomplished by participation in the school store, retail marketing internship, and/or the King Philip Branch of the Wrentham Cooperative Bank. Students selected to work in the school bank branch will not only receive teller and customer service training by the bank but will also receive school credit.

Students who are considering Retail Marketing Technology as a potential career field should enjoy working with people and should be willing to participate in all three areas of the program.

It is recommended that students in the Retail Marketing program complete a minimum of one year of Accounting 1 in Grades 10, 11, or 12.

4257	RETAIL MARKETING 1		
	COLLEGE PREPARATORY	GRADE 11	5 CREDITS

Retail Marketing 1 is designed as an introductory course to stimulate the students' interest in the business arena, particularly the retail environment and small business management. During the course of the year specific attention will focus on developing the special skills necessary for personal selling, human relations, computerized cash register operations, microcomputer applications, decision making, and management.

To complement the classroom instruction, the students enrolled in Retail Marketing 1 will also assume responsibility for the management and daily operation of the King Philip Mini-Mall (Retail School Store) located at the high school. Individuals enrolled in Retail Marketing 1 will also be eligible to participate in the activities of DECA, a co-curricular organization whose program of leadership and personal development is designed specifically for retail marketing students. Students enrolled in this course will have the opportunity of representing King Philip in skills competition by comparing their retail marketing expertise with students from various schools in the Commonwealth of Massachusetts at district and state conferences. Students who are successful at the Massachusetts DECA State Competition have the privilege of representing the Commonwealth at national conferences that are held in a different part of the country each year. Once again, those students who qualify will compare their marketing skills with students from all fifty states, Guam, Puerto Rico, the U.S. Virgin Islands, Canada, Germany, Mexico, and South Korea. Trophies, cash prizes, and college scholarships are awarded to the state and national winners. This course meets one period per day. Students will be assessed through a demonstration of skills that have been taught in class by completing application projects, simulations, and tests, both oral and written.

This course addresses Expectations 1-6 for Lifelong Learning and Expectations 1 and 2 for Attributes and Attitudes.

4278	RETAIL MARKETING 2		
	HONORS	GRADE 12	10 CREDITS

Students selecting this course must meet all the requirements for the Level-2 course. In addition, students choosing Level-1 will be expected to meet the following criteria: (1) maintain a minimum grade of “B” for the year; (2) demonstrate a high level of knowledge of technology tools needed to complete oral and written reports; (3) communicate well in writing and be highly organized; (4) show evidence of a leadership role; and (5) participate in a minimum of two civic conscious efforts within the school district during the year.

This course meets two periods per day. Students will be assessed through a demonstration of skills that have been taught in class by completing application projects, simulations, and tests, both oral and written.

4277	RETAIL MARKETING 2		
	COLLEGE PREPARATORY	GRADE 12	10 CREDITS

Retail Marketing 2 provides an opportunity for seniors to study in-depth an area of marketing for which the student has a career interest. In addition, the following topics are to be included in the course: (1) Retail & Marketing Management; (2) Advertising; (3) Visual Merchandising and Promotion; (4) Psychology and Human Relations; and (5) Business Plan Simulation.

An equally important phase of Retail Marketing 2 will be the students’ participation in DECA activities and the Retail Marketing Internship Program. Senior students will also expand their retailing skills by active participation in King Philip’s Mini-Mall and/or training at the King Philip Branch of the Wrentham Cooperative Bank.

Senior DECA students also participate in the skills competitive events as described in Retail Marketing 1. The conferences provide the students with a golden opportunity to “network” by meeting with influential representatives from the business world and the college community.

This course meets two periods per day. Students will be assessed through a demonstration of skills that have been taught in class by completing application projects, simulations, and tests, both oral and written.

This course addresses Expectations 1-6 for Lifelong Learning and Expectations 1 and 2 for Attributes and Attitudes.

Guideline: *Students selecting this course should have achieved a grade of B or better in Retail Marketing 1.*

4178	RETAIL MARKETING INTERNSHIP 2		
	PASS/FAIL	GRADE 12	10 CREDITS

Work experience, in the students’ area of interest, is an essential part of Retail Marketing Technology and bridges the classroom and the business community. The students will be assigned to a training station in the local area. There will be a cooperative effort between the students and the teacher to seek and retain employment in the retail marketing field.

This course addresses Expectations 1, 2, and 6 for Lifelong Learning and Expectations 2, 3, and 4 for Attributes and Attitudes.

Guidelines: *This program is open to all Retail Marketing 2 students and must have the recommendation of the Internship Coordinator and approval by the principal.*

COURSE SELECTION SEQUENCES FOR ENGINEERING DESIGN TECHNOLOGY

Guidelines for two-year technical college or any 4-year college

4221 Engineering Design Technology 1 College Preparatory Grades 9-12	4222 Engineering Design Technology 2 College Preparatory Grades 10-12	4123 Engineering Design Technology 3 Honors Grades 11-12	4124 Engineering Design Technology 4 Honors Grade 12
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Physical Science College Preparatory	Biology College Preparatory	Chemistry College Preparatory	Physics College Preparatory
Algebra 1 College Preparatory	Geometry College Preparatory	Algebra 2 College Preparatory	Algebra/Trigonometry College Preparatory

Guidelines for four-year engineering college or any 4-year college

4121 Engineering Design Technology 1 Honors Grades 9-12	4122 Engineering Design Technology 2 Honors Grades 10-12	4123 Engineering Design Technology 3 Honors Grades 11-12	4124 Engineering Design Technology 4 Honors Grade 12
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Physical Science Honors	Biology Honors	Chemistry Honors	Physics Honors
Geometry Honors	Algebra 2 Honors	Pre-Calculus Honors	Calculus Honors

Engineering Design Technology



The Engineering Design Technology Department recognizes the impact of computers on this complex world. The department accepts its responsibility to prepare students to function and compete in a world of high technology. Students who learn how to utilize technology can interact in a rapidly changing, highly technological society. The Engineering Design Technology Department is committed to enhance the technology goals of MCAS and promote the creative thinking process. The introductory course is designed for the student who wishes to learn the theory and techniques of design process. The use of the Internet is an intricate part of the Engineering Design Technology Department.

4121	ENGINEERING DESIGN TECHNOLOGY 1		
	HONORS	GRADE 9-10-11-12	5 CREDITS

Students selecting this course must meet all the requirements for the College Preparatory course. In addition, a student choosing Honors will be expected to meet the following criteria: (1) be a self-directed, highly motivated, organized, and responsible learner; (2) engage in the learning and application of content that goes into more depth than in College Preparatory classes; and (3) undertake a number of projects that would be assigned for completion outside of regular class hours.

4221	ENGINEERING DESIGN TECHNOLOGY 1		
	COLLEGE PREPARATORY	GRADE 9-10-11-12	5 CREDITS

This basic technical drawing course is a full-year course with a strong emphasis on using AutoCAD and Photoshop software as tools. This course features mastery of the basic commands in order to produce a technically correct drawing as a means of communication. Students will be introduced to Photoshop and other graphic software. Students are expected to keep a portfolio of all projects completed in class. Students will be assessed on daily work, portfolio completeness, quizzes, and tests.

This course meets the following expectations for student learning: reading, critical and creative thinking, demonstrating technology skills, and a sense of responsibility.

4122	ENGINEERING DESIGN TECHNOLOGY 2		
	HONORS	GRADE 10-11-12	5 CREDITS

Students selecting this course must meet all the requirements for the College Preparatory course. In addition, a student choosing Honors will be expected to meet the following criteria: (1) be a self-directed, highly motivated, organized, and responsible learner; (2) engage in the learning and application of content that goes into more depth than in College Preparatory classes; and (3) undertake a number of projects that would be assigned for completion outside of regular class hours.

4222	ENGINEERING DESIGN TECHNOLOGY 2		
	COLLEGE PREPARATORY	GRADE 10-11-12	5 CREDITS

Engineering Design Technology 2 is a hands-on approach to AutoCAD, PhotoShop, PowerPoint, and other graphic software. This course features mastery of commands in graphic software programs so students can produce technically correct drawings as a means of communication. The technical area of architectural drawing will also be explored. Students are expected to keep a portfolio of all projects completed in class including a PowerPoint presentation. Students will be assessed on daily work, portfolio completeness, quizzes, and tests.

This course meets the following expectations for student learning: reading, critical and creative thinking, demonstrating technology skills, and a sense of responsibility.

Guideline: *Completion of Engineering/Basic Design Technology 1 with a grade of C or better.*

4123	ENGINEERING DESIGN TECHNOLOGY 3		
	HONORS	GRADE 11-12	5 CREDITS

Advanced Design Technology provides an in-depth study of two dimensional pictorial views and orthographic presentations on the computer. The production of computer generated drawings using the tools of AutoCAD will be the end results of each task through the organized use of new commands and techniques. This is the world for which AutoCAD was originally developed and students will use realistic engineering drawings that exhibit a wide range of applications to build the foundation necessary for critical thinking and group learning. Drawings in AutoCAD will be merged with PhotoShop and other graphic software to create student presentations and portfolios. All aspects of windowing, layering, and multiple-viewpoint technology will be explored. This course will use a hands-on approach to introduce the basic concepts in robotics. Students will be assessed on daily work, portfolio completeness, quizzes, and tests.

This course meets the following expectations for student learning: reading, critical and creative thinking, demonstrating technology skills, and a sense of responsibility.

Guideline: *Completion of Engineering Design Technology 2 with a grade of B or better*

4124	ENGINEERING DESIGN TECHNOLOGY 4		
	HONORS	GRADE 12	5 CREDITS

This course provides increased knowledge and skill in design, solid modeling, and system assemblies using a state of the art CAD system. Emphasis will be on teamwork and integration of design in an industrial atmosphere. Each student will design a part of a mechanical system or robotic assembly, which must be integrated with other student's work. The students as a team will build a prototype. Oral progress reports and written reports are required mid-term and year's end.

Guideline: *Completion of Engineering Design Technology 3 with a B or better*

MISSION STATEMENT

To prepare well-rounded, responsible, proactive practitioners and consumers of media to think critically, act creatively, and practice ethically through scholarship, training, and creative endeavors.



1508	INTRODUCTION TO TELEVISION PRODUCTION (SEM. I & SEM. II)		
	COLLEGE PREPARATORY	GRADE 9-10-11-12	2.5 CREDITS

This beginning course will introduce students to the creativity and technology behind the production of work for broadcast. Participants will learn techniques in videography, writing, digital editing, acting/performance, producing, and directing. The overall experience will provide students with valuable skills in creative thinking, media literacy, and working cooperatively.

1513	COMMERCIAL TELEVISION		
	COLLEGE PREPARATORY	GRADE 10-11-12	5 CREDITS

This course introduces students to the world of television advertising. Students work through a complex process of using creative and critical thinking skills to devise storyboards and concepts for commercials and public service announcements. Once their concept is well developed, students begin to direct, edit, and produce their ideas for broadcast. The overall experience will provide students with valuable skills in creative thinking, media literacy, and working cooperatively.

Guideline: *Students must have completed Introduction to Television Production (1508).*

1509	ADVANCED TELEVISION PRODUCTION		
	HONORS	GRADE 11-12	5 CREDITS

The Honors program is designed to create a committed core of leadership within the KPTV Program. Honors students will perform the role of **News Editor** within an assigned “beat”. Editors will be responsible for the management and coordination of an assigned team of five to six College Preparatory Advanced Television Production students. Each team will be required to produce approximately two minutes of programming for each of their assigned shows (there will be sixteen (16) shows assigned to each section).

The News Editor is fully responsible for the following:

- the quality of his/her team programming (all required elements: topic selection, writing, videography, technical aspects, etc.).
- overall team participation and management.
- communication with his/her Honors counterpart in the other section of Advanced Television Production.
- aiding in the maintenance of a professional and responsible KPTV organization.
- keeping daily and weekly planning sheets for the team.
- meeting all sixteen (16) deadline dates.
- the management of two computer workstations, including one editing suite which will serve as the team’s home base.
- extra assignments, including but not limited to, readings, script writing, and proofreading.

- sharing specific/specialized information with team members.
- helping to check and improve competency levels of the members of his/her team.

1510	ADVANCED TELEVISION PRODUCTION		
	COLLEGE PREPARATORY	GRADE 11-12	5 CREDITS

Upon the completion of the introductory course, students are prepared to work in teams to develop, produce, and edit segments for broadcast. The advanced course is designed for those students interested in writing, producing, and performing as well as those who wish to pursue the more technical aspects of television production.

Students will develop skills in using the available technology, enhance their understanding of television as a tool for communication, and experience scripting/producing products for broadcast. The class works together to produce a well-rounded presentation to the school community called “Wake-Up Warriors” show and holds a special Emmy Awards show as culmination of the work done over the course of the year.

Guideline: *Students selecting this course must have completed Introduction to Television Production (1508) and Commercial Television (1513).*

1512	BROADCAST JOURNALISM		
	COLLEGE PREPARATORY	GRADE 11-12	5 CREDITS

This course offers participants an opportunity to prepare news packages for broadcast. Students will receive news assignments that will require investigative research, script-writing, organization, and interviewing skills. Assignments may include spot news coverage and investigations of any newsworthy subject. Emphasis will be placed on editorial content and pictorial coverage, which demonstrates awareness of broadcast journalistic standards including accuracy and fairness. Students will work toward the production of well-organized material and will pay close attention to developing clearly written narration and extracting appropriate sound bites from interviews.

Guideline: *Students selecting this course must have completed Introduction to Television Production (1508) and Commercial Television (1513).*



Fine & Performing Arts



ART

CRITERIA FOR LEVELS

HONORS

Students should demonstrate the following:

- high motivation, self-direction, and responsibility.
- consistent employment of appropriate problem-solving strategies, conceptualize and analyze information while making connections to prior knowledge.
- skillful communication of creative thoughts and ideas in various mediums.

COLLEGE PREPARATORY

Students should demonstrate the following:

- motivation.
- employment of appropriate problem-solving strategies and may conceptualize and analyze information making connections to prior knowledge given directed guidance.
- communication of creative thoughts and ideas in various mediums.

1203	FOUNDATION ART (SEM. I & SEM. II)		
	COLLEGE PREPARATORY	GRADE 9-10-11-12	2.5 CREDITS

Foundation Art is an exploratory course designed to introduce students to the elements of art and principles of design. There is an emphasis on the manipulation of materials and the development of skills and techniques through various media (pencil, charcoal, paint, clay, etc.). Students will be expected to research various topics, keep an ongoing sketchbook/journal, participate in group critiques, and take tests and quizzes. Students will be required to keep a portfolio of their work for each term.

Students are expected to show a basic command of expressing ideas, feelings, and beliefs.

1226	DRAWING AND PAINTING		
	COLLEGE PREPARATORY	GRADE 10-11-12	5 CREDITS

Students will learn practical, applicable, and proven techniques that work. This course provides students with the most effective strategies for developing artwork with the most recent materials. Drawing and Painting techniques are put to use when students develop exciting creative projects throughout the year. Creativity and critiquing process is discussed, and a sketchbook is made that holds all the techniques/creative processes so the student is able to take it with him/her at the end of the year and pull from it in the future.

Student assessment is crucial, and the student is graded on the application of techniques and the creative/analytic strategies used in the project. The sketchbook development is also crucial to the student artist's growth and is graded.

Students are expected to show a basic command of expressing ideas, feelings, and beliefs.

Guideline: *Students selecting this course **MUST** have taken Foundation Art and should have achieved a grade of C or better.*

1227	CERAMICS		
	COLLEGE PREPARATORY	GRADE 10-11-12	5 CREDITS

This course is designed for students interested in working three-dimensionally with clay. Students will experience hand-building and wheel throwing through a variety of projects that highlight specific skills and techniques. Students will be expected to keep an on-going sketchbook of their class experience. These sketchbooks will be used to house their collection of class handouts, brainstorming sketches, class readings, test/quizzes, and project evaluations. Students will be graded on their daily participation in class, use of skills and techniques in projects, and upkeep of their sketchbook.

Students are expected to show a basic command of expressing ideas, feelings, and beliefs.

Guideline: *Students selecting this course **MUST** have taken Foundation Art and should have achieved a grade of C or better.*

1150	ADVANCED CERAMICS		
	HONORS	GRADE 11-12	5 CREDITS

This course is designed for serious art students who have had experience working three-dimensionally in Ceramics and are interested in working with clay on an advanced level. Students will explore clay through several long-term projects in hand-building and wheel-throwing. Students will be expected to keep an on-going sketchbook of their class experience. These sketchbooks will be used to house their collection of class handouts, brainstorming sketches, class readings, test/quizzes, and project evaluations. Students will be graded on their daily participation in class, use of skills and techniques in projects, and upkeep of their sketchbook.

Students are expected to show a basic command of expressing ideas, feelings, and beliefs.

Guideline: *Students selecting this course **MUST** have taken Ceramics and should have achieved a grade of B or better.*

1153	ADVANCED ART 1		
	HONORS	GRADE 11-12	5 CREDITS

This course is for students that have had art courses in the past and are looking for an advanced arts development, whether for an arts college or for personal artistic fulfillment. Students are re-working techniques learned in prior art classes and are putting them to use in an exciting mixture of two-dimensional and a three-dimensional directed project track. Portfolio development (two-dimensional, three-dimensional, and photography) is continued, and a checklist is developed in conjunction with the student and teacher for the portfolio assessment. Continued expansion on techniques and new medium helps the students continue to develop artwork that is rich in spirit and structural strengths. Grading is based on different assessment strategies, which include project expansion, how project goals have been met, and a sketchbook is kept which allows the students continued growth in assessment and process strategies.

Students are expected to show an exceptional command of expressing ideas, feelings, and beliefs.

Guideline: *Students selecting this course **MUST** have taken Drawing and Painting and should have achieved a grade of B or better.*

1177	ADVANCED ART 2 (SEM. I)		
	HONORS	GRADE 12	2.5 CREDITS

This course is designed for students who are serious in pursuing a career in art and compiling a professional art portfolio. This course will be an extension of Advanced Art I in which students will be expected to keep an ongoing sketchbook/journal, research various topics, take tests and quizzes, and be responsible for weekly homework assignments. Students will use a wide range of materials and visuals in the course with several critiques.

Students are expected to show an exceptional command of expressing ideas, feelings, and beliefs.

Guidelines: *Students selecting this course **MUST** have taken Advanced Art 1 and should have achieved a grade of B or better.*

1230	FASHION AND TEXTILE DESIGN 1 (SEM. I & SEM. II)		
	COLLEGE PREPARATORY	GRADE 10-11-12	2.5 CREDITS

Students will begin by learning the basic fashion design techniques later to be incorporated with merchandising trends, styles, and materials for a total design package. Students will be expected to keep a loose-leaf binder or notebook. Students will use books, workbooks, visuals, and a wide range of materials in the learning process. Students will use critiques, portfolios, notebooks, and projects for assessment in the course.

Students are expected to show a basic command of expressing ideas, feelings, and beliefs.

Guideline: *Students selecting this course **MUST** have taken Foundation Art and should have achieved a grade of C or better.*

1240	FASHION AND TEXTILE DESIGN 2 (SEM. I & SEM. II)		
	COLLEGE PREPARATORY	GRADE 10-11-12	2.5 CREDITS

Students will utilize the design techniques, materials, and skills used in Fashion and Textile Design 1 to further their development in fashion. Students will go beyond the basics of fashion to incorporate more hands-on work, fashion history, design layout, costume design, and more advanced materials and techniques. Students will use critiques, portfolios, notebooks, and projects for assessment in the course.

Guideline: *Students selecting this course **MUST** have taken Fashion & Textile Design 1 and should have achieved a grade of B or better.*

1254	ART HISTORY-PREHISTORIC TO RENAISSANCE ART (SEM. I)		
	COLLEGE PREPARATORY	GRADE 11-12	2.5 CREDITS

1255	ART HISTORY-RENAISSANCE TO MODERN ART (SEM. II)		
	COLLEGE PREPARATORY	GRADE 11-12	2.5 CREDITS

Participants will become familiar with art history prehistoric-renaissance and renaissance - modern art. Students will have first hand access to a variety of techniques to integrate the history and resources the artists past and present have used. The students will develop hands on projects that will be an important part of the class. The students will be responsible for a sketchbook that will keep the students' thoughts and the history covered, and the students will also be developing in class projects to put to use the historic practices. This course also provides a series of museum trips to help students develop an appreciation for the arts.

Students are expected to show a basic command of expressing ideas, feelings, and beliefs.

1478	ADVANCED PLACEMENT ART		
	LEVEL-AP	GRADE 12	5 CREDITS

This course is designed for students who are seriously pursuing art as a career. Advanced Placement Art will address three major concerns that are constants in the teachings of art: 1) a sense of quality in students' work; 2) a sense of concentration on a particular visual interest or problem; and 3) the students' need for breadth of experience in the formal, technical, and expressive means of the artist. Various materials and visuals will be used for student learning. Critiques, a portfolio, and slides sent to a college board will be used for assessment.

Students are expected to show an exceptional command of expressing ideas, feelings, and beliefs.

Guidelines: *Students selecting this course should have achieved a B or better in Advanced Art I and participated in a portfolio review with the Art Department.*

1257	SCULPTURE 1 (SEM. I & SEM. II)		
	COLLEGE PREPARATORY	GRADE 10-11-12	2.5 CREDITS

This course is designed for students who have taken Foundation Art and are interested in working three-dimensionally. Students will explore the concepts of form and space by building and creating with a variety of materials including wire, wood, and found objects. Students will be expected to keep an on-going sketchbook of their class experience. These sketchbooks will hold their collection of class handouts, brainstorming sketches, class readings, and project assessments.

Guideline: *Students selecting this course **MUST** have taken Foundation Art and should have achieved a grade of C or better.*

1259	SCULPTURE 2 (SEM. I & SEM. II)		
	COLLEGE PREPARATORY	GRADE 10-11-12	2.5 CREDITS

This course is designed for those students who have already experienced working three-dimensionally (Ceramics 1 or Sculpture 1) and are interested in continuing to work in 3D at a higher level. Students will experience hands-on building and constructing with materials such as wire, plaster, wood, metal, and found objects to create sculptures dealing with various themes. Students will be expected to keep an on-going sketchbook of their class experience. These sketchbooks will hold their collection of class handouts, brainstorming sketches, class readings, and project assessments.

Guideline: *Students selecting this course **MUST** have taken Sculpture 1 and should have achieved a grade of B or better.*



Fine & Performing Arts



MUSIC

CRITERIA FOR LEVELS

HONORS

Students should demonstrate the following:

- high motivation, self-direction, and responsibility.
- preparation of music for performances in small groups without supervision as well as for the large group.
- skillful communication of thoughts and ideas in writing, showing strength in organization, content development, and command of musical vocabulary.
- pursuit of excellence through an individualized lesson program.
- ability to diagnose musical line and interpret music in phrases to produce a work of art.

COLLEGE PREPARATORY

Students should demonstrate the following:

- motivation.
- preparation of music for performances for the large group.
- pursuit of excellence in the preparation of band music and technical facility; students are encouraged to participate in the after school lesson plan.
- ability to produce a concept of musical phrase.

1202	CONCERT BAND		
	COLLEGE PREPARATORY	GRADE 9-10-11-12	5 CREDITS

Concert Band performs a balanced repertoire of modern, classical, and traditional works for band. The grade level of music is two to four out of a scale from one to six. Emphasis is on individual musicianship through a lesson program and reinforcement in rehearsals. This group will rehearse music in combination with the symphony band. A focus of this band is to develop instrumentation for the future. Students will be given sheet music as well as a warm-up method book. Students will be assessed through tape submissions, preparation for class, attendance, and group performance standards. Students are required to attend a limited number of after school rehearsals and specific performances. A calendar for the year is provided to each child.

This course addresses the following expectations for student learning: effective listening, reading comprehension, critical and creative thinking skills, and effective communication through singing/articulation.

Guideline: *Acceptance through teacher signature*

1103	HONORS CONCERT BAND		
	HONORS	GRADE 9-10-11-12	5 CREDITS

This course is scheduled at the same time as Concert Band (1202). In addition to the requirements of Concert Band (1202), students will be required to further their studies through

enrollment in a private lesson program, perform in a chamber program twice a year, prepare one term paper, and attend at least one professional performance on the students' main instrument. This course is intended for those students who are serious about becoming outstanding musicians.

This course addresses the following expectations for student learning: effective listening, reading comprehension, critical and creative thinking skills, and effective communication through singing/articulation.

Guideline: Acceptance is through the recommendation of the middle school and high school band director.

1204	SYMPHONY BAND		
	COLLEGE PREPARATORY	GRADE 9-10-11-12	5 CREDITS

Symphony Band performs a balanced repertoire of modern, classical, and traditional works for band. The grade level of music is four to five out of a scale from one to six. Emphasis is on individual musicianship through a lesson program and reinforcement in rehearsals. Students will be given sheet music as well as a warm-up method book. Students will be assessed through tape submissions, preparation for class, attendance, and group performance standards. Students are required to attend a limited number of after school rehearsals and specific performances. A calendar for the year is provided to each child. Auditions are held prior to course selection.

This course addresses the following expectations for student learning: effective listening, reading comprehension, critical and creative thinking skills, and effective communication through singing/articulation.

Guideline: Acceptance through audition only

1105	HONORS SYMPHONY BAND		
	HONORS	GRADE 9-10-11-12	5 CREDITS

This course is scheduled at the same time as Symphony Band (1204). In addition to the requirements of Symphony Band (1204), students will be required to further their studies through enrollment in a private lesson program, perform in a chamber program twice a year, prepare one term paper, and attend at least one professional performance on the students' main instrument. This course is intended for those students who are serious about becoming outstanding musicians.

This course addresses the following expectations for student learning: effective listening, reading comprehension, critical and creative thinking skills, and effective communication through singing/articulation.

Guideline: Acceptance through audition only

1233	MUSIC THEORY 1		
	COLLEGE PREPARATORY	GRADE 10-11-12	5 CREDITS

Music Theory is designed for students with a serious interest in music. Students who select Music Theory should have a working knowledge of music through the performance and/or playing of a musical instrument. **STUDENTS MUST BE PROFICIENT IN READING MUSIC BEFORE SELECTING THIS COURSE.** Music theory is the study of scales, intervals, triads, and seventh chords. Harmonizing of a melodic line or bass line, harmonic analysis, figured bass, and voice leading techniques are explored. Students will be assessed on a portfolio of music writing. Students will use a staff notebook for writing. Ear training is stressed. Students will be asked to sing casually to develop listening skills.

This course addresses the following expectations for student learning: effective listening, reading comprehension, critical and creative thinking skills, communicates through music writing, demonstrates technological skills.

1206	CONCERT CHOIR		
	COLLEGE PREPARATORY	GRADE 9-10-11-12	5 CREDITS

This course offers students the opportunity to study the performance of music through the vocal idiom. Students will study vocal techniques, learn to read music, sight read, and sing in harmony. The chorus prepares for public performance at least twice a year. The repertoire of the chorus includes various styles including a cappella, gospel, swing, classical, and popular adaptations. Students will be assessed through preparation for class, attendance, and group performance standards. Students are required to attend all after school rehearsals and specific performances. A calendar for the year is provided to each child. Emphasis is directed at the development of a four voice choir in SATB (*Soprano, Alto, Tenor, and Bass*).

This course addresses the following expectations for student learning: effective listening, reading comprehension, critical and creative thinking skills, and effective communication through singing/articulation.

1236	JAZZ IMPROVISATION (SEM. I)		
	COLLEGE PREPARATORY	GRADE 10-11-12	2.5 CREDITS

Students selecting this course will learn the fundamentals of improvisation through the use of tapes and workbooks. Exploration of the art of improvisation will include the study of scales used over harmonic changes. Listening to numerous artists and studying famous solos will be stressed. Developing a notebook of ideas and riffs for personal use is expected. The use of software such as Vivace and Band in a Box will be emphasized. Students selecting this course must have a proficiency on their chosen instrument. Students will be assessed on their ability to perform successfully over standard progressions and standard jazz tunes. **STUDENTS MUST BE PROFICIENT IN READING MUSIC BEFORE SELECTING THIS COURSE.**

This course addresses the following expectations for student learning: effective listening, reading comprehension, critical and creative thinking skills, communicates through music writing, demonstrates technological skills.

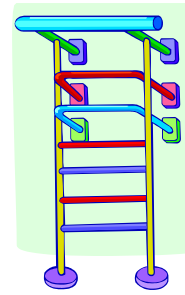
1207	FUNDAMENTALS OF MUSIC (SEM. II)		
	COLLEGE PREPARATORY	GRADE 9-10-11-12	2.5 CREDITS

This course is designed for students interested in learning to read music. This class will concentrate on rhythmic notation study as well as pitch identification. The basic fundamentals of music theory will be introduced. Harmony, melody, form, texture, and rhythmic elements will be studied. This is designed for students without prior reading skills yet play or sing in musical activities. Also covered will be a review of music in the 20th century. Students will be assessed on note taking, class preparation, and multiple tests and quizzes. Students should expect to perform on an instrument to demonstrate and apply knowledge covered in class.

This course addresses the following expectations for student learning: effective listening, reading comprehension, critical and creative thinking skills, communicates through music writing, demonstrates technological skills.



PHYSICAL EDUCATION & WELLNESS



CRITERIA FOR LEVELS

Physical Education and Health classes are heterogeneously grouped. All students are expected to challenge themselves and be motivated to succeed based upon their individual abilities.

Students should demonstrate the following:

- a physically active lifestyle.
- an understanding of rules, strategies, and skills.
- ability to interpret health information and practices.
- application of movement concepts to the learning of motor skills.
- competency in many movement forms and proficiency in a few movement forms.
- achievement and maintenance of a healthy fitness level based on fitness components.
- proper social behavior in an activity setting.

REQUIRED

Physical Education is required of all ninth and tenth grade students. All classes are co-ed and meet daily. The students' grades will be determined by participation, effort, and written tests. Proper gym attire is required. Students will learn skills/knowledge in the categories of wellness, team, individual/dual sports.

7302	PHYSICAL EDUCATION & WELLNESS (SEM. I & SEM. II)		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 9	2.5 CREDITS

This is an introductory course exploring the components of fitness, the benefits of leading an active lifestyle, and the various activities that can improve personal fitness levels. The body of knowledge to be studied is based specifically on the Massachusetts Frameworks Learning strands on Physical Fitness and Activity. The class is designed to instruct students to understand, develop, assess, and hopefully improve their own fitness and motor skill capacities. Each student is expected to wear appropriate attire to class and be actively involved in every session. Assessments will be determined in a variety of modes: written exams, fitness evaluations, journal entries, personal fitness improvement projects, and most importantly personal effort. The fitness components will be experienced through challenging and fun activities, ranging from traditional to innovative initiatives.

This course addresses Student Expectations #1, #3, #5 under "Lifelong Learners" and #2, #3, #4 under "Attributes and Attitudes".

Guidelines: Pass 8th grade Physical Education

7076	ADAPTIVE PHYSICAL EDUCATION		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 9-10	5 CREDITS

Adaptive Physical Education will provide an atmosphere that encourages and assists students with developmental and physical delays. This class is designed to adapt or modify the physical education curriculum and/or instruction to address the needs of each individualized student. The adaptations made are to ensure that each student will experience success in a safe environment.

The class is designed to improve on the fundamental fine and gross motor skills and patterns, communication, teamwork, and cooperation while participating in individual and team sports.

Assessments will be determined in a variety of modes: written exams, fitness evaluations, journal entries, and most importantly, the personal effort.

Overall, the goal of the class is to improve the general health and independence of individuals with disabilities in order to become lifelong learners in physical activity.

7326	PERSONAL FITNESS/ACTIVE LIFESTYLES (SEM. I & SEM. II)		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 10	2.5 CREDITS

This course is designed to introduce, integrate, and develop health, leisure, and skill-related fitness components. This is an active class where students will be expected to wear appropriate attire and participate in all activities. The students will be provided with opportunities to learn and demonstrate skills necessary to perform a variety of lifetime and leisure activities. The desired outcome is that students will learn to demonstrate healthy habits and make beneficial wellness decisions throughout their lives. Assessment will revolve around written tests, physical participation, and personal wellness projects. Much of the knowledge disseminated will be based upon the Massachusetts Frameworks Learning Strands on Physical Fitness and Activity.

This course addresses Student Expectations #1, #3, #5 under “Lifelong Learners” and #2, #3, #4 under “Attributes and Attitudes”.

Guidelines: *Pass 9th Grade Introduction to Physical Education & Wellness*

7327	HEALTH SCIENCE (SEM. I & SEM. II)		
	COLLEGE PREPARATORY	GRADE 10	2.5 CREDITS

This course will provide students the knowledge and skills needed to develop and improve health, prevent disease, and reduce health-related risk behaviors. The information is intended to assist the students in making productive decisions regarding personal health. Students will also examine what knowledge and skills young people need to maintain and improve wellness. The curriculum is based upon the National Health Education Standards, the Massachusetts Health Education Frameworks, and the Center for Disease Control’s categories of risk behaviors. This information will be offered through a variety of challenging and captivating learning experiences. Multiple performance indicators (participation, quizzes, homework, behavior inventories, projects, etc.) will be used to assess student learning and understanding.

This course addresses Student Expectations #1, #2, #3, #4, #5, #6 under “Lifelong Learners” and #1, #2, #3, #4 under “Attributes and Attitudes”.

Guideline: *Pass 8th Grade Health and Introduction to Physical Education & Wellness*

ELECTIVES

7752	PHYSICAL EDUCATION INTERNSHIP		
	COLLEGE PREPARATORY	GRADE 11-12	5 CREDITS

Students in Grades 11 or 12 who might be planning a career in Physical Education or an activity related occupation may apply for acceptance to the internship program. Student selection will be based upon leadership, knowledge, enthusiasm, instructional potential, and decision-making capabilities within a physical education environment. Selections will be made by the entire Physical Education & Wellness staff. Selected students will assist the instructors in all aspects of the Physical Education program in promoting physical fitness, wellness, fun, and safety. Skills covered may include officiating, class organization, structure decisions, skill enhancement, and fostering of self-esteem in a physical setting. Assessment will revolve around written tests, active participation, and performance critiques.

This course addresses Student Expectations #1, #3, #5 under “Lifelong Learners” and #2, #3, #4 under “Attributes and Attitudes”.

Guidelines: *Pass Introduction to Physical Education & Wellness, Personal Fitness/Active Lifestyles, and Health Science courses. Apply and receive approval by Physical Education & Health faculty and principal*

NOTE: Juniors/seniors may select one semester of the course below.

7201	CONTEMPORARY HEALTH ISSUES (SEM. I & SEM. II)		
	COLLEGE PREPARATORY	GRADE 11-12	2.5 CREDITS

This course will advocate personal, family, and community health within our rapidly changing society. The overall goal of the curriculum is to analyze the impact of culture, media, and technology on personal health. Methods of critical thinking, goal setting, decision-making, and problem-solving skills will be emphasized to enhance lifelong wellness.

This course will provide the opportunity to explore, question, debate, discuss, and research data related to society and its impact on the health of our nation. Students should prepare to participate in a number of learning styles, including peer teaching and learning sessions. Assessment will focus on knowledge gained, research, and reporting.

This course addresses Student Expectations #1, #2, #3, #4, #5, #6 under “Lifelong Learners” and #1, #2, #3, #4 under “Attributes and Attitudes”.

Guideline: *Pass Health Science*

7556	COMPETITIVE STRATEGIES & ACTIVITIES (SEM. I & SEM. II)		
	ESSENTIAL COLLEGE PREPARATORY	GRADE 11-12	2.5 CREDITS

This is an extremely active class focused on developing mastery of skills, strategies, rules, and previously learned movement knowledge regarding physical activities. Numerous competitive sports and activities are offered so students are expected to be dressed appropriately every class in order to achieve maximum participation. Students will learn to utilize the information

described in Massachusetts Frameworks Learning strands on Physical Fitness and Activity. Assessment will revolve around written tests, skill/strategic acquisition, and classroom participation. This course will engage in physical activities that provide the opportunity for enjoyment, personal challenges, self-expression, and social interaction.

This course addresses Student Expectations #1, #3, #5 under “Lifelong Learners” and #2, #3, #4 under “Attributes and Attitudes”.

Guidelines: *Pass Introduction to Physical Education & Wellness, Personal Fitness/Active Lifestyles, & Health Science Courses*

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SCHOOL COMMITTEE

Clare Sullivan, *Chairperson*
Maureen Howard, *Vice-Chairperson*

Margaret Billian Beth Gilbert
Robert Chipman Caron Ketchum
Pat Francomano Charlene McEntee
John Olivieri

ADMINISTRATION

Richard Robbat, *Superintendent of Schools*
Elaine M. Hanson, *Principal*
Jill Proulx, *Assistant Principal*
Jamie Vitonis, *Assistant Principal*

CHAIN OF COMMUNICATION

One of the goals set for the King Philip Regional School District is to increase the amount of communications among students, parents, teachers, and administrators. It is important that all community members know that the school district is committed to listening. Therefore, any concerned individual should feel comfortable in calling or writing a note to any member of the King Philip administration, faculty, or staff. The following are some suggested guidelines and contact people.

If you have a concern with a teacher, staff member, or coach, call or write a note to request a conference or a return phone call. If you have any further concerns, please be aware of the following chain of communications:

Mr. Schairer, Athletic Director (athletic concerns)

schairers@kingphilip.org

Ms. Proulx, Assistant Principal

proulxj2@kingphilip.org

Mr. Vitonis, Assistant Principal

vitonisj@kingphilip.org

Mrs. Hanson, Principal

hansone@kingphilip.org

If you still have concerns, please call the *Superintendent of Schools*.

King Philip Regional High School
Main Office Hours: 7:00 A.M. - 3:15 P.M.

Telephone: (508) 384-1000
FAX number: (508) 384-1006