

**KING PHILIP REGIONAL  
HIGH SCHOOL  
PROGRAM OF STUDIES  
2021-2022**



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## King Philip Regional School Committee

Michael Gee--Chair	Samad Khan--Vice Chair	Bruce Cates
Erin DeStefano	John Faraca	Jim Killion
Trevor Knott	Jim Lehan	Sarah Ward

## King Philip Regional High School Administration

Dr. Lisa C. Mobley--Principal
Mr. Kip Lewis--Assistant Principal
Ms. Tracy Knapp--Assistant Principal
Ms. Meaghan Sullivan--Assistant Principal
Mr. Gary Brown--Athletic Director

### Communication

One of the goals set for the King Philip Regional School District is to increase the number 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 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 a parent/guardian has a concern with a teacher, staff member, or coach, call or write a note to request a conference or a return phone call. If there are any further concerns, please be aware of the following chain of communications:

**Mr. Gary Brown (athletic concerns)**

[browng@kingphilip.org](mailto:browng@kingphilip.org)

**Mr. Kip Lewis, Assistant Principal (grade 11)**

[lewisc@kingphilip.org](mailto:lewisc@kingphilip.org)

**Ms. Tracy Knapp, Assistant Principal (grade 12)**

[knappt@kingphilip.org](mailto:knappt@kingphilip.org)

**Ms. Meaghan Sullivan (grade 10)**

[sullivanm@kingphilip.org](mailto:sullivanm@kingphilip.org)

**Dr. Lisa Mobley, Principal (grade 9)**

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## **Principal's Message**

The 2021-2022 King Philip Regional High School Program of Studies is designed to help in planning your academic pathway to graduation and beyond! Deciding on an appropriate course load is critical to your success. The program of studies is your guide as you make these important decisions with your families.

Our curriculum offerings present the opportunity to experience and explore many diverse educational areas, meet personal goals, and prepare you for the world before you. We have developed opportunities for students to focus on exploring an area of passion in our distinctions programs, experience college-level rigor in the honors academy or take part in an in-school or out-of-school internship to obtain real-life experience.

We hope that all students set high expectations for themselves and that they take advantage of the many extracurricular opportunities at King Philip in their pursuit of excellence!

Best wishes for a rewarding and successful school year!

Dr. Lisa C. Mobley

# Administration Policy

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

## EDUCATIONAL OPPORTUNITIES/NOTICE OF NON-DISCRIMINATION

The King Philip Regional School District does not discriminate against students, parents/guardians, employees or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age. Accordingly, no person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school or in employment in its services in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II); or on the basis of age, in accordance with the Age Discrimination Act of 1975 (Age Discrimination Act) and the Age Discrimination in Employment Act of 1967. Nor does it discriminate on the basis of race, color, sex, religion, national origin, gender identity or sexual orientation, in accordance with Chapter 622 of the Acts of 1971 (M.G.L. c. 76 s. 5) and M.G.L. Chapter 151B. The District also does not discriminate against students on the basis of homelessness in a manner consistent with the requirements of the McKinney-Vento Act. Similarly, consistent with the requirements of federal and state law, the District does not discrimination against students on the basis of pregnancy.

To file a complaint alleging discrimination or harassment by the King Philip Regional School District on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, homelessness, religion, or pregnancy/parenting status or to make inquiry concerning the application of Title II, Title VI, Title IX, Section 504, the ADA, the Age Discrimination Act, Age Discrimination in Employment Act or applicable state laws and their respective implementing regulations, please contact the Civil Rights Coordinators or the Director of Student Services for 504, Foster, Homeless, or ELL.

Dr. Susan Gilson Assistant Superintendent of Schools	Civil Rights, Title IX, Title I, Title II
Mr. Larry Azer Director of Finance and Operations	Civil Rights, Title IX
Ms. Lisa Moy Director of Student Services	504, Foster, Homeless, ELL
18 King Street, Norfolk, MA 02056 508-520-7991	

## ACCREDITATION

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 STATEMENT & 21st CENTURY LEARNING EXPECTATIONS

### Mission Statement

Our mission is to foster an educational community where students come first and every child can achieve his or her fullest potential. This will be accomplished by embracing the values of respect, individual and collective responsibility, creativity, and enthusiasm for learning. We will ensure a caring and supportive environment that balances academic rigor with the development of character and a strong sense of self.

### 21st Century Learning Expectations

#### **1 The King Philip student will communicate with clarity, focus and consideration of audience**

##### A1) Clarity--Statement of Purpose

<b>Exceeding</b>	<i>Well communicated purpose and/or main idea is readily understood and varies based on audience, enhancing audience understanding.</i>
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<b>Meeting</b>	<i>Communicates an identifiable purpose and/or main idea for an audience.</i>
<b>Approaching</b>	<i>Communicates purpose or main idea, but lacks detail and or clarity.</i>
<b>Not Yet Meeting</b>	<i>Does not communicate purpose or main idea.</i>

#### A2) Clarity--Language, Mechanics and Usage

<b>Exceeding</b>	<i>Variety of sentence and mechanics leads to elevated writing style. No significant errors in word usage, grammar, spelling, capitalization, punctuation, and/or pronunciation.</i>
<b>Meeting</b>	<i>Variety of sentence structures and lengths. No significant errors in word usage, grammar, spelling, capitalization, punctuation, and/or pronunciation.</i>
<b>Approaching</b>	<i>Limited variety of sentence structure and lengths OR significant errors in grammar, spelling, capitalization, punctuation, and/or pronunciation. that impact understanding.</i>
<b>Not Yet Meeting</b>	<i>Limited variety of sentence structure and lengths, significant errors in grammar, spelling, capitalization, punctuation, and/or pronunciation. that impact understanding.</i>

#### B1) Focus--Organization

<b>Exceeding</b>	<i>Clear organizational structure enhances audience understanding, introduction, body, and conclusion are well defined and aligned with purpose.</i>
<b>Meeting</b>	<i>Organization is clear and easy to follow, introduction, body and conclusion are defined and aligned with purpose.</i>
<b>Approaching</b>	<i>Organization is occasionally unclear; introduction, body or conclusion may be underdeveloped.</i>
<b>Not Yet Meeting</b>	<i>Organization is unclear; introduction, body or conclusion may be underdeveloped, missing or confusing.</i>

#### B2) Focus--Supporting Evidence

<b>Exceeding</b>	<i>Supporting details are not only precise, organized and aligned with purpose, but also demonstrate originality, sophistication, and complexity in selection and use.</i>
<b>Meeting</b>	<i>Supporting details are precise, organized, and aligned with the articulated purpose.</i>
<b>Approaching</b>	<i>Supporting details are relevant but limited, overly general, or inconsistently provided.</i>



<b>Not Yet Meeting</b>	<i>Supporting details and/or visuals are missing, irrelevant, inaccurate or inappropriate.</i>
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C) Consideration of Audience--Authenticity

<b>Exceeding</b>	<i>Consistent and effective use of descriptive language, wording, and tone to express specific, discernible style which moves or engages audience.</i>
<b>Meeting</b>	<i>Effective use of descriptive language, wording, and tone to express a specific style with discernible voice, thus enhancing and connecting ideas.</i>
<b>Approaching</b>	<i>Some use of descriptive language, wording, and/or tone, but the work does not convey personal style or discernible voice.</i>
<b>Not Yet Meeting</b>	<i>Limited use of descriptive language, wording, and/or tone that makes the work seem mundane, forced, or awkward.</i>

**2 The King Philip student will use technology to access, evaluate and effectively apply information.**

A) Accessing Information

<b>Exceeding</b>	<i>Independently selects varied, valid, critical and/or primarily academic information.</i>
<b>Meeting</b>	<i>Independently selects appropriate, valid, reliable information sources.</i>
<b>Approaching</b>	<i>Selects appropriate information sources provided in an assignment.</i>
<b>Not Yet Meeting</b>	<i>Selects information sources provided in assignments inappropriately</i>

B) Evaluating Information (Analysis)

<b>Exceeding</b>	<i>Determines the relevance, reliability, accuracy and bias of all information.</i>
<b>Meeting</b>	<i>Determines the relevance, reliability and accuracy of most of the information.</i>
<b>Approaching</b>	<i>Inconsistently determines the reliability and/or accuracy of the information.</i>
<b>Not Yet Meeting</b>	<i>Does not determine the reliability or accuracy of any of the information.</i>

C) Applying Information (Synthesis)

<b>Exceeding</b>	<i>Uses information ethically, clearly and effectively, with the appropriate technology in a variety of formats.</i>
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<b>Meeting</b>	<i>Uses information ethically, clearly and effectively with the appropriate technology.</i>
<b>Approaching</b>	<i>Inconsistently uses information ethically, clearly or effectively with the appropriate technology.</i>
<b>Not Yet Meeting</b>	<i>Does not use information ethically, clearly or effectively or the technology is inappropriate for the occasion.</i>

**3 The King Philip student will work independently and collaboratively to solve problems, think critically and create original products.**

A1) Problem Solving--Works Independently to Solve Problems

<b>Exceeding</b>	<i>Uses existing knowledge to create well developed questions for investigation. Creates a working plan without assistance. Locates and uses the best resources available.</i>
<b>Meeting</b>	<i>Uses existing knowledge to create appropriate questions for investigation. Creates a working plan with minimal assistance. Locates and uses appropriate resources.</i>
<b>Approaching</b>	<i>Uses existing knowledge to begin creating appropriate questions for investigation. Creates a working plan with assistance. Begins locating and using appropriate resources.</i>
<b>Not Yet Meeting</b>	<i>Does not develop appropriate questions for investigation. Needs ample assistance to create a plan. Resources used are not effective.</i>

A2) Problem Solving--Work Collaboratively to solve problems

<b>Exceeding</b>	<i>The student contributes, is receptive, and maintains a respectful environment. The student also takes initiative to facilitate productivity and engage other students.</i>
<b>Meeting</b>	<i>The student contributes and is receptive to others' contributions, while maintaining a respectful environment.</i>
<b>Approaching</b>	<i>The student contributes but is not always receptive to others' contributions..</i>
<b>Not Yet Meeting</b>	<i>The student has limited participation within the group.</i>

B1) Think Critically--Utilizes Appropriate Approaches

<b>Exceeding</b>	<i>Approach addresses all aspects of the task, creates discussion and further critical thinking.</i>
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<b>Meeting</b>	<i>Approach is appropriate and addresses all of the tasks.</i>
<b>Approaching</b>	<i>Approach addresses some aspects of the task.</i>
<b>Not Yet Meeting</b>	<i>Approach addresses a few aspects of the task.</i>

B2) Think Critically--Applies Knowledge

<b>Exceeding</b>	<i>Uses existing knowledge to create a well designed plan without assistance.</i>
<b>Meeting</b>	<i>Uses existing knowledge to create a plan without assistance.</i>
<b>Approaching</b>	<i>Uses existing knowledge to create a plan with limited assistance.</i>
<b>Not Yet Meeting</b>	<i>Is unable to create a plan without direct assistance.</i>

C) Original Products--Authenticity

<b>Exceeding</b>	<i>The student exceeds the criteria of the task and produces an innovative product.</i>
<b>Meeting</b>	<i>The student meets the criteria of the task and produces an original product.</i>
<b>Approaching</b>	<i>The student approached the criteria of the task and produced an original product.</i>
<b>Not Yet Meeting</b>	<i>The student does not meet the tasks and/or does not produce an original product.</i>

A) Organization and Accountability

<b>Exceeding</b>	<i>Organizes materials consistently and independently Always arrives on time Always arrives prepared</i>
<b>Meeting</b>	<i>Consistently organizes materials Arrives on time Arrives prepared</i>
<b>Approaching</b>	<i>Organizes materials when prompted Usually arrives on Time Usually is prepared</i>
<b>Not Yet Meeting</b>	<i>Materials are seldom organized Frequently is tardy/Has time management issues Frequently is unprepared</i>

B) Self-Advocacy, Independence and Adaptability

<b>Exceeding</b>	
<b>Meeting</b>	<i>Seeks extra help in school or after school Advocates for self regularly Regularly seeks out teacher for make-up work/missing assignments</i>
<b>Approaching</b>	<i>Sometimes seeks extra help in school or after school Sometimes advocates for self (eg. requests extra time or notes) Seeks out teacher for make-up work/missing assignments without prompting</i>
<b>Not Yet Meeting</b>	<i>Seldom seeks extra help in school or after school Rarely advocates for self Seldom seeks out teacher for make-up work/missing assignments</i>

C) Perseverance/Grit

<b>Exceeding</b>	<i>Student always perseveres when challenged Student always persists through the duration of an assignment to complete quality work</i>
<b>Meeting</b>	<i>Student perseveres when challenged Student persists through the duration of an assignment to complete quality work</i>
<b>Approaching</b>	<i>Student generally perseveres when challenged Student generally persists through the duration of an assignment to complete quality work Student persists through the duration of an assignment to complete quality work</i>
<b>Not Yet Meeting</b>	<i>Student seldom perseveres when challenged Student seldom persists through the duration of an assignment to complete quality work</i>

D) Respectful Citizen and Ethical Behavior

<b>Exceeding</b>	<i>Always respects self and school community Always uses positive talk about self and others Always considers others point of view Always has awareness of the personal space of others</i>
<b>Meeting</b>	<i>Respects self and school community Uses positive talk about self and others Considers others point of view Has awareness of the personal space of others</i>
<b>Approaching</b>	<i>Generally respects self and school community</i>

	<i>Generally uses positive talk about self and others</i> <i>Generally considers others point of view</i> <i>Generally has awareness of the personal space of others</i>
<b>Not Yet Meeting</b>	<i>Seldom respects self and school community</i> <i>Seldom uses positive talk about self and others</i> <i>Seldom considers others point of view</i> <i>Seldom has awareness of the personal space of others</i>

Individual progress on school-wide learning expectations, by department, are reported at the semester and end of year. School-wide progress on learning expectation rubrics are reported to families annually.

## GENERAL INFORMATION

Regular academic progress is reported four times during the school year: October, November, January and April with final reports in June.

Reports of student progress are issued at the midpoint of the first marking period or at any other time if a student is not doing satisfactory work (falls below a 70 %). Additional detailed reports for any student may be requested by parents through individual teachers.

### Letter Grades

Letter grades are used to signify the following:

<b>A</b>	<b>Excellent</b> ( <i>Outstanding accomplishment, showing mastery of content, creativity, and the ability to apply principles.</i> )
<b>B</b>	<b>Very Good</b> ( <i>Accomplishment above the average, and showing a significant degree of mastery, creativity, and ability to apply principles.</i> )
<b>C</b>	<b>Average</b> ( <i>Demonstrates a working knowledge of content and ability to apply the material learned.</i> )
<b>D</b>	<b>Poor</b> ( <i>A low passing mark, showing minimal accomplishment which should be considered unsatisfactory, especially for continuation in sequential courses.</i> )
<b>F</b>	<b>Failure</b> ( <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> )
<b>I</b>	<b>Incomplete</b> ( <i>A temporary grade given for incomplete work due to illness or excused absence; must be made up before the end of the following marking period.</i> )
<b>P/F</b>	<b>Pass/Fail</b> ( <i>Selected courses will be graded on a Pass/Fail basis; a pass grade indicates satisfactory completion of required work.</i> )

<b>EX</b>	<b>Excused</b> - 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 an 85 average or better. Students may be excused from a final examination, at the discretion of the teacher, if they took the AP Exam for that subject. Students on an Educational Proficiency Plan (EPP) must take final examinations.
<b>M</b>	<b>Medical-</b> Students with medical documentation may be excused from a course for the academic year noted. Teacher does not submit a grade. Students are expected to make up the course in the following academic year or in the case of Physical Education obtain an updated medical note from a physician.

### Grade Equivalents

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

### Weighted Grades

Grades in courses are weighted per the degree of difficulty of the courses and preparation requirements (levels) as noted in the chart on the next page. “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 (GPA) and class rank. Grades in general courses, the standard college prep/post-secondary education, and training courses that comprise the bulk of the curriculum, are used as the basis for the quality point scale:

<b>A = 4.00</b>	<b>B = 3.00</b>	<b>C = 2.00</b>	<b>D = 1.00</b>
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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 **Basic** course equals **3.00 quality points**

## Grade Quality Point Scale

	<b>AP</b>	<b>Honors</b>	<b>Standard</b>
<b>A+</b>	5.00	4.66	4.33
<b>A</b>	4.66	4.33	4.00
<b>A-</b>	4.33	4.00	3.66
<b>B+</b>	4.00	3.66	3.33
<b>B</b>	3.66	3.33	3.00
<b>B-</b>	3.33	3.00	2.66
<b>C+</b>	3.00	2.66	2.33
<b>C</b>	2.66	2.33	2.00
<b>C-</b>	2.33	2.00	1.66
<b>D+</b>	2.00	1.66	1.33
<b>D</b>	1.66	1.33	1.00
<b>D-</b>	1.33	1.00	0.66
<b>F</b>	0.00	0.00	0.00

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

The high school has three levels. The descriptions for Advanced Placement, Honors, and Standard level (formerly College Preparatory) are found in each department section. Most colleges and universities will recalculate GPA based upon their admission criteria which may lead to the removal of some electives and academically supported courses. (*i.e.*, Applied Strategies, Academic Support)

GPA and Class Rank are only calculated at the **close** of the school year.

### **Honor Roll**

High Honor Roll is awarded to students who achieve grades of all A's within a term.  
Honor Roll is awarded to students who achieve grades of all A's or B's within a term.

### **Key Club**

Students who achieve High Honor Roll (all A's) status for six (6) terms will be recognized with the Key Club Award. Key Club Award could be presented as early as the end of a student's sophomore year. Students who achieve Honor Roll (A's and B's) are not eligible for Key Club.

## **Summer Work & Reading**

King Philip believes 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.

Summer work is assigned for honors and AP classes in many subject areas. This provides students with depth in exploring the subject area and ensures that the student is well prepared for AP exams.

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



# GUIDANCE

## Vision Statement

The Guidance Department of the King Philip Regional School District believes guidance is an essential part of the total school program. The department maintains an effective program that promotes individual student growth and utilizes developmental activities organized and implemented by certified school counselors with the support of teachers, students, and families. We believe the following services are an integral part of an effective guidance program.

- Counseling, Consultation, and Referral Services
- Group Informational Services and Individual Planning Services
- System Support and Program Development Services

### Promotion Requirements

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

<b>To be a Freshman:</b> <i>promotion from Grade 8</i>	<b>To be a Junior:</b> <i>earn 11 credits</i>
<b>To be a Sophomore:</b> <i>earn 5 credits</i>	<b>To be a Senior:</b> <i>earn 17 credits</i>

### **Graduation Requirements as a result of COVID-19 for the Classes of 2021-2024 ONLY**

Credit requirements for graduation will be determined by the following:

<p><b><u>Class of 2024</u></b>  <b>24 credits to graduate (PE reduced to .5)</b>                  English--4                  Math--4                  Science--3                  History--3                  World Language--2                  PE--.5                  Health--.5                  Electives--7</p>	<p><b><u>Class of 2022</u></b>  <b>23 credits to graduate</b>                  English--4                  Math--4                  Science--3                  History--3                  World Language--2                  PE--1.0                  Health--.5                  Electives--5.5</p>
<p><b><u>Class of 2023</u></b>  <b>23 credits to graduate (PE reduced to .5)</b>                  English--4                  Math--4                  Science--3                  History--3                  World Language--2                  PE--.5                  Health--.5                  Electives--6</p>	<p><b>As long as requirements are met students will be matriculated to the next grade.</b></p>

## Selection of Courses

Advanced Placement (AP) courses most closely parallel a first-year college course. As we attempt to meet the goal of college and career readiness for all students, the high school is altering its approach to student enrollment in AP courses. We will actively recruit and encourage more students to register for an AP course. Given that AP coursework is extremely rigorous, student success will be predicated on many factors including student and teacher self-efficacy, demanding expectations, and a high level of effort and engagement. We encourage all students to closely examine the AP offerings at KP and to register for the most challenging coursework available to you.

As a guide to students and parents, generalized programs are offered (see charts on following page). 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

Students should enroll in the most rigorous level of classes that they can handle. Students are preparing for the future, and the goals that they will be seeking will bring them into competition with young people from other high schools. If students do not work to their full capacity now, they will be doing a disservice to themselves later in their educational careers.

### **COMPETITIVE 4-YEAR COLLEGES**

*(primarily Honors and Advanced Placement courses)*

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
English 9	English 10	English (AP Option)	English (AP Option)
Geometry	Algebra 2	Pre-Calculus	Calculus (AP Option)
Physical Science	Biology	Chemistry	Physics
World Language	World Language	World Language	World Language
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

## **4-YEAR & 2-YEAR COLLEGES AND TECHNICAL SCHOOLS**

*(primarily Standard courses with some Honors courses)*

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
English 9	English 10	English 11	English 12
Algebra 1	Geometry	Algebra 2	Pre-Calculus
Physical Science	Biology	Chemistry	Physics
World Language	World Language	World Language	World Language
United States History 1	United States History 2	World History	Elective
Physical Education & Wellness	Physical Education & Wellness	Elective	Elective
Elective	Elective	Elective	Elective

## **2-YEAR COLLEGES, TECHNICAL SCHOOLS, WORLD OF WORK**

*(primarily Standard level courses)*

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
English 9	English 10	English 11	English 12
Algebra 1	Geometry	Algebra 2	Algebraic Applications
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
World Language	World Language	Elective	Elective
Elective	Elective	Elective	Elective

Each high school student adapts the above sample programs to fit his or her own needs and requirements. Colleges, Universities and Employers like to see that a student has developed areas of passion as they work 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 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 teacher recommendation should contact their child's guidance counselor. Override forms are due on or before the last day of school for the following school year for planning and scheduling purposes.

The course selection process does not guarantee enrollment into courses. Students should carefully choose alternate courses in case a course conflicts with other courses, is at capacity, or is not offered.

## **Add/Drop Coursework**

The course schedule distributed to each student expresses the results of a prior planning process shaped by the student's educational needs, interests, and desires. During that process, school counselors and other personnel provided guidance to students and their parents/guardians so that individual choices were informed by an awareness of available options and the long range impact of course selections. The scheduling process is designed to achieve the following goals:

1. Encourage students to enroll in a challenging and balanced program of study that widens their post-high school and/or career options
2. Help students make informed decisions that serve their educational interests
3. Enable the school to make full use of available human resources

Students are expected to carefully consider the course of study they select and are discouraged from changing courses. Any decision about a course change should not be made until a thorough evaluation of the course has been completed.

**Students wishing to change a course may do so within the first two weeks of school for a full-year course or the first two weeks of term 3 for a semester course.**

**Students will be responsible for all work assigned prior to the schedule change, including summer assignments/reading.**

## **Course Override Policy**

Parents/guardians have the right to override a teacher's recommendation for any course with a completed Override Form located in the Guidance Office. Entrance into a course through an override form should be done so only after serious consideration.

When deciding on appropriate high school courses, students and parents/guardians should consider the classroom teacher's recommendation, student's current level of achievement, levels of developed skills, future plans, and such intangible factors as the student's motivation, work ethic, and maturity. Consultation with classroom teachers can provide helpful and relevant information about these skills and qualities.

Override forms are due on or before the last day of school for the following school year for planning and scheduling purposes. Any student who needs academic support to be successful should see their guidance counselor for resources.

## **Level Change Policy**

Students may change levels within the same course as long as there is room in the new course and the timeline is met (see below). All grades follow the student to the new course.

Level changes to a higher level are allowed for the first term.

Level changes to a lower level are allowed throughout the third term. Any level change request in term 4 must be approved by the Guidance Department Head and then KPRHS administration.

## Graduation Requirements

Required Subjects	Credits
English (Grade 9, Grade 10, Grade 11, Grade 12)	4
Math (not to include Computer Programming)	4
Science (Core Foundations, Biology, & 1 additional year)	3
Social Studies (US History I, US History II & World History)	3
World Language (2 years of the same language)	2
Physical Education	1
Health	.5
Additional credits	6.5
<b>Total required for graduation</b>	<b>24</b>

### ***Graduation Notes:***

1. Graduation credits must be earned in grades 9-12 while in attendance at King Philip Regional High School.
2. Determination and acceptance of transfer credits are at the sole discretion of the principal. Transfer credits must have been earned at an accredited school.
3. The principal or designee will determine if credit will be awarded to students who are tutored outside of the regular school day.
4. Only courses that are completed will earn credit. Partial credit will not be given for courses that are not completed.
5. Each student must register for a minimum of 6 credits. A senior **MUST** earn at least 5 credits, including senior English and Math, in his/her final year to earn his/her diploma from King Philip Regional High School. Special circumstances may be approved by the principal.

### **MCAS GRADUATION REQUIREMENTS**

- a. For the classes of 2021 and 2022, students must earn a next-generation MCAS scaled score that is equivalent to a legacy MCAS scaled score of at least 240 on the grade 10 ELA and Mathematics tests or earn the next-generation MCAS equivalent of a legacy scaled score between 220 and 238 and fulfill the requirements of an Educational Proficiency Plan (EPP).
- b. The **interim passing standard**, which is being used for the classes of 2021 and 2022, defines a level of achievement on the next-generation tests that is equivalent to the

current standard on the legacy tests. The table below (from the Raw-to-Scaled Score Conversion Table) shows the grade 10 next-generation scaled score ranges and the corresponding legacy MCAS achievement levels, CPI points, and Competency Determination (CD) status.

Grade 10 ELA NextGen Scaled Score Range	Grade 10 Math NextGen Scaled Score Range	Legacy-equivalent Scaled Score Range	Legacy-equivalent Achievement Level	CPI	CD status code	CD status
440 - 446	440 - 453	200 - 208	F	0	0	Did not pass
447 - 454	454 - 468	210 - 218	F	25	0	Did not pass
<b>455 - 462</b>	<b>469 - 476</b>	<b>220 - 228</b>	NI	50	1	Passed, requires EPP
463 - 471	477 - 485	230 - 238	NI	75	1	Passed, requires EPP
<b>472 - 500</b>	<b>486 - 503</b>	<b>240 - 258</b>	P	100	2	Passed
501 - 560	504 - 560	260 - 280	A	100	2	Passed

- c. Eligibility for the Adams and Abigail Scholarship now includes MCAS scores in Science as well as English Language Arts and Mathematics.

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

To participate in graduation **all requirements must be met**. Under exceptional circumstances or situations, requests for waivers for exceptions to these graduation requirements shall be addressed to the building principal. Determinations shall be made on a case-by-case basis. The decision of the building principal shall be final.

### Advanced Placement Course and Exam Information

The AP course curriculum is approved by the College Board to prepare students for the AP exam in May. For maximum success within an AP course and preparation for the AP exam, students are expected to be present in class. If a student requires extended absences from an AP course for any reason, please know the curriculum can not be compacted. Students are responsible for any assignments or assessments missed due to an absence.

Students, Parents/Guardians should be aware that there is a fee for students taking the Advanced Placement exams. Fees are collected in October/November. Families who need financial assistance for the AP exams should contact their guidance counselor prior to the fee collection deadline.

KPRHS will only offer the AP exam for the courses offered at KPRHS (both in the classroom and through VHS). Students wanting to participate in an AP exam that KPRHS does not offer are encouraged to contact local high schools for their testing information.

Additional information on the Advanced Placement Examinations can be found at [www.collegeboard.com](http://www.collegeboard.com).

## Internship Outside of KPRHS

IN4256	INTERNSHIP		
	HONORS	GRADE 12	2 CREDITS

Seniors may pursue Internships for the following purpose:

- 1. Doing an in-depth study of a specific career or discipline*

The student completes the internship paperwork which **MUST** be approved within two weeks of the beginning of a semester. The internship paperwork is available in the guidance office and must be signed by the student, parent/guardian, and principal. If an internship is off campus, a signed hold harmless agreement must be notarized.

Students are responsible for finding their internship placement site. All Internships will be on a Pass/Fail basis and will receive an Honors designation. Internships will not be factored into GPA.

## Work Study

The Work Study Program provides Junior and Senior students an opportunity to meet their academic requirements for graduation while gaining valuable work experience. Through this employment experience, students will build the knowledge, skills and self-confidence to be successful in higher education, in the workplace, and in life. Students participating in this program will attend their academic classes daily and be granted a late arrival/early dismissal to participate in employment during school hours (depending up their schedule).

Students who do not abide by the expectations of the Work Study program will be removed from the program and may not receive credit.

Students interested in pursuing the Work Study Program should see their assigned counselor for details and application.

## Honors Academy & AP Capstone

The goal of the Honors Academy is to acknowledge and encourage students to maintain a balance of strong academics, involvement in extracurricular activities, and commitment to community service. The honors academy requirements include AP Seminar and AP Research courses. If students in the Honors Academy meet the additional requirements of the AP Capstone program the College Board will award an AP Capstone Diploma. The designation of Honors Academy is placed on a student's transcript after meeting all of the requirements.

AP Capstone™ is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses – AP Seminar and AP Research.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate™

### Requirements

Honors Academy candidates are required to complete both the Application and Verification forms to be considered for the Honors Academy. The Application deadline is October 1<sup>st</sup> each year (9th and 10th grade) and the Verification forms must be handed in for each school year following your acceptance.

#### Academic Requirements:

- Complete **core academic courses at the Honors level or above** (English, Math, Science, History, and World Language)
- Complete at least **4 elective credits at the Honors level or above**
- Complete a minimum of **six (6) AP courses\***
- Earn a **final average of at least 80** in all required courses
- Maintain a weighted **GPA of 3.66** or higher

#### \*Required AP courses:

AP English Language & Composition

AP Seminar

AP Research

3 AP courses of your choice

#### Additional Requirements:

##### *Application and Verification Forms*

Interested students must complete an application to be considered for the AP Capstone Honors Academy. Applications are available in September of each school year and must be completed and turned in by October 1<sup>st</sup> of either 9th or 10th grade. Students must also submit a Verification Form, each year, to confirm participation in community service and extracurricular activities. Verification forms for senior year community service and extracurricular requirements are due by May 1<sup>st</sup>.

##### *Community Service Requirements:*



Students must complete a minimum of 50 hours of community service (20 hours completed by the end of sophomore year, 30 additional hours completed by May 1<sup>st</sup> of senior year).

*Extracurricular Requirements:*

Students must participate in at least two extracurricular activities each year. Advisors must confirm that students have met the requirement of participation by signing the Verification form.

<b>HA0001</b>	<b>AP SEMINAR</b>		
	<b>ADVANCED PLACEMENT</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

AP Seminar is the foundational course of the Capstone Program that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Unlike other traditional courses and traditional AP courses, AP Seminar is built around the student’s interest. The curriculum is driven by project-based learning and student inquiry.

Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Students will be assessed through a combination of individual and team projects and presentations as well as through a written exam.

*This course addresses the following expectations for student learning: communication with clarity, focus and consideration of audience and students will use technology to access, evaluate and effectively apply information.*

**Note:** *AP Seminar is a prerequisite for AP Research*

<b>HA0002</b>	<b>AP RESEARCH</b>		
	<b>ADVANCED PLACEMENT</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

AP Research, the second course in the AP Capstone experience, builds off the skills of AP Seminar and allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Students will be assessed through a combination of individual and team projects and presentations as well as through a written exam.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products. Students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** Students must have successfully completed AP Seminar during their junior year.

## **KING PHILIP GRADUATION DISTINCTION IN LIBERAL ARTS**

King Philip students have an opportunity to graduate with a distinction in liberal arts. Participation in the Graduation Distinction program will be noted on the school transcript and a program description will be included in the school profile that is sent to colleges. This distinction can be achieved when students *choose specific electives from a particular set of courses that focus on liberal arts (English, world language, social studies, art, etc.)*; in addition, students will be required to develop and complete a project that will expose them to the "real world" applications available through the study of liberal arts.

**The criteria for this project will include the following:**

- a. Students must propose, receive approval, and engage in a project that incorporates the core concepts of liberal arts.
- b. Students will work with an advisor to create a proposal, establish the parameters of the project, and establish the format of the final product.
- c. Students will conduct background research on the chosen topic and write a report on this using MLA format.
- d. Students will produce a final product that will be shared in a public venue that has been approved by the advisor.
- e. Students will write a summary paper about the project and make an oral presentation to a faculty panel for evaluation.

**Required Courses**

English (4 years - 4 credits)

English 9

English 10

English 11

English 12

**Additional Liberal Arts Course Credits**

The student must take 4 additional credits in liberal arts courses (English, social studies, world language, media arts, fine and performing arts)

**Project Design**

The project must be completed in accordance with the guidelines approved by the Graduation Distinction advisor. The project will be presented to a faculty panel in the form of a paper that includes background research and an oral presentation. The paper as well as the Works Cited will follow MLA format.

### **Project Timeline**

Initial proposals must be submitted by the end of term 3 of the student's junior year.

Projects must be completed and the final presentation paper that will be submitted to the faculty panel must be completed by the end of term 3 of the student's senior year.

## **KING PHILIP GRADUATION DISTINCTION IN STEM**

King Philip students have an opportunity to graduate with a distinction in STEM. Participation in the Graduation Distinction program will be noted on the school transcript and a program description will be included in the school profile that is sent to colleges. This distinction can be achieved when students *choose specific electives from a particular set of courses that focus on science, technology, engineering, and mathematics*; in addition, students will be required to develop and complete a project that will expose them to the "real world" applications available through STEM studies.

### **The criteria for this project will include the following:**

- a. Students must propose, receive approval, and engage in a project that incorporates the core concepts of science, technology, engineering, and/or math.
- b. Students will work with an advisor to create a proposal, establish the parameters of the project, and establish the format of the final product.
- c. Students will conduct background research on the chosen topic and write a report on this using MLA format.
- d. Students will produce a final product that will be shared in a public venue that has been approved by the advisor.
- e. Students will write a summary paper about the project and make an oral presentation to a faculty panel for evaluation.

### **Required Courses**

#### **Science (4 years)**

Physical Science or Core Foundations

Biology

Chemistry

Physics

#### **Mathematics (4 years)**

The student must take 4 full years of math courses.

### **Project Design**

The project must be completed in accordance with the guidelines approved by the Graduation Distinction advisor. The project will be presented to a faculty panel in the form of a paper that includes background research and an oral presentation. The paper as well as the Works Cited will follow MLA format.

### **Project Timeline**

Initial proposals must be submitted by the end of term 3 of the student's junior year.

Projects must be completed and the final presentation paper that will be submitted to the faculty panel must be completed by the end of term 3 of the student's senior year.

## Massachusetts State University Minimum Admissions Requirements

The admissions standards for the state universities and the UMASS campuses emphasize a strong academic high school background so students enter college ready to learn. **These standards represent minimum requirements. Meeting them does not guarantee admission** since campus officials consider a wide range of factors in admissions decisions. Students shall have fulfilled all requirements for the high school diploma or its equivalent upon enrollment. *It is important to note that admissions standards for the state's community colleges differ. Community colleges may admit any high school graduate or GED recipient.*

### **Freshmen Applicants**

The admissions standards for freshmen applicants have two main parts:

1. Sixteen (16) required academic courses
2. A minimum required grade point average (GPA) earned in college preparatory courses completed at the time of application

Applicants must also submit an SAT or ACT score.

### **Academic Course Requirement**

Seventeen college preparatory courses distributed as follows are required. (A course is equivalent to one full school year of study. Courses count toward the distribution only if passed.)

	Requirement for college freshmen class entering Fall 2016 and beyond
Subject	
English	4 courses
Mathematics	4 courses (Algebra I & II and Geometry or Trigonometry or comparable coursework) including mathematics during the final year of high school
Sciences	3 courses (drawn from Natural Science and/or Physical Science and/or Technology/Engineering), including 3 courses with laboratory work
Social Sciences	2 courses (including 1 course in U.S. History)
World Languages	2 courses (in a single language)
Electives	2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

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

The GPA must be achieved based on all college preparatory courses completed at the time of application and should be weighted for accelerated (Honors or Advanced Placement) courses. The required minimum weighted high school GPA is 3.0 for the four-year public campuses.

<b>State University GPA</b>	<b>University of Massachusetts GPA</b>
3.00	3.00

### **SAT Scores**

Applicants who meet the GPA requirement do not have to use the sliding scale for admission but still must submit SAT or ACT test scores for consideration if they are applying to a state university or UMass within three years of high school graduation.

### **Sliding Scale (used when GPA is lower than the minimum required GPA)**

If an applicant's GPA falls below the required minimum, a sliding scale will apply. *This scale should be used only when an applicant's GPA falls below the required 3.0 minimum for admission to the state universities or UMass.*

Scores on the new writing section of the SAT will not affect the sliding scale for freshmen applicants to the Massachusetts state universities and to the University of Massachusetts at this time. 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.

### ***Sliding Scale for Freshmen Applicants to UMass***

<b>Weighted High School GPA</b>	<b>Combined SAT-I V&amp;M Must Equal or Exceed (ACT Equivalent in Italics)</b>
2.51-2.99	950 (20)
2.41-2.50	990 (21)
2.31-2.40	1030 (22)
2.21-2.30	1070 (23)
2.11-2.20	1110 (24)
2.00-2.10	1150 (25)

NO APPLICANT WITH A HIGH SCHOOL GPA BELOW 2.00 MAY BE ADMITTED TO A STATE UNIVERSITY OR UNIVERSITY OF MASSACHUSETTS CAMPUS.

*Sliding Scale for Freshmen Applicants to a State University*

Weighted High School GPA	Combined SAT-I V&M Must Equal or Exceed (ACT Equivalent in Italics)
2.51-2.99	920 (19)
2.41-2.50	960 (20)
2.31-2.40	1000 (21)
2.21-2.30	1040 (22)
2.11-2.20	1080 (23)
2.00-2.10	1120 (24)

**Supplemental Course Offerings**

**Dual Enrollment Program**

The Massachusetts State Department of Education makes available to eligible juniors and seniors a program of enrollment in state colleges and universities that allows students to earn credits for both high school and college graduation. Students are eligible if they meet the following criteria:

- Student is in 11th or 12th grade
- Student meets GPA and/or other requirements put forth by the state college and/or university
- Student is recommended by the high school principal, teacher, or guidance counselor
- Student has a written approval from parent/guardian

Courses are offered to qualified high school students at the reduced rate if college/university income-eligibility guidelines are met. The King Philip Regional School System does not fund college education costs. Students may need to pay the tuition to attend the courses. Students who meet eligibility guidelines are not guaranteed participation. A student may need to participate in a placement exam administered by the higher educational institution. College credits earned through the dual enrollment program may or may not be accepted by the college/university a student ultimately attends. Each college/university will make that decision.

Approved dual enrollment courses will receive the designation of Honors level on the King Philip Regional High School transcript. Prior approval by the guidance counselor, principal, and superintendent must be obtained to be eligible to participate in the dual enrollment program. **Eligible**

*students should meet with their counselors during the spring of the year prior to considering this option for the next academic year.*

To earn high school credit on the King Philip Regional High School transcript, students **must** present an official transcript from the state college or university to their guidance counselors or the main office at the close of their dual enrollment course. Students are not allowed to select courses that are currently offered at King Philip Regional High School.

### **Online Learning**

In an effort to expand curricular offerings to our students, King Philip has partnered with Virtual High School (VHS), a Massachusetts-based company that offers online courses. Established and well-represented in high schools across the state, Virtual High School adds a new dimension to what students have the opportunity to experience and learn about during their high school career. A limited number of seats will be available for juniors, and seniors interested in pursuing an online course. Students interested in VHS should have a minimum 3.0 GPA and be able to work well independently. Students are not allowed to select courses that are currently offered at King Philip Regional High School.

**Please note:** add/drop dates for VHS courses is earlier than KPRHS’ add/drop timeline. VHS courses successfully completed as a semester course will be awarded .50 credits and as a full-year course will be awarded 1.0 credit.

For more information, including the full list of possible courses, contact the Virtual High School Coordinator at King Philip, or visit their website at [www.goVHS.org](http://www.goVHS.org) King Philip Site Coordinator is Cheryl Rowe [rowec@kingphilip.org](mailto:rowec@kingphilip.org)

### **KPHS In-School Opportunities**

<b>IN4251</b>	<b>TUTORING INTERNSHIP</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

The tutoring internship program is available to Juniors & Seniors with a minimum 3.2 GPA. The program runs as a full year or semester course where students will provide peer tutoring support during one period of the academic day. This one-on-one support will take place during the school day in the Student Support Center or in Academic Support classrooms. Students should feel comfortable with a variety of subject levels to be considered for the tutoring internship. Students will also be expected to participate in the afterschool tutoring 1 day a week (working around extra-curricular schedules).

Options for credit include – full-year tutoring 1.0 credit  
 Full-year tutoring w/senior privileges .5 credits  
 Semester tutoring .5 credits  
 Tutoring Internship is a Pass/Fail course.

<b>IN4253</b>	<b>STUDENT TECHNOLOGY</b>		
	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

This is a hands-on course that will promote real-life skills in technology support and instruction. Students will have the opportunity to design their own learning with a developed focus in any of the following areas: digital signage, social media, hardware repair, software, and educational app trends, create instructional videos or blogs to support current technology and any other technology related areas.

Some students will be working in collaboration with the technology department and will have opportunities to learn how to work on computer repair issues, prioritize support requests and respond to the requests in a timely manner to service tickets. Students in the digital signage area will design advertisements, update social media and website information. Students will have the opportunity to receive G-Suite certification from Google.

Interested students must see Mrs. Rowe in the Media Center.



# ENGLISH LANGUAGE ARTS

## Course Offerings

E2110	ENGLISH 9		
	HONORS	GRADE 9	1 CREDIT

This course is specifically designed for those students who have the potential and the desire to do advanced work in language arts. Students wishing to take this course should have highly developed writing and reading skills. 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 argumentative and expository writing and editing. Students will be expected to employ critical thinking and literary analysis in their daily reading and writing. Students will learn various context clue strategies in order to decode words, to take vocabulary assessments, and to expand their vocabulary.

Students will read both nonfiction and fiction. The literature to be studied may include Shakespeare's *Romeo and Juliet*; Steinbeck's *Of Mice and Men*; Greek and Roman mythology; Dickens's *A Tale of Two Cities*; Bradbury's *Fahrenheit 451*; Golding's *Lord of the Flies*; short stories; selections of classical and modern poetry with an emphasis upon structure, meaning, and figurative language; and various selections of nonfiction. The non-fiction readings will consist of diverse passages that expose students to the characteristics of narrative, expository, and argumentative nonfiction.

A student's grade will be determined by all or some of the following: essays, tests, quizzes, homework assignments (including graded reading checks for comprehension), graded notes, graded discussion, group work, 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: communication with clarity, focus and consideration of audience and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students who enroll in this course must have the ability to work independently and possess a willingness to challenge themselves in the components of language arts. Students who are recommended for this course must have a year-to-date average of 90% or above in English 8. Students in the 85-89% range will be recommended for this course on a case-to-case basis; however, any student who is not recommended for this course but who is willing to put in the effort is welcome to submit an override form through guidance.*

<b>E2120</b>	<b>ENGLISH 9</b>	
	<b>GRADE 9</b>	<b>1 CREDIT</b>

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 and quote analysis. Students will learn various context clue strategies in order to decode words, to take vocabulary assessments, and to expand their vocabulary.

Students will read and analyze examples of each of the major literary genres: drama (Shakespearean), nonfiction, poetry, and the novel. The literature to be studied may include *Romeo and Juliet*, a novel by Charles Dickens's, *Of Mice and Men*, *Mosquitoland*, and excerpts from *The Odyssey*. Students will also read works of nonfiction. The nonfiction readings will consist of diverse passages that expose students to the characteristics of narrative, expository, and argumentative nonfiction.

A student's grade will be determined by all or some of the following: essays, tests, quizzes, homework assignments (including graded reading checks for comprehension), graded notes, graded discussion, group work, 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: communication with clarity, focus and consideration of audience and students will use technology to access, evaluate and effectively apply information.*

<b>E2210</b>	<b>ENGLISH 10</b>		
	<b>HONORS</b>	<b>GRADE 10</b>	<b>1 CREDIT</b>

This rigorous course is designed for students who have demonstrated high ability in all phases of language arts: reading comprehension, vocabulary development, grammar, and writing. The course will focus on in-depth literary analysis as well as nonfiction analysis. Essay writing will emphasize literary topics requiring significant independent critical thinking and textual analysis. Students will build upon the paragraph structure covered in English 9 Honors. In addition, students will write a persuasive essay involving research and will learn traditional research skills. Grammar study will include a review of common writing errors and punctuation rules with a view to style improvement. Students will learn various context clue strategies in order to decode words, to take vocabulary assessments, and to expand their vocabulary. MCAS preparation will be on-going.

Students will study works of fiction and nonfiction that may include Sophocles' *Antigone*, Shakespeare's *Julius Caesar*, Krakauer's *Into Thin Air*, Hosseini's *The Kite Runner*, Wiesel's *Night*, and Salinger's *The Catcher in the Rye*, as well as short stories and various nonfiction selections. Students are expected to read a majority of these works outside of class to allow for a greater amount of class discussions, analysis, and composition work.

A student's grade will be determined by all or some of the following: essays, tests, quizzes, homework assignments (including graded reading checks for comprehension), graded notes, graded discussion, group work, projects, and oral presentations.

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

*This course addresses the following expectations for student learning: communication with clarity, focus and consideration of audience and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *The ELA department encourages students to challenge themselves when selecting ELA courses. Students selecting this course have often achieved a minimum grade of 75% in English 9 Honors or a minimum grade of 90% in English 9, and they have received a teacher recommendation; however, any student who is willing to put in the effort is encouraged to consider this course.*

<b>E2220</b>	<b>ENGLISH 10</b>	
	<b>GRADE 10</b>	<b>1 CREDIT</b>

This course will include extensive work in literature, grammar, vocabulary, and written composition. Students will learn to understand the various genres: novel, drama, nonfiction, and poetry. In written composition, students will be taught the mechanics of the longer composition and the research process. Students will study works that may include Miller's *The Crucible*, Salinger's *The Catcher in the Rye*, Walls's *The Glass Castle* as well as selected short stories, poetry, and short nonfiction selections. Grammar study will include a review of common writing errors. Students will learn various context clue strategies in order to decode words, to take vocabulary assessments, and to expand their vocabulary. MCAS preparation will be on-going. Students will be expected to read literary works outside of class to allow for extensive review of the materials in class.

A student's grade will be determined by all or some of the following: essays, tests, quizzes, homework assignments (including graded reading checks for comprehension), graded notes, graded discussion, group work, 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: communication with clarity, focus and consideration of audience and students will use technology to access, evaluate and effectively apply information.*

<b>E2300</b>	<b>ADVANCED PLACEMENT ENGLISH LANGUAGE &amp; COMPOSITION</b>		
	<b>ADVANCED PLACEMENT</b>	<b>GRADES 11 &amp; 12</b>	<b>1 CREDIT</b>

Advanced Placement English Language & Composition is a course for students with a consistent work ethic who have a desire to explore the elements of composition that will provide them with the knowledge to handle any timed or untimed writing assignment assigned throughout their educational career. 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 Advanced Placement English Language Examination in May. Although the course will examine a number of nonfiction writings, important works of fiction from the American literary canon will be analyzed. Students will be expected to do independent analysis, participate actively in class discussion, and write various types of essays on a regular basis. Course curriculum will include various nonfiction pieces and may include such literary works such as *The Adventures of Huckleberry Finn*, *Narrative of the Life of Frederick Douglass*, *The Great Gatsby*, and *Into the Wild*.

A student’s grade will be determined by all or some of the following: essays, tests, quizzes, homework assignments, graded notes, graded discussion, group work, 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: communication with clarity, focus and consideration of audience and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *The ELA department encourages students to challenge themselves when selecting ELA courses. Students selecting this course have often achieved a minimum grade of 75% in English 10 Honors or a minimum grade of 90% in English 10, and they have received a teacher recommendation; however, any student who is willing to put in the effort is encouraged to consider this course.*

<b>E2320</b>	<b>ENGLISH 11</b>	
	<b>GRADE 11</b>	<b>1 CREDIT</b>

This course is primarily a study of American writing—both fiction and nonfiction. Students will read a variety of genres which may include works by authors such as F. Scott Fitzgerald, Arthur Miller, August Wilson, Tim O’Brien, Jon Krakauer, Mark Twain, Charlotte Perkins Gilman, and Kate Chopin. Writing instruction will focus on the organization of an argument, the analysis of rhetorical devices (as assessed on the SAT essay), and the analysis and incorporation of secondary sources into a research paper. Students will learn various context clue strategies in order to decode words, to take vocabulary assessments, and to expand their vocabulary. Students will also create a personal narrative that could be used as an initial draft of their college admission personal statement.

A student's grade will be determined by all or some of the following: essays, tests, quizzes, homework assignments (including graded reading checks for comprehension), graded notes, graded discussion, group work, 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: communication with clarity, focus and consideration of audience and students will use technology to access, evaluate and effectively apply information.*

<b>E2400</b>	<b>ADVANCED PLACEMENT ENGLISH LITERATURE &amp; COMPOSITION</b>		
	<b>ADVANCED PLACEMENT</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

Advanced Placement English Literature & Composition is an intensive college level study of representative works from various genres and periods. The course concentrates 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 and ask 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. In doing so, the class will 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 practice in answering objectives that have formerly appeared on the examination, and composing essays on selected works and excerpts from works.

The literature to be studied may include Shakespeare's *Hamlet*, Stoppard's *Rosencrantz and Guildenstern Are Dead*, Austen's *Pride and Prejudice*, Bronte's *Jane Eyre*, Ellison's *Invisible Man*, Hurston's *Their Eyes Were Watching God*, Faulkner's *Light in August*, Rhys's *Wide Sargasso Sea*, Orwell's *1984*, and other titles of similar literary magnitude. Additionally, course materials may include selections of classical and modern poetry with an emphasis upon structure, meaning and figurative language, and various selections of nonfiction as companion pieces for literary works. Only students who expect to do extensive independent reading and writing should enroll in this course.

A student's grade will be determined by all or some of the following: essays, tests, quizzes, homework assignments (including graded reading checks for comprehension), graded notes, graded discussion, group work, 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: communication with clarity, focus and consideration of audience and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *The ELA department encourages students to challenge themselves when selecting ELA courses. Students selecting this course have often achieved a minimum grade of 75% in Advanced Placement English Language, a minimum grade of 75% in English 11 Honors, or a minimum grade of*

90 in English 11; and they have received a teacher recommendation. Similar to other ELA courses, the department encourages any student who is willing to put in the effort to consider this course.

<b>E2415</b>	<b>ENGLISH 12</b>		
	<b>HONORS</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

This course is structured around two dominant issues—rebellion and the cultural movements of modernism and postmodernism and the diverse voices within these movements. Students will explore the ways fiction writers present these ideas through literary devices, and they will also explore the techniques nonfiction writers use to convey their assertions. Some writers that will be explored may include Ken Kesey, William Shakespeare, Athol Fugard, Jean Rhys, August Wilson, Fatema Mernissi, J. Cormac McCarthy, Maxine Hong Kingston, Don DeLillo, and Peter Shaffer, to name but a few. Seminar discussions will occur with each book. These discussions will explore the way in which the thematic issues within the novel, the critical response to each work, and the nonfiction of the time period reflect the aforementioned issues.

A student's grade will be determined by all or some of the following: essays, tests, quizzes, homework assignments (including graded reading checks for comprehension), graded notes, graded discussion, group work, 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: communication with clarity, focus and consideration of audience and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *The ELA department encourages students to challenge themselves when selecting ELA courses. Students selecting this course have often achieved a minimum grade of 75% in English 11 Honors or a minimum grade of 90% in English 11, and they have received a teacher recommendation; however, any student who is willing to put in the effort is encouraged to consider this course*

<b>E2421</b>	<b>ENGLISH 12</b>		
		<b>GRADE 12</b>	<b>1 CREDIT</b>

Writers often examine the role of the individual within his or her society, especially when the individual finds himself or herself on the outside looking in. Often, the individual is faced with the options of conformity, apathy, or rebellion. This class will explore works of fiction and nonfiction that center around the individual's complex role in society and reaction to that role. It will examine the influence society (i.e. technology, culture, conformity, etc.) has upon the individual, the individual's understanding of himself or herself, and the individual's resulting actions. Some writers that will be examined may include: Sherman Alexie, Zora Neale Hurston, Cormac McCarthy, William Shakespeare, George Orwell, Ken Kesey, Malala Yousafzai, and Jean Rhys. Writing instruction will

focus on the organization of an argument, the use of rhetorical devices, and the analysis and incorporation of secondary sources. Students will also analyze nonfiction and explore the various techniques nonfiction writers use to convince the audience of their position. Students will learn various context clue strategies in order to decode words, to take vocabulary assessments, and to expand their vocabulary.

A student’s grade will be determined by all or some of the following: essays, tests, quizzes, homework assignments (including graded reading checks for comprehension), graded notes, graded discussion, group work, 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: communication with clarity, focus and consideration of audience and students will use technology to access, evaluate and effectively apply information.*

<b>E2422</b>	<b>PROFESSIONAL INNOVATION PROGRAM SEMINAR</b>		
		<b>GRADE 12</b>	<b>1 CREDIT</b>

Professional Innovation Program Seminar is a course for students with an emerging interest in a specific professional pathway (i.e. carpentry, cosmetology, culinary, plumbing, automotive, banking etc.) that they want to further explore. Through project-based learning in the classroom as well as practical-field internships and research with companies related to their respective areas of interest, the course will expose students to the “real world” skills necessary for post high school success. For example, a student interested in cosmetology would engage in project-based assignments such as: how to build a clientele base, how to estimate a job in order to ensure profit after cost of overhead, how to write compositions for publications within the specific occupation, etc. In addition to a curricular focus on composition, math/business, technical, marketing, and professional skills, the course will provide students with individualized information and guidance on post graduate programs and certifications that will advance their careers of choice; as a result, students will not only be prepared as they enter their professional field of interest, but they will also have the advantage and knowledge to become leaders in their chosen fields.

Students who take this course as seniors can use the course as their core English requirement.

*This course addresses the following expectations for student learning: communication with clarity, focus and consideration of audience and students will use technology to access, evaluate and effectively apply information.*

## TELEVISION & FILM

<b>T6110</b>	<b>INTRODUCTION TO TELEVISION PRODUCTION (SEM. I or SEM. II)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>.5 CREDITS</b>

This introductory course offers an opportunity for students to design and create media productions. Through analysis; planning; defining central ideas; composing text, images, and sound; and digital editing and revision, students will understand that media productions, like literary works, are the result of careful consideration of audience, message, and form. These final products require skillful application of a wide variety of techniques. The overall experience will provide students with valuable skills in creative thinking, media literacy, and collaboration.

The student's grade will be based on multiple production projects, effort, and class participation.

<b>T6122</b>	<b>INTRO TO FILMMAKING (SEM. I or SEM. II)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>.5 CREDIT</b>

This introductory semester course is designed to explore the history of film, as well as the methods and details involved in the art of filmmaking. Students will learn the language and techniques of film, and they will also step behind the camera to make their own short projects. One example of a project could be making a short movie that has the elements of a western. Or students may have to create a chase scene or a video that combines music and nature. Throughout the year, students will study, analyze, and hopefully emulate the masters of film directing; they will reflect on how or why a director does what he or she does. By studying how the experts compose a scene or build suspense, students will learn how to do it for themselves. Students will learn the intricacies of specific shots, lighting, audio, and film editing. In many ways this class will be one in which students learn by doing. This class will also prepare students for further film and/or television courses.

<b>T6200</b>	<b>ADVANCED FILMMAKING</b>		
	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

This year-long course is for students who are interested in learning about and experimenting with the art of filmmaking. The course builds off the skills and knowledge gained from the Introduction to Filmmaking course. Students will create longer, more in-depth independent film projects. Students will choose what they work on throughout the year-- they may produce a film, make a documentary, or write a screenplay. Students will research and analyze the leaders of the genre they choose to focus on. Students will share their work with classmates, and they will give and receive feedback in a constructive, supportive workshop-type environment.



**Guidelines:** Students selecting this course must have successfully completed Introduction to Filmmaking or must have received permission from the instructor.

<b>T6315</b>	<b>INTRO TO CREATIVE WRITING (Sem. I or Sem II)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>0.5 CREDIT</b>

This introductory course will focus on the various aspects and genres of creative writing. Students will analyze and study how the masters of the craft achieve what they do; and then students will emulate and experiment on their own. Students will write in many different genres throughout the year: poetry, short stories, character sketches, essays, flash fiction, fairy tales, stream of consciousness, letter writing, horror, fantasy, and personal narratives. (And more!) Students will also have the option of focusing on bigger projects. They may attempt to write a novel or a screenplay, a collection of short stories, or a poetry collection.

The semester will consist of numerous weekly writing assignments and readings. The final assessment (at the end of the second term) will be a portfolio showcasing a collection of the student's writing (and hopefully his or her growth as a writer). A major goal of this course is to foster a love of reading and writing.

<b>T6311</b>	<b>ADVANCED CREATIVE WRITING</b>		
	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

This year-long course is for students who wish to continue their growth as writers. The class will look deeper into various aspects of fiction: character development, dialogue, setting up conflict, and storytelling/narration. Students will primarily focus on a year-long independent project (or projects). They may work on a novel, a collection of poetry, a short story collection, or even a screenplay. (They will be able to choose what genre they write in.) During the second semester, students will learn about the ins and outs of getting published: submitting pieces to magazines/contests, writing a query letter, and preparing a manuscript. Students are responsible for creating and submitting a portfolio-- a collection of their strongest writing-- at the end of each semester.

**Guidelines:** Students selecting this course must have successfully completed Introduction to Creative Writing or must have received permission from the instructor.

<b>T6218</b>	<b>SPORTS BROADCASTING</b>		
	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

This course offers participants an opportunity to prepare sports news packages for broadcast. Students will receive news assignments that will require investigative research, script-writing, organization, cinematography, graphics, animation, and interviewing skills. Assignments may include spot news coverage and reports on any sports-related 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.

Students are expected to complete five to seven projects each term and are graded on the following criteria: creativity, writing, sound quality, on-camera talent, quality of camera shots, quality of editing, and quality of detail.

*This course addresses the following expectations for student learning: communication with clarity, focus and consideration of audience and students will use technology to access, evaluate and effectively apply information.*

<b>T6217</b>	<b>ADVANCED TELEVISION PRODUCTION</b>		
	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

This course immerses students into the world of television broadcast. Students work through a complex process of using creative and critical thinking skills to devise concepts for public service announcements and news packages. Once a concept is well developed, students begin to direct, edit, and produce their ideas for broadcast.

Students are expected to complete five to seven projects each term and are graded on the following criteria: creativity, writing, sound quality, on-camera talent, quality of camera shots, quality of editing, and quality of detail. The overall experience will provide students with valuable skills in creative thinking, media literacy, and collaboration.

Students are fully responsible for the following throughout the year:

- the quality of his/her team programming (all required elements: topic selection, writing, videography, technical aspects, etc.)
- overall team participation and management
- the maintenance of a professional and responsible KPTV organization
- daily and weekly planning sheets for the team
- 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
- checking and improving competency levels of the members of his/her team

This course addresses the following expectations for student learning: communication with clarity, focus and consideration of audience and students will use technology to access, evaluate and effectively apply information.

**Guidelines:** Students selecting this course must have successfully completed Introduction to TV Production or must have received permission from the instructor.

# HISTORY & SOCIAL SOCIAL SCIENCES

## Course Offerings

<b>H4110</b>	<b>UNITED STATES HISTORY 1</b>		
	<b>HONORS</b>	<b>GRADE 9</b>	<b>1 CREDIT</b>

The focus of this course is on the major events, ideas, and trends in American history from 1763 through World War I. Causes and effects 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, Reconstruction, Industrial Revolution, westward expansion, US becoming a world power, progressivism and the World War I era are topics that will be studied.

This course is designed 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, with a concentration on the above topic areas is highly recommended for this course.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively to solve problems, think critically and create original products. Students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have achieved a minimum grade of 90 in World Civilizations 8 and English in Grade 8. Students in the 85-89% range in one or both subjects will be recommended for this course on a case-to-case basis; however, any student who is not recommended for this course but who is willing to put in the effort is welcome to submit an override form through guidance.*

<b>H4120</b>	<b>UNITED STATES HISTORY 1</b>		
		<b>GRADE 9</b>	<b>1 CREDIT</b>

This course is a thorough survey of American history. The focus of this course is on the major events, ideas, and trends in American history from 1763 through World War I. 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, Reconstruction, Industrial Revolution, westward expansion, US becoming a world power, progressivism and the World War I era are topics that will be studied.

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. On-line textbooks are used to support class, textbook, and research materials.

Participation in the summer reading, with a concentration on the above topic areas is highly recommended for this course.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively to solve problems, think critically and create original products. Students will use technology to access, evaluate and effectively apply information*

<b>H4200</b>	<b>ADVANCED PLACEMENT UNITED STATES HISTORY 2</b>		
	<b>ADVANCED PLACEMENT</b>	<b>GRADE 10</b>	<b>1 CREDIT</b>

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 the New Deal, the Cold War, the civil rights movement, and globalization.

This course is designed to prepare advanced students to take the Advanced Placement United States History Examination 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 work/reading program is a requirement for this course. Students should consult the school’s website and course specific teacher for updated summer reading lists and assignments.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively to solve problems, think critically and create original products. Students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have taken United States History 1 Honors in Grade 9 and achieved a minimum grade of A-. Students also should have taken English 9 Honors and achieved a minimum grade of A-. Teacher recommendation and signature of the instructor should be obtained.*

<b>H4210</b>	<b>UNITED STATES HISTORY 2</b>		
	<b>HONORS</b>	<b>GRADE 10</b>	<b>1 CREDIT</b>

This course is a thorough survey of American history from World War I to the present. Some of the major topics include the politics of the 1920’s, The Great Depression, World War II, the Cold War, the civil rights movement, the Vietnam War, the Nixon, Ford and Carter administrations, and 911.

This course is designed 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, debates, classwork, participation and teacher assigned projects. Possible term projects include critical essays, creative writing, book reviews, and a formal research paper.

Participation in the summer reading, with a concentration on the above topic areas is highly recommended for this course.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively to solve problems, think critically and create original products. Students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have achieved a minimum grade of 80% in United States History 1 Honors or achieved a minimum grade of 90% in United States History 1.*

<b>H4220</b>	<b>UNITED STATES HISTORY 2</b>	
	<b>GRADE 10</b>	<b>1 CREDIT</b>

The focus of this course is on the major events, ideas, and trends in American history from World War I to the present. Some of the major topics include the politics of the 1920's, The Great Depression, World War II, the Cold War, the civil rights movement, the Vietnam War, the Nixon, Ford and Carter administrations, and 911.

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

Participation in the summer reading, with a concentration on the above topic areas is highly recommended for this course

*This course addresses the following expectations for student learning: ability to work independently and collaboratively to solve problems, think critically and create original products. Students will use technology to access, evaluate and effectively apply information.*

<b>H4300</b>	<b>ADVANCED PLACEMENT WORLD HISTORY</b>		
	<b>ADVANCED PLACEMENT</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

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 the beginnings of human history 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 in May.

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 website for listed readings and for additional summer assignments.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively to solve problems, think critically and create original products. Students will use technology to access, evaluate and effectively apply information.*

**Guideline:** *Students currently enrolled in Advanced Placement United States History 2 should have a minimum grade of B- in this course. Students who are currently enrolled in English 10 Honors with a minimum grade of A- may also take this course.*

<b>H4310</b>	<b>MODERN WORLD HISTORY</b>		
	<b>HONORS</b>	<b>GRADE 11</b>	<b>1 CREDIT</b>

This course is intended for the student who is seriously interested in history. Through a thematic examination of content and interpretation, students will study events and issues in world history from c.1650 to the present. Themes include: Enlightenment and global revolutionary-era concepts; the challenges of industrialization, capitalism, and socialism/Marxism; scientific, cultural, and political reforms; nationalism and the challenges of pre-World War I nations; global imperialism & anti-colonialism; the causes and effects of the World Wars; the Russian Revolution & communism; the rise of fascism & totalitarianism; decolonization and new pre-industrialized global political forces; the Cold War; post-Cold War events; and contemporary globalization of world societies and institutions.

Textbook & primary source readings, documentary films, and lecture-discussions are employed for content learning and developing interpretation and analytical skills. Students engage in a variety of activities that can include critical thinking skills exercises, maps, debates, and timelines. Assessments include tests & quizzes, individual and team projects, research writings, and varied homework and classroom assignments. This course addresses the following expectations for student learning: ability to work independently and collaboratively to solve problems, think critically and create original products. Students will use technology to access, evaluate and effectively apply information.

**Guideline:** *Students selecting this course should have achieved a minimum grade of B in United States History 2 Honors and English 10 Honors or achieved a minimum grade of A- in United States History 2 and English 10.*

<b>H4320</b>	<b>MODERN WORLD HISTORY</b>		
		<b>GRADE 11</b>	<b>1 CREDIT</b>

Students engage in a chronological study of the following eras in history from c.1650 to the present: the Enlightenment and the Age of Revolutions; the Industrial Revolution; 19<sup>th</sup> century scientific, cultural, and political reforms; nationalism and the challenges of pre-World War I nations; global imperialism; World War I; the Russian Revolution; the Great Depression and the rise of the dictators; World War II; the Cold War; post-Cold War events; and the globalization of today's world.

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

*This course addresses the following expectations for student learning: ability to work independently and collaboratively to solve problems, think critically and create original products. Students will use technology to access, evaluate and effectively apply information.*

### **History and Social Sciences Electives**

<b>H4322</b>	<b>CRIMINAL JUSTICE (SEM. I or SEM. II)</b>		
		<b>GRADES 11-12</b>	<b>.5 CREDITS</b>

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 students' 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: ability to work independently and collaboratively to solve problems, think critically and create original products. Students will use technology to access, evaluate and effectively apply information.*

<b>H4423</b>	<b>SOCIOLOGY (SEM. I or SEM. II)</b>		
		<b>GRADES 11-12</b>	<b>.5 CREDITS</b>

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.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively to solve problems, think critically and create original products. Students will use technology to access, evaluate and effectively apply information.*

<b>H4314</b>	<b>ETHICS</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>.5 CREDITS</b>

This course will explore major trends in moral philosophy and apply prominent ethical theories to contemporary moral problems. Topics will include a study of the nature of morality, human interactions, suicide, human sexuality, abortion, capital punishment, physician assisted suicide, social media, gender, and a host of other issues that present ethical dilemmas in our modern lives.

Combining ethical theory with practical situations, this course will feature student-centered activities such as intensive class discussions, debates, written analysis, and examinations of case studies. Students will strengthen their critical reading and persuasive writing skills and will use those skills to practice crafting well-reasoned and fact-based oral arguments.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively to solve problems, think critically and create original products. Students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have achieved a minimum grade of B in English 10 Honors or English 11 Honors, or achieved a minimum grade of A- in English 10 or English 11. Students should be willing to engage in public speaking and debate.*

<b>H4301</b>	<b>ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS</b>		
	<b>ADVANCED PLACEMENT</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

This course is designed for qualified students with an avid interest in leadership, law, politics, political theory, and government. The curriculum will intensively investigate the following topics: The Constitutional foundation of government; the institutions of the federal government (Presidency, Congress, Supreme Court); political beliefs and behaviors; political parties, campaigns and elections; interest groups, the mass media; civil rights and civil liberties; and public policy.

Extensive readings, class discussions, current events, and experiential activities form the basis of student work. In addition, a summer reading and/or 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 Examination in May.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively to solve problems, think critically and create original products. Students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have achieved a minimum grade of A- in Modern World History Honors and English 11 Honors or achieved a minimum grade of B- in Advanced Placement World History and Advanced Placement English 11.*

<b>H4401</b>	<b>ADVANCED PLACEMENT PSYCHOLOGY</b>		
	<b>ADVANCED PLACEMENT</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

Advanced Placement Psychology is an intensive, rigorous year-long course designed to prepare students to take the Advanced Placement Psychology Examination. 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 preparation 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, and a strong interest in the subject area. A conceptual background in the areas of statistics, anatomy and biology are recommended.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively to solve problems, think critically and create original products. Students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have completed Modern World History Honors with a minimum grade of A- and English 11 Honors with a minimum grade of A- or achieved a minimum grade of B- in Advanced Placement World History and Advanced Placement English 11.*

<b>H4411</b>	<b>PSYCHOLOGY</b>		
	<b>HONORS</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

This course studies Psychology in greater depth through lectures, reading assignments, psychological research, case studies, and current topics in the field. Learning activities include demonstrations, news articles, case studies, film 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. Assessment is based on homework, tests, and special term projects.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively to solve problems, think critically and create original products. Students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have achieved a minimum grade of B in Modern World History Honors and English 11 Honors or achieved a minimum grade of A- in Modern World History and English 11.*

<b>H4402</b>	<b>ADVANCED PLACEMENT MICROECONOMICS</b>		
	<b>ADVANCED PLACEMENT</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

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 preparation 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 Examination in May.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively to solve problems, think critically and create original products. Students will use technology to access, evaluate and effectively apply information.*

**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. They also should have achieved a minimum grade of A- in Modern World History Honors and English 11 Honors or achieved a minimum grade of B- in Advanced Placement World History and Advanced Placement English 11.*

# WORLD LANGUAGES

## Course Offerings.

<b>L5110</b>	<b>FRENCH 1</b>		
	<b>Honors</b>	<b>GRADES 9-10-11-12</b>	<b>1 CREDIT</b>

French 1 Honors is an accelerated, fundamental course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Francophone cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis.

The French 1 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Novice levels: low and mid.

<b>L5120</b>	<b>FRENCH 1</b>		
		<b>GRADES 9-10-11-12</b>	<b>1 CREDIT</b>

French 1 is a fundamental course designed to enable students to begin to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Francophone cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis.

The French 1 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Novice levels: low and mid.

<b>L5111</b>	<b>FRENCH 2</b>		
	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

French 2 Honors is an accelerated introductory course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Francophone cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis.

The French 2 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Novice levels: mid and high.

*This course addresses the following expectations for student learning: communication with clarity, focus and consideration of audience and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have achieved a minimum grade of 90% in French 1 and receive a teacher recommendation.*

<b>L5121</b>	<b>FRENCH 2</b>		
		<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

French 2 is an introductory course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Francophone cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis.

The French 2 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Novice levels: mid and high.

**Guidelines:** *Students selecting this course should have successfully completed French 1.*

<b>L5211</b>	<b>FRENCH 3</b>		
	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

French 3 Honors is a continuation of French 2 Honors. It is an accelerated course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Francophone cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis.

The French 3 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Novice level: high and Intermediate levels: low and mid.

**Guidelines:** *Students selecting this course should have achieved a minimum grade of 80% in French 2 Honors or a minimum grade of 90% in French 2 and receive a teacher recommendation.*

L5221	FRENCH 3		
		GRADES 10-11-12	1 CREDIT

French 3 is a continuation of French 2. It is a course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Francophone cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis.

The French 3 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Novice level: high and Intermediate levels: low and mid.

**Guidelines:** *Students selecting this course should have successfully completed French 2 or French 2 Honors and receive a teacher recommendation.*

L5311	FRENCH 4		
	HONORS	GRADES 11-12	1 CREDIT

French 4 Honors is a continuation of French 3 Honors. It is an accelerated course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Francophone cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis.

The French 4 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Intermediate levels: mid and high.

*This course addresses the following expectations for student learning: communication with clarity, focus and consideration of audience and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have achieved a minimum grade of 80% in French 3 Honors or a minimum grade of 90% in French 3 and receive a teacher recommendation.*

L5321	FRENCH 4		
		GRADES 11-12	1 CREDIT

French 4 is a continuation of French 3. It is a course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language

acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Francophone cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis.

The French 4 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Intermediate levels: mid and high.

**Guidelines:** *Students selecting this course should have successfully completed French 3 or French 3 Honors and receive a teacher recommendation*

<b>OFFERED BASED ON ENROLLMENT NUMBERS</b>			
<b>L5401</b>	<b>ADVANCED PLACEMENT FRENCH</b>		
	<b>ADVANCED PLACEMENT</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

The AP course strives to promote both fluency and accuracy in language use without overemphasis on grammatical accuracy at the expense of communication; students should learn language structures in context and use them to convey meaning. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts by developing students' awareness and appreciation of products, both tangible and intangible; practices; and perspectives. This holistic approach to language proficiency recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. The AP course provides students with opportunities to demonstrate their proficiency in a variety of different situations as they deepen their understanding of the French language and of Francophone cultures.

The AP curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Intermediate level: high and the Advanced levels.

**Guidelines:** *Students selecting this course should have achieved a minimum grade of 90% in French 4 Honors and receive a teacher recommendation.*

<b>OFFERED BASED ON ENROLLMENT NUMBERS</b>			
<b>L5411</b>	<b>FRENCH 5</b>		
	<b>HONORS</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

French 5 Honors is a continuation of French 4 Honors. It is an accelerated course designed to enable students to work toward level appropriate proficiency in the target language by participating in the

four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Francophone cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis.

The French 5 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Intermediate level: high.

**Guidelines:** *Students selecting this course should have achieved a minimum grade of 80% in French 4 Honors or a minimum grade of 90% in French 4 and receive a teacher recommendation.*

<b>L5115</b>	<b>SPANISH 1</b>		
	<b>Honors</b>	<b>GRADES 9-10-11-12</b>	<b>1 CREDIT</b>

Spanish 1 Honors is an accelerated, fundamental course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Spanish speaking cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis.

The Spanish 1 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Novice levels: low and mid.

<b>L5124</b>	<b>SPANISH 1</b>		
		<b>GRADES 9-10-11-12</b>	<b>1 CREDIT</b>

Spanish 1 is a fundamental course designed to enable students to begin to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Spanish speaking cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis.

The Spanish 1 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Novice levels: low and mid.

<b>L5112</b>	<b>SPANISH 2</b>		
	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

Spanish 2 Honors is an accelerated introductory course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Spanish speaking cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis.

The Spanish 2 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Novice levels: mid and high.

**Guidelines:** *Students selecting this course should have achieved a minimum grade of 90% in Spanish 1 and receive a teacher recommendation.*

<b>L5122</b>	<b>SPANISH 2</b>		
		<b>GRADE 10-11-12</b>	<b>1 CREDIT</b>

Spanish 2 is an introductory course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Spanish speaking cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis.

The Spanish 2 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Novice levels: mid and high.

**Guidelines:** *Students selecting this course should have successfully completed Spanish 1.*

<b>L5212</b>	<b>SPANISH 3</b>		
	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

Spanish 3 Honors is a continuation of Spanish 2 Honors. It is an accelerated course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Spanish speaking cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis.



The Spanish 3 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Novice level: high and Intermediate levels: low and mid.

**Guidelines:** *Students selecting this course should have achieved a minimum grade of 80% in Spanish 2 Honors or a minimum grade of 90% in Spanish 2 and receive a teacher recommendation.*

<b>L5222</b>	<b>SPANISH 3</b>		
		<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

Spanish 3 is a continuation of Spanish 2. It is a course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Spanish speaking cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis.

The Spanish 3 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Novice level: high and Intermediate levels: low and mid.

**Guidelines:** *Students selecting this course should have successfully completed Spanish 2 or Spanish 2 Honors and receive a teacher recommendation.*

<b>L5312</b>	<b>SPANISH 4</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

Spanish 4 Honors is a continuation of Spanish 3 Honors. It is an accelerated course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Spanish speaking cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis.

The Spanish 4 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Intermediate levels: mid and high.

**Guidelines:** *Students selecting this course should have achieved a minimum grade of 80% in Spanish 3 Honors or a minimum grade of 90% in Spanish 3 and receive a teacher recommendation.*

L5322	<b>SPANISH 4</b>		
		<b>GRADES 11-12</b>	<b>1 CREDIT</b>

Spanish 4 is a continuation of Spanish 3. It is a course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Spanish speaking cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis.

The Spanish 4 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Intermediate levels: mid and high.

**Guidelines:** *Students selecting this course should have successfully completed Spanish 3 or Spanish 3 Honors and receive a teacher recommendation.*

<b><i>OFFERED BASED ON ENROLLMENT NUMBERS</i></b>			
L5402	<b>ADVANCED PLACEMENT SPANISH</b>		
	<b>LEVEL-AP</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

The AP course strives to promote both fluency and accuracy in language use without overemphasis on grammatical accuracy at the expense of communication; students should learn language structures in context and use them to convey meaning. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts by developing students' awareness and appreciation of products, both tangible and intangible; practices; and perspectives. This holistic approach to language proficiency recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. The AP course provides students with opportunities to demonstrate their proficiency in a variety of different situations as they deepen their understanding of the Spanish language and of Francophone cultures.

The AP curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Intermediate level: high and the Advanced levels.

**Guidelines:** *Students selecting this course should have achieved a minimum grade of 90% in Spanish 4 Honors and receive a teacher recommendation.*

<b><i>OFFERED BASED ON ENROLLMENT NUMBERS</i></b>			
<b>L5412</b>	<b>SPANISH 5</b>		
	<b>HONORS</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

Spanish 5 Honors is a continuation of Spanish 4 Honors. It is an accelerated course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Spanish speaking cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis.

The Spanish 5 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Intermediate level: high.

**Guidelines:** *Students selecting this course should have achieved a minimum grade of 80% in Spanish 4 Honors or a minimum grade of 90% in Spanish 4 and receive a teacher recommendation.*

# MATHEMATICS

## Course Offerings

**Note:** Doubling in Mathematics during the 9th grade year MUST be at the honors level.

M3121	ALGEBRA 1		
		GRADE 9	1 CREDIT

This course will strengthen a student's understanding of algebraic concepts. This course provides students with an in-depth approach to algebraic thinking. Topics include polynomial operations, various methods of factoring, systems of equations, inequalities and absolute value, rational and radical expressions and equations, relations and functions, and quadratic equations. A notebook will be expected from each student. A TI graphing calculator is recommended.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** Students selecting this course should have completed Grade 8 Math with Algebra with a teacher recommendation. Completion of summer work is required for this course.

M3110	GEOMETRY		
	HONORS	GRADES 9-10	1 CREDIT

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: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have achieved an A in High School Algebra 1 with teacher recommendation or completed Algebra 1 Extended with minimum grade of C or better and teacher recommendation. Completion of summer work is required for this course.*

*\*\*Students can double and take Geometry Honors and Algebra 2 Honors if recommended by their teacher.*

<b>M3120</b>	<b>GEOMETRY</b>	
	<b>GRADE 9-10-11-12</b>	<b>1 CREDIT</b>

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: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have completed High School Algebra 1 or achieved an A in Grade 8 Math with Algebra with teacher recommendation or completed Extended Algebra 1. Completion of summer work is required for this course.*

<b>M3210</b>	<b>ALGEBRA 2</b>		
	<b>HONORS</b>	<b>GRADES 10-11</b>	<b>1 CREDIT</b>

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: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have successfully completed Geometry Honors or received a teacher recommendation. Completion of summer assignment is required for this course.*

<b>M3320</b>	<b>ALGEBRA 2</b>	
	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

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: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have successfully completed Geometry or received a teacher recommendation.*

<b>M3310</b>	<b>PRE-CALCULUS</b>		
	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

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.

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: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have successfully completed Algebra 2 Honors or received a teacher recommendation. Completion of summer assignment is required for this course.*

<b>M3321</b>	<b>PRE-CALCULUS</b>	
	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

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: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

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

<b>M3424</b>	<b>ALGEBRAIC APPLICATIONS</b>	
	<b>GRADE 12</b>	<b>1 CREDIT</b>

This course is designed to provide students with an opportunity to reinforce and enhance their algebraic and graphical skills and to connect them to practical business and personal financial applications. Linear functions, systems of equations, and linear programming will be explored and analyzed to minimize manufacturing costs and maximize production. Quadratic and rational functions will be studied and connected to principles such as break even analysis, supply and demand curves, and revenue functions. Exponential and logarithmic functions will be incorporated and applied to analyze present and future investments. Topics in Trigonometry will be covered and related to concepts such as home appraisals and construction plans. Throughout the course, the capabilities of the TI-84 calculator including generating scatter plots, finding regression equations, installing programs, and running the available applications will be introduced and used. Financial Algebra inspires students to be actively involved in applying mathematical ideas to their everyday lives.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students must be seniors who have passed two years of math and received a teacher recommendation.*

<b>M3411</b>	<b>CALCULUS</b>		
	<b>HONORS</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

Calculus is a rigorous course designed to reinforce and strengthen students’ mathematical background. Topics include polynomial, rational, and logarithmic functions, sequences, series, and an introduction to limits, differentiation, and integration concept of calculus. Since complex algebraic manipulations permeate all college mathematics, it is reasonable to continue skill development with patterns and algebraic algorithms at this stage of the student’s education. This course will further connect topics and extend the application of mathematics to real world problems.

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: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guideline:** *Students selecting this course should have completed Pre-Calculus and obtain a teacher recommendation.*

<b>M3420</b>	<b>CALCULUS</b>	
	<b>GRADE 12</b>	<b>1 CREDIT</b>

Calculus develops most of the topics in Honors Calculus, but at a slower pace. A preliminary review of polynomial, rational, exponential, logarithmic, and trigonometric functions and conics is strongly recommended during the summer break. The concepts of differentiation and integration and their applications are explored, developed, and analyzed in detail. To be successful in these courses, students must have a competent algebraic foundation and fluency in algebraic vocabulary and notation. . Since complex algebraic manipulations permeate all college mathematics, it is reasonable to continue skill development with patterns and algebraic algorithms at this stage of the student’s education. This course will further connect topics and extend the application of mathematics to real world problems.

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.

All topics are explored numerically, graphically, and algebraically. A graphing calculator is required.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*



**Guideline:** *Students selecting this course should have completed Pre-Calculus.*

<b>M3400</b>	<b>ADVANCED PLACEMENT CALCULUS AB</b>		
	<b>LEVEL-AP</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

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 May. This course will be taught along Advanced Placement guidelines and will be more intensive than Calculus Honors.

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: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have demonstrated previous success in a fast-paced independent learning environment as evidenced by teacher recommendation and examination criteria. Completion of summer assignment is required for this course.*

<b>OFFERED BASED ON ENROLLMENT NUMBERS</b>			
<b>M3500</b>	<b>ADVANCED PLACEMENT CALCULUS BC</b>		
	<b>LEVEL-AP</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

This course is intended for students who have demonstrated superior proficiency in mathematics. The course will follow the College Board syllabus for AP Calculus BC which includes differential and integral calculus. Students are prepared for and required to take the Advanced Placement Examination in May.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

<b>OFFERED BASED ON ENROLLMENT NUMBERS</b>			
<b>M3501</b>	<b>Advanced STEM Mathematics with BC Calculus (ASMBCC)</b>		
	<b>LEVEL AP</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

ASMBCC is a second-year calculus course for students who have successfully completed AP Calculus AB and wish to further their study of calculus as well as additional topics in mathematics particularly useful for advanced sciences. Students who plan to pursue STEM, social sciences, economics, or finance will find this course to be especially fascinating and foundation-laying. This cover will address additional techniques of integration, ordinary differential equations, linear algebra, selected topics in number theory, and statistics applied to scientific applications. As indicated in the title, students will complete the AP Calculus BC curriculum as a component of this course and will be required to take the Advanced Placement Calculus BC Examination from the College Board in May.

**Prerequisites:** AB Calculus and Chemistry, with concurrent (or previous) enrollment in Physics

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

<b>M3300</b>	<b>ADVANCED PLACEMENT STATISTICS</b>		
	<b>LEVEL-AP</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

This course is an in-depth study of Statistics for 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 juniors and seniors 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 Examination in May. Students in this course will be required to work independently and make statistical presentations. This course involves intense analysis of adult opinions regarding politics, taxes, jobs, driving, college, and other mature topics applicable to the upperclassmen. The class discussions and debate is robust and important to the learning. For this reason, only in rare cases will sophomores be allowed to enroll in this course. The students' level of comfort to speak up with an appropriate opinion is enhanced by homogeneity of the ages of the students.

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: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have achieved a minimum grade of B+ in Algebra 2 Honors or Pre-Calculus Honors. 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. Completion of summer assignment is required for this course.*

**Note:** Students who have completed the CP Statistics course may NOT take AP Statistics for credit. The courses are the same, but the level is different.

<b>M3221</b>	<b>STATISTICS</b>	
	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

This course is intended to introduce and develop the skills and concepts associated with probability, probability models, simulations, data collection and analysis, statistical calculations, and statistical reasoning. Students will be expected to work independently and will create and present statistic based reports and projects.

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. A TI graphing calculator is required.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

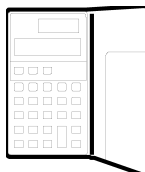
**Guideline:** *Students must have successfully completed Algebra 2.*

<b>M3125</b>	<b>MCAS MATHEMATICS REVIEW COURSE</b>	
	<b>GRADES 9-10-11-12</b>	<b>.5 CREDITS</b>

This is designed to review those areas of the Massachusetts State Frameworks in Mathematics. As the course goes, students will become more familiar with the types of questions given on the exam. Widespread practice for each topic will be provided, as well as, test-taking strategies for standardized tests. The course will begin reviewing topics found on the grade 10 exams. Students will become more familiar with question types, such as new computer-based response questions. Widespread teaching/reteaching and practice of the topics tested on the grade ten MCAS exam will occur. Students will be periodically assessed to analyze progress made.

Students will earn 0.5 credits towards graduation for each course, but the credits will not count towards the math graduation requirement.

*This course is highly recommended for students who scored below 220 on MCAS 8<sup>th</sup> or 10<sup>th</sup> grade exam.*



**It is recommended that a TI-84+ graphing calculator be purchased. This is the type of calculator used throughout the math program.**

# SCIENCE AND ENGINEERING

*Note: Students may double up in Biology and Chemistry in grade 10 only at the honors level.*

The King Philip Regional High School Science Department is driven by the belief that a foundational understanding of science, technology, and engineering is essential for 21<sup>st</sup> Century citizens, enabling them to make informed decisions when analyzing current events, healthcare, environmental issues, and technological advances that impact themselves and society. As such, our curriculum is driven by the purpose of providing all students the opportunity to develop, synthesize, and apply the following essential Enduring Understandings of Science and STEM Practices.

The King Philip graduate's Enduring Understandings of Science will be:

- Science is a systematic approach to describing natural phenomena objectively through careful observation, experimentation, and analysis.
- Matter is made up of sub-microscopic particles that are constantly moving and colliding in varying degrees. These interactions determine the macroscopic properties and behaviors of all matter.
- Matter and energy are conserved in the universe, and there is an energy cost to all processes which depend on the transformation of matter and the flow of energy.
- The process of evolution drives the diversity and unity of life.

The King Philip graduate will be able to apply the following STEM Practices:

- Develop and/or analyze testable, applicable, observation-based models.
- Communicate an idea or point of view citing proper evidence to make their case.
- Use learned skills to be able to think logically, and critically analyze new situations in order to be responsible, global citizens.

## Course Offerings

S1110	<b>CORE FOUNDATIONS OF CHEMISTRY, PHYSICS, AND EARTH SCIENCE (LAB SCIENCE)</b>		
	<b>HONORS</b>	<b>GRADE 9</b>	<b>1 CREDIT</b>

This course provides students with an introductory knowledge of chemistry, physics, and Earth science. Energy flows throughout all physical systems and it determines the ability for those systems to change. This course will study the flow of energy through chemical and physical systems, including a study of thermal, electrical, and light energy, and the changes that energy undergoes during chemical and physical changes. These concepts will be framed within the context of a study of Earth's resources and Earth's place in the universe. Engineering principles woven into this course will include performing a lab in which data collected will be used as a basis for a research project of choice where students will make real-world connections and present their findings through a peer-reviewed poster session. Opportunities for Citizen Scientist projects will be available during the second half of the

course and students will be expected to participate in one. STEM practices and science literacy skills will be regularly incorporated into this course through the use of lab activities for which students will analyze results and write lab reports. Students who choose honors level should be independent, highly motivated, conceptual learners with a firm grasp of algebraic problem-solving skills.

**Student required materials:** textbook, notebook, calculator

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students who enroll in this course must have the ability to work independently and possess a willingness to challenge themselves in the components of science and mathematical applications. Students who are recommended for this course should have a year-to-date average of 90% or above in Science 8. Students in the 85-89% range will be recommended for this course on a case-to-case basis. However, any student who is not recommended for this course but who is willing to put in the effort is welcome to submit an override form through guidance. Students recommended for this course should also have passed Grade 8 Extended Algebra or achieved a year-to-date average of 90% or higher in Grade 8 Algebra.*

<b>S1120</b>	<b>CORE FOUNDATIONS OF CHEMISTRY, PHYSICS, AND EARTH SCIENCE (LAB SCIENCE)</b>		
		<b>GRADE 9</b>	<b>1 CREDIT</b>

This course provides students with an introductory knowledge of chemistry, physics, and Earth science. Energy flows throughout all physical systems and it determines the ability for those systems to change. This course will study the flow of energy through chemical and physical systems, including a study of thermal, electrical, and light energy, and the changes that energy undergoes during chemical and physical changes. These concepts will be framed within the context of a study of Earth’s resources and Earth’s place in the universe. Engineering principles woven into this course will include performing a lab in which data collected will be used as a basis for a research project of choice where students will make real-world connections and present their findings through a peer-reviewed poster session. Opportunities for Citizen Scientist projects will be available during the second half of the course and students will be expected to participate in one. STEM practices and science literacy skills will be regularly incorporated into this course through the use of lab activities for which students will analyze results and write lab reports. Students in this level should be motivated learners who are capable of formulating concepts and solving algebraic problems with guided reinforcement.

**Student required materials:** textbook, notebook, and calculator

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students should select this course if they achieved below 90% in Science 8 and below 90% in Grade 8 Algebra.*

<b>S1210</b>	<b>BIOLOGY (LAB SCIENCE)</b>		
	<b>HONORS</b>	<b>GRADE 10</b>	<b>1 CREDIT</b>

The pace and scope of this introductory course is designed to prepare students for Advanced Placement Biology as well as other upper level science courses and to develop engineering and scientific practice skills within the core concepts of biology. Students will construct explanations and evaluate evidence about cell function and reproduction, genetic variation within populations, ecological systems, and the processes of natural selection and evolution as outlined in the Massachusetts State Frameworks. Various types of models will be constructed to represent or simulate biological systems. Students will incorporate STEM practices and science literacy skills by comparing, integrating, and evaluating scientific information and communicating their findings through discussion, laboratory reports, and assessments.

Students in this level should be independent, highly motivated conceptual learners with a good work ethic.

**Student required materials:** textbook and notebook

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students wishing to move from Core Foundation Honors to Biology Honors should have achieved a minimum grade of 90% in Core Foundations Honors and 85% or better in English Honors and received a teacher recommendation.*

<b>S1220</b>	<b>BIOLOGY (LAB SCIENCE)</b>	
	<b>GRADE 10</b>	<b>1 CREDIT</b>

The pace and scope of this introductory course is designed to prepare students for other upper level science courses, and to develop engineering and scientific practice skills within the core concepts of biology. Students will construct explanations and evaluate evidence about cell function and reproduction, genetic variation within populations, ecological systems, and the processes of natural selection and evolution as outlined in the Massachusetts State Frameworks. Various types of models will be constructed to represent or simulate biological systems. Students will incorporate STEM practices and science literacy skills by comparing, integrating, and evaluating scientific information and communicating their findings through discussion, laboratory reports, and assessments.

**Student required materials:** textbook and notebook

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course must have achieved proficiency in Core Foundations and received a teacher recommendation. Students should select this course if they achieved below a 75% in Core Foundations Honors or below a 75% in English Honors.*

<b>S1310</b>	<b>CHEMISTRY (LAB SCIENCE)</b>		
	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

This course is a second year chemistry course that builds upon the Core Foundations course. The pace and scope of this course is designed to prepare the student for Advanced Placement Chemistry. This course weaves the 12 Principles of Green Chemistry through the curriculum, giving students an opportunity to evaluate chemistry principles through a lens of sustainability and the decisions both a working scientist and Citizen Scientist need to make in real-world scenarios. Topics covered in this course include the mole concept and its applications, atomic structure, chemical bonding, reactions including oxidation-reduction, gas laws, kinetic molecular theory, solutions, equilibrium, and acid/base chemistry. Engineering principles woven into this course include two semester projects for which students will conduct both primary and secondary research, write a secondary research paper, design and conduct an experiment and present their findings through both a research paper and a peer reviewed poster session. STEM practices and science literacy skills are regularly incorporated into this course through the use of lab activities for which students will analyze results and write lab reports.

**Student required materials:** textbook, scientific calculator, notebook

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have achieved a B or better in Biology Honors, Core Foundations Honors, Math, and English courses and be enrolled in or concurrently taking Algebra 2 Honors or Pre-Calculus Honors.*

*Students who wish to move from Biology to Chemistry Honors should have achieved a minimum of A- or better in Core Foundations and B or better in Biology, and be enrolled in or concurrently taking Algebra 2 Honors or Pre-Calculus Honors. Students should also demonstrate a strong, consistent work ethic and be capable of independent study.*

S1320	CHEMISTRY (LAB SCIENCE)	
	GRADES 10-11-12	1 CREDIT

This course is a second year chemistry course that builds upon the Core Foundations course. This course weaves the 12 Principles of Green Chemistry through the curriculum, giving students an opportunity to evaluate chemistry principles through a lens of sustainability and the decisions both a working scientist and Citizen Scientist need to make in real-world scenarios. Topics covered in this course include the mole concept and its applications, atomic structure, chemical bonding, reactions including oxidation-reduction, gas laws, kinetic molecular theory, solutions, equilibrium, and acid/base chemistry. Engineering principles woven into this course include two semester projects for which students will conduct both primary and secondary research, write a secondary research paper, design and conduct an experiment and present their findings through both a research paper and a peer reviewed poster session. STEM practices and science literacy skills are regularly incorporated into this course through the use of lab activities for which students will analyze results and write lab reports.

**Student required materials:** textbook, scientific calculator, notebook

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students should select this course if they achieved below a B in Biology Honors, Core Foundations Honors, Math, and English courses; or if they have achieved proficiency in Biology and have achieved a C or better in either Algebra 1 or have completed or are concurrently enrolled in Algebra 2, and have also achieved C or better in Core Foundations and English courses.*

S1330	CITIZEN CHEMISTRY (LAB SCIENCE)	
	GRADES 11-12	1 CREDIT

This course presents an overview of Chemistry at a conceptual and applied level. Topics covered include classification of matter, atomic theory and periodic trends. After establishing this foundation, students will explore a variety of topics that apply chemistry principles, such as materials science, atmospheric chemistry, and water chemistry. Engineering and science literacy skills will be incorporated into this course with student-driven projects. This course is a good chemistry elective choice for the student who does not plan to enroll in honors level or AP level science electives beyond chemistry.

**Student required materials:** textbook and notebook

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*



**Guidelines:** *Students should have successfully passed a course in Biology.*

S1300	<b>ADVANCED PLACEMENT CHEMISTRY (LAB SCIENCE)</b>		
	<b>LEVEL-AP</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

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 Honors but with a concentration on the mathematical application of the concepts. This course includes a comprehensive laboratory component. Students who plan to pursue a STEM or pre-medical course of study in college are strongly encouraged to enroll in this course.

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 May. Students who have not achieved a grade of B- for the year may be required to take a final exam.

**Student required materials:** textbook, scientific calculator, notebook

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**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 received a teacher recommendation.*

S1301	<b>RESEARCH AND ENGINEERING: A STEM INITIATIVE (LAB SCIENCE) (SEM. I or SEM. II)</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>.5 CREDITS</b>

Students will learn how to design, conduct, and present primary research and/or engineering projects, employing the use of directed experimental investigation techniques. Students will work collaboratively to review current innovations in the STEM (Science, Technology, Engineering, Mathematics) fields. Research students are expected to be self-motivated and 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/or publication.

**Student required materials:** notebook or journal log for data collection

**Prerequisites:** Students must have completed both Physical Science and Biology and should have completed or be concurrently enrolled in Chemistry. This course is open to all Honors and-College Prep students, with a priority given to those students enrolled in advanced placement science courses.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** Students selecting this course should have achieved a minimum grade of B in Physical Science and Biology or received a teacher recommendation.

**Option:** Students may enroll in this class for either semester and may elect to continue their project for a second semester (additional 2.5 credits) with teacher approval.

<b>S1600</b>	<b>ADVANCED PLACEMENT PHYSICS 1: ALGEBRA BASED (LAB SCIENCE)</b>		
	<b>LEVEL-AP</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

This course is offered as an alternative to Physics Honors as an option for the serious science student who plans to pursue STEM in college. Intrinsically motivated students who enjoy the challenge of a faster-paced, mathematical science course are encouraged to consider AP Physics 1. AP Physics 1 is a pre-calculus based college level course that follows the curriculum as outlined by the College Board. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. It is expected the students enrolled in AP Physics 1 will take the AP exam in May.

**Student required materials:** scientific calculator and notebook

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

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

<b>S1410</b>	<b>PHYSICS (LAB SCIENCE)</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

This course builds upon the Core Principles course. It is a college level, trigonometry- and algebra-based physics course. The focus is kinematics, Newtonian dynamics, astrophysics, optics, and electromagnetism. STEM practices and science literacy skills will be regularly incorporated into this

course through the use of lab activities for which students will analyze results and write lab reports. Additionally, students will be expected to take two exams per term and complete term projects that stress engineering principles. Students will apply Honors-level mathematics throughout the course.

**Student required materials:** scientific calculator and notebook

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

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

<b>S1420</b>	<b>PHYSICS (LAB SCIENCE)</b>	
	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

This course builds upon the Core Principles course. It is a college level, trigonometry- and algebra-based physics course. The focus is kinematics, Newtonian dynamics, astrophysics, optics, and electromagnetism. STEM practices and science literacy skills will be regularly incorporated into this course through the use of lab activities for which students will analyze results and write lab reports. Additionally, students will be expected to take two exams per term and complete term projects that stress engineering principles.

**Student required materials:** scientific calculator and notebook

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have achieved a minimum grade of B in previously taken math and science courses. Students should be proficient in Algebra 1 & 2, Geometry, and may have passed or may be taking Pre-Calculus or Calculus. Students are urged to speak to the Physics teacher if they have math background questions.*

<b>S1500</b>	<b>AP PHYSICS C: MECHANICS (CALCULUS BASED)</b>		
	<b>ADVANCED PLACEMENT</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

This is a second year physics course for students who have completed Honors Physics or AP Physics 1 and Honors or AP Calculus or are concurrently enrolled in Calculus. As indicated in the title, students will complete AP Mechanics C curriculum and will be required to take the Advanced Placement

Physics C Examination from the College Board in May. Additional topics include classical electricity and magnetism (with Calculus) as well as introductions to special relativity and quantum mechanics.

**Student required materials:** scientific calculator and notebook

**Prerequisites:** Students should have successfully passed Physics Honors or AP Physics 1, Chemistry Honors, Pre-Calculus Honors, and must also be concurrently enrolled in Calculus (Advanced Placement or Honors).

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

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

<b>S1327</b>	<b>ROBOTICS ENGINEERING</b>	
	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

Students will learn the foundations of robotics engineering including topics in mechanics, electric circuits, basic computing, computer programming, logic, and the engineering design process. Students will work collaboratively to complete unit assessments consisting of robot performance challenges designed to simulate real-world problems. Students are expected to be self-motivated and complete written assignments in addition to developing and constructing robotics projects. Students will be required to keep detailed project logs and present their solutions to the class.

**Student Required Materials:** Headphones, notebook or journal log for data collection and project record keeping

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guideline:** *Students should have passed Algebra II*

<b>S1302</b>	<b>AP COMPUTER SCIENCE A IN JAVA</b>		
	<b>ADVANCED PLACEMENT</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

The AP Computer Science A course focuses on object-oriented programming methodology with an emphasis on problem solving and algorithm development. It is meant to be the equivalent of a first-semester course in computer science. This course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and

the ethical and social implications of computing. Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering and will apply programming tools and solve complex problems through hands-on experiences and examples. Students will be expected to take the Advanced Placement Computer Science A Examination from the College Board in May. Students who have not achieved a grade of B- for the year may be required to take the final exam.

**Student Required materials:** textbook and notebook, access to online lab programs,

**Prerequisites:** Knowledge of basic English and Algebra. This course builds upon a foundation of mathematical reasoning that includes the use of functions.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

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

<b>S1212</b>	<b>COMPUTER SCIENCE ENGINEERING IN PYTHON</b>		
	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

Students will learn the foundations of computer science and basic programming, including concepts related to syntax, computer logic, control structures, graphics, and basic data structures. Upon completion of the course they will be prepared for a college introductory course in Computer Science and be able to program in Python, one of the most popular programming languages in the world.

**Student Required Materials:** textbook and notebook, access to online lab programs.

**Prerequisites:** Students should have passed Algebra I.

<b>S1400</b>	<b>ADVANCED PLACEMENT BIOLOGY (LAB SCIENCE)</b>		
	<b>ADVANCED PLACEMENT</b>	<b>GRADES 11- 12</b>	<b>1 CREDIT</b>

Advanced Placement Biology gives highly motivated students and independent learners the opportunity to participate in a college level biology course with the chance to earn college credits while in high school. The curriculum is based on four Big Ideas as identified by the College Board.

- Big Idea 1: The process of evolution drives the diversity and unity of life.
- Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.
- Big Idea 3: Living systems store, retrieve, transmit and respond to information essential to life processes.

- Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties.

The content is approached using the seven science practices outlined in the AP Biology curriculum. Students will be assessed by a combination of tests, quizzes, and lab activities including, but not limited to, the College Board required labs. Students will be expected to complete a summer assignment and take the Advanced Placement Biology Examination from the College Board in May. Students who have not achieved a grade of B- for the year may be required to take the final exam.

**Student required materials:** Textbook, Biozone Workbook, Notebook, Access to Moodle on-line and Summer Reading Book.

**Prerequisites:** Students should have successfully completed Biology Honors and Chemistry Honors and received a teacher recommendation. Students may enroll concurrently in Chemistry Honors with the current science teacher’s recommendation and the AP Biology course teacher’s approval. Any student that has successfully completed Biology and/or Chemistry at the CP level needs to get their current science teacher’s recommendation as well as the AP Biology teacher’s approval.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** Students selecting this course should have achieved a minimum grade of B or better in Biology Honors and Chemistry Honors or received a teacher recommendation.

<b>S1311</b>	<b>ANATOMY AND PHYSIOLOGY (LAB SCIENCE)</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

This rigorous course investigates the structure and function of the human body under normal conditions. It involves an in-depth study of tissues and the body systems (Skeletal, Muscular, Nervous, Cardiovascular, Respiratory, Digestive, Excretory, Immune, Reproductive) and how they play a role in maintaining homeostasis. Various diseases pertaining to each body system will also be discussed. STEM practices and science literacy skills will be regularly incorporated into this course through the use of lab activities involving students comparing, integrating evaluating scientific information such as case studies, health journals, and data. Students will communicate their findings through discussions and assessments. Students in this course should be independent, highly motivated conceptual learners with a good work ethic. This course is strongly recommended for those students planning to take Advanced Placement Biology or who are interested in pursuing a career in nursing or any other health care profession. Dissections are an integral part of this course.

An 85 or above in Biology is strongly recommended as a prerequisite to this course.

**Student required materials:** textbook, study guide, anatomy handouts, coloring pencils and dissecting equipment and surgical gloves.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

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

<b>S1312</b>	<b>MARINE SCIENCE (LAB SCIENCE)</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

This course is designed to expose or provide students with a greater breadth and depth about the “World Ocean”, as compared to the Marine Science program. In addition to basic oceanographic and marine biological class work offered in Marine Science, students in this lab science course will focus on several research studies throughout the school year, perform various analysis of marine ecosystem samplings, and become critically involved in current environmental issues such as global warming or the impact that ocean exploration and resource consumption has on mankind.

Students will be expected to keep a notebook of class notes, handouts, and activities. In addition, students will maintain a showcase portfolio of successfully completed essays, tests, labs, and journals. Students in this course should have a sincere interest in the science of marine studies, be motivated in their research pursuits, and be self-directed towards independent study. Students will be assessed through tests, quizzes, lab exercises, research papers, and projects.

**Student required materials:** textbook, notebook, journal log, research portfolio, colored pencils, and internet access

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products.*

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

<b>S1322</b>	<b>MARINE SCIENCE (LAB SCIENCE)</b>		
		<b>GRADES 11-12</b>	<b>1 CREDIT</b>

This course is designed to develop an understanding of the complex world of our oceans. The principles of ocean literacy will be woven into the curriculum by first introducing the basics of physical, chemical, geographic, and biological oceanography and then a survey of marine organisms from the simple to the complex. Students will construct various models to analyze the different marine ecosystems and become critically involved in current environmental issues such as global warming or the impact that ocean exploration and resource consumption have on mankind. Students will incorporate STEM practices and science literacy skills by comparing, integrating, and evaluating

scientific information and communicating their findings through discussion, laboratory reports, and assessments. Dissections are also an integral part of this course. Students in this course should have a sincere interest in the science of marine studies, be motivated in their research pursuits, and be self-directed towards independent study.

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

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *It is recommended that students have successfully completed Biology and Chemistry, achieved a minimum grade of B+, and received a teacher recommendation.*

<b>S1316</b>	<b>BIOTECHNOLOGY &amp; MICROBIOLOGY (LAB SCIENCE) (SEM. I or SEM. II)</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>.5 CREDITS</b>

In this lab-based course, students will explore the fundamental principles of biotechnology, career pathways and biotechnology business applications (medical, pharmaceutical, and agricultural). Topics of study include: routine measurement techniques, solution preparation, sterile techniques, extracting and manipulating DNA, cloning genes and transforming bacteria, conducting gel electrophoresis and PCR (polymerase chain reactions) procedures, and learning numerous other basic techniques commonly used in the biotech industry. Students will incorporate STEM practices by comparing, integrating, and evaluating scientific information and communicating their findings through discussion, laboratory reports, and assessments. Through various investigations, students will continue to develop engineering and scientific practice skills within the core concepts of biotechnology. They will critically analyze experimental results, review and troubleshoot protocols, and maintain a laboratory notebook to professional standards.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *It is recommended that students have successfully completed Biology and Chemistry Honors, with a grade of B or better.*



S1324	<b>GEOLOGY</b>	
	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

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 effect 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

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course must have passed a course in Physical Science and Biology and have taken or be concurrently enrolled in Chemistry.*

S1323	<b>ENVIRONMENTAL SCIENCE (LAB SCIENCE)</b>	
	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

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 school recycling program. A current events journal will be maintained throughout the year. Hands-on lab activities are woven throughout the course, the purpose of which is to provide students with real-life applications of concepts. Students will analyze data that they have collected, draw conclusions, and make connections to current environmental issues through collaboration and discussion. A strong focus of this course is promoting Environmental Literacy such that students will be equipped to make informed decisions regarding environmental policy.

**Student required materials:** textbook, notebook, and internet access

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course must have passed a course in Physical Science and Biology and have taken or be concurrently enrolled in Chemistry.*

S1305	<b>ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE</b>		
	<b>ADVANCED PLACEMENT</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

The AP Environmental Science course is the equivalent of an introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

There are several unifying themes in AP Environmental Science:

- Energy conversions underlie all ecological processes.
- The earth is an interconnected system.
- Humans alter their natural systems.
- Environmental problems have a social and cultural context.
- Human survival depends on achieving sustainable systems.

Students will be assessed by a combination of tests, quizzes, homework, and lab activities. Students will be expected to take the AP Environmental Science examination from the College Board in May. Students who have not achieved a grade of B- for the year may be required to take a final exam.

**Student required materials:** textbook, notebook, access to the internet

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

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have achieved a minimum grade of 85% in Biology Honors and Chemistry Honors or received a teacher recommendation.*

S1411	<b>METEOROLOGY AND NATURAL DISASTERS</b>		
	<b>HONORS</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

This course is an introduction to the dynamic, natural processes that are forces of continual physical change upon Earth. In addition, it explores the challenges these forces pose to human life and/or property. Meteorological topics affecting regional and global weather patterns - such as severe weather, climate types and distribution, and natural/man-made climate change - will be explored. Additionally, the cause and effect of natural tectonically-driven disasters - such as earthquakes, tsunamis, volcanic eruptions, and landslides - will be studied in relationship to the impact upon Earth's structure and habitability. The course will also explore how people have responded to such disasters in the past while investigating how future planning can mitigate such disasters in the future. STEM

practice and science literacy skills will be incorporated into this course through laboratory exercises that will explore relationships between natural phenomena, hands-on practices in obtaining real-time physical data using scientific principles and instrumentation, independent research and projects, and other practices consistent with STEM.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guideline:** Seniors selecting this course should have completed Chemistry.

<b>OFFERED BASED ON ENROLLMENT NUMBERS</b>			
<b>M3501</b>	<b>Advanced STEM Mathematics with BC Calculus (ASMBCC)</b>		
	<b>LEVEL AP</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

ASMBCC is a second-year calculus course for students who have successfully completed AP Calculus AB and wish to further their study of calculus as well as additional topics in mathematics particularly useful for advanced sciences. Students who plan to pursue STEM, social sciences, economics, or finance will find this course to be especially fascinating and foundation-laying. This cover will address additional techniques of integration, ordinary differential equations, linear algebra, selected topics in number theory, and statistics applied to scientific applications. As indicated in the title, students will complete the AP Calculus BC curriculum as a component of this course and will be required to take the Advanced Placement Calculus BC Examination from the College Board in May.

**Prerequisites:** AB Calculus and Chemistry, with concurrent (or previous) enrollment in Physics

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

# BUSINESS & INFORMATION TECHNOLOGY

## Course Offering

<b>B6210</b>	<b>ACCOUNTING 1</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>1 CREDIT</b>

Designed for the 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, owner's equity, and the operating results of a business. Students will learn the complete accounting cycle.

Students will learn how to plan, record, analyze, interpret and forecast the finances for a sole proprietorship service based business. Because computerized software is the norm in the world today, students will supplement their textbook and by using Aplia online working papers, and the Excel spreadsheet program. Students will be assessed by completing accounting problems, accounting exercises, accounting simulation, projects, quizzes, 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.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

<b>B6310</b>	<b>ACCOUNTING 2</b>		
	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

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 merchandising corporation. Topics will include uncollectible accounts, depreciation, inventory, accruals, corporate dividends, bond and note interest, stock equity, and the calculation and recording of corporate income tax.

Time will be devoted to completing Aplia online working papers and the use of Excel as a tool in preparing financial statements. Students will be assessed through a demonstration of skills that have been taught by completing accounting simulation projects, accounting exercises, quizzes, and tests.

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

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

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

	<b>OFFERED BASED ON ENROLLMENT NUMBERS</b>		
<b>B6410</b>	<b>ACCOUNTING 3</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

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 merchandising corporation. Topics will include uncollectible accounts, depreciation, inventory, accruals, corporate dividends, bond and note interest, stock equity, and the calculation and recording of corporate income tax.

Time will be devoted to completing Aplia online working papers and the use of Excel as a tool in preparing financial statements. Students will be assessed through a demonstration of skills that have been taught by completing accounting simulation projects, accounting exercises, quizzes, and tests.

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

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guideline:** *Students selecting this course should have achieved a minimum grade of C in Accounting 2*

	<b>INTERNSHIP IN ACCOUNTING</b>		
<b>IN4250</b>	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

Students in Grades 11-12 who might be planning a career in accounting or business may apply for acceptance to this course. Student selection will be based upon performance, leadership, knowledge, enthusiasm, instructional potential, and decision-making capability. Chosen students will assist the instructor in all aspects of the accounting program including promotion & encouragement of listening, focus, effort, attitude, comprehension, execution, work completion, skill development and maximizing potential. This class is Pass / Fail. There is limited space.

This course addresses the following expectations for student learning: ability to work independently, collaboratively, solve problems, think critically, communicate effectively, lead, coach & instruct peers.

	<b><i>OFFERED BASED ON ENROLLMENT NUMBERS</i></b>
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<b>B6320</b>	<b>BUSINESS MANAGEMENT</b>	
	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

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 economics, business organizations, leadership, personal finance, marketing, and the global economy are developed using both text and technology resources. Students will use the computer as a tool to research and generate material for classroom presentations of various projects. Students will be assessed through a demonstration of skills that have been taught in class by completing class work projects, tests, quizzes, and class participation.

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

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

	<b><i>OFFERED BASED ON ENROLLMENT NUMBERS</i></b>
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<b>B6221</b>	<b>FINANCIAL LITERACY</b>	
	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

The design of this course will teach the basics of financial literacy and the importance of this topic on our society. Topics covered include: bad debt, spending plans, non-traditional financial services, being an informed consumer, buying and selling stocks, mutual fund options, investing in education, and planning for the future.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

<b>B6212</b>	<b>INTRODUCTION TO MARKETING (DECA)</b>		
	<b>HONORS</b>	<b>GRADE 10</b>	<b>1 CREDIT</b>

Introduction to Marketing includes coursework and assessment in advertising, sports management, entrepreneurship, and business. Emphasis is on being proficient in areas such as marketing research, promotional planning, and business-to-business finance. Students will be assessed through a completion of a business/marketing plan at the conclusion of the course. Students will be encouraged to utilize real business models as examples on how to create and sustain their business ideas and proposals.

Honors students will be required to further their studies through enrollment in DECA. As a DECA member, students will be required to complete an activity or research-based assessment and make a competitive presentation at DECA sponsored competitions at the local level. Students may have an opportunity to compete at the international level, but there is no requirement that the student compete at that level. Participation at the state and international levels shall not be considered part of the course grade.

This honors level course is intended for students who are interested in majoring in business or marketing at the postsecondary level. Students interested in the honors level must obtain a recommendation from the Marketing teacher.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

<b>B6215</b>	<b>MARKETING 1 (DECA)</b>		
	<b>HONORS</b>	<b>GRADE 11</b>	<b>1 CREDIT</b>

Marketing 1 is a course designed to further educate young adults about the business world. As future business leaders, areas addressed in this course will focus on hospitality, tourism, financial operations, marketing management, and public relations. A requirement of this course is to further one's studies through enrollment in DECA. In DECA, students will complete a 30-page activity or research based project in an area of business and marketing. This project carries a presentation to be assessed at various competitions at the local and state level. Students may have an opportunity to compete at the international level, but there is no requirement that the student compete at that level. Participation at the international level shall not be considered part of the course grade. This honors level course is intended for students who are interested in majoring in business or marketing at the post-secondary level.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students must have taken the Introduction to Marketing course and should have achieved a B. In addition, students must participate in an audition.*

<b>B6216</b>	<b>MARKETING 2 (DECA)</b>		
	<b>HONORS</b>	<b>GRADE 12</b>	<b>1 CREDITS</b>

Marketing 2 is a course designed to further educate young adults about the business world. As future business leaders, areas addressed in this course will focus on hospitality, tourism, financial operations, marketing management, and public relations. A requirement of this course is to further one's studies through enrollment in DECA. In DECA, students will complete a 30-page activity or research based project in an area of business and marketing. The project carries a presentation to be assessed at a competition at the local level. Students may have an opportunity to compete at the state and international levels, but there is no requirement that the student compete at these levels. Participation at the state and international levels shall not be considered part of the course grade. This honors level course is intended for students who are interested in majoring in business or marketing at the post-secondary level.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students must have taken the Introduction to Marketing course and should have achieved a B. In addition, students must participate in an audition.*



## FINE & PERFORMING ARTS

### Course Offerings

<b>A7120</b>	<b>FOUNDATION ART (SEM. I or SEM. II)</b>	
	<b>GRADES 9-10-11-12</b>	<b>.5 CREDITS</b>

Foundation Art is an exploratory course designed to introduce students to the elements of art and the principles of design. The emphasis is on manipulation of materials and early development of skills and techniques through various media (pencil, charcoal, paint). Students are introduced to Art History and Art vocabulary with regular exposure to both world famous and regionally celebrated artists. They are expected to keep an ongoing sketchbook/process journal, participate in class critiques and discussions, and take a final exam at the end of the quarter. Foundation Art provides students with the opportunity to be awakened to the world of visual arts and lays the groundwork for more technically advanced art classes.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

<b>A7220</b>	<b>DRAWING AND PAINTING</b>	
	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

Students will learn practical, applicable, and proven techniques that work. This course provides art 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.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course **MUST** have taken Foundation Art and should have achieved a minimum grade of C. They must have a willingness to grow in the fine arts, whether for an arts college or personal artistic fulfillment.*

<b>A7221</b>	<b>CERAMICS</b>	
	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

This course is designed for art students who have taken Foundation Art and are 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. Sketchbooks will be used to house their collection of class handouts, brainstorming sketches, weekly sketchbook assignments, 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.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course **MUST** have taken Foundation Art and should have achieved a minimum grade of C. Students must also be serious about art and should be able to work independently.*

<b>A7310</b>	<b>ADVANCED CERAMICS I</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

This course is designed for 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, tests/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.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course **MUST** have taken Ceramics and should have achieved a minimum grade of B. Students must also be serious about art and should be able to work independently.*

<b>A7410</b>	<b>ADVANCED CERAMICS II</b>		
	<b>HONORS</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

This course is designed for art students who are serious in pursuing a career in art and compiling a professional 3D art portfolio. Students will explore pottery and/or sculpture through a variety of pieces that show both a high quality work concentration and a breadth of idea development. Students will be expected to keep an on-going sketchbook of brainstorming, research, class readings, assessments and evaluations. Students will be graded on their daily participation in/out of class, use of skills and techniques in their work and upkeep of their sketchbooks. This course will run with AP Studio Art 3D providing the same rich creative experience and exposure to a mature fine arts curriculum.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course **MUST** have taken Advanced Ceramics I and should have achieved a minimum grade of B. Students must also be serious about art and should be able to work independently.*

<b>A7311</b>	<b>ADVANCED ART 1</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

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.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course **MUST** have taken Drawing and Painting and should have achieved a minimum grade of B.*

<b>A7312</b>	<b>ADVANCED ART 2</b>		
	<b>HONORS</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

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. This course runs with Advanced Placement Art. Therefore, this course provides a rich, creative experience as well as a guaranteed exposure to a mature fine arts curriculum.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

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

<b>A7300</b>	<b>ADVANCED PLACEMENT STUDIO ART 2D</b>		
	<b>ADVANCED PLACEMENT</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

This course is designed for students who are seriously pursuing art as a career. Advanced Placement Studio Art 2D 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. This course currently runs the same time as Advanced Art 2.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course **MUST** have achieved a minimum grade of B in Advanced Art I and participated in a portfolio review with the Art Department.*

<b>A7400</b>	<b>ADVANCED PLACEMENT STUDIO ART 3D</b>		
	<b>ADVANCED PLACEMENT</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

This course is designed for students who are seriously pursuing art as a career. Advanced Placement Studio Art 3D 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.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course **MUST** have achieved a minimum grade of B in Advanced Ceramics I and participated in a portfolio review with the Art Department.*

<b>A7320</b>	<b>SCULPTURE 1 (SEM. I or SEM. II)</b>	
	<b>GRADES 11-12</b>	<b>.5 CREDITS</b>

This course is designed for art 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, plaster, 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, weekly sketchbook assignments, and project evaluations.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guideline:** *Students selecting this course **MUST** have taken Foundation Art and achieved a minimum grade of C. Students should be serious about art and should be able to work independently.*

<b>A7321</b>	<b>SCULPTURE 2 (SEM. I or SEM. II)</b>
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	<b>GRADES 11-12</b>	<b>.5 CREDITS</b>
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This course is designed for those students who have already experienced working three-dimensionally in 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, weekly sketchbook assignments, and project evaluations.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guideline:** *Students selecting this course **MUST** have taken Sculpture 1 and achieved a minimum grade of B. Students should be serious about art and should be able to work independently.*

<b>IN4254</b>	<b>INTERNSHIP IN ART EDUCATION</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

Students in Grades 11 or 12 who might be planning a career in Art or Education may apply for acceptance to this course. Student selection will be based upon leadership, knowledge, enthusiasm, instructional potential, and decision-making capabilities within an art education environment. Selected students will assist the instructors in all aspects of the Art program in promoting creativity, skill development, fun, and safety.

This class is Pass/Fail. There is limited space.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** Students selecting this course should have successfully completed Foundations of Art, Drawing & Painting or Ceramics **and** be enrolled in advanced art courses. Selections will be made by the Fine Arts staff.

<b>MU7126</b>	<b>PIANO &amp; GUITAR (SEM. I or SEM. II)</b>	
	<b>GRADES 9-10-11-12</b>	<b>.5 CREDITS</b>

Students enrolled in this semester class will receive one term of instruction on Piano and one term of instruction on Guitar. This class is intended for students with little to no previous experience. Students will learn fundamentals skills on both instruments as well as instruction on how to read sheet music.

MU7115	<b>SYMPHONIC WINDS (Formerly Concert Band)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>1 CREDIT</b>

This course is open to all students who wish to become proficient on a woodwind or brass instrument and develop their ensemble musicianship skills. This group will learn the same repertoire as students in Percussion Ensemble and perform together in concerts throughout the year. Students are required to attend some after school rehearsals and sectionals throughout the year as well as all performances. A complete calendar will be available to students and families in September. Students are strongly encouraged to take private lessons.

In addition to the requirements of Symphonic Winds, students seeking to earn honors credit will ...

- Meet once a week, after school, to rehearse chamber music,
- Perform in two chamber music concerts per year,
- Attend and review one live performance by a professional on the students' main instrument.

**Guidelines:** *Acceptance is through the recommendation of the middle school or high school band director.*

MU7125	<b>SYMPHONIC WINDS (Formerly Concert Band)</b>	
	<b>GRADES 9-10-11-12</b>	<b>1 CREDIT</b>

This course is open to all students who wish to become proficient on a woodwind or brass instrument and develop their ensemble musicianship skills. This group will learn the same repertoire as students in Percussion Ensemble and perform together in concerts throughout the year. Students are required to attend some after school rehearsals and sectionals throughout the year as well as all performances. A complete calendar will be available to students and families in September. Students are strongly encouraged to take private lessons.

MU7127	<b>PERCUSSION ENSEMBLE (Formerly Concert Band)</b>	
		<b>GRADES 9-10-11-12</b>
		<b>1 CREDIT</b>

This course is open to all students who wish to become proficient percussionists and develop their ensemble musicianship skills. This group will learn the same repertoire as students in Symphonic Winds and perform together in concerts throughout the year. Students are required to attend some after school rehearsals and/or sectionals throughout the year as well as all performances. A complete calendar will be available to students and families in September. Students are strongly encouraged to take private lessons.

MU7117	<b>PERCUSSION ENSEMBLE (Formerly Concert Band)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>1 CREDIT</b>

This course is open to all students who wish to become proficient percussionists and develop their ensemble musicianship skills. This group will learn the same repertoire as students in Symphonic Winds and perform together in concerts throughout the year. Students are required to attend some after school rehearsals and/or sectionals throughout the year as well as all performances. A complete calendar will be available to students and families in September. Students are strongly encouraged to take private lessons.

In addition to the requirements of Percussion Ensemble (see above), students seeking to earn honors credit will ...

- Meet once a week, after school, to rehearse chamber music,
- Perform in two chamber music concerts per year,
- Attend and review one live performance by a professional on the students' main instrument.

**Guidelines:** *Acceptance is through the recommendation of the middle school or high school band director.*

MU7119	<b>WIND ENSEMBLE HONORS (Formerly Symphony Band)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>1 CREDIT</b>

This course is open to students who demonstrate a high level of proficiency on a woodwind, brass, or percussion instrument. This ensemble will perform the highest quality music available to high school musicians ranging from traditional to contemporary and commissioned works. Students are required to attend some after school rehearsals and/or sectionals throughout the year as well as all performances. A complete calendar will be available to students and families in September. All students enrolled in Wind Ensemble will meet once a week, after school, to rehearse chamber music or hold a sectional rehearsal, perform in two chamber music concerts per year, as well as attend and review one live performance by a professional on the students' main instrument. Students are strongly encouraged to take private lessons.

**Guidelines:** *Acceptance is by audition only.*

MU7113	<b>JAZZ ENSEMBLE I &amp; II</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>0.5 CREDIT</b>

**These courses meet every other day for a full year.** These two ensembles, one advanced and one novice, are for instrumentalists interested in studying jazz, including funk, latin, and gospel. Elements



of jazz history, theory, improvisation, and interpretation will be studied in big band and small combo settings. Students in Jazz Ensemble I will have sectional and big band rehearsals after school to support the group's performance schedule. A complete calendar will be available to students and families in September.

**Guidelines:** *The student must be enrolled in either Percussion Ensemble, Symphonic Winds, Wind Ensemble, Concert Choir, or Tri-Tones to take this course. Ensemble placement is by audition.*

<b>MU7315</b>	<b>INSTRUMENTAL AND VOCAL TECHNIQUES</b>		
	<b>HONORS</b>	<b>GRADE 11-12</b>	<b>0.5 CREDIT</b>

Instrumental and Vocal Techniques is a course designed for the student who would like the opportunity for specialized instruction in addition to performing in a large ensemble. Topics addressed in this course may include technique, intonation, audition preparation, articulation, historical performance, and improvisation. Students will prepare a class recital to be given in the Spring.

**Guidelines:** *The student must be enrolled in either Percussion Ensemble, Symphonic Winds, Wind Ensemble, Concert Choir, or Tri-Tones to take this course.*

<b>MU7121</b>	<b>MUSIC TECHNOLOGY</b>		
		<b>GRADES 9-10-11-12</b>	<b>0.5 CREDIT</b>

Students will use web-based software to develop several creative, and independent projects which teach the concepts and skills of audio recording, audio engineering, composition, arranging, and podcasting. Students will leave this course with a basic understanding of sound systems, recording techniques and computer music. Student's grades will be based on multiple production projects, effort, and class participation.

<b>MU7500</b>	<b>AP MUSIC THEORY</b>		
	<b>ADVANCE PLACEMENT</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

This course will provide an opportunity for all students with a musical background to have a chance to study the important fundamentals of music theory, sight reading and sight singing techniques, musical composition, basic arranging, improvisation, and conducting.

The goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Students will be expected to complete work the summer before the course begins.

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

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** Students selecting this course should have at least four years of experience studying a musical instrument/voice.

<b>MU7111</b>	<b>CONCERT CHOIR</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>1 CREDIT</b>

Honors Chorus is scheduled at the same time as Concert Choir College Preparatory. In addition to the requirements of Concert Choir, students will be required to perform in a chamber program twice a year, prepare two term papers, and attend at least one professional/semi-professional performance outside the district of a vocal artist or artists. A one to two-page reflection is required from that experience. This course is intended for those students who are serious about becoming outstanding musicians. Students are encouraged to participate in the after-school lesson plan.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

<b>MU7122</b>	<b>CONCERT CHOIR</b>	
	<b>GRADES 9-10-11-12</b>	<b>1 CREDIT</b>

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: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

<b>MU7211</b>	<b>TRI-TONES</b>		
	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

Tri-Tones perform a balanced repertoire of modern, classical and traditional works for chorus. This choral ensemble predominantly performs a cappella music. The grade level of music is four to five out of a scale from one to six. 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 at the start of the course. Students who elect to take this course will also learn the Concert Choir repertoire. Auditions are held prior to course selection.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Acceptance through audition only.* Honors level students will be required to complete a rigorous supplementary assignment each term.

<b>MU7221</b>	<b>TRI-TONES</b>	
	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

Tri-Tones perform a balanced repertoire of modern, classical and traditional works for chorus. This choral ensemble predominantly performs a cappella music. The grade level of music is four to five out of a scale from one to six. 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 at the start of the course. Students who elect to take this course will also learn the Concert Choir repertoire. Auditions are held prior to course selection.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Acceptance through audition only.*

# WELLNESS EDUCATION

## Course Offerings

**Students wishing to participate in the Leadership in Physical Education course must complete the Personal Fitness/Active Lifestyles course in either Grade 10 or Grade 11.**

<b>W8120</b>	<b>INTRODUCTORY PHYSICAL EDUCATION &amp; WELLNESS (SEM. I or II)</b>	
	<b>GRADE 9</b>	<b>.5 CREDITS</b>

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 the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guideline:** *Students selecting this course should have successfully completed Physical Education in Grade 8.*

<b>W8222</b>	<b>HEALTH SCIENCE (SEM. I or SEM II)</b>	
	<b>GRADE 9</b>	<b>.5 CREDITS</b>

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 the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

<b>W8220</b>	<b>PERSONAL FITNESS/ACTIVE LIFESTYLES (SEM. I or SEM. II)</b>		
	<b>HONORS</b>	<b>GRADE 10</b>	<b>.5 CREDITS</b>

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 the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have successfully completed Physical Education & Wellness in Grade 9.*

### Wellness Electives

<b>IN4255</b>	<b>INTERNSHIP IN PHYSICAL EDUCATION</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

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 this course as there is limited space. 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.

This class is Pass/Fail.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have successfully completed Introductory Physical Education & Wellness, Personal Fitness/Active Lifestyles, and Health Science courses. Students will be selected by the PE department teachers.*

<b>IN4252</b>	<b>INTERNSHIP IN SPECIAL EDUCATION &amp; PHYSICAL EDUCATION</b>		
	<b>HONORS</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

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 this course as there is limited space. Student selection will be based upon leadership, knowledge, enthusiasm, instructional potential, and decision-making capabilities within a physical education environment.

elected 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.

This class is Pass/Fail.

Preference may be given to students actively enrolled in the Peer Mentoring Program.

*This course addresses the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have successfully completed Introductory Physical Education & Wellness, Personal Fitness/Active Lifestyles, and Health Science courses. Students will be selected by the PE and Special Education department teachers.*

<b>W8321</b>	<b>COMPETITIVE PHYSICAL EDUCATION (SEM. I or II)</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>.5 CREDITS</b>

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 the following expectations for student learning: ability to work independently and collaboratively solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

**Guidelines:** *Students selecting this course should have successfully completed Physical Education & Wellness, Personal Fitness/Active Lifestyles, and Health Science courses.*

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