

**KING PHILIP REGIONAL  
HIGH SCHOOL  
PROGRAM OF STUDIES  
2023-2024**



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## King Philip Regional School District School Committee

Trevor Knott--Chair	Bruce Cates--Vice Chair	Greg Wehmeyer
Christopher Brenneis	Erin Greaney	Eric Harmon
Jim Lehan	Jennifer Wynn	Marc Waxman

## King Philip Regional High School Administration

Dr. Lisa C. Mobley--Principal
Mr. Kip Lewis--Assistant Principal
Mr. Benjamin Abrams--Dean of Students
Mrs. Jillian Poirier--Dean of Students
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:

**Dr. Lisa Mobley, Principal**

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

**Mr. Benjamin Abrams (grades 9 and 10)**

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

**Mr. Kip Lewis (grade 11)**

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

**Mrs. Jillian Poirer (grade 12)**

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

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

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

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## Principal's Message

The 2023-2024 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

This program describes courses currently offered by KPRHS. The King Philip Regional High School administration reserves the right to add, drop or postpone courses based on enrollment, teaching personnel availability, insufficient facilities, and financial constraints of the district.

## Educational Opportunities/Notice of Nondiscrimination

The King Philip Regional School District does not tolerate discrimination against students, parents, employees or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, homelessness, religion, age or immigration status. The King Philip Regional School District is also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, pregnancy or pregnancy status, veteran status, age or disability. In addition, the District provides equal access to all designated youth groups. Consistent with the requirements of the McKinney-Vento Act, the District also does not discriminate against students on the basis of homelessness.

The King Philip Regional School District's policy of nondiscrimination extends to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of King Philip or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, religion, national origin, gender, sexual orientation, gender identity, pregnancy or pregnancy status, veteran status, age or disability.

The Superintendent has designated at least one administrator to serve as the compliance officer for the District's non-discrimination policies in education-related activities, including but not limited to responding to inquiries related to Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act; the Age Act; M.G.L c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary of the U.S. Department of Education, or both. To file a complaint alleging discrimination or harassment under this section, please contact the Civil Rights Coordinators or the Director of Student Services for 504, Foster, Homeless, or ELL. Their contact information is listed below.

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 that 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.

## **KPRSD Mission Statement**

The mission of the King Philip Regional School District is to provide an educational community where students come first and have the opportunity to achieve to their fullest potential.

This will be accomplished by fostering a climate of respect, individual and collective responsibility, creativity, and enthusiasm for learning.

The King Philip Regional School District will ensure a safe, caring, and supportive environment that balances academic rigor with the development of character and a strong sense of self.

## KPRSD 21st Century Learning Expectations

### The King Philip student will be an effective listener.

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

### The King Philip student will be an effective speaker.

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

### The King Philip student will be an effective reader.

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



**The King Philip student will demonstrate critical thinking skills.**

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

**The King Philip student will demonstrate technological skills.**

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

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

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

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

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

**The King Philip student will understand and appreciate diversity.**

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

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

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

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.

## Marking System - Letter Grades

Letter grades are used to signify the following:

<b>A</b>	<b>Excellent</b> (Outstanding accomplishment, showing mastery of content, creativity, and the ability to apply principles.)
<b>B</b>	<b>Very Good</b> (Accomplishment above the average, and showing a significant degree of mastery, creativity, and ability to apply principles.)
<b>C</b>	<b>Satisfactory</b> (Demonstrates a working knowledge of content and ability to apply the material learned.)
<b>D</b>	<b>Poor</b> (A low passing mark, showing minimal accomplishment which should be considered unsatisfactory, especially for continuation in sequential courses.)
<b>F</b>	<b>Failure</b> (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.)
<b>I</b>	<b>Incomplete</b> (A temporary grade given for incomplete work due to illness or excused absence.) Incomplete grades must be made up by the mid-term date of the following marking period, otherwise the grade will be based on the coursework for that term, including zeros for any outstanding work.
<b>P/F</b>	<b>Pass/Fail</b> (Selected courses will be graded on a Pass/Fail basis; a pass grade indicates satisfactory completion of required work.)
<b>M</b>	<b>Medically Excused</b>
<b>W</b>	<b>Withdrawn</b>
<b>X</b>	<b>Excused</b> - A senior <u>may</u> be 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.

## Marking System - Grade Equivalents

<b>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		

## Marking System -Weighted Grades

Grades in courses are weighted according to the degree of difficulty of the courses and preparation requirements (levels) as noted in the chart on the next page.

<b>Advanced Placement</b>	High academic goals with extensive home study/research
<b>Honors</b>	High academic goals with considerable home study/research
<b>Standard</b>	Above average academic goals with home study/research

“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’s) and class rank. Grades in Standard level courses, the courses that comprise the bulk of our 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 **Standard** level 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) Middlesex Community College concurrent enrollment courses will be weighted at the AP level.

## Marking System - Grade Point Average (GPA)/Class Rank

1. All courses shall count in computing the grade point average except courses graded on a pass/fail basis and learning support courses.
2. All curriculum courses are designated by a level and weighted appropriately.
3. All students shall be included except:
  - A. Students participating in special program offerings
  - B. Foreign exchange students
  - C. Post-graduate students
4. In computing grade point average, any failing, as well as passing marks, will be included.
5. There shall be only one weighted level assigned to a given course/class section.
6. GPA and Determination of Class Rank
  - A. Class rank is determined at the end of each academic year starting in the sophomore year.
  - B. GPA is a rolling calculation based on current posted and historical grades.
  - C. GPA for senior awards of academic distinction such as top ten, valedictorian, and salutatorian will be calculated at the end of Term 4 senior year.

### Example of GPA calculation:

Each course is assigned a level, credit, letter grade, and a grade quality point scale (GQPS) using the table shown in the previous section titled *High School: Marking System – Grade Equivalents*. Each course taken is assigned a sub-value = credits times GQPS. To calculate GPA, take the total of all the sub-values assigned and divide by the number of credits attempted. See example below:

<i>COURSE</i>	<i>LEVEL</i>	<i>CREDIT</i>	<i>LETTER GRADE</i>	<i>GRADE QUALITY POINT SCALE</i>	<i>SUB-TOTAL CREDIT TIMES GQPS</i>
<i>English 9</i>	<i>Honors</i>	<i>1</i>	<i>A-</i>	<i>4.00</i>	<i>4.00</i>
<i>U.S. History I</i>	<i>Col. Prep.</i>	<i>1</i>	<i>B+</i>	<i>3.33</i>	<i>3.33</i>
<i>French I</i>	<i>Honors</i>	<i>1</i>	<i>B-</i>	<i>3.00</i>	<i>3.00</i>
<i>Algebra I</i>	<i>Col. Prep.</i>	<i>1</i>	<i>B</i>	<i>3.00</i>	<i>3.00</i>
<i>Physical Science</i>	<i>Col. Prep.</i>	<i>1</i>	<i>C+</i>	<i>2.33</i>	<i>2.33</i>
<i>Foundations of Art</i>	<i>Col. Prep.</i>	<i>0.5</i>	<i>A+</i>	<i>4.33</i>	<i>2.165</i>
<i>Intro to TV Production</i>	<i>Col. Prep.</i>	<i>0.5</i>	<i>C</i>	<i>2.00</i>	<i>1.00</i>
<i>Phys. Ed. &amp; Wellness</i>	<i>Col. Prep.</i>	<i>1</i>	<i>A</i>	<i>3.33</i>	<i>3.33</i>
<b><i>TOTALS</i></b>		<b><i>7</i></b>			<b><i>22.155</i></b>

GPA = Sum of (Credit times GQPS)/Total Credits

GPA = 22.155/7 = 3.165

NOTE:

*If this student failed U.S. History I, they would receive a GQPS of 0. His/her credits would remain at 7, and their total sub-value would be 18.825. Thus his/her GPA would be 18.825/7 or 2.689.*

## Honor Roll Criteria

To be considered for honor roll, students must be taking a full schedule. Students who are taking a reduced course load pursuant to an agreed upon Section 504 plan or Individualized Education Plan (IEP) are eligible for honor roll. Students must also meet the criteria listed below. Determination of honor roll is based upon “term” (marking period) grades. For seniors, one course may be graded “P”. Students with “Incomplete” grades are ineligible for honor roll.

1. High Honors - All A's
2. Honors - All A's and/or B's.

## Key Club

Students who achieve High Honor Roll (all A's) status for six (6) consecutive terms will be recognized with the Key Club Award. The 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). Student Honor Roll (A's, B's, and one (1) C) are not eligible for Key Club.

## High School: Summer Reading Program

The summer reading program seeks to foster a 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 at [www.kingphilip.org](http://www.kingphilip.org).

## Guidance Department

### Mission Statement for the KPRSD Guidance Department

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

## Naviance

Naviance is a comprehensive college and career readiness software solution for high schools that helps align student strengths and interests to post-secondary goals, and improve student outcomes. Students can access Naviance at <https://student.naviance.com/kingphilip> and should contact their assigned guidance counselor for log-in information if needed.

## 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 12 credits</i>
<b>To be a Sophomore:</b> <i>earn 6 credits</i>	<b>To be a Senior:</b> <i>earn 18 credits</i>

## Graduation Requirements

<b>Required Subjects</b>	<b>Credits</b>
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	7.5
<b>Total required for graduation</b>	<b>25*</b>

\* starting with the class of 2025. The class of 2024 requires 24 credits and one PE course.

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 6 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

Classes of 2024 and 2025*		
Subject	Option 1	Option 2
ELA	Earn a score of <b>472</b> or higher	Earn a score of <b>455–471</b> and Fulfill the requirements of an <a href="#">Educational Proficiency Plan</a>
Math	Earn a score of <b>486</b> or higher	Earn a score of <b>469–485</b> and Fulfill the requirements of an <a href="#">Educational Proficiency Plan</a>
STE	Earn a score of <b>220</b> or higher on legacy Chemistry or Technology/Engineering, or the interim passing standard for next-generation Biology ( <b>467</b> ) or Introductory Physics ( <b>470</b> )	Not applicable (only one option for STE)

- a. Eligibility for the Adams and Abigail Scholarship for each graduating class can be [here](#).

*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.



## 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.

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.

**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, with the exception of AP courses which are allowed for the first two and one half weeks of school.

Level changes to a lower level are allowed throughout the second term. Any level change request in terms 3 & 4 must be approved by the Guidance Department Head and then KPRHS administration.

### **Advanced Placement Courses 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. 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).

### KPHS Out of School Internship Opportunities

IN4256	<b>INTERNSHIP</b>	
	<b>GRADE 12</b>	<b>2 CREDITS</b>

Seniors may pursue Internships for the following purpose: *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.

### KPHS In-School Opportunities

<b>TUTORING INTERNSHIP (FULL YEAR)</b>			
<b>IN4251</b>	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>
<b>TUTORING INTERNSHIP (SEMESTER)</b>			
<b>IN4249</b>	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>.5 CREDITS</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.

<b>ACADEMIC INTERNSHIPS</b>		
	<b>GRADE 11 &amp; 12</b>	<b>.25-1 CREDIT</b>
<b>IN4262</b>	<b>English</b>	
<b>IN4267</b>	<b>Accounting</b>	
<b>IN4266</b>	<b>Art</b>	
<b>IN4262</b>	<b>Music</b>	
<b>IN4259</b>	<b>Marketing</b>	
<b>IN4265</b>	<b>Physical Education</b>	
<b>IN4261</b>	<b>Math</b>	

IN4264	Science
IN4263	History/Social Science

This course is designed for juniors and seniors to offer students the opportunity to assist teachers in specific subjects in which they have previously excelled. Students must obtain approval from the department head and have demonstrated a grade of A- or better in the course. Students can participate in this course as a term, semester, or full year course. The internships are Pass/Fail.

WS01	<b>WORK STUDY</b>	
	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

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 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 on 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 the Work Study Program should see their assigned counselor for details and application.

## Honors Academy

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.

**Google Classroom Join Code:** eeoexi3

**Deadlines:**

*\*\*All forms must be submitted electronically through the Honors Academy Google Classroom\*\**

- Application due by: **December 1**
- 9th grade verification form due by **December 1** of student's sophomore year
- 10<sup>th</sup> grade verification forms due by **December 1** of student's junior year
- 11<sup>th</sup> grade verification forms due by **December 1** of student's senior year
- 12<sup>th</sup> grade verification forms due by **May 1** of student's senior year

**Academic Requirements:**

- Complete **core academic courses at the Honors level or above**
  - English (4 years), Math (4 years), Science (3 years), History (3 years), and World Language (3 years)
- Complete a minimum of **six (6) AP courses\***
- Complete at least **4 elective credits at the Honors level or above** (the 6 required AP courses will not count toward these elective credits)
- Earn at least a **final average of 80** in all required courses
- Maintain a weighted **GPA of 3.66** or higher

**\*Required AP courses:**

AP English Language & Composition - **OR** - MCC Composition I

AP Calculus AB

4 AP courses of your choice

**Community Service Requirements:**

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). Advisors, **NOT** parents/guardians, must confirm the student has completed the hour(s) by signing the verification form(s).

**Extracurricular Requirements:**

Participate in at least **two extracurricular activities each year**. Advisors must confirm the student has met the requirement of participation by signing the verification form(s).

## King Philip Graduation with a Distinction

### Liberal Arts

King Philip students have an opportunity to graduate with a distinction in liberal arts. Completion of 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.

## **STEM**

King Philip students have an opportunity to graduate with a distinction in STEM. Completion of 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.

## **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 written approval from a 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.

### **Middlesex Community College Concurrent Enrollment**

King Philip Regional High School has formed a partnership with Middlesex Community College to offer concurrent enrollment of select college courses to our high school students. Our own KPTA staff will be instructing these courses and students will receive credit towards graduation and three college credits. The King Philip Regional School System does not fund college education costs. Students will need to pay the tuition to receive MCC credit.

All concurrent courses will be offered to students in grades 11 & 12. Students will pay a reduced rate for three college credits. The anticipated cost is below \$330 per course. Families may request financial assistance by demonstrating financial need. No student will be denied based on need.

Middlesex Community College concurrent enrollment courses will be weighted at the AP level.

The concurrent college course curriculum is approved by Middlesex Community College. For maximum success within these courses, students are expected to be present in class. If a student requires extended absences from a concurrent college 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.

### **High School: On-Line Learning**

To expand curricular offerings to our students, King Philip Regional High School has partnered with Virtual High School (VHS), a Massachusetts-based company that offers on-line courses. Established and well-represented in high schools across the state, Virtual High School adds a new dimension to what students can 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 on-line course. Students interested in VHS should have a minimum 3.0 GPA and be able to work well independently. Please note: Add/drop dates for VHS courses are earlier than KPRHS' add/drop timeline. VHS courses successfully completed as a semester course will be awarded 0.5 credits and full-year courses will be awarded 1.0 credits.

Students enrolling in a VHS course must acknowledge the unique situation of online learning. A contract must be reviewed and signed by the student, a parent/guardian, and the VHS Coordinator outlining the level of independent work necessary.

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

## Departments

### 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>STANDARD</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>STANDARD</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.*

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>STANDARD</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>E2415</b>	<b>ENGLISH 12</b>
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	<b>HONORS</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>
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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>STANDARD</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>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. The course curriculum will include various nonfiction pieces and may include 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>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>E2422</b>	<b>PROFESSIONAL INNOVATION PROGRAM SEMINAR</b>		
	<b>STANDARD</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.*

<b>T6315</b>	<b>INTRODUCTION TO CREATIVE WRITING (SEMESTER)</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>E2312</b>	<b>EXPLORING SOCIAL ISSUES THROUGH ELA (SEMESTER)</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>.5 CREDIT</b>

This elective course is for students with an interest in critically thinking, reading, and writing about topics related to social issues within society such as inequity, discrimination, implicit bias, power, and prejudice, through social, cultural, legal, institutional, and economic lenses. Students will engage in the analysis of multiple sources from diverse voices related to each of these topics including nonfiction-based texts, documentaries, and multimedia sources that will facilitate discussion and reflection from a historical and contemporary perspective. As a result of this course, students will be able to think critically and independently while understanding the complexities of the world they inhabit. Course assessments will center on class discussions and participation, multimedia projects, and short reflective writing pieces.

<b>E2313</b>	<b>HOLOCAUST THROUGH LITERATURE (SEMESTER)</b>		
	<b>HONORS</b>	<b>GRADES 11 &amp; 12</b>	<b>.5 CREDITS</b>

This elective course is for students interested in developing their reading, writing, and presentation skills through studying fiction in World War 2. Students will explore complex themes, characters, and historical perspectives as they expand their knowledge of the Holocaust and view it through the lens of fiction. Students will leave the course with a deeper understanding of how literature can inform, educate, and inspire them to tackle social justice issues in the world today. The course will include instruction on writing a research paper that incorporates elements from fiction, honing discussion skills by participating in a primarily discussion-based elective, and focusing on literary techniques used to create quality fiction. Students will read various Holocaust literature; possible titles will include *The Book Thief* by Markus Zusak; *Briar Rose* by Jane Yolen; *Suite Francaise* by Irene Nemirovsky; and *Maus* by Art Spiegelman.

<b>E2212</b>	<b>PUBLIC SPEAKING AND DEBATE (TERM)</b>
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	<b>HONORS</b>	<b>GRADES 10, 11, 12</b>	<b>.25 CREDIT</b>
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This elective course is for students who are interested in developing their public speaking, presentation, and debate skills. Students will explore the art of speaking in personal, professional, and academic contexts, and they will leave the course prepared to design and deliver addresses that meet the needs of many different occasions. The course will include instruction on and practice with multiple forms of speaking. Students will develop their skills by examining various models, ranging from Supreme Court arguments to stand-up comedy. Course assessment will center around student-developed addresses on topics of the student’s choice, and over the semester, students will formally present in three different modes: personal speech, academic debate, and multimedia presentation. The course will culminate in an immersive multi-week collaborative simulation that applies the skills mastered during the course in a real-world context.

<b>E2213</b>	<b>JOURNALISM (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 10, 11, 12</b>	<b>.25 CREDIT</b>

This elective is for students who are interested in developing their research, reading, writing, and interpersonal skills by learning about journalism and the newspaper industry. Students will: engage in analyzing current events and their portrayals in modern publications; practice interviewing skills; collaborate with peers to master the application of Associated Press editing guidelines; and publish the student newspaper, *The King Philip Times*. As a result of this course, students will be able to share their work in a way that is ready for publication while also demonstrating their understanding of ethical and unbiased presentation skills. Course assessments will focus mostly on a portfolio of multi-draft writing assignments across various genres.

<b>CC2000</b>	<b>MCC-ENGLISH COMPOSITION I (SEMESTER I)</b>		
	<b>Concurrent College</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

English Composition 1 focuses on developing students’ academic writing, close reading, and critical thinking skills. Using a writing process that includes pre-writing, drafting, instructor and peer feedback, and revision, students will produce written essays with arguable thesis statements and appropriate use of standard English. Students will produce a total of 18-24 pages of polished formal writing in three or more source-based essays.

## STUDENT LEARNING OUTCOMES

- Demonstrate comprehension and reflective reading skills, as well as the ability to annotate a text through a variety of methods.
- Interpret, engage with, and analyze various texts.
- Use a writing process that includes pre-writing, drafting, instructor and peer feedback, and revision to produce written essays with arguable thesis statements and appropriate use of standard English.
- Quote, paraphrase, begin to synthesize source material, and document appropriately to maintain academic integrity.
- Begin to recognize rhetorical strategies and to incorporate them appropriately in their writing
- Complete formal and/or informal writing and/or oral assignments that ask students to identify one or more of the following dimensions of an issue or topic: ethical, social, civic, multicultural, socio-economic.

CC2200	<b>MCC-ENGLISH COMPOSITION II (SEMESTER II)</b>		
	<b>Concurrent College</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

## COURSE DESCRIPTION

English Composition II focuses on developing students' academic writing, close reading, and critical thinking skills. Using a writing process that includes pre-writing, drafting, instructor and peer feedback, and revision, students will produce written essays with arguable thesis statements and appropriate use of standard English. Students will produce a total of 18-24 pages of polished formal writing in three or more source-based essays.

## STUDENT LEARNING OUTCOMES

- Apply active and critical reading skills to the analysis and synthesis of a variety of college-level texts.
- Use a writing process that includes pre-writing, drafting, instructor and peer feedback, and revision to produce written essays with arguable thesis statements and appropriate use of standard English and rhetorical strategies for a defined audience.
- Implement research skills that include locating, evaluating, summarizing, quoting, paraphrasing, and synthesizing a variety of scholarly and popular sources and using appropriate documentation to maintain academic integrity.
- Use a minimum of two documentation styles.
- Complete formal and/or informal writing and/or oral assignments that ask students to identify one or more of the following dimensions of a written or visual text: global/multicultural perspectives; historical, political, economic, and social trends; scientific and environmental developments; aesthetic appreciation and creativity.

**Guidelines:** Students taking English Composition II must have successfully completed English Composition I.

<b>CC2400</b>	<b>MCC-THE AUTOBIOGRAPHICAL ADVENTURE: OUR LIVES AS STORIES</b>		
	<b>Concurrent College</b>	<b>GRADES 11, 12</b>	<b>1 CREDIT</b>

The study of autobiography and memoir is designed to help us make meaning of our lives. In this course, students will read great texts that both tell compelling stories and make meaning of those stories. Students will take ideas and techniques from those texts to inspire their stories. Readings include selections from works such as Maya Angelou’s *I Know Why the Caged Bird Sings*, Frank McCourt’s *Angela’s Ashes*, Mary Karr’s *The Liars Club*, Luis J. Rodriguez’s *La Vida Loca: Gang Days in LA*, James McBride’s *The Color of Water*, Nora Seton’s *The Kitchen Congregation*, Ta-Nehisi Coates’s *Between the World and Me*, and Steven King’s *A Memoir on the Craft of Writing*. Students will research, develop and shape their own life stories and respond to the work of others in a workshop format. Prerequisite English Composition 1 (MCC)

**History and 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 Civics 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>STANDARD</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</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 II</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 I Honors or achieved a minimum grade of 90% in United States History 1.*

<b>H4220</b>	<b>UNITED STATES HISTORY II</b>		
	<b>STANDARD</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 website 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: the 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>STANDARD</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.*

<b>H4322</b>	<b>CRIMINAL JUSTICE (SEMESTER)</b>		
	<b>STANDARD</b>	<b>GRADES 11-12</b>	<b>.5 CREDIT</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 (SEMESTER)</b>		
	<b>STANDARD</b>	<b>GRADES 11-12</b>	<b>.5 CREDIT</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 (SEMESTER)</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>.5 CREDIT</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.*

<b>CC4000</b>	<b>HISTORY OF WORLD CIVILIZATIONS AFTER 1500 (Full Year)</b>		
	<b>CONCURRENT COLLEGE</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

**COURSE DESCRIPTION**

This course analyzes the historical factors that led to the development of the modern world by examining cross-cultural interactions and globalizing patterns since 1500. Course topics include imperialism, capitalism, slavery, scientific and technological changes, industrialization, nationalism, racism, war, and globalization.

**STUDENT LEARNING OUTCOMES**

- Identify and analyze western and non-western societies and cultures, and their human and physical geography, with a significant emphasis on non-western regions.
- Demonstrate an understanding of the processes of state-building, colonization, and decolonization.
- Assess the development and exchange of science, technology, religion, and intellectual thought.
- Use critical thinking to evaluate historical sources and scholarship.
- Explain how evidence is analyzed and used to construct historical knowledge.

<b>CC4100</b>	<b>AMERICAN GOVERNMENT (Full Year)</b>		
	<b>CONCURRENT COLLEGE</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

**COURSE DESCRIPTION**

An analysis of the political and governmental system of the United States, the principles upon which it is founded, and the institutions and systems which comprise and influence it. Selected social and political issues relevant to the American experience will be covered.

**STUDENT LEARNING OUTCOMES**

- Analyze the organization, powers, and operations of the three branches of government.
- Identify the historical and philosophical origins of the American government.
- Recognize and analyze the evolution of the American government.
- Identify the origins and changing relationship between the federal government and the states.

- Describe and appraise the relationship between the federal government and the American people in regard to their civil liberties and civil rights, as well as their access to public benefits and services.

<b>H4212</b>	<b>DEMOCRACY IN AMERICA (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 10-12</b>	<b>.25 CREDIT</b>

This elective course is for students who are interested in expanding their knowledge about the development of democracy in the United States. Students will discuss and debate questions such as What does a healthy democracy look like? How has American democracy functioned in the past, and how has it changed over time? Based on the Case Method Project at Harvard Business School, each topic reading will introduce students to a different episode in the development of American democracy, from the drafting of the Constitution to contemporary fights over voting rights and equality. This discussion-based class will encourage students to draw their own conclusions about what “democracy” really means in America.

<b>H4213</b>	<b>HISTORY OF AMERICAN SPORTS (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 10-12</b>	<b>.25 CREDIT</b>

This elective course will allow students to examine sports development through various historical perspectives. There will be an emphasis on helping students better understand the inner relationship that sport has with social, economic, cultural, and political forces at work in the United States and the world. Students will examine the historical context as well as the significance of gender, race, ethnicity, and social class through readings, primary sources, audio and visual materials, as well as class discussions.

<b>H4112</b>	<b>WORLD CULTURES (TERM)</b>		
	<b>STANDARD</b>	<b>GRADES 10-12</b>	<b>.25 CREDIT</b>

This elective course will enhance students' ability to become more knowledgeable and informed global citizens. World Cultures is an elective course requiring students to reflect on their identities, cultures, and traditions. Topics of discussion include Identity, Art, Historical Memory, Sports, Writing, Music, Rites of Passage, and Food (Among many other topics depending on student interest). In examining other cultures from around the world, students must possess a respectful and thoughtful tone when discussing and learning about cultures that differ from theirs. After all, we all inhabit this world and must learn to share it.

**Graduation Pathway**

The Graduation pathway is fundamental and introductory in design. Students work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. Course content includes the study of vocabulary and grammatical structures as well as Francophone/Spanish speaking cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis. All instruction is heavily scaffolded and student output is facilitated by the teacher through the use of various support methods. English is used to clarify tasks and reinforce concepts. Due to the course curriculum and learning expectations, students who successfully complete the graduation pathway are *not prepared to continue on to level 3 language courses.*

**Honors Pathway**

The Honors pathway is an immersive experience and accelerated in design. Students work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. Course content includes the study of vocabulary and grammatical structures as well as Francophone/Spanish speaking cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis. All instruction is delivered in the target language and students output is facilitated through the use of various support methods. Students who successfully complete the honors pathway will be prepared to test to earn the Seal of Biliteracy in their senior year.

[2021 World Languages Curriculum Framework](#)

**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 2021 World Languages Curriculum Framework for Novice levels: Novice Low and Novice Mid.



<b>L5120</b>	<b>FRENCH 1</b>		
	<b>Graduation Pathway-STANDARD</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 2021 World Languages Curriculum Framework for Novice levels: Novice Low and Novice 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 2021 World Languages Curriculum Framework for Novice levels: Novice Mid and Novice High.

**Guidelines:** *Students selecting this course must have taken French 1 Honors or French 2 Standard.*

<b>L5121</b>	<b>FRENCH 2</b>		
	<b>Graduation Pathway-STANDARD</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 2021 World Languages Curriculum Framework for Novice levels: Novice Mid and Novice High.

**Guidelines:** *Students selecting this course must have taken 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 must have taken French II Honors.*

<b><i>OFFERED BASED ON ENROLLMENT NUMBERS—for school year 2023-2024 ONLY</i></b>			
<b>L5221</b>	<b>FRENCH 3</b>		
	<b>Graduation Pathway-STANDARD</b>	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

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 must have successfully completed French 2.*

<b><i>OFFERED BASED ON ENROLLMENT NUMBERS</i></b>			
<b>L5411</b>	<b>FRENCH 5</b>		
	<b>HONORS</b>	<b>GRADES 11-12</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.

<b><i>OFFERED BASED ON ENROLLMENT NUMBERS</i></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 must have successfully completed French 3 Honors.*

<b>L5115</b>	<b>SPANISH 1</b>		
	<b>HONORS</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 2021 World Languages Curriculum Framework for Novice levels: Novice Low and Novice Mid.

<b>L5124</b>	<b>SPANISH 1</b>		
	<b>Graduation Pathway-STANDARD</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 2021 World Languages Curriculum Framework for Novice levels: Novice Low and Novice 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 2021 World Languages Curriculum Framework for Novice levels: Novice Mid and Novice High.

**Guidelines:** *Students selecting this course must have successfully completed Spanish I Honors or Spanish II Standard level.*

<b>L5122</b>	<b>SPANISH 2</b>		
	<b>Graduation Pathway-STANDARD</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 2021 World Languages Curriculum Framework for Novice levels: Novice Mid and Novice High.

**Guidelines:** *Students selecting this course must have successfully completed Spanish I.*

<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 must have successfully completed Spanish 2 Honors.*

<b><i>NOT GUARANTEED TO RUN</i></b>			
<b>L5222</b>	<b>SPANISH 3</b>		
	<b>Graduation Pathway-STANDARD</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 must have successfully completed Spanish 2.*

<b><i>OFFERED BASED ON ENROLLMENT NUMBERS</i></b>			
<b>L5412</b>	<b>SPANISH 5</b>		
	<b>HONORS</b>	<b>GRADES 11-12</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.

<b><i>OFFERED BASED ON ENROLLMENT NUMBERS</i></b>			
<b>L5402</b>	<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 must have successfully completed Spanish 3.*

## Mathematics

### *Course Offerings*

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

M3121	ALGEBRA 1		
	STANDARD	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>STANDARD</b>	<b>GRADES 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 9-10-11</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>STANDARD</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>STANDARD</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>M3214</b>	<b>ALGEBRAIC APPLICATIONS</b>		
	<b>HONORS</b>	<b>GRADE 12</b>	<b>1 CREDIT</b>

This course is a substantive modeling course for all students that teaches and uses advanced algebra in the content areas of discretionary spending, banking, credit, auto and homeownership, employment, taxes, investments, entrepreneurship, retirement, & budgeting. The program draws upon selected topics from Advanced Algebra, Geometry, Precalculus, and Statistics and Probability.

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. Algebraic Applications inspires students to be actively involved in applying mathematical ideas to their everyday lives.

**Honors Guidelines:** Students must have passed Algebra II.

<b>M3424</b>	<b>ALGEBRAIC APPLICATIONS</b>		
	<b>STANDARD</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>CC1000</b>	<b>MCC-CALCULUS 1</b>		
	<b>Concurrent College</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

**COURSE DESCRIPTION**

A review of functions including polynomial, rational, conic, and trigonometric functions, and their graphs; limits; continuity; derivatives of algebraic and transcendental functions, evaluating limits of indeterminate forms using L'Hopital's Rule; implicit differentiation; related rates; the Mean Value Theorem; applications such as velocity and acceleration; curve sketching; optimization problems; and differentials; Newton's Method and antiderivatives as time permits.

**STUDENT LEARNING OUTCOMES**

- Evaluate limits graphically, numerically, & analytically for a wide variety of functions.
- Evaluate derivatives analytically for the elementary functions, including inverse trigonometric functions and implicit functions.
- Apply derivatives to applications such as the slope of a tangent line, velocity and acceleration, related rates, and optimization.
- Sketch and analyze functions and their graphs using the first and second derivatives.

<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 backgrounds. 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>STANDARD</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>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 Standard level 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>STANDARD</b>	<b>GRADES 11-s12</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 statistical 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.

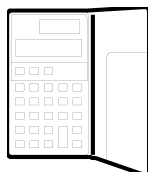
*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically and create original products and students will use technology to access, evaluate and effectively apply information.*

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

<b>M3125</b>	<b>MCAS MATHEMATICS REVIEW COURSE (TERM)</b>	
	<b>GRADES 9-10-11-12</b>	<b>.25 CREDIT</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.



**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*

<b>S1114</b>	<b>INTRODUCTION TO PHYSICS (LAB SCIENCE)</b>		
	<b>HONORS</b>	<b>GRADE 9</b>	<b>1 CREDIT</b>

Physics First Students will examine the rules (physical laws) of nature (physics) first and apply these physical laws to a later study of chemistry (atoms, molecules, and the physical behavior of matter) and biology (biomolecules, cellular processes, and energy flow in systems). This laboratory course will enhance the student’s understanding of these future concepts because students will master the physical laws first. Concepts will be taught through discussion and hands-on activities using equations as “guides to thinking”. Students will master the main concepts of motion, forces, energy, collisions, thermodynamics, mechanical waves, light, electricity, and atomic phenomenon.

**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>S1124</b>	<b>INTRODUCTION TO PHYSICS</b>		
	<b>(LAB SCIENCE)</b>		
	<b>STANDARD</b>	<b>GRADE 9</b>	<b>1 CREDIT</b>

Physics First Students will examine the rules (physical laws) of nature (physics) first and apply these physical laws to a later study of chemistry (atoms, molecules, and the physical behavior of matter) and biology (biomolecules, cellular processes, and energy flow in systems). This laboratory course will enhance the student’s understanding of these future concepts because students will master the physical laws first. Concepts will be taught through discussion and hands-on activities using equations as “guides to thinking”. Students will master the main concepts of motion, forces, energy, collisions, thermodynamics, mechanical waves, light, electricity, and atomic phenomenon.

**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 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 are 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>STANDARD</b>	<b>GRADE 10</b>	<b>1 CREDIT</b>

The pace and scope of this introductory course are 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.*

S1310	CHEMISTRY (LAB SCIENCE)		
	HONORS	GRADES 10-11-12	1 CREDIT

This course is a second-year chemistry course that builds upon the Core Foundations course. The pace and scope of this course are 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)		
	STANDARD	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 (NON-LAB)		
	STANDARD	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	ADVANCED PLACEMENT CHEMISTRY (LAB SCIENCE)		
	ADVANCED PLACEMENT	GRADES 11-12	1 CREDIT

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	RESEARCH AND ENGINEERING: A STEM INITIATIVE (LAB SCIENCE) (SEMESTER)		
	HONORS	GRADES 11-12	.5 CREDIT

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 Standard level 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>ADVANCED PLACEMENT</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>STANDARD</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.

S1327	<b>ROBOTICS ENGINEERING</b>		
	<b>HONORS</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

S1302	<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, reproduce and 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 and 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 have 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>STANDARD</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)</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>.5 CREDIT</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>STANDARD</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>STANDARD</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.*

<b>S1305</b>	<b>ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (LAB 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.

<b>S1411</b>	<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 relation 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>S1100</b>	<b>AP COMPUTER SCIENCE PRINCIPLES</b>		
	<b>ADVANCE PLACEMENT</b>	<b>GRADES 9-10-11-12</b>	<b>1 CREDIT</b>

AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts and contribute to a computing culture that is collaborative and ethical. It is important to note that the AP Computer Science Principles course does not have a designated programming language. Teachers have the flexibility to choose a programming language(s) that is most appropriate for their students to use in the classroom.

*Prerequisite: Coordinate planes, successful completion of Algebra 1*

<b>S1112</b>	<b>NEUROMAKER HAND I - STEM &amp; A1 (SEMESTER)</b>
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	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>.5 CREDIT</b>
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The STEM and AI course will explore programming, engineering design, and artificial intelligence in the context of the NeuroMaker Hand. Each course module mirrors one focus of the creation of the BrainRobotics prosthetic hand. The course culminates with students creating and submitting an original project for the NeuroMaker Challenge.

<https://neuromakerstem.com/neuromaker-challenge/>

<https://neuromakerstem.com/user-portal/nmhand-portal/nmhand-curriculum-materials/>

*Prerequisite: None*

<b>S1113</b>	<b>NEUROMAKER HAND 2 - 3D PRINTING (SEMESTER)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>.5 CREDIT</b>

Within the 3D printing module, students discover 3D printing by matching design projects with the needs of Biomedical Engineering. Students investigate the core concepts of 3D printing with real-life examples, scope out the needs of printing specialized pieces for the human hand, follow along with design tutorials to model attachments onto their NeuroMaker Hand, and finally print out the pieces necessary to wear their NeuroMaker Hand as a real prosthetic. Students are guided in their design process by using real engineering processes from the Southampton Hand Assessment Protocol, the same test passed by the real BrainRobotics Hand! The course culminates with students creating and submitting an original project for the NeuroMaker Challenge.

<https://neuromakerstem.com/neuromaker-challenge/>

<https://neuromakerstem.com/user-portal/nmhand-portal/nmhand-curriculum-materials/nmhand-3d-printing-exploration/>

*Prerequisite: IntroCS/Python or APCSP or NeuroMaker 1*

<b>S1215</b>	<b>iCREAT I - ELECTRICAL AND PHYSICAL COMPUTING</b>		
	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>0.5 CREDIT</b>

This interdisciplinary project-based course introduces the basics of programmable robotic systems. Using a systematic approach, students will learn to use a design process to apply engineering and programming concepts to create simple robotic projects. This course will run in a studio-like setting using an active learning method of instruction. Problem-based projects, small group discussions, and team collaboration will facilitate the development of critical thinking, logical reasoning, creative thinking, and communication skills.

(<https://www.massbay.edu/iCREAT>)



<b>S1214</b>	<b>iCREAT II - EMBEDDED COMPUTING/CYBER SECURITY</b>		
	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>0.5 CREDIT</b>

This interdisciplinary project-based course is a continuation of topics covered in iCREAT I to design, develop, and implement a complete programmable robotic system using a systematic approach. Students will apply networking and security concepts to implement communication between computing devices. 3D design and manufacturing techniques will be used to complete the project. This course will run in a studio-like setting using an active learning method of instruction. Problem-based projects, small group discussions, and team collaboration will facilitate the development of critical thinking and logical reasoning skills, creative thinking, and communication skills. Students are encouraged to take advantage of available career exploration and mentoring opportunities.

(<https://www.massbay.edu/iCREAT>)

*Prerequisites:* IntroCS/Python or APCSP or NeuroMaker 1

<b>S1115</b>	<b>COMPUTATIONAL THINKING AND PROBLEM SOLVING</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>1 CREDIT</b>

Computational Thinking and Problem-Solving (CTPS) is designed to be a yearlong class in computational thinking and creative problem solving, preparing students to advance to the AP Computer Science Principles, and includes career and technical education information technology coursework. The course has a strong focus on skills (problem-solving, critical thinking, collaboration, resilience, communication) and on solving complex problems. In addition, the course utilizes teamwork, reflection and metacognition, writing and presentation skills, and cohort building skills important to student development.

### **Business and Information Technology**

#### *Course Offerings*

<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>
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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>IN4250</b>	<b>INTERNSHIP IN ACCOUNTING</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>			
<b>B6320</b>	<b>BUSINESS MANAGEMENT</b>		
	<b>STANDARD</b>	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>

This course is designed to provide students with 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>OFFERED BASED ON ENROLLMENT NUMBERS</b>			
<b>B6221</b>	<b>FINANCIAL LITERACY</b>		
	<b>STANDARD</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>GRADES 9-10-11</b>	<b>1 CREDIT</b>

Introduction to Marketing includes competency-based 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 relationships. Students will be assessed through the completion of several business/marketing role-playing scenarios at the conclusion of the course. Students will be encouraged to utilize real business models as examples of how to create and sustain their business ideas and proposals. Honors students will be required to further their studies through enrollment in *DECA's Principles of Business Administration Events*.

*DECA Inc* is an international student-centered organization that prepares emerging leaders in business, marketing, and communications. As a *DECA* member, students will be required to complete a competency-based assessment and make a role-play presentation at *DECA-sponsored* competitions at the district and state levels. Students may have an opportunity to compete at the international level, but there is no requirement that the student competes 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 taking a project-based class, meeting new people, networking, and traveling. Important life skills such as public speaking, leadership development, and professional dress are highlighted in this interactive course/program. Students interested in taking this course should meet with the Marketing teacher to obtain a course recommendation.

*This course addresses the following expectations for student learning: the 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>GRADES 10-11- 12</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 community relations. A requirement of this course is to further one’s studies through enrollment in *DECA*.

*DECA Inc* is an international student-centered organization that prepares emerging leaders in business, marketing, and communications. In *DECA*, students will have the opportunity to complete a fun and engaging project-based assessment in a variety of areas that include business, sports, communications, community service, public relations, and international business, to name a few. This project carries a presentation to be assessed at various competitions at the district and state levels. 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 taking a project-based class, meeting new people, networking, and traveling. Important life skills such as public speaking, leadership development, and professional dress are highlighted in this interactive course/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 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>GRADES 11-12</b>	<b>1 CREDIT</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 entrepreneurship, sports, and entertainment, buying and merchandising, business innovations, and professional selling. A requirement of this course is to further one’s studies through enrollment in *DECA*.

*DECA Inc* is an international student-centered organization that prepares emerging leaders in business, marketing, and communications. In *DECA*, students will have the opportunity to complete a fun and engaging project-based assessment in a variety of areas that include business operations, sports, communications, community awareness, public relations, and international business, to name a few. The project carries a presentation to be assessed at a competition at the district and state levels. Students may have an opportunity to compete at the international level, but there is no requirement that the student competes at this level. Participation at the 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 Marketing 1 course and should have achieved a B. In addition, students must participate in an audition.*

<b>B6217</b>	<b>MARKETING 3 (DECA)</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>1 CREDIT</b>

Marketing 3 is the final course in the marketing sequence that incorporates all aspects of the marketing curriculum to further educate young adults about the global and ever changing business world. As future business leaders, areas addressed in this course will focus on marketing research, travel and tourism, business growth, financial consulting, and online business platforms . A requirement of this course is to further one’s studies through enrollment in *DECA*. *DECA Inc* is an international student centered organization that prepares emerging leaders in business, marketing and communications. In *DECA*, students will have the opportunity to complete a fun and engaging project based assessment in a variety of areas that include business, sports management, communications, community awareness, advertising and franchise business, to name a few. The project carries a presentation to be assessed at a competition at the district and state level. Students may have an opportunity to compete at the

international level, but there is no requirement that the student compete at this level. Participation at the 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 and 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 Marketing 2 course and should have achieved a B. In addition, students must participate in an audition*

**TV and Film**

<b>T6110</b>	<b>INTRODUCTION TO TELEVISION PRODUCTION (SEMESTER)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>.5 CREDIT</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 the 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 (SEMESTER)</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>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 the audience and students will use technology to access, evaluate and effectively apply information.*

<b>T6217</b>	<b>ADVANCED SPORTS PRODUCTIONS</b>		
	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>



This course immerses students into the world of television and sports broadcasting. 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, scriptwriting, 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 the 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.

**Fine and Performing Arts**

*Course Offerings*

<b>TT1100</b>	<b>TECHNICAL THEATER (This course may be repeated)</b>	
	<b>GRADES 9-10-11-12</b>	<b>.5 CREDIT</b>

The course is a semester-long exploration of the duties of stage technicians and their contribution to the total aesthetic effect of a dramatic production. Topics covered will include design research and principles; scene shop organization; painting and construction techniques; equipment use and maintenance; principles and application of sound, lighting, and computer technology; the use of special effects; costume and makeup considerations and selection; publicity and business management; theater safety; and the function of technical stage personnel in production work. The technical theater course will incorporate academic study and hands-on application of knowledge and skills.

This course may be repeated with change in content.

A7115	<b>INTRODUCTION TO ART (TERM)</b>	
	<b>GRADES 9-10-11-12</b>	<b>.25 CREDIT</b>

Intro to Art is an exploratory course designed to introduce students to the elements of art and principles of design. The emphasis is on the manipulation of materials and early development of skills and techniques through various media. Students will be introduced to art history and art vocabulary. Intro to 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, create original products, and use technology to access, evaluate, and reflect on their work.

<b>DRAWING AND PAINTING</b>			
<b>A7210</b>	<b>HONORS</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 effective and exploratory strategies for developing artwork with a variety of 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 them 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.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically, create original products, and use technology to access, evaluate, and reflect on their work.*

**Guidelines:** *Students selecting this course **MUST** have taken Intro to Art and 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>CERAMICS</b>
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<b>A7221</b>	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>1 CREDIT</b>
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This course is designed for art students who have taken Intro to 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 a Digital Portfolio of their class experience. Sketchbooks will be used for brainstorming sketches, weekly sketchbook assignments. Students will be graded on their daily classwork, use of skills and techniques in projects, and upkeep of their sketchbook and digital portfolio.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically, create original products, and use technology to access, evaluate, and reflect on their work.*

**Guidelines:** *Students selecting this course **MUST** have taken Intro to Art and 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>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, create original products, and use technology to access, evaluate, and reflect on their work.*

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

A7410	<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 about their art and are interested in 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 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, create original products, and use technology to access, evaluate, and reflect on their work.*

**Guidelines:** *Students selecting this course **MUST** have taken Advanced Ceramics and achieved a minimum grade of B. They must have a willingness to grow in the fine arts, whether for an arts college or personal artistic fulfillment. This course will run with AP Studio Art 3D providing the same rich creative experience and exposure to a mature fine arts curriculum but will submit their final portfolio to their teacher for evaluation*

A7311	<b>ADVANCED ART I</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 further 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 personal projects that are mainly led through themes. Continued expansion of techniques and new mediums 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, create original products, and use technology to access, evaluate, and reflect on their work.*

**Guidelines:** *Students selecting this course **MUST** have successfully completed Drawing & Painting with a grade of C or better. Student must have a willingness to grow in the fine arts, whether for an arts college or personal artistic fulfillment*

<b>A7312</b>	<b>ADVANCED ART II</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, and investigate a theme within their work throughout the whole year. 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 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, create original products, and use technology to access, evaluate, and reflect on their work.*

**Guidelines:** *Students selecting this course **MUST** have successfully completed Advanced Art I with a grade of B or better. Students must have a willingness to grow in the fine arts, whether for an arts college or personal artistic fulfillment. This course will run with AP Studio Art 2D, providing the same rich creative experience and exposure to a mature fine arts curriculum but will submit their final portfolio to their teacher for evaluation.*

<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 addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically, create original products, and use technology to access, evaluate, and reflect on their work.

**Guidelines:** *Students selecting this course **MUST** have taken Advanced Art I and achieved a grade of B or better. They must have a willingness to grow in the fine arts, whether for an arts college or personal artistic fulfillment. This course will run with Advanced Art II, providing the same rich creative experience and exposure to a mature fine arts curriculum but will submit their final portfolio to the college board for evaluation.*

<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 art students who are serious about their art and are interested in 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 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, create original products, and use technology to access, evaluate, and reflect on their work.*

**Guidelines:** *Students selecting this course **MUST** have taken Advanced Ceramics and achieved a minimum grade of B. They must have a willingness to grow in the fine arts, whether for an arts college or personal artistic fulfillment. This course will run with Advanced Ceramics II, providing the same rich creative experience and exposure to a mature fine arts curriculum but will submit their final portfolio to the college board for evaluation.*

<b>A7315</b>	<b>SCULPTURE (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>.25 CREDIT</b>

This course is designed for art students who have taken Ceramics and are interested in continuing to work 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 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, create original products, and use technology to access, evaluate, and reflect on their work.*

**Guideline:** *Students selecting this course **MUST** have taken Ceramics and 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>A7314</b>	<b>PRINTMAKING (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>.25 CREDIT</b>

Printmaking is an art form that goes back thousands of years and was employed by the early Mesopotamians, the Chinese, and Egyptians. Printmaking is the process of transferring an image from a block, plate, or other matrices to paper or textile material in order to make a designated number of the same image. In this class, students will carve, cut stencils and create plates to be printed using a printing press and by hand. The course allows students to dive into the history, materials, and process of relief printmaking. Learning the purpose of different tools, students would reach specific objectives using linoleum as a carving surface for their designs. Each project will prompt students to think conceptually about developing content for their work with the sequence of projects moving more towards a synthesis of conceptual and technical skills. Students will engage in group critiques of their work, learning and gaining insight from each other. This class encourages experimentation of new materials as well as problem-solving through the practice of trial and error.

*This course addresses the following expectations for student learning: work independently and collaboratively to solve problems, think critically, create original products, and use technology to access, evaluate, and reflect on their work.*

**Guidelines:** *Students selecting this course **MUST** have successfully completed Drawing & Painting with a C or better. Selections will be made by the Fine Arts faculty. Student must have a willingness to grow in the fine arts, whether for an arts college or personal artistic fulfillment*

<b>A7110</b>	<b>DIGITAL PHOTOGRAPHY (SEMESTER)</b>		
	<b>STANDARD</b>	<b>GRADES 9-10-11-12</b>	<b>.5 CREDIT</b>

Digital Photography is an introduction to the digital camera as an art-making tool designed for students at the beginning level. The course will use digital photography to help students learn and apply the basic elements of art and the principles of design. This course will also provide students with opportunities to extend their knowledge and skills in the field of photography and the use of Adobe Photoshop and Lightroom. Digital Photography will familiarize the student with digital photographic equipment, materials, methods, and processes. Visual problem-solving skills are explored through the use of the computer as the main tool for creative expression and communication. Cellphone photography and editing with a variety of phone applications will be infused into the curriculum. Students create their own blog sites as a place to exhibit their projects and portfolio work. Self-promotion of student photography is encouraged and beginning social media marketing is introduced. Students can earn certifications in the field of digital photography.

<b>A7211</b>	<b>ADVANCED DIGITAL PHOTOGRAPHY (SEMESTER)</b>		
	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>.5 CREDIT</b>

This is an advanced digital photography course for students who have completed Digital Photography. Students will build upon their Adobe Photoshop, Lightroom, and Premier skills while practicing their digital photography camera skills and techniques learned in the beginning course. The course focus will include image capture and post-processing techniques in the digital lab. The projects will be both fine art and commercial art based. The students will explore the studio and on-location lighting techniques to enhance their photography in commercial art, advertising, product photography, portraiture, fashion, nature and landscape, photojournalism, lifestyle, documentary, and fine arts. They will learn and research various artists in these fields, emulating their styles yet creating their own vision and personal style with increased complexity, visual metaphors, and emotions, demonstrated through technically demanding projects. Printmaking and multimedia techniques are infused in the



course through screen printing, painting, and collage. Students will assess their own strengths and weaknesses and be routinely critiqued by peers and instructors. Each student will create a brand for their photography and turn their blog sites into websites as a place to exhibit their work and promote themselves through social media marketing. Guest business partners in the field will connect with students remotely. Real-world commercial photography will be explored through virtual field trips and guest speakers, and projects will be career-based. Hands-on experience will be both independent and team-based.

<b>A7113</b>	<b>WEAVING (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>.25 CREDIT</b>

All around the world, weaving has been a creative fabric art form that is used for a series of things. From rugs to tapestries to just decorative purposes, weaving is a method of textile art in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric or cloth. This course will introduce students to weaving with off-loom and on loom techniques. Samples will be made to understand the structure of weaving for both 2D and 3D forms. An understanding of the basic mechanics of weaving will be taught on tiny frame looms, hand-made looms, and chipboard looms. Weaving techniques will be explored through a series of creative exercises using a variety of yarns, fibers, and non-traditional materials. Self-expression and experimentation with materials, techniques, and concepts will be encouraged!

<b>A7312</b>	<b>WHEEL THROWING (TERM) (This course may be repeated)</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>.25-.5-1 CREDIT</b>

This course is intended for students who have already taken Ceramics and would like to focus on growing their wheel-throwing skills. We will study functional pottery, as well as decorative sculpture. Students will learn and explore new surface treatments and glaze application techniques.

Students can take it for a quarter or semester or a full year.

*Prerequisites:* Foundations of Art, Ceramics

<b>A7114</b>	<b>MINDFUL ART JOURNALING (TERM)</b>		
	<b>STANDARD</b>	<b>GRADES 9-10-11-12</b>	<b>.25 CREDIT</b>

Art journals or visual journals have been used throughout history by visionaries like Leonardo Da Vinci, Thomas Edison, and Frida Kahlo to work through ideas and themes. In this entry-level art course, students will be using visual journals to develop critical thinking skills and foster personal growth. We will use mixed media elements such as painting, drawing, printmaking, and collage to experiment, reflect and document ideas through art and writing. This course will provide students with new skills that not only foster artistic confidence but also allow *opportunities for the exploration of research themes that can be used across disciplines.*

<b>A7112</b>	<b>THE ARTS AND SOCIAL JUSTICE (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>.25 CREDIT</b>

The course will study how the arts, including music and visual art, raise critical societal issues pertaining to social justice. Throughout history, the arts have been used as an accessible tool for communication, raising awareness about social issues, and affecting positive change. This course will be designed to inspire dialogue and provide real-world learning opportunities. The course will result in a final project where students will express themselves through a final art project, guided by the teachers, responding to a social justice topic that they are passionate about.

<b>PIANO &amp; GUITAR I</b>			
<b>MU7112</b>	<b>STANDARD-TERM</b>	<b>GRADES 9-10-11-12</b>	<b>.25 CREDIT</b>
<b>MU7126</b>	<b>STANDARD-SEMESTER</b>	<b>GRADES 9-10-11-12</b>	<b>.5 CREDIT</b>

Students enrolled in this class will receive one term of instruction on piano or one term of guitar or choose to stay for a semester. 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.

<b>PIANO &amp; GUITAR II</b>
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<b>MU7129</b>	<b>HONORS-TERM</b>	<b>GRADES 9-10-11-12</b>	<b>.25 CREDIT</b>
<b>MU7210</b>	<b>HONORS-SEMESTER</b>	<b>GRADES 9-10-11-12</b>	<b>.5 CREDIT</b>

This class is intended for students who have completed Piano & Guitar I or have prior experience playing and reading music. Students enrolled in this class can elect to receive one term or a full semester of instruction. Students will continue their study of fundamentals skills. Students will present a group recital at the end of the term.

<b>MU7128</b>	<b>UKULELE (SEMESTER)</b>		
	<b>STANDARD</b>	<b>GRADES 9, 10,11, 12</b>	<b>.5 CREDIT</b>

The Ukulele course covers the basics of the instrument and an application of essential music fundamentals. Students will learn the basics of playing Ukulele at the beginning level through studying music notation, chord symbols, and peer modeling. A brief history of the Ukulele along with a study of its respective musical styles will also be covered in this course.

<b>MU7115</b>	<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.*

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

<b>MU7127</b>	<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.

<b>MU7117</b>	<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.*

<b>MU7119</b>	<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.*

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

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 (SEMESTER)</b>		
	<b>STANDARD</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. Students’ grades will be based on multiple production projects, effort, and class participation.

<b>MU7114</b>	<b>INTRODUCTION TO MUSIC THEORY (SEMESTER)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>0.5 CREDIT</b>

In this course, students learn foundational principles of music theory, including notes, rhythms, intervals, scales, circle of fifths, chord construction, and harmonic progressions. Basic arranging and analytical techniques related to traditional, classical, and popular music styles are also explored.

<b>MU7500</b>	<b>AP MUSIC THEORY</b>		
	<b>ADVANCED 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 the Concert Choir Standard level course. 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>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*

<b>W8119</b>	<b>HEALTH SCIENCE I</b>		
	<b>STANDARD</b>	<b>GRADES 9-10-11-12</b>	<b>.25 CREDIT</b>

	<b>HEALTH SCIENCE II <i>(not running in 2023-2024)</i></b>		
	<b>STANDARD</b>	<b>GRADES 9-10-11-12</b>	<b>.25 CREDIT</b>

These courses will provide students the knowledge and skills needed to develop and improve health, prevent disease, and reduce health-related risk behaviors over two quarters. 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.

Starting with the Class of 2027 or any student who has not completed health by the end of 2023 each student must complete two terms of Health Science. Students are encouraged to take Health Science I in 9th grade and Health Science II in 10th grade.

*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>W8110</b>	<b>RACQUET SPORTS (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>.25 CREDITS</b>

**(Tennis, Pickleball, Badminton/Table Tennis, Tchoukball)**

This is an introductory course exploring the basic skills and knowledge associated with playing various racquet sports such as tennis, badminton, table tennis, pickleball, etc. The ultimate goal of this class is to provide the students with the knowledge and skills necessary for them to pursue playing racquet sports as a life-long activity. 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 various 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.

<b>W8112</b>	<b>STICK SPORTS (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>.25 CREDITS</b>

**(Hockey, Bat Ball, Golf, Wiffle Ball)**

This is an introductory course exploring the basic skills and knowledge associated with playing a variety of stick sports such as hockey, batball, golf, wiffleball, etc. The ultimate goal of this class is to provide the students with the knowledge and skills necessary for them to pursue playing stick sports as a life-long activity. 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 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 various 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.

W8114	<b>TEAM SPORTS INDOOR (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>.25 CREDITS</b>

**(Basketball, Floor Hockey, Volleyball, Speedball)**

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies, and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course. 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 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 various 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.

W8115	<b>TEAM SPORTS OUTDOOR (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>.25 CREDITS</b>

**(Football, Soccer, Ultimate Frisbee, Kickball)**

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies, and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course. 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 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 various 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.

W8116	<b>ADVENTURE INDOOR (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>.25 CREDITS</b>

**(Cooperative Games, Teambuilding, Harness Tying, Climbing)**

The purpose of this course is for students to participate in various indoor team building and initiative problem-solving activities, as well as group games to create a cooperative learning environment while

developing critical thinking and communication skills. The unit is designed to offer a nontraditional activity that is less competitive and emphasizes team building, cooperation, and building self-confidence. 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 various 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.

<b>W8117</b>	<b>ADVENTURE OUTDOOR (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>.25 CREDITS</b>

**(Geocaching, Archery, Survival Skills, Trees & Birds)**

The purpose of this course is for students to take part in a variety of outdoor problem solving activities as well as e developing critical thinking and communication skills. The unit is designed to offer a nontraditional activity that is less competitive and emphasizes building self-confidence and leisure activities. 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.

<b>W8121</b>	<b>RECREATION GAMES (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>.25 CREDITS</b>

**(Corn Hole, Kan Jam, Bowling, Mini Golf, Bocci, Disc Golf, Horse Shoes, Ladder Ball, Spikeball, Washers, Croquet, RampShot, Kubb, Hunnyball)**

This is an introductory course exploring the basic skills and knowledge associated with playing a variety of yard games such as Corn Hole, Kan Jam, Bowling, Mini Golf, Bocci, Disc Golf, Horse Shoes, Ladder Ball, Spikeball, Washers, Croquet, RampShot, Kubb, Hunnyball. The ultimate goal of this class is to provide the students with the knowledge and skills necessary for them to pursue playing leisure games as a life-long activity. 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.

<b>W8122</b>	<b>INTRODUCTION TO WEIGHT TRAINING (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>.25 CREDITS</b>

**(Getting to know the weight room, Lifting Concepts, Sample Workout Plans, Design Own Lifelong Fitness Workout)**

This is an introductory course designed to develop the physical skills necessary to be competent in a variety of movement forms involving strength, balance, and agility. 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.

<b>W8123</b>	<b>ADVANCED WEIGHT TRAINING (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>.25 CREDITS</b>

This course is designed for students looking to improve upon health and fitness skills in an advanced personal environment. Advanced Weight Training will focus on cardiovascular endurance, muscular endurance and strength, as well as balance, agility and flexibility. Students will participate in a variety of activities from Goal Setting, Program Development, Free Weight Multi Joint Exercises, and Refinement of Nutrition to meet personal goals. The desired outcome is that students will learn to demonstrate healthy habits and be able to make beneficial fitness decisions. 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.

<b>W8124</b>	<b>LIFETIME ACTIVITY (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>.25 CREDITS</b>

**(Tennis, Archery, Golf, Yard Games, Pickleball)**

This is an introductory course designed to develop the physical skills necessary to be competent in a variety of movement forms. This course is designed to introduce, integrate, and develop health, leisure, and skill-related

fitness components. Students will develop fitness skills and knowledge that they will be able to utilize throughout their lifetime. 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.

<b>W8125</b>	<b>GROUP FITNESS OUTDOOR (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>.25 CREDITS</b>

**(Circuit Training, HIIT Training, Cardio Drumming, TRX, Cardio Kickboxing)**

This course is designed for students looking to improve upon health and fitness skills in a motivating group setting. Group exercise will focus on cardiovascular endurance, muscular endurance and strength, as well as balance, agility and flexibility. Students will participate in a variety of group exercises including, circuit training, high intensity interval training, cardio drumming, TRX and cardio kickboxing. The desired outcome is that students will learn to demonstrate healthy habits and be able to make beneficial fitness decisions. 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.

<b>W8126</b>	<b>FLEXIBILITY (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>.25 CREDITS</b>

**(Yoga, Pilates, Climbing, Dance)**

This is an introductory course designed to develop the physical skills necessary to be competent in a variety of movement forms involving flexibility, balance and agility. 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.

<b>W8135</b>	<b>COMPETITIVE PHYSICAL EDUCATION (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>.25 CREDITS</b>

This course is designed for advanced skill in sports such as football, floor hockey, basketball, soccer, speedball, volleyball etc. The ultimate goal of this class is to provide the students with the knowledge and skills necessary for them to pursue playing sports competitively. 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.

<b>W8118</b>	<b>UNIFIED PHYSICAL EDUCATION (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 9-10-11-12</b>	<b>.25 CREDITS</b>

This course is designed as a unique opportunity for students of varying ability levels and backgrounds to participate in a variety of fitness, sports, leadership and wellness activities. Students will be able to work with others in a positive and motivating environment, as well as achieve individual fitness or health goals. The desired outcome is that students will learn to demonstrate healthy habits and make beneficial wellness decisions throughout their lives. Much of the knowledge disseminated will be based upon the Massachusetts Frameworks Learning Strands on Physical Fitness and Activity. *Changing is not required.*

### Developmental Guidance Offerings

#### Course Offerings

<b>G8121</b>	<b>EDUCATIONAL AND CAREER EXPLORATION SEMINAR (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 9-10</b>	<b>.25 CREDITS</b>

This course will introduce students to the main components of identifying their post-secondary goals and building a plan to achieve them. Through self-assessment, students will explore their individual work interests, personality type, marketable skills, and personal values. This course will empower students in mapping out their academic path at King Philip Regional High School, post-secondary education, and career development based on research used to formulate a real-world perspective on current jobs and the requirements needed to achieve them.

<b>B6110</b>	<b>COMPUTER APPLICATIONS (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 10-11-12</b>	<b>.25 CREDITS</b>

In this course, students will learn about different computer software programs and their uses in the real world. Topics covered will include managing an email program, digital organization, formatting a

variety of documents, managing finances with spreadsheets, and different ways of giving and analyzing surveys.

<b>G8310</b>	<b>VOCATIONAL AWARENESS (TERM)</b>		
	<b>HONORS</b>	<b>GRADES 11-12</b>	<b>.25 CREDITS</b>

This elective course is designed to assist students with identifying a path toward employment through the understanding of their vocational preferences, skills, and abilities. Students will research different trade/technical schools and certification/apprentice programs. The course will include instruction, practice tests (Civil Service, ASVAB, aptitude tests for unions), and strategies for applying for attending different educational programs. The class will also include discussions, field trips to vocational programs, and numerous guest speakers. Self-determination skills such as decision-making, choice, self-awareness, and self-advocacy in career decision-making will be emphasized while teaching students job-search, goal setting, résumé/portfolio development, and interviewing skills.