

KING PHILIP REGIONAL SCHOOL COMMITTEE
AGENDA
REGULAR & EXECUTIVE SESSION
January 27, 2025
KING PHILIP REGIONAL HIGH SCHOOL - MEDIA CENTER
201 FRANKLIN STREET WRENTHAM MA 02093
7:00 PM

1. **CALL TO ORDER** -Pledge of Allegiance
-Recorded by Wrentham Cable 8

2. **ROLL CALL OF COMMITTEE MEMBERS**

3. **DELEGATIONS and VISITORS**

Dr. Rich Drolet, Mr. Larry Azer, Ms. Colleen Terrill, Ms. Lisa Moy, Mr. Michael Bois,
Ms. Barbara Snead, Ms. Venessa Petit, Ms. Ashley Cleverdon, Ms. Nicole Bottomley,
Ms. Michelle Kreuzer, Mr. Sean Jones, Ms. Lisa McIntyre

4. **PUBLIC COMMENT**

Anyone interested in commenting on an agenda item during the meeting or making a statement during the public comment period is asked to complete an information card and hand it to Ms. Venessa Petit, School Committee Secretary.

CONSENT AGENDA

5. CONSENT AGENDA ITEMS: *All items listed below are considered to be routine and will be enacted by one motion if action is required. There will be no separate discussion of these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:*

- Draft Minutes from January 6, 2025
- Payment of Bills/Warrants
- Communications

A.R.

6. **STUDENT COUNCIL REPORT**

Student Council Report - Ms. Ashley Cleverdon

I.O.

7. **REPORTS AND RECOMMENDATIONS OF THE SUPERINTENDENT**

Superintendent's Update

I.O.

Superintendent's FY26 Budget Update

I.O.

8. **UNFINISHED BUSINESS**

9. NEW BUSINESS

- Proposed England/France Field Trip - History Department at KPHS -
April 18, 2026 - April 27, 2026 (approximately 30 students) A.R.
- Proposed Spain Field Trip - Language Department at KPHS -
April 11, 2026 - April 18, 2026 (approximately 17 students) A.R.
- KPMS Program of Studies 2025-2026 A.R.
- KPHS Proposed New Courses to the Program of Studies 2025-2026 A.R.
- High School Competency Determination Changes I.O.
- IKF - Graduation Requirements (First Reading) I.O.
- EFC - Free and Reduced Price Food Services (First Reading) I.O.
- EFD - Meal Charge Policy (First Reading) I.O.

10. REPORTS FROM SUBCOMMITTEES

- Collective Bargaining Subcommittee I.O.
- Superintendent Evaluation Subcommittee I.O.
- Finance Subcommittee I.O.

11. REPORTS FROM SCHOOL COMMITTEE MEMBERS

- Norfolk School Committee Representative: Ms. Sheldon I.O.
- Plainville School Committee Representative: Ms. Sharpe I.O.
- Wrentham School Committee Representative: Ms. Greaney I.O.

12. LATE COMMUNICATIONS

13. REPORTS OF SPECIAL COMMITTEES

14. RECOMMENDATIONS OR QUESTIONS FROM INDIVIDUAL COMMITTEE MEMBERS

15. ADJOURNMENT INTO EXECUTIVE SESSION

The Committee seeks to convene into Executive Session pursuant to M.G.L. Ch. 30A, §21(a)

Purpose of Executive Session:

No. 3: To discuss strategy with respect to collective bargaining or litigation if an open Meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares;

- Approval of draft executive minutes from January 6, 2025 A.R.
- Successor Collective Bargaining Agreement Unit C-Secretaries I.O.

16. RETURN TO OPEN SESSION

A.R.

17. ADJOURNMENT

A.R.

The items listed on this agenda are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

King Philip High School

School Committee Report

Submitted by Ashley Cleverdon

Monday, January 27th, 2025

School-Wide

Students wrapped up their ALEs this past week and were released from school at 11 a.m. every day. This week also marks the halfway point of the school year! Report cards will be available on January 31.

Sports

All KP sports teams have been doing an outstanding job this season! A huge congratulations to the Girls Track and Field Team for winning the Kelly Rex! We'll be sure to keep you updated on the KP teams' accomplishments throughout the season, and don't forget to check out KPSN on YouTube every Friday for more updates!

Clubs

SADD

The SADD group recently collected items to donate to the Gilly House, a sober living facility for men in Wrentham. These items will bring much joy to these men and the employees so they thank everyone for the support!

Class of 2025

The KP Class of 2025 hosted a fundraiser at Santa Fe in Franklin on January 23rd, from 11 a.m. to 9 p.m. Anyone who mentioned KP's name while ordering had 30% of their proceeds donated to the class. Stay tuned for more upcoming fundraisers from the senior class! Tickets for Senior Supper went on sale starting 1/21/25 between ALEs in rooms 111 or 205, and were also available during lunches or in those same rooms starting 1/27. Senior superlatives will be announced during Senior Supper, and signatures for the senior class t-shirts will be collected. Senior Supper will begin at 6 p.m. on 2/10 in the HS cafeteria.

NBHS

The KP Business Honor Society will be meeting on the evening of Monday, January 27, from 6-8 p.m. to make about 15 blankets for a local dog shelter. The materials and tools needed for this important contribution are ready, and these blankets will provide warmth and comfort to the dogs this winter! Additionally, KP NBHS will be supporting Gilly's House in Wrentham with their annual delivery of much-needed donations for the home. These community service efforts are being led and coordinated by KP NBHS President, junior Mya McCormick, and Vice President, junior Jett Tucker.

KP Cares

KP Cares is holding a coffee drive (in any form) for the Providence Rescue Mission, a homeless shelter and soup kitchen, until January 31. They also provided a taco dinner to the Gilly House on January 23. Additionally, members are selling paper luminary lanterns to honor their founder, Henry Carr. Forms are due back by January 31, and the lanterns will be displayed in the main lobby.

People of Prosperity

Eleven representatives from People of Prosperity attended the MSAA/MIAA Diversity, Equity & Inclusion Summit on Friday, January 17, 2025, at the College of the Holy Cross in Worcester, MA. At the summit, they participated in workshops covering topics such as challenging cultural blindness in schools, bystander intervention training, understanding and embracing personal identity, and promoting inclusion and equity in sports and athletic programs. These POP representatives are excited to apply what they learned to further empower students of all identities at KP!

Student Council

The Student Council had a guest speaker, Evren Gunduz from Enjoy Life Education, join them at their leadership meeting after school on the January 15 half day. The meeting included about 50 students from student council and some class officers. Chick-fil-A was catered and students took the messages they learned, specifically how to effectively plan events, the power of working together as a team, delegation and having fun.

Several StuCo members and students with disabilities took part in the Special Olympics Bocce Tournament at Middleboro High School on January 25. Special Olympics Massachusetts organizes this event every year and it is not only a ton of fun for everyone but reminds everyone to include everyone.

A school wide election was open to the junior and senior classes to select a student to attend Student Government Day held on April 4 at the Massachusetts State House. This event is outlined on the DESE website and has been in place since 1947. Students learn first hand how the government operates. Aiden Shaughnessy was voted to represent the school and Sarah Hedberg was selected as an alternate. They both will attend the sessions with Aiden having the opportunity to participate as a legislator.

Student Council is also raising money for the Special Olympics by participating in the annual polar plunge in Hyannis at the state convention. They welcome all donations big or small. Links were sent out in the recent Principal's Newsletter.

Last but not least, stars with every student and faculty members' names were put on the walls around the school to celebrate all students and their accomplishments thus far in the school year.

Follow the following social media accounts--@kpcares, @kpstuco, @kphighschool, @kphsathletics and Arbiter Live for sports schedules.

KING PHILIP REGIONAL SCHOOL DISTRICT OVERNIGHT FIELD TRIP CHECKLIST

Date Submitted:	January 6, 2025
School Organization	History Department at KPHS - 12 th & 11 th grade students
Teacher/Advisor:	Tara LeBlanc + Molly Constantine
Destination (City/State/Lodging)	London, England; Caen, France; St. Malo, France; and Paris, France
Purpose of Field Trip	To visit landmarks of World War II Immersive learning and reflection
Mode of Transportation/Company	Passports Travel Company (Organizes Flights & Public Transportation)
Departure: date/time/arrival time/place	Saturday, April 18, 2026 Logan Airport - Boston, MA
Return: date/time/arrival time/place	Monday, April 27, 2026 Logan Airport - Boston, MA
Lodging: (name and location)	To Be Determined - Passports Travel Company will arrange
Number of students	30 maximum
Names of chaperones (Please note: All Chaperones need to have current CORI on file with KPRSD*)	To Be Determined
Cost per student and indicate how the costs involved will be paid	\$4352 - Individual students are responsible but scholarships available. Fundraising can be done
Has the trip occurred previously? If so, describe.	Yes! We ran this trip in April 2024 and it went

very smoothly and was enjoyed
by all, students and chaperones.
I have made a few adjustments
so that time can be
maximized so students can
experience and witness more
related sites (WWII) and cultural
experiences/activities.

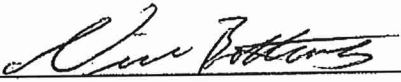
*All CORI forms need to be completed in person at the Superintendent's office with a photo I.D. (Chaperones may be required to be fingerprinted per policy ADDA.)

* All travel requests must be received in the Superintendent's Office at least ten (10) days prior to a regular school committee meeting. Meeting dates are posted on the website.


*One request per form, please.

*You may attach any additional information you think will be relevant

*Even if there is no cost to the district or student, ALL costs of the trip (transportation, lodging, mileage, meals, etc.) should be listed under the const section.

Principal's Signature:  Date: 1/2/25

Approval: Yes ☒ No ☐

Superintendent's Signature:  Date: 1/22/25

Approval: Yes ☒ No ☐

School Committee Signature: _____ Date: _____

Approval: Yes ☐ No ☐

KING PHILIP REGIONAL HIGH SCHOOL
WRENTHAM, MASSACHUSETTS 02093

Cost of bus:

0

Request for a Field Trip

PLEASE NOTE: Dates for field trips must be cleared with an administrator before reservations are made or tickets are purchased. In the event of excessive staff absences on the day a field trip is scheduled, there is the possibility that the field trip may be cancelled.

Field trips will not be scheduled for the last seven (7) days of scheduled classes in each term. In addition, no field trips will be scheduled on days when mid-year and final examinations are held. Note for seniors: no field trips will be scheduled for the seven (7) days prior to final examinations and on days of final examinations.

Teacher: Tara LeBlanc Department: History - High School

Course(s)/co-curricular activity involved in field trip: U.S. History II, World History

Date submitted: January 6, 2025 Date of trip: Sat. April 18, 2026 - Mon. April 27, 2026

Specific destination(s): London, England; Portsmouth, England; Caen, France; Normandy, France; St. Malo, France; and Paris, France → Visiting a number of WWII related sites as well cultural sites

1. Explain how this field trip enhances the curriculum for this course or enriches the co-curricular experience.

Students will see sites where the planning, departure, and arrival of American soldiers took place for World War II. Such sites include Churchill's Cabinet Room, D-Day Museum in Portsmouth, England, a 360° Amphitheater D-Day Doc. in Normandy, Omaha Beach,

2. Describe the learning activities completed in preparation for this field trip. American Cemetery in Normandy, Eiffel Tower, etc.

Students who are juniors or seniors and have an interest in learning about where, how, and why so many American soldiers' lives were lost with the Normandy invasion. Students will have taken

3. Describe the learning activities planned to follow-up this field trip. U.S. History II and Modern World History in which the war is covered.

Students can share their experiences with classmates and use what they learned to contribute to class discussion related to the war, cultures, travel, etc.

Grade level of students participating - check appropriate grade(s):

9 _____

10 _____

11 ☒

12 ☒

Number of students:

30

Number of chaperones:

5

Means of transportation: Self transportation Number of buses required: 0

to: from airport (Logan),
plane, & public transportation

PLEASE NOTE: If you are using transportation other than a school bus, pick up volunteer driver form(s) and parental release forms from the principal's office or the main office.

Estimated time of departure:

Saturday, April 18, 2024

Estimated time of return:

Monday, April 27, 2024

Estimated total mileage:

N/A

Estimated waiting time for driver:

N/A hours

☒ Approved

☐ Disapproved

☐ Approved

☐ Disapproved

☐ Approved

☐ Disapproved

Tara A. Barr
Signature (teacher in charge)

Jan. 6, 2025
Date

Melinda M. O.
Curriculum Team Leader

1/6/25
Date

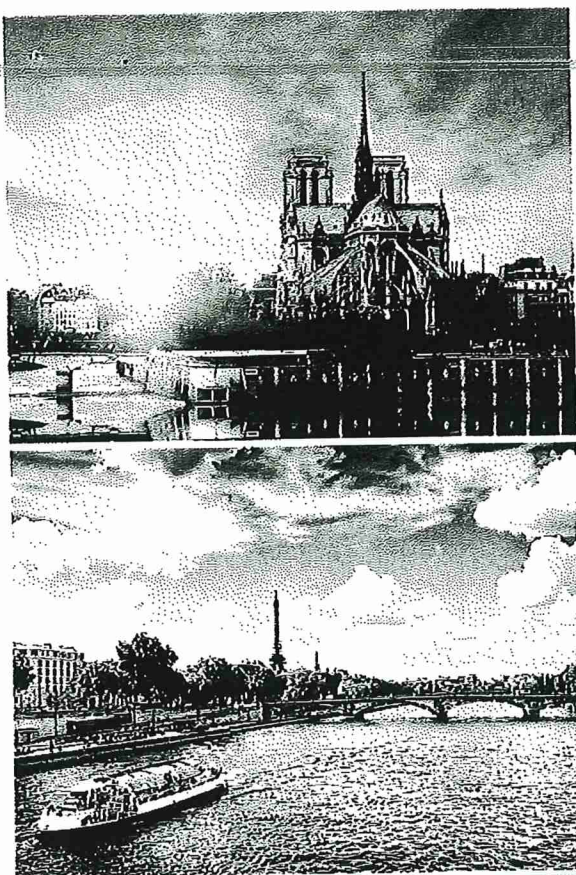
Assistant Principal

Date

Miss Ballew
Principal

1/2/25
Date

Requests for field trips are to be filed in duplicate at least one week in advance of the date of the proposed trip. Please attach a list of the names of the chaperones and students who will participate.



London, Normandy, and Paris

Group Organizer: Ms. Tara LeBlanc

Tour Includes

Departure Date

April 18, 2026

Overnights

London 2 • Caen 1 • St. Malo 2 • Paris 3

Accommodations

Accommodations in centrally-located three-star or four-star hotels. Rooming on a triple basis. Double rooms: \$400 per person.

Transportation

Round-trip transportation on scheduled airline. Deluxe touring motorcoach. Unlimited public transportation.

Meals

All breakfasts. Seven dinners. Dinner aboard ferry on Day 4. Dinner in Montmartre on Day 7. Dinner on own on Day 8.

Tour Director

Services of a specially-trained **passports** Tour Director throughout. Tipping is included in the Program Cost. Whisper headsets included.

Travel Protection

passports provides and pays for a Post-Departure Travel Protection Plan that provides coverage for Trip Interruption, Trip Delay, Medical Expense and Evacuation and more.

Investment

\$4352

\$290 / month

Program Cost \$4602

- \$250 Early Enrollment Discount

Total \$4352

Monthly payments are based on the E-Z Pay payment schedule with \$0 deposit. Early Enrollment Discount expires February 1, 2025. Final payment is due 12/29/2025 or, with E-Z Pay, 3/19/2026. Tour cost is based on a minimum group size of 30 participants. Departure from Boston, MA. Adults 24 years or older are automatically charged for double rooms. With doubles, total price is \$4,752.

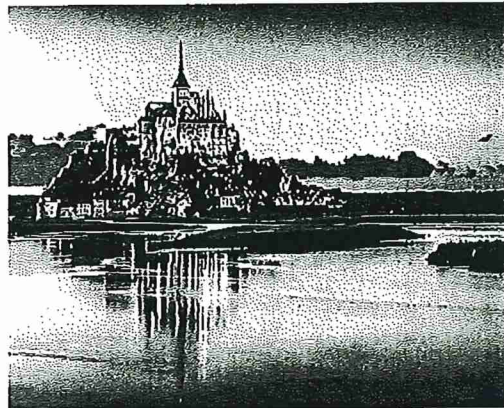
For More Information

1 Visit our website
passports.com

2 Enter Tour ID
TLEBLANC2026-3

London, Normandy, and Paris

Departs: April 18, 2026



Days 1-2: Home - London

Arrival transfer

Guided walking tour from Trafalgar Square to Westminster and Buckingham Palace: Local guide, Changing of the Guard (if scheduled)

Tour director-led walking tour to Leicester Square, Piccadilly Circus and Trafalgar Square

Ride on the London Eye

Day 3: London

Visit to the Tower of London

Visit to the Churchill Cabinet War Rooms

Day 4: London - Caen

Visit to the D-Day Museum in Portsmouth, Departure transfer, Ferry Portsmouth-Caen/Ouistreham, Luggage trailer (if available), Transfer from the pier

Day 5: Caen - St. Malo

Film at the Arromanches 360 circular cinema, Visit to the Normandy American Cemetery, Sightseeing stop at Omaha Beach, D-Day Beaches, Sightseeing stop in Sainte-Mère-Église

Day 6: St. Malo

Excursion to Mont Saint-Michel: Visit to Mont Saint-Michel Abbey

Day 7: St. Malo - Paris

Local Guide, Versailles Palace Gardens

Dinner in Montmartre

Tour director-led walking tour in Montmartre: Visit to the Sacré-Coeur Basilica

Day 8: Paris

Paris City Sightseeing: Local Guide

Visit to the 'Liberation of Paris, Leclerc, and Moulin Museums' (access to bunker is free but ticketed)

Ascent to the second level of the Eiffel Tower

Visit to the Galeries Lafayette department store

Dinner on own

Day 9: Paris

Visit to the Louvre Museum

Tour director-led walking tour in the Île de la Cité with photo stop at Notre Dame: Notre-Dame Cathedral Entrance

Seine River cruise

Day 10: Departure

Departure transfer

To enroll or view full text itinerary, point your camera here:



Detailed Itinerary

Saturday 4/18 - Sunday 4/19

Home - London

Arrival transfer

Guided walking tour from Trafalgar Square to Westminster and Buckingham Palace: Local guide, Changing of the Guard (if scheduled)

Tour director-led walking tour to Leicester Square, Piccadilly Circus and Trafalgar Square

Ride on the London Eye

Meals Included: Dinner
Overnight: London

Days 1-2: Arrival in London, Trafalgar Square to Buckingham Palace Guided Walking Tour, Leicester Square to Trafalgar Square Walking Tour, London Eye

You head east, into a short night, and suddenly it's morning, and you're in England. London Town: the hub and focus for theatergoers worldwide!

Settle into your hotel, then venture into your surroundings. Red, double-decker buses groan along the "wrong" side of the road, escorted by innumerable black taxicabs with engines that sound like sewing machines.

Guided walking tour from Trafalgar Square to Westminster and Buckingham Palace

Under the guidance of a local guide, make your way to Trafalgar Square, your starting point for a walking tour that will take you by Nelson's Column and the Admiralty Arch, along part of the Mall, and down to Horse Guards Parade and Whitehall.

Continue past Downing Street (site of the residence of the Prime Minister of the United Kingdom), the Houses of Parliament, with Big Ben (now officially called Elizabeth Tower), and Westminster Abbey. Then, proceed along St. James's Park to Buckingham Palace.

Changing of the Guard (if scheduled)

Watch the Changing of the Guard at Buckingham Palace, if scheduled today. Have your cell phone at the ready to capture the Queen's Guard in this popular display of British pageantry.

Tour director-led walking tour to Leicester Square, Piccadilly Circus and Trafalgar Square

Join us on a captivating walking tour led by our expert tour director, as we delve into the vibrant essence of London's most iconic public spaces. This journey through Leicester Square, Piccadilly Circus, and Trafalgar Square is more than just a walk; it's an immersive experience into the heart of British culture and history.

Leicester Square: A Cultural Epicenter. Begin your adventure in Leicester Square, a bustling hub known for its entertainment and nightlife. As you stroll through this famous square, your tour director will bring to life the stories of its historic cinemas and theatres, where the glitz and glamour of movie premieres light up the city. Feel the pulse of London's cultural scene in this lively area, surrounded by buzzing restaurants and bars.

Piccadilly Circus: The Iconic Crossroads. Next, we venture to Piccadilly Circus, often referred to as London's Times Square. Here, you'll be mesmerized by the dazzling neon lights and the iconic Shaftesbury Memorial Fountain. As you stand at this famous crossroads, your guide will share fascinating insights about the area's evolution from a simple junction to a world-renowned tourist attraction.

Trafalgar Square: A Historic Heartbeat. Our journey culminates at Trafalgar Square, a historic symbol of national democracy and pride. Marvel at the majestic Nelson's Column, guarded by four lion statues, and the beautiful fountains that add to the square's grandeur. Your tour director will recount tales of historical significance, from political rallies to cultural celebrations, making this square a true testament to the vibrant spirit of London.

Throughout this tour, you'll not only witness the iconic landmarks of London but also uncover hidden gems and stories that only a knowledgeable local guide can offer. This walking tour is perfect for those who wish to experience the true essence of London, where history, culture, and modern vibrancy intersect seamlessly.

Monday 4/20

London

Visit to the Tower of London

Visit to the Churchill Cabinet War Rooms

Meals included: Breakfast, Dinner

Overnight: London

Tuesday 4/21

London - Caen

Visit to the D-Day Museum in Portsmouth, Departure transfer, Ferry Portsmouth-Caen/Ouistreham, Luggage trailer (if available), Transfer from the pier

Meals included: Breakfast, Dinner aboard ferry

Overnight: Caen

Wednesday 4/22

Caen - St. Malo

Film at the Arromanches 360 circular cinema, Visit to the Normandy American Cemetery, Sightseeing stop at Omaha Beach, D-Day Beaches, Sightseeing stop in Sainte-Mère-Eglise

Meals included: Breakfast, Dinner
Overnight: St. Malo

Ride on the London Eye

Enjoy a ride on one of the world's top ten Ferris wheels, magnificently situated by the River Thames, across from the Houses of Parliament. As it slowly revolves, this "Millennium Wheel" offers unique views of the capital city.

Day 3: Tower of London, Churchill Cabinet War Rooms

Visit to the Tower of London

Enter the mighty fortress, royal palace and prison where the best-known features are Traitors' Gate, the Bloody Tower where two young princes were last seen alive, the White Tower, the Block where two of Henry VIII's ill-fated wives lost their heads, the Crown Jewels, and the ravens! If you choose to follow one of the Yeoman Warders (Beefeaters), you may also be able to visit the Royal Chapels.

Visit to the Churchill Cabinet War Rooms

Discover the original Cabinet War Rooms, a bunker with underground offices that were used by the British High Command during World War II. There, Prime Minister Winston Churchill held strategy sessions, broadcasted four inspiring speeches, and discussed the war by telephone with the American President Franklin Roosevelt. In the Churchill Museum, you will view audiovisual presentations and original documents that illustrate the life and work of the "Last Lion".

Day 4: Portsmouth, Ferry to Caen

Travel to Caen via ferry Portsmouth-Ouistreham

Depart London and head to the English Channel coast.

You'll visit the D-Day Museum to learn more about the planning stages, the communication systems and the logistics involved in the Allied invasion. A 272-foot-long work of art, the *Overlord Embroidery*, tells the story of the D-Day operation.

Ferry Portsmouth-Caen/Ouistreham

From Portsmouth Harbor, a ferry will take you across the English Channel to the port of Ouistreham, the gateway to Caen, hometown of William the Conqueror. Have a thought for the young Allied troops who embarked on a momentous journey along this same route, over seventy years ago, headed, as you are now, for Normandy.

Luggage trailer (if available)

Day 5: D-Day Beaches, St. Malo

Travel to St. Malo via D-Day Beaches

Film at the Arromanches 360 circular cinema

Stop on the cliff that overlooks the landing beach of Arromanches to watch the impressive *Normandy's 100 Days*, an HD film with surround sound that's presented in a circular cinema. It places spectators in the middle of the Battle of Normandy, thanks to archival footage.

Visit to the Normandy American Cemetery

Just over the coastal bluffs, in Colleville-sur-Mer, lie the 9,387 military graves of the American Cemetery. The endless, crisp rows are poignant reminders of heroic days that changed the outcome of World War II.

Thursday 4/23

St. Malo

Excursion to Mont Saint-Michel: Visit to Mont Saint-Michel Abbey

Meals included: Breakfast, Dinner
Overnight: St. Malo

Friday 4/24

St. Malo - Paris

Local Guide, Versailles Palace Gardens

Dinner in Montmartre

Tour director-led walking tour in Montmartre:
Visit to the Sacré-Coeur Basilica

Meals included: Breakfast, Dinner in Montmartre
Overnight: Paris

Sightseeing stop at Omaha Beach

Step on the sand of the five-mile-long beach that was given the code name of Omaha: Americans troops stormed ashore there on D-Day. In all, over 135,000 men landed on the Normandy beaches, which now welcome swimmers and sunbathers.

This is indeed Second World War country, with sobering memorials, bunkers, and occasional remnants of barbed wire. Three-quarters of a century after D-Day, the beaches of Normandy are still referred to by their WWII code names.

Sightseeing stop in Sainte-Mère-Église

Pause in this small town where the American paratrooper John Steele hung for hours from the church steeple on D-Day, as depicted in the 1962 film *The Longest Day*. Caught by the Germans, he escaped, but his life-size dummy now hangs from the steeple in remembrance of all Allied paratroopers.

A stone post in the center of Sainte-Mère-Église marks the "Kilometer 0" of Liberty Road, a commemorative route 712 miles long where posts indicate each kilometer on the way to the town of Bastogne, in Belgium. These markers honor the troops who fought their way along that road, mile after mile, between the Battle of Normandy and the Battle of the Bulge.

Day 6: Excursion to Mont Saint-Michel, St. Malo

Excursion to Mont Saint-Michel

As you get closer to the site, see how the *Mont Saint-Michel* rises out of the sea mists, its spired abbey church perched upon a rocky island set in a tidal bay.

On your way up the hill for a visit to the abbey, you will walk along steep streets filled with tales of pilgrimages and of prisoners who were once kept on this small island.

On the way back, spend some time browsing in the village's souvenir shops. Have a look at the surrounding seabed, a flat sandy expanse at low tide, where incoming tides are said to rush in as fast as a galloping horse.

Free Time in St. Malo

Enjoy some free time in St. Malo today.

Take time to explore the walled city of St. Malo. See landmarks such as the *Cathédrale Saint-Vincent* (whose 12th-century nave, lit by sparkling, modern stained-glass windows, houses Jacques Cartier's tomb), and the 15th-century castle with its *Tour Quinquengrogne*. You may want to stroll along the ramparts for great views. Look for souvenirs along the narrow shop-lined streets.

Day 7: Travel to Paris via Versailles, Dinner in Montmartre, Montmartre Walking Tour

Travel to Paris via Versailles

Travel on to Paris.

Local Guide

A guide will accompany your group during your visit to Versailles.

Saturday 4/25

Paris

Paris City Sightseeing: Local Guide

Visit to the 'Liberation of Paris, Leclerc, and Moulin Museums' (access to bunker is free but ticketed)

Ascent to the second level of the Eiffel Tower

Visit to the Galeries Lafayette department store

Dinner on own

Meals included: Breakfast
Overnight: Paris

Versailles Palace Gardens

The main gardens, designed by the famous landscape architect André Le Nôtre, are an integral part of the palace's overall design, showcasing a harmonious blend of French formal gardens and Italian Renaissance influences. Covering approximately 800 hectares, the gardens boast intricate geometric patterns, magnificent fountains, and extensive parterres, all aligned with the palace's central axis, creating an awe-inspiring vista.

A walk through the main gardens of Versailles offers visitors a chance to witness the spectacular fountains, such as the grand Fountain of Apollo, which represents the Sun King himself riding a chariot drawn by four horses. Visitors can also explore the perfectly manicured lawns, the grand canal, and the numerous statues and sculptures that adorn the garden. The intricate groves, such as the enchanting Bosquet de la Salle de Bal, provide a sense of intimacy and a place for quiet contemplation amidst the grandiosity of the estate. A visit to Versailles' main gardens is a journey through history, offering a glimpse into the lavish lifestyle of the French royalty.

If time allows, you may want to enrich your royal experience with an optional visit to the *Petit Trianon* and Marie-Antoinette's Hamlet, located within the grounds, about a mile and a half from the palace.

Dinner in Montmartre

This evening, enjoy dinner in Montmartre.

Tour director-led walking tour in Montmartre

Enjoy a walking tour on Paris's highest hill and its most celebrated bohemian district. Artists still flock to Montmartre's charming *Place du Tertre*, as they did when Toulouse-Lautrec painted the French Cancan dancers at the famous *Moulin Rouge* cabaret.

Visit to the Sacré-Coeur Basilica

Discover panoramic views of the city as you make your way up to the *Sacré-Coeur* for a visit to this white-domed basilica, which anchors the Parisian skyline.

Day 8: Paris City Sightseeing, Eiffel Tower

Paris City Sightseeing

Set out on a coach tour of the city. On the Right Bank of the River Seine, see Napoléon's *Arc de Triomphe*, the *Champs-Élysées*, the *Place de la Concorde*, and the exuberant *Opéra Garnier*. On the Left Bank, you'll drive by the Eiffel Tower, the Invalides, the Latin Quarter, the Luxembourg Gardens, and *Saint-Germain-des-Prés*.

A local guide, well-educated and specially-trained on the history and culture of Paris, will accompany your group.

Visit to the 'Liberation of Paris, Leclerc, and Moulin Museums' (access to bunker is free but ticketed)

Here you are, on the *Place Denfert-Rochereau* just like the Division Leclerc when it entered Paris on August 25, 1944, the day it liberated France's capital city from 4 years of Nazi occupation.

On this famous square, pavilions built in the 1780s to collect city entry taxes now house the museum complex called: *Musée de la Libération de Paris*; *Musée du Général Leclerc* (dedicated to the exceptional French officer who received the surrender of Paris from the German general and humanist Dietrich von Choltitz); and *Musée Jean Moulin* (which honors the leader of the underground Resistance throughout France).

Visitors able to tackle 100 steps may opt to make their way 65 feet below ground to the air-raid shelter that was transformed into the command post of Colonel Henri Rol-Tanguy, leader of the clandestine *Francs-Tireurs et Partisans* who led the clandestine resistance within Paris. After receiving the German Surrender of Paris with General Leclerc in on August 25, 1944, Col.

Sunday 4/26

Paris

Visit to the Louvre Museum

Tour director-led walking tour in the Île de la Cité with photo stop at Notre Dame; Notre-Dame Cathedral Entrance

Seine River cruise

Meals included: Breakfast, Dinner
Overnight: Paris

Monday 4/27

Departure

Departure transfer

Meals included: Breakfast

Tanguy joined the troops who fought their way on to Germany to liberate France. Victory came on May 8, 1945, known in the USA as V-E Day.

Ascent to the second level of the Eiffel Tower

Take an elevator to the *deuxième étage* of the most famous cast iron structure ever built, *la Tour Eiffel*, for an unforgettable panorama of Paris.

Visit to the Galeries Lafayette department store

Enter the elegant flagship store of the *Galeries Lafayette*, famous for its splendid 19th-century glass and iron atrium. Several floors are devoted to creative and trendy fashion from a wide range of French and international designers.

Check out the rooftop café, *La Terrasse* (popular at lunchtime), which affords an extraordinary view of Paris, with the fabulous gilded roof of the *Opéra Garnier* in the forefront.

Dinner on own

Today, dinner is on your own.

Day 9: Louvre Museum, Île de la Cité Walking Tour with Photo Stop at Notre Dame, Seine River Cruise

Visit to the Louvre Museum

Enter the *Musée du Louvre* and walk along grand galleries filled with treasures. See Leonardo da Vinci's *Mona Lisa*, the *Vénus de Milo* sculpted between 130 and 100 BC, the 19th century painting depicting *The Coronation of Napoléon* among many other masterpieces.

Tour director-led walking tour in the Île de la Cité with photo stop at Notre Dame

Explore the island that was the very heart of the ancient city which the Romans called Lutetia as well as the center of medieval Paris.

View *Notre-Dame de Paris*, gutted by the fire of April 15, 2019, but still standing, solemn and magnificent with its iconic towers miraculously preserved from destruction.

Begun in 1163 and completed in 1272, this cathedral has presided over centuries of glorious and somber French history, including its desecration during the French Revolution.

In 1831, Victor Hugo launched a campaign of restoration with a novel he titled *Notre Dame de Paris*. Because he saw the cathedral as the main character, he strongly objected to the title of the English edition: *The Hunchback of Notre Dame*.

Once again, *Notre Dame de Paris* has regained its past splendor, with its bas-reliefs, statuary, remarkable stained-glass windows and its controversial 19th-century spire.

Notre-Dame Cathedral Entrance

Seine River cruise

See Paris transformed into a wonderland like no other during a cruise along the River Seine.

Day 10: Departure

Depart Paris

Au revoir, Paris!

Most good things must come to an end. With souvenirs tucked in your suitcase, and your phone full of photos ready to be processed, you're eager to share your discoveries with family and friends.

KING PHILIP REGIONAL SCHOOL DISTRICT OVERNIGHT FIELD TRIP CHECKLIST

Date Submitted:	
School Organization	KPHS
Teacher/Advisor:	Anna Stokes Stefan Dinescu
Destination (City/State/Lodging)	Malaga, Sevilla, Granada España
Purpose of Field Trip	Students will apply what they have learned in the classroom the last 3-4 years and grow in their knowledge of Spanish culture
Mode of Transportation/Company	Passports Education Travel
Departure: date/time/arrival time/place	4/11/26 from Boston → Malaga
Return: date/time/arrival time/place	4/18/26 from Malaga → Boston
Lodging: (name and location)	Hotel in Malaga, Sevilla and Granada
Number of students	≈ 17
Names of chaperones (Please note: All Chaperones need to have current CORI on file with KPRSD*)	Anna Stokes Stefan Dinescu
Cost per student and indicate how the costs involved will be paid	≈ \$3,769 (\$251/mo)
Has the trip occurred previously? If so, describe.	Yes, April 2024 vacation in Madrid, Spain

*All CORI forms need to be completed in person at the Superintendent's office with a photo I.D. (Chaperones may be required to be fingerprinted per policy ADDA.)

* All travel requests must be received in the Superintendent's Office at least ten (10) days prior to a regular school committee meeting. Meeting dates are posted on the website.

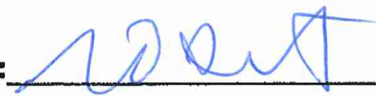
*One request per form, please.

*You may attach any additional information you think will be relevant

*Even if there is no cost to the district or student, ALL costs of the trip (transportation, lodging, mileage, meals, etc.) should be listed under the const section.

Principal's Signature:  Date: 1/8/25

Approval: Yes ☒ No ☐

Superintendent's Signature:  Date: 1/22/25

Approval: Yes ☒ No ☐

School Committee Signature: _____ Date: _____

Approval: Yes ☐ No ☐



Malaga, Seville and Granada!

Group Organizer: Ms. Anna Stokes

Tour Includes

Departure Date

April 11, 2026

Overnights

Málaga 2 • Seville 2 • Granada 2

Accommodations

Accommodations in centrally-located three-star or four-star hotels. Rooming on a triple basis. Double rooms: \$300 per person.

Transportation

Round-trip transportation on scheduled airline.

Meals

All breakfasts. Three dinners. Dinner on Days 1-2, 4 and 6.

Guides

Guides as noted on itinerary.

Travel Protection

passports provides and pays for a Post-Departure Travel Protection Plan that provides coverage for Trip Interruption, Trip Delay, Medical Expense and Evacuation and more.

Investment

\$3769
\$251 / month

Program Cost \$3969
-\$200 Early Enrollment Discount
Total \$3769

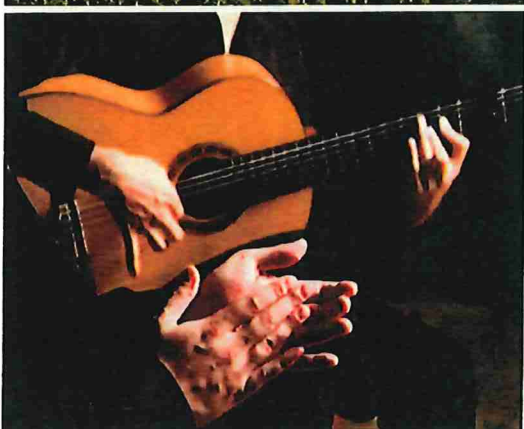
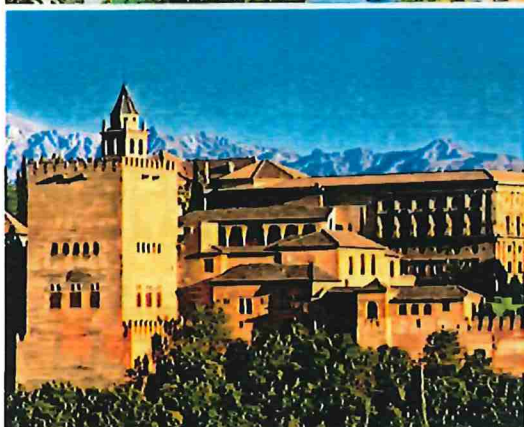
Monthly payments are based on the E-Z Pay payment schedule with \$0 deposit. Early Enrollment Discount expires March 15, 2025. Final payment is due 12/22/2025 or, with E-Z Pay, 3/12/2026. Tour cost is based on a minimum group size of 10 participants. Departure from Boston, MA. Adults 24 years or older are automatically charged for double rooms. With doubles, total price is \$4,069.

For More Information

- 1 Visit our website
passports.com
- 2 Enter Tour ID
ASTOKES2026-4

Malaga, Seville and Granada!

Departs: April 11, 2026



Days 1-2: Home - Málaga

Arrival transfer

Day 3: Málaga

Guided walking tour in Málaga's Historic Center: Visit to Málaga Cathedral, Visit to the Museum of Málaga (archeology and art), Alcazaba Quarter, Visit to the Roman Amphitheater and its Visitor Center

Dinner on own

Day 4: Málaga - Seville

Train Málaga-Seville

Day 5: Seville

Half-day city sightseeing: Local Guide, Visit to Seville Cathedral (view Christopher Columbus' tomb) and the Giralda Tower, Visit to the Royal Alcázar of Seville

Dinner on own

Flamenco show

Day 6: Seville - Granada

Guided walking tour in Córdoba, Visit to the Mezquita

Day 7: Granada

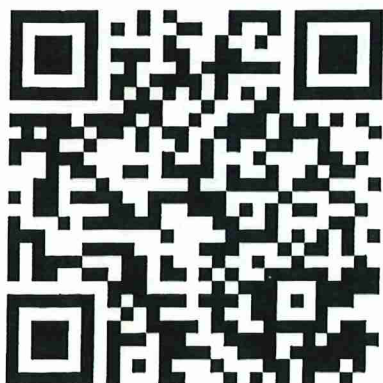
Visit to the Alhambra Palace: Visit to the Generalife Gardens

Dinner on own

Day 8: Granada - Home

Departure transfer

To enroll or view full text itinerary, point your camera here:





Memo

To: Dr. Rich Drolet
From: Michelle Kreuzer, King Philip Regional Middle School Principal
Date: January 22, 2025
Re: Proposed Changes to the KPMS Program of Studies, 2025-2026

Below are the proposed changes to the King Philip Middle School Program of Studies for 2025-26. I have attached the full document for your review.

Updated Course Descriptions

English Language Arts 7

Replaced "Jacqueline Woodson's *Brown Girl Dreaming*" with "SE Hinton's *The Outsiders*" (p. 7)

English Language Arts 8

Removed "Virginia Driving Hawk Sneve, Jimmy Santiago Baca" (p. 10)

Mathematics

Added overview for the Illustrative Mathematics program (p. 7 and p. 10)

Updated full course descriptions for Grade 7 Math (p. 7) and Grade 7 Math Extended (p. 8)

Updated full course descriptions for Grade 8 Math (p. 10) and Grade 8 Extended Algebra (p. 11)

French & Spanish

Replaced "and begin to study one form of the past tense" with "and be exposed to the near future and one form of the past tense" (p. 13)

New Course Descriptions

Project Lead The Way (PLTW) - Design & Modeling 7

Design and Modeling (DM) provides students opportunities to apply the design process to creatively solve problems. Students are introduced to the unit problem in the first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.

Project Lead The Way (PLTW) - App Creator 8

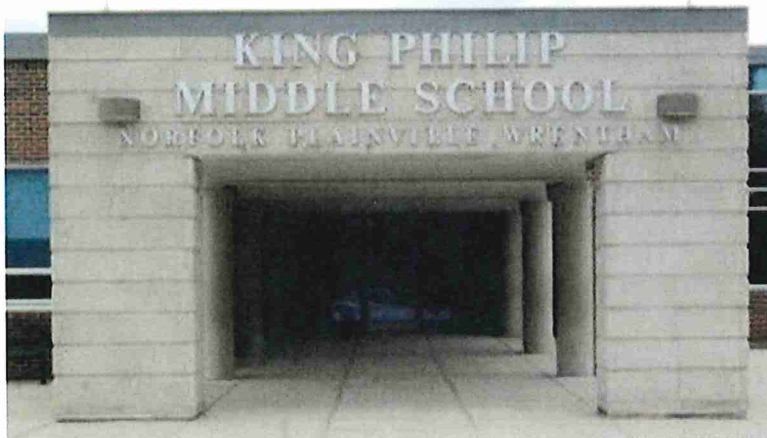
App Creator introduces students to the field of computer science and the concepts of computational thinking, through the creation of mobile apps. Students are challenged to be creative and innovative, as they collaboratively design and develop mobile solutions to engaging, authentic problems. Students experience the positive impact of the application of computer science to society as well as other disciplines, particularly biomedical science. The unit provides students opportunities for self-expression. Teams identify a personal or community problem of interest to them that can be solved with a mobile app solution. The problem can address issues such as health and wellness, the environment, school culture, emergency preparedness, education, community service—the options are endless!

Enclosure

King Philip Regional Middle School

Program of Studies

Grades 7-8



2025-2026



SCHOOL COMMITTEE

Jim Lehan, Chair, Norfolk
Eric Harmon, Vice Chair, Norfolk
Bruce Cates, Plainville Representative
Joe Cronin, Wrentham Representative
Erin Greaney, Wrentham Representative

Cait Lanza, Wrentham Representative
Michele Sharpe, Plainville Representative
Lisa Sheldon, Norfolk Representative
Greg Wehmeyer, Plainville Representative

DISTRICT ADMINISTRATION

Dr. Rich Drolet, Superintendent
Colleen Terrill, Assistant Superintendent
Ms. Lisa M. Moy, Director of Student Services
Mr. Larry Azer, Director of Finance & Operations
Mr. Michael Bois, Director of Technology

MIDDLE SCHOOL ADMINISTRATION

Michelle J. Kreuzer, Principal
Joseph E. Donovan, Assistant Principal
Shawn P. Connors, Assistant Principal

GUIDANCE/STUDENT SERVICES

Leah Barry, Guidance Counselor
Eric Lipschutz, Guidance Counselor
Morayo Sayles, School Psychologist
Jen Roman, School Adjustment Counselor
Grace Morrison, School Adjustment Counselor
Amanda Rochette, School Adjustment Counselor
Traci Vaughan, Middle School Team Chair
Michele Caulfield, School Nurse

ADMINISTRATIVE ASSISTANTS

Deborah Morry, Main Office
Nicole Murphy, Main Office
Tori Hurvitz, Special Education

Educational Opportunities/Notice of Non-Discrimination

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

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

Ms. Colleen Terrill 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	

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Dear King Philip Regional Middle School Families,

The 2025-2026 King Philip Regional Middle School (KPMS) Program of Studies is your guide for your child's academic experience for grades seven and eight. At KPMS, you will find that the program offers a range of learning experiences in the major disciplines and enrichment areas. In addition to courses, KPMS offers a wide variety of extra-curricular activities for students, such as sports, performing arts, student government, and special interest groups. I sincerely hope that your child will take advantage of these opportunities to tailor their middle school experience.

KPMS uses an interdisciplinary team teaching system, which is an integral part of the middle school model. Each grade has three teams, which are made up of four teachers: English Language Arts, Mathematics, Science, and Social Studies. The three teams in each grade level work together to ensure that students engage in a common curriculum and core learning experience. The interdisciplinary team model enables students to smoothly transition from elementary school to KPMS and from KPMS into high school. The team structure also gives our teachers the opportunity to work together to address the academic, social, and emotional needs of our middle school students.

In the Program of Studies, classes are presented with grade-level full-year core academic courses listed first. Core academic courses include English Language Arts, Social Studies, Science, and Mathematics. In addition to core academic courses, students will have the chance to take enrichment courses such as Physical Education, Fine Arts, Health, STEM, World Language, and General Music. Students may also elect to take band and chorus. All courses are heterogeneously grouped (unleveled) except for Mathematics.

The King Philip Regional Middle School teachers and I are proud of our middle school program and course offerings. I hope that you find KPMS to be a safe and engaging learning environment where our children can develop their passions and reach their potential.

Sincerely,

Michelle Kreuzer
Principal
King Philip Regional Middle School

MIDDLE SCHOOL TEAM STRUCTURE

The program at King Philip Regional Middle School (KPMS) utilizes the interdisciplinary team approach at both the seventh and eighth grade levels. Each grade level has three teams. Students on a specific team work with the same teachers in English Language Arts, Mathematics, Science, and Social Studies. The three teams in each grade work together and across the content areas to assure a common curriculum and core learning experience for all of our students. Students at KPMS also participate in a variety of additional offerings which allow them to explore various areas of interest. All students participate in fine arts, speech, STEM, physical education and health. As eighth graders, students take either Spanish or French. Additionally, students may participate in general music, chorus, or band.

ACADEMIC PROGRESS

KPMS uses a live grading system, Infinite Campus, through which students, parents, and guardians can access course grades at any time. Regular academic progress is also captured online at the midpoint and end of each marking period. Final course grades are reported in June.

King Philip Regional Middle School uses a letter system for grading students in academic areas. D- is considered the minimum passing grade. The following chart outlines the numeral equivalents of the letter grades.

A+ 100-97 A 96-94 A- 93-90	Excellent Achievement	Outstanding accomplishment that shows mastery of subjects and the ability to apply principles.
B+ 89-87 B 86-84 B- 83-80	Very Good	Honor work, above average but not showing mastery or originality, characteristic of superior achievement.
C+ 79-77 C 76-74 C- 73-70	Average Accomplishment	An average working knowledge of the subject showing ability to apply the material learned.
D+ 69-67 D 66-64 D- 63-60	Poor	A low passing mark showing some accomplishment should be considered unsatisfactory.
F 59- 0	Failure	Very poor accomplishment or failure to do work required.

SEVENTH GRADE CORE COURSE DESCRIPTIONS

English Language Arts 7

The objective of this course is to develop engaged, purposeful, and confident readers and writers that can demonstrate mastery of the Massachusetts English Language Arts and Literacy Framework for Grade 7. Students will have the opportunity to challenge themselves through independent, partner, and group activities. Students will learn to write clearly and coherently and to incorporate strong, relevant text evidence to support their ideas. Reading opportunities such as independent, partner, and read-alouds will be performed.

Students will study a culturally diverse and historically relevant collection of fictional short stories written by prominent authors including Langston Hughes, Gary Soto, Shirley Jackson, Ray Bradbury, Emily Dickinson, Jason Reynolds, and others. The novels, Lois Lowry's *The Giver* and SE Hinton's *The Outsiders* will be explored for style, theme, conflict, characterization and symbolism. Figurative language, theme, tone, and mood will be explored using a variety of lyrical and narrative poetry. Finally, a variety of nonfiction texts including memoirs, articles, essays, and biographies will be used to teach text structure, opinions vs. facts, author's bias, and persuasive techniques. This course is aligned with the current Massachusetts English Language Arts and Literacy Framework.

Mathematics 7: Overview

The goal of the mathematics program at King Philip Regional Middle School (KPMS) is for all students to understand mathematical concepts and procedures; to be able to apply procedures, concepts, and processes to the solution of challenging problems in a variety of school, home and work settings; and to prepare students for continued study of mathematics and fields that require the use of mathematics. KPMS utilizes the Illustrative Mathematics Program which encourages problem-solving, critical thinking, and the ability to explain mathematical reasoning using visual aids, which help students build a strong foundation for more advanced math topics in high school.

Grade 7 Math

The Grade 7 Mathematics course aligns with the 7th Grade Massachusetts Curriculum Frameworks (2017) standards and emphasizes the development of a deeper understanding of mathematical concepts through visual representations and hands-on activities. It aims to make

abstract math ideas more tangible by using diagrams, charts, and models that help students grasp key concepts. Key topics from the course include the following:

1. **Proportions and Ratios:** Understanding how to compare quantities and solve problems involving proportions.
2. **Integers and Rational Numbers:** Working with positive and negative numbers, and performing operations like addition, subtraction, multiplication, and division.
3. **Algebraic Expressions:** Learning how to work with variables and expressions, simplifying and solving basic equations.
4. **Geometry:** Exploring the properties of shapes, calculating area, perimeter, and volume, and understanding the relationships between different geometric figures.
5. **Statistics and Probability:** Collecting and analyzing data, calculating averages, and exploring the concepts of probability to understand patterns and make predictions.

Grade 7 Extended Math

The Grade 7 Extended Course also uses the Illustrative Math Program and is designed for students who are ready to engage with more advanced mathematical concepts at an accelerated pace. This course goes beyond the 7th Grade Massachusetts Curriculum Frameworks (2017) by introducing topics typically taught in 8th grade or high school, providing a deeper understanding of mathematics through problem-solving, critical thinking, and real-world applications. This course emphasizes critical thinking, mathematical reasoning, and the use of visual models to understand complex concepts. Key topics include:

1. **Advanced Proportions and Ratios:** Extending understanding of proportional relationships, including solving complex ratio problems and applying them to real-world scenarios.
2. **Linear Equations and Functions:** Introducing more complex linear equations and functions, including graphing, analyzing slope, and exploring the relationship between variables.
3. **Integer, Rational, and Irrational Number Operations:** Mastering operations with integers, rational numbers, and irrational numbers including advanced techniques for solving problems involving fractions, decimals, and negative numbers.
4. **Advanced Geometry:** Expanding knowledge of geometry with topics such as scale drawings, transformations, and the properties of geometric shapes, including circles and polygons, and exploring the Pythagorean theorem, surface area, and volume of 3D shapes.

5. **Exponents and Scientific Notation:** Delving deeper into exponents, powers of numbers, and using scientific notation to represent large or small numbers.
6. **Data Analysis, Statistics, and Probability:** Applying statistical methods to analyze data, create graphs, and interpret results, along with an introduction to more advanced concepts in probability.

Science 7

The Grade 7 science course is designed to use more robust abstract thinking skills to explain causes of complex phenomena and systems. Many causes are not immediately or physically visible to students. An understanding of cause and effect of key natural phenomena and designed processes allows students to explain patterns and make predictions about future events. In grade 7 these include, for example, causes of seasons and tides; causes of plate tectonics and weather or climate; the role of genetics in reproduction, heredity, and artificial selection; and how atoms and molecules interact to explain the substances that make up the world and how materials change. Being able to analyze phenomena for evidence of causes and processes that often cannot be seen, and being able to conceptualize and describe those, is a significant outcome for grade 7 students.

Students will be exposed to a variety of approaches including teacher lecture and discussion, required reading, lab investigations, creation of models and various projects. Students will continue to develop and refine their scientific problem-solving skills and integrate more complex math skills into their work. Assessments will include tests, quizzes, homework, lab claims, and projects. This course is aligned with the 2016 Massachusetts Curriculum Framework for Science and Technology/Engineering into their work.

Social Studies 7 - Ancient History

Students will examine the physical geography, culture, and politics of ancient societies in Central, South, and East Asia, Oceania, as well as classical Greece and Rome. Additionally, students will explore topics such as world religions, development of government and structure of societies, and how these societies changed with developing technologies. Throughout the year, instructional strategies will allow students to enhance their reading, writing, speaking, and critical thinking skills. Students will analyze primary source documents, pictures, and other historical artifacts to draw conclusions about the creators of the source. Within each unit, students will participate in interactive hands-on activities and a variety of common assessments. This course is aligned to the 2018 Massachusetts Curriculum Framework for History and Social Science.

EIGHTH GRADE CORE COURSE DESCRIPTIONS

English Language Arts 8

Through this course, students will work towards becoming more thoughtful and analytical readers, more articulate and effective speakers, and more skillful and organized writers in preparation for the rigors of high school by developing their independence and initiative. This is a writing-intensive course that requires students to advocate for themselves, apply effective effort, and actively participate both individually and in small or large group settings.

Throughout the year, students will actively read, discuss, write about, and complete projects based upon a collection of novels, short stories, plays, and poems while paying homage to classic authors such as Edgar Allan Poe, O Henry, Shirley Jackson, Robert Louis Stevenson, and William Shakespeare, along with contemporary writers of students' choice, including Chimamanda Ngozi Adichie and Pam Muñoz Ryan. Additionally, students will write descriptive, narrative, expository, analytical, personal, and argumentative essays based on the fiction and nonfiction topics they explore. This course is aligned with the Massachusetts 2017 English Language Arts and Literacy Framework.

Mathematics 8: Overview

The goal of the mathematics program at King Philip Regional Middle School (KPMS) is for all students to understand mathematical concepts and procedures; to be able to apply procedures, concepts, and processes to the solution of challenging problems in a variety of school, home and work settings; and to prepare students for continued study of mathematics and fields that require the use of mathematics. KPMS utilizes the Illustrative Mathematics Program which encourages problem-solving, critical thinking, and the ability to explain mathematical reasoning using visual aids, which help students build a strong foundation for more advanced math topics in high school.

Grade 8 Math

8th Grade Illustrative Math aligns with the 8th Grade Massachusetts Curriculum Frameworks (2017) and builds on the skills developed in earlier grades, focusing on deepening students' understanding of mathematical concepts through real-world applications and visual representations, applying their knowledge to solve real-life scenarios, and preparing them for

higher-level math in high school. The focus is on developing both mathematical fluency and the ability to explain reasoning clearly. Key topics for the year include:

1. **Linear Equations:** Understanding and solving equations, including graphing linear equations and interpreting slope and y-intercept.
2. **Functions:** Introducing the concept of functions and relationships between variables, exploring how changes in one quantity affect another.
3. **Systems of Equations:** Solving systems of equations using various methods, such as graphing, substitution, and elimination.
4. **Exponents and Scientific Notation:** Learning to work with powers of numbers, including laws of exponents and how to express large or small numbers using scientific notation.
5. **Geometry:** Introducing transformations (translations, rotations, reflections, and dilations) and exploring the Pythagorean theorem, surface area, and volume of 3D shapes.
6. **Statistics and Probability:** Analyzing data sets, interpreting trends, and using probability to predict outcomes and make informed decisions.

Grade 8 Extended Algebra

The Grade 8 Extended Algebra course also uses the Illustrative Math Program. This course uses a rigorous and fast-paced curriculum designed for advanced middle school students. It aims to provide a deeper, more comprehensive understanding of mathematical concepts by covering advanced topics that lay the foundation for high school math. The curriculum emphasizes problem-solving, critical thinking, and real-world applications, encouraging students to build both conceptual understanding and procedural fluency. Students will complete the Grade 8 Standards from the Massachusetts Curriculum Frameworks (2017) as well as the High School Algebra 1 standards. Key features of the program include:

1. **Linear Equations and Inequalities:** Students learn to solve, graph, and interpret linear equations and inequalities, exploring topics such as slope, y-intercept, and systems of linear equations.
2. **Functions and Relations:** The program covers the concept of functions, helping students understand the relationship between variables. They learn to identify, analyze, and graph linear functions, including using function notation and interpreting real-world scenarios in algebraic terms.
3. **Polynomials and Factoring:** Students learn to solve polynomial expressions, learn to simplify them, and apply factoring techniques.
4. **Exponents and Radicals:** The curriculum covers the rules of exponents, including integer exponents, the properties of exponents, and simplifying expressions involving

powers. It also covers square roots and radicals, which are essential for higher-level algebra and geometry.

5. **Quadratic Equations:** Students learn to solve quadratic equations by factoring, using the quadratic formula, and graphing. They also explore the relationship between the graph of a quadratic function and its roots.
6. **Rational Expressions and Equations:** Students will study operations with rational expressions, including simplifying, multiplying, dividing, adding, and subtracting them.
7. **Data and Statistics:** Students analyze data sets, calculate measures of central tendency (mean, median, mode), and explore probability. They learn how algebra can be used to interpret and model real-world data.

Science 8

The Grade 8 science course is designed to focus on systems and cycles using students' understanding of structures and functions, connections and relationship in systems, and flow of matter and energy developed in earlier grades. A focus on systems requires students to apply concepts and skills across disciplines, since most natural and designed systems and cycles are complex and interactive. They gain experience with plate tectonics, interactions of humans and Earth processes, organism systems to support and propagate life, ecosystem dynamics, motion and energy systems, and key technological systems used by society.

Students will develop and refine their scientific problem solving skills, and integrate mathematics into work they produce. Students will be assessed by examinations, quizzes, homework, creation of models and various projects. This course is aligned with the 2016 Massachusetts Curriculum Framework for Science and Technology/Engineering.

Social Studies 8 - Civics

In this course, students will study the roots and foundations of American democracy and government, how and why these institutions have developed over time, and the role of U.S. citizens in maintaining these establishments. Students will analyze America's founding documents such as the Declaration of Independence, the Constitution, and the Bill of Rights in order to determine how American democracy is shared and structured. Students will then examine the framework of the American federal government and the roles and responsibilities of each of its branches. Additionally, students will explore topics such as state and local governments, the duties and responsibilities of citizenship, and dealing with community issues. Students will also investigate landmark, precedent-setting Supreme Court decisions and how these rulings have impacted the fabric of American democracy, life, and culture. Finally, students

will develop a student-led, civics action project that supports the development of civic knowledge, skills, and dispositions. This course utilizes a variety of common assessments and all course components are aligned with the 2018 Massachusetts Curriculum Frameworks for History and Social Science.

World Languages (French or Spanish) 8

French 8

This introductory French course uses the D'accord textbook and other related instructional tools. Students will develop their language skills in all four areas of language learning: speaking, listening, reading, and writing. Students will develop French vocabulary, grammar and communication skills. Students will be required to communicate orally and in writing using developed skills of expanded vocabulary and grammar. They will speak in complete sentences with a varied vocabulary, using the present tense, and be exposed to the near future and one form of the past tense. The many different aspects of francophone culture will be explored through readings, short films, cultural videos and songs. Assessment of student work is based on quizzes, written and oral assignments and performance assessments, as well as class work that includes skits, games and written and oral participation. The French curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Novice levels: low and mid.

Spanish 8

This introductory Spanish course uses the Descubre textbook and other related educational and study aides. Students will develop their language skills in all four areas of language learning: speaking, listening, reading, and writing. Students will expand their Spanish vocabulary and develop grammar and communication skills. Students will be required to communicate orally and in writing using developed skills of expanded vocabulary and grammar. They will speak in complete sentences with a varied vocabulary, using the present tense and will be exposed to the near future and one form of the past tense. The many different aspects of Spanish and Latin American cultures will be explored through readings, discussions, food tasting, movies and relevant activities. Assessment of student work is based on quizzes, written and oral assignments and performance assessments, as well as class work that includes skits, games and written and oral participation. The Spanish curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Novice levels: low and mid.

Physical Education & Unified Arts Course Descriptions

Physical Education

In a co-educational setting, students will be given a variety of problem-solving activities, structured practice and game play where they can achieve the necessary skills and knowledge to become an educated participant and spectator. Students will develop competency in several movement forms and proficiency in one or two selected forms. In addition, students will explore the knowledge, attitudes and habits of physical and emotional wellness. The elements of physical fitness will be presented as a common theme throughout most units of study and will be investigated independently. Students will participate in activities specifically designed to develop competency in both upper and lower body manipulation, balance and coordination. Student achievement will be assessed as motor-skills are applied during game play and through skill tests. Through the use of technology students will record fitness data for the purpose of assessing their (current) personal fitness level and will compose a short and long term plan to address their needs.

Unified Arts

Fine Arts

Fine Arts is centered around visual arts media exploration and finding artistic identity. In this course, students will become acquainted with productive studio habits and practices, artists who have worked or are currently working in the art world, and how to be a part of an artistic community. Fine Arts will be broken-up into three phases: Explore, Investigate, and Create. Each phase will be structured around a series of guided, explorative exercises that will prepare students to find their own artistic identity. Students will practice technical skills with 2D and 3D art media, as well as studio habits that will prepare students for life-long artistic growth.

Exploring World Language 7

This course is designed to introduce students to both the French and Spanish languages. The course emphasizes basic listening, speaking, reading and writing skills. Completion of introduction to French and Spanish will allow students to make an informed choice for further study of either French or Spanish in eighth grade. Assessment of student work is based on quizzes, written and oral assignments, class work and homework.

STEM 7

The STEM I course is a project-based learning course consisting of units that incorporate STEM topics. This program prepares students for advanced and rigorous coursework in Science, Technology, Engineering and Math. The inquiry-based, student-centered units allow students to model what real scientists and engineers do. The units encompass subject areas such as bioengineering technologies, alternative energy, structures, geology, computer science and electricity. Upon completion of this comprehensive and unique course, students will formulate ideas to create an interdisciplinary portfolio which builds on student curiosity and existing conceptions. The coursework is based on the Next Generation Science Standards and the Common Core and the Massachusetts Science and Technology Curriculum Frameworks.

STEM 8

The Unified Arts STEM 8 class is a project-based learning course consisting of units that incorporate STEM topics. This program prepares students for advanced and rigorous coursework in Science, Technology, Engineering and Math. The inquiry-based, student-centered units allow students to model what real scientists and engineers do. The course includes introductory computer science coursework that requires students to apply mathematical concepts and rigorous programming principles to create a simple video game. Mathematical concepts used in this course include coordinate planes, order of operations, ratio and proportion, domain and range, function composition, and the distance formula. Technology, teamwork, competition, and kinesthetic learning in this course create a learning environment that is fun and educational for all the students. Coursework is aligned with the 2016 Massachusetts Digital Literacy and Computer Science Framework.

Project Lead The Way (PLTW) - Design & Modeling 7

Design and Modeling (DM) provides students opportunities to apply the design process to creatively solve problems. Students are introduced to the unit problem in the first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.

Project Lead The Way (PLTW) - App Creator 8

App Creator introduces students to the field of computer science and the concepts of computational thinking, through the creation of mobile apps. Students are challenged to be creative and innovative, as they collaboratively design and develop mobile solutions to engaging, authentic problems. Students experience the positive impact of the application of computer science to society as well as other disciplines, particularly biomedical science. The unit provides students opportunities for self-expression. Teams identify a personal or community problem of interest to them that can be solved with a mobile app solution. The problem can address issues such as health and wellness, the environment, school culture, emergency preparedness, education, community service—the options are endless!

Wellness 7

This Grade 7 course provides students with the knowledge and tools they need to understand the importance of their health and wellness and to learn how to take care of their health and wellness. Through this course, students will learn about health topics such as physical health, mental and emotional health, and social health. They will also gain an understanding of the negative effects of vaping. As a result of this course students will learn concepts and develop skills necessary to form safe habits and choose healthful actions that are safe, legal and that respect themselves and others while following parental guidelines. Reading, writing, and computing are an essential part of this course. Materials critical in this learning process are various contemporary pamphlets, booklets, and videos. In addition, guest speakers will be integrated into the learning process. Key assessments include tests, projects, cooperative learning skills, and class activities.

Health 8

This course is designed to enable students to learn health concepts and to develop the skills necessary to form healthy habits and choose healthful actions that are: safe, legal and that respect themselves and others while following parent guidelines. As a result of this course, students will be able to consistently exhibit knowledge of health concepts, life management skills and habits that can facilitate lifelong health for themselves and others. They will be able to clearly explain fundamental health concepts and skills by using appropriate examples. Students will be able to dismiss and disregard myths and health misconceptions. Topics covered may include: nutrition, reproduction/sexuality, mental health, substance use/abuse prevention, and interpersonal relationships. Materials critical in this learning process are various contemporary pamphlets, booklets, and videos provided by reputable health resources for disseminating

information to the students. In addition, guest speakers will provide useful health and wellness information. Key assessments that provide information about student learning and evaluation criteria will be tests, projects, cooperative learning skills, and class activities. *Note: Health is a mandatory course for all 8th graders.*

General Music

In general music, students will increase their music knowledge by studying major trends in music history, important composers, world music, and basic elements of music theory. Students will learn to read, write, and compose music, and develop their musical skills through various lessons and activities. Students will be assessed through class participation, performance, and collaborative music projects. During the course, students may engage in a variety of experiences, such as bucket drumming, creating music using technology and exploring popular music genres.

Literature 7

This course is designed to enhance the literacy experience for all seventh graders and to foster a love of reading. Its purpose is to introduce and reinforce literacy skills and to immerse students in authentic reading experiences. Comprehension strategies will be taught through teacher read-alouds, novels, short stories, and plays. Participants of this course will learn to discuss literature in a meaningful way with their peers and complete a variety of activities to enhance their comprehension.

Speech & Writing 8

In this course, students will be introduced to the art of persuasive writing and speech. Students will explore and analyze how to use evidence and facts to support an opinion or theory. Students will develop skills to convey their point of view effectively through various public speaking platforms. Students will develop skills in effective group work and communicating as a group. Students will also develop active listening skills and how to respond to dissenting viewpoints. Further, students will have the opportunity to become a better public speaker through practice.

Math Exploration

This mathematics course is designed with personalized learning and flexibility in mind. The course is tailored to the needs, interests, backgrounds, and goals of the students enrolled. Instruction can be designed for either remediation or for enrichment. The intention of the course

is to deepen students' understanding of mathematics and to support students in developing a positive personal relationship with mathematics. One-to-one and small group work will be used, along with online mathematics programs which are aligned with the 2017 Massachusetts Mathematics Curriculum Framework. *Students are enrolled in this course through a referral process.*

Reading Intervention

The Reading Intervention course targets word recognition, vocabulary, comprehension skills, and strategies for students with needs in these areas. Through reading appropriate texts, students will have the opportunity to build fluency and to strengthen their reading comprehension. Students will also develop close reading and critical analysis skills through consistent practice and targeted instruction. *Students are enrolled in this course through a referral process.*

Library Media Studies

The library program teaches students to be critical and informed consumers, seekers, and evaluators of information and media across all modalities and how to be responsible digital citizens. The library strives to increase interest in recreational and informational reading and support and augment the curricular needs of the teaching staff. The library actively supports and continues to enhance the advancement and celebration of diversity, equity, and inclusion through its diverse collections, educational programming, and responsive outreach. Library coursework is aligned with International Society for Technology in Education (ISTE) standards and the 2016 Massachusetts Digital Literacy and Computer Science Framework.

Music Electives

Band

The primary goals of this class are to begin or further develop ensemble skills and individual technique on a woodwind, brass, or percussion instrument. Through the study of technical exercises, chamber music, and diverse band literature students will build musical independence, continue to build on their musical pedagogy skills, and further develop a love and appreciation for music making. Students will be evaluated on their preparation for each class, classroom conduct, concert attendance, home practice, and proficiency on their instrument. There are three major performances given each year. Students that are starting an instrument for the first time are highly encouraged to take private lessons. This class meets every other day. Students are also required to meet for in-school instrumental sections.

Note: Students who participate in the 7th or 8th grade school band program have the opportunity to participate in the co-curricular Jazz Ensemble. 8th grade students also have the opportunity to participate in marching band and winter percussion.

Chorus

The primary goals of this class will be learning about the basics of music theory and preparing for performances throughout the school year. Students will be assessed on class participation, class performance and performance attendance. Students will develop skills for working within group situations, improve responsibility and individual music technique, and develop a personal appreciation for music making. The class will explore both classical and contemporary choral music representing many cultures and languages in various vocal part formats. This course has no prerequisites - all students are welcome to join the KPMS Chorus. This class meets every other day with the option of students joining every day for more advanced study

Note: Students who participate in the 7th or 8th grade chorus have the opportunity to audition for the co-curricular Vocal Ensemble. Students in Vocal Ensemble meet after school and will be singing and studying advanced music and vocal techniques.

Seventh Grade Course Overview

7th Grade Required Courses

English Language Arts

Mathematics

Science

Social Studies

Physical Education

7th Grade Unified Arts & Music Elective Courses

In addition to required courses, students will be scheduled for unified arts courses. Seventh graders may choose a full-year music elective, band or chorus, as a replacement for unified arts offerings.

Unified Arts Courses

Fine Arts

Project Lead The Way - Design & Modeling 7

STEM 7

Exploring World Language 7

Wellness 7

General Music

Literature 7

Library Media Studies

Reading Intervention

Math Exploration

Music Electives

Band

Chorus

Note: Course of studies may be subject to change.

Eighth Grade Course Overview

8th Grade Required Courses

English Language Arts

Mathematics

Science

Social Studies (Civics)

Physical Education

8th Grade World Language, Unified Arts, & Music Elective Courses

In addition to required courses, students will be scheduled for world language and unified arts courses. Eighth graders may choose a full-year music elective, band or chorus, as a replacement for unified arts offerings.

World Language

French or Spanish

Unified Arts Courses

Fine Arts

General Music

Health 8

Project Lead The Way - App Creator 8

STEM 8

Speech & Writing 8

Library Media Studies

Reading Intervention

Math Exploration

Music Electives

Band

Chorus

Note: Course of studies may be subject to change.



King Philip Regional High School

Memo:

To: Dr. Rich Drolet, Superintendent
From: Nicole Bottomley, King Philip Regional High School Principal
Date: January 22, 2025
Re: Proposed New Courses to the KPRHS Program of Studies, 2025-2026

The following are the proposed new courses for the King Philip Regional High School Program of Studies for 2025-2026.

LEADERSHIP LAB			
	HONORS	GRADE 11- 12	.25 CREDITS

Students are often designated as leaders - whether as the captain of a team, club officer, or unofficially - but are rarely given the skills needed to effectively lead their peers. This class will introduce theories of leadership that students can implement to improve the culture and effectiveness of these organizations.

Students will examine a variety of evidence-based leadership strategies used in the corporate world including encouragement, goal setting, managing conflict, and building positive relationships. While having an official leadership position is helpful it is NOT necessary. This course not only prepares students for academic and early career accomplishments but also lays the groundwork for a lifetime of making a positive impact.

	INTRODUCTION TO MAKERSPACE: CREATIVE DESIGN & FABRICATION		
	COLLEGE PREPARATORY	GRADES 9-10-11-12	0.25 CREDITS

Step into the exciting world of design and hands-on innovation with *Introduction to Makerspace!* This course invites students to explore cutting-edge tools like 3D printers, sewing and embroidery machines, Cricut cutters, and more. Through dynamic projects, students will learn to design, prototype, and create, blending creativity with practical skills.

No prior experience is needed—just curiosity and a willingness to try new things! By the end of the course, students will have completed unique projects and gained foundational knowledge in design thinking, collaboration, and problem-solving. Whether you're an artist, inventor, or just love to tinker, this course is your gateway to innovation and discovery.

	JOURNALISM II (TERM)		
	HONORS	GRADES 10, 11, 12	.25 CREDIT

This elective course is for students who wish to further develop the journalistic skills practiced in the introductory course. Students will continue to research, write, and publish stories for the student newspaper, and they may opt to focus their coverage on one of the paper's five sections in order to develop expertise in that area. During the term, students may choose to sign a leadership contract and apply for a lead writer position. Students who are promoted to lead writer will operate with increased independence and will publish their work directly to the paper's digital publishing platform. In addition, lead writers will mentor and support new journalists. Successfully operating as a lead writer and completing the course will qualify students to interview for an editorial position with the paper.

Guidelines: Students must successfully complete Journalism I before enrolling in this course.

	HISTORY OF POPULAR MUSIC		
	COLLEGE PREPARATORY & HONORS	GRADES 9-10-11-12	0.5 CREDITS

This elective explores the evolution of popular music and its profound impact on society, culture, and history. From the roots of jazz and blues to the rise of rock 'n' roll, hip-hop, and global music trends, students will examine how music has reflected and influenced major social and political movements.

Through listening, analysis, and discussion, students will explore the connections between music and events such as the civil rights movement, counterculture of the 1960s, and globalization. This course offers students the opportunity to develop critical thinking skills, appreciate diverse musical traditions, and understand how music shapes and reflects the world around us.

	CONTEMPORARY ISSUES: Building a Global and Personal Perspective (TERM)		
	COLLEGE PREPARATORY & HONORS	GRADES 9-10-11-12	0.25 CREDITS

This course engages students in the exploration of current events and the pressing issues facing America and the world today. Through daily discussions, research, and analysis, students will examine topics such as social justice, environmental challenges, global conflicts, and the impact of technology on society.

The seminar emphasizes critical thinking, respectful debate, and the development of informed worldviews, encouraging students to analyze diverse perspectives and consider their own roles as global citizens. By the end of the course, students will have gained a deeper understanding of contemporary challenges and the skills needed to engage thoughtfully and constructively with the world around them.

	MYTHS, FAIRY TALES & LEGENDS (TERM)		
	COLLEGE PREPARATORY & HONORS	GRADES 9-10-11-12	0.25 CREDIT

This elective course will provide students with a basic knowledge of a variety of myths and fairy tales from multi-cultures, both past and present, focusing on stories explaining the creation of the world; the nature of divinity; the hubris of mortals; the exploits of heroes and tricksters; death and the afterlife, and mother/daughter relationships and love/marriage in fairytales.

This course explores the genre of folklore and fairytales and their role as cultural literary artifacts. Students will examine the construction, shaping, and use of folklore and fairytales in society. Students will both recognize the diversity and richness of folklore in our world and understand why traditional narratives remain important in our contemporary society.

Students will be able to critically analyze myths and fairy tales as powerful cultural materials. Students will thoughtfully consider the ways in which folk narratives interact with race, gender and sexuality, disability, class, ethnicity, and religion. Students will use their understanding of the format to create their own narratives.

This course is both reading and writing focused, allowing students to analyze a variety of written, spoken and film based myths, legends and fairy tales in both written and discussion format; additionally, students will work to write their own creation myths and legends/fairy tales. The course focus will be on reading and writing different narratives – what are the stories that helped to define our culture and society? How do folk narratives – fairy tales and folktales, personal and family narratives, legends, and myths – give meaningful shape to our current world, help us celebrate our diverse traditions, and also bind us together? How have these types of stories impacted the past and present society?

	FORENSIC SCIENCE: CRIME SCENE INVESTIGATION (SEMESTER)		
	COLLEGE PREPARATORY & HONORS	GRADES 11, 12	0.5 CREDIT

Step into the world of forensic science where YOU become the detective!

In this exciting course, you'll learn how real-life forensic scientists solve mysteries by analyzing evidence such as fingerprints, hair, and DNA.

Dive into crime scene investigations, fingerprinting, blood spatter analysis, and more. Develop critical thinking skills as you work through real-life case studies and experiment with techniques used in criminal investigations. This class will give you a behind-the-scenes look at how science helps solve some of the toughest criminal cases and will expose you to various career opportunities in this exciting field of science.

	ASTRONOMY: UNLOCKING THE MYSTERIES OF SPACE....to infinity and beyond! (SEMESTER)		
	COLLEGE PREPARATORY & HONORS	GRADES 10, 11, 12	0.5 CREDIT

Ever wondered what lies beyond the stars? In this out-of-this-world course, you'll journey through the cosmos, exploring the solar system, distant galaxies, black holes, and the mysteries of the universe.

With a mix of classroom learning and hands-on observation, you'll study the wonders of space using telescopes and simulations. Discover the science behind the planets, stars, and celestial events, and explore the latest space exploration missions. Whether you're stargazing or investigating the possibility of life on other planets, this course will expand your view of the universe and ignite your curiosity about what's out there.

	WEATHER WONDERS: THE SCIENCE OF METEOROLOGY		
	HONORS	GRADES 9-10-11-12	0.5 CREDITS

Step into the fascinating world of meteorology, where you'll discover how weather shapes our daily lives. This semester-long course will introduce students to the science behind weather

systems, atmospheric pressure, wind patterns, and how meteorologists predict everything from sunny days to severe storms. Learn about the tools and technologies used by weather experts—such as radar, satellites, and weather balloons—and gain hands-on experience by creating weather forecasts and tracking real-time weather patterns. Whether you're fascinated by thunderstorms or just curious about the weather, this course will give you the knowledge to understand the forces at work in our atmosphere.

	NATURE'S FURY: THE SCIENCE OF NATURAL DISASTERS		
	HONORS	GRADES 9-10-11-12	0.5 CREDITS

Explore the powerful forces of nature that can transform landscapes in moments. In this semester-long course, students will study the science behind the most destructive natural disasters, including earthquakes, volcanoes, tornadoes, and tsunamis. Discover how these events occur, how scientists predict them, and the impact they have on the environment and human populations. Through case studies and interactive projects, you'll also learn about the global efforts to prepare for and mitigate the effects of disasters, helping you understand the importance of disaster preparedness and response in safeguarding lives and communities.

	SPANISH LITERATURE & FILM		
	HONORS	GRADE 12	0.5 CREDITS

This course is designed to help students continue their study in the language through the analysis of short stories and film. Building on previous skills, students will be guided through readings of short stories selected from the collection *La Casa en Mango Street*. We will work to bring the stories to life in different mediums including graphic novels, theatre, and film.

In this course we will also work to develop literary analysis tools via the study of two films considered canon in Spanish study, *Pan's Labyrinth* and *Diarios de Motocicleta*. *Pan's Labyrinth* tells the story of a young girl who must decide alliances in a post-civil war Spain. *Diarios de Motocicleta* recounts the early life of Ernest Che Guevara, a military revolutionary, as he travels through South America forging his moral compass.

This is an elective course intended for students in their final year of high school who have completed Spanish I and II prior and wish to further their language study. This class is conducted in Spanish and students will be expected to remain in the target language during class time as we develop speaking, writing, listening and reading skills daily.

NOTE: Students taking this course will be required to have a parent or guardian sign a permission slip to view certain films for this course which may contain graphic content (i.e. *Pan's Labyrinth* for the example topic of Genocide/violence).



MEMORANDUM

To: Superintendents, Charter School Leaders, Assistant Superintendents, Collaborative Leaders, Leaders of Approved Special Education Schools
From: Russell D. Johnston, Acting Commissioner of Elementary and Secondary Education
Date: November 6, 2024, updated December 11, 2024
Subject: Update on Student Competency Determinations

The Department of Elementary and Secondary Education (DESE) is providing a frequently asked questions (FAQ) document relating to competency determination awards to offer guidance to districts and families at this time.

This edition of the Student Competency Determinations FAQ adds new questions and answers to the November 6, 2024 FAQ. This document will be posted on the [Commissioner's Special Advisory page](#).

Questions and Answers

Q1: How does the new law impact students in the class of 2025? (new, 12/11/24)

A1: Students in the class of 2025 who have previously earned a Competency Determination (CD) through a regular or retest administration of the MCAS (including the November 2024 retest), or through a DESE appeal process, have earned the CD and are not impacted by the change in statute.

Students who have not yet earned the CD, including those on an Educational Proficiency Plan (EPP), can no longer earn a CD through an MCAS test or retest process, and instead must earn a CD that follows a process as described in the new law. DESE and the Board of Elementary and Secondary Education may offer future guidance or regulation on the new law. It is important that districts focus first on students in the class of 2025 who have not yet earned the CD.

As outlined in the new law, a student who has not yet earned a CD must *demonstrate "mastery of a common core of skills, competencies and knowledge..., by satisfactorily completing coursework that has been certified **by the student's district** as showing mastery*

of the skills, competencies and knowledge contained in the state academic standards and curriculum frameworks in the areas measured by the MCAS high school tests described in section one I administered in 2023.”

Q2: How can districts locate the CD status for their current students? *(new, 12/11/24)*

A2: The current CD status for students is available in Edwin Analytics. Users with the appropriate security role can view report “PE618 Student CD Roster” to find this information.

Q3: Are districts still able to establish local graduation requirements? *(new, 12/11/24)*

A3: Yes. The new law only changes the CD criteria. Districts are still able to determine the local graduation requirements in their district.

Q4: Are school districts allowed to use a student’s scores on high school MCAS tests as part of their local graduation requirements apart from the Competency Determination? *(new, 12/11/24)*

A4: Yes. The establishment of local graduation requirements is at the sole discretion of school districts.

Q5: Which MCAS high school tests were offered in 2023? *(new, 12/11/24)*

A5: High school MCAS tests were administered in the following areas in 2023: English Language Arts, Mathematics, and Science (including four options: Biology, Introductory Physics, Chemistry, and Technology/Engineering).

Q6: Can students in the class of 2025 earn a CD by attaining the required score on a spring 2025 MCAS administration (regular or retest)? *(new, 12/11/24)*

A6: No. Students beginning the 2024-25 school year without the CD may earn the CD through the November 2024 retest or an appeal (see below), but students may not earn the CD through these processes once the new law takes effect.

Q7: What are the requirements of districts in developing a process to determine if a student has met the new standard to earn a CD? *(new, 12/11/24)*

A7: DESE recommends all districts serving high school students should develop a process that is:

- Aligned with the [new language of the statute](#) in a way that allows districts to demonstrate students have met the new requirements
- Approved by the governing board of the district (e.g., school committee, board of trustees, etc.)
- Shared with all students, families/guardians, and district stakeholders
- Publicly available in multiple languages

Q8: Will DESE be providing a list of courses that meet the new language of the law? *(new, 12/11/24)*

A8: Not at this time. The new language in the law gives districts the responsibility of certifying coursework “satisfactorily complet[ed]” by the student. Districts should certify that students have satisfactorily completed coursework aligned with state academic standards and curriculum frameworks in English Language Arts, Mathematics, and at least one Science discipline (Biology, Introductory Physics, Chemistry, or Technology/Engineering).

Q9: Are districts required to accommodate former students who have not earned a CD and are currently not enrolled? *(new, 12/11/24)*

A9: Yes. Individuals who have not earned a CD must be afforded a process for earning the CD and DESE can no longer offer that opportunity through an MCAS assessment once the law takes effect. District processes must allow former students who satisfactorily completed the relevant coursework (see Q&A 8) to earn a CD.

Q10: Will high school students be required to take the MCAS in 2025 and beyond? *(new, 12/11/24)*

A10: Yes. Participation in the MCAS is required by federal and state law and the ballot question did not change this requirement. DESE’s accountability system will continue to use assessment participation rates (and the resulting achievement and growth data) in its annual determinations made through the district and school accountability system.

Q11: Are districts still required to provide a “free appropriate public education” (FAPE) to students with disabilities? *(new, 12/11/24)*

A11: Yes. The new law has not changed any requirements around providing FAPE to students with disabilities. Consistent with federal law, a district must provide a “free appropriate public education” (FAPE) to a student with disabilities and must also determine that the student has met state and local graduation requirements, prior to graduating that student. A DESE advisory on this topic is posted [here](#).

Q12: Will DESE continue to offer MCAS retest opportunities for high school students? *(new, 12/11/24)*

A12: DESE will offer all [scheduled retest opportunities](#) for high school students in the 2024-25 school year. No student will be required to take a retest in the spring of 2025, but they will have the opportunity to do so. DESE will evaluate the frequency of retest opportunities in future school years.

Q13: Will DESE continue to adjudicate appeals that have been submitted to DESE? *(new, 12/11/24)*

A13: DESE will adjudicate all performance appeals (cohort, portfolio, and transcript) received by the effective date of the new law. Successful appeals submitted prior to the effective date of the new law may count towards awarding the student the CD.

Q14: Will the criteria for the John and Abigail Adams Scholarship program, the Stanley Z. Koplik Certificate of Mastery Award, or the State Seal of Biliteracy be changed because of the new law? (new, 12/11/24)

A14: No. These programs will continue to utilize scores from MCAS assessments as qualifications for the award programs. While the new law changed the requirements for earning a CD, it did not change the requirements for the John and Abigail Adams Scholarship program, the Stanley Z. Koplik Certificate of Mastery Award, or the State Seal of Biliteracy.

Q15: When does the new law take effect?

A15: According to guidance provided by the Secretary of the Commonwealth, the earliest the law would take effect is December 5, 2024:

<https://www.sec.state.ma.us/divisions/elections/download/getting-on-the-ballot/State-Ballot-Question-Petitions.pdf>.

Q16: Will the MCAS retests in English Language Arts and Mathematics scheduled for November 2024 go forward? Will students who achieve qualifying scores on those tests be eligible to earn the CD?

A16: Yes. The administration of the MCAS retests in English Language Arts (November 6 and 7) and Mathematics (November 12 and 13) will go forward. Since these tests will be administered before the new law goes into effect (see question above), any student who earns a qualifying score on the retest will satisfy the CD requirements for that subject area. We recommend that Districts highly encourage all students eligible for retesting in the November administration to do so.

Q17: Do high school students still need to earn a Competency Determination (CD) in order to graduate?

A17: Yes, high school students will still need to earn a CD in order to graduate. Since 2003, the CD has been based on achieving qualifying scores on relevant MCAS tests. When the new law takes effect, the CD will be based on “satisfactorily completing coursework that has been certified by the student’s district” as written in the ballot question. Guidance on certification will be forthcoming.

Q18: What is the impact of the new law on students who have previously earned a CD before the date that the new law goes into effect?

A18: Students who have already achieved the qualifying MCAS scores in math, ELA and science by the effective date have earned their CD and are eligible to earn a high school diploma provided they meet their local graduation requirements.

Q19: What is the impact of the new law on students who have not earned a CD before the date that the new law goes into effect?

A19: As of the date the new law takes effect, students who have not yet earned the CD would be eligible to do so through “satisfactorily completing coursework that has been certified by the student’s district.” Guidance on certification will be forthcoming.

Background Information

State law requires students to satisfy the requirements of the “competency determination” (CD) in order to graduate from high school. G.L. c. 69, s. 1D (i). Ballot Question 2 amends the competency determination requirements as shown below, where the text that is underlined is newly added and the text that has been struck through is removed.

The "competency determination" shall be based on the academic standards and curriculum frameworks for tenth graders in the areas of mathematics, science and technology, history and social science, foreign languages, and English, and shall represent a determination that a particular student has demonstrated mastery of a common core of skills, competencies and knowledge in these areas, ~~as measured by the assessment instruments described in section one I~~ by satisfactorily completing coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks in the areas measured by the MCAS high school tests described in section one I administered in 2023, and in any additional areas determined by the board. Satisfaction of the requirements of the competency determination shall be a condition for high school graduation. If the particular student's assessment results for the tenth grade do not demonstrate the required level of competency, the student shall have the right to participate in the assessment program the following year or years. Students who fail to satisfy the requirements of the competency determination may be eligible to receive an educational assistance plan designed within the confines of the foundation budget to impart the skills, competencies and knowledge required to attain the required level of mastery. The parent, guardian or person acting as parent of the student shall have the opportunity to review the remedial plan with the student's teachers. Nothing in this section shall be construed to provide a parent, guardian, person acting as a parent or student with an entitlement to contest the proposed plan or with a cause of action for educational malpractice if the student fails to obtain a competency determination.