KING PHILIP REGIONAL HIGH SCHOOL PROGRAM OF STUDIES

2026-2027

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King Philip Regional School District School Committee

Jim Lehan--Chair	Eric Harmon--Vice Chair	Bruce Cates
Joe Cronin	Erin Greaney	Cait Lanza
Michele Sharpe	Grace Lochhead	Greg Wehmeyer

King Philip Regional High School Administration

Nicole Bottomley--Principal
Karen Archambault-- Assistant Principal (Grade 10)
Kip Lewis--Assistant Principal (Grade 11& 12)
Jilliann Poirier--Assistant Principal (Grades 9)
Gary Brown--Athletic Director

Communication

One of the goals set for the King Philip Regional School District is to increase the number of communications among students, parents/guardians, teachers, and administrators. It is important that all community members know that the school district is committed to listening. Therefore, any concerned individual should feel comfortable contacting any member of the King Philip administration, faculty, or staff.

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Administration Policy

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

Accreditation

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

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

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

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

KPRSD Mission Statement

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

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

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

Vision of a Graduate

VISION OF A GRADUATE

Effective Communicator	Listen and use multiple methods, media, and contexts to share ideas and information clearly.
Global Contributor	Take action to make the world a better place by being informed, responsible, principled, service-minded, and engaged advocates to profoundly impact our world.
Resilient Learner	Demonstrate adaptability, reflection, goal-setting, and a growth mindset.
Wellness Advocate	Make mindful decisions that align with one's own needs for well-being and success. Develop healthy practices that contribute meaningfully to a life of physical, mental, and emotional wellness.
Innovative Thinker	Seek to understand and analyze information, evaluate sources, make connections, and apply their learning to make meaning of the world. Embrace curiosity, creativity, informed risk-taking, novel approaches, and cycles of inquiry.

Grading Information

Academic progress is reported four times during the school year at the close of each term.

Marking System - Grade Equivalents

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

Marking System - Letter Grades

Letter grades are used to signify the following:

I	***Incomplete (***A temporary grade given for incomplete work due to illness or excused absence.) Incomplete grades must be made up within ten (10) school days, otherwise the grade will be based on the coursework for that term, including zeros for any outstanding work.
P/F	***Pass/Fail*** (Selected courses will be graded on a Pass/Fail basis; a pass grade indicates satisfactory completion of required work.)
WE	***Withdrawn Excused*** (only with administrative approval)
WP	***Withdrawn Passing*** (determined by the grade at the time the course drops after the Add/Drop period)
WF	***Withdrawn Failing*** (determined by the grade at the time the course drops after the Add/Drop period)
X	***Excused*** - A senior may be excused by their teacher from a final examination by achieving an 85 average or better. Students may be excused from a final examination, at the discretion of the teacher, if they took the AP Exam for that subject. Students on an Educational Proficiency Plan (EPP) must take final examinations.
AU	***Audit-*** A course that a student attends without the intent to earn credit or a grade. The student participates in lectures, discussions, and sometimes assignments, but is not required to complete exams or graded work and does not receive a final grade or transcript credit. Must receive administrative approval.
W	***Withdrawn-*** student has withdrawn from KPRHS

Marking System -Weighted Grades

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

Advanced Placement	The course most closely parallels a first-year college course. Students should expect to participate in and pay for an end of year course exam
Honors	Considerable independent home study/research
College Preparatory	Home study/research

Course weight refers to a difference in quality points assigned to grades earned in the courses. The weighted grades are used to determine grade point average (GPA) and class rank.

Scales vary by 0.33. For example:
A **"B"** earned in an **Advanced Placement** course equals **3.66 quality points**
A **"B"** earned in an **Honors** course equals **3.33 quality points**
A **"B"** earned in a **College Preparatory** level course equals **3.00 quality points**

GRADE QUALITY POINT SCALE

	AP	Honors	College Preparatory
A+	*5.00*	*4.66*	*4.33*
A	*4.66*	*4.33*	*4.00*
A-	*4.33*	*4.00*	*3.66*
B+	*4.00*	*3.66*	*3.33*
B	*3.66*	*3.33*	*3.00*
B-	*3.33*	*3.00*	*2.66*
C+	*3.00*	*2.66*	*2.33*
C	*2.66*	*2.33*	*2.00*
C-	*2.33*	*2.00*	*1.66*
D+	*2.00*	*1.66*	*1.33*
D	*1.66*	*1.33*	*1.00*
D-	*1.33*	*1.00*	*0.66*
F	*0.00*	*0.00*	*0.00*

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

The high school has three levels. The descriptions for Advanced Placement, Honors, and College Preparatory level are found in each department section. ***Most colleges and universities will recalculate GPA based upon their admission criteria***.

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

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

Example of GPA calculation:

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

COURSE	*LEVEL*	*CREDIT*	*LETTER GRADE*	*GRADE QUALITY POINT SCALE (GQPS)*	*SUB-TOTAL CREDIT TIMES GQPS*
English 9	*Honors*	*1*	*A-*	*4.00*	*4.00*
U.S. History 1	*College Prep*	*1*	*B+*	*3.33*	*3.33*
French 1	*Honors*	*1*	*B-*	*3.00*	*3.00*
Algebra 1	*College Prep*	*1*	*B*	*3.00*	*3.00*
Intro to Physics	*College Prep*	*1*	*C+*	*2.33*	*2.33*
Intro to Art	*College Prep*	*0.25*	*A+*	*4.33*	*1.0825*
Intro to TV Production	*College Prep*	*0.5*	*C*	*2.00*	*1.00*
Physical Education	*Honors*	*0.25*	*A*	*4.33*	*1.0825*
Health I	*Honors*	*0.25*	*B*	*3.33*	*0.8325*
Digital Photography	*College Prep*	*0.5*	*A*	*4.00*	*2.00*
Study Hall	*Non-Credited*	*0*	*N/A*	*N/A*	*N/A*
TOTALS		***6.75***			***21.6575***

GPA= Sum of (Credit times GQPS)/Total Credits
GPA = 21.6575/6.75 =3.209

NOTE:

If this student failed U.S. History I, they would receive a GQPS of 0, however their attempted credits would remain at 6.75, and their total sub-value would be 18.3275. Thus their GPA would be 18.375/6.75 = 2.715

Honor Roll Criteria

To be considered for honor roll, students must take a full schedule or a reduced schedule with administrative approval. Students must also meet the criteria listed below. Determination of honor roll is based upon posted term grades.

Students with an Incomplete grade are ineligible for honor roll.

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

High School: Summer Reading Program

The summer reading program seeks to foster a love of reading, encourage both creative and critical thinking, develop students' skills in the areas of inference and analysis, and support year-round learning. All students will be held accountable, either during the summer or within the first weeks of school in September, through various means of assessment. These assessments will constitute a percentage of first-quarter grades in those courses.

The summer reading requirements for all departments may be distributed in June to students enrolled in designated courses for the next school year and/or will be posted on the King Philip website at https://www.kingphilip.org/high-school/

Summer School Policy

To receive high school credit from King Philip Regional High School for courses taken in summer school in which a passing grade has been earned, the following conditions apply:

1. The course must have been originally taken and completed with at least 50% of the course passed *or have administrative approval
2. Credit will not be given without prior approval from the principal
3. A maximum of two courses may be taken in summer school
4. All courses will be assigned a College Prep weight

General Graduation and Course Selection Information

Promotion Requirements

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

9th Grade: *promotion from Grade 8*	**Junior:** *earn a minimum of 11 total credits*
Sophomore: *earned a minimum of 5 total credits*	**Senior:** *earn a minimum of 17 total credits*

Graduation Requirements

Required Subjects	**Credits**
English (Grade 9, Grade 10, Grade 11, Grade 12)	4
Math (not to include Computer Programming)	4
Science (Intro to Physics, Biology, & 1 additional year)	3
Social Studies (US History I, US History II & World History)	3
World Language (2 years of the same language)	2
Physical Education (one PE course (0.25 credits) per year)	1
Health I & II	.5
Additional credits	6.5
Total required for graduation	**24**

Graduation Notes:

1. Graduation credits must be earned in grades 9-12 while in attendance at King Philip Regional High School.
2. Determination and acceptance of transfer credits are at the sole discretion of the principal. Transfer credits must have been earned at an accredited school.
3. The principal or designee will determine if credit will be awarded to students who are tutored outside of the regular school day.
4. Courses taken at KPRHS must be successfully completed to earn credit. Partial credit will not be given.
5. Each student must register for a minimum of 6 credits each year. Special circumstances may be approved by the principal.

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

Competency Determination Graduation Requirement

Refer to KPRSD School Committee Policy **IKFE - COMPETENCY DETERMINATION**

Selection of Courses

Suggested guidelines that accompany some courses are intended to aid students in selecting courses. These guidelines serve to make students aware of the background that is usually needed to properly understand the concepts and their applications presented in the courses. Anyone with questions regarding these guidelines and/or wish to override the teacher recommendation should contact their student's School Counselor. Override forms are due at a designated time during course selection. ***The course selection process does not guarantee enrollment into courses***. Students should carefully choose alternate courses in case a course conflicts with other courses, is at capacity, or is not offered.

Course Override Policy

Parents/guardians have the right to override a teacher's recommendation for any course with a completed Override Form located on the King Philip School Counseling website. Entrance into a course through an override form should be done so only after serious consideration.

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

Override forms are due at a designated time during course selection for planning and scheduling purposes.

Course Changes

Course changes after the master schedule is built can present a significant disruption to teaching and learning. However, it is understood that on occasion extenuating circumstances may require a schedule change to be requested. Below are the conditions and timelines for how add/drop requests will be considered once the spring Course Selection Process has ended.

PLEASE NOTE: *Requests for schedule changes for teacher, classmate, or lunch preferences will* ***not*** *be honored.* As well, approved schedule changes in the last three weeks of any marking quarter will be made effective at the start of the following quarter, unless it is pedagogically appropriate to change the schedule earlier.

Before the last school day in June or prior to the release of students' schedules, whichever occurs first:

Students wishing to make discretionary changes to their requested classes may do so by communicating directly with their school counselor. Counselors will do their best to facilitate changes to schedules within the constraints of available course sections.

PLEASE NOTE: The availability of discretionary changes are limited after the formal Course Selection Process has concluded, and there are no guarantees that newly requested changes will fit

into a schedule. ***Students have the best chance of enrolling in desired classes when they are requested during the formal Course Selection Process.***

After the Release of Students' Schedules:
Required schedule change requests will be considered when certain conditions apply (see below). We strongly encourage students who require changes to address those changes over the summer, as schedules become more restrictive when the school year begins. If a student is unavailable to address a required schedule change during the summer, there will be opportunities for them to see their counselor during the first few days of school. It is important for students and families to understand that the number of seats in each class is limited. While best efforts will be made, the school cannot guarantee that all desired requests can be resolved, even when conditions are met.
Conditions required for schedule change requests to be considered:

- Students who requested a course and are not enrolled in that course or one of the alternative electives they selected.
- Students who failed a class during the previous school year requiring a change to their schedule
- Students who have been assigned to a different course level than the one they requested
- Students who have not met the prerequisite for a course
- Students who are missing a course required for graduation
- Students who have an empty period in their schedule
- Students whose EL, Special Education, or other programmatic placement has officially changed
- Students who were scheduled for the same course more than once

Add/Drop

The Add/Drop period is during the first eight days of the course for full-year courses and semester courses or the first five days of the course for term and courses. Students must continue to attend courses on their schedule until their schedule changes through Infinite Campus.

Students are discouraged from making changes after schedules are created. If extenuating circumstances exist that necessitate a schedule change outside of the Add/Drop periods, a Withdrawal "WP" of "WF" will appear on the student's transcript for any full year and 1st semester course drops initiated on or after the add/drop period. No schedule changes will take place during the last three weeks of a term.

Level Change Policy

Academic level change requests occur during the first two weeks of a course or with administrative approval. It is important that students spend sufficient time in a course before an academic level change is requested so that they and the teacher have the opportunity to determine the appropriateness of the placement.

Any level change that occurs after the first two weeks of the beginning of the course will require an Academic Level Change Request Form. Academic Level Change Request Forms are available in the

School Counseling Office and require the student to get the signature of the current teacher and a parent/guardian.

Moving up a level only occurs within the first term. Any exceptions require administrative approval.

All courses dropped after the add/drop period will result in the appearance of a Withdrawal "WP" or "WF" on the student's transcript. **No schedule changes will take place during the last three weeks of a term.**

Schedule/Changes Beyond the Windows Described Above

Schedule changes may be authorized in collaboration with the student's school counselor, teacher, and the appropriate department leader and/or building administrator in cases of significant extenuating circumstances. Any course that is dropped after the add/drop period will result in a "WP" or "WF" for a grade on their transcript.

KPHS Out of School Internship Opportunities

IN4256	**INTERNSHIP OUTSIDE OF KPRHS**	
	GRADE 12	**2 CREDITS**

Seniors may pursue Internships for the following purpose: *Doing an in-depth study of a specific career or discipline.* The student completes the internship application and paperwork which should be approved within two weeks of the beginning of a semester. The internship paperwork is available in the School Counseling Office and in the Google Classrooms for Seniors. All paperwork must be signed by the student, parent/guardian, and school counselor. **Students are responsible for finding their internship placement site**. All internships will be graded on a Pass/Fail basis and will receive an Honors course designation. Internships will not be factored into GPA.

WS01	**WORK STUDY**		
	COLLEGE PREP	**GRADES 11-12**	**1 CREDIT**

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

Students who do not abide by the expectations of the Work Study Program and/or the expectations outlined in the KPSD Handbook may be removed from the Work Study Program and may not receive credit. Students interested in the Work Study Program should see their assigned counselor for details and application. Students are responsible for finding their place of employment. All work study courses will be graded on a Pass/Fail basis.

Dual Enrollment

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

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

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

Approved dual enrollment courses will receive the designation of Honors-level on the King Philip Regional High School transcript. Prior approval by the school counselor and principal must be obtained to be eligible to participate in the dual enrollment program. Eligible students should meet with their counselors during the spring of the year prior to considering this option for the next academic year.

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

KPHS In-School Opportunities

TUTORING INTERNSHIP			
IN4251-Full Year	**HONORS**	**GRADES 11-12**	**1 CREDIT**
IN4249-Semester	**HONORS**	**GRADES 11-12**	**.5 CREDITS**

Are you a Junior or Senior with a passion for helping others and a minimum 3.2 GPA? The Tutoring Internship Program is an exciting opportunity to make a difference in your school community while gaining valuable skills for the future!

As part of this course, you will provide peer tutoring support during one period of the school day. Tutoring will take place in the Media Center or Academic Support classrooms, where you will work closely with your peers to help them excel in a variety of subjects. This program is perfect for students who are confident in multiple subject areas, enjoy teaching others, and are looking for a meaningful way to develop their leadership and communication skills.

G8123	**INTRODUCTION TO THE MAKERSPACE: CREATIVE DESIGN & FABRICATION (TERM)**		
	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.

	MARKETING IN THE MAKERSPACE		
	HONORS	**GRADES 9, 10, 11, 12**	**0.5 CREDIT**

This course expands on the hands-on design and fabrication skills students developed in Introduction to Makerspace and elevates them into real-world applications. In this course, students will design, prototype, brand, and market products that can be sold within the school or broader community.

Students will explore the entire product-development cycle—from brainstorming and market research to fabrication, packaging, advertising, and sales. Working both independently and in teams, students will learn how to turn creative ideas into polished products and compelling marketing campaigns.

This course blends creativity, innovation, entrepreneurship, and communication skills, preparing students to understand how products are made, priced, promoted, and sold in real markets.

Guidelines: Students appropriate for this course should have completed Introduction to the Makerspace.

TT1100	TECHNICAL THEATER (SEMESTER)		
	HONORS	GRADES 9-10-11-12	.5 CREDIT

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

IN4253	STUDENT TECHNOLOGY or DIGITAL MEDIA		
	HONORS	GRADES 10-11-12	1 CREDIT

This course is ideal for students interested in technology, media production, and creative problem-solving. It provides hands-on experience that prepares them for future opportunities in tech support, content creation, and beyond.

Student Technology:
Students in this track will staff the "Student Help Desk," providing technology support to both students and faculty. They will gain valuable experience by learning how to repair Chromebooks, issue and manage devices, and provide loaner equipment. This course includes training in Microsoft Office, with the chance to earn Microsoft certification.

Digital Media:
Students in this course take charge of the school's digital voice! From running the official Instagram accounts (including athletics) to updating the digital announcement displays and publishing the Warrior Weekly newsletter, students produce the media the campus sees every day. The class also assists the principal in developing her "Year in Review" flipbook—capturing stories, events, and achievements to highlight the school year.

Guidelines: Interested students must meet with the Media Specialist for approval.

IN-SCHOOL INTERNSHIPS			
IN4272	**HONORS**	**GRADE 11- 12**	**0.5-1 CREDIT**

This course is designed for juniors and seniors to offer students the opportunity to assist teachers in specific subjects in which they have previously excelled. Students must obtain approval from the classroom teacher. Students can participate in this course as a semester or full year course.

In-School Interns agree to:
1. Adhere to all school policies and confidentiality guidelines of the internship
2. Demonstrate regular attendance and punctuality (no excessive absences or tardies)
3. Maintain professional behavior (e.g., respect, accountability)

The following will be graded:
1. Intern will create a mini-lesson (along with the supervising teacher) and deliver the mini-lesson to the class
2. Submit a final reflection/presentation to the supervising teacher
3. Supervising teacher will complete a midpoint and final feedback of my performance as an intern in their class
4. Grading Rubric-to be created by supervising teacher

Guidelines: Students appropriate for this course have received approval from a teacher to participate in an Internship and complete a Google Form Application prior to the deadline. Application can be found in the grade specific Google Classroom for students in 11th and 12th grade.

LEADERSHIP LAB			
G8311	**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.

Course Not Running for 2026-2027 School Year			
G8320	**INTRODUCTION TO TEACHING**		
	COLLEGE PREPARATORY	**GRADES 11-12**	**0.5 CREDITS**

This elective is for students who are interested in a "behind-the-scenes" look at the teaching profession. Enrolled students will: investigate the pathways that lead to becoming a licensed teacher; dive into the psychology of learning; explore student engagement strategies and assessment practices; and apply learned pedagogy to mock curriculum work.

As a result of participation in this course, students will have been exposed to the work involved in this potential career path while also continuing to develop their communication and presentation abilities, collaborative efforts, and other skills that can be leveraged for success in any profession.

King Philip Graduation with a Distinction

Liberal Arts

King Philip students have an opportunity to graduate with a distinction in liberal arts (i.e. English, History). This distinction can be achieved when students *choose specific electives from a particular set of courses that focus on liberal arts*; in addition, students will be required to develop and complete a project that will expose them to the "real world" applications available through the study of liberal arts.

The criteria for this project will include the following:

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

Required Courses

English (4 years - 4 credits)
English 9
English 10
English 11
English 12

Additional Liberal Arts Course Credits

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

Project Design

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

Project Timeline

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

STEM

King Philip students have an opportunity to graduate with a distinction in Science, Technology, Engineering, Math (STEM). This distinction can be achieved when students *choose specific electives from a particular set of courses that focus on science, technology, engineering, and mathematics*; in addition, students will be required to develop and complete a project that will expose them to the "real world" applications available through STEM studies.

The criteria for this project will include the following:

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

Required Courses

Science (4 years)
Intro to Physics
Biology
Chemistry
Physics

Mathematics (4 years)
Must take 4 full years of math courses

Project Design

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

Project Timeline

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

Innovations Career Pathways

Business/Finance

The Innovation Career Pathways (ICP) program is designed to provide accepted students with coursework and work-based learning experience in specific high-demand industries. The first pathway to be offered at King Philip Regional High School will be Business/Finance.

Over the course of their high school experience, ICP students will take a minimum of two technical courses and two advanced courses related to their career pathways. The program culminates with either a capstone project or an internship during their senior year. This program features personal and professional development seminars, workplace experience, field trip opportunities, industry connections, and ultimately gives students a jump start on their career journeys!

ICP Business/Finance applications will be shared with students at designated times throughout the school year.

Supplemental Course Offerings

Middlesex Community College Early College

King Philip Regional High School has formed a partnership with Middlesex Community College to offer concurrent enrollment of select college courses to our high school students. Our own KPTA staff will instruct these courses and students will receive credit towards their KP graduation requirement as well as college credits. **The King Philip Regional School System does not fund college education costs. Students will need to pay the tuition to receive MCC credit.** All concurrent courses will be offered to students in grades 11 & 12. Students will pay a reduced rate for three college credits. **The anticipated reduced cost is approximately $330 per course**. Funding may be available for any student with financial hardship.

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

The concurrent college course curriculum is approved by Middlesex Community College. For maximum success within these courses, students are expected to be present in class. If a student requires extended absences from a concurrent college course for any reason, please know the curriculum can not be compacted. Students are responsible for any assignments or assessments missed due to absences.

High School: Virtual High School

To expand curricular offerings to our students, King Philip Regional High School has partnered with Virtual High School (VHS), a Massachusetts-based company that offers on-line courses. Established and well-represented in high schools across the state, Virtual High School adds a new dimension to what students can experience and learn about during their high school career. **A limited number of seats will be available for juniors and seniors interested in pursuing an on-line course.** Students

interested in VHS should have a minimum 3.0 GPA or receive administrator approval and be able to work independently.

Please note: Add/drop dates for VHS courses are earlier than KPRHS' add/drop timeline. VHS courses successfully completed as a semester course will be awarded 0.5 credits and full-year courses will be awarded 1.0 credits.Students enrolling in a VHS course must acknowledge the unique situation of online learning. Students and a parent/guardian must review and sign a contract that explains the level of independent work required. Approval will be granted only for courses not currently offered at KPRHS.

For more information, including the full list of possible courses visit the VHS website at www.goVHS.org.

The Education Cooperative (TEC) Connections Learning (TECCL)

To expand curricular offerings to our students, King Philip Regional High School has partnered with TEC Connections Learning (TECCL), approved by DESE and supported by TECCA (Commonwealth of Massachusetts Virtual School), offers high-quality online courses for students with MA-Certified Online Teacher Support. These courses may accelerate student learning, expand their interests with an elective, or support students who need credit recovery.

The TECCL teachers provide synchronous instruction through weekly LiveLesson sessions, and student- and teacher-initiated direct instruction. They are the teachers of record; respond to student-initiated emails and telephone calls; grade assignments; moderate discussion boards; and assign final grades. The course catalog is aligned to Massachusetts Curriculum Frameworks.

A limited number of seats will be available for juniors and seniors interested in pursuing an on-line course option through TEC.

Please note: TEC courses successfully completed as a semester course will be awarded 0.5 credits and full-year courses will be awarded 1.0 credits. Students enrolling in a TEC course must acknowledge the unique situation of online learning. Students and a parent/guardian must review and sign a contract that explains the level of independent work required. Approval will be granted only for courses not currently offered at KPRHS.

For more information, including the full list of possible courses, visit the TEC website at https://tec-coop.org/tec-online-learning/

Departments

English Language Arts

E2120	ENGLISH 9		
	COLLEGE PREP	GRADE 9	1 CREDIT

This course is designed as a developmental course in language skills and literary analysis. Grammar, punctuation, and correct diction skills will be reviewed. Composition skills will be taught with an emphasis on paragraph structure and quote analysis. Students will learn various context clue strategies in order to decode words, to take vocabulary assessments, and to expand their vocabulary.

Students will read and analyze examples of each of the major literary genres: drama (Shakespearean), nonfiction, poetry, and the novel. The literature to be studied may include *Romeo and Juliet*, *We Are Okay*, *Mosquitoland*, *Fahrenheit 451, The Hate U Give,* and *Lord of the Flies*. Students will also read works of nonfiction. The nonfiction readings will consist of diverse passages that expose students to the characteristics of narrative, expository, and argumentative nonfiction.

Guidelines: Students appropriate for this course have successfully completed grade 8 ELA.

E2110	ENGLISH 9		
	HONORS	GRADE 9	1 CREDIT

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

Students will read both nonfiction and fiction. The literature to be studied may include Shakespeare's *Romeo and Juliet*; LaCour's *We Are Okay*; Strasser's *The Wave*; Bradbury's *Fahrenheit 451;* Golding's *Lord of the Flies*; short stories; selections of classical and modern poetry with an emphasis upon structure, meaning, and figurative language; and various selections of nonfiction. The non-fiction readings will consist of diverse passages that expose students to the characteristics of narrative, expository, and argumentative nonfiction.

Guidelines: Students appropriate for this course have received a minimum grade of B- (80) in a grade 8 ELA course or a teacher recommendation.

E2220	ENGLISH 10		
	COLLEGE PREP	GRADE 10	1 CREDIT

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

Guidelines: Students appropriate for this course have successfully completed English 9.

E2210	ENGLISH 10		
	HONORS	GRADE 10	1 CREDIT

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

Students will study works works of fiction and nonfiction that may include Walls's *The Glass Castle,* Hansberry's *A Raisin in the Sun,* Miller's *The Crucible,* Hosseini's *The Kite Runner,* Wiesel's *Night*, and Salinger's *The Catcher in the Rye* as well as short stories and various nonfiction selections. Students are expected to read a majority of these works outside of class to allow for a greater amount of class discussions, analysis, and composition work.

Guidelines: Students appropriate for this course have successfully completed English 9 with a minimum grade of B- (80) or received a teacher recommendation.

E2320	ENGLISH 11		
	COLLEGE PREP	GRADE 11	1 CREDIT

This course is primarily a study of American writing—both fiction and nonfiction. Students will read a variety of genres which may include works such as F. Scott Fitzgerald's *The Great Gatsby*, August Wilson's *Fences*, Jon Krakauer's *Into the Wild*, Bryan Stevenson's *Just Mercy*, Aimee Nezhukumatathil's *World of Wonders*, and Joyce Carol Oates's *Black Water*. Writing instruction will focus on the organization of an argument, the analysis of rhetorical devices (as assessed on the SAT essay), and the analysis and incorporation of secondary sources into a research paper. Students will learn various context clue strategies in order to decode words, to take vocabulary assessments, and to expand their vocabulary. Students will also create a personal narrative that could be used as an initial draft of their college admission personal statement.

Guidelines: Students appropriate for this course have successfully completed English 10.

E2310	ENGLISH 11		
	HONORS	GRADE 11	1 CREDIT

This rigorous course is primarily a study of American writing—both fiction and nonfiction. Students will study works that may include F. Scott Fitzgerald, Jon Krakauer, August Wilson, Aimee Nezhukumatathil, Tim O'Brien, Joyce Carol Oates, Ralph Ellison and assorted nonfiction excerpts. Students will continue to hone their skills of detailed literary analysis and compose, with secondary literary criticism, an in-depth literary research paper. Seminar discussions will occur with each book. These discussions will explore the way in which the thematic issues within the novel, the critical response to each work, and the nonfiction of the time period reflect the aforementioned issues. In addition, students will analyze rhetorical elements of nonfiction. Nonfiction writing instruction will focus on the organization of an argument and the writer's use of rhetorical devices to convince the audience of the writer's argument that will culminate in a rhetorical analysis essay. Students will also create a personal narrative that could be used as an initial draft of their college admission personal statement.

Guidelines: Students appropriate for this course have successfully completed English 10 with a minimum grade of B- (80) or received a teacher recommendation.

E2300	ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION		
	ADVANCED PLACEMENT	GRADES 11 & 12	1 CREDIT

Advanced Placement English Language & Composition is a course for students who have a desire to explore the elements of composition that will provide them with the knowledge to handle any timed or untimed writing assignment throughout their educational career. Using a variety of nonfiction works, students will become versed in identifying and analyzing various rhetorical strategies and will recognize how to incorporate these various strategies into their own writing. This analysis will prepare the students for the Advanced Placement English Language Examination in May. Students will be expected to do independent analysis, participate actively in-class discussion, and write various

types of essays on a regular basis. The course curriculum will include various nonfiction pieces and may include works such as *World of Wonders*, *Narrative of the Life of Frederick Douglass*, *Parkland, The Overachievers*, *The 57 Bus, The Immortal Life of Henrietta Lacks, Just Mercy,* and *Into the Wild*.

Guidelines: Students appropriate for this course have successfully completed English 10 with a minimum grade of B- (80) or received a teacher recommendation.

E2422	**ENGLISH 12: FROM CLASSROOM TO CAREER** *(Formerly known as English 12 PIP)*		
	COLLEGE PREP	**GRADE 12**	**1 CREDIT**

Professional Innovation Program Seminar is a course for students with an emerging interest in a specific professional pathway (i.e. carpentry, cosmetology, culinary, plumbing, automotive, banking, civil service, military, etc.) that they want to further explore. Through project-based learning in the classroom as well as research with companies related to their respective areas of interest, the course will expose students to the "real world" skills necessary for post high school success. In addition to a curricular focus on composition, math/business, technical, marketing, and professional skills, the course will provide students with individualized information and counseling on post graduate programs and certifications that will advance their careers of choice; as a result, students will not only be prepared as they enter their professional field of interest, but they will also have the advantage and knowledge to become leaders in their chosen fields. Throughout the year, students will read excerpts from Angela Duckworth's *Grit* and make connections between that work and their lived experiences.

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

Guidelines: Students appropriate for this course have successfully completed English 11, English 11 Honors, or AP English Language & Composition. **Interested students will complete an application for this course. Applications are due to your School Counselor by 4/1.**

E2421	**ENGLISH 12**		
	COLLEGE PREP	**GRADE 12**	**1 CREDIT**

Writers often examine the role of the individual within their society, especially when the individual finds themselves on the outside looking in. Often, the individual is faced with the options of conformity, apathy, or rebellion. This class will explore works of fiction and nonfiction that center around the individual's complex role in society and reaction to that role. It will examine the influence society (i.e. technology, culture, conformity, etc.) has upon the individual, the individual's understanding of theirself and the individual's resulting actions.

Some works that will be examined may include: Sherman Alexie's *Flight*, Lisa Ko's *The Leavers*, Adam Silvera's *They Both Die at the End*, Nella Larson's *Passing*, William Shakespeare's *Hamlet*, George Orwell's *1984*, Malala Yousafzai's *I am Malala*, and Marjane Satrapi's *Persepolis*.

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

Guidelines: Students appropriate for this course have successfully completed English 11, English 11 Honors, or AP English Language & Composition.

E2415	ENGLISH 12		
	HONORS	GRADE 12	1 CREDIT

This course is structured around the theme of rebellion and the diverse voices within these movements. Students will explore the ways fiction writers present elements of this idea through literary analysis, and they will also explore the techniques nonfiction writers use to convey their assertions. Some works that will be explored may include Ken Kesey's *One Flew Over the Cuckoo's Nest*, William Shakespeare's *Hamlet*, Zora Neale Hurston's *Their Eyes Were Watching God*, George Orwell's *1984*,Tommy Orange's *There There,* Jon Krakauer's *Missoula*, Michelle Alexander's *The New Jim Crow*, and Traci Chee's *We Are Not Free*. Seminar discussions will occur with each book. These discussions will explore the way in which the thematic issues within the novel, the critical response to each work, and the nonfiction of the time period reflect the issues of identity and rebellion.

Guidelines: Students appropriate for this course have successfully completed English 11, English 11 Honors, or AP English Language & Composition with a minimum grade of B- (80) or received a teacher recommendation.

E2400	ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION		
	ADVANCED PLACEMENT	GRADE 12	1 CREDIT

Advanced Placement English Literature & Composition is an intensive college level study of representative works from various genres and periods. The course concentrates on works of recognized literary merit from the 16th to the 21st centuries. The course will engage students in the careful reading and critical analysis of literature and ask them to consider a work's artistry and its embodiment of social and historical values. The goal of the course is to deepen the students' understanding of the ways writers use language to provide both meaning and pleasure. In doing so, the class will prepare students for the Advanced Placement Literature and Composition Examination in May.

The literature to be studied may include Kazuo Ishiguro's *Never Let Me Go,* Mary Shelley's *Frankenstein,* Shakespeare's *Hamlet*, Hurston's *Their Eyes Were Watching God*, Faulkner's *As I Lay Dying*, Ian McEwan's *Atonement,* Barbara Kingsolver's *The Poisonwood Bible,* and other titles of similar literary magnitude. Additionally, course materials may include selections of classical and modern poetry with an emphasis upon structure, meaning, and figurative language, and various selections of nonfiction as companion pieces for literary works. Students should expect extensive independent reading and writing should enroll in this course.

Guidelines: Students appropriate for this course have successfully completed English 11, English 11 Honors, or AP English Language & Composition with a minimum grade of B- (80) or received a teacher recommendation.

HONORS-E2112 **COLLEGE PREP-E2112**	**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?

E2212	**PUBLIC SPEAKING AND DEBATE (TERM)**		
	HONORS	**GRADES 9-10-11-12**	**.25 CREDIT**

This elective course is for students who are interested in developing their public speaking, presentation, and debate skills. Students will explore the art of speaking in personal, professional, and academic contexts, and they will leave the course prepared to design and deliver addresses that meet the needs of many different occasions. The course will include instruction on and practice with multiple forms of speaking. Students will develop their skills by examining various models, ranging from Supreme Court arguments to stand-up comedy. Course assessment will center around student-developed addresses on topics of the student's choice; and over the semester, students will formally present in three different modes: personal speech, academic debate, and multimedia

presentation. The course will culminate in an immersive multi-week collaborative simulation that applies the skills mastered during the course in a real-world context.

	DETECTIVE NOVEL: CLUES, CRIMES, & CRITICAL THINKING (TERM)		
	HONORS	**GRADES 9-10- 11-12**	**0.25 CREDIT**

This course introduces students to the detective novel as a literary genre, examining how mystery stories are constructed and why they continue to appeal to readers. Students will read classic and contemporary detective fiction to analyze key elements such as plot, clues, setting, character, and point of view. The class explores how detective novels reflect social values, ideas about justice, and historical context, while also teaching students to think critically about evidence and reasoning. Through close reading, discussion, and analytical writing, students will develop skills in interpretation, logical thinking, and literary analysis. Emphasis is placed on understanding how authors engage readers through suspense, problem-solving, and storytelling techniques.

	TRUE CRIME: MURDER & MYSTERY (TERM)		
	HONORS	**GRADES 9-10- 11-12**	**0.25 CREDIT**

This course introduces students to the true crime genre as a way to explore storytelling, media literacy, and the justice system. Using age-appropriate case studies from podcasts, documentaries, news articles, and books, students will examine how real crimes are reported and remembered. The class focuses on how narratives are constructed, how evidence is evaluated, and how media coverage can shape public opinion. Students will also discuss ethical questions, including respect for victims, fairness in reporting, and the responsibilities of creators and audiences. Topics include basic criminal investigation, the role of law enforcement and the courts, wrongful convictions, and the impact of media on society. Through guided discussions, critical reading, and analytical writing, students will develop skills in critical thinking, research, and responsible media consumption

T6315	INTRODUCTION TO CREATIVE WRITING (SEMESTER)		
	HONORS	**GRADES 9-10-11-12**	**0.5 CREDIT**

This introductory semester-long course will focus on the various aspects and genres of creative writing. Students will analyze and study how the masters of the craft achieve what they do; and then students will emulate and experiment on their own. Students will write in many different genres throughout the year: poetry, short stories, character sketches, essays, flash fiction, stream of consciousness, letter writing, and personal narratives. (And more!) Students may also have the option of focusing on bigger, free-choice independent projects.

The semester will consist of numerous weekly writing assignments and readings. Students will read and "workshop" each other's writings in a positive, encouraging environment. A major goal of this course is to foster a love of reading and writing.

T6215	ADVANCED CREATIVE WRITING		
	HONORS	GRADES 9-10-11-12	0.5 CREDITS

This course is for students who wish to continue their growth as writers (and as readers). Students will write in many different genres throughout the year: poetry, short stories, essays, stream of consciousness, and personal narratives. This course will also focus on deeper aspects of fiction (character development, dialogue, setting up conflict, and storytelling/narration) and of poetry (structure, meaning, ending). And we will read/analyze more challenging and complicated literature. Students may have the opportunity to work on bigger projects as well, like writing part of a novel, a collection of poetry or short stories, or even a screenplay. (They will often be able to choose what genre they write in.)

Guidelines: Students appropriate for this course have successfully completed Introduction to Creative Writing or received a teacher recommendation.

E2213	JOURNALISM I (TERM)		
	HONORS	GRADES 10, 11, 12	.25 CREDIT

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

E2214	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.

	PASSION PROJECT (TERM)		
	HONORS	**GRADES 10-11-12**	**0.25 CREDITS**

Passion Project is a student-driven course modeled after the Genius Hour philosophy, designed to empower students to explore their interests, curiosities, and creative ideas in a meaningful, real-world way. In this course, students identify a topic they are passionate about, develop a guiding question or goal, and spend the term researching, creating, experimenting, and reflecting on their learning process. Rather than focusing on traditional tests or quizzes, Passion Project emphasizes inquiry, creativity, problem-solving, collaboration, and perseverance. Students learn how to ask strong questions, conduct research, manage long-term projects, seek feedback, revise their work, and present their learning to an authentic audience. The course values the process of learning just as much as the final product, encouraging risk-taking, innovation, and self-direction.

Passion Project encourages students to discover their strengths, develop confidence in their ideas, and take ownership of their learning, preparing them for future academic, career, and personal pursuits. Projects could include: Learning a new language or skill (coding, cooking, carpentry, art); Training for a physical challenge with research on fitness and health; Creating a how-to guide or instructional resource for others; Researching a career field and interviewing professionals; Investigating a historical mystery or cultural tradition; Developing a service project to support the local community; Researching and proposing solutions to a real-world problem; Starting a school or community initiative; Designing a simple app, website, or video game; and Designing and creating a fashion line or costume collection.

	HUMANS, MEDIA & MACHINES (TERM)		
	COLLEGE PREPARATORY & HONORS	**GRADES 10- 11- 12**	**0.25 CREDIT**

Cell Phones. Video Games. Social Media. AI. Since the turn of the century, these tools have dramatically changed how we read, write, and communicate. But what will their long-term impact be? Two hundred years from now, will we see them as just another fact of life, like the printed word or radio? Will they disappear from relevance as they get replaced by even more powerful tools, as was the case with the CD or the Blackberry? Will they be remembered as a technological revolution that changed everything, or as a destructive mistake that took decades to recover from?

In this course, you'll attempt to answer those questions. We'll analyze and work to better understand technologies impacting the world today by engaging with them directly, studying video games such as Super Mario Bros. and Her Story and social media tools like TikTok and Instagram. We'll debate the impact and ethics of these tools with the help of films like Blade Runner and The Social Dilemma and writings from philosophers and futurists. Finally, we'll practice creating with the tools we study, exploring firsthand the pros and cons of using them to tell stories and communicate. The term will culminate in a self-directed final project in which you'll further explore a technology of your choice.

	SHAKESPEARE IN ACTION (TERM)		
	COLLEGE PREPARATORY & HONORS	**GRADES 10- 11- 12**	**0.25 CREDIT**

Over four-hundred years after his death, Shakespeare remains the most widely read and taught playwright in the world. His plays are performed, adapted, and reimagined in almost every country on the planet. Why? What about his works makes them so persistent, impactful, and resonant more than four centuries after he wrote them?

This course will investigate that question by bringing Shakespeare to life through acting, writing, designing, and creating. Together, we'll choose and read one play, working to understand the intricacies that make that play powerful. From there, we'll bring that play to life. We'll watch various performances to see how acting and design decisions impact the play's themes and characters, and we'll get practice with some of the writing and acting techniques that Shakespeare and his company would have relied on through scene performance activities. By the end of the term, you'll be responsible for giving Shakespeare's work new life with your final project. You may opt for putting on a live or filmed performance, designing costumes or sets, or even picking up the Bard's pen yourself and writing additional scenes or a creative adaptation.

Students who take at the honors level will complete an additional component to the final project.

E2312	**EXPLORING SOCIAL ISSUES THROUGH ELA (SEMESTER)**		
	HONORS	**GRADES 11-12**	**.5 CREDIT**

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

CC2000	**MCC-ENGLISH COMPOSITION I (SEMESTER)**		
	Concurrent College-Honors	**GRADES 11-12**	**1 CREDIT**

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

Guidelines: Students appropriate for this course have successfully completed English 10 or English 11 or received a teacher recommendation. Enrollment paperwork must be completed prior to the start of an MCC Concurrent Enrollment course. See page 19 for MCC Concurrent Enrollment information.

CC2200	MCC-ENGLISH COMPOSITION II (SEMESTER)		
	Concurrent College-Honors	GRADES 11-12	1 CREDIT

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

Guidelines: Students appropriate for this course have successfully completed English Composition I. Enrollment paperwork must be completed prior to the start of an MCC Concurrent Enrollment course. See page 19 for MCC Concurrent Enrollment information.

CC2400	MCC-THE AUTOBIOGRAPHICAL ADVENTURE: OUR LIVES AS STORIES (SEMESTER)		
	Concurrent College-Honors	GRADES 11, 12	1 CREDIT

The study of autobiography and memoir is designed to help us make meaning of our lives. In this course, students will read great texts that both tell compelling stories and make meaning of those stories. Students will take ideas and techniques from those texts to inspire their stories. Readings include selections from works such as Maya Angelou's *I Know Why the Caged Bird Sings*, Frank McCourt's *Angela's Ashes*, Mary Karr's *The Liars Club*, Luis J. Rodriguez's *La Vida Loca: Gang Days in LA*, James McBride's T*he Color of Water*, Nora Seton's *The Kitchen Congregation*, Ta-Nehisi Coates's *Between the World and Me,* and Steven King's *A Memoir on the Craft of Writing*. Students will research, develop and shape their own life stories and respond to the work of others in a workshop format. **Note:** This course will count towards an elective credit, not an English graduation requirement.

Course Not Running for 2026-2027 School Year			
	HOLOCAUST THROUGH LITERATURE (SEMESTER)		
	HONORS	GRADES 11 & 12	.5 CREDITS

This elective course is for students interested in developing their reading, writing, and presentation skills through studying fiction in World War 2. Students will explore complex themes, characters, and historical perspectives as they expand their knowledge of the Holocaust and view it through the lens of fiction. Students will leave the course with a deeper understanding of how literature can inform, educate, and inspire them to tackle social justice issues in the world today. Students will read various Holocaust literature; possible titles will include *The Book Thief* by Markus Zusak, *Briar Rose* by Jane Yolen, *Suite Franicaise* by Irene Nemirovsky, and *Maus* by Art Spiegelman.

History and Social Sciences

H4120	UNITED STATES HISTORY 1		
	COLLEGE PREP	GRADE 9	1 CREDIT

This course is a thorough survey of American history. The focus of this course is on the major events, ideas, and trends in American history from 1763 through World War I. Causes of the American Revolution, the formation of a new government, the Constitution, westward expansion, economic development, political developments, slavery and causes of the Civil War, Reconstruction, Industrial Revolution, westward expansion, US becoming a world power, progressivism and the World War I era are topics that will be studied.

Guidelines: Students appropriate for this course have successfully completed a 8 social studies/civics course.

H4110	UNITED STATES HISTORY 1		
	HONORS	GRADE 9	1 CREDIT

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

Guidelines: Students appropriate for this course have received a minimum grade of B- (80) in a grade 8 social studies/civics course or received a teacher recommendation.

H4220	UNITED STATES HISTORY II		
	COLLEGE PREP	GRADE 10	1 CREDIT

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

Guidelines: Students appropriate for this course have successfully completed US History I.

H4210	UNITED STATES HISTORY II		
	HONORS	GRADE 10	1 CREDIT

This course is a thorough survey of American history from World War I to the present. Some of the major topics include the politics of the 1920's, The Great Depression, World War II, the Cold War, the Civil Rights Movement, theVietnam War, the Nixon, Ford and Carter administrations, and 911.

Guidelines: Students appropriate for this course have successfully completed US History I with a minimum grade of B- (80) or received a teacher recommendation.

H4200	ADVANCED PLACEMENT UNITED STATES HISTORY		
	ADVANCED PLACEMENT	GRADE 10	1 CREDIT

This course is a thorough survey of American history from Pre-Columbian America to the present. Some of the major topics include the Industrial Revolution, the Progressive Era, World Wars I and II, the Roaring Twenties and the Depression and the New Deal, the Cold War, the civil rights movement, and globalization. This course is designed to prepare students to take the Advanced Placement United States History Examination in May. While the contents of the course will be similar to Honors, the textbook is a college text, the assignments are more rigorous, and the pace will be more intensive.

Guidelines: Students appropriate for this course have successfully completed US History I with a minimum grade of B- (80) or received a teacher recommendation.

H4320	MODERN WORLD HISTORY		
	COLLEGE PREP	GRADE 11	1 CREDIT

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

Guidelines: Students appropriate for this course have successfully completed US History II or received a teacher recommendation.

H4310	MODERN WORLD HISTORY		
	HONORS	GRADE 11	1 CREDIT

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

Guidelines: Students appropriate for this course have successfully completed US History II with a minimum grade of B- (80) or received a teacher recommendation.

H4300	ADVANCED PLACEMENT WORLD HISTORY		
	ADVANCED PLACEMENT	GRADES 11-12	1 CREDIT

Advanced Placement World History is a course for a select number of students who have demonstrated exceptional ability in history and who have an interest in World History. The course follows the national Advanced Placement curriculum that includes an intense study of World History topics from the beginnings of human history to modern times. Students will be expected to take the Advanced Placement World History Examination given by the College Board in May.

Guidelines: Students appropriate for this course have successfully completed US History II with a minimum grade of B- (80) or received a teacher recommendation.

HONORS-H4113 COLLEGE PREP-H4123	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. **Students can take this course multiple times.**

HONORS-H4114 COLLEGE PREP-H4124	HISTORY OF POPULAR MUSIC (SEMESTER)		
	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.

	POP CULTURE IN THE UNITED STATES 1950's-PRESENT		
	COLLEGE PREPARATORY & HONORS	**GRADES 11-12**	**0.5 CREDIT**

This course explores the evolution of American pop culture from the 1950s to the present day, focusing on major cultural shifts, iconic public figures, film, television, fashion, advertising, youth culture, and the rise of celebrity. While music is discussed in context, the course emphasizes broader cultural trends and the personalities who shaped them. Students will analyze media, compare decades, and reflect on how pop culture both influences and reflects American society.

	CIVICS IN ACTION		
	HONORS	**GRADES 9-10-11-12**	**0.5 CREDITS**

Civics in Action is a semester-long, project-based elective that empowers King Philip students to become active participants in our democracy. Students investigate real-world civic issues, think creatively about solutions, and learn how to communicate effectively with policymakers to advocate for meaningful change.

H4212	**DEMOCRACY IN AMERICA (SEMESTER)**		
	HONORS	**GRADES 10-12**	**.5 CREDITS**

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

H4213	HISTORY OF AMERICAN SPORTS		
	HONORS	GRADES 11-12	.5 CREDIT

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

H4112	WORLD CULTURES (SEMESTER)		
	COLLEGE PREP	GRADES 10-12	.5 CREDIT

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

H4316	TOPICS IN HISTORY THROUGH FILM (SEMESTER)		
	HONORS	GRADES 11-12	.5 CREDITS

One way to learn about the past is to study movies with historical themes. In this course we will examine historical events by watching, discussing, and writing about movies. The course focuses alternately on topics in American history and world history in different semesters. Students may take the course more than once with a change in topic.

Movies can provide some factual information about a historical figure, event, or time period. However, entertainment films can (and frequently do) distort the past. A major part of the course will be discussion of how movies accurately and inaccurately portray history. Movies with a historical focus also tell us about the times in which they were produced, so students will also learn about the events taking place in the US and globally at the time films were made.

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. ***Schindler's List*** for the example topic of Genocide/the Holocaust or ***Saving Private Ryan*** for the example topic of WWII).

H4322	CRIMINAL JUSTICE (SEMESTER)		
	COLLEGE PREP	GRADES 11-12	.5 CREDIT

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

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

H4423	SOCIOLOGY (SEMESTER)		
	COLLEGE PREP	GRADES 11-12	.5 CREDIT

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

H4314	ETHICS (SEMESTER)		
	HONORS	GRADES 11-12	.5 CREDIT

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

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

H4301	ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS		
	ADVANCED PLACEMENT	GRADES 11-12	1 CREDIT

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

interest groups, the mass media; civil rights and civil liberties; and public policy. Students will be expected to take the Advanced Placement United States Government and Politics Examination in May.

Guidelines: Students appropriate for this course have received a minimum grade of B- (80) in their previous history course or received a teacher recommendation.

H4424	PSYCHOLOGY		
	COLLEGE PREPARATORY	GRADE 12	0.5 CREDITS

Psychology is the scientific study of behavioral and mental processes of human beings. This class will give you the opportunity to understand why humans think, feel, and behave as we do. In this semester course you will: Study the major core concepts and theories of psychology, learn definitions of key terms related to psychology and use them in your everyday vocabulary, understand how biological, cognitive and social factors influence our thoughts and behaviors and gain insight that can help improve your life and enhance your relationship with others.

PLEASE NOTE: In this course we will examine case students that deal with mature content and sensitive topics such as abuse, trauma, depression (& other disorders) and suicide. We will also view documentaries and films that highlight many of these topics.

H4411	PSYCHOLOGY		
	HONORS	GRADE 12	1 CREDIT

This course studies Psychology in greater depth through lectures, reading assignments, psychological research, case studies, and current topics in the field. Learning activities include demonstrations, news articles, case studies, film and readings related to current issues in the mental health field. Essays based on class activities, films, readings, and personal experiences are required. Actual case studies and films are used to investigate and analyze issues related to coping strategies, mental disorders, life issues, and healthy psychological functioning. Treatment approaches for mental disorders are investigated. **Class participation/involvement is a must.**

PLEASE NOTE: In this course we will examine case students that deal with mature content and sensitive topics such as abuse, trauma, depression (& other disorders) and suicide. We will also view documentaries and films that highlight many of these topics.

H4401	ADVANCED PLACEMENT PSYCHOLOGY		
	ADVANCED PLACEMENT	GRADE 12	1 CREDIT

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

Placement Psychology Examination in May. A conceptual background in the areas of statistics, anatomy and biology are recommended.

Guidelines: Students appropriate for this course have received a minimum grade of B- (80) in their previous history course or received a teacher recommendation.

CC4000	MCC-HISTORY OF WORLD CIVILIZATIONS AFTER 1500 (FULL YEAR)		
	CONCURRENT COLLEGE-HONORS	GRADES 11-12	1 CREDIT

This course analyzes the historical factors that led to the development of the modern world by examining cross-cultural interactions and globalizing patterns since 1500. Course topics include imperialism, capitalism, slavery, scientific and technological changes, industrialization, nationalism, racism, war, and globalization. **PLEASE NOTE**: This class fulfills the district and state graduation requirement for a high school World History course.

STUDENT LEARNING OUTCOMES

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

Guidelines: Enrollment paperwork must be completed prior to the start of an MCC Concurrent Enrollment course. See page 19 for MCC Concurrent Enrollment information.

CC4100	MCC-AMERICAN GOVERNMENT		
	CONCURRENT COLLEGE-HONORS	GRADES 11-12	1 CREDIT

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

STUDENT LEARNING OUTCOMES

- Analyze the organization, powers, and operations of the three branches of government.
- Identify the historical and philosophical origins of the American government.
- Recognize and analyze the evolution of the American government.
- Identify the origins and changing relationship between the federal government and the states.
- Describe and appraise the relationship between the federal government and the American people in regard to their civil liberties and civil rights, as well as their access to public benefits and services.

Guidelines: Enrollment paperwork must be completed prior to the start of an MCC Concurrent Enrollment course. See page 19 for MCC Concurrent Enrollment information.

World Language

2021 World Languages Curriculum Framework

L5120	FRENCH 1		
	COLLEGE PREP	GRADES 9-10-11-12	1 CREDIT

French 1 is a fundamental course designed to enable students to begin to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Francophone cultures.The aforementioned skills of language acquisition and course content are assessed on a regular basis. The French 1 curriculum is aligned to the 2021 World Languages Curriculum Framework for Novice levels: Novice Low and Novice Mid.

L5110	FRENCH 1		
	HONORS	GRADES 9-10-11-12	1 CREDIT

French 1 Honors is an accelerated, fundamental course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Francophone cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis. The French 1 curriculum is aligned to the 2021 World Languages Curriculum Framework for Novice levels: Novice Low and Novice Mid.

L5121	FRENCH 2		
	COLLEGE PREP	GRADES 10-11-12	1 CREDIT

French 2 is an introductory course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Francophone cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis. The French 2 curriculum is aligned to the 2021 World Languages Curriculum Framework for Novice levels: Novice Mid and Novice High.

Guidelines: Students appropriate for this course have successfully completed French 1.

L5111	FRENCH 2		
	HONORS	GRADES 10-11-12	1 CREDIT

French 2 Honors is an accelerated introductory course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Francophone cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis. The French 2 curriculum is aligned to the 2021 World Languages Curriculum Framework for Novice levels: Novice Mid and Novice High.

Guidelines: Students appropriate for this course have successfully completed French 1 or received a teacher recommendation.

L5221	FRENCH 3		
	COLLEGE PREP	GRADES 10-11-12	1 CREDIT

French 3 is a continuation of French 2. It is a course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Francophone cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis. The French 3 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Novice level: high and Intermediate levels: low and mid.

Guidelines: Students appropriate for this course have successfully completed French 2 or received a teacher recommendation.

L5211	FRENCH 3		
	HONORS	GRADES 10-11-12	1 CREDIT

French 3 Honors is a continuation of French 2 Honors. It is an accelerated course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Francophone cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis. The French 3 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Novice level: high and Intermediate levels: low and mid.

Guidelines: Students appropriate for this course have successfully completed French 2 or received a teacher recommendation

L5401	ADVANCED PLACEMENT FRENCH		
	ADVANCED PLACEMENT	GRADE 12	1 CREDIT

The AP course strives to promote both fluency and accuracy in language use without overemphasis on grammatical accuracy at the expense of communication; students should learn language structures in context and use them to convey meaning. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts by developing students' awareness and appreciation of products, both tangible and intangible; practices; and perspectives. This holistic approach to language proficiency recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. The AP course provides students with opportunities to demonstrate their proficiency in a variety of different situations as they deepen their understanding of the French language and of Francophone cultures. The AP curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Intermediate level: high and the Advanced levels.

Guidelines: Students appropriate for this course completed French 3 or French or received a teacher recommendation.

L5124	SPANISH 1		
	COLLEGE PREP	GRADES 9-10-11-12	1 CREDIT

Spanish 1 is a fundamental course designed to enable students to begin to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Spanish speaking cultures.The aforementioned skills of language acquisition and course content are assessed on a regular basis. The Spanish 1 curriculum is aligned to the 2021 World Languages Curriculum Framework for Novice levels: Novice Low and Novice Mid.

L5115	SPANISH 1		
	HONORS	GRADES 9-10-11-12	1 CREDIT

Spanish 1 is a fundamental course designed to enable students to begin to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Spanish speaking cultures.The aforementioned skills of language acquisition and course content are assessed on a regular basis. The Spanish 1 curriculum is aligned to the 2021 World Languages Curriculum Framework for Novice levels: Novice Low and Novice Mid.

	SPANISH 1A		
	COLLEGE PREP	**GRADE 9-10-11-12**	**1 CREDIT**

Spanish 1A and Spanish 1B are sequential courses that together comprise the Spanish 1 curriculum (see Spanish1 course description). Students complete the full scope of Spanish 1 over two years with modified pacing and instructional strategies, including balanced English and Spanish language support. Upon successful completion of Spanish 1B, students are prepared to continue in Spanish 2. **Enrollment by teacher recommendation only.**

	SPANISH 1B		
	COLLEGE PREP	**GRADE 9-10-11-12**	**1 CREDIT**

Spanish 1A and Spanish 1B are sequential courses that together comprise the Spanish 1 curriculum. Students complete the full scope of Spanish 1 over two years with modified pacing and instructional strategies, including balanced English and Spanish language support. Upon successful completion of Spanish 1B, students are prepared to continue in Spanish 2. **Enrollment by teacher recommendation only.**

L5122	SPANISH 2		
	COLLEGE PREP	**GRADE 10-11-12**	**1 CREDIT**

Spanish 2 is an introductory course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Spanish speaking cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis. The Spanish 2 curriculum is aligned to the 2021 World Languages Curriculum Framework for Novice levels: Novice Mid and Novice High.

Guidelines: Students appropriate for this course have successfully completed Spanish 1 or received a teacher recommendation.

L5112	SPANISH 2		
	HONORS	**GRADES 10-11-12**	**1 CREDIT**

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

Spanish 2 curriculum is aligned to the 2021 World Languages Curriculum Framework for Novice levels: Novice Mid and Novice High.

Guidelines: Students appropriate for this course have successfully completed Spanish 1 Honors or received a teacher recommendation.

L5222	SPANISH 3		
	COLLEGE PREP	GRADES 10-11-12	1 CREDIT

Spanish 3 is a continuation of Spanish 2. It is a course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Spanish speaking cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis. The Spanish 3 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Novice level: high and Intermediate levels: low and mid.

Guidelines: Students appropriate for this course have successfully completed Spanish 2 or received a teacher recommendation.

L5212	SPANISH 3		
	HONORS	GRADES 10-11-12	1 CREDIT

Spanish 3 Honors is a continuation of Spanish 2 Honors. It is an accelerated course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Spanish speaking cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis. The Spanish 3 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Novice level: high and Intermediate levels: low and mid.

Guidelines: Students appropriate for this course have successfully completed Spanish 2 Honors or have a teacher recommendation.

L5402	ADVANCED PLACEMENT SPANISH		
	LEVEL-AP	GRADE 12	1 CREDIT

The AP course strives to promote both fluency and accuracy in language use without overemphasis on grammatical accuracy at the expense of communication; students should learn language structures in context and use them to convey meaning. The AP Spanish Language and Culture course engages

students in an exploration of culture in both contemporary and historical contexts by developing students' awareness and appreciation of products, both tangible and intangible; practices; and perspectives. This holistic approach to language proficiency recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. The AP course provides students with opportunities to demonstrate their proficiency in a variety of different situations as they deepen their understanding of the Spanish language and of Francophone cultures. The AP curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Intermediate level: high and the Advanced levels

Guidelines: Students appropriate for this course have successfully completed Spanish 3 Honors or Spanish 4 Honors or have a teacher recommendation.

L5413	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).

Course Not Offered for 2026-2027 School-Year			
	SPANISH 4		
	HONORS	GRADES 11-12	1 CREDIT

Spanish 4 Honors is a continuation of Spanish 3 Honors. It is an accelerated course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Spanish speaking cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis. The Spanish 5 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Intermediate level: high.

Guidelines: Students appropriate for this course have successfully completed Spanish 3 Honors or have a teacher recommendation.

Course Not Offered for 2026-2027 School-Year			
	FRENCH 4		
	HONORS	**GRADES 11-12**	**1 CREDIT**

French 4 Honors is a continuation of French 3 Honors. It is an accelerated course designed to enable students to work toward level appropriate proficiency in the target language by participating in the four major areas of language acquisition: listening, speaking, reading, and writing. The course content will include the study of vocabulary and grammatical structures as well as Francophone cultures. The aforementioned skills of language acquisition and course content are assessed on a regular basis. The French 4 curriculum is aligned to the Massachusetts Foreign Language Framework and the ACTFL Global Benchmarks (American Council of Teachers of a Foreign Language) for Intermediate level: high.

Guidelines: Students appropriate for this course have successfully completed French 3 or received a teacher recommendation

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

M3121	ALGEBRA 1		
	COLLEGE PREP	GRADE 9	1 CREDIT

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

Guidelines: Students appropriate for this course have successfully completed Grade 8 Math.

M3120	GEOMETRY		
	COLLEGE PREP	GRADES 9-10-11-12	1 CREDIT

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

Guidelines: Students appropriate for this course have successfully completed High School Algebra 1 or achieved an B in Grade 8 Math with Algebra or completed Extended Algebra 1.

M3110	GEOMETRY		
	HONORS	GRADES 9-10	1 CREDIT

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

in Plane Geometry. Topics in coordinate geometry and trigonometry will be included where appropriate.

Guidelines: Students appropriate for this course have successfully completed High School Algebra I or Grade 8 Extended Math or have a teacher recommendation.

Note: Doubling in Mathematics during the 9th-grade year MUST be at the honors level.
Students can take both Geometry Honors and Algebra 2 Honors if recommended by their teacher.

M3320	ALGEBRA 2		
	COLLEGE PREP	GRADES 10-11-12	1 CREDIT

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

Guidelines: Students appropriate for this course have successfully completed Geometry or received a teacher recommendation.

M3210	ALGEBRA 2		
	HONORS	GRADES 9-10-11	1 CREDIT

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

Guidelines: Students appropriate for this course have successfully completed Geometry Honors or received a teacher recommendation.

M3321	PRE-CALCULUS		
	COLLEGE PREP	GRADES 10-11-12	1 CREDIT

This course begins with a review of algebra topics such as linear systems and quadratic equations. New topics that are covered are higher degree equations, rational equations, conic sections, and exponentiation. The course continues with the elements of trigonometry that include trigonometric and circular functions, applications, graphing, inverse functions, polar coordinates, and complex numbers.

Guidelines: Students appropriate for this course have successfully completed Algebra 2 or received a teacher recommendation.

M3310	PRE-CALCULUS		
	HONORS	GRADES 10-11-12	1 CREDIT

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

Guidelines: Students appropriate for this course have successfully completed Algebra 2 Honors or received a teacher recommendation.

M3420	CALCULUS		
	COLLEGE PREP	GRADE 11-12	1 CREDIT

A preliminary review of polynomial, rational, exponential, logarithmic, and trigonometric functions and conics is strongly recommended during the summer break. The concepts of differentiation and integration and their applications are explored, developed, and analyzed in detail.

To be successful in these courses, students must have a competent algebraic foundation and fluency in algebraic vocabulary and notation. Since complex algebraic manipulations permeate all college mathematics, it is reasonable to continue skill development with patterns and algebraic algorithms at this stage of the student's education. This course will further connect topics and extend the application of mathematics to reality. A graphing calculator is required.

Guidelines: Students appropriate for this course have successfully completed Pre-Calculus or received a teacher recommendation.

M3411	CALCULUS		
	HONORS	GRADE 11-12	1 CREDIT

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

Guidelines: Students appropriate for this course have successfully completed Pre-Calculus Honors or received a teacher recommendation.

CC1000	MCC-CALCULUS 1		
	EARLY COLLEGE	GRADES 11-12	1 CREDIT

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

Guidelines: Students appropriate for this course have successfully completed Pre-Calculus or received a teacher recommendation. Enrollment paperwork must be completed prior to the start of an MCC Concurrent Enrollment course. See page 19 for MCC Concurrent Enrollment information.

M3400	ADVANCED PLACEMENT CALCULUS AB		
	LEVEL-AP	GRADE 11-12	1 CREDIT

This course is offered to accelerate students who have demonstrated a thorough knowledge of algebra, axiomatic geometry, trigonometry, analytic geometry, and pre-calculus concepts. This course is equivalent to a college level Calculus 1 course which includes limits, differentiation, integration, and their applications. A major focus of this course is the preparation for the Advanced Placement Calculus Examination that will be administered in May. This course will be taught along Advanced Placement guidelines and will be more intensive than Calculus Honors.

Guidelines: Students appropriate for this course have successfully completed Pre-Calculus or received a teacher recommendation.

M3500	ADVANCED PLACEMENT CALCULUS BC		
	LEVEL-AP	GRADE 12	1 CREDIT

This course is intended for students who have demonstrated superior proficiency in mathematics. The course will follow the College Board syllabus for AP Calculus BC which includes differential,integral calculus, differential equations, infinite sequences/series, vector functions and partial derivatives. This course is equivalent to a college level Calculus 2 course. Students are prepared for and required to take the Advanced Placement Examination in May.

Guidelines: Students appropriate for this course have successfully completed AP Calculus AB or received a teacher recommendation.

	AP PRE-CALCULUS		
	ADVANCED PLACEMENT	GRADE 12	1 CREDIT

AP Precalculus is a full-year, college-level mathematics course designed for seniors to strengthen understanding of functions, mathematical modeling, and analytical reasoning. The course emphasizes multiple representations of functions and real-world applications of algebraic concepts. Intended as a senior-year AP experience, the course provides students, particularly those who completed Algebra 1 in 9th grade, with the opportunity to engage in an AP-level math course while preparing for college mathematics across a wide range of disciplines. Students may earn college credit or advanced placement based on AP Exam performance.

Guidelines: Students appropriate for this course should have successfully completed Algebra II.

M3221	**STATISTICS**		
	COLLEGE PREP	**GRADES 11-12**	**1 CREDIT**

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

Guidelines: Students appropriate for this course have successfully completed Algebra 2 or received a teacher recommendation.

	STATISTICS		
	HONORS	**GRADE 11-12**	**0.5 CREDIT**

This course is a condensed study of data and statistical analysis for highly motivated students. Its purpose will be to introduce the student to the major concepts and tools for collecting, analyzing, displaying, and drawing conclusions from data. This course is recommended for juniors and seniors who plan to major in college in the areas of engineering, psychology, sociology, health science or business. Students taking this course will be required to work independently, collaborate in groups, use technology and make statistics-based calculations and presentations. This course involves analysis of many opinions regarding politics, taxes, jobs, college, and other topics best suited to the maturity of upperclassmen.

Guidelines: Students appropriate for this course have successfully completed Honors Algebra 2 or received a teacher recommendation.

M3300	**ADVANCED PLACEMENT STATISTICS**

	LEVEL-AP	**GRADES 11-12**	**1 CREDIT**

This course is an in-depth study of Statistics for highly motivated students. Its purpose will be to introduce the student to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course is recommended for juniors and seniors who plan to major in college in the area of engineering, psychology, sociology, health science and business. Students taking this course will be prepared to take the Advanced Placement Examination in May. Students in this course will be required to work independently and make statistical presentations. This course involves intense analysis of adult opinions regarding politics, taxes, jobs, driving, college, and other mature topics applicable to the upperclassmen.

Guidelines: Students appropriate for this course have successfully completed Honors Algebra 2 or received a teacher recommendation.

M3311	**REAL WORLD MATH**		
	HONORS	**GRADES 10-11-12**	**0.5 CREDITS**

This course is a substantive modeling course for all students that teaches and uses advanced algebra in the content areas of discretionary spending, banking, credit, taxes, investments, and budgeting. Students will use their previous Algebra skills and connect them to these personal finance topics along with how they are used in the real world.

Guidelines: Students appropriate for this course have successfully completed Algebra 2 or received a teacher recommendation.

	INTRODUCTION TO ECONOMICS		
	HONORS	**GRADES 11-12**	**0.5 CREDITS**

This elective course introduces students to the fundamental principles of economics and their application to real-world issues. Topics include economic reasoning, supply and demand, monetary and fiscal policy, international trade, and key economic challenges such as inflation, poverty, and unemployment. Using both microeconomic and macroeconomic tools, students will examine how markets operate and how individuals, businesses, and governments make decisions. The course emphasizes critical thinking skills through the analysis of current economic issues and public policy debates.

	ADVANCED PLACEMENT MICROECONOMICS

	ADVANCED PLACEMENT	**GRADE 12**	**1 CREDIT**

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

Guidelines: Students appropriate for this course received a minimum grade of B- (80) in their previous history course or have received a teacher recommendation.

	AP CYBER SECURITY		
	ADVANCED PLACEMENT	**GRADE 12**	**1 CREDIT**

AP Cybersecurity is a full-year, college-level course offered to seniors that introduces the principles and practices of securing digital systems, networks, and data. Students explore cybersecurity fundamentals including network security, risk assessment, vulnerabilities, ethical considerations, and defense strategies through real-world, problem-based learning. Designed as a senior-year academic and career pathway, the course prepares students for postsecondary study and high-demand careers in technology and security fields. Successful completion of the course and AP Exam may lead to college credit, placement, or an industry-recognized credential.

Course Not Offered for 2026-2027 School-Year		
	MCAS MATHEMATICS REVIEW COURSE (TERM)	
	GRADES 9-10-11-12	**.25 CREDIT**

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

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

Science and Engineering

S1124	INTRODUCTION TO PHYSICS (LAB SCIENCE)		
	COLLEGE PREP	GRADE 9	1 CREDIT

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

S1114	INTRODUCTION TO PHYSICS (LAB SCIENCE)		
	HONORS	GRADE 9	1 CREDIT

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

Guidelines: Students appropriate for this course have successfully completed Grade 8 Extended Math or have a teacher recommendation.

	BEEKEEPING 101 THE SECRET LIFE OF BEES		
	COLLEGE PREPARATORY & HONORS	GRADES 9-10-11-12	0.5 CREDITS

In this course, students will be introduced to the anatomy and physiology of bees and their colony structure. Students will discover the important role bees play as pollinators and their ripple effect on local and global ecosystems. Participants will analyze hive data collected from real-world inspection scenarios and apply problem solving skills to make informed decisions on how to treat hive issues that may arise. Students will study the various products that come from a hive and explore the options associated with beekeeping as a hobby or agricultural career. The course will include a visit from a master beekeeper and trip to Capron Park Zoo community hives.

S1116	HORTICULTURE		
	COLLEGE PREP	GRADES 9-10-11-12	0.5 CREDITS

This course is open to any students who have an interest in rolling up their sleeves and getting dirty. This course will hope to foster an appreciation for gardening and the natural world around us through hands-on learning. Students will complete a variety of horticulture projects around KP's campus and re-enliven green spaces that already exist, as well as creating new ones. Special attention and focus will be given to promoting student agency through horticulture practices. When we know where and how our plants and food are grown, it provides a deeper connection to our environment and offers insights into changing the food systems around us. Topics of discussion will include, but are not limited to: Impacts of global climate change on sustainability efforts, reducing carbon footprints, non-native vs. native plants in the environment, radical farming and local agriculture, and making informed choices as a consumer on where your food comes from.

	HORTICULTURE II		
	COLLEGE PREPARATORY	GRADES 9-10- 11-12	0.5 CREDIT

Plants are an irreplaceable component of life on earth. Horticulture, the art and science of the cultivation of plants (some folks call this gardening, I'll accept that too), investigates the basic development of plants and the interaction of plants and society. This Horticulture course will provide an opportunity to learn advanced plant science knowledge, to acquire lab skills relevant to the propagation of plants, to examine and understand the influence of plants on society, and to critically evaluate plant-related science issues in the media and everyday life.

Students will receive hands-on practice in planting, transplanting, and "rebeautifying" KP's collection of green spaces. Students will work with annuals, perennials, some greenhouse plants, and flowering bulbs. Simply put, in this course, students will explore the process of growing, cultivating, and caring for plants around campus.

Guidelines: Students participating in this course should have successfully completed Horticulture I.

S1117	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.

S1118	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.

S1100	AP COMPUTER SCIENCE PRINCIPLES		
	ADVANCE PLACEMENT	GRADES 9-10-11-12	1 CREDIT

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

Guideline: Students appropriate for this course have successfully completed Algebra 1

S1112	STEM & AI -NEUROMAKER HAND 1 (SEMESTER)		
	HONORS	GRADES 9-10-11-12	.5 CREDIT

The STEM and AI course will explore programming, engineering design, and artificial intelligence in the context of the NeuroMaker Hand. Each course module mirrors one focus of the creation of the BrainRobotics prosthetic hand. The course culminates with students creating and submitting an original project for the NeuroMaker Challenge.
https://neuromakerstem.com/neuromaker-challenge/

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

Within the 3D printing module, students discover 3D printing by matching design projects with the needs of Biomedical Engineering. Students investigate the core concepts of 3D printing with real-life

examples, scope out the needs of printing specialized pieces for the human hand, follow along with design tutorials to model attachments onto their NeuroMaker Hand, and finally print out the pieces necessary to wear their NeuroMaker Hand as a real prosthetic. Students are guided in their design process by using real engineering processes from the Southampton Hand Assessment Protocol, the same test passed by the real BrainRobotics Hand! The course culminates with students creating and submitting an original project for the NeuroMaker Challenge.
https://neuromakerstem.com/neuromaker-challenge/

Guideline: Students appropriate for this course have successfully completed STEM & AI-Neuromaker Hand I.

INTRODUCTION TO ENGINEERING DESIGN			
	HONORS	**GRADES 9-10-11-12**	**1 CREDIT**

Introduction to Engineering Design (IED) is a high school engineering course in the Project Lead The Way (PLTW) Engineering Program. In IED, students explore engineering tools and apply a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students progress from completing structured activities to solving open-ended projects and problems that require them to plan, document, communicate, and develop other professional skills.

Through both individual and collaborative team activities, projects, and problems, students apply systems thinking and consider various aspects of engineering design including material selection, human-centered design, manufacturability, assemblability and sustainability. Student-developed testing protocols drive decision-making and iterative design improvements.

To inform design and problem solutions addressed in IED, students apply computational methods to inform design by developing algorithms, performing statistical analyses, and developing mathematical models. Students build competency in professional engineering practices including project management, peer review, and environmental impact analysis as part of a collaborative design team. Ethical issues related to professional practice and product development are also presented.

	AP HUMAN GEOGRAPHY		
	ADVANCED PLACEMENT	**GRADES 9-10-11- 12**	**1 CREDIT**

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The goal for the course is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. Students will see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building global citizenship and environmental

stewardship. This course is open to motivated students in all grades who possess strong writing skills and the ability to read college level material.

Guidelines: Students taking this course should be concurrently enrolled in or have completed Honors English, as writing is a strong component to this course

S1220	BIOLOGY (LAB SCIENCE)		
	COLLEGE PREP	GRADE 10	1 CREDIT

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

Guidelines: Students appropriate for this course have successfully completed Intro to Physics or have a teacher recommendation.

S1210	BIOLOGY (LAB SCIENCE)		
	HONORS	GRADE 10	1 CREDIT

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

Guidelines: Students appropriate for this course have successfully completed Intro to Physics with a minimum grade of a B- (80) or have a teacher recommendation.

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

S1400	ADVANCED PLACEMENT BIOLOGY (LAB SCIENCE)		
	ADVANCED PLACEMENT	GRADES 11- 12	1 CREDIT

Advanced Placement Biology gives highly motivated students and independent learners the opportunity to participate in a college-level biology course with the chance to earn college credits while in high school. The content is approached using the seven science practices outlined in the AP Biology curriculum. Students will be assessed by a combination of tests, quizzes, and lab activities including, but not limited to, the College Board required labs. Students will be expected to complete a summer assignment and take the Advanced Placement Biology Examination from the College Board in May.

Guidelines: Students appropriate for this course have successfully completed Biology and Chemistry Honors with a grade of B- (80) or better or receive a teacher recommendation.

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

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

Guidelines: Students appropriate for this course have successfully completed Biology and have successfully completed or are concurrently enrolled in Algebra 2 or have a teacher recommendation.

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

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

into this course through the use of lab activities for which students will analyze results and write lab reports.

Guidelines: Students appropriate for this course have successfully completed Biology Honors with a minimum grade of B- (80) or have a teacher recommendation. Students should have successfully completed or be concurrently enrolled in Algebra 2 Honors.

	READING NEW RESEARCH IN ARCHEOLOGY (TERM)		
	COLLEGE PREPARATORY & HONORS	**GRADES 10-11-12**	**0.25 CREDIT**

This course is centered around demystifying academic peer-reviewed literature, so that students can read studies within a subject of interest and satisfy their curiosity about exciting new developments and discoveries. The goal of the course is to give students the tools to pull claims, evidence, and limitations from papers, empowering students to explore open questions and expand their learning with sources that otherwise might appear inaccessible.

Students will learn how academic research is formatted and how to find the central argument of a paper amidst the jargon. They will apply their skills to class-selected papers within the field of archeology. Students will leave the course with the tools to engage directly with cutting-edge studies, in archeology and beyond.

Note: Honors students will additionally be responsible for contributing to the selection and presentation of a paper of their choice as one of the papers studied by the class.

	READING NEW RESEARCH IN PALEONTOLOGY (TERM)		
	COLLEGE PREPARATORY & HONORS	**GRADES 10-11-12**	**0.25 CREDIT**

This course is centered around demystifying academic peer-reviewed literature, so that students can read studies within a subject of interest and satisfy their curiosity about exciting new developments and discoveries. The goal of the course is to give students the tools to pull claims, evidence, and limitations from papers, empowering students to explore open questions and expand their learning with sources that otherwise might appear inaccessible.

Students will learn how academic research is formatted and how to find the central argument of a paper amidst the jargon. They will apply their skills to class-selected papers within the field of paleontology. Students will leave the course with the tools to engage directly with cutting-edge studies, in paleontology and beyond.

Note: Honors students will additionally be responsible for contributing to the selection and presentation of a paper of their choice as one of the papers studied by the class.

S1330	CITIZEN CHEMISTRY (NON-LAB)		
	COLLEGE PREP	GRADES 11-12	1 CREDIT

This course presents an overview of Chemistry at a conceptual and applied level. Topics covered include classification of matter, atomic theory and periodic trends. After establishing this foundation, students will explore a variety of topics that apply chemistry principles, such as materials science, atmospheric chemistry, and water chemistry. Engineering and science literacy skills will be incorporated into this course with student-driven projects.

Guidelines: Students appropriate for this course have successfully completed Biology.

S1300	ADVANCED PLACEMENT CHEMISTRY (LAB SCIENCE)		
	ADVANCED PLACEMENT	GRADES 11-12	1 CREDIT

This course is a college-level, quantitative study of inorganic chemistry in accordance with the curriculum set forth by the College Board. Topics covered are similar to those of Chemistry Honors but with a concentration on the mathematical application of the concepts. This course includes a comprehensive laboratory component. Students who plan to pursue a STEM or pre-medical course of study in college are strongly encouraged to enroll in this course. Students will be expected to take the Advanced Placement Chemistry Examination from the College Board in May.

Guidelines: Students appropriate for this course have successfully completed Honors Chemistry with a minimum grade of B- (80), successfully completed or are currently enrolled in Pre-Calculus Honors or have a teacher recommendation.

S1420	PHYSICS (LAB SCIENCE)		
	COLLEGE PREP	GRADES 11-12	1 CREDIT

Want to learn more about how things work? This course builds upon the Intro Physics course and is perfect for curious students who want to further understand the world around them. Focus will be on real world phenomena while diving deeper into topics of kinematics, Newtonian dynamics, astrophysics, optics, and electromagnetism. You'll experience hands-on labs and activities, using basic trigonometry and algebra to solve real-world challenges. Additionally, students will complete team projects that stress engineering principles.

Guidelines: Students appropriate for this course have successfully completed or are concurrently enrolled in Algebra 2 or have a teacher recommendation.

S1410	PHYSICS (LAB SCIENCE)		
	HONORS	GRADES 11-12	1 CREDIT

This course is a trigonometry- and algebra-based physics course. The focus is kinematics, Newtonian dynamics, astrophysics, optics, and electromagnetism. STEM practices and science literacy skills will be regularly incorporated into this course through the use of lab activities for which students will analyze results and write lab reports. Students will apply Honors-level mathematics throughout the course.

Guidelines: Students appropriate for this course have successfully completed or are concurrently enrolled in Algebra 2 Honors or have a teacher recommendation.

S1600	ADVANCED PLACEMENT PHYSICS 1: ALGEBRA-BASED (LAB SCIENCE)		
	ADVANCED PLACEMENT	GRADES 11-12	1 CREDIT

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

Guidelines: Students appropriate for this course have successfully completed or are concurrently enrolled in HONORS Pre-Calculus or have a teacher recommendation.

S1313	ADVANCED PHYSICS 2		
	HONORS	GRADES 11-12	1 CREDIT

Advanced Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and probability. This provides students with the essential knowledge and skills required to support future advanced coursework in physics.

The Advanced Physics 2 curriculum focuses on states of matter, fluid statics and dynamics, heat and thermodynamics, geometric and physical optics, quantum physics, atomic physics, nuclear physics, electricity, and magnetism. Practices emphasize inquiry-based learning and development of critical thinking and reasoning skills. Inquiry-based learning involves exploratory learning as a way to gain new knowledge. Students begin by making an observation regarding a given physics topic. Students then explore that topic using scientific methodology, as opposed to simply being told about it in

lecture. In this way, students learn the content through self-discovery rather than memorization. Advanced Physics 2 challenges students to explore the intricate workings of the physical world beyond introductory mechanics while emphasizing critical thinking and problem-solving skills.

Guidelines: Students appropriate for this course have successfully completed or are concurrently enrolled in Pre-Calculus and successfully completed Physics or AP Physics I or have teacher recommendation.

S1500	**AP PHYSICS C: MECHANICS (CALCULUS BASED)**		
	ADVANCED PLACEMENT	**GRADE 12**	**1 CREDIT**

This is a second year physics course for students who have completed Honors Physics or AP Physics 1 and Honors or AP Calculus or are concurrently enrolled in Calculus. As indicated in the title, students will complete AP Mechanics C curriculum and will be required to take the Advanced Placement Physics C Examination from the College Board in May. Additional topics include classical electricity and magnetism (with Calculus) as well as introductions to special relativity and quantum mechanics.

Guidelines: Students appropriate for this course have successfully completed Physics Honors or AP Physics 1 and must also have successfully completed or be concurrently enrolled in Calculus or have a teacher recommendation.

COLLEGE PREP-S1222 **HONORS-S1216**	**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.

COLLEGE PREP- S1325 **HONORS- S1314**	**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.

	BIOETHICS (TERM)		
	COLLEGE PREPARATORY & HONORS	**GRADES 11- 12**	**0.25 CREDIT**

Bioethics is a term-long science elective that introduces students to ethical decision-making in modern biology and medicine. Students will examine the four pillars of bioethics (autonomy, beneficence, nonmaleficence, and justice) while analyzing current, real-world bioethical issues such as genetic engineering, medical research, emerging technologies, and public health. The course emphasizes data literacy, requiring students to interpret scientific data, evaluate sources, and use evidence to support claims. Through structured, data-driven debates and written arguments, students will develop critical thinking, ethical reasoning, and communication skills essential for informed citizenship and future STEM-related studies.

S1212	**COMPUTER SCIENCE ENGINEERING**		
	HONORS	**GRADES 10-11-12**	**1 CREDIT**

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

Guidelines: Students appropriate for this course have successfully completed Algebra I.

S1327	ROBOTICS ENGINEERING		
	HONORS	GRADES 11-12	1 CREDIT

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

Guidelines: Students appropriate for this course have successfully completed Algebra II.

S1302	AP COMPUTER SCIENCE A		
	ADVANCED PLACEMENT	GRADES 11-12	1 CREDIT

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

Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering and will apply programming tools and solve complex problems through hands-on experiences and examples. Students will be expected to take the Advanced Placement Computer Science A Examination from the College Board in May.

Guidelines: Students appropriate for this course have achieved a minimum grade of B- (80) in previously taken science courses or have teacher recommendation.

S1311	ANATOMY AND PHYSIOLOGY (LAB SCIENCE)		
	HONORS	GRADES 11-12	1 CREDIT

This rigorous course investigates the structure and function of the human body under normal conditions. It involves an in-depth study of tissues and the body systems (Skeletal, Muscular, Nervous, Cardiovascular, Respiratory, Digestive, Excretory, Immune, Reproductive) and how they play a role in maintaining homeostasis. Various diseases pertaining to each body system will also be discussed. STEM practices and science literacy skills will be regularly incorporated into this course through the use of lab activities involving students comparing, integrating and evaluating scientific information such as case studies, health journals, and data. Students will communicate their findings through discussions and assessments. **Dissections are an integral part of this course.**

Guidelines: Students appropriate for this course have successfully completed Biology or receive a teacher recommendation.

S1322	MARINE SCIENCE (LAB SCIENCE)		
	COLLEGE PREP	GRADES 11-12	1 CREDIT

This course is designed to develop an understanding of the complex world of our oceans. The principles of ocean literacy will be woven into the curriculum by first introducing the basics of physical, chemical, geographic, and biological oceanography and then a survey of marine organisms from the simple to the complex. Students will construct various models to analyze the different marine ecosystems and become critically involved in current environmental issues such as global warming or the impact that ocean exploration and resource consumption have on mankind. Students will incorporate STEM practices and science literacy skills by comparing, integrating, and evaluating scientific information and communicating their findings through discussion, laboratory reports, and assessments. Dissections are also an integral part of this course. Students in this course should have a sincere interest in the science of marine studies, be motivated in their research pursuits, and be self-directed towards independent study.

Guidelines: Students appropriate for this course have successfully completed Biology or receive a teacher recommendation.

S1312	MARINE SCIENCE (LAB SCIENCE)		
	HONORS	GRADES 11-12	1 CREDIT

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

Guidelines: Students appropriate for this course have successfully completed Biology Honor with a grade of B- (80) or better or receive a teacher recommendation.

S1316	BIOTECHNOLOGY & MICROBIOLOGY (LAB SCIENCE)		
	HONORS	GRADES 11-12	.5 CREDIT

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

will critically analyze experimental results, review and troubleshoot protocols, and maintain a laboratory notebook to professional standards.

Guidelines: Students appropriate for this course have successfully completed Biology and Chemistry Honors with a grade of B- (80) or receive a teacher recommendation.

S1318	ECOLOGY		
	HONORS	GRADES 11-12	1 CREDIT

Ecology is the study of the interactions between organisms and their environment. This course provides a background in the fundamental principles of ecological science, including concepts of natural selection, population and community ecology, biodiversity, and sustainability. Students will acquire an "ecological literacy" about how the natural world works, and develop an understanding of how scientific methods are used to construct ecological knowledge. The course will also explore some of today's major ecological challenges, and the important research that is being done to address these concerns.

Guidelines: Students appropriate for this course have successfully completed Biology or receive a teacher recommendation.

S1323	ENVIRONMENTAL SCIENCE (LAB SCIENCE)		
	COLLEGE PREP	GRADES 11-12	1 CREDIT

This course is designed to expose students to the various processes that shape the Earth's surface and affect the atmosphere while examining the impacts humans have on these processes. Concepts such as stewardship and sustainability will be promoted. Students will be expected to actively participate in class discussions as well as the school recycling program. A current events journal will be maintained throughout the year. Hands-on lab activities are woven throughout the course, the purpose of which is to provide students with real-life applications of concepts. Students will analyze data that they have collected, draw conclusions, and make connections to current environmental issues through collaboration and discussion. A strong focus of this course is promoting Environmental Literacy such that students will be equipped to make informed decisions regarding environmental policy.

Guidelines: Students appropriate for this course have successfully completed Biology and Chemistry or are concurrently enrolled in Chemistry OR receive a teacher recommendation.

S1305	AP ENVIRONMENTAL SCIENCE (LAB SCIENCE)		
	ADVANCED PLACEMENT	GRADES 11-12	1 CREDIT

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

preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Students will be expected to take the AP Environmental Science examination from the College Board in May.

Guidelines: Students appropriate for this course have successfully completed Biology and Chemistry Honors with a grade of B- (80) or better or are concurrently enrolled in Chemistry or receive a teacher recommendation.

Course Not Offered for 2026-2027 School-Year			
	METEOROLOGY AND NATURAL DISASTERS		
	HONORS	**GRADE 12**	**1 CREDIT**

This course is an introduction to the dynamic, natural processes that are forces of continual physical change upon Earth. In addition, it explores the challenges these forces pose to human life and/or property. Meteorological topics affecting regional and global weather patterns - such as severe weather, climate types, and distribution, and natural/man-made climate change - will be explored. Additionally, the cause and effect of natural tectonically-driven disasters - such as earthquakes, tsunamis, volcanic eruptions, and landslides - will be studied in relation to the impact upon Earth's structure and habitability. The course will also explore how people have responded to such disasters in the past while investigating how future planning can mitigate such disasters in the future. STEM practice and science literacy skills will be incorporated into this course through laboratory exercises that will explore relationships between natural phenomena, hands-on practices in obtaining real-time physical data using scientific principles and instrumentation, independent research and projects, and other practices consistent with STEM.

Course Not Offered for 2026-2027 School-Year			
	RESEARCH AND ENGINEERING: A STEM INITIATIVE (SEMESTER)		
	HONORS	**GRADES 11-12**	**.5 CREDIT**

Students will learn how to design, conduct, and present primary research and/or engineering projects, employing the use of directed experimental investigation techniques. Students will work collaboratively to review current innovations in the STEM (Science, Technology, Engineering, Mathematics) fields. Research students are expected to be self-motivated and complete written assignments in addition to developing and completing an investigative project. Students will be required to report their findings to the class and will be encouraged to present their findings to the greater scientific community through such vehicles as the Junior Science and Humanities Symposium and/or publication.

Course Not Offered for 2026-2027 School-Year			
	GEOLOGY		
	COLLEGE PREP	**GRADES 11- 12**	**1 CREDIT**

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

Course Not Offered for 2026-2027 School-Year			
	iCREAT I - ELECTRICAL AND PHYSICAL COMPUTING		
	HONORS	**GRADES 10-11-12**	**0.5 CREDIT**

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

Course Not Offered for 2026-2027 School-Year			
	iCREAT II - EMBEDDED COMPUTING/CYBER SECURITY		
	HONORS	**GRADES 10-11-12**	**0.5 CREDIT**

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

Guideline: Students appropriate for this course have successfully completed IntroCS/Python or AP Computer Science Principles or iCREAT 1 or have teacher recommendation

Course Not Offered for 2026-2027 School-Year			
	COMPUTATIONAL THINKING AND PROBLEM SOLVING		
	HONORS	**GRADES 9-10-11-12**	**1 CREDIT**

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

Business

B6210	ACCOUNTING 1		
	HONORS	GRADES 9-10-11-12	1 CREDIT

Designed for the student considering a career in business management and/or accounting. Accounting involves the understanding of methods used to develop financial records for a business enterprise by recording and preparing statements concerning assets, liabilities, owner's equity, and the operating results of a business. Students will learn the complete accounting cycle.Students will learn how to plan, record, analyze, interpret and forecast the finances for a sole proprietorship service-based business. Because computerized software is the norm in the world today, students will supplement learning via NGL Cengage online learning platform, and Google Sheets spreadsheet projects. Upon completion of this course, the student will be able to keep financial records and prepare statements for a sole proprietorship and a small business, both manually and automated, using financial software.

B6310	ACCOUNTING 2		
	HONORS	GRADES 10-11-12	1 CREDIT

This course is a continuation for those students who have completed Accounting 1 and who wish to explore a more in-depth study of the accounting cycle and computerized accounting applications. This course looks at accounting for a merchandising corporation. Topics will include use of special journals and sub ledgers, preparing payroll records, uncollectible accounts, adjustments, financial statements and analysis. Time will be devoted to completing NGL Cengage online learning platform, and Google Sheets spreadsheet projects. Upon completion of this course the student should be able to obtain a staff accountant position.

Guideline: Students appropriate for this course have successfully completed Accounting I or with teacher recommendation.

B6410	ACCOUNTING 3		
	HONORS	GRADES 11-12	1 CREDIT

This course is a continuation for those students who have completed Accounting 1 and 2 and who wish to explore a more in-depth study of the accounting cycle and computerized accounting applications. This course looks at accounting for a merchandising corporation. Topics will include acquiring capital for growth and development, plant assets, depreciation, intangible assets, inventory, accruals, deferrals, reversing entries, financial statements, partnerships, international and internet sales. Time will be devoted to completing NGL Cengage online learning platform and Google Sheets spreadsheet projects. Upon completion of this course the student should be able to obtain a staff accountant position.

Guideline: Students appropriate for this course have successfully completed Accounting 2 or with teacher recommendation.

B6320	BUSINESS MANAGEMENT (SEMESTER)		
	COLLEGE PREP	GRADES 10-11-12	0.5 CREDITS

This course is designed to provide students with practical working knowledge of the organization of business enterprises and the principles and procedures that are essential to their success. It is designed specifically for all students who plan to work in business, for those who wish to be employed in management positions, and for those who plan post-high school education pursuing a business management career. Many topics including economics, business organizations, leadership, personal finance, marketing, and the global economy are developed using both text and technology resources. Students will use the computer as a tool to research and generate material for classroom presentations of various projects. Students will be assessed through a demonstration of skills that have been taught in class by completing class work projects, tests, quizzes, and class participation.

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

B6212	INTRODUCTION TO MARKETING (DECA)		
	HONORS	GRADES 9-10-11	1 CREDIT

Introduction to Marketing includes competency-based coursework and assessment in advertising, sports management, entrepreneurship, and business. Emphasis is on being proficient in areas such as marketing research, promotional planning, and business-to-business relationships. Students will be assessed through the completion of several business/marketing role-playing scenarios at the conclusion of the course. Students will be encouraged to utilize real business models as examples of how to create and sustain their business ideas and proposals. Honors students will be required to further their studies through enrollment in *DECA's Principles of Business Administration Events.*

DECA Inc is an international student-centered organization that prepares emerging leaders in business, marketing, and communications. As a *DECA* member, students will be required to complete a competency-based assessment and make a role-play presentation at *DECA-sponsored* competitions at the district and state levels. Students may have an opportunity to compete at the international level, but there is no requirement that the student competes at that level. Participation at the international level shall not be considered part of the course grade. This honors-level course is intended for students who are interested in taking a project-based class, meeting new people, networking, and traveling. Important life skills such as public speaking, leadership development, and professional dress are highlighted in this interactive course/program. Students interested in taking this course should meet with the Marketing teacher to obtain a course recommendation.

B6215	MARKETING 1 (DECA)		
	HONORS	GRADES 10-11- 12	1 CREDIT

Marketing 1 is a course designed to further educate young adults about the business world. As future business leaders, areas addressed in this course will focus on hospitality, tourism, financial operations, marketing management, and community relations. A requirement of this course is to further one's studies through enrollment in *DECA*.

DECA Inc is an international student-centered organization that prepares emerging leaders in business, marketing, and communications. In *DECA,* students will have the opportunity to complete a fun and engaging project-based assessment in a variety of areas that include business, sports, communications, community service, public relations, and international business, to name a few. This project carries a presentation to be assessed at various competitions at the district and state levels. Students may have an opportunity to compete at the international level, but there is no requirement that the student compete at that level. Participation at the international level shall not be considered part of the course grade. This honors level course is intended for students who are interested in taking a project-based class, meeting new people, networking, and traveling. Important life skills such as public speaking, leadership development, and professional dress are highlighted in this interactive course/program.

B6216	MARKETING 2 (DECA)		
	HONORS	GRADES 11-12	1 CREDIT

Marketing 2 is a course designed to further educate young adults about the business world. As future business leaders, areas addressed in this course will focus on entrepreneurship, sports, and entertainment, buying and merchandising, business innovations, and professional selling. A requirement of this course is to further one's studies through enrollment in *DECA*.
DECA Inc is an international student-centered organization that prepares emerging leaders in business, marketing, and communications.

In *DECA,* students will have the opportunity to complete a fun and engaging project-based assessment in a variety of areas that include business operations, sports, communications, community awareness, public relations, and international business, to name a few. The project carries a presentation to be assessed at a competition at the district and state levels. Students may have an opportunity to compete at the international level, but there is no requirement that the student competes at this level. Participation at the international levels shall not be considered part of the course grade. This honors level course is intended for students who are interested in majoring in business or marketing at the post-secondary level.

Guideline: Students appropriate for this course have successfully completed Marketing I or receive a teacher recommendation.

B6217	MARKETING 3 (DECA)		
	HONORS	GRADES 11-12	1 CREDIT

Marketing 3 is the final course in the marketing sequence that incorporates all aspects of the marketing curriculum to further educate young adults about the global and ever changing business world. As future business leaders, areas addressed in this course will focus on marketing research, travel and tourism, business growth, financial consulting, and online business platforms . A requirement of this course is to further one's studies through enrollment in *DECA*.

DECA Inc is an international student centered organization that prepares emerging leaders in business, marketing and communications. In *DECA,* students will have the opportunity to complete a fun and engaging project based assessment in a variety of areas that include business, sports management, communications, community awareness, advertising and franchise business, to name a few. The project carries a presentation to be assessed at a competition at the district and state level. Students may have an opportunity to compete at the international level, but there is no requirement that the student compete at this level. Participation at the international levels shall not be considered part of the course grade. This honors level course is intended for students who are interested in majoring in business and marketing at the post-secondary level.

Guideline: Students appropriate for this course have successfully completed Marketing 2 or receive a teacher recommendation.

Course Not Offered for 2026-2027 School-Year			
	FINANCIAL LITERACY		
	COLLEGE PREP	GRADES 10-11-12	1 CREDIT

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

Course Not Offered for 2026-2027 School-Year			
	COMPUTER APPLICATIONS (TERM)		
	HONORS	GRADES 10-11-12	.25 CREDITS

In this course, students will learn about different computer software programs and their uses in the real world. Topics covered will include managing an email program, digital organization, formatting a variety of documents, managing finances with spreadsheets, and different ways of giving and analyzing surveys.

TV and Film

T6110	VIDEO PRODUCTION (SEMESTER) (Formerly known as *Introduction to Television Production)*		
	HONORS	GRADES 9-10-11-12	.5 CREDIT

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

T6122	INTRO TO FILM (SEMESTER)		
	HONORS	GRADES 9-10-11-12	0.5 CREDITS

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

T6210	ADVANCED FILMMAKING		
	HONORS	GRADES 10-11-12	0.5 CREDITS

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

Guideline: Students appropriate for this course have successfully completed Intro to Filmmaking or receive a teacher recommendation.

T6218	SPORTS BROADCASTING		
	HONORS	GRADES 10-11-12	1 CREDIT

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

Guidelines: Students appropriate for this course have successfully completed Intro to Television Production or receive a teacher recommendation.

A7115	INTRODUCTION TO ART (TERM)		
	COLLEGE PREP	GRADES 9-10-11-12	.25 CREDIT

Intro to Art is an exploratory course designed to introduce students to the elements of art and principles of design. The emphasis is on the manipulation of materials and early development of skills and techniques through various media. Students will be introduced to art history and art vocabulary. Intro to Art provides students with the opportunity to be awakened to the world of visual arts and lays the groundwork for more technically advanced art classes.

A7114	MINDFUL ART JOURNALING (TERM)		
	COLLEGE PREPARATORY	GRADES 9-10-11-12	.25 CREDIT

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

A7110	DIGITAL PHOTOGRAPHY (SEMESTER)		
	COLLEGE PREPARATORY	GRADES 9-10-11-12	.5 CREDIT

Digital Photography is an introduction to the digital camera as an art-making tool designed for students at the beginning level. The course will use digital photography to help students learn and apply the basic elements of art and the principles of design. This course will also provide students with opportunities to extend their knowledge and skills in the field of photography and the use of Adobe Photoshop and Lightroom.

Digital Photography will familiarize the student with digital photographic equipment, materials, methods, and processes. Visual problem-solving skills are explored through the use of the computer as the main tool for creative expression and communication. Cellphone photography and editing with a variety of phone applications will be infused into the curriculum. Students create their own blog sites as a place to exhibit their projects and portfolio work. Self-promotion of student photography is encouraged and beginning social media marketing is introduced. Students can earn certifications in the field of digital photography.

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

Students will build upon their Adobe Photoshop, Lightroom, and Premier skills while practicing their digital photography camera skills and techniques learned in the beginning course. The course focus will include image capture and post-processing techniques in the digital lab. The projects will be both fine art and commercial art based.

The students will explore the studio and on-location lighting techniques to enhance their photography in commercial art, advertising, product photography, portraiture, fashion, nature and landscape, photojournalism, lifestyle, documentary, and fine arts. They will learn and research various artists in these fields, emulating their styles yet creating their own vision and personal style with increased complexity, visual metaphors, and emotions, demonstrated through technically demanding projects. Printmaking and multimedia techniques are infused in the course through screen printing, painting, and collage. Students will assess their own strengths and weaknesses and be routinely critiqued by peers and instructors. Each student will create a brand for their photography and turn their blog sites into websites as a place to exhibit their work and promote themselves through social media marketing. Guest business partners in the field will connect with students remotely. Real-world commercial photography will be explored through virtual field trips and guest speakers, and projects will be career-based. Hands-on experience will be both independent and team-based.

Guidelines: Students appropriate for this course have successfully completed Digital Photography OR receive a teacher recommendation.

STUDIO ART I (SEMESTER) *(formerly known as Drawing & Painting)*			
	HONORS	GRADES 10-11-12	.5 CREDIT

This course is designed for students who have taken Intro to Art and are interested in furthering their art skills. This course provides art students with effective and exploratory strategies for developing artwork with a variety of drawing and painting materials. Creativity and critiquing of the process is discussed in class. Students will make their own sketchbooks to hold all the exploration of techniques and creative processes.

Guidelines: Students appropriate for this course have successfully completed Intro to Art or receive a teacher recommendation.

STUDIO ART II (SEMESTER) *(formerly known as Drawing & Painting)*			
	HONORS	**GRADES 10-11-12**	**.5 CREDIT**

This course is designed for students who are interested in furthering their artistic skills. Building off of Studio Art I, this course continues to provide art students with effective and exploratory strategies for developing more art skills with a variety of drawing and painting materials, with a stronger focus on composition. Creativity and critiquing of the process is discussed in class. Students will make their own sketchbooks to hold all the exploration of techniques and creative processes.

Guidelines: Students appropriate for this course have successfully completed Studio Art I or receive a teacher recommendation.

A7115	**ART AND SOCIAL JUSTICE (TERM)**		
	HONORS	**GRADES 10-11-12**	**.25 CREDIT**

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

A7314	**PRINTMAKING (TERM)**		
	HONORS	**GRADES 11-12**	**.25 CREDIT**

Printmaking is an art form that goes back thousands of years and was employed by the early Mesopotamians, the Chinese, and Egyptians. Printmaking is the process of transferring an image from a block, plate, or other matrices to paper or textile material in order to make a designated number of the same image. In this class, students will carve, cut stencils and create plates to be printed using a printing press and by hand.

The course allows students to dive into the history, materials, and process of relief printmaking. Learning the purpose of different tools, students would reach specific objectives using linoleum as a carving surface for their designs. Each project will prompt students to think conceptually about developing content for their work with the sequence of projects moving more towards a synthesis of conceptual and technical skills.

Guidelines: Students appropriate for this course have successfully completed Studio Art II or receive a teacher recommendation.

A7113	WEAVING (TERM)		
	HONORS	GRADES 11-12	.25 CREDIT

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

	CERAMICS I (SEMESTER)		
	HONORS	GRADES 9-10-11-12	.5 CREDIT

This course is designed for art students who have taken Intro to Art and are interested in working three-dimensionally with clay. Students will experience hand-building and wheel throwing through a variety of projects that highlight specific skills and techniques. Students will be expected to keep a digital portfolio of their class experience. Sketchbooks will be used for brainstorming and idea development as well as weekly sketchbook assignments.

Guidelines: Students appropriate for this course have successfully completed Intro to Art or receive a teacher recommendation.

	CERAMICS II (SEMESTER)		
	HONORS	GRADES 10-11-12	.5 CREDIT

This course is designed for art students who have taken Ceramics I and are interested in continuing to work three-dimensionally with clay. Students will experience hand-building and wheel throwing through a variety of projects that highlight specific skills and techniques building upon what students learned in Ceramics I. Students will be expected to keep a digital portfolio of their class experience. Sketchbooks will be used for brainstorming and idea development as well as weekly sketchbook assignments.

Guidelines: Students appropriate for this course have successfully completed Ceramics I or receive a teacher recommendation.

	CERAMICS III (SEMESTER)		
	HONORS	GRADES 10-11-12	.5 CREDIT

This course is designed for art students who have taken Ceramics II and are interested in continuing to work three-dimensionally with clay on an advanced level. Students will experience hand-building and wheel throwing through a variety of projects that highlight specific skills and techniques, building upon what students learned in Ceramics II. Students will be expected to keep a digital portfolio of their class experience. Sketchbooks will be used for brainstorming and idea development as well as weekly sketchbook assignments.

Guidelines: Students appropriate for this course have successfully completed Ceramics II or receive a teacher recommendation.

	CERAMICS IV		
	HONORS	GRADES 10-11-12	.25-.5-1 CREDIT

This course is designed for art students who have taken Ceramics III and are interested in continuing to work three-dimensionally with clay on an advanced level. Students will experience hand-building and wheel throwing through a variety of projects that highlight specific skills and techniques building upon what students learned in Ceramics III. Students will be expected to keep a digital portfolio of their class experience. Sketchbooks will be used for brainstorming and idea development as well as weekly sketchbook assignments.

Guidelines: Students appropriate for this course have successfully completed Ceramics III or receive a teacher recommendation.

A7312	WHEEL THROWING (TERM)		
	HONORS	GRADES 9-10-11-12	0.25 CREDIT

This course is intended for students who have taken Ceramics and would like to focus specifically on growing their wheel-throwing skills. We will study functional pottery, as well as decorative sculpture (made from wheel thrown pieces) and learn about artists working in both. Students will experience and explore new forms as well as new surface treatments and glaze application techniques. Students can repeat this course for a term, a semester, or a full year.

Guidelines: Students appropriate for this course can work well independently and have successfully completed Ceramics I or receive a teacher recommendation.

A7315	SCULPTURE (SEMESTER)		
	HONORS	GRADES 10-11-12	.50 CREDIT

Students will explore the concepts of form and space by building and creating with a variety of materials including wire, wood, plaster, metal, and found objects to create sculptures dealing with various themes. Students will be expected to keep a digital portfolio of their class experience. Sketchbooks will be used for brainstorming and idea development.

Guideline: Students appropriate for this course have successfully completed Ceramics I or receive a teacher recommendation.

A7410	ADVANCED CERAMICS		
	HONORS	GRADE 12	1 CREDIT

This course is designed for art students who are interested in compiling a professional 3D art portfolio through a long-term sustained investigation. Students will explore pottery and sculpture through a variety of pieces that show both a high-quality work investigation and breadth of idea development. Students will be expected to keep a digital portfolio of their class experience and use sketchbooks for brainstorming and idea development. This course runs alongside and follows the AP 3D curriculum, but students will submit their final portfolio to their teacher, instead of the College Board.

Guidelines: Students appropriate for this course have successfully completed Ceramics IV or receive a teacher recommendation.

STUDIO ART III (SEMESTER)			
	HONORS	GRADES 10-11-12	.5 CREDIT

This course is for students that have completed art courses in the past and are looking for further development, whether for an arts college or for personal artistic fulfillment. A continuation from Studio Art II, students are learning both new techniques and strengthening pre-learned techniques, putting them to use in personal projects. Students begin to learn how to create work based on themes and develop artwork that is rich in spirit and structural strengths.

Guidelines: Students appropriate for this course have successfully completed Studio Art II or receive a teacher recommendation.

STUDIO ART IV (SEMESTER)			
	HONORS	**GRADES 11-12**	**.5 CREDIT**

This course is for students that have completed art courses in the past and are looking for further development, whether for an arts college or for personal artistic fulfillment. A continuation from Studio Art III, students continue to learn new techniques and materials while also expanding knowledge of techniques and mediums learned in prior art classes. Students continue to engage in the revision and development of personal, theme-based projects to help make artwork that is rich in spirit and structural strengths.

Guidelines: Students appropriate for this course have successfully completed Studio Art III or receive a teacher recommendation.

	ADVANCED ART		
	HONORS	**GRADE 12**	**1 CREDIT**

Advanced Art offers a more independent course in which students will be expected to investigate a theme within their work throughout the whole year, keeping an ongoing sketchbook/journal, and researching various topics. Students will use a wide range of materials and visuals in the course with several critiques. This course runs with Advanced Placement Art. Therefore, this course provides a rich, creative experience as well as guaranteed exposure to a mature fine arts curriculum.

Guidelines: Students appropriate for this course have successfully completed Studio Art IV or receive a teacher recommendation.

A7300	ADVANCED PLACEMENT STUDIO ART 2D		
	ADVANCED PLACEMENT	**GRADE 12**	**1 CREDIT**

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

Guidelines: Students appropriate for this course have successfully completed Studio Art IV or receive a teacher recommendation.

A7400	ADVANCED PLACEMENT STUDIO ART 3D		
	ADVANCED PLACEMENT	GRADE 12	1 CREDIT

This course is designed for art students who are interested in compiling a professional 3D art portfolio through a long-term sustained investigation and submitting it to the College Board for evaluation. A score of 3, 4, or 5 will earn the student college credit. Students will explore pottery and sculpture through a variety of pieces that show both a high-quality work investigation and breadth of idea development. Students will be expected to keep a digital portfolio of their class experience and use sketchbooks for brainstorming and idea development.

Guidelines: Students appropriate for this course have successfully completed Ceramics IV or receive a teacher recommendation.

Fine and Performing Arts–Music

MU7118	LEARN TO JAM (TERM)		
	COLLEGE PREPARATORY	GRADES 9, 10,11, 12	.25 CREDITS

This is a class for beginning, intermediate, and advanced musicians. In this class, students will learn how to play multiple instruments. Students will learn the fundamentals of music through performing with others. Units will include: "Four-Chord Songs", Bucket Drumming, Boom-Whacker Band, and Rock/Pop Covers. Students should expect a very positive and safe learning environment.

INTRODUCTION TO PIANO (TERM)			
MU7123	COLLEGE PREPARATORY	GRADES 9-10-11-12	.25 CREDIT

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

INTRODUCTION TO GUITAR (TERM)			
MU7010	COLLEGE PREPARATORY	GRADES 9-10-11-12	.25 CREDIT

Students enrolled in this class can elect to receive one term of instruction on guitar.This class is intended for students with little to no previous experience. Students will learn fundamentals skills on the guitar as well as instruction on how to read sheet music.

MU7128	UKULELE (TERM)		
	COLLEGE PREPARATORY	GRADES 9, 10,11, 12	.25 CREDIT

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

MU7170	INTRODUCTION TO MUSIC THEORY (TERM)		
	HONORS	GRADES 9-10-11-12	0.25 CREDIT

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

MU7121	MUSIC TECHNOLOGY (SEMESTER)		
	COLLEGE PREPARATORY	GRADES 9-10-11-12	0.5 CREDIT

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

MU7115	SYMPHONIC WINDS		
	HONORS	GRADES 9-10-11-12	1 CREDIT

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

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

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

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

MU7125	SYMPHONIC WINDS		
	COLLEGE PREPARATORY	GRADES 9-10-11-12	1 CREDIT

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

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

MU7127	PERCUSSION ENSEMBLE		
	COLLEGE PREPARATORY	GRADES 9-10-11-12	1 CREDIT

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

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

MU7117	PERCUSSION ENSEMBLE		
	HONORS	GRADES 9-10-11-12	1 CREDIT

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

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

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

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

MU7119	WIND ENSEMBLE HONORS		
	HONORS	GRADES 9-10-11-12	1 CREDIT

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

Guidelines: Acceptance is through the recommendation of the high school band director. Audition may be required.

MU7113 MU7124 MU7216	JAZZ ENSEMBLE I (SEMESTER) JAZZ ENSEMBLE I (TERM) JAZZ ENSEMBLE II (SEMESTER)		
	HONORS	GRADES 9-10-11-12	0.5 CREDIT

These two ensembles, one advanced and one novice, are for instrumentalists interested in studying jazz, including funk, latin, and gospel. Elements of jazz history, theory, improvisation, and interpretation will be studied in big band and small combo settings. Students in Jazz Ensemble I will have sectional and big band rehearsals after school to support the group's performance schedule. A complete calendar will be available to students and families in September.

Guidelines: Students appropriate for this course must be enrolled in either Percussion Ensemble, Symphonic Winds, Wind Ensemble, Concert Choir, or Tri-Tones OR receive a teacher recommendation. Auditions may be required.

MU7122	CONCERT CHOIR		
	COLLEGE PREP	GRADES 9-10-11-12	1 CREDIT

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

MU7111	CONCERT CHOIR		
	HONORS	GRADES 9-10-11-12	1 CREDIT

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

MU7315	INSTRUMENTAL AND VOCAL TECHNIQUES		
	HONORS	GRADE 11-12	0.5 CREDIT

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

Guidelines: Students appropriate for this course must be enrolled in either Percussion Ensemble, Symphonic Winds, Wind Ensemble, Concert Choir, or Tri-Tones OR receive a teacher recommendation.

MU7500	AP MUSIC THEORY		
	ADVANCED PLACEMENT	GRADES 11-12	1 CREDIT

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

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

Guidelines: Students appropriate for this course should have at least four years of musical instrument/voice study or receive a teacher recommendation.

Course Not Offered for 2026-2027 School-Year		
	TRI-TONES	
	GRADES 10-11-12	**1CREDIT**

Tri-Tones perform a balanced repertoire of modern, classical, and traditional works for chorus. This choral ensemble predominantly performs a cappella music. The grade level of music is four to five out of a scale from one to six. Students will be assessed through preparation for class, attendance, and group performance standards. Students are required to attend all after-school rehearsals and specific performances. A calendar for the year is provided to each child at the start of the course. Students who elect to take this course will also learn the Concert Choir repertoire. Auditions are held prior to course selection.

Guidelines: *Acceptance through audition only.*

Wellness Education

All students are expected to wear appropriate attire to all PE classes and be actively involved in every session.

W8119	HEALTH SCIENCE I		
	HONORS	GRADE 9	.25 CREDIT

W8129	HEALTH SCIENCE II		
	HONORS	GRADE 10	.25 CREDIT

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

Students are expected to take Health Science I in 9th grade and Health Science II in 10th grade.

W8111	PHYSICAL EDUCATION 9 (TERM)		
	HONORS	GRADE 9	.25 CREDITS

(Climbing, Weight Training, Team Sports)
This course offers a dynamic introduction to physical fitness through climbing, weight training, and team sports. Students will learn indoor climbing techniques, safety protocols, and gain mental resilience. The weight training module focuses on proper techniques, personalized workouts, and goal-setting. Team sports, including, but not limited to, basketball, soccer, volleyball, and ultimate frisbee, promote collaboration and sportsmanship.

W8210	PHYSICAL EDUCATION 10 (TERM)		
	HONORS	GRADE 10	.25 CREDIT

(Flexibility, Pickleball/Tennis, Yard Games, Team Sports)
This course focuses on holistic fitness with modules in flexibility training, yard games, and team sports. Students will improve flexibility through dynamic stretching and yoga, engage in recreational yard games for fun and coordination, and refine teamwork and sports skills in various team sports like soccer and basketball.

W8213	TEAM SPORTS (TERM)		
	HONORS	GRADES 11-12	.25 CREDITS

(Basketball, Floor Hockey, Volleyball, Speedball, Football, Soccer, Ultimate Frisbee, Kickball)
The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies, and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course. The body of knowledge to be studied is based specifically on the Massachusetts Frameworks Learning strands on Physical Fitness and Activity. The class is designed to instruct students to understand, develop, assess, and improve their own fitness and motor skill capacities.

W8116	ADVENTURE SPORTS (TERM)		
	HONORS	GRADES 11-12	.25 CREDITS

(Cooperative Games, Teambuilding, Harness Tying, Climbing)
The purpose of this course is for students to participate in various indoor team building and initiative problem-solving activities, as well as group games to create a cooperative learning environment while developing critical thinking and communication skills. The unit is designed to offer a nontraditional activity that is less competitive and emphasizes team building, cooperation, and building self-confidence. The body of knowledge to be studied is based specifically on the Massachusetts Frameworks Learning strands on Physical Fitness and Activity. The class is designed to instruct students to understand, develop, assess, and hopefully improve their own fitness and motor skill capacities.

W8121	RECREATION GAMES (TERM)		
	HONORS	GRADES 11-12	.25 CREDITS

(Corn Hole, Kan Jam, Bowling, Mini Golf, Bocci, Disc Golf, Horse Shoes, Ladder Ball, Spikeball, Washers, Croquet, RampShot, Kubb, Hunnyball)
This is an introductory course exploring the basic skills and knowledge associated with playing a variety of yard games such as Corn Hole, Kan Jam, Bowling, Mini Golf, Bocci, Disc Golf, Horse Shoes, Ladder Ball, Spikeball, Washers, Croquet, RampShot, Kubb, Hunnyball. The ultimate goal of this class is to provide the students with the knowledge and skills necessary for them to pursue playing leisure games as a life-long activity. The body of knowledge to be studied is based specifically on the Massachusetts Frameworks Learning strands on Physical Fitness and Activity. The class is designed to instruct students to understand, develop, assess, and hopefully improve their own fitness and motor skill capacities.

W8123	ADVANCED WEIGHT TRAINING (TERM)		
	HONORS	GRADES 11-12	.25 CREDITS

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

W8124	LIFETIME ACTIVITY (TERM)		
	HONORS	GRADES 11-12	.25 CREDITS

(Tennis, Archery, Golf, Yard Games, Pickleball)
This is an introductory course designed to develop the physical skills necessary to be competent in a variety of movement forms. This course is designed to introduce, integrate, and develop health, leisure, and skill-related fitness components. Students will develop fitness skills and knowledge that they will be able to utilize throughout their lifetime. This is an active class where students will be expected to wear appropriate attire and participate in all activities. The students will be provided with opportunities to learn and demonstrate skills necessary to perform a variety of lifetime and leisure activities. The desired outcome is that students will learn to demonstrate healthy habits and make beneficial wellness decisions throughout their lives.

W8126	FLEXIBILITY (TERM)		
	HONORS	GRADES 11-12	.25 CREDITS

(Yoga, Pilates, Climbing, Dance)
This is an introductory course designed to develop the physical skills necessary to be competent in a variety of movement forms involving flexibility, balance and agility. This course is designed to introduce, integrate, and develop health, leisure, and skill-related fitness components. This is an active class where students will be expected to wear appropriate attire and participate in all activities. The students will be provided with opportunities to learn and demonstrate skills necessary to perform a variety of lifetime and leisure activities. The desired outcome is that students will learn to demonstrate healthy habits and make beneficial wellness decisions throughout their lives.

W8135	COMPETITIVE PHYSICAL EDUCATION (TERM)		
	HONORS	GRADES 11-12	.25 CREDITS

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

and skills necessary for them to pursue playing sports competitively. The body of knowledge to be studied is based specifically on the Massachusetts Frameworks Learning strands on Physical Fitness and Activity. The class is designed to instruct students to understand, develop, assess, and hopefully improve their own fitness and motor skill capacities.

W8110	**RACQUET SPORTS (TERM)**		
	HONORS	**GRADES 11-12**	**.25 CREDITS**

(Tennis, Pickleball, Badminton/Table Tennis, Tchoukball)
This is an introductory course exploring the basic skills and knowledge associated with playing various racquet sports such as tennis, badminton, table tennis, pickleball, etc. The ultimate goal of this class is to provide the students with the knowledge and skills necessary for them to pursue playing racquet sports as a life-long activity. The body of knowledge to be studied is based specifically on the Massachusetts Frameworks Learning strands on Physical Fitness and Activity. The class is designed to instruct students to understand, develop, assess, and hopefully improve their own fitness and motor skill capacities. Each student is expected to wear appropriate attire to class and be actively involved in every session.

	COLOR GUARD-EQUIPMENT & MOVEMENT		
	COLLEGE PREPARATORY	**GRADES 9-10- 11- 12**	**0.25 CREDIT**

Are you interested in dance or performance? Have you ever considered trying color guard, but maybe you couldn't commit the time outside of school hours? This course is designed to allow students the chance to learn the fundamentals of color guard, get the inside scoop on the activity's history and current news, work on core strength and conditioning, as well as perform and model what they've learned. Students will spend time researching, film-screening, studying the physiology of stretching and movement, listening and interpreting musicality, spinning and tossing equipment, collaborating, choreographing, training and conditioning, and constructing a multimedia guidebook/portfolio.

Guidelines: Students in grades 9 & 10 can take this course as elective credit. Students in grades 11 & 12 can take this course as PE credit.

	ADULTING 101 (TERM)		
	HONORS	**GRADE 12**	**0.25 CREDIT**

Adulting 101 is a practical, hands-on course designed to help students develop the essential skills needed for independent living and responsible adulthood. Through real-world projects, simulations, and experiential learning, students explore key topics including personal finance, career preparation, independent living, digital citizenship, and basic automotive knowledge. Students engage in authentic tasks such as creating budgets, practicing job interviews, planning for apartment living, managing their digital presence, and learning basic car maintenance. The course emphasizes critical thinking,

problem-solving, collaboration, and decision-making, preparing students with the confidence and competence to navigate real-life responsibilities beyond high school.

Guidelines: This course does not take the place of the physical education requirement.

	REFEREE CERTIFICATION (TERM) THROUGH RefReps		
	HONORS	**GRADES 11-12**	**0.25 CREDIT**

Ref Reps is a hands-on, experiential course designed to prepare students to become knowledgeable and confident sports officials and referees across a variety of athletic activities. Students will learn the rules, mechanics, positioning, and decision-making processes for multiple sports while developing skills in communication, conflict resolution, leadership, and ethical judgment. Through classroom instruction, video analysis, simulations, and live officiating experiences during class and various other PE classes, students will gain practical training in game management, safety enforcement, and professional conduct. The course emphasizes fairness, accountability, and composure under pressure, providing students with transferable skills that apply both on and off the field. Upon completion, students will be certified to officiate MIAA events and earn wages.

Course Not Offered for 2026-2027 School-Year			
	STICK SPORTS (TERM)		
		GRADES 11-12	**.25 CREDITS**

(Hockey, Bat Ball, Golf, Wiffle Ball)
This is an introductory course exploring the basic skills and knowledge associated with playing a variety of stick sports such as hockey, batball, golf, wiffleball, etc. The ultimate goal of this class is to provide the students with the knowledge and skills necessary for them to pursue playing stick sports as a life-long activity. The body of knowledge to be studied is based specifically on the Massachusetts Frameworks Learning strands on Physical Fitness and Activity. The class is designed to instruct students to understand, develop, assess, and improve their own fitness and motor skill capacities.

Course Not Offered for 2026-2027 School-Year			
	INTRODUCTION TO WEIGHT TRAINING (TERM)		
		GRADES 11-12	**.25 CREDITS**

(Getting to know the weight room, Lifting Concepts, Sample Workout Plans, Design Own Lifelong Fitness Workout)
This is an introductory course designed to develop the physical skills necessary to be competent in a variety of movement forms involving strength, balance, and agility. This course is designed to

introduce, integrate, and develop health, leisure, and skill-related fitness components. This is an active class where students will be expected to wear appropriate attire and participate in all activities. The students will be provided with opportunities to learn and demonstrate skills necessary to perform a variety of lifetime and leisure activities. The desired outcome is that students will learn to demonstrate healthy habits and make beneficial wellness decisions throughout their lives.

Course Not Offered for 2026-2027 School-Year			
	GROUP FITNESS OUTDOOR (TERM)		
		GRADES 11-12	**.25 CREDITS**

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

Developmental School Counseling Offerings

Course Not Offered for 2026-2027 School-Year			
	EDUCATIONAL AND CAREER EXPLORATION SEMINAR (TERM)		
	HONORS	**GRADES 9-10**	**.25 CREDITS**

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