



MOUNT
EVERETT

Program
of Studies

2020-2021

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EXPECTATIONS OF STUDENT LEARNING

Student Academic Expectations for Learning

Students will be able to demonstrate:

- A1 Effective communications
- A2 Critical and creative thinking skills
- A3 Critical and effective uses of information resources
- A4 Appropriate and effective uses of technology

Student Social and Civic Expectations

Students will:

- S1 Practice the skills necessary for physical, social and emotion well-being
- S2 Show respect for self, others, and the environment
- S3 Set goals and make informed decisions
- S4 Accept responsibility for their actions
- S5 Practice civic engagement

Listed at the bottom of each course descriptions are the expectations covered in that course. They will be indicated by the code listed above (A1 = Effective communications)

ATTENDANCE POLICY

PURPOSE – The Mount Everett Regional attendance policy is based on the Southern Berkshire Regional School District belief that students need to be present to achieve success.

1. The Massachusetts Department of Education Time on Learning Regulation.
2. MCAS attendance criteria for meeting Adequate Yearly Progress of 92%.

POLICY – Students in grades 6-12 who exceed 14 unexcused absences in full year courses and 7 unexcused absences in semester courses will fail to earn credit/units in that course. Final grades will still be factored into a student's GPA and courses completed with a passing grade can still be considered as satisfying sequences included in graduation requirement. Three tardies will be considered an absence. Students who arrive 10 or more minutes tardy for class will be deemed absent. Teachers may also factor tardies and absences into a student's participation grade.

EXCUSED – Students who are absent as a result of attending to school business (co-curricular participation, field trips, or college visits), religious observances, bereavement, or medical issues are excused. Appropriate documentation will need to be provided to attendance office.

APPEALS – Extenuating circumstances may be appealed to a review board consisting of an administrator or designee, a school adjustment counselor, or guidance counselor. The administration and the appeals committee may **NOT** approve vacations.

NOTIFICATION – Letters will be sent to parents/guardians when students reach 4 and 7 absences in semester courses and at 4 – 7 – 10 – 14 absences in full year courses.

STUDENT SERVICES

Mount Everett provides a variety of Special Education services and programs, based on the individual needs of the students. Some remain constant from year to year while others are changed annually to meet the changing needs of students. **As stipulated by Chapter 603 CMR 28.00 Special Education Regulations, students are eligible for special education and related services only upon the recommendation of a Special Education evaluation team.** The frequency, duration, and type of service are recommended at the team meeting in response to the individual needs of each student. Students, parents, or school staff, through the Response to Intervention (RTI) process, may initiate requests for Special Education evaluation, an essential step prior to convening a team meeting. Please contact the Office of Student Services at 413-229-8265 if you have any questions.

GRADUATION REQUIREMENTS FOR CLASSES OF 2020, 2021, AND 2022

Credits needed for graduation for the classes of 2021 and 2022 – 24 credits. Required courses included the following:

- 4 credits **English** - Must reach a proficiency score of 240 on the MCAS exam or complete an Educational Proficiency Plan. Students must pass the equivalent of English I, English II, English III, and English IV.
- 3 credits **Social Studies** (one credit must be U.S. History) – Students must pass U.S. History I and U.S. History II or Honors/AP U.S. History.
- 3 credits **Mathematics** – Must reach a proficiency score of 240 on the MCAS exam or complete an Educational Proficiency Plan.
- 3 credits **Science** – Students must pass biology and pass MCAS with a minimum score of 220.
- 1 credit **Wellness (0.5 must be a participatory wellness class)**
- 2 credits in any of the following areas: **arts, technology or vocational education.**

GRADUATION REQUIREMENTS FOR CLASS OF 2023 AND BEYOND – GENERAL PATHWAY

Credits needed for graduation for the class 2023 – 24 credits. Required courses included the following:

- 4 credits **English** - Must reach a proficiency score of 472 on the MCAS exam or complete an Educational Proficiency Plan. Students must pass the equivalent of English I, English II, English III, and English IV.
- 4 credits **Social Studies** (one credit must be U.S. History)
- 4 credits **Mathematics** – Must reach a proficiency score of 486 on the MCAS exam or complete an Educational Proficiency Plan.
- 3 credits **Science** – Must pass biology and pass MCAS with a minimum score of 220.
- 1 credit **Wellness (0.5 must be a participatory wellness class)**

- 2 credits in any of the following areas: **arts, technology or vocational education.**

The remaining credits may be earned through successful completion of any School Committee approved course or its equivalent. “Equivalent” shall be defined as any approved state-sponsored extension program, high school approved distance-learning program, or summer high school credit course approved by the principal.

CUM LAUDE DIPLOMA

In an effort to honor truly outstanding academic achievement, as well as significant contributions to co-curricular activities in the Southern Berkshire community, Mount Everett has created a Cum Laude Diploma encouraging students to be dedicated to excellence in these diverse areas. There is no limit to the number of students from each graduating class to receive this recognition. Criteria is available from the National Honor Society advisor.

Mount Everett is proud to recognize high academic achievement and civic and community responsibility. To be eligible for a Cum Laude Diploma, “with praise”, a student must have a GPA of 92 and have taken at least four advanced level classes. In addition, 45 hours of community service must be completed annually, 15 of these may have been completed during the previous summer. A Cum Laude Diploma has all the same expectations of character, service and leadership as the National Honor Society general membership.

EARLY GRADUATION REQUIREMENTS

Requests for early graduation must be submitted by student/parents to the principal and evaluated on a case by case basis. Students wishing to receive a Mount Everett diploma must satisfy all of our local graduation requirements. Students electing to graduate early may not be included in class rank nor considered for Aurigan scholarships.

COURSE LOAD

All students are required to take a full schedule of courses each year. Due to the requirements of Time on Learning (Massachusetts Reform Law), all students must be enrolled for the entire year carrying seven (7) credits. Students will be able to accrue .5 credit in full-year courses by successfully completing either the first or second semester of study.

ADVANCED PLACEMENT COURSES

Advanced Placement courses carry an additional weight factor of 6.0 points for the purpose of grade point average, National Honor Society (NHS) consideration, and Honor Roll. However, the 6.0 points are not reflected on report cards or transcripts. Further, the minimum passing mark for an AP course is not affected by the 6.0 points. Thus, the lowest passing mark for regular and AP courses is 70. Students in an AP course must complete the AP exam in order to receive a weighting of 6.0 quality points. Any exceptions of this must be approved by the Principal. The cost of the AP exam was \$94.00 for 2020. Limited financial aid is available.

PROMOTION POLICY

A student's grade standing will be determined by whether or not it is possible for him/her to gain the necessary course credits to qualify for a diploma, given the requirements established by the School Committee. The following credits must be obtained for entrance to grades 10, 11, and 12 status:

Grade 10	6 credits
Grade 11	12 credits
Grade 12	18 credits
Required to graduate	24 credits

Students in grades 6-8 must pass 5.25 out of 7.0 units of study per year in order to be promoted into the next grade.

HIGHER EDUCATION REQUIREMENTS

Specific entrance requirements for a college or a trade school can be checked in that institution's catalog. It is difficult to list the typical requirements for the wide variety of higher education programs available today. The minimum requirements for the Massachusetts State College System are:

- English - 4 courses
- Mathematics - 3 courses (including Algebra I, Algebra II, and Geometry)
- Science - 3 courses (including 2 courses with lab requirements)
- Social Studies - 3 courses (including U.S. History)
- World Language - 2 courses minimum in the same language (3 years suggested)
- Electives - From the above subjects, the Arts and Humanities, or Computer Sciences

MCAS REQUIREMENTS

- Students will be required to meet or exceed a scaled score of 472 on Grade 10 English Language Arts and 486 Mathematics MCAS exams;
- or*
- Students will be required to meet or exceed a scaled score of 455 English Language Arts and 469 Mathematics on the Grade 10 English Language Arts and mathematics MCAS exams and fulfill the requirements of an Educational Proficiency Plan (EPP); the EPP shall be developed for the subject matter area(s) in which students earned a score between 455 and 471 in English Language Arts and between 469 and 485 in Mathematics.
- Students will be required to meet or exceed a scaled score of 220 on the Biology MCAS exam.

HONORS COURSES

Honors courses are available in English, social studies, science, and mathematics. Honors courses carry a weight factor of 3.0 points for grade point average, Honor Roll, and National Honor Society consideration. Further, the minimum passing mark for an honors course is not affected by the 3.0 points. Thus, the lowest passing mark for regular and honors courses is 70. Students enrolled in Honors courses should expect the

workload, including homework, to be more demanding than what would be expected in regular college prep courses. Students enrolled in these experiences will be expected to willingly accept such challenges as part of the curriculum and expectations of the teacher. Continued enrollment within an Honors course is contingent upon active and constructive participation, completion of assignments beyond minimal acceptability, and academic leadership.

GRADE POINT AVERAGE

All final grades count in computing grade point average.

INDEPENDENT STUDY

The essence of the independent study experience is essentially one where students are actively engaged in their own learning. Each independent study is designed as either a one semester (0.5 credit) or two semester (1.0 credit) course. The role of the teacher in the independent study is to act as a coach, helping students through the learning experience. The teacher does not need to be a content expert and is not responsible for providing content. The teacher is responsible for helping the students access the resources necessary, generate the appropriate essential questions, monitor student progress against the agreed plan, and as needed, to provide the necessary conduit to administration and other parts of the organization to ensure that the student learning experience is authentic, academically rigorous, and worthy of academic credit.

Independent Study is designed for those students who have a specific area of study they would like to pursue but for which there is no appropriate formal class offering. Each Independent Study is designed as either a one semester (0.5 credit) or two semester (1.0 credit) course. Students initially define an area of study, prepare a study plan (which is agreed with their teacher/advisor and guidance/administration), define measures of success, and agree on key deliverables/milestones; this forms the basic architecture of the course for each student. From that point on, the student works under the guidance of their advisor, to acquire knowledge and expertise in the area of study identified. Students are expected to create with their advisors meaningful, multifaceted, learning experiences that encompass a broad range of skills and employ multiple mediums and modalities.

Independent Study guidelines are available in the Guidance Office. The process must be completed prior to the start of the semester. The Independent Study course will not be entered into a student schedule until the course is approved.

ONLINE COURSES

Online learning opportunities are available to Mount Everett students. Online learning experiences provide our students, staff, and community member's access to courses we don't offer at our school. Online learning classes are rigorous and require students to demonstrate a great deal of intrinsic motivation as well as the ability to self-regulate with regard to maintaining pace with the curriculum. Mount Everett expects that all students must conduct themselves with complete fidelity in regard to academic honesty and accountability. All work must be completed by the student registered for the course. Any breach of these expectations may cause a student to be assigned a failing grade for the course as well as remove them from consideration for future online experiences. Students registered for an online learning course during the school day are expected to be in attendance in their assigned classroom. Students/parents should meet with their guidance

counselor to discuss online options. Curriculum Leaders must approve requests for A.P. courses and administration will review exceptional circumstances.

A BRIDGE TO COLLEGE

Berkshire County high school seniors, who are Massachusetts residents, may enroll in one Berkshire Community College credit course per year. This course will be free of charge; Berkshire Community College will waive tuition and fees. Students will only pay for books and transportation. Students may take any course at Berkshire Community College's main campus, South County Center, or at McCann High School. This includes online offerings. Students must meet prerequisites. Guidance Counselor approval is required.

DUAL ENROLLMENT

Berkshire Community College welcomes qualified high school students who would like to take college courses. These students may take credit or non-credit courses without being formally admitted to college. High school students who wish to meet some of their high school graduation requirements at Berkshire Community College may be able to do so by applying for admission to the high school student (HSST) program. Preference is given to high-achieving students, primarily seniors, who have been properly prepared for appropriate college-level work and who have maintained a 3.0 GPA. Students in this category are required to take the Berkshire Community College skills assessment. The cost of college courses is the responsibility of the student.

Applications for Bridge to College or Dual Enrollment are available in the guidance office. Interested students should contact their guidance counselor and/or Berkshire Community College Coordinator or Admissions (413)236-1631.

SIMON'S ROCK EARLY COLLEGE PROGRAM

Mount Everett Juniors and Seniors can take college courses taught by professors from Bard College at Simon's Rock – free of charge – within the high school during the school day. Students will have the chance to adjust to a college classroom and college-level work within a supportive environment. Admission is based on interest and motivation: we are searching for curious and engaged students who want to be active participants in their learning and are interested in taking on a new challenge. Students may take up to 2 courses per semester.

COURSE CHANGES

Changes to student schedules will be made only for educational purposes. Indiscriminate change is disruptive to students and to the educational program. Except for extreme cases (meeting additional graduation requirements, scheduling errors, etc.) schedule changes should not be made after the start of the school year.

Any requests to withdraw from a course after progress reports are due will be reviewed by the student, his/her parent or guardian, the student's counselor, subject teacher and if necessary, a school administrator.

If at the time of withdrawal a student is passing, no credit will be assigned and a “W” grade for the course will be issued. If the student is failing, a “WF” will be assigned. A “WF” equates to a “0” for the purpose of calculating GPA.

This procedure does not apply to students requiring a level change or a change in the student’s Individual Education Plan. Exception may be made at the discretion of the administration.

PASS/FAIL

Seniors who are in good standing may take one of their elective courses on a pass/fail basis rather than a regular grading schedule. A pass/fail form must be submitted within the first two (2) weeks of class. See a guidance counselor to obtain a pass/fail request.

TRANSFER FROM SCHOOL

The procedure for transferring from school is as follows:

1. Obtain release of records form in Guidance Office.
2. Have parent/guardian sign the release.
3. Obtain a current grades/book return form in Guidance.
4. Have the form filled out by teachers, return all schoolbooks and property, and make sure all fees are paid.
5. Take both forms to the Guidance Office for final clearance.

WELCOME TO PATHWAYS

- General Graduation Pathway
- Liberal Arts Pathway
- Arts Pathway
- Entrepreneurship Pathway
- Global Education Pathway
- Technology Pathway

This is the time for planning your high school program in preparation for your future. This process begins with your Individual Career Plan and refocuses each year at scheduling time. Your program of studies has been divided into pathways so that you may pursue your interests and be better prepared for your future.

To plan your schedule, you, your school counselor, and your parent/guardian should select from the pathway descriptions in the content area that is of most interest to you. Pathways are not limiting and students are able to take courses from different pathways. Students are also able to pursue multiple pathways if they have an interest in more than one.

MassCore

What is MassCore?

MassCore is a state recommended, rigorous program of study that aligns high school coursework with college and workforce expectations.

The recommended program of studies includes:

How Many	Subjects
4 Years	English
4 years	Math
3 years	Lab-based Science
3 years	History/Social Science
2 years	the same Foreign Language
1 year	the Arts
5 additional “core” courses	Career and technical education, or any other subject area
As required by state law	Physical Education (M.G.L.c. 71,s3)
Additional learning opportunities including	AP classes Dual enrollment/early college Senior project/capstone coursework Online courses for high school or college credit Service or work-based learning

MassCore should be considered to be a critical component of a student’s overall high school experience and may also include employment, work-based or community service learning, athletics, volunteer or extracurricular activities and additional learning opportunities that help prepare students for their future.

THE ART PATHWAY

Students entering high school who have an interest in looking at art, making art or who love to draw and design are encouraged to take courses in the art pathway. Students who choose the art pathway should seek the recommendation of the visual arts faculty in designing their programs. In the art pathway, students should attend exhibitions and various art venues in addition to participating in a work-based learning experience. In their senior year, students assemble a portfolio and exhibit in a required senior art exhibit. They are required to participate in planning, publicizing and hanging this exhibit. The expectation is that students in the art pathway take at least one art course each semester, leading to an AP art experience during senior year.

Required Core Credits:

- 4 credits **English** - Must reach a proficiency score of 240 on the MCAS exam or complete an Educational Proficiency Plan. Students must pass the equivalent of English I, English II, English III, and English IV.
- 4 credits **Social Studies** (one credit must be U.S. History)
- 4 credits **Mathematics** – Must reach a proficiency score of 240 on the MCAS exam or complete an Educational Proficiency Plan.
- 3 credits **Science** – Must pass biology and pass MCAS with a minimum score of 220.
- 1 credit **Wellness (0.5 must be a participatory wellness class)**
- 2 credits in any of the following areas: **arts, technology or vocational education.**

The Art Pathway: Sample Program

Grade 9	Grade 10
Core Academic Courses Wellness <ul style="list-style-type: none"> • Art Foundations • Global Art 	Core Academic Courses Wellness 2 Art Electives <ul style="list-style-type: none"> • Digital Photography • Ceramics I • Mosaics • Painting • Foundations of Design
Grade 11	Grade 12
Core Academic Courses 2 Art Electives <ul style="list-style-type: none"> • Advanced Digital Photography • Painting • Ceramics II • Work of Art • Yearbook/Graphic Design 	Core Academic Courses 2 Art Electives <ul style="list-style-type: none"> • Art Studio • Portfolio • AP Art

THE ENTREPRENEURSHIP PATHWAY

The Mount Everett Entrepreneurship pathway offers programming in the Culinary Arts as well as in Carpentry/Building Structures. Students interested in either of these vocational programs should participate in the 9th grade exploration courses before choosing their focus. The focus of these programs is for students to learn and gain tangible skills that can be transitioned into the work force. Students in either focus area will complete a work based learning experience in their field during senior year.

Work Based Learning -

Students should be prepared for both college and career in a seamless and integrated way. The vocational pathway is dedicated to equipping students with the knowledge, skills and experiences they need to take ownership over their plans after high school. We want to help our students see the connections between the academic learning that they experience in the classroom and the application of that learning in the larger world.

Required Core Credits:

- 4 credits **English** - Must reach a proficiency score of 240 on the MCAS exam or complete an Educational Proficiency Plan. Students must pass the equivalent of English I, English II, English III, and English IV.
- 4 credits **Social Studies** (one credit must be U.S. History)
- 4 credits **Mathematics** – Must reach a proficiency score of 240 on the MCAS exam or complete an Educational Proficiency Plan.
- 3 credits **Science** – Must pass biology and pass MCAS with a minimum score of 220.
- 1 credit **Wellness (0.5 must be a participatory wellness class)**
- 2 credits in any of the following areas: **arts, technology or vocational education.**
-

The Entrepreneurship Pathway: Sample Program

Grade 9	Grade 10
Core Academic Courses Wellness <ul style="list-style-type: none"> • Woodworking • Food Prep 	Core Academic Courses Wellness <ul style="list-style-type: none"> • Building Structures (1 or 2 periods) • Culinary Arts (2 periods) • Entrepreneurship
Grade 11	Grade 12
Core Academic Courses <ul style="list-style-type: none"> • Culinary Arts (2 periods) • Building Structures (1 or 2 periods) • 1 credit of Internship allowed • Financial Literacy 	Core Academic Courses <ul style="list-style-type: none"> • Building Structures (1 or 2 periods) • Culinary Arts (2 periods) • 2 credits Extended Internship Opportunity

- Internships/Work based learning experiences – juniors and seniors are able to participate in work based learning experiences. It is recommended and encouraged that these experiences be in the field that the student is interested in pursuing, i.e. culinary or construction.

GENERAL GRADUATION PATHWAY

This pathway meets the standard graduation requirements for Mount Everett Regional. It does not include the Foreign Language component that colleges/universities require.

Required Core Credits:

- 4 credits **English** - Must reach a proficiency score of 240 on the MCAS exam or complete an Educational Proficiency Plan. Students must pass the equivalent of English I, English II, English III, and English IV.
- 4 credits **Social Studies** (one credit must be U.S. History)
- 4 credits **Mathematics** – Must reach a proficiency score of 240 on the MCAS exam or complete an Educational Proficiency Plan.
- 3 credits **Science** – Must pass biology and pass MCAS with a minimum score of 220.
- 1 credit **Wellness (0.5 must be a participatory wellness class)**
 - 2 credits in any of the following areas: **arts, technology or vocational education.**

The General Graduation Pathway: Sample Program

Grade 9	Grade 10
Std. / CP / H - English I Std. / CP / H – U.S History I Std. Algebra 9 / Algebra 1 / H Geometry Std. / CP/ H – Biology Foreign Language – Spanish I or II / French I or II Electives: Wellness I Art Foundations 3D Engineering Design I Wood Working Music	Std. / CP / H – English II Std. / CP / H – World History I Std. Algebra 10 / Geometry / H. Algebra II Std. / CP / H – Chemistry Foreign Language–Spanish II or III / French II or III Electives: Wellness II Foundations of Design Technology Food Prep Music
Grade 11	Grade 12
Std. / CP/ H / - English III / AP English Std. / CP - 20 th Century History / AP US History Std. Alg. 11 / Pre- Algebra II / Algebra II / H Pre-Calculus CP / H – Physics - or - Science Electives: Earth Science, Environmental Science, Astronomy, Animal Science, Agricultural Science Electives: Art, Technology, Vocational, Music	Std. / CP / H – English IV / AP English H. Economics and Comparative Politics History Electives: Sociology, Psychology, Journalism, Anthropology, Human and Their Environment, Criminology Pre-Algebra II / Pre-Calculus / Honors Calculus / AP Calculus Science Electives: Earth Science, Environmental Science, Astronomy, Animal Science, Agricultural Science Electives: Art, Technology, Vocational, Music

THE GLOBAL EDUCATION PATHWAY

The Mount Everett Global Education Pathway is a pathway that fosters cultural awareness and appreciation, strengthens the understanding of intercultural relationships through effective communication and problem solving, and promotes lifelong learning. Students who enroll in the Mount Everett Global Education Pathway can earn a Certificate of Global Competency in addition to their diploma. They will complete requirements in course electives, service learning and an independent capstone project. Students must earn a B or higher in four or more electives that contribute to Global Competency. These courses may be taken anytime between 9th and 12th grade.

Service Learning - students will complete 20 hours of community service. Examples of valid experiences are: volunteering for local or regional organizations in the community, participating in or organizing cultural events in our school community, or through participation in Global education experiences that expose students to other cultures.

Required Core Credits:

- 4 credits **English** - Must reach a proficiency score of 240 on the MCAS exam or complete an Educational Proficiency Plan. Students must pass the equivalent of English I, English II, English III, and English IV.
- 4 credits **Social Studies** (one credit must be U.S. History)
- 4 credits **Mathematics** – Must reach a proficiency score of 240 on the MCAS exam or complete an Educational Proficiency Plan.
- 3 credits **Science** – Must pass biology and pass MCAS with a minimum score of 220.
- 2 credits **Foreign Language**.
- 1 credit **Wellness (0.5 must be a participatory wellness class)**
- 2 credits in any of the following areas: **arts, technology or vocational education**.

The Global Education Pathway: Sample Program

Grade 9	Grade 10
Core Academic Courses Wellness <ul style="list-style-type: none"> • Global Arts *Service Learning	Core Academic Courses Wellness <ul style="list-style-type: none"> • Journalism • Food Prep *Service Learning
Grade 11	Grade 12
Core Academic Courses <ul style="list-style-type: none"> • Culinary Arts • Environmental Science • Anthropology *Service Learning	Core Academic Courses <ul style="list-style-type: none"> • Culinary Arts • Capstone Project *Service Learning

Capstone Project

During senior year, students will design an independent study in the development of a Capstone Project which addresses one of the United Nations Sustainable Development Goals.

Foreign Travel

Students are encouraged to complete a travel experience that engages them with another culture. This does not have to be international. A reflection essay will be required within one month of completion of the travel experience. The travel may or may not be through a school-organized program.

THE LIBERAL ARTS PATHWAY

The liberal arts pathway is intended for students who plan to attend competitive four-year colleges or universities after graduation from high school. This is a challenging pathway with high expectations and rigorous requirements including extensive studies in all core academic areas at the Standard, College Prep, Honors and Advances Placement levels. The Liberal Arts pathway also includes a two-year requirement of a Foreign Language. The liberal arts pathway meets the Mass Core Framework, which is recommended by the Department of Elementary and Secondary Education.

Required Core Credits:

- 4 credits **English** - Must reach a proficiency score of 240 on the MCAS exam or complete an Educational Proficiency Plan. Students must pass the equivalent of English I, English II, English III, and English IV.
- 4 credits **Social Studies** (one credit must be U.S. History)
- 4 credits **Mathematics** – Must reach a proficiency score of 240 on the MCAS exam or complete an Educational Proficiency Plan.
- 3 credits **Science** – Must pass biology and pass MCAS with a minimum score of 220.
- Foreign Language – 2 credits
- 1 credit **Wellness (0.5 must be a participatory wellness class)**
 - 2 credits in any of the following areas: **arts, technology or vocational education.**

The Liberal Arts Pathway: Sample Program

Grade 9	Grade 10
Std. / CP / H - English I	Std. / CP / H – English II
Std. / CP / H – U.S History I	Std. / CP / H – World History I
Std. Algebra 9 / Algebra 1 / H Geometry	Std. Algebra 10 / Geometry / H. Algebra II
Std. / CP/ H – Biology	Std. / CP / H – Chemistry
Foreign Language – Spanish I or II / French I or II	Foreign Language – Spanish II or III / French II or III
Electives:	Electives:
Wellness I	Wellness II
Art Foundations	Foundations of Design
3D Engineering Design I	Technology
Wood Working	Food Prep
Music	Music

Grade 11	Grade 12
Std. / CP/ H / - English III / AP English Std. / CP - 20 th Century History / AP US History Std. Alg. 11 / Pre- Algebra II / Algebra II / H Pre- Calculus CP / H – Physics - or - Science Electives: Earth Science, Environmental Science, Astronomy, Animal Science, Agricultural Science Electives: Art, Technology, Vocational, Music	Std. / CP / H – English IV / AP English H. Economics and Comparative Politics History Electives: Sociology, Psychology, Journalism, Anthropology, Human and Their Environment, Criminology Pre-Algebra II / Pre-Calculus / Honors Calculus / AP Calculus Science Electives: Earth Science, Environmental Science, Astronomy, Animal Science, Agricultural Science Electives: Art, Technology, Vocational, Music

THE TECHNOLOGY PATHWAY

Students must complete 4 of the following courses to graduate with the Mount Everett Technology Pathway distinction: VEX Robotics, Aquatic Robotics, 3D Engineering Design I, 3D Engineering Design II, Drones, Python, SATL I, Cybersecurity.

- 4 credits **English** - Must reach a proficiency score of 240 on the MCAS exam or complete an Educational Proficiency Plan. Students must pass the equivalent of English I, English II, English III, and English IV.
- 4 credits **Social Studies** (one credit must be U.S. History)
- 4 credits **Mathematics** – Must reach a proficiency score of 240 on the MCAS exam or complete an Educational Proficiency Plan.
- 3 credits **Science** – Must pass biology and pass MCAS with a minimum score of 220.
- 1 credit **Wellness (0.5 must be a participatory wellness class)**
 - 2 credits in any of the following areas: **arts, technology or vocational education.**

The Technology Pathway: Sample Program

Grade 9	Grade 10
Required Core Courses Phys. Ed. <ul style="list-style-type: none"> • 3D Engineering Design I • VEX Robotics 	Required Core Courses Phys. Ed. <ul style="list-style-type: none"> • 3D Engineering Design II • Aquatic Robotics
Grade 11	Grade 12
Required Core Courses <ul style="list-style-type: none"> • Drones • Python 	Required Core Courses <ul style="list-style-type: none"> • SATL I • Cybersecurity
Internship?	Internship?

**Internships/Work based learning experiences – juniors and seniors are able to participate in work based learning experiences. It is recommended and encouraged that these experiences be in the field that the student is interested in pursuing.

ELECTIVE COURSES

All elective offerings are listed in the program of studies each year. However, some electives may not run every year due to low course registrations.

The Art Department

715 ART FOUNDATIONS

Grade 9

0.5 credit

This is a foundation course focusing on the elements and principles of art, aesthetic awareness, problem solving, and developing observation and technical skills in 2D and 3D art. The course offers students the opportunity to develop artistic behavior, practice techniques in a variety of media, and learn basic design fundamentals necessary for any further experience in art. They will study art movements, look at the works of many historic and contemporary artists, and discuss the ideas, styles, and approaches the artists embody. Using the artistic thinking process, students will make artwork that is imaginative and expressive, expanding personal voices and means of communication.

A1, A2 – S1, S2, S4

739 DIGITAL PHOTOGRAPHY I

Grades 9-12

Maximum # of students is 10

0.5 credit

Digital Photography is a course that teaches students fundamental photographic skills including digital capture, manipulation and output. The class will cover basic Adobe Photoshop skills, digital printing, creating 3-D art projects from photos, and the creation of an online portfolio. Students must have their own working digital cameras and image storage devices such as a flash drive. As homework, students will be expected to take photographs outside of school for projects. In class, we will be working on the computers to alter these images and create artwork.

A1, A2, A4

748 ADVANCED DIGITAL PHOTOGRAPHY – PHOTOJOURNALISM

To be offered in the spring. Max. # of students 6

Grades 10-12

Prerequisite: Successful completion of Digital Photography

0.5 credit

This course is available to students who have successfully completed Digital Photography I. Advanced Photo/Photojournalism is a course designed to continue studies in digital photography and will focus largely on photojournalism and documentary style photography. Students will be researching real, local organizations and using photography to document, inform and promote them in an applicable and practical way. Field trips to local organizations will be a regular component of the course and students who are absent on the field trip days will be required to make up the assignment on their own time. In order to take this course, students must have a working understanding of ISO, shutter speed, and aperture.

A1, A2, A4

7002 CERAMICS I

Grades 9-12

0.5 credit

This is a one-semester course where students will learn basic skills and technical knowledge of traditional hand building methods: pinched forms, coil, and slab construction. Functional, sculptural, and conceptual assignments will be given with emphasis on the elements and principles of design, using a range of surface decoration and firing techniques. Historic and contemporary trends in ceramics will be studied through research and class presentations.

A2

7003 CERAMICS II

Grades 10-12

0.5 credit

Prerequisite: 85 or higher in Ceramics I/Approval of Instructor

This is a one-semester course where students will apply knowledge and skills gained in Ceramics I. Students are expected to demonstrate growth in problem solving, controlling the properties of clay to develop complex forms, strengthening artistic expression and critical thinking. Students will also be introduced to wheel throwing, plaster mold making, slip casting, and glaze chemistry. Emphasis will be put on quality, creativity, and originality.

A2 – S3

7006 WORK OF ART: Student Edition

Grades 9-12

0.5 credit

This course will introduce competition to art students with the ultimate goal of winning a solo exhibition in a local art gallery. The class will be filmed as a reality-television show. Students will learn the basics of production, and take on the roles of writers, camera operators, editors, and actors. The actors are the art

students, who will be given art challenges to be completed within a specific time frame. Each project will be critiqued by a panel of community members. Winner will be determined after a process of elimination, although art students will complete each challenge regardless.

A1, A2, A4 – S2, S3, S4, S5

7004 PAINTING

Grades 9-12

0.5 credit

Prerequisite: Grade of 70 or higher in Art Foundations

In this one-semester course, the students will use tempera, acrylic, and watercolor paints to explore design elements and painting techniques. Paintings will be created on a variety of surfaces. Drawing techniques will be practiced in preparation for painting. Projects will draw upon the elements and principles of design with specific emphasis on color theory. Students will explore many themes and concepts in their paintings and study various art movements and artists.

A2

7005 MOSAICS

Grades 9-12

0.5 credit

Students will study the methods and styles of mosaic art. They will look at historical as well as contemporary examples. They will learn about glaze chemistry and apply their knowledge in creating specific glazes for their planned projects. The class will complete mosaic murals that will be installed in the hallways of Mount Everett.

A2, A3 – S2, S3

737 PORTFOLIO

Grades 11 and 12

0.5 credit

Portfolio is an upper level art elective designed for students who wish to explore various art media in more depth. Students will be given thematic assignments which correlate with the elements and principles of art, art history, contemporary art, observational drawing and conceptual problem solving. Some assignments will be based on learning to see, and using drawing and painting techniques to practice observation skills. Students will look at different styles of art throughout history and apply the different aspects of each to their own work. They will use the artistic thinking process to develop work in response to conceptual themes or prompts.

A1, A2

743 YEARBOOK/GRAPHIC DESIGN

Grades 11 and 12

0.5 credit

Learn the basics of graphic design including typography, layout and composition and hierarchy of information using Adobe Illustrator and Adobe InDesign. This class focuses on exercises introducing the student to fundamental skills and techniques used by graphic designers and strengthens art or skill of combining text and pictures in advertisements, magazines, or books.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

7001 GLOBAL ARTS

Grades 9-12

0.5 credit

This half-year arts elective emphasizes personal identity – our relationship to humanity, our community, and the world. Topics such as biases regarding gender, ethnicity, class, religion, etc., customs, and interculturalism are addressed. Students will create art based on ancient and contemporary cultures, prepare oral and video presentations, and learn customary and appropriate practices in communication and respect.

A1, A2, A3, A4 – S2, S3, S5

787 STUDIO ART

Grades 9-12/Permission of Instructor

0.5 credit

H Period – 2:45-3:30 pm - Students are required to provide their own transportation home.

This course will run after school from 2:45-3:30 pm. Students will be expected to provide their own rides home at 3:30.

In this semester-long course, students will explore the arts through 5 workshops. Each workshop will run for roughly 4 weeks. To earn art credit, students can choose to attend 3-5 workshops. If less than 5 workshops are chosen, an online portion of the course must be completed. The online modules will consist of independent art projects, art criticism discussions, writing, and presentations.

Tentative Workshops

Ceramics – Learn hand building and throwing techniques

Film Photography – Learn how to use a DLR camera and basic darkroom techniques

Oil painting – Practice observational painting using oils as a medium

Book and Paper Arts – Learn how to use paper and board to create intricate designs and handmade books

Crafts – Learn about several skills that involve making things by hand

The English Department

116 HONORS ENGLISH I

Grade 9

1.0 credit

Prerequisite: Strong performance in eighth grade Language Arts and approval of Instructor.

Honors English I is for the motivated student who has a solid foundation in writing, critical thinking skills, and reading. Authors include Albom, Cisneros, Homer, Poe, Rand, Shakespeare, Sophocles, Steinbeck, Tashjian, and Williams, as well as both contemporary and classic poets, essayists, and short story writers. In addition to further developing the skills and concepts addressed in English I, honors students take part in activities and projects that utilize such skills as literary analysis and essay development. Out-of-class assignments in Honors English I are extensive and include additional readings and more rigorous essays. Summer reading and writing prepares students for the course.

A1, A2, A3, A4 – S2, S3, S4, S5

171 COLLEGE PREP ENGLISH I

Grade 9

1.0 credit

College Prep English I focuses on improving reading, writing, and communication skills that are integral to success in and beyond school. Students learn to support their opinions using examples from their lives and from literature. Students increase their working vocabulary and practice critical thinking skills. Students also learn to recognize and utilize common literary devices and techniques. Authors include Cisneros, Homer, Poe, Shakespeare, Sophocles, Steinbeck, Tashjian, and Williams, as well as both contemporary and classic poets, essay lists, and short story writers. Various writing formats are used, including note taking, journals, formal essays, reviews, poetry, and creative writing. Homework includes reading, writing, and vocabulary development.

A1, A2, A3, A4 – S2, S4, S5

1102 STANDARD ENGLISH I

Grade 9

1.0 credit

Standard English I offers a very similar curriculum to College Prep English I but is presented at a pace that is geared to the needs of each student. This course is ideal for students who are intending to further their study but not necessarily at a two or four-year college. There is a focus on MCAS preparation and the development of fundamental language skills.

A1, A2, A4 – S1, S2, S3, S4

175 TOPICS IN ENGLISH I

Grade 9

1.0 credit

Topics in English I is offered for those students with documented learning difficulties. These classes follow the general curriculum addressing the specific needs of students with an I.E.P.

A1, A2, A4 – S1, S2, S3, S4

117 HONORS ENGLISH II

Grade 10

1.0 credit

Prerequisite: Strong performance in English I or Honors English I/Approval of Instructor

Honors English II offers a solid foundation to students who are preparing to take AP English in their junior and senior years. Authors include Lee, Shakespeare, Twain, Shelley, and Hersey. Students make connections between the literature in the course and its historical relevance, culminating in a greater understanding of the ways in which history impacts literature. The out-of-class assignments in Honors English II are more extensive than those in English II, and a greater emphasis is placed on vocabulary. There is a strong emphasis on the structured essay. A focus on MCAS preparation will take place throughout the year. There is summer reading and writing in preparation for the class. Throughout the school year homework will include reading, writing, and vocabulary development.

A1, A2 – S1, S2, S3, S4

172 COLLEGE PREP ENGLISH II

Grade 10

1.0 credit

In College Prep English II students read to enjoy, understand, and analyze diverse literary forms. Formal compositions and informal writings are often literature-based. Creative writing is also emphasized. Literary vocabulary and word roots, as well as general vocabulary, are studied. Projects and speeches by individuals and groups are important developmental experiences. Individual development in reading, writing, speaking, and listening are stressed. Hersey, Lee, Anderson, Shakespeare, and Shelley, as well as contemporary short story writers, are included. Several formal essays will be assigned. There will be a focus on MCAS preparation and review throughout the year. Homework includes reading, writing, and vocabulary development.

A1, A2 – S1, S2, S3, S4

1103 STANDARD ENGLISH II

Grade 10

1.0 credit

For students who would benefit from a personal structured environment, the reading and writing assignments of Standard English II will contain high interest novels and short writing assignments geared to the development of fundamental reading and writing skills. MCAS preparation is emphasized, as are vocabulary development and confidence building.

A1, A2, A4 – S1, S2, S3, S4

176 TOPICS IN ENGLISH II

Grade 10

1.0 credit

Topics in English II is offered for those students with documented learning difficulties. These classes follow the general curriculum addressing the specific needs of students with an I.E.P.

A1, A2, A4 – S1, S2, S3, S4

163 HONORS ENGLISH III

Grade 11

1.0 credit

Prerequisite: Strong performance in English II/Approval of Instructor

Honors English III focuses primarily on American literature as well as some world literature that we will use to compare the two types. We will read novels, memoirs, short stories, essays and poems by well-known and not well-known authors. In addition to literature, we will also tackle practical vocabulary and grammar lessons for the purpose of making students better writers and readers. The objective is to keep students writing and reading at an advanced level of comprehension. This will allow more time for in-depth class discussions. Homework includes formal and informal writing, reading and vocabulary development.

A1, A2, A3, A4 – S2, S3

173 COLLEGE PREP ENGLISH III

Grade 11

1.0 credit

College Prep English III is a class that will prepare students for work or college. Readings include short stories, dramas, novels, and nonfiction writings written by major American authors (an exception to the American focus is the study of Hamlet by William Shakespeare). Authors will include Wharton, Crane, Hemingway, Fitzgerald, and others. Vocabulary includes SAT preparation. Essay writing is a main component of the course. There will be nightly homework assignments.

A1, A2, A3, A4 – S2, S3

1104 STANDARD ENGLISH III

Grade 11

1.0 credit

The reading selections and writing assignments for Standard English III are similar to College Prep English III but are presented at a slower pace. Classic novels are supplemented with some student-chosen selections that meet the criteria of good literature but are of high interest to the students. Vocabulary development is emphasized but with a focus more on practical usage rather than SAT preparation.

A1, A2, A4 – S1, S2, S3, S4

177 TOPICS IN ENGLISH III

Grade 11

1.0 credit

Topics in English III is offered for those students with documented learning difficulties. These classes follow the general curriculum addressing the specific needs of students with an I.E.P.

A1, A2, A4 – S1, S2, S3, S4

162 HONORS ENGLISH IV

Grade 12 only

1.0 credit

Prerequisite: Strong performance in Honors English III/Approval of Instructor

Honors English IV is offered for those serious students who plan to further their education. There is a strong emphasis on college preparatory work, especially writing development. Students will further develop their critical and analytical skills to discuss and use the various devices of writing and literature. Two major assignments include an in-depth research paper and a senior persuasive speech and essay, both of which require passing grades to fulfill graduation requirements. Students will study classic and contemporary world literature and will also be exposed to poetry and nonfiction pieces. Note taking, a Greek and Latin vocabulary course, SAT preparation and test taking principles will be taught. Homework and summer reading are required, as well as an end of the year evening presentation.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

174 COLLEGE PREP ENGLISH IV

Grade 12

1.0 credit

College Prep English IV prepares students for work or college and emphasizes mastery of the written and spoken language, reading units, cooperative projects, and individualized writing skills. A variety of classic and contemporary authors are studied. Major writing assignments include an in-depth research paper as well as a senior persuasive speech and essay. Both assignments require passing grades to fulfill graduation requirements. Written and oral work includes critical essays, persuasive arguments, business letters, resumes, and creative writing works. Reading, speaking, vocabulary, and evaluative processes will be taught. Homework is required, as well as an end of the year evening presentation.

A1, A2, A3, A4 – S1, S2, S3, S4

1111 STANDARD ENGLISH IV

Grade 12

1.0 credit

The Standard English IV class is structured similarly to the College Prep English IV but at a slower pace and with more individualized assignments and assessments. Students will still study a variety of classic and contemporary world authors as well as non-fiction pieces; however, these may be abridged versions. Major assignments include an in-depth research paper as well as a senior persuasive speech and essay. Both assignments require passing grades to fulfill graduation requirements. Reading, public speaking, vocabulary, and evaluative processes will be taught. Homework is required, as well as an end of the year presentation.

A1, A2, A4 – S1, S2, S3, S4

178 TOPICS IN ENGLISH IV

Grade 12

1.0 credit

Topics in English IV is offered for those students with documented learning difficulties. These classes follow the general curriculum addressing the specific needs of students with an I.E.P.

A1, A2, A4 – S1, S2, S3, S4

118 ADVANCED PLACEMENT ENGLISH LITERATURE and COMPOSITION

Grades 11 and 12 (Offered in alternate years; next offered 2021-2022)

1.0 credit

Prerequisite: Approval of Instructor after meeting criteria of an average of 90 or higher, no missed assignments, and few-missed classes.

Individual classes will be capped at 18.

Advanced Placement English Literature & Composition is offered as an alternative to Honors English III/IV and prepares students to take the required AP examination. Students will further develop their critical and analytical skills to discuss and use the various devices of writing and literature with emphasis on style and author's point of view. Major writings will include an in-depth MLA style research paper and a position paper, which both require passing grades to fulfill graduation requirements. Authors studied include Ellison, Dickens, Bradbury, Allende and Shakespeare. SAT preparation, rigorous vocabulary, and test-taking strategies will be taught. Summer reading is required, and students must comply with the personal responsibility inherent in the college level course.

In May, students will, without exception, take the Advanced Placement examination. Depending on the level of performance, students may be eligible for advanced placement or college credit.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

120 ADVANCED PLACEMENT ENGLISH LANGUAGE and COMPOSITION

Grades 11 and 12 (Offered in alternate years – next offered 2020-2021)

1.0 credit

Prerequisite: Approval of Instructor after meeting criteria of an average of 90 or higher, no missed assignments, and few-missed classes.

Individual classes will be capped at 18.

AP English Language and Composition is a rigorous, college-level course that introduces high school juniors and seniors to increasingly complex texts and rhetorical analysis. To meet state and school requirements, this course provides a survey of American Literature, complementing the world literature provided in the AP English Literature and Composition course taught during alternating academic years. Consequently, in addition to a wealth of nonfiction works including biographies, speeches, articles, essays and journals, students will read and examine the linguistic and rhetorical structures of fictional works, including poetry, short stories, drama, and novels. Students are introduced to a challenging range of materials, activities, and discursive strategies. Class time is spent in teamed and round table discussions. This includes: silent and oral reading, formal and informal writing, including quick-writes, structures essays, prompted responses, learning logs, and creative pieces. Also, co-authorship, instructor – and student – led lectures rubric development for peer expansion, and test preparation, particularly in the third and early fourth marking quarters strategies will be covered.

Home activities include research, formal and informal writing, and extensive reading and mandatory summer work.

In May, students will, without exception, take the Advanced Placement examination. Depending on the level of performance, students may be eligible for advanced placement or college credit.

A1, A2, A3, A4 – S1, S2, S3, S4

1109 TEEN LEADERSHIP

Grades 9-12

0.5 credit

Teen Leadership is a program developed by the Texas-based Flippen Group that teaches students to take responsibility, express themselves confidently, and handle problems and decisions when they arise. Through the Teen Leadership curriculum students will learn the skills to develop healthy relationships, recognize and resist peer pressure, and appreciate the need for vision in setting personal and career goals. In addition, students will sharpen their speechwriting and communication skills, which will help them make the transition to life after high school, whether they attend college or immediately enter the work world. This elective course is available to students in grades 9-12 and provides a 0.5 credit in either English OR Wellness.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

184 SAT PREP COURSE

Grades 10-12

0.5 credit

The SAT prep course is designed to help students prepare for the SAT test as well as develop skills and strategies to improve their scores. Students will review basic verbal, communication, written and mathematical skills tailored to tackling the SAT's unique challenges. This course is a perfect course for college-bound juniors and seniors planning their journeys. With a combination of practice exams, assignments on Khan Academy, resume and cover letter writing basics, and scholarship exploration, students will leave the semester-long course feeling prepared for both the test and their college and career search.

A1, A2, A3, A4 – S1, S2, S3, S4

101 FILM SURVEY

Grades 11 and 12

0.5 credit

This course will be an introduction to film studies. We will begin by examining the history of film and cultural developments in the history of motion pictures. We will discuss the invention of motion pictures and cover a variety of genres. From Alfred Hitchcock's horror classic *Psycho*, to *Casablanca*, to classic 80's brat-pack film *The Breakfast Club*, to action packed *Star Wars*, to the sci-fi thriller *Inception*, to *Titanic* and modern Oscar winners, we will explore what makes a great film great and the timelessness of the classics. Through viewing, theory, and written personal reaction critiques, students will study the evolution of cinema through the context of history and culture. Students will also take a closer look at prominent actors and directors from the past and present in order to compare and contrast filming and acting styles.

A1, A2, A4 – S2, S3, S4

169 INTRODUCTION TO LINGUISTICS – LINGUISTICS 100 BARD COLLEGE

Grades 11 and 12

1.0 credit (semester course)

This course presents an overview of the field of linguistics, introducing basic concepts, topics, and analytic methods. It includes study of the structure of language (systems of sound, structure, and meaning), nonverbal communication, historical and comparative linguistics, and language acquisition.

The Health and Wellness Department

9103 WELLNESS I

Grade 9

0.5 credit

This one-semester course combines health and physical education, with an every other week rotation. A wide variety of individual and team activities provide opportunities for the development of skills, knowledge of sports' rules, and the development of sportsmanship and fair play. Health instruction includes topics of nutrition, reproductive health, substance prevention and abuse, and physical fitness. The FITNESSGRAM will be used as a psychomotor testing and measurement tool throughout the semester and all students will be expected to participate to the best of their ability.

A1, A2 – S1, S2, S3, S4, S5

9104 WELLNESS II

Grade 10

0.5 credit

Prerequisite: Wellness I

This one-semester course builds upon concepts learned in Wellness I. It combines physical education and health classes, dividing instruction between the two disciplines by using every other week rotation. Health topics include mental and emotional health, family and social health, disease, and community and environmental health. The FITNESSGRAM will be used as a psychomotor testing and measurement tool throughout the semester and all students will be expected to participate to the best of their ability.

A1, A2 – S1, S2, S3, S4, S5

1901 LIFETIME FITNESS

Grades 11 and 12

0.5 credit

Prerequisite: Wellness II

In this one-semester course, students will be given the opportunity to learn and participate in the many different ways that their body and physical health can benefit from fitness activity throughout their *entire* lives. Concepts taught include: low intensity vs. high intensity movements and activities, anaerobic vs. aerobic activities, the F.I.T.T. principle pertaining to goal setting, target heart rate zone, and much more. Some activities that will be offered include yoga, aerobics, line dancing, snowshoeing, badminton, basketball and many more. The FITNESSGRAM will be used as a psychomotor testing and measurement tool throughout the semester and all students will be expected to participate to the best of their ability.

A1, A2, A3 – S1, S2, S3, S4, S5

8002 ADVANCED FITNESS

Grades 11 and 12

0.5 credit

Prerequisite: Wellness II

In this one-semester course, students will be given the opportunity to learn how to create reachable short-term and long-term goals, participate in various fitness routines and workouts, keep daily nutrition logs, as well as gain a greater understanding of all five components of physical fitness. They will conduct a physical fitness program, self-designed by each student according to their individual fitness needs. We offer PLT4M, BOD, or self-directed plans.

A1, A2 – S1, S2, S3, S4, S5

9105 ADVANCED SPORTS SKILLS AND STRATEGIES

Grades 11 and 12

0.5 credit

Prerequisite: Wellness II

In this one-semester course students will be given the opportunity to learn more advanced sport skills and strategies than what is covered in the Wellness I and II courses. In this class students will be able to expand their skill set and knowledge of team and individual sports, including volleyball, badminton, soccer, tennis, basketball, and many more. The knowledge gained in this course will allow students to participate in a variety of sports at a higher level and will also give them tools to be able to coach peers and younger athletes.

A1, A2 – S1, S2, S3, S4, S5

1109 TEEN LEADERSHIP

Grades 9-12

0.5 credit

Teen Leadership is a program developed by the Texas-based Flippen Group that teaches students to take responsibility, express themselves confidently, and handle problems and decisions when they arise. Through the Teen Leadership curriculum students will learn the skills to develop healthy relationships, recognize and resist peer pressure, and appreciate the need for vision in setting personal and career goals. In addition, students will sharpen their speechwriting and communication skills, which will help them make the transition to life after high school, whether they attend college or immediately enter the work world. This elective course is available to students in grades 9-12 and provides a 0.5 credit in either English OR Wellness.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

The Mathematics Department

Recommended sequence of math courses

Honors Pathway: Honors Geometry, Honors Algebra II, Honors Pre-Calculus, Honors Calculus or AP Calculus AB

College Preparation Pathway: Algebra I, Geometry, Algebra II, Algebra III or Pre-Calculus

Standard Pathway: Integrated Math I, Integrated Math II, Integrated Math III, Pre-Algebra II or Algebra II

Elective: Personal Finance, Introduction to Probability, Introduction to Statistics

270 HONORS GEOMETRY

Grade 9

1.0 credit

Prerequisite: Honors Algebra 8

A scientific calculator is highly recommended. This course includes the third semester of Honors Geometry and the first semester of Honors Algebra II, to be continued in grade 10. Geometry topics include triangle congruence, indirect and coordinate proofs, similarity, similar triangles, and trigonometry. Algebra II topics include solving equations in inequalities, linear relations and functions, systems of equations, and polynomials. Grading is based on homework, effort, quiz and test scores, project completion, attendance, class work, and positive participation.

A2, A3 – S2, S4

271 ALGEBRA I

Grade 9

1.0 credit

Prerequisite: Pre-Algebra I

A scientific calculator is highly recommended. This course is a continuation of Pre-Algebra with Algebra I. The students will become acquainted with mathematical symbols, expressions, and the language of Algebra. There will be a study of the real number system, mathematical sentences, and the solving of equations. Statistics, probability, and geometry will be integrated throughout the year. An emphasis will be placed on real world applications of algebra through problem-solving, group activities, and projects. There will be considerable work with graphs, calculators, spreadsheets, and automatic graphing programs. Teachers will assign homework on a daily basis and administer tests and quizzes frequently. Grading is based on homework effort, quiz and test scores, project completion, class notes, classwork, attendance, and positive participation.

A1, A2, A3, A4 – S2, S4

258 INTEGRATED MATH I

Grade 9

1.0 credit

Prerequisite: Pre-Algebra 8

A scientific calculator is highly recommended. This course is the first part of a two-part Algebra and Geometry course. The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The course is designed for those students who would be most successful in a slower-paced learning environment with increased time to practice and learn. Topics covered include whole numbers, common fractions, decimals, percentages, signed numbers, powers and roots, substitution, setting up and solving equations, geometry, graphs, tables, estimation, probability, statistics, order of operations, ration and proportions, measurement, word problems and patterns. The above mentioned topics show that this course blends introductory Topics of Algebra I, Geometry, and Statistics together. Teachers will assign homework on a daily basis and administer tests and quizzes frequently. Grading is based on homework effort, quiz and tests scores, project completion, class notes, classwork, attendance, and positive participation.

A2, A3 – S2, S4

215 HONORS ALGEBRA II

Grade 10

1.0 credit

Prerequisite: Honors Geometry

Owning a scientific calculator is required; a graphing calculator is recommended. This course continues the more advanced concepts of Geometry to include symmetry, congruence, indirect and coordinate proofs, similarity, similar triangles, and trigonometry. In the second semester, students' transition to Algebra II, studying the topics covered in Algebra I in greater depth while emphasizing math applications. Geometry is integrated throughout. New topics such as exponential functions, complex numbers, quadratics, matrices, variation, and trigonometric functions are included. A mastery of Algebra I skills and good work habits are a must. Class activities will include group work and projects requiring

extensive use of computers and calculators. Teachers will assign homework on a daily basis and administer tests and quizzes frequently. Grading is based on homework effort, quiz and test scores, project completion, class notes, classwork, attendance, and positive participation.

A2, A3, A4 – S2, S4

218 GEOMETRY

Grade 10

1.0 credit

Prerequisite: Algebra I

A scientific calculator, a notebook, and math supplies (colored pencils, ruler, protractor, and a compass) are highly recommended. This year-long course is taken after Algebra I. Topic covered include points, lines, angles, reflections, rotations, proofs, polygons, symmetry, areas, perimeters, volumes, and triangle congruence and similarities. MCAS preparation, mastery of math vocabulary, and algebra are also integrated throughout the class. Hands-on exercises give students the opportunity to practice drawing, constructions with compass and straightedge, experiments in 3-D concepts, prospective drawing, and other geometry-related skills. Teachers will assign homework on a daily basis and frequently administer tests and quizzes. Grading is based on homework effort, quiz and test scores, project completion, class notes, classwork, attendance, and positive participation.

A2, A3 – S2, S4

268 INTEGRATED MATH II

Grade 10

1.0 credit

Prerequisite: Integrated Math I

A scientific calculator is highly recommended. This course is the second part of a two-part Algebra and Geometry course. The course is designed for those students who would be most successful in a slower-paced learning environment with increased time to practice and learn. The focus of this course is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Integrated Math I. This course emphasizes both Algebra I and Geometry skills. Specific topics include linear and quadratic equations, midpoint, slope, distance formula, square and cube roots of expressions, operations with polynomials, operations with radicals, congruence, and similarity. Homework is given on a regular basis. Grading for the course is based on homework effort, quiz and tests scores, project completion, attendance, and positive participation.

A2, A3, A4 – S2, S4

275 HONORS PRE-CALCULUS

Grade 11

1.0 credit

Prerequisite: Honors Algebra II

Owning a scientific calculator is required; a graphing calculator is recommended. This course prepares students for the continued study of mathematics including calculus. The course begins with a brief review of Algebra II, including linear and quadratic equations and inequalities and continues with functions followed by an in-depth treatment of exponential and logarithmic functions. Students will study trigonometry starting with the definition of angles in both degree and radian measure, the length of arcs and the areas of sectors, and a linear and angular velocity and continue with both the unit circle and right triangle definitions of the six sines and the law of cosines. Teachers will assign homework on a daily basis and frequently administer tests and quizzes. Grading is based on homework effort, quiz and test scores, classwork, attendance, and positive participation.

A2, A3, A4 – S2, S4

202 ALGEBRA II

Grades 11 and 12

1.0 credit

Prerequisite: Geometry or Pre-Algebra II

A scientific calculator is highly recommended. This course continues with a more in-depth study of topics covered in Algebra I, while emphasizing math applications. Geometry is integrated throughout. New topics such as exponential functions, complex numbers, quadratics, matrices, variation, and trigonometric functions are included. A mastery of Algebra I skills and good work habits are a must. Class activities will include group work and projects requiring extensive use of computers and calculators. Teachers will assign homework on a daily basis and frequently administer tests and quizzes. Grading is based on homework effort, quiz and test scores, project completion, class notes, classwork, attendance, and positive participation.

A2, A3 – S2, S4

243 PRE-ALGEBRA II

Grades 11 and 12

1.0 credit

Prerequisite: Integrated Math III

A scientific calculator is highly recommended. This course is designed for students who would be most successful in a slower-paced learning environment. Pre-Algebra II continues the study of topics covered in Algebra I in greater depth and increased time devoted to practice in math applications. Geometry is integrated throughout. New topics such as exponential functions, complex numbers, quadratics, matrices, variation, and trigonometric functions are included. A mastery of Algebra I skills and good work habits are a must. Class activities will include group work and projects requiring extensive use of computers and calculators. Teachers will assign homework on a daily basis and frequently administer tests and quizzes. Grading is based on homework effort, quiz and test scores, project completion, class notes, classwork, attendance, and positive participation.

A2, A3, A4 – S2, S4

286 INTEGRATED MATH III

Grade 11

1.0 credit

Prerequisite: Integrated Math II

A scientific calculator is highly recommended. This course is designed for students who would be most successful in a slower-paced learning environment. It is in the Integrated Math III course that students integrate and apply the mathematics they have learned from their earlier courses. Geometry is integrated throughout. New topics such as exponential functions, complex numbers, quadratics, matrices, variation, and trigonometric functions are included. A mastery of Algebra I skills and good work habits are a must. Class activities will include group work and projects requiring extensive use of computers and calculators. Teachers will assign homework on a daily basis and frequently administer tests and quizzes. Grading is based on homework effort, quiz and test scores, project completion, class notes, classwork, attendance, and positive participation.

A2, A3, A4 – S2, S4

257 ALGEBRA III

Grade 12

1.0 credit

Prerequisite: Algebra II

A scientific calculator is required; a graphing calculator is highly recommended. This course is designed specifically for students who need an additional year of math to prepare for either Pre-Calculus or other college level mathematics courses. It is designed for students who feel they are not ready for Pre-Calculus but need a fourth year of math. It bridges the gaps between high school level mathematics and college level courses. It covers all of the necessary topics for students to be successful in College Level Algebra and Pre-Calculus. Algebra III includes applications of concepts from Algebra II as well as some new topics. Technology will be used as an instructional tool throughout the course. This course is designed as a fourth year option to Pre-Calculus for students completing Algebra II in their junior year. Topics covered include factoring, binomial expansion, solving rational equations, solving radical equations, linear regression, quadratic functions, exponential functions, logarithmic functions, polynomial operations, and polynomial functions of a high degree.

A2, A3 – S2, S4

244 HONORS CALCULUS

Grade 12

1.0 credit

Prerequisite: Honors Pre-calculus

A scientific calculator is required; a graphing calculator is highly recommended. This course will prepare students for the continued study of mathematics in college. The course begins with a review of trigonometry, including functions and their graphs, inverses, exponential and logarithmic functions, and parametric equations. This is followed by the study of differential calculus, including limits, continuity, tangent lines, calculating the derivative, and finding the extreme values of functions. Students will also focus on Integral Calculus, including both definite and indefinite integrals, methods of integration, using

definite integrals to compute areas, volumes, and the length of curves, as well as other real world applications. This course will be very demanding and require a high degree of motivation and effort.

A1, A2, A3, A4 – S2, S4

277 PRE-CALCULUS

Grade 12

1.0 credit

Prerequisite: Algebra II

A scientific calculator is required; a graphing calculator is highly recommended.

This course begins with a review of Algebra II. The course includes the study of rational expressions, including, but not limited to, simplifying, adding, subtracting, graphing, and solving. The next topic will be an introduction to Trigonometry starting with the definition of angles in both degree and radian measure, the length of arcs, and both linear and angular velocity. This unit will continue with the unit circle, right triangle definitions of the six trigonometric functions, and the Law of Sines and Cosines. Exploration of the six function's graphs along with their transformations will be studied next. An intense unit of verifying trigonometric identities will follow. The next unit will be solving trigonometric equations using multiple techniques from already learned material to new methods. The following unit will cover polar coordinates, including graphing and converting to and from polar coordinates.

A2, A3, A4 – S2, S4

147 AP CALCULUS AB

Grade 12

1.0 credit

Prerequisite: Honors Pre-calculus and teacher recommendation required

A graphing calculator is required. This course runs in conjunction with the Honors Calculus class with additional online assignments and lessons. This course will prepare students for the continued study of mathematics in college. It will cover first-year college calculus, and students must take the AP calculus exam. The course begins with a brief review of trigonometry, including functions and their graphs, inverses, exponential and logarithmic functions, trigonometry, and parametric equations. This is followed by an in-depth study of differential calculus, including limits, continuity, tangent lines, calculating the derivative, finding extreme values of functions, and basic differential equations. During the second half of the year, students will focus on Integral Calculus, including both definite and indefinite integrals, methods of integration, using definite integrals to compute areas, volumes, and the length of curves as well as other real world applications, and advanced integration techniques, including integration by parts, partial fractions, L'Hopital's Rule, and improper integrals. This course will be very demanding and require a high degree of motivation and effort.

A2, A3, A4 – S2, S4

256 PERSONAL FINANCE

Grade 11 and 12

0.5 credit

Prerequisite: Integrated Math II or Algebra II

A scientific calculator is highly recommended. Financial literacy is essential in meeting the financial challenges of the 21st Century. The competencies, which form the basis for this semester course, enable students to analyze their personal financial decisions, evaluate the costs and benefits of their decisions, recognize their rights and responsibilities as consumers, and apply the knowledge learned in school to financial situations encountered later in life. The components of personal finance covered in the standards and objectives shall include: understanding loans, borrowing money, interest, credit card debt, and online commerce; rights and responsibilities of renting or buying a home; saving, investing and planning for retirement; banking and financial services; balancing a checkbook; state and federal taxes; paying for postsecondary education; and charitable giving.

A2, A3, A4 – S2, S4

266 INTRO TO PROBABILITY

Grades 11 and 12

0.5 credit

Prerequisite: Integrated Math III or Algebra II

A scientific calculator is required; a graphing calculator is highly recommended. This semester course provides an elementary introduction to probability and its application. This course is a practical hands-on approach to the study of probability. Students will learn how to use probability to make informed decisions. Topics include: basic probability models; combinatorics; random variables; discrete and continuous probability distributions. Students build on the conceptual knowledge and skills they mastered in previous mathematics courses.

A1, A2, A3, A4 – S2, S3, S4

267 INTRO TO STATISTICS

Grades 11 and 12

0.5 credit

Prerequisite: Integrated Math III or Algebra II

A scientific calculator is required; a graphic calculator is highly recommended. This semester course is designed to prepare students for success in a world where knowledge of data analysis and statistics is necessary to make informed decisions in areas such as health, economics, and politics. It provides students with an introduction to important topics in statistics by focusing on the statistical thinking behind data collection and analysis. It helps students be more discerning consumers of statistics, teaching them to interpret the numbers in surveys, elections polls, and medical studies. Topics include sampling, surveys, experimental design, organizing and analyzing data.

A1, A2, A3, A4 – S2, S3, S4

The Music Department

764 HIGH SCHOOL BAND

Grades 9-12

0.5 credit per semester

The High School Band is open to students who have had previous instrumental experience. Any student who was not enrolled in band the year before must first audition. Band members will perform with the Concert and Marching Bands. Selected band members may participate in various smaller ensembles, such as the jazz groups, but must be enrolled in band to participate.

The High School Band will explore a wide variety of musical styles, periods, and music theory chosen to challenge and increase personal technique and general musical knowledge. This course requires occasional after school rehearsals and performances, which will be announced well in advance. Most uniforms pieces for concerts and marching performances are provided. Students will need to purchase a tuxedo shirt, bow tie, and black shoes available through the Band.

A1, A2 – S1, S5

766 HIGH SCHOOL CHORUS – SEMESTER

785 HIGH SCHOOL CHORUS – FULL YEAR

Grades 9-12/Approval of Instructor required

0.5 credit per semester

The High School Chorus is a full year course open to all students in grades 9-12 who have had previous vocal experience and selected new students. Students in the Chorus will work on vocal techniques, music theory, and musicianship and will study music of various styles and periods of history. Students who enroll in this course are required to attend all performances throughout the year as a part of the grade requirement.

A1, A2 – S1, S5

746 HISTORY OF POP MUSIC

Grades 9-12

0.5 credit

Students will examine the progression and influence of popular music from the 1900s until the present. Every student will be assigned an instrument commonly found in a rock and roll band and will participate in the band, learning songs and performing in a final concert at the end of the semester. A variety of genres, instruments, styles, and performing methods will be discussed and performed by the class. Additionally, students will write songs together. This elective course is available to students in grades 9-12.

A2, A4 – S2, S4, S5

747 VOICE CLASS

Grades 9-12

0.5 credit

Students will learn 3-4 songs within the musical theater, classical, pop, and jazz styles that fits the student's vocal range and timber. The songs will be learned in class and performed as a final performance at the end of the semester. Students will discuss, rehearse, and perform a variety of solo vocal styles, including belting, classical technique, and pop techniques. Methods and tips for auditioning will also be discussed.

A1, A3 – S3

744 MUSIC THEATER WORKSHOP

Grades 9-12

0.5 credit

This class will look at the world of musical theater both historically, by studying some of the great musicals written, as well as hands on. Students will spend a majority of the semester actually working on a real, full length show. They will have an opportunity to work on many aspects of musical theater: acting, singing, directing, choreographing, technical design, stage managing, and auditioning, just to name a few. The final for the class will consist of one **NIGHT** performance at the end of the semester in front of an audience. This class is open to any 9-12 student but know that singing and acting will be required. This class will take place in the fall.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

733 GUITAR

Grades 9-12

0.5 credit

This course is open to any student in grades 9-12. Students will study the fundamentals of guitar using a hands-on approach. This course will teach how to play the guitar, how to read music notation, tablature, play melodies, as well as chords, and compose their own songs. Students will work both individually and in small groups.

A1, A4 - S2, S5

745 HIGH SCHOOL JAZZ BAND

Grades 9-12

0.5 credit

Permission of Instructor

The High School Jazz Band is a full year course open by audition only to students in grades 9-12 who have previous vocal experience. Students enrolled in the Jazz Band must also be enrolled in the High School Band. Students in the Jazz Band will work on jazz and rock techniques, music theory, musicianship, and study music mostly contained to the 20th and 21st Centuries of jazz and rock music history. Students who enroll in this course are required to attend all performances throughout the year as part of the grade requirement. This ensemble meets before the school day, at 7:15 a.m. on Mondays and Wednesdays. Night performances required.

749 HIGH SCHOOL MADRIGALS

Grades 9-12

0.5 credit

Permission of Instructor

The High School Madrigals is a full year course open by audition only to students in grades 9-12 who have previous vocal experience. Students enrolled in the Madrigal ensemble must also be enrolled in the High School Chorus. Students in the Madrigal Ensemble will work on vocal techniques, music theory, musicianship, and study music mostly contained to the Renaissance Era of music history. Student who enroll in this course are required to attend all performances throughout the year as part of the grade requirement. This ensemble meets before the school day, at 7:15 a.m. on Tuesdays and Thursdays.

The Science Department

Recommended sequence of Science courses

Honors Biology, Honors Chemistry, and Honors Physics

Biology, Chemistry, Electives

Standard Biology, Standard Chemistry, Electives

AP Biology & AP Chemistry are offered through our partnership with Virtual High School (VHS).

300 HONORS BIOLOGY

Grade 9 required course

1.0 credit

Prerequisite: Recommendation of Instructor

This course will cover the same topics as Biology but at a faster pace and in more detail. Students electing to take Honors Biology will have demonstrated a strong understanding of science concepts and proven themselves to be motivated students.

A1, A2, A3 – S2, S5

302 BIOLOGY

Grade 9 required course

1.0 credit

Biology is the study of life. This course is designed to address some of the underlying life science topics in order to form a strong foundation for continued studies in the science and technology fields. The curriculum covers ecological concepts including community structure, relationships, and matter and energy in the ecosystem. Students will learn about energy consumption and use in humans and plants. They will explore the concept of the cell, its parts, and their functions in living organisms. From this base, cell division and specialization will be covered as an introduction to heredity and genetics. This course concludes with a look at evolution and the role of genetics in the development of adaptation in a variety of organisms.

Writing and technology usage is imperative and will be considered in grading. Of equal importance are laboratory experiments, quizzes, tests, assignments, and projects. A variety of class and field exercises will stress the concept of the inquiry method in science and the student's independent thinking skills.

A1, A2, A3 – S2, S5

324 STANDARD BIOLOGY

Grade 9 required course

1.0 credit

This course will give students an understanding of the fundamental concepts of life science and demonstrate how these concepts help scientists develop their understanding of the diversity of life on earth. Core topics include: concepts of ecology, evolution and taxonomy, cell structure and function and their relationship to living organisms, basic chemical concepts related to biological systems, genetics, and heredity.

Students will be placed in this section based on teacher recommendation. They will be assessed on completion of homework, quizzes, tests, laboratory experiments, and class projects. A variety of in-class and field experiences will stress inquiry and allow students to apply previously learned concepts to scientific investigation.

A1, A2, A3 – S2, S5

321 HONORS CHEMISTRY

Grade 10 required course

1.0 credit

Prerequisite: Algebra/Recommendation of Instructor

Honors Chemistry will move at a more rapid pace than general chemistry and will cover topics in greater depth. A higher degree of abstract thinking, more reading and research, and an increased level of motivation are expected of the students electing this section of chemistry. This course is recommended for students that are interested in a STEM Career. Students interested in continuing with honors level electives should sign up for this section of Chemistry.

A2, A4 – S3, S4, S5

307 CHEMISTRY

Grade 10 required course

1.0 credit

Chemistry is the study of materials. In this course, students will study basic characteristics and properties of matter. They will use common physical properties and chemical behaviors to classify materials and learn more about the Periodic Table as a graphic organizer for chemistry. Students will investigate chemical reactions, learn how to predict and write chemical equations, use atomic models to describe electron arrangements, and draw chemical bonding diagrams. Students will study reaction rates and basic kinetics. Students will practice their problem solving skills while learning how to design and conduct scientific experiments to test hypotheses and scientific laws. Basic algebra skills are necessary for this course.

A2, A4 – S2, S4, S5

322 STANDARD CHEMISTRY

Grade 10 required course

1.0 credit

This course is designed to follow the core standards of the Massachusetts Frameworks for chemistry and help students apply basic chemistry concepts to the real world. Students entering grade 10 who have successfully completed standard biology should select this section of chemistry or may be placed in this section based on teacher recommendation. Topics will include types of matter, basic atomic structure, the periodic table, formation of compounds, chemical reactions and equation writing, chemical bonding, solutions, acids and base, kinetics, and energy changes in chemistry. Students are required to complete daily assignments, homework, lab activities, quizzes, tests, and projects.

A2, A4 – S2, S4, S5

314 ENVIRONMENTAL SCIENCE

Grades 11 and 12

1.0 credit

This course examines current issues in environmental science with the first half of the year focusing on analysis and understanding of population and sustainability and the second half of the year on conservation and new technologies in environmental science and renewable energy.

Students will begin with a study of James Lovelock's Gaia hypothesis in order to frame the course's content. The rationale behind the establishment of the EPA and the Superfund along with case studies will be examined. Investigations of population and sustainability in regards to garbage issues, fossil fuels, and the planetary water supply will be undertaken. Studies will continue with research on current "green" initiatives and conservation efforts in the U.S. and around the globe. The year will conclude with analysis of local environmental issues.

A1, A2, A3, A4 – S2, S3

308 PHYSICS

Grades 11 and 12

1.0 credit

This algebra-based course is intended to prepare students for future studies in science and mathematics. The emphasis is on mathematical problem solving techniques and theoretical understanding. There are three major areas of study: mechanics, waves, and electricity and magnetism.

The study of mechanics will include: displacement, velocity, acceleration, falling bodies, projectile motion, vector operations, Newton's laws, friction, kinetic and potential energy, power, and elastic and inelastic collisions.

The study of waves will include: simple harmonic motion, properties of waves and wave interactions, sound waves, intensity, resonance and harmonics, light and reflection, curved mirrors, polarization, refraction, thin lenses, interference, diffraction, lasers, blackbody radiation, quantization, the photoelectric effect, and matter waves.

The study of electricity and magnetism will include: elastic charge, force and fields, electrical potential energy, potential difference, capacitance, electric current, resistance and power, circuit diagrams, complex resistor combinations, magnets, magnetic fields, electromagnetism, induction, direct and alternating current, generators, and motors.

A2 – S2, S4

1302 HONORS PHYSICS

Grades 11 and 12

1.0 credit

Prerequisites: Biology, honors chemistry, and advanced math pathways

Honors Physics will cover more topics than general physics, and the class will go at a faster pace. In addition, some topics will be covered in greater depth, and the mathematics may be more difficult. This class is recommended for motivated students who like a challenge and are planning to continue their education in scientific and mathematical fields after high school. Additional topics to be covered may include: rotational equilibrium and dynamics, fluid mechanics, heat, thermodynamics, quantum mechanics, and relativity.

A2 – S2, S4

352 STEM EDUCATION

Grades 11 and 12

1.0 credit

This course is designed to educate students in four specific disciplines: Science, Technology, Engineering, and Mathematics. Rather than teach four disciplines as separate subjects, STEM integrates them into a cohesive learning paradigm based on real-world situations and requirements. A lesson or unit in a STEM class is typically based around finding a solution to a real-world problem and emphasizes project-based learning. The focus will be on real-world issues and problems and will be guided by the engineer design process. This class will immerse students in hands-on inquiry and open-ended exploration. Students will be involved in productive teamwork and apply math and science content to complete engineering design challenges. Their class will also allow for multiple right answers and failures as a necessary part of learning. This course is intended to prepare students for a career in STEM.

A1, A2, A3, A4 – S2, S3

323 ANATOMY & PHYSIOLOGY

Grades 11 and 12

1.0 credit

This course will explore the relationships between the structure and function of organs and all of the major human systems. Integration of the systems and homeostatic controls will be a focus of the course, with special attention paid to diseases and injuries of the systems.

A variety of techniques will be used to learn anatomy & physiology. Student will be assessed on their active participation and completion of assignments, projects, lab activities, presentations and tests.

Memorization is required. This course is recommended for students interested in continuing in health or life science related careers.

Dissection of preserved material will also be a part of this course. Students wishing not to take part in dissection will be offered alternative methods.

A1, A2, A3 – S2, S5

369 ASTRONOMY

Grades 11 and 12

0.5 credit

Students will learn the history of astronomy, including the Copernican Revolution, Kepler's laws of planetary motion, and Newton's laws. Students will study the nature of electromagnetic radiation and spectroscopy. The origin and nature of the solar system and the planets will be investigated. The nature of stars, neutron stars, and black holes will be studied. The early universe and eventual fate of the universe will be looked at. Students will be expected to use algebra to solve word problems.

A1, A2, A3, A4 – S2, S4

340 ANIMAL SCIENCE

Grades 10-12

0.5 credit

An introduction to fundamental principles of animal science, including the economic impact of animal agriculture upon the United States and the world, animal husbandry, behavior, genetics, anatomy and physiology, reproduction, nutrition, disease, and research. Depending on student's interest, additional topics may include equine science, veterinary medicine, and sustainable agriculture. A supervised agricultural experience project is a major requirement of the course as well as numerous hands-on learning activities. Students are encouraged to join the Mount Everett FFA Chapter, where competitive events, community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

A1, A2 – S1, S2, S3, S4

338 AGRICULTURAL INTERSHIP

Grades 11 and 12

0.5 credit

Agricultural interns will work under the supervision of the Agriculture teacher and FFA Advisor. This is an opportunity for students to gain hands-on work experience with livestock animals, poultry, small companion animals, gardening, campus recycling and composting, and self-directed projects. Students will learn expected workplace behavior, develop specific skills within the Agriculture industry, and will be given opportunities to manage projects. This experience will nurture individual talents, develop a cooperative attitude towards others, build character, develop self-confidence and good work ethic, develop employability and thinking skills, and expand on competencies learned in the classroom. Students will be responsible for setting personal goals and documenting their experience.

A1, A2 – S1, S2, S3, S4

336 AQUACULTURE

Grades 11 and 12

0.5 credit

Prerequisite: Instructor approval required

Aquaculture is the art, science, and business of producing aquatic animals and plants that are useful to humans. During this half-year course, students will learn the biological, chemical, ecological, and economic aspects of aquaculture, through hands-on projects, primarily the maintenance of the school's Aquaculture Center. The course will also include lecture, discussion, reading and note-taking. Student research, presentations, quizzes and tests will be factored into a student's grade.

A1, A2 – S1, S2, S3, S4

The Social Studies Department

Minimum Sequence of Social Studies Courses:

Honors Academy – Honors US History I, Honors World History I, Honors/AP US History, Honors US Government and Politics (All must be taken to earn Honors Academy endorsement on transcript)

College Prep – US History I, World History I, The 20th Century, Electives

Standard – Standard US History I, Standard World History I, Standard The 20th Century, Electives

446 STANDARD UNITED STATES HISTORY I

Grade 9

1.0 credit

The ninth-grade history curriculum is United States History I, which focuses on the nation's history from 1754 through 1877. The major issues and events studied will be the French and Indian War, followed by the pre-Revolutionary period. The course continues with the American Revolution and its aftermath, and the drafting of the United States Constitution and Bill of Rights. The next phase of the curriculum focuses on the key political developments in the presidencies of Washington through Jefferson, as well as the policies of later antebellum presidents, such as Monroe, Jackson, Polk, and Buchanan. The course ends with an in-depth study of causes leading up to the Civil War, the War itself, and the Reconstruction period. The curriculum includes multimedia presentations, a variety of cooperative learning activities and projects, engaging classroom discussions, and debates.

A1, A2, A3 – S1, S2, S3, S4, S5

487 COLLEGE PREP UNITED STATES HISTORY I

Grade 9

1.0 credit

Prerequisite: Recommendation of 8th grade social studies teacher

The ninth-grade history curriculum is United States History I, which focuses on the nation's history from 1754 through 1877. The major issues and events studied will be the French and Indian War, followed by a study of the pre-Revolutionary period. The course continues with the American Revolution and its aftermath and the drafting of the United States Constitution and Bill of Rights. The next phase of the curriculum focuses on the key political developments in the Presidencies of Washington through Jefferson, as well as the policies of later antebellum presidents such as Monroe, Jackson, Polk, and Buchanan. The course ends with an in-depth study of the causes leading up to the Civil War, the War itself, and the Reconstruction period. All students will use the text America: Pathways to the Present, by Cayton, et al. The curriculum includes multimedia presentations, two term papers, engaging classroom discussions, and debates.

A1, A2, A3 – S1, S2, S3, S4, S5

425 HONORS UNITED STATES HISTORY I

Grade 9

1.0 credit

Prerequisite: Recommendation of 8th grade social studies teacher

Honors United States History I is a challenging, in-depth course that begins with Columbus and concludes with the dawn of the 21st century. Political, economic, and social history will receive equal time as all three historical subdivisions are critical in understanding United States History. The primary course text is The Americans; however, additional primary and secondary sources will also be employed to enhance student knowledge and understanding. This is a student-focused, discussion-based class. Students enrolled in this course will write bi-weekly, in-class essays; therefore, analytical writing skills will be emphasized.

A1, A2, A3 – S4

485 STANDARD WORLD HISTORY I

Grade 10

1.0credit

The standard level Modern World History explores the dominant social, economic, political, military and intellectual trends affecting western civilization from the fall of the Roman Empire through the 19th Century. Designated units of study include: the Middle Ages, the Renaissance and Reformation, the Age of Enlightenment, the French Revolution and its consequences, the origins and spread of the Industrial Revolution, and the growth of Europe's empires in Asia and Africa. This class makes frequent diversions into current world affairs, endeavoring to identify linkages to the past. Using primary and secondary source readings and video and web resources, students pursue knowledge individually, in small groups, and collectively. To accommodate all learning styles, this course uses a modified text with most reading accomplished during class time.

A1, A2, A4 – S1, S3, S4, S5

486 COLLEGE PREP WORLD HISTORY I

Grade 10

1.0 credit

The college preparatory Modern World History explores the dominant social, economic, political, military and intellectual trends affecting western civilization from the fall of the Roman Empire through the 19th Century. Designated units of study include: the Middle Ages, the Renaissance and Reformation, the Age of Enlightenment, the French Revolution and its consequences, the origins and spread of the Industrial Revolution, and the growth of Europe's empires in Asia and Africa. This class makes frequent diversions into current world affairs, endeavoring to identify linkages to the past. Using primary and secondary source readings and video and web resources, students pursue knowledge individually, in small groups, and collectively.

A1, A2, A4 – S1, S3, S4, S5

496 HONORS WORLD HISTORY I

Grade 10

1.0 credit

The Honors World History I class is the first of the Honors Academy subject suite. It explores the dominant social, economic, political, military and intellectual trends affecting western civilization from the 16th century to present. Designated units of study include: The Age of Enlightenment, the French Revolution and its consequences, the origins and spread of the Industrial Revolution, Europe's empires in Asia and Africa, the world wars, and the Cold War and beyond. This class makes frequent diversions into current world affairs, endeavoring to identify linkages to the past. Using primary and secondary source readings and video and web resources, students pursue knowledge individually, in small groups, and collectively. Students enrolled in this course will be assigned a summer reading project, including preparation of a written assignment due at the beginning of the school year.

A1, A2 – S3, S5

494 THE 20TH CENTURY STANDARD

Grade 11

1.0 credit

This course reviews the principal political, military, social and cultural developments in the world since 1900, including the rise of America as a great power, the world wars and genocide, the Cold War, human rights, the rise of Islamic fundamentalism and its consequences, and the digital revolution. The course includes principal trends in the humanities and dedicates considerable time to current events. To accommodate all learning styles, this course uses a modified text with most reading accomplished during class time.

A1, A2, A4 – S1, S3, S4, S5

493 THE 20TH CENTURY COLLEGE PREP

Grade 11

1.0 credit

This course reviews the principal political, military, social and cultural developments in the world since 1900, including the rise of America as a great power, the world wars and genocide, the Cold War, human rights, the rise of Islamic fundamentalism and its consequences, and the digital revolution. The course includes principal trends in the humanities and dedicates considerable time to current events.

A1, A2, A4 – S1, S3, S4, S5

405 ADVANCED PLACEMENT UNITED STATES HISTORY

Grade 11

1.0 credit

Prerequisite: Recommendation of 9/10 social studies teacher

United States History Advanced Placement is the third subject in the Honors Academy Suite. It is a rigorous, comprehensive, college-level course of study that closely follows the curriculum recommendation outlined by the College Board, the organization that oversees all Advanced Placement programming. The course begins with Columbus and concludes with the dawn of the 21st century. Political, economic, and social history receive equal time as all three historical subdivisions are assessed in the demanding Advanced Placement examination. The primary course text is The Enduring Vision, by Boye, et al.; however, additional primary and secondary sources will also be employed to enhance student knowledge and understanding. This subject meets graduation requirements for United States History I and United States History II combined.

Students are required to take the College Board AP Examination in May. Depending on the level of performance, students may be eligible for college credit.

A1, A2, A3 – S4

462 HONORS U.S. GOVERNMENT AND POLITICS

Grade 12

1.0 credit

Honors U.S. Government and Politics is the last subject in the Honors Academy Suite. This course is designed to give students an analytical and philosophical perspective on politics and government in the United States. Students develop an understanding of the fundamental concepts of democratic theory and philosophy, examine the structure and institution of the national government, and analyze the constitution and amendments. Students will investigate political beliefs and behaviors, party politics, and interest groups. Civil rights and civil liberties, and the interplay of freedom, order, and equality are also primary areas of content and class discussion. The summary objective of the course is to produce an enlightened citizenry patterned after the Jeffersonian ideal. This objective is pursued through consistent emphasis on the knowledge and attitudes necessary for the American democratic experiment to continue and remain vibrant in the 21st century and beyond. Resources used include textbook, newspapers, videos, magazines, and outside speakers.

A1, A2, A3 – S1, S3, S4, S5

447 INTRODUCTION TO PSYCHOLOGY

Grades 11 and 12

0.5 credit

Psychology is the study of human behavior and mental processes. This course will explore the development of psychology from Sigmund Freud to current controversial issues, such as “How much is our behavior the result of our biology?” In addition to learning about the fundamentals of psychology, personality theory, abnormal psychology, and various approaches to psychotherapy, we will bring psychology into our lives through the performance of self-discovery exercises. Students are expected to read the text, prepare a research paper and presentation, write psychological analyses, and participate in lively discussions. The assigned text is Psychology: An Introduction, by Charles Morris.

A1, A2, A3 – S1, S2, S3, S4

482 HIKING, LEADERSHIP AND THE ENVIRONMENT (offered in the spring only)

Grades 11 and 12

0.5 credit

This senior level elective is geared towards students who are interested in learning about the environment, enhancing their leadership skills and challenging themselves both physically and mentally. In the classroom, students will learn basic outdoor survival skills needed in order to successfully participate in extended backpacking trips. An emphasis will be placed upon developing leadership skills needed to work as a team member in achieving class goals. The skills developed in this class will be put into action through participation in a one-day, a three-day, and a five-day hike on the Appalachian Trail. Mount Everett Regional School will provide the main materials for this class such as backpacks, sleeping bags, tents and cook stoves; students will be required to provide their own clothing, food, and other basic essentials needed for the various excursions. In preparation for the longer hikes, this class will require additional class meeting time; morning hikes will allow the group to hike areas near the school in order to build the physical endurance and stamina needed to make our three trips as successful as possible. Students will be graded on projects, reflective journals, book summaries and most of all their ability and willingness to actively participate in ALL class activities. Due to the hands-on nature of this course, space is limited. Participation in the three main hikes, as well as the preparatory training sessions, is mandatory; as a result, an emphasis will be placed upon attendance, punctuality, and cooperation. A top priority of this experience is to teach students an appreciation of and a respect for nature; therefore, the use of phones and electronic devices will be strictly prohibited. For off campus hikes, the instructors will have a cell phone in case of emergencies. Successful completion of this class will allow students not only to gain a greater appreciation for the outdoors, but also to earn a half credit in the academic area of either science, history, or physical education.

A1, A2 – S1, S2, S3, S4, S5

421 CRIMINOLOGY: JUSTICE, SOCIETY, AND LAW

Grades 11 and 12

0.5 credit

This course is designed to provide students with an examination of the past, present, and future of the American system of criminal justice. Students will examine various methods of analyzing crime and the effectiveness of traditional community policing, law reforms and the criminal court system. Class activities and instructional methods will combine lectures, discussions, debates, persuasive essays, student presentations, and field trips. Instructional materials will include video presentations, magazine articles, and relevant texts.

A1, A3, A4 – S4, S5

464 SOCIOLOGY

Grades 11 and 12

0.5 credit

This course is an introductory sociology course surveying topics affecting American society with local, as well as international implications. Areas to be explored include classicism, sexism, regionalism, ageism, racism, religion, economics, and politics. Serious discussions and analysis of these and other topics will be a major focus of the class. Many readings and documentaries/films will be utilized to supplement and elicit class discussion.

Through classroom discussions, short lectures, documentaries, in-class assignments, presentations, reading and homework, students will critically analyze the aforementioned and other topics. In addition to class assignments, homework, tasks, quizzes and tests, a portion of a student's grade will be based on class participation, which includes punctuality and timely task completion.

A1, A2, A3 – S1, S2, S3, S4

463 ANTHROPOLOGY

Grades 11 and 12

0.5 credit

This course is a survey of anthropology, including topics from cultural and physical anthropology. Areas to be explored include pre/early humans, various anthropological sites and cultures, folklore and myth, and archaeology.

Through classroom discussions, short lectures, reading documentaries, in-class assignments, and presentations, students will analyze various areas of anthropology from a modern and anthropological perspective. Students are invited to explore topics of interest beyond the time allotted in the classroom. In addition to class assignments, homework, tasks, quizzes and tests, a portion of a student's grade will be based on class participation, which includes punctuality and timely task completion. Extra credit may be earned on an "as needed" basis.

A1, A2, A3 – S1, S2, S3, S4

442 PHILOSOPHY I

Grades 9-12

0.5 credit

In this course, we will survey the four most foundational philosophical questions of all time: What is existence? How do we know what we know? What does it mean to be good? What makes something beautiful? In order to delve into these questions, we will not only look to what great thinkers, such as Plato, Descartes, Locke, and Nietzsche have said, but also consider how recent and current pop-culture has weighed in, including HBO's series 'Westworld.' So leave behind your assumptions, get ready to question everything, and *sapere aude*. Dare to know.

A1, A2, A3 – S1, S2, S3, S4

488 PSYCHOLOGY IN FILM

Grades 11 and 12

0.5 credit

This course will develop a deep understanding of mental health issues by studying films that delve into a variety of topics in psychology. Among the issues addressed in these films are depression, obsessive compulsive disorder, substance abuse, anxiety disorders, and schizophrenia. Students will critically evaluate the accuracy of the portrayal of psychological topics in films. This will include the ability to identify what is inaccurate, as well as what conforms diagnostic criteria or ethical guidelines for psychologists and other mental health practitioners.

A1, A2, A4 – S1, S3, S4, S5

4001 PARANORMAL HISTORY

Grades 11 and 12

0.5 credit

This course will develop a deep understanding of supernatural phenomena, paranormal nature, and strange historical people or events by studying source materials that delve into a variety of topics in psychology and history. Throughout this semester, students will critically evaluate primary, secondary, and tertiary sources to research and form opinions on the subjects at hand. The ultimate goal will be to either confirm or debunk different accounts when appropriate and to have civil debates and write persuasively. Topics include: the paranormal, parapsychology, cryptozoology, ufology, anthropology, case studies of unexplained events and of interesting historical figures, and much, much more ...

A1, A2, A4 – S1, S3, S4, S5

The Technology Department

Technology Pathway Courses: Students must complete 4 of the following courses as part of Mt. Everett's Technology Pathway: VEX Robotics, Aquatic Robotics, 3D Engineering Design I, 3D Engineering Design II, Drones, Python, SATL, Cybersecurity.

847 3D ENGINEERING DESIGN I

Grades 9-12

0.5 credit

This class is open to all high school students who want to study CAD (computer-aided design), 3D printing, virtual Arduino circuit design, actual Arduino circuit construction, sensor inputs, and robotic controls. This class will be right on the edge between software and hardware and encourage and enhance student skills in both areas.

A2, A4 – S2, S4

848 3D ENGINEERING DESIGN II

Grade 9-12

0.5 credit

Prerequisites: B or better in 3D Engineering Design I, AND permission of the instructor

Students who wish to continue their study of one or more of the technologies included in the first class may specialize and focus narrowly on the aspects that interest them. These students will be expected to be highly motivated, work independently on projects of their own creation, and assist the beginning students.

A2, A4 – S2, S4

148 VIRTUAL HIGH SCHOOL

Grades 9-12

0.5 credit

Virtual High School allows a student to fit in an extra class when their schedule is full, to take a class which is not available through Mount Everett Regional School, or to simply enjoy the use of technology and want the challenge and flexibility of an on-line class structure. Students have the opportunity to select from a full catalog of semester-length and full-year courses, including core, elective, AP and Pre-AP classes. The VHS catalog is available for viewing on the Mount Everett home page and Virtual High School. Please see your guidance counselor for more information.

8105 VEX ROBOTICS

Grades 9-12

0.5 credit

Students will build and program robots to meet the challenges of the current VEX Robotics Competition (VRC). Students will build original robots using the VEX hardware platform. In addition, students will code their robots for both autonomous and remote-control operation. Students will explore careers in the robotics industry as well. Participation in a competitive event is not a requirement of the class.

A2, A3, A4

8106 AQUATIC ROBOTICS

Grades 9-12

0.5 credit

Students will design and build an underwater robot to compete in the current SeaPerch Challenge. Students will waterproof motors, solder electrical systems, and design a robot capable of retrieving items underwater. In addition, students will explore careers in the robotics industry. Participation in a competitive event is not a requirement of the class.

A2, A3, A4

881 STUDENTS as TECHNOLOGY LEADERS (SATL)

Grades 9-12/Permission of Instructor

0.5 credit

This one-semester course will provide students the opportunity to assist in the repair and maintenance of the District's computer network and related hardware. Students will also provide technical support for the local community through trips to the Sheffield Senior Center. Additionally, students will write blogs and record podcasts about the various trends in the ever-changing tech industry.

A1, A3, A4 – S4, S5

8001 CYBERSECURITY

Grades 9-12

0.5 credit

Whether seeking a career in the growing field of cybersecurity or learning to defend their own personal data or a company's data, students in Cybersecurity establish an ethical code of conduct while learning to defend data in today's complex cyberworld. Student will also participate in the national CyberPatriot competition and picoCTF challenge.

A1, A3, A4 – S4, S5

8107 DRONES

Grades 9-12

0.5 credit

Prerequisite: Robotics I

Students will program drones for both autonomous and remote-control flight to compete in the current REC Aerial Drone (RAD) competition. Students will explore the basic concepts of flight and electric motors along with transmitters and receivers. Students will also train on a flight simulator. Participation in a competitive event is not a requirement of the class.

A2, A3, A4

609 PYTHON

Grades 9-12

0.5 credit

Brand new to text-based programming? Check out this hands-on course for an in-depth look at the details of Python layers and concepts. Get ample practice drills and projects, using Jupyter Notebooks on Azure, which require only a browser and an Internet connection. Learn best practices and begin coding almost immediately.

A2, A3, A4 – S3

8114 INTRODUCTION TO COMPUTER SCIENCE – COMPUTER SCIENCE 100

BARD COLLEGE

Grades 11 and 12

1.0 credit (semester course)

This course provides an introduction to fundamental concepts of computer science, both as a prelude to further study in the discipline and to serve broader educational goals. The course uses Python, a high level, portable, and well-constructed computer programming language to demonstrate these concepts. The focus is on data types and control Structures, functions, recursion, and iteration – all this by solving real life problems the ‘Pythonian’ way.

The Vocational Department

To Students, Parents/Guardians, Prospective Employers, Internship Partners and the General Public: Please be advised that all vocational programs are offered regardless of race, color, national origin, sex, disability, religion, gender identity or sexual orientation.

824 COMMUNITY SERVICE LEARNING

Grades 11 and 12 – Limited to 10 students

0.5 credit

This course is open to students who wish to volunteer their time and talent on behalf of the school district. Tasks will include answering phones, photocopying, running errands within the building, sorting mail, and issuing visitors' passes.

A1, A2, A3, A4 – S1, S2, S3, S4

989 INTERNSHIP/WORK BASED/LEARNING PROGRAM/VOCATIONAL EDUCATION

Grades 11 and 12

0.5 credit for one semester internship

9109 INTERNSHIP/WORK BASED LEARNING PROGRAM/VOCATIONAL EDUCATION

Grades 11 and 12

1.0 credit for a full year internship

9110 INTERNSHIP/WORK BASED LEARNING PROGRAM/VOCATIONAL EDUCATION

Grades 12

2.0 credits for two periods of internship

We believe that our students need to prepare for *both* college and career in a seamless and integrated way. We are dedicated to equipping them with the knowledge, skills and experiences they need to take ownership over their plans after high school. We want to help our students see the connections between the academic learning that they experience in the classroom and the application of that learning in the larger world. Vocational programs are integral to this goal.

At Mount Everett, we are proud members of a statewide network of high schools that offer students opportunities for career preparation. The network is led by the state's Connecting Activities initiative, which is managed by the MA Department of Elementary and Secondary Education. It enables our school to connect with our regional workforce system, and, through it, to many local businesses that support our education enterprise. Our partnership with the Connecting Activities initiative is one of the primary avenues to offer career development opportunities.

Career Development Education (CDE), which generally refers to curriculum and instruction designed to help students prepare for the vast range of career opportunities after completion of their education, is intended to be integrated into students' learning experiences. The internship program is an activity offered through our vocational program to help achieve these objectives. It offers structured work experiences for students in grades 11 and 12 to learn more about a career or to develop specific skills related to a vocation. The work based learning arrangement is carefully structured with a written contract detailing the course outline and specific objectives. There will be mandatory writing assignments in this course. **A student portfolio and power point presentation to an audience comprised of school and community members is a requirement of this course.**

Students receive credit(s) toward graduation. Interested individuals should obtain the necessary application from a guidance counselor. The application must be submitted with the course registration form.

Transportation to and from these experiences will not be provided by the school district.

NOTE: Juniors may earn a maximum of 1.0 internship credit per year.

Seniors may earn a maximum of 2.0 internship credits per year.

A1, A2, A3, A4 – S1, S2, S3, S4

9108 FOOD PREP

Grades 9-12

0.5 credit

This course is designed to give students an understanding of basic food preparation. Basic knowledge required for food preparation, such as tools, terms, techniques, kitchen math, meal planning, table setting and service, will be discussed. Students will learn kitchen safety, sanitation, and practice basic cooking skills in lab-situations.

A1, A2, A3 – S1, S2, S3, S4

794 CULINARY ARTS I

Grades 10-12

1.0 credit (Double Period, first semester)

Prerequisite: Grade of 70 or higher in Food Prep

Culinary Arts I and II are designed to prepare students to continue their education in the rapidly expanding and competitive field of study.

In addition to honing and enhancing the technical and other skills that have been introduced during Food Prep, students in Culinary Arts I will become familiar with the layout of a professional kitchen and learn

how to properly use and maintain professional food-service equipment. Students will gain a historical perspective of this centuries-old craft as well as an appreciation for the diverse nature of the culinary arts industry. In addition, students will begin to develop a better understanding of the term “professional” and its applications in a successful food-service kitchen.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

795 CULINARY ARTS II

Grades 10-12

1.0 credit (Double Period, second semester)

Prerequisite: Culinary Arts I

This intensive course of study continues the culinary process of professional food service industries, including designing restaurants, opening of a cafe', and school and community catering. Credits for this course may be used in an articulation program in Berkshire Community College culinary arts certification program. Students will be given credit for culinary college courses in Baking I and Food Prep I. Articulation agreements between Mount Everett Regional School and Berkshire Community College allow Mount Everett students to earn college credit while attending courses in our district.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

804 CULINARY ARTS III

Grades 11 and 12

2.0 credits (double period)

Prerequisite: Culinary Arts I and II

This intensive course of study continues the culinary process of professional food service industries, including designing restaurants, opening of a cafe', and school and community catering.

Credits for this course may be used in an articulation program at Berkshire Community College in their culinary arts certification program. Students will be given credit for culinary college courses in Baking I and Food Prep I.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

9107 ENTREPRENEURSHIP

Grades 9-12

0.5 credit

Entrepreneurship introduces students to the principles necessary to start and operate a business. Students will develop an awareness of the opportunities for small business ownership, the planning skills needed to open a small business, and explore the traits and characteristics of successful entrepreneurs. They will learn about the knowledge needed for research, planning, and operating a business, as well as regulations affecting small business. Strategies in business managing and marketing will be discussed, as well as the economic role of the entrepreneur in the market system.

A1, A2, A3, A4 – S3, S4, S5

798 EARLY CHILDHOOD EDUCATION

Grades 9-12

0.5 credit

This course will be helpful to students who are interested in providing childcare in a home environment, a childcare center, private preschools, and early education careers. This course provides the student with an introduction to methods and materials to assist young children in the learning process. Emphasis will be placed on arrangement of indoor/outdoor space, music and movement, dramatic play and creative media. Locating, planning, implementing, and evaluating creative learning activities using a variety of methods and materials will be explored.

A1, A2, A3, A4 – S2, S3, S4, S5

786 FUNDAMENTALS OF DESIGN

Grades 9-12

0.5 credit

From the clothes we wear to the home we live in, fashion and design is all around us. Explore the world of design and begin to understand the background and knowledge needed to develop a career in this exciting field. The student will understand concepts required for implementing design solutions to meet the various requirements of the client. Try your hand at designing through a project-based process, learning how color, composition, and texture can all affect great aesthetics. You'll develop the essential communications skills necessary to build a successful business and begin to develop the kind of portfolio that will lead to future career opportunities in the design industry.

A1, A2, A3, A4 – S3, S4

822 BUILDING CONSTRUCTION/CARPENTRY

Grades 10-12

2.0 credits (Double Period)

This specialized course offers building trades students a block of time for intensive study of the many aspects of the building, woodworking, and landscaping industries. Students will develop skills and attitudes which will qualify them for employment and future vocation preparation at the college or technical school level.

A1, A2, A4 – S1, S2, S3, S4

886 INTRODUCTION TO WOODWORKING

Grades 9-12

0.5 credit

This basic level course is offered to students interested in learning the fundamentals of working with wood. The class has a strong emphasis on the proper and safe use of hand, portable, and stationary power tools. Project work is assigned which will introduce students to all equipment used in a small shop.

A1, A2, A3, A4 – S2, S3, S4

The World Language Department

Colleges look for students who show sustained commitment and engagement. One way to demonstrate these qualities is through mastering a foreign language. Mount Everett is part of a state-wide and nation-wide effort to recognize students with the Seal of Biliteracy when they attain proficiency in two or more languages. The Spanish and French curriculum is laid out to prepare students for taking the Seal of Biliteracy exam at the end of 12th grade. Students who show proficiency in Spanish or French at Intermediate High levels on the National Council of State Supervisors for Languages (NCSSFL) – American Council on Teaching Foreign Languages (ACTFL) Global Can-Do benchmarks will obtain the Seal of Biliteracy. Their achievement will be recognized by the presence of the Seal of Biliteracy on their high school diploma. In addition, the AP Spanish and Culture class will prepare the students for the College Board AP Spanish and Culture Exam.

509 FRENCH I

Grades 9-12

1.0 credit

This course is for students who are beginning their study of French. Students will learn the four basic language skills of listening, speaking, reading and writing. Among the many activities done in class, students will read authentic short novels in the target languages, sing songs, memorize short poems, and make short presentations about themselves, their family and friends. Students will also explore the Francophone world. There will be a strong emphasis on communicative activities and role-playing in order to give students confidence in their ability to speak in French.

The goal of this course is for the student to reach *Novice High* on the NCSSFL-ACTFL Global Can-Do benchmarks.

A1, A2, A3, A4 – S2, S3, S4

510 FRENCH II

Grades 9-12

1.0 credit

Prerequisite: French I/Novice High. Recommendation of Instructor

This course reinforces basic language skills in action. Class work includes extensive listening practice through storytelling, retelling and rewriting stories, reading and writing assignments, and vocabulary building. Students will learn to express themselves in present, past, and future tenses. Analysis of songs, movies, videos, and radio broadcasting will be a part of the listening practice. Francophone cultures will be explored through reading short novels and hands on projects. Students will be asked to actively participate in class discussions in French. The students will gain confidence in their ability to speak and understand French. The course grade will be based on rubrics that include: homework, quiz and test scores, class conversations, reading and listening analysis, and class participation/class behavior.

The goal for this course is for the students to reinforce their skills in *Interpersonal Communication* and *Presentational Speaking at Novice High* on the NCSSFL-ACTFL Global Can-Do benchmarks and to reach *Intermediate Low in Presentational Writing, Interpretive Listening* and *Interpretive Reading*.

A1, A2, A3, A4 – S1, S2, S3, S4

499 FRENCH III

Grades 10-12

1.0 credit

Prerequisite: French II/Novice High- Intermediate Low – Recommendation of Instructor

The two main objectives of this course are for students to gain a greater competency in oral communication and an in-depth understanding of grammar. French III is taught entirely in French and active participation is expected of all students. Analysis of songs, movies, video and video segments (daily news, current events, shows ...) will be common listening practices used as springboards to expose students to the various accents, cultures, subjects and topics of the Francophone world. The course grade will be based on rubrics that include: homework, quiz and test scores, class conversation, reading and listening analysis, and class participation/class behavior.

The goal for this course is for the students to reinforce their skills in *Interpersonal Communication, Presentational Speaking* and *Presentational writing at Intermediate Low* on the NCSSFL-ACTFL Global Can-Do benchmarks and to reach *Intermediate Mid* in *Interpretive Listening* and *Interpretive Reading*.

A1, A2, A3, A4 – S1, S2, S3, S4

504 FRENCH IV

Grades 11 and 12

1.0 credit

Prerequisite: French III/Intermediate Low and High - Recommendation of Instructor

An emphasis will be placed on broadening the student's understanding of French-speaking cultures by reading French language magazines and newspaper articles, short stories, and excerpts from movies, plays, and poetry. Videos focusing on current events/news from the Francophone media will be the basis for class discussions and writing assignments. Students should expect long-range reading and writing assignments or research projects as homework assignments. Through the use of dialogue journals, students will take part in a written conversation in French, reading and listening analysis, and class participation/class behavior.

The goal for this course is for the students to reach *Intermediate Mid* on the NCSSFL-ACTFL Global Can-Do benchmarks.

A1, A2, A3, A4 – S1, S2, S3, S4

505 FRENCH V

Grades 11 and 12

1.0 credit

Prerequisite: French IV/Intermediate Mid – Recommendation of Instructor

This course will allow advanced students to strengthen their proficiency in the French language. Students will read short stories, newspapers, magazine articles, poetry, and excerpts from novels in order to deepen their knowledge and understanding of French speaking cultures. Oral communication will continue to be a major focus of this course. Videos focusing on current events/news from the Francophone media will be the basis for class discussions and writing assignments. Although grammar will not be the main focus of the course, regular vocabulary building and grammar-strengthening exercises will be included to ensure that students maintain the skills they have mastered in previous French courses. Through the use of dialogue journals, students will take part in a written conversation, in French, with the teacher throughout the school year. French V will be conducted entirely in French. The course grade will be based on rubrics that include: homework, quiz and test scores, class conversation, reading and listening analysis and class participation/class behavior.

The goal for this course is for the students to reach *Intermediate High* on the NCSSFL-ACTFL Global Can-Do benchmarks.

Students will be enrolled in the test of Seal of Biliteracy at the end of this course and will be awarded the Seal if they can show proficiency in French at *Intermediate High* level in the following categories: (1) Interpersonal Listening and Speaking, (2) Interpretive Reading, (3) Interpretive Listening, and (4) Presentational Writing.

A1, A2, A3, A4 – S1, S2, S3, S4

518 SPANISH I

Grades 9-12

1.0 credit

This course is designed to teach the basic skills needed to understand and speak basic Spanish, as well as to introduce the Hispanic cultures of the world. The language will be presented with Teaching Proficiency through Reading and Storytelling, an approach that maximizes the time spent hearing and responding in Spanish. Significant time will be spent on grammar and writing with conversational emphasis. The culture of the Hispanic world will be presented through authentic materials such as videos, movies and speakers. Homework will be given at least once a week. Grades are based on participation/decorum, quizzes, tests, homework, and overall effort.

The goal for this course is for the students to achieve *Novice High* on the NCSSFL-ACTFL Global Can-Do benchmarks.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

519 SPANISH II

Grades 9-12

1.0 credit

Prerequisite: Spanish I/Recommendation of Instructor

The student will continue developing skills with more stress on structure and grammar. Class work includes: Teaching Proficiency through Reading and Storytelling, writing, dictations, compositions, discussions, and role-playing. The students prepare talks and dialogues in Spanish about short stories, his/her pastimes and weekend and daily activities. Homework assignments include reading and writing exercises as well as the preparation of oral communication. The course grade is determined by homework and effort, quiz and test grades, and class participation/decorum.

The goal for this course is for students to continue developing *Novice High* skills in speaking. Students will reach an *Intermediate Low* level of reading, writing and listening – using current authentic materials following the NCSSFL-ACTFL Global Can-Do benchmarks.

A1, A2, A3 – S1, S2, S3, S4, S5

515 SPANISH III

Grades 10-12

1.0 credit

Prerequisite: Spanish II/Passing Grade/Recommendation of Instructor

This course stresses reading, listening, writing, and oral performance. There is an extensive grammar review stressing verbs in the present, reflexive verbs, preterite, imperfect, and present perfect, as well as exposure to Spanish speaking cultures of the world. Class work includes: Teaching Proficiency through Reading and Storytelling, writing, dictations, compositions, and discussions. Homework assignments include reading and writing exercises, as well as the preparation of oral communication. The class is conducted mostly in Spanish. The course grade is determined by homework effort, short essays, quizzes, tests, speaking in the target language, and class participation decorum.

The goal of this course is for the student to continue advancing all acquired skills from *Novice High* to *Intermediate Low* in reading, writing, speaking and listening according to the NCSSFL-ACTFL Global Can-Do benchmarks.

A1, A2, A3 – S1, S2, S3, S4, S5

514 SPANISH IV

Grades 11 and 12

1.0 credit

Prerequisite: Spanish III/Recommendation of Instructor

This course is designed for the student capable of doing advanced work in reading, writing, listening comprehension and speaking. The students will read short and long stories, magazines, and newspaper articles that present Hispanic culture and society. Class work includes: Teaching Proficiency through Reading and Storytelling, story analysis and in-depth assignments, which may include writing, compositions and the preparation of speeches and skits. Students will analyze, compare, contrast and reflect on all projects and assignments. Literature, video and listening comprehension are the basis for exercises, as well as the preparation of oral communication. The class is conducted entirely in Spanish. The course grade is determined by homework effort, quiz and test grades, conversation grades, and class participation/decorum.

The goal for this course is that the student continues advancing to *Intermediate Mid* in Speaking, Writing, Listening and Reading and moving towards *Intermediate High* level according to the NCSSFL-ACTFL Global Can-Do benchmarks.

A1, A2, A3 – S1, S2, S3, S4, S5

516 SPANISH V

Grades 11 and 12

1.0 credit

Prerequisite: Spanish IV/Recommendation of Instructor

Improving listening, speaking, reading and writing skills will be the main focus of this course. In order to improve communication skills, the class is conducted entirely in Spanish. The students will be able to speak and write in all tenses. Grammar will be studied in context to reinforce what students have learned in their previous courses. The Spanish V class will study the preterite, imperfect, perfect, future, conditional and subjunctive tenses as well. In class, Teaching Proficiency through Reading and Storytelling will be used in reading short stories, novels, poems, and plays, and more authentic materials will be used in class. Oral presentations, discussions, and compositions are required on a regular basis. The course content includes excerpts from a variety of original literature by Latin American, Chicano, and Spanish authors. The class will also read original Spanish language magazines and view films and television shows from Spanish-speaking countries. Written assignments are corrected with the students. The course grade is determined by homework completion, quizzes, speaking in the target language, test grades, and class participation/decorum.

The students will be taking the biliteracy test in the Fall in order to find out what skills they need to strengthen and work on, so that they can achieve the goal of *High* or *Advanced Low* proficiency according to the NCSSFL-ACTFL Global Can-Do benchmarks.

The goal for this course is for the student to continue perfecting their skills in order to reach *Intermediate High* or *Advanced Low* according to the NCSSFL-ACTFL Global Can-Do benchmarks.
A1, A2, A3 – S1, S2, S3, S4, S5

517 AP SPANISH LANGUAGE AND CULTURE

1.0 credit

Prerequisite: Spanish IV/Recommendation of Instructor

The AP Spanish Language and Culture is a college level course of studies following the curriculum recommendations outlined by the College Board, the organization that oversees all Advanced Placement programming. This course will continue developing the students' proficiencies in the interpersonal, interpretative, and presentational modes of communication. The students will continue learning language structures in context and use them to convey meaning. Language structures will be addressed in as much as they serve the communicative task and not as an end goal unto themselves. In order to best facilitate the study of language and culture, the course is taught in the target language. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops student awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, institutions) practices (patterns of social interaction within a culture), and perspectives (values, attitudes, and assumptions) that underlie both practices and products. All students are required to take the College Board AP Examination in May. Depending on the level of performance, students may be eligible for college credit.

The students will take the biliteracy test in the Fall in the areas they need to improve, and they will take the biliteracy test one more time in the Spring in the areas they need to improve so that they can achieve and be recognized by the Seal of Biliteracy in their high school diploma.

The goal of this course is for the student to reach *Advanced Low* or beyond in all four skills: reading, writing, listening and speaking, according to the NCSSFL-ACTFL Global Can-Do benchmarks.
A1, A2, A3, A4 – S1, S2, S3, S5