Mount Everett Regional School

Program of Studies

2018-2019

491 Berkshire School Road | Sheffield, Massachusetts 01257 | 413-229-8734

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MISSION STATEMENT

To prepare our students for the challenges of global citizenship in a rapidly changing and increasingly competitive world, the Southern Berkshire Regional School District is committed to creating an environment of learning that advances intellectual growth, creative thinking, relationships, and ethical behavior.

EXPECTATIONS OF STUDENT LEARNING

Student Academic Expectations for Learning

Students will be able to demonstrate:

A1 Effective communication
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 emotional 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 description are the expectations covered in that course. They will be indicated by the code listed above (A1 = Effective communication).

CIVIL RIGHTS

If employees or students believe that a district employee has subjected them to discrimination or sexual harassment, or if any district employee or other person associated with our school has witnessed discrimination or sexual harassment by another employee, the employee or student has the right to file a complaint with our school district.

The Southern Berkshire Regional School District takes allegations of discrimination and harassment seriously and will respond promptly to complaints by taking interim steps to protect the complainant and the school community from further discrimination and/or harassment and by conducting a timely, thorough and impartial investigation. Where it is determined that inappropriate conduct has occurred, the District will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school-related discipline. All actions taken will have the intention of minimizing the burden of the complainant and providing due process rights to those persons involved.

Any retaliation against an individual who has complained about discrimination, harassment or retaliation; or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint is similarly unlawful and will not be tolerated. Claims of retaliation will be investigated pursuant to District policy and procedures.

Any concerns please contact:

Ms.Ingrid Borwick, Affirmative Action Officer
P.O. Box 339
Sheffield, MA 01257
Tel: (413) 229-8778 ext. 306
– or -
Jeff Lang
P.O. Box 219
Sheffield, MA 01257
Tel. (413) 229-8734 ext. 138

In addition to the above, a formal complaint may be filed with the following government agency. (This agency has a time period for filing claims of 300 days.)

The United States Department of Education
Office for Civil Rights
5 Post Office Square, 8th Floor Boston, MA 02110-1491
Telephone: (617) 289-0111
Fax: (617) 289-0150
TDD: (877) 521-2172

Program Quality Assurance Services
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906
Telephone: (781) 338-3700
Fax: (781) 338-3710
TTY: N.E.T. Relay: (800) 439-2370

Equal Employment Opportunity Commission (E.E.O.C.)
One Congress Street 10th Floor
Boston, MA 02114
Telephone: (800) 669-4000

Massachusetts Commission Against Discrimination (M.C.A.D.)
One Ashburton Place
Boston, MA 02108
Telephone: (617) 727-3990

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. The No Child Left Behind/MCAS attendance criteria for meeting Adequate Yearly Progress of 92%.

POLICY – Students in grades 7-12 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 (cocurricular 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. 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 staff 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

Credits needed for graduation – 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) – Beginning with the class of 2015 Mount Everett 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** – Beginning with the class of 2015 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.**

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.

Middle school students who have successfully completed the following courses as part of their middle school course study will receive high school academic credits. Credit will appear in their 9th grade year.

- Algebra 7 and Honors Algebra/Geometry 8 will yield a combined total of 1.0 credit.
- French 7 and French 8 will yield a combined total of 1.0 credit.
- Spanish 7 and Spanish 8 will yield a combined total of 1.0 credit.

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 $92.00 for 2016. 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 can receive a ½ credit if they successfully complete either the 1st or 2nd semester of a course.

Students in grades 7 & 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

At least through the class of 2019,

- Students will be required to meet or exceed a scaled score of 240 on both Grade 10 English Language Arts and mathematics MCAS exams;
  or
- Students will be required to meet or exceed a scaled score of 220 on both 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 did not meet or exceed a scaled score of 240.
- 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 and 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. Edgenuity is the platform most frequently used in this regard. 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)2361631.

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.

Course changes will be allowed prior to the opening of school. Once the semester commences, students may add or drop a class within the first two weeks of the course. Until a course change is verified, the student must remain in daily attendance in the original course.

Any requests to withdraw from a course after the course change deadline 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.

ACADEMIC PROBATION AND INELIGIBILITY

The following academic probation and eligibility system is not a punitive system. It is designed to encourage student to do the following:

1. Pass all courses attempted.
2. Maintain a full academic schedule while participating widely in extracurricular activities. (Extracurricular activities are defined as activities that students are involved in that are not part of the curriculum of a class nor given as part of a grade within a class.)
3. Work up to capacity in all endeavors.
4. Reach academic excellence.

Any student not passing a course, at the time progress reports and/or report cards are due into the office, shall be placed on a two-week academic probation. During this probation, the student is still eligible to participate in extracurricular activities. This probation shall begin on the school day following the day that the progress reports or report cards are due from teachers. This probation shall remain in effect until the next grade check (two weeks). At this time, it will be determined that the student will either:

- remain on academic probation – at the recommendation of their teacher or administration
- be put on social suspension (i.e. not able to participate in any extra-curricular activity) – see student handbook
- is removed from academic probation

Students placed on academic probation;

- Shall be encouraged to attend homework center after school to assist in grade remediation.
- Their parents and guardians shall be notified and advised that study time must be a first priority at home and at school during the period of academic probation, and those activities that compete with studies should be curtailed or restricted.
- Students with exceptional educational needs shall meet the above eligibility requirements unless otherwise stated in their individual education plan.

Ineligible students

- Will not be permitted to represent the school in any manner during that time.
- Are urged to be prepared to return to competition and participation when eligible.
- Should remain in contact with their activity at the advisor's/coach's discretion so that reintegration into that activity at the end of the ineligibility period can be as smooth as possible.

Indication of failures should be done by the teacher anytime during the marking period but must be submitted at the time they are due. Progress report and report card checks shall begin at the mid-term and end of each marking period.

Any student who fails more than two courses at the issuing of quarterly report cards is ineligible to play in athletic contests until the next issuing of report cards.

Due Process Procedures

After written notification of ineligibility, a student and/or his or her parent(s) or guardian(s) may formally appeal the decision in writing to the principal. Upon receipt of an appeal, the principal shall:

1. Investigate the reasons for failure.

a. Substantiated failure shall result in denial of the appeal.
b. Unsubstantiated failure shall result in eligibility being restored.

2. Meet with the student and/or his or her parent(s) or guardian(s) to share with and inform them of the results of the investigation.

Appeals may be made to Principal Glenn Devoti at Mount Everett Regional School, 491 Berkshire School Road, Sheffield, Massachusetts 01257.

Continuation of due process shall involve further appeals to the Superintendent.

The Art Department

715 ART FOUNDATIONS

Grade 9
0.5 credit

This is a foundation course focusing on the elements and principles of design, aesthetic awareness, problem solving, and developing observation and technical skills in two-and three dimensional art. The course offers students the opportunity to develop skills in drawing, painting, sculpture, ceramics, and printmaking. Students will study the basic design fundamentals necessary for any further experience in art, with emphasis on observational drawing and drawing primarily from life. 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. Students will apply what they have learned in pencil, ink, watercolor, acrylic paints, pastels, and a variety of other media to make artwork that is imaginative and expressive, expanding personal voices and means of communication. They will expand their creativity, knowledge, and discipline through production of artwork, discussion, critique, and observation.
A1, A2 – S1, S2, S4

742 FOUNDATIONS OF DESIGN

Grades 9-10
0.5 credit

Foundations of Design is a half-year course that introduces the high school student to design. This course is created to provide exercises to strengthen the critical thinking skills of students in grades 9-12 while exposing them to important artistic and non-art related subject matter. Throughout the course, students will learn what design is, and how it differs from fine art. They will analyze and utilize the design process while practicing skills and techniques that translate to many design professions. These alternative units were designed to meet the needs of a typical teenager. Projects center around solving problems through design and focus on real-world themes of sustainability/global responsibility, health and wellness, and design for design's sake. At the end of this course, students will understand the process of problem solving using design and will have the tools required for further study in many design disciplines.
A1, A2

Units:

- Introduction to Design – What is design?
- The Design Process – How do you problem solve using design?

- Elements and Principles of Design
- Life Skills – Design for health and wellbeing environmentally conscious/sustainable
- Design, and Design for Design's sake

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 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

1702 ART STUDIO
Grades 11 and 12
0.5 credit

Art Studio is an upper level art elective designed for students who wish to explore various art media in more depth. Students will be given assignments which correlate with the elements and principles of art, art history, contemporary art, observational drawing and conceptual problem solving.
A1, A2, A4 – S3

737 PORTFOLIO
Grades 11 and 12
0.5 credit

This course is designed for the student who wishes to study art in college and is in need of portfolio pieces for submission. However, this course is not limited to only students who see themselves as art majors in the future. Students will explore the working of a college level art studio. 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.
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 as well as the creation of the Mount Everett yearbook. Students will design and create the annual yearbook as part of the regular course work.
A1, A2, A3, A4 – S1, S2, S3, S4, S5

7001 GLOBAL ARTS
Grades 9-12
0.5 credit

This half-year arts elective focuses on world cultures, biases regarding gender, ethnicity, class religion, etc., customs, travel and host preparation, and multiculturalism. Students will create art based on ancient and contemporary studies, prepare oral and video presentations, and learn customary and appropriate practices in communication and respect.
A1, A2, A3, A4 – S2, S3, S5

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 I.E.P.'s.
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 I.E.P.'s.
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

104 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 I.E.P.'s.
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

175 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 and 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 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 I.E.P.'s.
A1, A2, A4 – S1, S2, S3, S4

118 ADVANCED PLACEMENT ENGLISH LITERATURE and COMPOSITION
Grades 11 and 12 (Offered in alternate years; next offered 2019-2020)
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 and 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 2018-2019) 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 year. 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 discussion. 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. 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

180 CREDIT RECOVERY ENGLISH I
181 CREDIT RECOVERY ENGLISH II
182 CREDIT RECOVERY ENGLISH III

Grades 10, 11, 12
1.0 credit

Foundational English is a no-frills, no-lit course designed for students recovering credit for prior English courses. This semester-long course will emphasize applied workforce speaking, writing, and reading skills … while avoiding poetry, plays, short stories, and novels. Topics will include researching and interviewing for jobs; writing resumes, cover letters, and other work related documents; reading leases, contracts, and purchase agreements; technical reading and writing; reading interest – and news-based magazine articles; and reviewing the fundamentals of standard spoken and written English. All reading and writing will be completed in the classroom. The only homework expectations will be individual student preparation for announced quizzes and tests.

167 INTRODUCTION TO ITALIAN LANGUAGE & CULTURE
Grades 11 and 12
0.5 credit

Come learn about one of the world's oldest cultures with one of the most beautiful languages and hands-down best food.
In this course students will be taught the basics of the Italian language in reading, writing, speaking, and listening while also investigating various aspects of Italian life and culture. The learning of the language will focus on understanding syntax and on being able to converse about topics most relevant to students: identity, school, family, friends, food, shopping, hobbies, etc. The study of Italian culture will explore the traditional art, food, and history that has been influencing the world for thousands of years, as well as new forms of media like film, music, and television that inform the lives of modern Italians.
A1, A2 – 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

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, the human life cycle, 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. The FITNESSGRAM will be used as a 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

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 sports like 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. The FITNESSGRAM will be used as a 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

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, Pre-Calculus

Standard Pathway: Standard Algebra 9, Standard Algebra 10, Standard Geometry II, PreAlgebra II or Algebra II

General Pathway: Pre-Algebra 9, Topics in Algebra I with Geometry 10, Topics in Algebra I with Geometry II, Topics in Algebra II

Elective: Financial Literacy

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 student 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 application 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

284 STANDARD ALGEBRA 9
Grade 9
1.0 credit
Prerequisite: Pre-Algebra 8

This course is the first 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. Topics covered include whole numbers, common fractions, decimals, percents, 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. There is an emphasis on Geometry and MCAS preparation. 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 – S2, S4

279 PRE-ALGEBRA 9
Grade 9
1.0 credit
Prerequisite: IEP

This course is designed for the student who would be most successful in a slower-paced course with a low student-teacher ratio. This course is designed to meet the individual needs of a student with an IEP. Students move at their own pace in a small group setting. Specifically, the course addresses skills in number sense, measurement, patterns and algebra, geometry and data analysis. Tasks include order of operations, integers and scientific notation, fractions decimals, percents, basic equation solving, linear progressions and equations, reading and creating various graph forms, polygon and circle area, and perimeter/circumference. Also, measures of central tendency (mean, mode, median, and range), stem and leaf plot, box and whiskerplot, special triangles, angles of a triangle, types of triangles, and angle congruency.
A1, A2, A3, A4 – S1, 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

285 STANDARD ALGEBRA 10
Grade 10
1.0 credit
Prerequisite: Standard Algebra 9 It is highly recommended that students have a notebook, a calculator, and math supplies (colored pencils, ruler, protractor, and a compass).

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. This course emphasizes both Algebra I and Geometry skills as well as Massachusetts Frameworks topics in preparation for the MCAS. 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

274 TOPICS IN ALGEBRA WITH GEOMETRY 10
Grade 10
1.0 credit
Prerequisite: IEP

This course is the first 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. This course is designed to meet the individual needs of a student with an IEP. Students move at their own pace in a small group setting. This course emphasizes both Algebra I and Geometry skills as well as Massachusetts Frameworks topics in preparation for the MCAS. Specific topics include linear and quadratic equations, midpoint, slope, distance formula, square and cube roots of expressions, operation 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 test 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: Geometry and Functions

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

276 TOPICS IN ALGEBRA WITH GEOMETRY II
Grade 11
1.0 credit
Prerequisite: IEP

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. This course is designed to meet the individual needs of a student with an IEP. Students move at their own pace in a small group setting. This course emphasizes both Algebra I and Geometry. Specific topics include linear and quadratic equations, midpoint, slope, distance formula, square and cube roots of expressions,

operations with polynomials, operation with radicals, congruence, and similarity. Homework is given on a regular basis. Grading for the course is based on homework effort, quiz and test scores, project completion, attendance, and positive participation. It is highly recommended that students have a notebook, a calculator, and math supplies (colored pencils, ruler, protractor, and a compass). A2, A3 A4 – S2, S4

244 HONORS CALCULUS
Grade 12
1.0 credit
Prerequisite: Honors Pre-calculus

A scientific calculator is required; a graphing calculator is high 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

278 TOPICS IN ALGEBRA II
Grade 12
1.0 credit
Prerequisite: Topics in Algebra with Geometry II or IEP

This course is designed for students who would be most successful in a slower-paced learning environment. This course is designed to meet the individual needs of a student with an IEP. Students move at their own pace in a small group setting. It continues the study of topics covered in Algebra I and Geometry II in greater depth with increased time devoted to practice in math applications. 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

147 AP CALCULUS AB
Grade 12
1.0 credit
Prerequisite: Honors Pre-calculus

A graphing calculators is required. 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 and in-depth study of differential calculus, including limits, continuity, tangent lines, calculating the derivative, finding extreme values of functions, and basic differential equations. 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

608 FINANCIAL LITERACY
Grade 12
1.0 credit
Prerequisite: Pre-Algebra II or Algebra II

A scientific calculator is highly recommended. Financial Literacy is a full-year course designed to help students develop competencies in mathematics for business and personal use. Students will begin with a basic math review and use these skills in real-life problem solving. They will proceed to learn how to compute gross and net income, maintain a checking and saving account, fill out tax forms, and determine interest payments on credit. They will also cover topics including spending plans, financial services, stocks and mutual fund options, investing in education, planning for future, purchasing your first home, insurance and keeping money in perspective. The course focuses on awareness of consumer-related issues and strives to help students become "more informed" consumers.
A2, A3, A4 – S2, S4

283 STANDARD GEOMETRY 11
Grade 11
1.0 credit
Prerequisite: Standard Algebra 10

A scientific calculator, a notebook, and math supplies (colored pencils, ruler, and protractor, and a compass) is highly recommended.
This year long course is designed to prepare students for Pre-Algebra II or Algebra II. Topics covered include points, equations of lines, angles, reflections, rotations, symmetry, areas, perimeters, and volumes. Algebraic topics covered include solving and graphing polynomials, factoring, systems of equations and operation of functions. Mastery of math vocabulary and algebra are also integrated throughout class. Hands-on exercises give students the opportunity to practice drawing 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

The Music Department

764 HIGH SCHOOL BAND
Grades 9-12
0.5credit per semester

The High School Band is open to students who have had previous instrumental experience. Band members will perform with the Concert and Marching Bands. Selected band members may participate in various smaller ensembles.

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. Uniforms for concerts and marching performances are provided. Students will need to purchase a tuxedo shirt, bow tie, and black shoes available through the Band. Students are required to attend Evaluation Festivals each year.
A1, A2 – S1, S5

766 HIGH SCHOOL CHORUS
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/SONG WRITING
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, or 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, compose their own songs. Students will work both individually and in small groups.
A1, A4 - S2, S5

The Science Department

Recommended sequence of Science courses

Honors Physical Science, Honors Biology, Honors Chemistry, and Physics

Physical Science, Biology, Electives

Standard Physical Science, Standard Biology, Electives

327 HONORS PHYSICAL SCIENCE
Grade 9
1.0 credit
Prerequisite: Strong performance in grades 7 and 8 Science/Recommendation of Instructor

This course will cover the same topics as Physical Science but at a faster pace and in more detail. This challenging course will be offered to those students who have demonstrated an interest and proficiency in science, math and technology. The course expands the content of the curriculum through involvement in complex labs and projects. Higher levels of critical thinking, as well as exposure to more technology integration during labs and project-based activities, will allow students to become independent learners who can better question and solve problems on their own.

Writing and technological skills will be assessed as part of the grade along with laboratory experiments, quizzes, tests, assignments, and projects. A variety of class exercises will stress the concept of the inquiry method in science and

independent thinking on the part of the student. This course is recommended for students who wish to continue with Honors Biology or for those who wish to pursue the sciences.
A1, A2, A3, A4 – S4, S5

326 PHYSICAL SCIENCE
Grade 9 required course
1.0 credit

Physical science is the study of matter and energy and their interactions. This course is designed to give students an understanding of the core concepts that underlie a study of all the major sciences: biology, chemistry, and physics. This course will also help students make important connections between the science they read and the science that exists in the world around them.

This course begins with a look at problem solving and scientific method. This comprehensive look at the scientific process will prepare students for report writing in science and participation in science fairs.

The course is divided into two core concepts, Chemistry and Physics. In Chemistry, students will study the classification of matter, the periodic table, chemical bonding and reactions. Physics will cover the motion of objects, Newton's Laws, power and energy, waves, light and sound, electricity, and magnetism.

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, A4 – S3, S4, S5

326 STANDARD PHYSICAL SCIENCE
Grade 9 required course/Recommendation of Instructor
1.0 credit

This course will give students an understanding of the fundamental concepts that underlie a study of all major sciences – biology, chemistry and physics.

This course will also demonstrate how science works and how scientists develop their understanding of the natural world. Core topics include problem solving and the scientific method, properties of matter, periodic table, chemical bonding and reactions, motion and forces, conservation of energy and momentum, heat, waves, and electromagnetism. These core concepts are designed to give students a solid foundation for further studies in science and technology.

Students will be placed in this section based on teacher recommendation. They will be assessed on completion of regular homework, quizzes, tests, laboratory experiments, and class projects. A variety of in-class experiences will stress inquiry and allow students to apply previously learned concepts to scientific investigation.
A1, A2 – S1, S2, S3, S4, S5

300 HONORS BIOLOGY
Grade 10
1.0 credit
Prerequisite: Honor Physical Science/Recommendation of Instructor

This course will cover the same topics as Biology but at a faster pace and in more detail. This course is recommended for those students taking Honors Physical Science freshmen year. 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 10 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 adaption 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 10 required course/Recommendation of Instructor
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

314 ENVIRONMENTAL SCIENCE
Grades 11 and 12
1.0 credit

This course emphasizes the relationships between organisms and their physical environment. Teaching methods will stress questioning by students and development of solutions to problems through proper questioning techniques, sample collecting and preparation, and chemical analysis. Topics will include: environmental stability, balance and adaption in ecosystems, population change, nutrient availability, hazardous wastes, soils and soil chemistry, water cycle and water chemistry, atmospheric chemistry, and air sampling.

Students will find the integration of technology and science useful and challenging. Grading will be based upon regularly assigned reading, homework, quizzes, tests, labs, and participation in field exercises.
A1, A2, A3, A4 – S2, S3

308 PHYSICS
Grades 11 and 12
1.0 credit
12th Grade Prerequisite: Physical Science, Biology, willingness to do a lot of algebra
11th Grade Prerequisite: Physical Science, Biology, willingness to do a lot of algebra AND recommendation of the instructor.

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
12th Grade Prerequisite: Physical Science, Biology, willingness to do a lot of algebra and trigonometry
11th Grade Prerequisite: Physical Science, Biology, willingness to do a lot of algebra and trigonometry AND recommendation of instructor.

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

321 HONORS CHEMISTRY (Offered in alternate years – next offered in 2018-2019)
Grades 11 and 12
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 (Offered in alternate years – next offered in 2017-2018)
Grades 11 and 12
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

323 ANATOMY & PYSIOLOGY (Will be offered in 2018-2019)
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. Evolutionary relationships and specialized characteristics are examined through an organism's unique environmental adaptations. Integration of the body systems and the roles of water balance, temperature regulation, and other internal controls will be a focus of this course.

A variety of techniques will be used to learn anatomy and physiology. Students will be assessed on their active participation and completion of assignments, lab experiments and written reports, projects, quizzes, and tests. 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

336 AQUACULTURE (Will be offered in 2017-2018) 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

375 TOPICS IN EXTREME EARTH SCIENCE
Grades 11 and 12
0.5 credit

This course will explore the nature of the structure, dynamics, and history of the earth, as well as its heights and depths. Hands-on investigations, field studies, and opportunities for research in earth science topics will be offered. The course will focus on current and local issues as well as the many extreme topics that make up earth science. Topics will include: tsunamis, volcanic eruptions, earthquakes, floods, avalanches, deep cave exploration, hurricanes, tornadoes, meteorite diamond mining, and rough neck oil drilling. This course is designed to

promote a sense of wonder, respect, and curiosity for planet earth.
A1, A2, A3, A4 – S1, S2, S3, S4, 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 starts, neutron starts, 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

339 AGRISCIENCE B
Grades 11 and 12
0.5 credit

This course focuses on introducing students to the Agriculture industry. Topics of instruction include agricultural awareness and literacy, leadership and FFA, employability skills, career exploration, horticulture/plant science, animal science, food science, and natural resources. 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

340 ANIMAL SCIENCE B
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 Agriculture teacher and FFA Advisor Danielle Melino. 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 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

The Social Studies Department

Minimum Sequence of Social Studies Courses:

Honors Academy – Honors Modern World History, Honors Economics, Honors/AP US History, Honors US Government and Politics

College Prep – US History I, US History II, Electives

Standard – Standard US History I, Standard US History II, Electives

438 HONORS MODERN WORLD HISTORY
Grade 9
1.0 credit

The Honors Modern World History 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 the present. Designated units of study include: the Age of Enlightenment, the French Revolution and it 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, 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

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

425 HONORS UNITED STATES HISTORY
Grade 11
1.0 credit
Prerequisite: Recommendation of 9/10 social studies teacher

Honors United States History 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 Enduring Vision: A History of the American People* by Boyer, et al.; 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

445 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 a study of the preRevolutionary 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 Preside. 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 presentation, two term papers, engaging classroom discussions, and debates.
A1, A2, A3 – S1, S2, S3, S4, S5

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, and 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

458 UNITED STATES HISTORY II
Grade 10
1.0 credit

The tenth grade history curriculum is United States History II which focuses on the nation's history from 1877 to present. The first part of the course will examine the expansion of American industry. This will be followed by the nation's westward movement, a look at politics, immigration, and urban life at the turn of the twentieth century. The next phase of the

curriculum covers the Progressive movement, World War I, and Great Depression, and the American experience during WWII. This course will also analyze United States involvement in the Cold War, the Civil rights movement, Watergate scandal, and American political and social life to present. The curriculum includes multimedia presentations, primary and secondary source readings, video and web resources, engaging classroom discussions, and debates.
A1, A2, A4 – S1, S3, S4, S5

459 STANDARD UNITED STATES HISTORY II
Grade 10
1.0 credit

Tenth grade history curriculum is United States History II which focuses on the nation's history from 1877 to present. The first part of the course will examine the expansion of American Industry, followed by the nation's westward movement, a look at politics, immigration, and urban life at the turn of the 20th Century. The next phase of the curriculum covers the Progressive movement, World War I, the Great Depression, and the American experience during World War II. This course will also analyze United States involvement in the Cold War, the Civil Rights movement, Watergate scandal and American political and social life to the present. Students will use the *United States History* published by AGS (American Guidance Service). The curriculum includes multimedia presentations, a variety of cooperative learning activities and projects, engaging classroom discussions, and debates.
A1, A2, A4 – S1, S3, S4, S5

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 and enlightened citizenry patterned after the Jeffersonian ideal. This object 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

467 HONORS ECONOMICS
Grade 10
1.0 credit

As the second part of the Honors Academy Suite in social studies, the grade 10 offering is a survey-style economics course. This discipline encourages thinking in new ways and directions. Careers in economics and related fields are some of the highest paying fields in the world today. Students are given an opportunity while at school to sample this discipline. An appreciation for economics will add substantially to students' depth of understanding of historical events.

Often, the economic reasons for these events are glossed over or left out in favor of more politically correct or humanistic causes. This course covers the macroeconomic consideration surrounding the domestic United States as well as the implication of globalization of the traditional monetarist and Keynesian views of the world, and how resources are allocated. Here, scaffolding will be created which will be built upon the grade 12 United States Government and Politics class, also part of the Honors Academy Suite in social studies. At the microeconomic level, students will be expected to use technology and mathematics skills in new ways to solve complex microeconomic challenges from demand and supply through production and pricing, and to investment decisions. Financial mathematics will be taught as part of this course. The concluding weeks of this course will feature a unit on personal investment and wealth management.
A1, A2, A3, A4 – S1, S3, S4, S5

461 WORLD AFFAIRS FROM THE JOURNALIST'S PERSPECTIVE
Grades 11 and 12
1.0 credit

This full-year course examines the practices by which all forms of media (newspaper, magazines, television, radio, internet, etc.) report and comment on world affairs. Students will develop a keen awareness of local, regional, national, and international events. Students will process this information through research and evaluation. Students will also learn to detect editorial style and bias in journalism and to develop their skills as future journalists. Participants in this class will also serve as the editorial board of Mount Everett's student-run newspaper, and host Mount Everett's weekly radio show.
A1, A2, A3 – S5

482 HUMANS AND THEIR ENVIRONMENT
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, on double-block weeks, 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 was well 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

478 CREDIT RECOVERY U.S. HISTORY
Grades 10-12
1.0 credit

Credit Recovery U.S. History is designed for those students who require a pass in a U.S. History course that they had previously taken but were unsuccessful in earing a minimum passing grade of 70. Each Credit Recovery is designed initially as a one-semester, full credit, and recovery course. The curriculum will cover all areas of the full year equivalent academic subject which was not passed previously. Over the semester students will need to complete a series of assignments and assessments which will need to average out to a 70 or greater in order to earn a pass in a Credit Recovery Course. In cases where a student has not achieved this within a one-semester course, the class will be extended by one additional semester. S4 (in addition to those associated with the course that is being recovered)

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 meant 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 new 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

The Technology Department

Stem Academy of Contemporary Technologies Courses: Robotics I, Robotics II, Drones, 3D Printing & Design. (A student must take all 4 courses to earn a Stem Academy of Contemporary Technologies certificate at graduation.)

839 TECHNOLOGY AND ENGINEERING
Grade 9
0.5 credit

This one-semester course will cover engineering design, construction technology, energy and power technology (fluids, thermal, electrical), communication technology, and manufacturing technology. A1, A2, A3, A4 – S2, S4

881 STUDENTS as TECHNOLOGY LEADERS I (SaTL I)
Grades 9-12/Permission of Instructor
0.5 credit

This one-semester course will provide the students the opportunity to repair and maintain the District's computer network and related hardware. Students will be able to acquire skills necessary to install software, printers, hard drives, memory, monitors, network cards, etc. In addition, students will be able to assist their peers, staff, and community members with their

computer-related problems. Students will maintain a help desk as they track work requests and become involved in the day-to-day operations of the network. Occasional travel to outlying schools may be required.
A1, A3, A4 – S4, S5

8103 STUDENTS as TECHNOLOGY LEADERS II (SaTL II)
Grades 11 and 12/Permission of Instructor
1.0 credit

Students in SaTL II are serious about becoming IT professionals or majoring in computer technology upon graduation. This *full year* course is a rigorous and comprehensive series designed to help students prepare for the CompTIA 220-902 exam. Taking the exam is at the student's expense and not required of the course.
A1, A3, A4 – S4, S5

8104 STUDENTS as TECHNOLOGY LEADERS III (SaTL III)
Grades 11 and 12/Permission of Instructor
1.0 credit

Take this comprehensive prep course for Comp TIA's Network+ exam (N10-006) to understand the various components of networks. This course provides a thorough overview of networking basics: MAC and IP addressing, hubs and switches, packets and ports, and OSI versus TCP/IP models. Start here to prepare for the exam and your future as a certified networking professional. Taking the exam is at the student's expense and not required of the course.
A1, A3, A4 – S4, S5

841 DIGITAL MULTIMEDIA PRODUCTION
Grade 10
0.5 credit

In this one-semester course, students will use an array of multimedia authoring software and technology for video and the Web. Areas of study will include digital video, motion graphics, Photoshop, Corel, and animation. Students will work to identify the relationship between media and culture, the role of media bias, and the evolution of communication technology. Students will also explore the underlying technology of computers, cameras and other communication devices while working cooperatively in-group productions.
A1, A2, A3, A4 – S4

429 THE MORNING SHOW
Grades 9-12
0.5 credit per semester
Note: This course will be offered during normal school hours.

Students may successfully earn 0.5 credit for a semester and 1.0 credit for the academic year by actively participating in the daily production of The Mount Everett Morning Show.

Every student will have a job to do during the daily broadcast. These responsibilities include equipment set-up, maintenance, script writing, taping, and interviewing. Students are expected to actively participate in all production roles.

In addition to production responsibilities, students are required to tape school events each quarter. It is each student's responsibility to process these events and turn them into segments for The Mount Everett Morning Show.

Grading will be determined by class participation and overall job performance.
A1, A3, A4 – S4, S5

740 ANIMATION
Grades 10-12
0.5 credit

This class will explore the history, current techniques, and cultural differences of animation. We will use different animation techniques including stop action, Claymation, and digital design. Students are expected to complete both project- and research-based assignments using a variety of media and technology including digital cameras, Toon Boom, and Anime Studio.
A1, A3, A4 – S4

883 DIGITAL VIDEO PRODUCTION
Grades 11 and 12
0.5 credit

In this one-semester course, students will develop valuable video production skills in a project-based, digital environment. Students will produce independent projects as well as segments to be aired on the local cable station. Students will have the opportunity to experience all productions roles but will be responsible for creating their own original content. Greater emphasis will be placed on technical proficiency and aesthetic quality. Students will experience a range of movie genres and learn to incorporate these styles into their own work. Cooperative teamwork is important for success in this class.
A1, A3, A4 – S4, S5

884 3D DESIGN
Grades 11 and 12
0.5 credit

Computer Assisted Design (CAD) is rapidly replacing drafting as the most important tool for architects and industrial designers. Mount Everett Regional School is fortunate to have a state-of-the-art computer lab equipped with Solidworks, a sophisticated three-dimensional modeling program. Students will begin by designing basic shapes and machine parts. Students will then progress to more complex designs, such as bottles, bolts, children's toys, and molds. By the end of the first quarter, students will be able to make simple machines such as piston engines with moving parts.

In the second quarter, students will work with the "Rhino 3D", a program used in the boatbuilding and movie industry. This software will allow students to construct complex organic shapes that are not possible with Solidworks. Projects may include dinosaurs, monsters, humanoid heads, guitars, and airplanes.
A2, A4 – S2, S4

885 3D DESIGN II
Grades 11 and 12
0.5 credit
Prerequisite: B or better in 3D Design/Recommendation of Instructor

Students who wish to continue developing their skills in computer assisted design may continue working with Solidworks and Rhino 3D concurrently with the regular 3D Design class. Students electing this class must be prepared to work independently and to assist the beginning students.
A2, A4 – S2, S4

8105 ROBOTICS I
Grades 9-12
0.5 credit

Students will build and program robots using the VEX Robotics platform and RobotC. Working through the VEX programming trainer designed by Carnegie Mellon University, students will build and program robots for both autonomous and remote control operation.
A2, A3, A4

8106 **ROBOTICS II**
Grades 9-12
0.5 credit

Students will build advanced VEX robots working through the VEX robotic engineering curriculum. Students will explore various drive train designs and lifting mechanisms. In addition, students will explore the concepts of power, speed, and torque related to DC motors.
A2, A3, A4

8107 DRONES
Grades 9-12
0.5 credit

Students will build and program drones for both autonomous and remote control flight. Students will explore the basic concepts of flight and electric motors along with transmitters and receivers.
A2, A3, A4

8108 3D PRINTING & DESIGN
Grades 9-12
0.5 credit

Students will learn to 3D design and print robotic mechanisms. Using TinkerCad, students will learn to bring ideas to life in 3D. Students will then be able to print their creations using a Makerbot Replicator 3D printer.
A2, A3, A4

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, needs a class which is not available through Mount Everett Regional School, or simply enjoys the use of technology and wants 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.

The Vocational Department

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 per semester

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. Students receive credit(s) toward graduation. Interested individuals should obtain the necessary application from a guidance counselor. The application must be submitted with the courses 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 design 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 ENTREPENUERSHIP
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.
A1, A2, A3, A4 – S2, S3, S4, S5

822 BUILDING CONSTRUCTION/CARPENTERY
Grades 9-12
2.0 credit (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

532 FRENCH I CONVERSATIONAL
Grades 9-12
1.0 credit

This course is for students who are beginning their study of French and for those coming into the high school who would like to strengthen their skills. Through TPRS (Teaching Proficiency through Reading and Storytelling) activities, students will learn the four basic language skills of listening, speaking, reading and writing. Storytelling, songs, short presentations and dialogues will allow students to express themselves in a variety of everyday situations. Students explore the expense of The Francophone world. Emphasis will be on communicative activities and role-playing in order to give students confidence in their ability to speak in French.
A1, A2, A3, A4 – S2, S3, S4

510 FRENCH II
530 FRENCH II CONVERSATIONAL
Grades 9-12
1.0 credit
Prerequisite: French I/Passing grade in level one assessment test/Recommendation of Instructor. Each course will address and conclude Stage 1 of the Massachusetts Foreign Language Curriculum Framework.

These courses reinforce 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 emphasis will continue to be on communicative activities and role-playing in order to give students 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.

Students who have successfully completed 7th grade French and 8th grade French are recommended to take FRENCH II. Students who have successfully completed FRENCH I CONVERSATIONAL are recommended to take FRENCH II CONVERSATIONAL but may opt to enroll in FRENCH II if appropriate.
A1, A2, A3, A4 – S1, S2, S3, S4

499 FRENCH III
Grades 10-12
1.0 credit
Prerequisite: French II/Passing grade – Recommendation of Instructor
This course will begin to address Stage 2 of the Massachusetts Foreign Languages Curriculum Framework.
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.
A1, A2, A3, A4 – S1, S2, S3, S4

504 FRENCH IV
Grades 11 and 12
1.0 credit
Prerequisite: French III/Recommendation of Instructor
This course will address and conclude Stage 2 of the Massachusetts Foreign Languages Curriculum Framework.

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 novels, 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, with the teacher based on rubrics that include: homework, quiz and test scores, class conversation, reading and listening analysis, and class participation/class behavior.
A1, A2, A3, A4 – S1, S2, S3, S4

505 FRENCH V
Grades 11 and 12
1.0 credit
Prerequisite: French IV/Passing grade – Recommendation of Instructor This course will begin to address Stage 3 as well as Standard 1: Interpersonal Communication of Stage 4 of the Massachusetts Foreign Language Curriculum Framework.

This course will allow advanced students to strengthen their proficiency in the French language. Students will read short stories, newspapers, magazine articles, poetry, and excepts 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.
A1, A2, A3, A4 – S1, S2, S3, S4

533 SPANISH I CONVERSATIONAL
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 speakers. Homework will be given at least once a week. Grades are based on participation/decorum, quizzes, tests, homework, and overall effort. A1, A2, A3, A4 – S1, S2, S3, S4, S5

519 SPANISH II
531 SPANISH II CONVERSATIONAL
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 student prepares 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.

Conversational students will have more emphasis on speaking, listening, and reading with less emphasis on writing.

Students who have successfully completed 7th grade Spanish and 8th grade Spanish are recommended to take SPANISH II. Students who have successfully completed SPANISH I CONVERSATIONAL are recommended to take SPANISH II CONVERSATIONAL but may opt to enroll in SPANISH II if appropriate.
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, writing, and oral performance. There is an extensive grammar review stressing verbs in 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 in Spanish. The course grade is determined by

homework effort, quiz and test grades, conversation grades, and class participation decorum. 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, and speaking. The student will read short and long stories, magazine 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.
A1, A2, A3 – S1, S2, S3, S4, S5

516 SPANISH V
Grades 11 and 12
1.0 credit
Prerequisite: Spanish IV/Recommendation of Instructor

Oral communication will be the main focus of this course. 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. 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 effort, quiz and test grades, conversation grades, and class participation/decorum.
A1, A2, A3 – S1, S2, S3, S4, S5

LANGUAGE AND CULTURE
1.0 credit
Prerequisite: Spanish IV

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. The AP Spanish Language and Culture communication. 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 students 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 a 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.
A1, A2, A3, A4 – S1, S2, S3, S5