

APPONEQUET REGIONAL HIGH SCHOOL

PROGRAM OF STUDIES
2019-2020



Achievement, Resilience, Honor & Self-Advocacy

PROGRAM OF STUDIES 2019-2020

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Apponequet Regional High School's Core Values, Beliefs, and Vision of a Graduate

Achievement:

Graduates will work hard to attain success.

Resilience:

Graduates will be strong in the face of challenge and will persevere.

Honor:

Graduates positive behavior, accountability, and respect for oneself and for others

Self-Advocacy:

Graduates will identify their educational strengths, advocate for their needs, and support their own intellectual curiosity.

Academic Expectations:

Our vision of the graduate is one who:

1. Writes effectively
2. Reads effectively
3. Collaborates effectively
4. Problem solves using higher-order thinking skills

Vision of a Graduate

ARHS graduates will achieve, be resilient, act honorably, advocate for themselves and others, and demonstrate proficiency in each academic expectation.

PRINCIPAL'S ACADEMIC CHARGE

Dear Students and Parent/Guardians:

I challenge you to engage in an enriching course of study at ARHS; a course of study that fosters **A**chievement, encourages **R**esilience, promotes **H**onor, and inspires **S**elf-advocacy.

Supported by the findings of the Massachusetts Department of Elementary and Secondary Education (DESE) and accredited by the New England Association of Schools and Colleges (NEAS&C), ARHS promotes the acquisition of skills necessary for success in college, career, military, and life. The development of such skills, identified throughout the subject area introductions and course descriptions within this Program of Studies, is embedded in our daily instructional practices.

The important information about academic programming within this document helps you chart your course to graduation and beyond. More detail, regarding all parts of this document, can be gathered by speaking to teachers, guidance counselors, and administrators.

While selecting your course of study, it is crucial to confer with your parents/guardians, guidance counselors, and teachers. I assure you that ARHS's staff will provide you with the encouragement, direction, and instruction that will equip you to be a well-rounded student and a prepared citizen.

Parents/Guardians, I compel you to share in the course selection process, as decisions made today impact the future. If you have questions, please do not hesitate to contact your student's guidance counselor, an ARHS Curriculum Leader, a member of the instructional staff or an administrator.

Respectfully,
Barbara Starkie, Ed.D.
Principal

DIRECTORY

ADMINISTRATION

Dr. Barbara Starkie
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bstarkie@freelake.org

Mrs. Kahlan Dessert
Assistant Principal
kdessert@freelake.org

Mr. John Higgins
Assistant Principal
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Ms. Ashley Bouley
Special Education Administrator, 4-12
abouley@freelake.org

GUIDANCE DEPARTMENT

6-12 Dept. Head/Gr. 9 Couns.
Class of 2022 Counselor
Class of 2021 Counselor
Class of 2020 Counselor
Adj. Couns./Gr. 9 Couns.
Adjustment Counselor

Mrs. Paula Money
Mrs. Shawwna Fontaine
Mrs. Jennifer Cronin
Ms. Nicole Graf
Mrs. Aimee Lombard
Mr. Brian Vieira

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DEPARTMENT & DESIGNATED CURRICULUM LEADERS

Athletics
English Language Arts
Mathematics
Science
Social Studies
Unified/Fine Arts
World Language

Mr. James Cabucio
Ms. Kristen Lippincott
Mrs. Bernadette Gray
Mrs. Julie Mills
Mrs. Laura Barnicoat
Mrs. Beth Hubbard
Mrs. Amanda Nardi

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SUMMARY OF FEDERAL CIVIL RIGHTS & PERTINENT LAWS

Americans with Disabilities Act of 1990

The regulations implementing the ADA provide that: "A public entity that employs 50 or more persons shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to it alleging its noncompliance with this part or alleging any actions that would be prohibited by this part. The public entity must make available to all interested individuals the name, office address, and telephone number of the employee or employees designated pursuant to this paragraph." (34 CFR 35.107(a))

Equal Educational Opportunities Act of 1974

This federal statute prohibits states from denying equal educational opportunities to an individual based on certain protected classifications including national origin. It specifically prohibits denying equal educational opportunities by failing to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. (20 USC S1203(f))

Mass. General Laws CH.76, S5 (also known as Chapter 622)

This state law provides that no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation.

McKinney-Vento Homeless Assistance Program

McKinney-Vento is the primary piece of federal legislation dealing with the education of children and youth experiencing homelessness in U.S. public schools. It was reauthorized as Title X, Part C, of the No Child Left Behind Act in January 2002.

Section 504 of the Rehabilitation Act of 1973

Section 504 provides that no otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The regulations implementing Section 504 require that public schools provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature of severity of the person's handicap. (34 CF104.33)

Special Education Chapter 688 (transition planning)

School districts file a Chapter 688 referral for students with severe disabilities who will need continued services and supports after their eligibility for special education ceases. School districts must make Chapter 688 referrals at least 2 years before the student is expected to graduate from school or turn 22 years of age. This allows time to determine the student's eligibility for adult services and for agencies to include the anticipated cost of services for the student in its budget request that it submits to the state legislature each year.

603 CMR 26.00 Access to Equal Education Opportunity: 26.03 Admission to Courses of Study

1. All courses of study offered by a public school shall be open and available to students regardless of race, color, national origin, age, sex, religion, sexual orientation, gender identity, homelessness or handicap in admission to, access to, treatment in or employment in its programs and activities.
2. A public school shall determine what courses or units of study are required of a student without regard to race, color, national origin, age, sex, religion, sexual orientation, gender identity, homelessness or handicap in admission to, access to, treatment in or employment in its programs and activities.
3. A public school shall not schedule students into courses or units of study on the basis of race, color, national origin, age, sex, religion, sexual orientation, gender identity, homelessness or handicap in admission to, access to, treatment in or employment in its programs and activities.
4. No student, on the basis of limited English-speaking ability, of race, color, national origin, age, sex, religion, sexual orientation, gender identity, homelessness or handicap in admission to, access to, treatment in or employment in its programs and activities, shall be discriminated against in accessing the courses of study and other opportunities available through the school system of the city or town in which he or she resides.
5. Nothing in 603 CMR 26.03 shall be construed to prevent schools from providing separately to each sex those segments of a program of instruction dealing exclusively with human sexuality.

Title VI of the Civil Rights Act of 1964

Statute prohibits discrimination on the grounds of race, color or national origin by recipients of federal financial assistance. This statute ensures that individuals are not excluded from participation in program or activities receiving federal funds (or the benefits of) on account of their membership in one of these protected categories (42 USC S2000d). This statute has been interpreted to prohibit the denial of equal access to education because of a language minority student's limited proficiency in English.

Title IX of the Education Amendments of 1972 Coordinators

Title IX of the Education Amendments of 1972 provides that no individual may be discriminated against on the basis of sex in any education program or activity receiving federal financial assistance. Title IX requires that schools adopt and publish a policy against sex discrimination and have grievance procedures through which students can complain of alleged sex discrimination, including sexual harassment. State law requires Massachusetts employers to have a policy against sexual harassment. (M.G.L. Ch. 151B, S3A)

Please see the ARHS School Handbook, available at www.freelake.org, for information regarding pertinent rights not delineated above.

ACADEMIC INFORMATION & PLANNING GUIDE

ACADEMIC INTEGRITY

We believe that the fundamental values of honesty, trust, fairness, respect, and responsibility are essential elements in all work produced by our students. The administration and staff strongly believe that all work presented by a student should be an honest product of the student's own effort, intellect, and creativity. Academic integrity is a constant standard within our school's overall learning process. As a staff, we will address and pursue, with students and parents, issues involving academic integrity. Any student who is found responsible for cheating, plagiarism, or misrepresentation of work will receive a zero for the assignment. The assignment may not be redone or substituted. Single and repeat offenses that involve academic integrity will be dealt with as prescribed in the Student Handbook.

ACADEMIC GRADUATION REQUIREMENTS

All students in the Class of 2020 are required to earn 115 credits as well as earn a Competency Determination through participation in MCAS testing in order to graduate. All students in the Classes of 2021, 2022, and 2023 are required to earn 120 credits as well as earn a Competency Determination through participation in the Next Generation MCAS testing in order to graduate. In order to earn a Competency Determination, all students must score above a 240 on English Language Arts and Math MCAS exams or successfully complete an Educational Proficiency Plan (EPP) if their scores range between 220-238. In addition, all students must pass a Science MCAS with a score of 220 or better. Students in the Class of 2021 will be subject to any scoring requirements associated with the Next Generation MCAS.

Class of 2020: The following subjects must be taken and passed

English	4 yrs. (20 credits)
Mathematics	4 yrs. (20 credits)
Science (lab-based and each from a different science area)	3 yrs. (15 credits)
History (must include World History II, US History I, and US History II)	3 yrs. (15 credits)
World Language (same language)	2 yrs. (10 credits)
Wellness (each year, meets P.E. Requirement)	4 sems. (10 credits)
Freshmen Seminar	1 sem. (2.5 credits)
Fine Arts (visual, music, performance)	1 sem. (2.5 credits)
Electives	(20 credits)

Class of 2020 Schedule & Requirements* for Planning Purposes (See page 49 for blank version)

Grade 9	Grade 10	Grade 11	Grade 12
Eng. Lang. Arts 9*	Eng. Lang. Arts 10*	Eng. Lang. Arts 11*	Eng. Lang. Arts 12*
Mathematics*	Mathematics*	Mathematics*	Mathematics*
Biology*	Lab-based Science*	Lab-based Science*	Wellness*/Elective
World History II*	US History I*	US History II*	Elective
Wellness*/Frosh. Sem.*	Wellness*/Fine Arts*	Wellness*/Elective	Elective
World Language*	World Language*	Elective	Elective
Academic Lab/Elective	Academic Lab/Elective	Academic Lab/Elective	Academic Lab/Elective

Class of 2021: The following subjects must be taken and passed

English	4 yrs. (20 credits)
Mathematics	4 yrs. (20 credits)
Science (lab-based and each from a different science area)	3 yrs. (15 credits)
History (must include World History II, US History I, and US History II)	3 yrs. (15 credits)
World Language (same language)	2 yrs. (10 credits)
Wellness (each year, meets P.E. Requirement)	4 sems. (10 credits)
Fine Arts (visual, music, performance)	2 sem. (5 credits)
Electives	(25 credits)

Class of 2021 Schedule & Requirements* for Planning Purposes (See page 49 for blank version)

Grade 9	Grade 10	Grade 11	Grade 12
Eng. Lang. Arts 9*	Eng. Lang. Arts 10*	Eng. Lang. Arts 11*	Eng. Lang. Arts 12*
Mathematics*	Mathematics*	Mathematics*	Mathematics*
Biology*	Lab-based Science*	Lab-based Science*	Wellness*/Elective
World History II*	US History I*	US History II*	Elective
Wellness*/Fine Arts*	Wellness*/Fine Arts*	Wellness*/Elective	Elective
World Language*	World Language*	Elective	Elective
Academic Lab/Elective	Academic Lab/Elective	Academic Lab/Elective	Academic Lab/Elective

Class of 2022: The following subjects must be taken and passed

English	4 yrs. (20 credits)
Mathematics	4 yrs. (20 credits)
Science (lab-based and each from a different science area)	3 yrs. (15 credits)
History (must include World History II, US History I, and US History II)	3 yrs. (15 credits)
World Language (same language)	2 yrs. (10 credits)
Wellness (each year, meets P.E. Requirement)	4 sems. (10 credits)
Fine Arts (visual, music, performance)	2 sem. (5 credits)
Electives	(25 credits)

Class of 2022 Schedule & Requirements* for Planning Purposes (See page 49 for blank version)

Grade 9	Grade 10	Grade 11	Grade 12
Eng. Lang. Arts 9*	Eng. Lang. Arts 10*	Eng. Lang. Arts 11*	Eng. Lang. Arts 12*
Mathematics*	Mathematics*	Mathematics*	Mathematics*
Biology*	Lab-based Science*	Lab-based Science*	Wellness*/ <i>Elective</i>
World History II*	US History I*	US History II*	<i>Elective</i>
Wellness*/Fine Arts*	Wellness*/Fine Arts*	Wellness*/Elective	<i>Elective</i>
World Language*	World Language*	<i>Elective</i>	<i>Elective</i>
Academic Lab/Elective	Academic Lab/Elective	Academic Lab/Elective	Academic Lab/Elective

Class of 2023: The following subjects must be taken and passed

English	4 yrs. (20 credits)
Mathematics	4 yrs. (20 credits)
Science (lab-based and each from a different science area)	3 yrs. (15 credits)
History (must include World History, US History I, and US History II)	3 yrs. (15 credits)
World Language (same language)	2 yrs. (10 credits)
Wellness (each year, meets P.E. Requirement)	4 sems. (10 credits)
Fine Arts (visual, music, performance)	2 sems. (5 credits)
Electives	(25 credits)

Class of 2023 Schedule & Requirements* for Planning Purposes (See page 49 for blank version)

Grade 9	Grade 10	Grade 11	Grade 12
Eng. Lang. Arts 9*	Eng. Lang. Arts 10*	Eng. Lang. Arts 11*	Eng. Lang. Arts 12*
Mathematics*	Mathematics*	Mathematics*	Mathematics*
Biology*	Lab-based Science*	Lab-based Science*	Wellness*/Elective
World History*	US History I*	US History II*	Elective
Wellness*/Frosh. Sem.*	Wellness*/Fine Arts*	Wellness*/Elective	Elective
World Language*	World Language*	Elective	Elective
Academic Lab/Elective	Academic Lab/Elective	Academic Lab/Elective	Academic Lab/Elective

Academic Lab is an assigned period in the schedule. It is time during which students attain extra help, access tutoring, receive special education services, engage in make-up work, and, in some cases, attend class.

MASSCORE

For informational purposes, the following is the MassCore. It represents the state's recommended minimum requirements for college and career readiness. The total units required are 22 and 1 unit is the equivalent of 5 full credits. MassCore also recommends that students engage in Additional Learning Opportunities defined as "Advanced Placement (AP); Capstone or Senior Project; Dual Enrollment courses taken for both high school and college credit; Online courses; Service Learning; and Work-based Learning." More information regarding MassCore is available at <http://www.doe.mass.edu/ccr/masscore>

- ✓ 4 units English
- ✓ 4 units Mathematics
- ✓ 3 units Lab-Based Science
- ✓ 3 units Social Studies, including US History and World History
- ✓ 2 units Same World Language
- ✓ 1 unit Fine Arts
- ✓ 5 units Additional Courses
- ✓ 4 Career Development Experiences*

*Career Awareness Experiences, Grade 9-10, including but not limited to: career interest inventories, career fairs and guest speakers, job shadowing, career-themed clubs and activities, student leadership experiences, athletics and other school community activities, service learning experiences, freshman exploratory. Career Immersion Experiences, Grades 11-12, including, but not limited to: internships, cooperative education, summer college programs, senior projects, capstone projects, work-based learning.

ARHS INSTRUCTIONAL DISTINCTIONS

All courses provide students maximum opportunity for achievement commensurate with their interests, performance, and academic goals. Students are encouraged to select a course of study based upon realistic self-assessment, which is consistent, not only with their current academic goals and future aspirations, but also their motivation to succeed and willingness to put forth their best effort.

The following are ARHS's course distinctions:

Advanced Placement (AP) is a college level program, determined by a syllabus developed by the Advanced Placement Program of the College Entrance Examination Board. AP students must take the standardized AP exam in lieu of a final exam at the completion of the program. The AP program is intended for self-motivated, academically talented students who can work independently and use creative, analytical, abstract thinking and problem-solving skills.

Honors (H) courses are for the motivated students who work independently using creative, analytical, abstract thinking and problem-solving skills. These courses are organized so that academically talented students explore material in greater depth than they would in the conventional College Preparatory courses. It is recommended that a "B-" or better average be attained in a prerequisite course for students wishing to continue in the next Honors Level course the following year.

College Preparatory (CP) courses are designed for students who consistently demonstrated the ability and motivation to achieve success in a rigorous academic program. Such students are also committed to continuing their education in a post-secondary institution, the military, or via a career path.

Unleveled courses may be either elective or required classes. The grades and credits of unleveled courses are not calculated in class rank. All courses are weighted and calculated in class rank, with the exception of those labeled Unleveled and/or graded on a P/F scale.

ACADEMIC HONOR ROLL

Highest Honors - no grade lower than an A

High Honors - no grade lower than an A-

Honors - no grade lower than a B-

CLASS RANK

All students receive a weighted Class Rank, determined by averaging earned point values for each leveled course. All subjects are included. Preliminary calculations are based on 8 quarters of coursework. Rank is recalculated after each subsequent quarter. Final Class Rank is calculated on 15 quarters. All courses, except those graded on a P/F scale, will be included in the calculation of Class Rank. A student transferring to ARHS from an Accredited Secondary School during any year previous to his/her year of graduation will have his/her Class Rank calculated. A student transferring to ARHS from an Accredited Secondary School during his/her year of graduation will have his/her Class Rank calculated. Once a student transferring to ARHS from an Accredited Secondary School during his/her year of graduation's Class Rank is confirmed, he/she will share that Class Rank with the ARHS student already identified with that Class Rank.

COMPUTATION OF CLASS RANK/ WEIGHTS FOR FINAL GRADES

GRADE	MARK	A.P.	HONORS	CP
A+	97-99	5.3	4.8	4.3
A	93-96	5.0	4.5	4.0
A-	90-92	4.7	4.2	3.7
B+	87-89	4.3	3.8	3.3
B	83-86	4.0	3.5	3.0
B-	80-82	3.7	3.2	2.7
C+	77-79	3.3	2.8	2.3
C	73-76	3.0	2.5	2.0
C-	70-72	2.7	2.2	1.7
D	65-69	2.0	1.5	1.0
F	0-64	0.0	0.0	0.0

COURSES ADDITIONS

First Quarter "Grade Update 2" is the deadline for full year courses and for 1st semester courses. Third quarter "Grade Update 2" is the deadline for 2nd semester courses. Students adding courses may be held responsible for completing missing essential assignments.

COURSE CHANGES

After the start of the school year, in extenuating circumstances, course changes may be requested through the Guidance Department. Before any course is changed, a "Course Change Request Form" must be completed and signed by counselor, parent/guardian, student and teacher. If necessary, the student's guidance counselor will hold a meeting. Options for replacement courses may be limited by course availability.

COURSES DROPPED

Semester courses dropped before the end of Quarter 1 or Quarter 3 and Full Year courses, with the exception of AP courses, dropped before the end of Semester 1 will be dropped without penalty; however, Department of Elementary and Secondary Education policy requires all courses dropped after the third week of school to be recorded as a "W" (Withdrawn) on the student transcript. Semester courses dropped after the beginning of Quarter 2 or Quarter 4 and Full Year courses dropped after the first week of Semester 2 will result in a grade of "WP" (Withdrawn, Passing) or "WF" (Withdrawn, Failing). Due to changes in Advanced Placement ordering deadlines effective in the 2019-2020 school year, the deadline for dropping AP courses, without incurring a \$40.00 College Board fee, will be October 25, 2019.

COURSE OFFERINGS & SCHEDULING

Courses listed in the Program of Studies have been approved and meet academic standards. Our intent is to offer students opportunities to engage in a myriad of options and to take as many courses as afforded by the current schedule and resources. However, some courses listed in this document may not be offered, or may be offered in a limited number of sections, due to various reasons (over subscription, under subscription, budgetary constraints, scheduling). In the event that certain courses are not offered, students will be notified and an alternate course will be scheduled.

GRADES

All students must carry a minimum of six (6) courses per term. All courses are graded on a quarterly basis. For the final grade, the four quarters count for 90% with the final exam counting as 10%. Seniors who maintain an average of 90% or better in a course may be exempt from the final exam in that course. Students on Educational Proficiency Plans (EPPs) must successfully complete all components of their EPPs.

GRADE NOTIFICATION/PROGRESS REPORTS

"Grade Average Updates" are posted via PlusPortal every two weeks. "Grade Average Updates" keep parents/guardians and students abreast of academic performance. Report cards are posted at each quarter's end. At the end of the school year, a letter is sent home to parents/guardians of each student who has failed required subject(s), or who does not have the minimum number of required credits, delineating options available to students, i.e., summer school, tutoring or distance learning. A letter is sent home in September to parents/guardians of any senior who has not passed all required subjects or who has not earned the minimum number of credits. A letter is sent home in February to any senior who is in danger of failing subjects necessary to graduate. A letter is sent home in April to parents/guardians of any senior who is in danger of not graduating based on grades earned for the first 3 quarters. Every letter contains an invitation to contact the Guidance Department for a meeting. Seniors who do not meet graduation requirements are not allowed to participate in graduation ceremonies.

GRADES FOR TRANSFER STUDENTS

When a student enters ARHS from another school, his or her completed grades will be recorded into Rediker (grade program) by the ARHS Guidance Secretary. Such grades will be weighted according to the following scale.

Grades for Transfer within ARHS During a School Year

When a student transfers from one course at ARHS to another section of the same course, at ARHS, regardless of course distinctions, the sending teacher will report the student's current grade to the receiving teacher. A partial/incomplete grade, transferred within a quarter, will be incorporated into the receiving teacher's calculation using the following formula:

<i>Time of Transfer within Term</i>	<i>Percentage Value</i>
Week 1-2 of Term.....	ARHS Teacher Discretion
Week 3 of Term.....	30-40%
Week 4 of Term.....	40-50%
Week 5 of Term.....	50-60%
Week 6 of Term.....	60-70%
Week 7 of Term.....	70-80%
Week 8 of Term.....	80-100%

Grades for Transfer from Another School During a School Year

When a student enters ARHS from another school, his or her grades will be reported to the receiving teachers by the student's assigned ARHS guidance counselor. A completed/final quarter grade will be recorded, by the receiving teacher, as such, in the appropriate subject area. A partial/incomplete grade, transferred within a quarter, will be incorporated into the receiving teacher's calculation using the following formula:

<i>Time of Transfer within Term</i>	<i>Percentage Value</i>
Week 1-2 of Term.....	ARHS Teacher Discretion
Week 3 of Term.....	30-40%
Week 4 of Term.....	40-50%
Week 5 of Term.....	50-60%
Week 6 of Term.....	60-70%
Week 7 of Term.....	70-80%
Week 8 of Term.....	80-100%

GUIDANCE SERVICES & COURSE SELECTION

Counseling services are offered to all students and parents/guardians in order to assist in planning for educational, vocational, and personal matters. Grade 9 students are assigned to a Transitional Counselor who, starting in grade 8, works with students to facilitate the progression from the middle school to the high school. Beginning in grade 10, each student is assigned to the same counselor for his/her high school years. This enhances counseling opportunities for personal, social, and educational growth and development.

The process for course selection begins with a group guidance meeting during which all academic requirements are explained. It is very important that students select classes that are challenging and meet their college and career goals. Throughout the course selection process, students have opportunities to meet with their guidance counselors, individually, and discuss how their choices impact their futures. Part of the course selection process includes student engagement in a modified day. On that day, students attend all six of their classes, during which time their teachers make written recommendations on the students' personal course selection cards. Students then take their cards home for parent/guardian perusal, discussion, and signature.

The course selection sheets, signed by the students and parents/guardians, become a contract. For this reason, it is important to vocalize any questions or concerns with guidance counselors before returning the signed course selection cards. Parents/guardians are welcome to telephone, e-mail or schedule meetings with guidance counselors. Course recommendation waivers for the 2019-2020 year may not be honored after May 1, 2019. (Transfer students will be considered on a case-by-case basis.)

NCAA REQUIREMENTS

Students who plan to participate in college athletics are advised to see their Guidance Counselor at the end of their sophomore year for specific NCAA requirements.

PROMOTION REQUIREMENTS (INTERNAL)

Class of 2021	Class of 2022	Class of 2023
Grade 9 to 10 = 17.5	Grade 9 to 10 = 20	Grade 9 to 10 = 20
Grade 10 to 11 = 50	Grade 10 to 11 = 52.5	Grade 10 to 11 = 52.5
Grade 11 to 12 = 85	Grade 11 to 12 = 85	Grade 11 to 12 = 85
Graduation Total = 120	Graduation Total = 120	Graduation Total = 120

*Seniors who do not meet graduation requirements are not allowed to participate in graduation ceremonies.

SUMMER SCHOOL/SUMMER TUTORING POLICY

For purposes of remediation and restoration, credit for a failed course or a course where credit was denied may be made up by **one** of the following: 1. Attending and passing the course at an approved summer school (see below); 2. Engagement in tutoring (see below); 3. Attending and passing the course via an approved on-line learning experience (see below); or 4. Repeating the course the next school year. A maximum of 20 credits may be recovered by any one or a combination of the following options:

1. Attending and passing the course at an approved summer school;
 - a. A minimum grade of 50 must be attained for eligibility.
 - b. Attendance at summer school must have the approval of the student's guidance counselor/admin.
 - c. A maximum of 10 credits in a given year may be recovered by attending summer school.
 - d. A maximum of 20 credits recovered by attending summer school (or a combination of summer school and options 2 or 3) over a 4 year period may be applied toward credits needed for graduation.
 - e. All costs associated with summer school will be the responsibility of the student, parent or guardian.
 - f. If summer school is selected, the following guidelines must be followed:
 1. A passing grade must be earned in order to receive credit for the course.
 2. Grades will be recorded as pass/fail.
2. Engagement in tutoring;
 - a. A minimum grade of 50 must be attained in the failed course for eligibility.
 - b. Tutoring must have the approval of the student's guidance counselor/admin.
 - c. A maximum of 10 credits in a given year may be recovered via tutoring.
 - d. A maximum of 20 credits recovered by tutoring (or a combination of tutoring and options 1 or 2) over a 4 year period may be applied toward credits needed for graduation.
 - e. All costs associated with tutoring and correction of the final exam will be the responsibility of the student, parent or guardian.
 - f. If tutoring is selected, the following guidelines must be followed:
 1. A certified teacher must do the tutoring.
 2. A minimum 15 hours of instruction must be completed no later than two weeks prior to the start of the next school year.
 3. The course outline and textbook(s) will be provided by ARHS.
 4. At the conclusion of the tutoring, the ARHS final exam for the course will be administered at ARHS. The exam will be supplied, corrected and graded by the department chair or by the teacher whose course was failed. The person correcting the exam will be compensated by the student, parent or guardian at the FLRSD contractually agreed upon rate (one hour) A passing grade on the final exam must be attained to receive credit for the course.
 5. Grades will be recorded as pass/fail.
3. Engagement in an approved on-line/distance course;
 - a. A minimum grade of 50 must be attained in the failed course for eligibility.
 - b. Engagement must have the approval of the student's guidance counselor/admin.
 - c. A maximum of 10 credits in a given year may be made by engagement in on-line/distance learning.
 - d. A maximum of 20 credits may be recovered via such programming (or a combination of such programming and options 1 or 2), over a 4 year period may be applied toward the credits needed for graduation.
 - e. All costs associated will be the responsibility of the student, parent or guardian.
 - f. If this option is selected, the following guidelines must be followed:
 1. A passing grade must be earned in order to receive credit for the course.
 2. Grades will be recorded as pass/fail.

ADDITIONAL & SPECIALIZED ACADEMIC PROGRAMMING

ARHS SCHOOL-BASED ON-LINE LEARNING

ARHS School-Based On-Line Learning is an on-line alternative learning and credit recovery program used to supplement or augment course offerings supported by a virtual platform. This program provides selected students with a flexible means of learning and achieving credits. Courses and grades assigned through the on-line platform are reviewed by ARHS staff members. Credits earned in on-line courses are accumulated toward graduation and grades are calculated in class rank. Recommendations for engagement in on-line courses are made by students' guidance counselors, and administrative and parental permissions are required. Performance contracts are signed by parents and students before enrollment. A complete course catalogue is available in the Guidance Department.

DUAL ENROLLMENT

The Dual Enrollment Program was authorized in the Education Reform Act of 1993. Qualified public high school students can earn both high school and college credits through this program. Eligible students must be in their junior year to take individual classes or senior year for full time enrollment. All students must have a weighted GPA of 3.0 or better (based on a 4.0 scale), an attendance rate of 90% or better (excluding extenuating circumstances), and meet additional requirements per school policy. All courses taken in the Dual Enrollment Program in grade 11 must be an extension of high school courses and not a supplanting of course offerings at ARHS. Students entering the Dual Enrollment Program in their senior year should consider courses which will ensure that they meet graduation requirements of ARHS as detailed in the Program of Studies. Special care should be taken to receive Guidance Counselor/Administrative approval for English, Math and Wellness courses at the college level; ARHS maintains a four-year (full-year) English and Math requirement, and a four-year (semester) Wellness requirement. Dual Enrollment students seeking to engage in ARHS Athletics must seek and be granted a Rule 52 Waiver from MIAA via the ARHS Principal. This Waiver is not guaranteed, as each case is reviewed by MIAA. Documentation of college attendance and grade updates in alignment with MIAA and ARHS policy are required for participation in athletic practices and athletic contests.

Dual Enrollment courses receive honors credit. All course selections at the college level need to be approved by the student's guidance counselor and an administrator. A contract, explicitly stating courses at the college level, must be signed before the start of each semester. While this is not a program for every student, it is an opportunity for eager students to begin working on their college interests while still in high school. For information, students should see their guidance counselors by March 1 of the preceding year.

LIFE SKILLS

The Life Skills Program services students with learning profiles that require specialized academic instruction in a self-contained classroom setting. These profiles may include students with mild to moderate intellectual disabilities, emotional regulation disabilities, communication disabilities, sensory integration difficulties and/or social skills delays. Life Skills students benefit from a functional approach to academic learning which targets meaningful life experiences. The Life Skills Program aims to provide disability specific instruction in the areas of functional academics and life skills, pre-employment and vocational skills training, career exploration and ultimately vocational placement experiences. It also aims to foster increased independence in school, home, and community settings. Instruction and programming encompasses language and communication, self-help skills, sensory integration, executive functioning skills related to organization and attention, as well as functional scholastic achievement. Students in this program are most likely going to participate in the Alternative Assessment used for MCAS and work towards a Certificate of Attendance.

PERSONALIZED LEARNING PROGRAM (PLP)

PLP is a multi-grade classroom for particular special education students who require a higher level of support than that which can be offered solely in the inclusion setting. As participants in PLP, students are instructed in modified and unmodified grade level curriculum. Instruction is delivered and supervised by both special education teachers and subject area teachers. PLP students adhere to the daily bell schedule and carry a course load necessary for attainment of a diploma. PLP students engage in traditional competencies (MCAS) required for graduation and earn the requisite credits associated with their graduating class.

SOCIAL-EMOTIONAL PROGRAM (SEL)

SEL is a multi-grade classroom for particular special and regular education students who require a higher level of emotional support than that which can be offered solely in the traditional setting. SEL instruction is delivered by a composite of virtual learning offerings and personalized support from both special and academic subject area teachers at ARHS. As participants in SEL, students are instructed in modified and unmodified grade level curriculum, and the expectation is that students will transition to the traditional classroom setting. Students in this setting adhere, as often as possible, to a daily bell schedule and carry a course load necessary for attainment of a diploma. SEL students engage in traditional high stakes competencies (MCAS) required for graduation and earn the requisite credits associated with their graduating class.

VIRTUAL HIGH SCHOOL (VHS)

Virtual High School is an on-line/distance-learning opportunity. Through VHS, students enroll in unique courses not traditionally available at ARHS. Students may earn up to 2.5 credits per semester or up to 5 credits per year and may choose from a catalog of semester and year-long courses, including Honors, College Preparatory, and Advanced Placement. VHS classes take place entirely on-line and mirror the format of college courses. VHS courses require productivity, initiative, and self-direction from students who will be entirely accountable and responsible for their own learning. Students enrolled in VHS report to the Library or another assigned space to attend class. However, students can complete their work at any time, as long as work is posted by specified due dates. A site coordinator is available for assistance and distribution of materials and progress reports. Students are chosen on a first come first served basis with preference given to seniors. Students may not enroll in any VHS course that is currently being taught at ARHS. VHS courses count toward a student's GPA and class rank. VHS courses also count toward fulfillment of graduation requirements. Students enrolled in VHS Advanced Placement courses are required to pay a VHS fee that is in addition to the regular AP testing fee, and they are required to pay a lab fee, when necessary, at the price established by VHS. For further information, please contact a guidance counselor and request a registration form.

SPECIAL EDUCATION SERVICES/ACADEMIC SUPPORT

The Special Education Department provides academic and related services to students who require additional supports as identified through the Individual Education Plan (IEP) process. Services are offered on a continuum depending on the areas of strength and weakness as identified by formal testing, classroom observations, and standardized testing.

Academic Support is a special education tutorial program used to supplement a student's regular academic program. Enrollment in Academic Support is determined at Team meetings and is written as a service on a special education student's IEP. The goals of the program are to provide tutorial support and reinforcement of academic courses, improve academic skills, strengthen and foster study habits, develop organizational skills, encourage self-advocacy skills, and explore post-secondary options. Academic Support is a 2.5 credit course and is graded on a Pass/Fail basis. It is not calculated in a student's GPA. Special Education Developmental Reading is also a special education service for students who have not internalized sound-symbol associations for reading and spelling as evidenced by evaluation results and the IEP Team recommendation. This structured, multi-sensory presentation of reading instruction utilizes methods that focus on improving decoding skills.

BUSINESS & TECHNOLOGY DEPARTMENT

COURSE OFFERINGS

The Business & Technology Department is dedicated to preparing students for a world of emerging technologies; a world that is constantly changing. We encourage students to learn about business and technology so that they may become active participants in our global economy, succeeding to benefit in their personal lives as well as their professional ones. The knowledge gained in the Business Department and the skills that are available through Business and Technology course work prepare our students for positions of the future, even those positions that new technologies and human ingenuity will create during our students' lifetimes. It is our aim that students develop an appreciation for the capabilities and capacities of technology, as well as an understanding of how these tools are part of lifelong learning. Our course offerings afford students the opportunity to become knowledgeable about the role technology plays in various fields of work, enabling them to better plan for their careers in the 21st century. For more information, please visit the Massachusetts Technology Literacy Standards Grades 9 through 12 – Technology Standards and Expectations at www.doe.mass.edu/odl/standards/itstand.pdf

The Business & Technology Department strongly encourages students to become members of DECA. DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe. DECA enhances the preparation for college and careers by providing co-curricular programs that integrate into classroom instruction, applying learning in the context of business, connecting to business and the community and promoting competition. Our student members leverage their DECA experience to become academically prepared, community oriented, professionally responsible, experienced leaders.

Requirements & Electives by Grade

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<i>Programming I</i>	<i>Programming I & II</i>	<i>Programming I & II</i>	<i>Programming I & II</i>
	<i>Accounting I</i>	<i>Accounting I & II</i>	<i>Accounting I & II</i>
	<i>E-Commerce I & II</i>	<i>E-Commerce I & II</i>	<i>E-Commerce I & II</i>
	<i>Entrepreneurship</i>	<i>Entrepreneurship</i>	<i>Entrepreneurship</i>
	<i>Marketing I & II</i>	<i>Marketing I & II</i>	<i>Marketing I & II</i>
		<i>Economics</i>	<i>Economics</i>
		<i>Community Service Learning</i>	<i>Community Service Learning</i>
		<i>Work-Based Learning Activities</i>	<i>Work-Based Learning Activities</i>
		<i>Independent Marketing Study</i>	<i>Independent Marketing Study</i>

#642 - ACCOUNTING I
Offered to grades 10-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

Accounting is the universal language of business. This course develops an in-depth approach for those students who are planning a career in business, management, finance or accounting. It affords students a basic understanding of the financial side of business and management, while familiarizing them with supplemental technology and applicable software. Students furthering their education will be more likely to meet with success when taking college-level accounting and finance courses because of their exposure to this course.

TEXTS: GLENCOE ACCOUNTING FIRST YEAR COURSE (2007), ACCOUNTING CHAPTER STUDY GUIDES AND WORKING PAPERS (2007)
INTUIT: QUICKBOOKS ONLINE

#650 - ACCOUNTING II
Offered to grades 11-12

COLLEGE PREP
5 credits

Accounting II is offered to those students who have successfully completed Accounting I and wish to continue with this financial course of study. It builds a foundation for students who may pursue careers in finance, business administration, economics or accounting. This course concentrates on advanced applications of financial accounting concepts not considered in depth in Accounting I.

PREREQUISITE: ACCOUNTING I

#618 - ENTREPRENEURSHIP
Offered to grades 10-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

Entrepreneurial skills are highly regarded today and their development is encouraged in order to grow the economy. In this course, students will develop those skills while creating a competitive strategy for success. Students will identify the fundamentals of entrepreneurship, research various types of businesses opportunities, and create a viable and ethical business plan that best suits their interests, skills and market opportunities.

#614 - E-COMMERCE I
Offered to grades 10-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

Using Adobe, Fireworks and FLASH, students create, design, display, and manage web sites while becoming acquainted with the world of E-Commerce. Students develop an E-Commerce business plan to market a product or service, and become citizens of the business world on this digital frontier.

#620 – E-COMMERCE-II
Offered to 10-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

This hands-on computer class is a continuation of the E-commerce I course. Students create videos to market various goods and services and explore social media in marketing. Students display their work on web pages that they design, create and maintain.

PREREQUISITE: E-COMMERCE I OR APPROVAL OF INSTRUCTOR

#615 - MARKETING I
Offered to grades 10-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

This course is an introduction to the personal finance, retail, restaurant, sports/entertainment, and hotel and fashion industries. Marketing/management activities include research, pricing, advertising, selling, sales promotions, customer service, personnel, money handling, inventory control, regulations, ethics and many more. Computer technologies and business simulations are included. This class provides students with a well-rounded introduction into the exciting and ever-changing world of operating a business.

#613 - MARKETING II
Offered to grades 10-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

This course offers students the opportunity to continue to develop their marketing/management skills. Topics include entrepreneurship, International Business and store management. Students complete comprehensive marketing projects and create a portfolio to showcase their work.

PREREQUISITE: MARKETING I OR APPROVAL OF INSTRUCTOR

#617 - PROGRAMMING I
Offered to grades 9-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

This course is an introduction to computer programming using various programming languages such as Python and Java Script. Emphasis is on programming design and development. Topics include input/output, looping, decision-making, arithmetic operations, arrays, functions, procedures and records. Students design, create, test, debug and execute their own programs. The course is project based and focuses on solving real world problems that can be analyzed using computer programming.

PREREQUISITE: ALGEBRA I

#621 - PROGRAMMING II
Offered to grades 10-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

The course is a continuation of Programming I. Students enhance and augment computer programming skills using various programming languages such as Java. Topics include advanced study of input/output, looping, decision-making, arithmetic operations, arrays, functions, procedures and records. Students design, create, test, debug and execute their own programs. The course is project based and focuses on solving real world problems that can be analyzed using computer programming.

PREREQUISITE: PROGRAMMING I

#241 ECONOMICS
Offered to grades 11-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

This semester elective course involves a study of both Microeconomics and Macroeconomics. Topics to include scarcity and economic reasoning, supply and demand, market structures, functions of government and financial institutions, as well as international trade. Students will examine the role of behavioral economics in society and incorporate projects and simulations. Students are eligible to join DECA.

#644 – COMMUNITY SERVICE LEARNING
Offered to grades 11-12

SEMESTER COURSE

UNLEVELED
2.5 credits

Students explore the needs of their school and community by identifying a variety of local, national, and international issues, problems, or needs. Students investigate the causes and effects of the problems they identify; research various solutions to the problems and create an action plan in response to a community need. Each student creates a proposal for their community service project for approval. Students learn about civic engagement and collaboration by developing partnerships with active community members working on local needs. They will spend approximately 24 hours implementing their action plan by providing direct services to their fellow community. Students complete weekly reflections, engage in discussion forums and displaying their work in the form of a video documentary for their final exam. At the end of the semester, students prepare a presentation and publically present what they accomplished and learned. Students must provide their own transportation for community service hours.

#646 - WORK-BASED LEARNING ACTIVITIES
Offered to grades 11-12

SEMESTER COURSE

UNLEVELED
2.5 credits

Students are provided opportunities for self-evaluation of personal strengths, weaknesses, skills, and competencies as they relate to career interests prior to internship placement. A Massachusetts Department of Education School-to-Career *Work-Based Learning Plan* is prepared for each intern—Community-Based Interns and School-Based Interns. It includes a job description, goals, and the skills to be developed for employability such as work ethic and professionalism, communication and interpersonal skills, resume writing and preparing for a workplace interview. Students learn how to secure and coordinate their own internship (unpaid) by working with community partners. Students create a career portfolio and complete weekly reflections in a discussion forum of their work experience. Students develop a final presentation to demonstrate their newly acquired skills. A minimum of 24 hours of work experience is required. Students must provide their own transportation to and from the workplace.

#647 - INDEPENDENT MARKETING STUDY
Offered to grades 11-12

SEMESTER COURSE

COLLEGE PREP
2.5 CREDITS

Independent Study is available to Business students with the approval of the Business teacher. Availability is dependent on a number of factors including, but not limited to, student schedule, teacher availability, the requested course and permission of teacher.

ENGLISH LANGUAGE ARTS DEPARTMENT

COURSE OFFERINGS

The English Department is committed to promoting academic excellence through its varied course offerings and strives to meet the diverse needs of students. English is a four year requirement for all students. The Massachusetts Curriculum Framework for English Language Arts and Literacy is the foundation for teaching and learning. Texts, activities, and assessments are aligned to state standards to ensure that all students meet or exceed these expectations. Embedded in the curriculum are “College and Career Readiness Anchor Standards” which include specific guidelines for Reading, Informational Text, Writing, and Speaking and Listening. The Curriculum Framework is available at <http://www.doe.mass.edu/frameworks/ela/2017-06.pdf> In addition to Anthologies and other resources, the Department utilizes a wide variety of novels, some of which may not be captured in this publication.

Summer Reading Program: In order to foster a love of reading, improve vocabulary, avoid attrition, and stimulate imagination and curiosity, the Department assigns all students summer reading books and assignments. In September, students demonstrate they have read their books and turn in completed assignments. The resulting scores represent a portion of the first quarter grades.

Honors English Philosophy & Profile: Honors courses are for students who demonstrate a very high achievement in English Language Arts. Their work reveals a strong work ethic and a willingness to assume the added responsibilities inherent in an honors curriculum. The academically talented students in these courses need to be self-motivated in order to work independently, using creative, analytical, and abstract thinking. They must express themselves effectively in both writing and speaking. A sincere interest in language and literature is essential. In Honors courses, students should expect:

- ✓ to be challenged at the highest levels of critical thinking;
- ✓ to be held responsible for mastery of grammatical and stylistic rules;
- ✓ to build an extensive vocabulary;
- ✓ to read literary works of significant length and a number of shorter works;
- ✓ to be involved in a demanding writing program;
- ✓ to actively participate in group work and presentations;
- ✓ to develop sophisticated research skills.

Requirements* & Electives by Grade

Grade 9:	Grade 10:	Grade 11:	Grade 12:
English 9* CP or	English 10* CP or	English 11* CP or	English 12* CP or
English 9* Honors	English 10* Honors	English 11* Honors or	English 12* Honors or
<i>Theatre Arts</i>	<i>Creative Writing I & II</i> <i>Journalism & Media Studies I & II</i> <i>Public Speaking</i> <i>Theatre Arts</i>	AP Language & Composition*	AP Literature & Composition*
		<i>Horror Fiction</i> <i>Creative Writing I & II</i> <i>Journalism & Media Studies I & II</i> <i>Public Speaking</i> <i>Theatre Arts</i>	<i>Horror Fiction</i> <i>Creative Writing I & II</i> <i>Journalism & Media Studies I & II</i> <i>Public Speaking</i> <i>Theatre Arts</i>

Note: English electives do not count toward the four year graduation requirement. However, Public Speaking and Theatre meet Fine Arts requirements.

#102 - ENGLISH 9
Offered to grade 9

HONORS
5 credits

This survey course enhances students' appreciation of literature by introducing them to an intensive study of the following literary genres: the short story, poetry, non-fiction, novels, and drama. Students are required to independently read many complex selections and complete related advanced writing assignments. Outside reading is required. Emphasis is placed on improving language skills through vocabulary study that includes context clues, central ideas, Greek roots, and Latin prefixes. All the basic elements of grammar are reviewed and new complex conventions are introduced. The basic mechanics of research paper writing are taught.

PREREQUISITES: RECOMMENDATION OF 8TH GRADE INSTRUCTOR, COMPLETION OF THE SUMMER READING ASSIGNMENTS

TEXTS: HOLT McDUGAL LITERATURE, GRADE 9 (2012), VOCABULARY FROM LATIN AND GREEK ROOTS, LORD OF THE FLIES, ROMEO & JULIET, A SEPARATE PEACE, A RAISIN IN THE SUN, A LESSON BEFORE DYING, DEATH BE NOT PROUD

#104 - ENGLISH 9
Offered to grade 9

COLLEGE PREP
5 credits

This survey course exposes students to the following literary genres: the short story, poetry, non-fiction, novels and drama. Outside reading is required. Emphasis is placed on improving language skills through vocabulary study that includes context clues, central ideas, Greek roots, and Latin prefixes. All the basic elements of grammar are reviewed and new complex conventions are introduced. The elements of composition are reviewed and the basic mechanics of research writing are taught.

TEXTS: HOLT McDUGAL LITERATURE, GRADE 9 (2012), VOCABULARY FROM LATIN AND GREEK ROOTS, LORD OF THE FLIES, ROMEO & JULIET, A SEPARATE PEACE, WAITING FOR THE RAIN

#114 - ENGLISH 10
Offered to grade 10

HONORS
5 credits

This course provides a continuation of the intensive language arts program begun in the 9th grade, with a chronological study of American literature from pre-colonial beginnings to the 20th century. Students read and comprehend a range of complex texts independently, write effectively when analyzing texts, and present knowledge through research and synthesis. Vocabulary study that includes context clues, central ideas, Greek roots, and Latin prefixes continues. Outside reading is required. Emphasis is placed on improving language, writing, and rhetorical skills.

PREREQUISITES: RECOMMENDATION OF 9TH GRADE ELA INSTRUCTOR, PASSING GRADE IN 9TH GRADE ELA

TEXTS: HOLT McDUGAL AMERICAN LITERATURE, GRADE 11 (2012) , VOCABULARY FROM LATIN AND GREEK ROOTS, THE CRUCIBLE, TO KILL A MOCKINGBIRD, THE GREAT GATSBY, THE ADVENTURES OF HUCKLEBERRY FINN, THE CATCHER IN THE RYE, THE SCARLET LETTER, RUNNER, THE HELP

#116 - ENGLISH 10
Offered to grade 10

COLLEGE PREP
5 credits

This course provides a continuation of the language arts program begun in the 9th grade, with a chronological study of American literature. Students are guided through reading a range of texts, writing for a variety of purposes, and researching to prove a thesis. Vocabulary study that includes context clues, central ideas, Greek roots, and Latin prefixes continues. Outside reading is required. Emphasis is placed on improving language, reading, and writing skills.

PREREQUISITE: PASSING GRADE IN 9TH GRADE ELA

TEXTS: HOLT McDUGAL AMERICAN LITERATURE, GRADE 11 (2012) , VOCABULARY FROM LATIN AND GREEK ROOTS, THE CRUCIBLE, TO KILL A MOCKINGBIRD, OF MICE AND MEN, RUNNER

#124 - ENGLISH LANGUAGE & COMPOSITION**Offered to grade 11****AP
5 credits**

This course offers the in-depth analysis of complex texts and the extensive writing practice that is found in a first semester college composition course. Students study expository, argumentative, analytical, and personal texts from a variety of authors of recognized literary merit. The study and application of rhetorical terminology, strategies and argumentative writing is a focus of study. Timed in-class writing, research writing, analytical discussions, and outside reading are requirements of the course. The Advanced Placement Language and Composition examination in May is also a required component. Failure to complete the summer reading and assignments may result in a transfer to a less rigorous course.

PREREQUISITES: AT LEAST A "B" IN 10TH GRADE ENGLISH, RECOMMENDATION OF 10TH GRADE ELA INSTRUCTOR, COMPLETION OF SUMMER READING ASSIGNMENTS

TEXTS: THE LANGUAGE OF COMPOSITION 2ND EDITION (2013), VOCABULARY FROM LATIN AND GREEK ROOTS, INTO THE WILD, OUTLIERS, THE GATEKEEPERS, UNBROKEN, 50 ESSAYS: A PORTABLE ANTHOLOGY, THE ELEMENTS OF STYLE,, NICKEL & DIMED, I KNOW WHY THE CAGED BIRD SINGS, THEY SAY I SAY, THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT-TIME, ANIMAL FARM, MACBETH

#126 - ENGLISH 11**Offered to grade 11****HONORS
5 credits**

This course continues to offer students the challenge of an intensive language arts program by providing an in-depth and chronological study of British Literature from the Anglo-Saxon period to contemporary British writers. Outside reading is required. Composition instruction reinforces and develops the work of the previous years. Students are taught to improve their drafting skills, to refine thesis statements and to develop convincing supporting arguments. Further instruction concerning research writing is present in the form of a short research paper. Selecting and narrowing a topic, developing and refining a thesis, selecting and evaluating sources and organizing, drafting, writing and documenting a final paper is a course requirement. Vocabulary study that includes context clues, central ideas, Greek roots, and Latin prefixes continues.

PREREQUISITES: RECOMMENDATION OF 10TH GRADE ELA INSTRUCTOR, COMPLETION OF SUMMER READING ASSIGNMENTS

TEXTS: HOLT McDUGAL BRITISH LITERATURE (GRADE 12) AND/OR LITERATURE AND THE LANGUAGE ARTS: THE BRITISH TRADITION (2001), VOCABULARY FROM LATIN AND GREEK ROOTS, FRANKENSTEIN, THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT-TIME, ANGELA'S ASHES, ANIMAL FARM

#128 - ENGLISH 11**Offered to grade 11****COLLEGE PREP
5 credits**

This course includes a study of British Literature and continues the writing, grammar, and usage program of the 9th and 10th grades. Outside reading is required. Vocabulary study that includes context clues, central ideas, Greek roots, and Latin prefixes continues. All of the previously examined elements of grammar are reviewed and new complex conventions and structures will be introduced. Students are taught to improve their drafting skills and they are given timed, in-class essay assignments. Further instruction concerning research writing is present in the form of a short research paper that is a course requirement.

PREREQUISITE: PASSING GRADE IN 10TH GRADE ELA

TEXTS: HOLT McDUGAL BRITISH LITERATURE (GRADE 12) AND/OR PRENTICE HALL LITERATURE: THE BRITISH TRADITION (1996), VOCABULARY FROM LATIN AND GREEK ROOTS, FRANKENSTEIN, THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT-TIME, THE BOY IN THE STRIPED PAJAMAS, ANIMAL FARM, GRENDEL

#138 –ENGLISH LITERATURE & COMPOSITION
Offered to grade 12

AP
5 credits

This course offers extensive and in-depth reading of, and critical writing about, works of recognized literary merit. The selections encompass both the classics and critically acclaimed modern, contemporary, and multi-cultural selections. Outside reading is required. College level vocabulary study is included, as well as the examination of over one hundred literary concepts. Research writing, analytical discussions, and projects are requirements of this course. Advanced Placement Exam preparation includes timed in-class writing assignments and reading exercises gleaned from a variety of sources, including previous AP exams. The Advanced Placement Literature and Composition examination in May is a required component of the class. Failure to complete the Summer Reading and Assignments results in transfer to a less arduous English class.

PREREQUISITES: AT LEAST A "B" IN 11TH GRADE ENGLISH, RECOMMENDATION OF 11TH GRADE ELA INSTRUCTOR, COMPLETION OF THE SUMMER READING ASSIGNMENTS

TEXTS: PERRINE'S LITERATURE STRUCTURE SOUND & SENSE 10TH EDITION (2009), VOCABULARY FROM THE LATIN AND GREEK ROOTS, THE COLOR PURPLE, 1984, BRAVE NEW WORLD, THEIR EYES WERE WATCHING GOD, ANTHEM, THE SUN ALSO RISES, THE OLD MAN AND THE SEA, ETHAN FROME, THE GREAT GATSBY, KITE RUNNER, HAMLET, PRIDE & PREJUDICE, THE BLUEST EYE, NO EXIT, DEATH OF A SALESMAN, THE STRANGER, THE ART OF RACING IN THE RAIN

#140 - ENGLISH 12
Offered to grade 12

HONORS
5 credits

This course continues to offer students the challenge of an intensive language arts program. Students are challenged to interpret, analyze, synthesize and evaluate a wealth of classic and contemporary World Literature. Outside reading is required. Composition instruction continues to reinforce and develop the work of the previous three years. Students are encouraged to continue to improve their drafting skills, to refine thesis statements and to develop convincing supporting arguments through frequently assigned and timed essays. Literature tests are primarily essay tests, preparing students to organize, compare/contrast, and evaluate. The composition of a research paper/project is a course requirement. Vocabulary study that includes context clues, central ideas, Greek roots, and Latin prefixes continues.

PREREQUISITES: RECOMMENDATION OF 11TH GRADE ELA INSTRUCTOR, COMPLETION OF THE SUMMER READING ASSIGNMENTS

TEXTS: PRENTICE HALL: WORLD MASTERPIECES (1996), VOCABULARY FROM THE LATIN AND GREEK ROOTS, THE GLASS CASTLE, HAMLET, KITE RUNNER, THE LAST LECTURE, BRAVE NEW WORLD, A DOLL'S HOUSE, THE THINGS THEY CARRIED, NO EXIT, DEATH OF A SALESMAN, ANTHEM, THE ART OF RACING IN THE RAIN, THE INTERPRETER OF MALADIES, SO LONG A LETTER, THE STRANGER

#143 - ENGLISH 12
Offered to grade 12

COLLEGE PREP
5 credits

This course includes a survey of genre specific literature. Materials within varying genres are approached from either a thematic or chronological perspective. Topics for this course may include: Action/Adventure, Movies and Literature, Crime/Detective, Fantasy, Psychological Thriller, Music and Poetry, Male vs. Female authors, Gothic/Horror, Fairytales and Children's Literature, Sports, and War. All classes cover Shakespeare, and are required to complete outside reading. The course continues the writing, grammar, and usage program of the 9th, 10th, and 11th grades. Vocabulary study that includes context clues, central ideas, Greek roots, and Latin prefixes continues. Students are taught to improve their drafting skills and they are given timed, in-class essay assignments. Further instruction concerning research writing is present in the form of a research paper/senior project that is a course requirement.

TEXTS: VOCABULARY FROM THE LATIN AND GREEK ROOTS, HAMLET, OTHELLO, TAMING OF THE SHREW, KITE RUNNER, THE GLASS CASTLE, THE THINGS THEY CARRIED, THE GIRL WHO LOVED TOM GORDON, INTO THE WILD, SPEAK, DEATH OF A SALESMAN, FIELDER'S CHOICE, AND THEN THERE WERE NONE, THE EYES OF THE DRAGON, THE LAST LECTURE, NICKEL AND DIMED, A CLOCKWORK ORANGE, PERRINE'S SOUND & SENSE, THE STRANGER, THE THIEF OF ALWAYS

#160 – THEATRE ARTS
Offered to grades 9-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

This is a high energy course that stretches one's imagination and encourages creativity. Students gain confidence as they learn about acting, engage in techniques, and experience all the elements of theatrical production. Theatre games, improvisation, pantomime, breathing exercises, movement exercises, character development, skits and scenes are some of this class's components. Acting skills are developed through prepared scenes and students also have opportunity to create, perform, and direct their own theatrical works. Participants gain a general overview of theatre arts, along with practical experience in performance skills. No prior experience is necessary.

#151 – JOURNALISM & MEDIA STUDIES I
Offered to grades 10-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

This elective course provides students opportunities to explore the world of print, online, and broadcast journalism along various forms of digital media, social media, and vehicles of mass communication. Topics of study include news writing and reporting, media ethics and the law, television reporting, photojournalism, and digital media production. This course also provides the opportunity for students to explore journalism and media studies as a career through field trip experiences, guest speakers, conferences, and workshops.

#153 – JOURNALISM & MEDIA STUDIES II
Offered to grades 10-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

This elective course offers students the opportunity to build on the skills learned in the Journalism I course. Various news writing and reporting techniques are studied and employed. Students focus on particular interests, such as photography, sports reporting, and editorial and feature writing. Students build a news writing portfolio that can be used if students decide to study journalism at the college level. This course also provides the opportunity for students to explore journalism as a career through field trip experiences, guest speakers, conferences, and workshops.

PREREQUISITE: JOURNALISM & MEDIA STUDIES I

#161 – PUBLIC SPEAKING
Offered to grades 10-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

This elective course explores the art of public speaking. The course is open to all students; those with little speaking experience gain exposure to speaking skills and techniques, while those with previous experience are afforded the opportunity to perfect their current speaking skills and to expand upon their knowledge.

TEXTS: SPEECH FOR EFFECTIVE COMMUNICATIONS (1994)

#162 – CREATIVE WRITING I**Offered to grades 10-12****SEMESTER COURSE****COLLEGE PREP****2.5 credits**

This student-centered course is designed for new writers as well as those looking to strengthen their skills. Students extend their knowledge of literature and the writing practice by reading and analyzing the works of established authors from a variety of genres and by creating their own short stories, poems, and screenplays. Students hone their writing skills through the revision process and through writing workshops.

TEXTS: SEIZE THE STORY: A HANDBOOK (2006), THE SHINING, A DRINK BEFORE THE WAR, BOY'S LIFE, VARIOUS OTHER NOVELS

#163 – CREATIVE WRITING II**Offered to grades 10-12****SEMESTER COURSE****COLLEGE PREP****2.5 credits**

This student-centered course is designed for advanced writers looking to hone their skills. Students deepen their knowledge of literature and the writing practice by focusing on the subtleties of word choice, dialogue, characterization, and plot by completing more rigorous projects, including the creation of a novel, as well as a feature-length screenplay. In addition, Creative Writing II students also act as writing coaches and mentors to students in Creative Writing I.

PREREQUISITE: CREATIVE WRITING I

TEXTS: SEIZE THE STORY: A HANDBOOK (2008), THE SHINING, A DRINK BEFORE THE WAR, BOY'S LIFE

#159 – HORROR FICTION**Offered to grades 11-12****SEMESTER COURSE****COLLEGE PREP****2.5 credits**

If you enjoy scary movies, dark tales, or just good old-fashioned ghost stories, then this course is for you. Students have an opportunity to read, discuss, and analyze a variety of works, from classics such as Edgar Allan Poe, Ray Bradbury, and Shirley Jackson, to the modern works of Stephen King and Dennis Lehane. Students continue to explore the horror and thriller concept by investigating why these macabre tales are so appealing. Horror films may also be used to supplement the literature.

TEXTS: SALEM'S LOT, DARKNESS TAKE MY HAND, 20TH CENTURY GHOSTS, DRACULA, DR. JEKYL AND MR. HYDE, SELECTIONS FROM HP LOVECRAFT AND EDGAR ALLEN POE, VARIOUS OTHER NOVELS

FINE ARTS DEPARTMENT COURSE OFFERINGS (Art & Music)

VISUAL ARTS

The Visual Arts Department provides students the opportunity to develop knowledge of the media, materials and techniques unique to the visual arts. Through the use of the elements and principles of design, students will gain the problem solving skills necessary for self-expression and visual communication. Connections are made to the purposes of the arts, roles of artists in communities, concepts of style, inventions and technologies and interdisciplinary relationships. AP Studio Art Program offers college-level art experiences and potentially, college credit and advanced placement to dedicated and highly motivated high school students. Students who elect AP Studio Art are held to the same expectations as students who participate in other AP courses including outside study, written research and reflection and academic integrity. All visual arts courses are classified as Fine Arts and their successful completion contributes to attainment of credits required in that discipline.

Electives by Grade – Visual Arts

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<i>Art I</i>	<i>Art I</i>	<i>Art I</i>	<i>Art I</i>
	<i>Art II</i>	<i>Art II</i>	<i>Art II</i>
		<i>Art III</i>	<i>Art III</i>
		<i>Digital Art & Photography I & II</i>	<i>Art IV</i>
		<i>Mixed Media Art</i>	<i>Digital Art & Photography I & II</i>
			<i>AP Studio Art</i>
			<i>Mixed Media Art</i>
			<i>Independent Mixed Media Study</i>

#895 - ART I
Offered to grades 9-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

Art I is an introduction to studio art practices, art history, design, color theory and an in depth look at drawing and painting techniques. All students are welcome and encouraged to explore this creative experience. Each student should have a sketchbook for project planning purposes.

#893 - ART II
Offered to grades 10-12

COLLEGE PREP
5 credits

Art II is a full year course. Art II is a continuation of the fundamental techniques and skills learned in Art I. It is open to students in Grades 10-12 who have successfully completed Art I. Art II covers a more in depth look at art history and color theory and includes greater instruction in the areas of drawing, painting and sculpture. Each student should have a sketchbook to capture ideas outside of class.

PREREQUISITE: ART I

#888 - ART III
Offered to grades 11-12

HONORS
5 credits

Art III offers students the opportunity to master skills in a variety of two-dimensional and three-dimensional media. Mature use of drawing techniques, design concepts and color theory will continue to be developed. Various movements and time periods in art history will be studied to give students a broad understanding of how and why artwork is created. Portfolio preparation for those students considering training in the arts after graduation is included. Each student must maintain a sketchbook of project plans and journal assignments.

PREREQUISITE: ART II OR APPROVAL OF INSTRUCTOR W/ PORTFOLIO REVIEW

#887 - ART IV
Offered to grade 12

HONORS
5 credits

Art IV is a course that offers students who have achieved technical proficiency in art techniques the opportunity to explore and develop their own body of work and personal style. In addition to traditional skill building assignments, students may choose from a variety of drawing, design and sculptural media to create original works of art. Various movements and time periods in art history will be studied in order for students to develop skills of analysis and interpretation to inform their own work. Portfolio preparation for those students considering training in the arts after graduation is included. Each student must maintain a sketchbook of project plans and journal assignments.

PREREQUISITE: ART III OR APPROVAL OF INSTRUCTOR W/ PORTFOLIO REVIEW

#906 – AP STUDIO ART
Offered to grade 12

AP
5 credits

This is a college-level art course prescribed and evaluated by the College Board. Students may choose to complete a Drawing Portfolio or a 2-D Design Portfolio. Successful completion of this course may culminate in up to 6 college credits at an approved institution of higher education. Students are expected to be highly motivated, research-oriented, organized, and prolific. Students must develop a concentration of work based on a personal interest centered on a concept or medium through a thesis question. The exam consists of three parts: Quality, Breadth, and Concentration. In total, a minimum of 24 complete works must be submitted. A visible connection to art history or contemporary art must be established and investigated. Considerable work must be done outside of class. Project proposals, self-assessments and written reflections are required. Summer work will be assigned and must be submitted before the start of school.

PREREQUISITES: COMPLETION OF ART I & II AND APPROVAL OF INSTRUCTOR

#894 – DIGITAL ART & PHOTOGRAPHY I
Offered to grades 11-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

In this half-year computer based course, students explore the design process to create visually successful digital images employing the elements and principles of design. Students gain knowledge of compositional techniques in digital photography and learn basic tools in Adobe Photoshop to enhance and manipulate original photos. Weekly photography homework assignments are required for success in this class. Students also utilize Adobe Illustrator to create digital images that explore concepts in color theory, graphic design and visual communication. Each student must have a digital photographing device.

#811 – DIGITAL ART & PHOTOGRAPHY II**Offered to grades 11-12****SEMESTER COURSE****COLLEGE PREP****2.5 credits**

In this half-year computer based course, students gain a more advanced understanding of the software programs Adobe Illustrator and Photoshop to create and manipulate digital images. In addition to completing class assignments that build design and technical skills, students create a cohesive body of work that focuses around a concept of their own personal interest. Project proposals, self-assessments and written reflections are required.

PREREQUISITE: DIGITAL ART & PHOTO I OR APPROVAL OF INSTRUCTOR W/ PORTFOLIO REVIEW

#903 – MIXED MEDIA STUDIO ART**Offered to grades 11-12****SEMESTER COURSE****COLLEGE PREP****2.5 credits**

In this semester course, students utilize both traditional and experimental techniques involving a range of 2D and 3D materials such as ceramics, printmaking, small metals, found object sculpture, and textiles. Each project provides students with opportunities to develop their personal artistic style and technical skills while also building upon their understanding of the Art Elements & Principles of Design. Traditional and contemporary examples of artwork serve as support and influence for new concepts and methods of creating artwork. Students are encouraged to maintain a sketchbook for planning projects.

PREREQUISITE: ART I OR APPROVAL OF INSTRUCTOR WITH PORTFOLIO REVIEW.

#904 - INDEPENDENT MIXED MEDIA STUDY**Offered to grade 12****SEMESTER COURSE****College Prep****2.5 credits**

This course offers students who have achieved technical proficiency in Mixed Media art techniques the opportunity to explore and develop their own body of work and personal artistic style. Project proposals, self-assessments, and written reflections are required for each project. Each student must maintain a sketchbook for this purpose. In addition students will routinely participate in a more formal critiquing practice in which they will aid in assessing other students in the classroom. Students interested in taking this course are required to submit an artist statement outlining the intended concept for the body of work and overall goals for the semester. Submissions must be made the semester prior to taking the course.

PREREQUISITE: ART I AND MIXED MEDIA, OR APPROVAL OF INSTRUCTOR WITH REVIEW PROCESS.

MUSIC

Apponequet is well-known for its performing groups, the Choir and the Band. These are offered as full-year, 5-credit courses, and can be repeated in successive years. In Choir, students sing alone and with others as well as read music written in standard notation. Band students focus on playing instruments alone and with others to perform a varied repertoire of music. Both Choir and Band students use knowledge and skills acquired in these courses in a wide variety of disciplines.

In addition, there are several different semester-long music elective courses available to all students regardless of their musical background. These electives focus on various topics and ideas. Students read written music and improvise, compose and arrange music. Some courses also enable students to describe and analyze their own music and the music of others. Students gain the knowledge to describe the purposes for which works of music were and are created. Through studying various artists, patrons, cultural organizations and art institutions, students describe each of their roles past and present. Lastly, students taking music electives learn how to analyze ways in which performing and visual artists use and have used materials, inventions and technologies in their works. <http://www.doe.mass.edu/frameworks/arts/1099.pdf>

All music courses are classified as Fine Arts and their successful completion contributes to attainment of credits required in that discipline.

Electives by Grade – Music

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<i>Band</i>	<i>Band</i>	<i>Band</i>	<i>Band</i>
<i>Choir</i>	<i>Choir</i>	<i>Choir</i>	<i>Choir</i>
<i>Music Appreciation</i>	<i>Music Appreciation</i>	<i>Music Appreciation</i>	<i>Music Appreciation</i>
<i>History of our Music</i>	<i>History of our Music</i>	<i>History of our Music</i>	<i>History of our Music</i>
<i>Computers and Music</i>	<i>Computers and Music</i>	<i>Computers & Music</i>	<i>Computers & Music</i>
		<i>Music Theory</i>	<i>Music Theory</i>
		<i>Guitar/Piano</i>	<i>Guitar/Piano</i>
		<i>Independent Music</i>	<i>Independent Music</i>

#910 - BAND Offered to grades 9-12

**UNLEVELED (P/F)
5 credits**

The Band provides students with the opportunity to develop musicianship and to study band repertoire of various styles and periods. Emphasis is placed on the development of musical understanding through performance. The Band performs at school concerts and community events throughout the year. The Band also performs at home football games during the fall, and at several parades during the school year. Band students have the opportunity to audition for District and All-State Festivals and Southeastern Massachusetts School Bandmasters Association Festivals. Students should have had some previous experience on a band instrument in order to join Band; at least 2 years of instrumental music instruction at the Middle School level is recommended.

* May be repeated for credit. 1 Semester option is available

#912 – CHOIR
Offered to grades 9-12

UNLEVELED (P/F)
5 credits

Choir is open to all students who display a basic understanding of the fundamentals of music, and who have expressed an interest in learning to sing multi-part music at an advanced level. Students are exposed to a performance repertoire featuring a variety of choral styles. Emphasis is placed on the development of musical understanding through performance. The Choir performs at school concerts and community events throughout the year. Students have the opportunity to audition for District and All-State Festivals, and Southeastern Massachusetts School Bandmasters Association Festivals.

*May be repeated for credit. 1 Semester option is available

#945 – MUSIC APPRECIATION
Offered to grades 9-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

This one semester elective course provides an overview of the significance of music in our lives and culture. Topics include: the elements of music, music as a language, music in various cultures, the history of music, the business of music, film music, and various other functions of music in culture. Students leave this course with an enduring understanding of what it is about music that makes us distinctly human.

TEXTS: MUSIC! ITS ROLE AND IMPORTANCE IN OUR LIVES (GLENCOE/McGRAW HILL, 2006), THE ENJOYMENT OF MUSIC (WW NORTON, 1995)

#989 - MUSIC THEORY I & II
Offered to grades 11-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

Music Theory I provides students with an understanding of the elements and structure of music, focusing on concepts of melody and harmony. Course material will be reinforced by practical examples in various styles of music.

Music Theory II is an extension of concepts learned in Music Theory I. Students learn more complex listening skills, keyboard harmony, and student projects demonstrate an advanced level of musical understanding.

PREREQUISITE: MUSIC THEORY I

TEXTS: Tonal Harmony (McGraw Hill, 2013) and/or The Musician's Guide to Theory and Analysis (WW Norton)

#915 – ROCK AND ROLL: THE HISTORY OF OUR MUSIC
Offered to grades 9-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

In this one semester elective course, students explore the origins and development of rock and popular music. Students learn similarities and differences among styles of music, as well as historical and cultural factors that have affected music. Students gain an understanding of the rich musical and cultural heritage that created American popular music.

#918 – GUITAR / PIANO
Offered to grades 11-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

This one semester course provides students with the opportunity to develop their independent musicianship. Student musicians learn principles of music reading, music theory and ear training as they apply to the instrument of their choice. Students set independent goals with the instructor and strive to meet such goals while improving their technique and playing ability.

PREREQUISITE: MEETING WITH INSTRUCTOR

#947 – COMPUTERS AND MUSIC: THE 21ST CENTURY
Offered to grades 9-12 SEMESTER COURSE

COLLEGE PREP
2.5 credits

This one-semester elective course provides students with a 'hands-on' experience using computer technology to create and edit music. Computers and digital technology have transformed the ways music is created and produced. Students create their own musical works as they learn how to work with contemporary music technology. Course topics include: loops/samples, remixes/mashups, digital audio, and recording/production.

#948 - INDEPENDENT MUSIC STUDY
Offered to grades 11-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

Independent study for non-instrumental courses, such as Music Appreciation, is available to music students with the approval of the music teacher. Availability is dependent on a number of factors including, but not limited to, student schedule, teacher availability, the requested course and permission of teacher.

HISTORY & SOCIAL SCIENCES DEPARTMENT

COURSE OFFERINGS

The Massachusetts State Curriculum Frameworks espouses, "History as nothing more than facts and dates is simply barren chronicle, devoid of its larger significance—the great discoveries, conflicts, and ideas of the human past that have shaped who we are and what is happening today. The ironies and surprises of history, the great tragedies and achievements of human experience, cannot be captured through mindless or simple regurgitation of dates and names. To illuminate the drama of history requires an examination of the larger themes and ideas of history." (www.doe.mass.edu/frameworks/current.html) **The History & Social Science Department** intends to meet that goal and promotes its achievement through the 21st century skills of reading comprehension of non-fiction texts, strong research skills, writing with clarity and strong connections to a thesis, project-based and collaborative learning, and defense of perspective through debate and writing. To that end, History is a three year requirement and all students are encouraged to augment that requirement by taking elective courses in both History and the Social Sciences.

Honors & AP levels are offered to students who possess strong critical thinking, reading, and writing skills who intend to pursue a rigorous, more in-depth, study of History. Placement is determined by teacher recommendation and is based upon grades and writing samples.

Requirements* & Electives by Grade

	Grade 9	Grade 10	Grade 11	Grade 12
Honors & AP	World History*	US History I*	US History II* AP United States History	<i>AP European History</i> <i>AP Psychology</i>
College Prep	World History* <i>Leadership</i>	US History I* <i>Leadership</i>	US History II* <i>American Government/Civics</i> <i>Cultures in Conflict</i> <i>Criminal Law</i> <i>Psychology</i> <i>Sociology</i> <i>Leadership</i>	<i>American Government/Civics</i> <i>Cultures in Conflict</i> <i>Criminal Law</i> <i>Psychology</i> <i>Sociology</i> <i>Leadership</i>

WORLD HISTORY

World History is a one-year course beginning with the Renaissance and Reformation, includes the Age of Enlightenment, the French Revolution, the rise and fall of Napoleon Bonaparte, Nationalism in 19th Century Europe, the Industrial Revolution, the Era of Imperialism, World War I, the Russian Revolution, the rise of fascism, and World War II. Students will consider not only the chronological happenings of these time periods, but also how concepts such as cultural identity, power and governance, and emerging technologies have impacted society over time. The successful completion of a World History course is a graduation requirement.

#219 – WORLD HISTORY **Offered to grade 9**

HONORS
5 credits

Self-motivation, research, and considerable amounts of outside reading are required throughout the course. In this course an emphasis is placed on analytical and writing skills. Students will develop critical thinking skills through the close examination of primary source documents.

TEXTS: MODERN WORLD HISTORY: PATTERNS OF INTERACTION, McDUGAL LITTELL, 2007

#217 – WORLD HISTORY **Offered to grade 9**

COLLEGE PREP
5 credits

In this course, students are made aware of historical relationships and differing historical interpretations. Varied discussion techniques are widely used in this course. Students are also given the opportunity to engage in research and activities that supplement classroom instruction.

TEXTS: MODERN WORLD HISTORY: PATTERNS OF INTERACTION, McDUGAL LITTELL, 2007

UNITED STATES HISTORY

This two-year survey course begins in grade ten with U.S. History I. This first course includes topics such as the American Revolution, the growth of the nation, the Civil War, Reconstruction, the Gilded Age, and the Progressive Period. The second year of this course, U.S. History II, begins with the 1920s and American Imperialism, - includes both World Wars, the Cold War, Civil Rights, and concludes with a study of the social and political environment of the 1960's – 1980's. Significant areas of study include an examination of states rights, the emergence of political parties, immigration, US domestic and foreign policy, and civil liberties. The successful completion of U.S. History I and II is a graduation requirement.

#206 - U.S. HISTORY **Offered to grade 11**

AP
5 credits

Advanced Placement United States History is a challenging class that is meant to be the equivalent of a freshman college course. This one-year survey of American History is offered to Juniors. The curriculum of AP US History focuses on the Age of Exploration to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework, projects and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents and historiography. Students are required to take the AP Exam in May.

TEXTS: GIVE ME LIBERTY! AN AMERICAN HISTORY. W.W. NORTON. 3RD EDITION, 2013

#205 – U.S. HISTORY I
#207 – U.S. HISTORY II
Offered to grades 10 & 11, sequentially

HONORS
5 credits

The emphasis in this course is placed on student responsibility within the classroom and involves both outside and independent work. In addition, the students work with secondary and primary documentation whenever it is applicable to the unit content. The continued development of analytical writing skills is a focus.

TEXTS: *THE AMERICANS*. McDougall Littell, 2007

#209 – U.S. HISTORY I
#211 – U.S. HISTORY II
Offered to grades 10 & 11, sequentially

COLLEGE PREP
5 credits

The emphasis in this course is on developing in greater depth the students' methods of critical thinking. The students perceive the significance, bias and reliability of historical evidence and are able to compare and contrast the various aspects of important issues. Analytical writing assignments are required.

TEXTS: *THE AMERICANS*. McDougall Littell, 2007

HISTORY & SOCIAL SCIENCE ELECTIVES

#224 - MODERN EUROPEAN HISTORY
Offered to grade 12

AP
5 credits

This course traces the development of European civilization from the Renaissance of the mid-fifteenth century to the present. Political, diplomatic, social, economic, intellectual and cultural trends are emphasized. The relationship of Europe to the wider world is integral to understanding the continued influence and impact of Europe in the world today. Several theories of history and historical methods are examined. At the end of this course, students should have a working knowledge of the scope of modern European history, be acquainted with the skills of the historian's craft, be able to write an essay on a college freshman level, and be adequately prepared for Western Civilization courses taught in the freshman year of college. Students are required to take the AP exam in mid-May.

TEXTS: *WESTERN SOCIETY SINCE 1300 FOR ADVANCED PLACEMENT*. Bedford/St. Martin's. 10th Edition, 2014

#225 - PSYCHOLOGY
Offered to grade 12

AP
5 credits

As set forth by CollegeBoard, the AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students are required to take the AP exam in mid-May.

TEXTS: *PSYCHOLOGY FOR AP*. Macmillan & Co. 2nd Edition, 2015 OR *MYER'S PSYCHOLOGY*. Macmillan 7 Co. 1st Edition, 2015.

MATHEMATICS DEPARTMENT

COURSE OFFERINGS

The Mathematics Department It is required that all Massachusetts students take four years of mathematics to graduate from high school. As part of this four year requirement students must take and pass Algebra I, Geometry and Algebra II as well as pass the Next Generation MCAS Exam. The standards for these courses are organized in units and can be found in each course description below and in the Massachusetts Curriculum Frameworks for Mathematics at www.doe.mass.edu/frameworks/math/2017-06.pdf

Honors Level Courses: Students must have a strong foundation in arithmetic and algebraic prerequisite skills are embedded throughout honors courses. Students should be able to apply and transcend concepts in number theory to algebraic expression and equations. Students should be perceptive and intuitive when it comes to problem solving and have the innate ability to predict the next step in sequential algorithms. Honors courses are rigorous and it is expected that students will work independently and will demonstrate mastery and theoretical understanding visually, algebraically, graphically and through written expression. The amount of homework is greater, necessitates more independence, and must be completed consistently and accurately.

Mathematics Pathways

8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Algebra	Geometry Geometry Honors	Algebra II Algebra II Honors	Precalculus Precalculus Honors	Calculus Honors AP AB Calculus Personal Finance Statistics

8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
PreAlgebra	Algebra I Algebra I Honors	Algebra II or Algebra II Honors & Geometry Geometry Honors	Precalculus Precalculus Honors	Calculus Honors AP AB Calculus Personal Finance Statistics

8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
PreAlgebra	Algebra I Algebra I Honors	Geometry Geometry Honors	Algebra II Algebra II Honors	Precalculus Precalculus Honors Personal Finance Statistics

ALGEBRA I

This course is required by the state frameworks and is a prerequisite for Geometry and Algebra II. Topics include real numbers, linear equations, inequalities, functions, systems of equations, exponents, polynomials and quadratics. The variety of instructional strategies (including group work, technology, varied questions and assessments) attempts to address various learning styles, engage students in learning through exploration, written and oral communication and modeling. As per the guidance of state and national standards, geometry, data analysis, probability, and statistics are strands throughout the curriculum.

TEXT: ALGEBRA (McGraw-Hill, 2018) [ONLINE BOOK ACCESS AVAILABLE](#)

#411 - ALGEBRA I **Offered to grade 9**

HONORS
5 credits

PREREQUISITE: PLACEMENT EXAM GRADE OF AT LEAST AN 85, COMPLETION OF PRE-ALGEBRA WITH "A-" OR BETTER, RECOMMENDATION OF 8TH GRADE PRE-ALGEBRA INSTRUCTOR

#406 - ALGEBRA I **Offered to grade 9**

COLLEGE PREP
5 credits

GEOMETRY

This course is required by the state frameworks. Topics include points, lines, planes, transformations, congruent triangles, similar triangles, polygons, area, surface area, volume, circles, right triangle trigonometry and geometric probability. A variety of instructional strategies will attempt to address various learning styles and engage students in learning through exploration, written and oral communication, technology, and modeling.

TEXT: GEOMETRY (McGraw-Hill, 2014) [ONLINE BOOK ACCESS AVAILABLE](#)

#414 - GEOMETRY **Offered to grades 9-10**

HONORS
5 credits

PREREQUISITES: COMPLETION OF ALGEBRA I HONORS WITH "B-" OR BETTER ALGEBRA I WITH "A-" OR BETTER, RECOMMENDATION OF INSTRUCTOR

#416 – GEOMETRY **Offered to grades 9-10**

COLLEGE PREP
5 credits

ALGEBRA II

This course in intermediate Algebra is recommended for all college preparatory students for SAT prep, and is necessary for those who wish to continue with mathematics or science. Topics of Algebra I are extended to advanced functions and complex number systems. In addition to solving systems of equations and matrices, families of functions including linear, quadratics, polynomials, rationals, exponentials and logarithms will be analyzed and solved. Scientific and graphing calculators are used throughout. A variety of instructional strategies are employed to address various learning styles and engage students in learning through exploration, written and oral communication, technology and modeling.

TEXT: ALGEBRA 2 (McGraw-Hill, 2014) ONLINE BOOK ACCESS AVAILABLE

#408 – ALGEBRA II **Offered to grade 10-11**

HONORS
5 credits

PREREQUISITES: COMPLETION OF ALGEBRA I HONORS WITH "B-" OR BETTER, ALGEBRA I WITH "A-" OR BETTER, RECOMMENDATION OF INSTRUCTOR

#410 – ALGEBRA II **Offered to grades 10-12**

COLLEGE PREP
5 credits

PREREQUISITE: PASSING GRADE IN ALGEBRA I

#413 – FUNDAMENTALS OF ALGEBRA II **Offered to grades 11-12**

COLLEGE PREP
5 credits

PREREQUISITE: PASSING GRADE IN ALGEBRA I AND GEOMETRY

TEXT: ALGEBRA 2-ADVANCED CONCEPTS AND SKILLS (McDougal Littell, 2008)

PRECALCULUS

This course in advanced mathematics is recommended for Juniors and Seniors who have successfully completed Algebra I, Algebra II and Geometry and are intending to pursue college curricula involving additional studies in mathematics and/or science. The course includes topics in Advanced Algebra, Analytic Geometry, and Trigonometry. A variety of instructional strategies will attempt to address various learning styles and engage students in learning through exploration, written and oral communication, and modeling. Scientific and graphing calculators are used throughout.

TEXT: PRECALCULUS-ENHANCED WITH GRAPHING UTILITIES (Pearson, 2006)

#428 - PRECALCULUS **Offered to grade 11**

HONORS
5 credits

PREREQUISITES: COMPLETION OF ALGEBRA II HONORS WITH "B-" OR BETTER, ALGEBRA II WITH "A-" OR BETTER, RECOMMENDATION OF INSTRUCTOR

#430 – PRECALCULUS **Offered to grades 11-12**

COLLEGE PREP
5 credits

PREREQUISITES: PASSING GRADE IN ALGEBRA II COLLEGE PREP, RECOMMENDATION OF INSTRUCTOR

#434 – CALCULUS (AB)
Offered to grade 12

AP
5 credits

This course offers an intensive and extensive coverage of first semester college calculus. Students who elect to take AP Calculus are required to take the AP exam in May, and if they do well, may be placed in Calculus II as college freshmen and/or receive college credit. This course begins with a thorough review of analytic geometry, and then proceeds to cover slope fields, limits, continuity, asymptotes, differentiation, curve-sketching, slope optimization problems, related rates, integration, sigma notation, definite and indefinite integrals, differential equations, areas between curves, volumes of revolution, exponential and logarithmic functions, trigonometric functions, and techniques of integration. A graphing calculator is required.

PREREQUISITSE: "A" IN PRECALCULUS HONORS, RECOMMENDATION OF INSTRUCTOR

TEXT: CALCULUS OF A SINGLE VARIABLE 10TH EDITION (BROOKS/COLE CENGAGE, 2014)

#436 – CALCULUS
Offered to grade 12

HONORS
5 credits

This course includes all standard topics of elementary calculus, with an embedded review of Precalculus' foundational skills: limits, continuity, techniques of differentiation and integration. Differential equations are applied to the solution of practical problems regarding maxima, minima, rates of change, and motion. Integration is applied to problems of area and volume. Scientific and graphing calculators are used throughout.

PREREQUISITE: "A" IN PRECALCULUS OR "B-" OR BETTER IN PRECALCULUS HONORS, AND RECOMMENDATION OF INSTRUCTOR

TEXT: BRIEF CALCULUS AN APPLIED APPROACH 9TH EDITION (BROOKS/COLE CENGAGE, 2013)

#432 - STATISTICS
Offered to grade 12

COLLEGE PREP
5 credits

This year long course introduces students to additional concepts in statistics and probability. Emphasis is on descriptive and visual statistics, the use of numbers and graphs to describe or summarize a large data set. Topics include measures of Central Tendency, variances, probability theory and methods, inference and estimation, normal distribution, Confidence Intervals, hypothesis testing, and regression analysis. This course will incorporate hands-on projects and use of both scientific and graphing calculators.

TEXT: ELEMENTARY STATISTICS (MCGRAW-HILL, 2014) ONLINE BOOK ACCESS AVAILABLE

#427 - PERSONAL FINANCE WITH ALGEBRA APPLICATIONS
Offered to grade 12

COLLEGE PREP
5 credits

This course is designed to take students through life after high school to retirement from a financial standpoint. The course will cover topics that include employment, salary, and deductions, banking and credit services, home and auto ownership, budget planning and tracking, taxes, and investments and retirement. The students will develop additional practical computational skills, including, but not restricted to, algebraic concepts and the use of formulas to calculate compound interest and monthly payments, as well as, to become effective users of spreadsheets and the Internet. This course is project based. Students are eligible to join DECA.

TEXT: FINANCIAL ALGEBRA (SOUTH WESTERN, 2012)

SCIENCE DEPARTMENT COURSE OFFERINGS

The Science Department is committed to promoting excellence and honing the critical thinking skills students need to become lifelong learners and informed citizens. The science curriculum, based on the Revised Science and Technology/Engineering Standards and the Science and Engineering Practices, offers opportunities for all learners. The Department's goal is to help learners understand the body of knowledge that governs natural systems and the processes whereby that body of knowledge is established and refined. The science graduation requirement is that students pass three-distinct sciences. Distinct sciences are Biology, Chemistry, Physics, Earth Science, and Environmental Science. MCAS testing is offered at the end of Biology, Chemistry and Physics courses. Students must pass ONE Science MCAS (Biology, Chemistry or Physics) as a graduation requirement.

Honors Science Philosophy & Profile: Honors courses are for students who demonstrate high achievement and interest in Science. Their work reveals a strong ethic and a willingness to assume the added responsibilities inherent in an honors curriculum. These academically talented students need to be self-motivated in order to work independently, to learn from a variety of resources, and to engage in critical thinking and problem solving. They should be able to express themselves effectively in both writing and speaking. In Honors courses, students should expect:

- ✓ to be challenged at the highest level of critical thinking
- ✓ to be held responsible for mastery of knowledge
- ✓ to utilize their knowledge, along with the scientific method, to solve problems, both independently and with others
- ✓ to read and analyze scientific works
- ✓ to present their finding in both written and oral formats
- ✓ to develop advanced research skills

Requirements & Electives by Grade (All students must pass 3 distinct sciences. Categories for distinct sciences are Biology, Chemistry, Physics, Earth Science, and Environmental Science)

	Grade 9	Grade 10	Grade 11	Grade 12
College Prep	Biology <i>Engineering I</i>	Chemistry Fundamentals of Physics Earth Science <i>Scientific Origins</i> <i>Engineering I</i> <i>Engineering II</i> <i>Robotics</i>	Chemistry Physics Fundamentals of Physics Earth Science Environmental Science <i>Scientific Origins</i> <i>Meteorology</i> <i>Engineering I</i> <i>Engineering II</i> <i>Robotics</i> <i>Forensics</i> <i>Anatomy & Physiology</i>	Chemistry Physics Fundamentals of Physics Earth Science Environmental Science <i>Scientific Origins</i> <i>Meteorology</i> <i>Engineering I</i> <i>Engineering II</i> <i>Robotics</i> <i>Forensics</i> <i>Anatomy & Physiology</i>
Honors	Biology	Chemistry Earth Science	Physics Chemistry Earth Science Env. Science	Earth Science Physics Chemistry Environmental Science
AP			<i>AP Biology</i> <i>AP Chemistry</i> <i>AP Env. Science</i>	<i>AP Biology</i> <i>AP Chemistry</i> <i>AP Physics</i> <i>AP Environmental Science</i>

Note: Electives do not count toward the 3 distinct sciences graduation requirement.

BIOLOGY

Biology is an in-depth study of the major biology concepts. Topics of study include: characteristics of living organisms, molecular and cellular biology, principles of heredity, evolution, classification of organisms, ecology, and human anatomy and physiology. Laboratory investigations are incorporated throughout this course. Biology offers an in-depth emphasis of all topics outlined in the Massachusetts State Standards in preparation for the MCAS test.

TEXT: BIOLOGY (HOLT, 2008)

#504 - BIOLOGY
Offered to grades 9 -12

COLLEGE PREP
5 credits

#506 – BIOLOGY
Offered to grades 9 -12

HONORS
5 credits

PREREQUISITE: SCORE OF 15 OR HIGHER ON SCIENCE PLACEMENT RUBRIC

#510-BIOLOGY
Offered to grades 11-12

AP
5 credits

The AP Biology course is available with teacher approval for juniors and seniors. This is a college course. The curriculum, state of the art laboratories performed, and textbook used, are all similar to those found at top level universities throughout the country in their first level biology courses. In lieu of a final exam, students are required to take the national Advanced Placement Biology exam administered each May. High scores may earn students college credit.

TEXT: CAMPBELL BIOLOGY, JANE REESE, (PEARSON, 2017)

CHEMISTRY

Chemistry courses explore the branch of science that deals with the identification of the substances of which matter is composed; the investigation of their properties and the ways in which they interact, combine, and change. They also examine how uses of these processes form new substances. Specific topics include the metric system, the mole concept, modern atomic theory, the periodic table, bonding and stoichiometry of chemical reactions, gas laws, solutions, and acids and bases. Considerable emphasis is placed in laboratory work, including using critical thinking skills and analyzing sources of error. The MCAS in Chemistry is available.

TEXT: MODERN CHEMISTRY (PRENTICE HALL, 2006)

#524 – CHEMISTRY
Offered to grades 10-12

COLLEGE PREP
5 credits

PREREQUISITES: PASSING GRADE IN ALGEBRA I OR GEOMETRY, RECOMMENDATION OF 9TH GRADE INSTRUCTOR

CO-REQUISITE: ENROLLED IN GEOMETRY OR ALGEBRA II

#526 – CHEMISTRY
Offered to grades 10-12

HONORS
5 credits

PREREQUISITE: "B" IN GEOMETRY HONORS OR ALGEBRA I HONORS IF DUAL ENROLLING IN MATH, RECOMMENDATION OF 9TH GRADE SCIENCE AND MATH INSTRUCTORS

CO-REQUISITE: ENROLLED IN ALGEBRA II OR PRECAL

#529 – CHEMISTRY
Offered to grades 11-12

AP
5 credits

The AP Chemistry course allow students to cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The curriculum, laboratories, and text used are all typical for a first year, college level chemistry course. In lieu of a final exam, students are expected to take the national Advanced Placement Chemistry exam administered each May. High scores on the AP exam may earn students college credit.

PREREQUISITES: "B" OR BETTER IN HONORS CHEMISTRY, "B" OR BETTER IN ALGEBRA II, RECOMMENDATION OF SCIENCE INSTRUCTOR

TEXT: CHEMISTRY AP 9TH EDITION BY ZUMDAHL AND ZUMDAHL; (CENGAGE LEARNING 2014)

PHYSICS

This introductory course is designed to provide a solid foundation in the knowledge and methods of physics as both a theoretical and an experimental science. It is designed for students who are college-bound. Mathematical analysis is a necessary part of the course and aids in understanding of the laws that govern the physical world. The topics covered include mechanics, energy, waves and wave interactions, sound, optics, electricity and magnetism. A preference is given to students who have taken Chemistry as the skills learned in Chemistry are further honed in Physics. The Physics MCAS exam is available.

TEXT: COLLEGE PREP PHYSICS-CONCEPTUAL PHYSICS (PRENTICE HALL 2002)
HONORS PHYSICS-PHYSICS (WILEY, 2001)

#530 – PHYSICS
Offered to grades 11-12

COLLEGE PREP
5 credits

PREREQUISITE: "C" OR BETTER IN GEOMETRY, RECOMMENDATION OF SCIENCE INSTRUCTOR

CO-REQUISITE: ENROLLED IN ALGEBRA II OR PRECAL

#532 – PHYSICS
Offered to grades 11-12

HONORS
5 credits

PREREQUISITE: "B" OR BETTER IN ALGEBRA II HONORS, RECOMMENDATION OF SCIENCE INSTRUCTOR

CO-REQUISITE: ENROLLMENT IN PRECALCULUS OR CALCULUS HONORS

#533 – FUNDAMENTALS of PHYSICS
Offered to grades 10-12

COLLEGE PREP
5 credits

This conceptual based physics course introduces students to topics in physics with an emphasis on applying knowledge to solve real-world problems through the engineering design method. Topics include mechanics, waves and optics, and electricity and magnetism, along with basic engineering design methods.

#531 – PHYSICS
Offered to grade 12

AP
5 credits

The AP Physics course is available with teacher approval for seniors who have successfully completed honors physics or college prep physics. This is a college course equivalent to a traditional 2nd semester introductory physics course. The curriculum, laboratories, and text used are all typical for a college level, algebra based physics course. In lieu of a final exam, students are required to take the national Advanced Placement Physics exam administered each May. High scores may earn students college credit for 2nd semester physics. The topics include a continuation of the topics covered in the honors and level 1 physics course, with additional topics such as magnetism, ray optics, and nuclear/atomic physics added.

PREREQUISITE: "B" OR BETTER IN PHYSICS, AND ALGEBRA II OR PRE CALCULUS, ENROLLMENT IN PRE-CALCULUS OR CALCULUS

TEXT: COLLEGE PHYSICS FOR AP PHYSICS, OPENSTAX, RICE UNIVERSITY

EARTH SCIENCE

This introductory course is intended for college-bound students. Students study the major areas of earth science including: geology, which includes mountain building, plate tectonics, and natural catastrophes as earthquakes and volcanoes; oceanography, which includes physical features of the ocean as well as ocean currents; astronomy, which includes the investigation of the universe and history of spaceflight; meteorology, which includes weather forecasting and analysis of severe weather as hurricanes and tornadoes; and alternative energy sources, which includes wind, geothermal, hydroelectric, nuclear, and solar energies. Laboratory experiments are included throughout the year. There is no availability for an MCAS exam.

TEXT: EARTH SCIENCE (PRENTICE HALL, 2009)

#516 – EARTH SCIENCE
Offered to grades 10-12

COLLEGE PREP
5 credits

#517 – EARTH SCIENCE
Offered to grades 10-12

HONORS
5 credits

PREREQUISITE: RECOMMENDATION OF CURRENT SCIENCE INSTRUCTOR

#519 –ENVIRONMENTAL SCIENCE
Offered to grades 11-12

COLLEGE PREP
5 credits

This course is a survey of the major topics and concerns in environmental science. The topics include ecological interactions, chemistry review, classification of organisms, biomes, biodiversity, resource depletion, energy sources, pollution, water quality, air quality, land use and current events. In this course, several projects are assigned such as investigations of endangered species and constructions of three dimensional green neighborhood models. There is no MCAS available for this course.

PREREQUISITE: PASSING GRADES IN TWO SCIENCE CLASSES WITH CHEMISTRY PREFERRED

TEXT: ENVIRONMENTAL SCIENCE (HRW, 2006)

#520 – ENVIRONMENTAL SCIENCE
Offered to grades 11-12

AP
5 credits

This course is based upon the College Board AP Environmental Science requirements. The goal of the AP Environmental Science course is to understand the interrelationships of the natural world through the use of scientific methodologies and principles, identify and analyze the role of human activity in causing environmental problems including consideration of social and cultural contexts, and to identify sustainable solutions to these problems that will allow humans to survive and thrive on the planet. In lieu of a final exam, students are required to take the national Advanced Placement Environmental Science exam administered each May. High scores may earn students college credit.

PREREQUISITE: "B" OR BETTER IN BIOLOGY & CHEMISTRY, RECOMMENDATION OF SCIENCE INSTRUCTOR

TEXT: LIVING IN THE ENVIRONMENT AP EDITION, G. TYLER MILLER (BROOKS/COLE, 2009)

ADDITIONAL SCIENCE OFFERINGS

#535 – ANATOMY & PHYSIOLOGY
Offered to grades 11-12

COLLEGE PREP
5 credits

This introductory course is a biological science the covers the structure and function of the human body from the atomic/molecular and cellular levels to the systemic levels. Emphasis is placed on terminology and lab activities. This course is designed for students who are interested in fields of medical and health sciences.

PREREQUISITE: "B" OR BETTER IN BIOLOGY & CHEMISTRY OR PERMISSION OF COURSE INSTRUCTOR

TEXT: ESSENTIALS OF ANATOMY AND PHYSIOLOGY (PRENTICE HALL, 2007)

#536 - INTRODUCTION TO METEOROLOGY
Offered to grades 11-12 **SEMESTER COURSE**

COLLEGE PREP
2.5 credits

This course is an introduction to the Earth's atmosphere, weather systems, and climate. Analysis of the basic elements of meteorology including temperature, pressure, moisture, and wind occur. Interactions between the atmosphere, hydrosphere and biosphere are examined. Topics also include severe storm analysis such as tornadoes and hurricanes. This course includes significant hands-on data analysis using live weather data, weather forecasting, and other topical events.

TEXT: TEACHER GENERATED MATERIALS

#538 - SCIENTIFIC ORIGINS
Offered to grades 10-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

Where did everything come from? How did we get to where we are now? Where do humans fit in? These are questions that origin stories of different cultures have addressed for thousands of years. Science Origins attempts to answer them by examining the entire past of the Universe using the best available ideas from disciplines such as astronomy, chemistry, biology, and anthropology. Throughout the course, students will explore different scales of time and space to view the universe from new angles. Students will learn what is known and what remains a mystery, consider humans role in the universe, and develop their own ideas about what the future may hold.

TEXT: TEACHER GENERATED MATERIALS

#539 - FORENSICS
Offered to grades 11-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

Forensic Science is a one-semester course that introduces students to the science techniques used by forensic scientists. It is a lab-based course and requires students to use science inquiry techniques learned in earlier science courses. This course relies on the science concepts learned in Biology and Chemistry as students analyze samples collected at "crime scenes". Typical lab activities deal with fiber analysis, fingerprinting techniques, and forensic anthropology topics. Career opportunities in the field of forensics, law enforcement and laboratory analysis are explored.

PREREQUISITE: SUCCESSFUL COMPLETION OF BIOLOGY AND CHEMISTRY

TEXT: TEACHER GENERATED MATERIALS

ENGINEERING OFFERINGS

#540 - ENGINEERING I

Offered to grades 9-12

SEMESTER COURSE

COLLEGE PREP

2.5 credits

In Engineering I, students learn about and apply the engineering design process, the tools that engineers use to solve problems, and the methods that engineers use to report out solutions to those problems. Within this design based course, students research, brainstorm, create, analyze, and optimize solutions to a variety of authentic problems. The course also explores the careers available in the field of engineering and the background needed for the many different engineering fields.

TEXT: TEACHER GENERATED MATERIALS

#549 - Engineering II

Offered to grades 10-12

SEMESTER COURSE

COLLEGE PREP

2.5 credits

Engineering II enables students to further their engineering exploration and problem solving beyond the projects covered in Engineering I. Students will engage in more detailed, involved, and open-ended design projects and should be prepared to develop viable solutions to those problems using the Engineering Design Process. Some of the engineering projects introduced throughout the semester will include more complex 3D printing, Circuitry, and renewable energy sources.

PREREQUISITE: COMPLETION OF ENGINEERING I

TEXT: TEACHER GENERATED MATERIALS

#541 - ROBOTICS

Offered to grades 10-12

SEMESTER COURSE

COLLEGE PREP

2.5 credits

This is a beginning course in robotics in which we will be utilizing LEGO Mindstorm EV3 kits. The objective of this course is to introduce the student to basic programming as well as problem solving strategies. This course will involve students in the development, building and programming of a LEGO Mindstorm robot. Students will work hands-on in teams to design, build, program and document their progress. Topics may include motor control, gear ratios, sensors, timing, program loops, logic gates, decision-making, and timing sequences. Research projects will expose the students to the engineering process.

PREREQUISITE: COMPLETION OF ENGINEERING I

TEXT: TEACHER GENERATED MATERIALS

WELLNESS DEPARTMENT COURSE OFFERINGS

Wellness: It is the overall goal of the Wellness Department to help enhance every student’s level of physical fitness and to apply concepts of healthy living and good decision making to their daily lives. Students are required to take and pass one semester of Wellness each year in order to graduate. Wellness includes Physical Education which is a Massachusetts state mandate for students in grades K-12. Through team games and activities students develop an understanding of movement concepts, sportsmanship, leadership and wellness strategies. Instruction focuses on the refinement of motor skills and safe movement and exercise. Wellness also helps students develop an understanding of mental and emotional health, family life and interpersonal relationships, disease prevention and control, safety and injury prevention, violence awareness and prevention, tobacco and alcohol prevention, reproduction and sexuality, and nutrition and healthy living. Students are encouraged to continue their activity and to engage in lifelong wellness choices beyond the four years of this course. For more information please visit the Massachusetts Comprehensive Physical Education and Health curriculum Frameworks at www.doe.mass.edu/frameworks/current.

Requirements* and Electives by Grade

	Grade 9	Grade 10	Grade 11	Grade 12
Wellness	Wellness 9*	Wellness 10*	Wellness 11* <i>Art of Healthy Living</i>	Wellness 12* <i>Art of Healthy Living</i>

#044 - Wellness 9 Required Grade 9

SEMESTER COURSE

COLLEGE PREP
2.5 credits/ea

During the grade 9 semester of Wellness, students are educated in both the classroom and the gymnasium. They develop an understanding of movement strategies, practice sport-specific skills, and explore a variety of lifelong physical activities. Students also learn the importance of proper nutrition, positive communication, maintaining mental health, stress management, and building healthy relationships. The combination of knowledge, skills, and concepts helps students to portray good sportsmanship, learn leadership strategies, and maintain healthy habits as they move onward to Wellness 10, 11, 12, and beyond.

#045 - Wellness 10 Required Grade 10

SEMESTER COURSE

COLLEGE PREP
2.5 credits/ea

During the grade 10 semester of Wellness, students alternate between physical and academic curriculum. Students continue to develop an understanding of interpersonal relationships, leadership and sportsmanship through team activities, as well as movement strategies and biomechanics. Classroom lessons reinforce those concepts as well as further exploration of topics such as Personal Wellness,, First Aid, CPR, AED Training Tobacco, Alcohol, and Drug Prevention. Students are exposed to concepts and skills that empower them to make thoughtful decisions and to engage in choices that promote healthy mental, physical and social daily living.

#046 - Wellness 11
Required Grade 11

SEMESTER COURSE

COLLEGE PREP
2.5 credits/ea

During the grade 11 semester of Wellness, students continue to alternate between the physical and academic setting. Students expand their understanding of interpersonal relationships, leadership, and sportsmanship through team activities, as well as movement strategies and biomechanics. Classroom lessons expand their knowledge in Leadership, Tobacco and Alcohol, Relationship Violence, and Sexual Orientation. Students are exposed to concepts and skills that empower them to make thoughtful decisions and to engage in choices that promote healthy mental, physical and daily living.

#047 - Wellness 12
Required Grade 12

SEMESTER COURSE

COLLEGE PREP
2.5 credits/ea

During the grade 12 semester of Wellness, students alternate between physical and academic settings. Students expand their understanding of interpersonal relationships, leadership and sportsmanship through team activities, as well as movement strategies and biomechanics. Classroom lessons continue to reinforce those concepts as well as review topics such as, First Aid, CPR and AED Training, Legality and Alcohol, and Violence Prevention. Students are exposed to concepts and skills that empower them to make thoughtful decisions and to engage in choices that promote a healthy life.

#800 – ART OF HEALTHY LIVING
Grades 11-12

SEMESTER COURSE

COLLEGE PREP
2.5 credits

This semester class provides students with exposure to resources and skills that support healthy life decisions as they transition into adulthood. Units consist of Nutrition and Food Wellness, and Post High School Independence and Planning. Class activities span from food label analysis, menu planning, and basic cooking to an exploration of budgeting and career exploration. Activities also include fundamental sewing techniques where students will construct wearable items and learn how to alter and repair garments. Space planning activities will focus on independent living and housing needs, creating basic floor plans for functional spaces. Students experience practical applications of materials through sustained projects and simulations.

WORLD LANGUAGE DEPARTMENT

COURSE OFFERINGS

The World Language Department is committed to promoting academic excellence. The curriculum offers varied opportunities for all learners. As outlined in the Massachusetts Foreign Languages Curriculum Framework (<http://www.doe.mass.edu/frameworks/foreign/1999.pdf>), all students should become proficient in at least one language in addition to English by the time they graduate from high school. To that end, students in ARHS's class of 2019 and beyond are required to complete and pass two years of the same World Language as a graduation requisite. Students should be able to speak, read, write and understand the world language they study. The study of culture, which includes daily life, history, literature, visual and performing arts, mathematics, and science are integrated into the curriculum.

World Language Skills: The Massachusetts Foreign Language Curriculum Framework organizes the standards into five strands; Communication, Cultures, Comparisons, Connections and Communities.

- ✓ Communication - Students use the skills of listening, speaking, reading and writing.
- ✓ Cultures – Students gain knowledge and understanding of other cultures.
- ✓ Comparisons – Students develop insight into the nature of language and culture by comparing their own language and culture with another.
- ✓ Connections – Students make connections with other subject areas and acquire information.
- ✓ Communities – Students participate in communities at home and around the world in other language.

Summer Assignments: All students taking the AP Spanish or AP French Language and Culture courses will be given work (reading, listening, speaking and writing) to be completed during the summer before taking the course.

Language *Elective* Pathway Class of 2019 & Beyond Language Requirement Pathway
Students who completed the Spanish I in Middle School & are recommended for Spanish II:

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Spanish I & Rec. for Sp. II	Spanish II CP Spanish II H	Spanish III CP Spanish III H	Spanish IV CP Spanish IV H	Spanish V H AP Spanish Lang. & Culture

Language *Elective* Pathway Class of 2019 & Beyond Language Requirement Pathway
Students beginning a World Language at ARHS (Spanish or French)

Grade 9	Grade 10	Grade 11	Grade 12
Spanish I CP French I CP	Spanish II CP Spanish II H French II CP French II H	Spanish III CP Spanish III H French III CP French III H	Spanish IV CP Spanish IV H French IV H/AP

#300 – FRENCH I
#314 – SPANISH I
Offered to grades 9-12

COLLEGE PREP

5 credits

These courses are designed for the student with no prior study in either language. Both courses give students an active, flexible command of a foreign language through an involvement with, and an understanding of, the basic concept of the chosen language. These beginning courses provide a balanced approach to language learning: developing fundamental reading and writing skills while emphasizing listening, speaking and communicating skills. Integrated throughout each program is an introduction to the culture of the French and Spanish speaking worlds. Video and audiotapes and structured oral activities supplement the texts. A student electing a foreign language should have a basic command of English grammar.

TEXT (SPANISH): REALIDADES 1, (PEARSON/PRENTICE-HALL, 2004)
TEXT (FRENCH): DISCOVERING FRENCH NOUVEAU, LEVEL 1, (MCDUGAL LITTELL, 2014)

#302 – FRENCH II
#318 – SPANISH II
Offered to grades 9-12

HONORS

5 credits

These courses provide an accelerated approach to the second year of study in the chosen language. While course content is comparative to College Prep, material is approached at an accelerated pace, in greater depth, and in a more demanding fashion. These courses require a disciplined approach in combination with linguistic and reasoning skills. Students are responsible for independent thought and study.

PREREQUISITE: RECOMMENDATION OF THE INSTRUCTOR

TEXT (SPANISH): REALIDADES 2, (PEARSON/PRENTICE-HALL, 2004)
TEXT (FRENCH): DISCOVERING FRENCH BLANC, LEVEL 2, (MCDUGAL LITTELL, 1998)

#304 – FRENCH II
#320 – SPANISH II
Offered to grades 9-12

COLLEGE PREP

5 credits

These courses are sequential continuations of the first year courses of both the middle school and high school program. These courses strengthen the students' command of their chosen language by reviewing the first year curriculum while placing a continued emphasis on listening and speaking activities. Additional vocabulary, grammatical concepts, and rules for pronunciation are introduced along with short reading selections and cultural information. Audio and videotapes are utilized for the reinforcement of thematic vocabulary and the improvement of listening skills. Students are required to participate in daily classroom activities and to initiate simple conversations in the new language.

PREREQUISITE: PASSING GRADE IN FRENCH I OR SPANISH I

TEXT (SPANISH): REALIDADES 2, (PEARSON/PRENTICE-HALL, 2004)
TEXT (FRENCH): DISCOVERING FRENCH BLANC, LEVEL 2, (MCDUGAL LITTELL, 1998)

#306 - FRENCH III
#322 - SPANISH III
Offered to grades 10-12

HONORS

5 credits

These courses continue the accelerated approach to the study of the chosen language. They integrate a rapid review of previously learned material with advanced vocabulary and grammatical concepts. Emphasis is placed on drawing all concepts together with the ability to comprehend and to express oneself in French or Spanish. Cultural activities center on the situations one would experience while visiting a French or Spanish speaking country. In addition to text and workbook activities, the students are introduced to more advanced reading selections.

PREREQUISITE: RECOMMENDATION OF THE INSTRUCTOR

TEXT (SPANISH): REALIDADES 2, (PEARSON/PRENTICE-HALL, 2004)
TEXT (SPANISH): LEYENDAS DE ESPAÑA, (NATIONAL TEXTBOOK COMPANY, 1999)
TEXT (FRENCH): DISCOVERING FRENCH BLANC, LEVEL 2, (MCDUGAL LITTELL, 1998)

#308 - FRENCH III
#324 - SPANISH III
Offered to grades 10-12

COLLEGE PREP

5 credits

These courses are a sequential continuation of the second year of study in the chosen language, offered to students who want to expand their knowledge of the written and the spoken language. They are designed to strengthen the students' speaking, writing and listening skills while new concepts are introduced. More extensive reading material is provided and more spontaneous conversation is required. Additional classroom drills and activities allow students the opportunity to transform their basic skills into communication.

PREREQUISITE: PASSING GRADE IN FRENCH II OR SPANISH II

TEXT (SPANISH): REALIDADES 2, (PEARSON/PRENTICE-HALL, 2004)
TEXT (FRENCH): DISCOVERING FRENCH BLANC, LEVEL 2, (MCDUGAL LITTELL, 1998)

#310 - FRENCH IV
#326 - SPANISH IV
Offered to grades 11-12

HONORS

5 credits

These courses continue the accelerated approach to the study of the chosen language. Unabridged reading selections, short stories and cultural pieces are introduced to students and the reading of literary criticism and subsequent discussion are required. In these Honors courses, students fully participate in all aspects of communication activities in French or Spanish.

PREREQUISITE: RECOMMENDATION OF THE INSTRUCTOR

TEXT (SPANISH): MASTERY-SITUACIONES, (D.C.HEATH AND COMPANY, 1988)
TEXT (SPANISH): GALERÍA ARTE Y VIDA, (GLENCOE, 2004)
TEXT (SPANISH): ALBUM, (D.C.HEATH AND COMPANY, 1993)
TEXT (FRENCH): DISCOVERING FRENCH ROUGE, LEVEL 3, (MCDUGAL LITTELL, 2001)

#328 - SPANISH IV
Offered to grades 11-12

COLLEGE PREP
5 credits

These courses commence with a review of the basic structures of language, leading to the more sophisticated usage necessary for the beginning study of literature. Students are expected to express their thoughts and opinions spontaneously in French or Spanish. Communicative activities, oral presentations and directed dialogues are required of the fourth year student. Students must be willing and able to take chances with the language in order to express themselves in the target language.

PREREQUISITE: PASSING GRADE IN FRENCH III OR SPANISH III

TEXT (SPANISH): REALIDADES 3, (PEARSON/PRENTICE HALL, 2008)

TEXT (FRENCH): DISCOVERING FRENCH ROUGE, LEVEL 3, (MCDUGAL LITTELL, 2001)

#335 – AP SPANISH LANGUAGE & CULTURE
Offered to grade 12

AP
5 credits

This intensive, accelerated course is designed for highly motivated students. This is a fast paced college course designed to continue the development of a student's oral and written abilities in Spanish. An emphasis is on the ability to express oneself coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken Spanish. Previously learned grammatical concepts are reviewed and expanded upon. Additionally, more complex grammatical concepts are explored and applied in both speaking and writing. Students explore Spanish literature to further develop their reading, writing and speaking skills. Students continue their study of the history, culture, and civilization of the Spanish-speaking world. In lieu of a final exam, students are expected to take the national Advanced Placement Spanish Language Exam administered each May.

PREREQUISITE: "A" IN SPANISH IV OR "B" OR BETTER IN SPANISH IV HONORS, RECOMMENDATION OF INSTRUCTOR

TEXT: TESORO, (GLENCOE, 1988)

TEXT: LEYENDAS LATINOAMERICANAS, (GLENCOE, 1989)

TEXT: DON QUIJOTE (STUDENT VERSION), (AMERICAN EAGLE Co., 1996)

TEXT: ABRIENDO PASO- GRAMÁTICA, (PEARSON/PRENTICE-HALL, 2014)

TEXT: ABRIENDO PASO- LECTURA, (PEARSON/PRENTICE-HALL, 2014)

TEXT: PREPARING FOR THE AP SPANISH LANGUAGE & CULTURE EXAM, (PEARSON/PRENTICE-HALL, 2014)

#334 – AP FRENCH LANGUAGE & CULTURE
Offered to grade 12

AP
5 credits

This intensive, accelerated course is designed for highly motivated students. This is a fast paced college course designed to continue the development of a student's oral and written abilities in French. An emphasis is on the ability to express oneself coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French. Previously learned grammatical concepts are reviewed and expanded upon. Additionally, more complex grammatical concepts are explored and applied in both speaking and writing. Students explore French literature to further develop their reading, writing and speaking skills. Students continue their study of the history, culture, and civilization of the French-speaking world. In lieu of a final exam, students are expected to take the national Advanced Placement French Language Exam administered each May. High scores may earn students college credit.

PREREQUISITE: "A" IN FRENCH IV OR "B" OR BETTER IN FRENCH IV HONORS, RECOMMENDATION OF INSTRUCTOR

#330 – SPANISH V
Offered to grade 12

HONORS
5 credits

These courses are designed for those students who have attained proficiency in both oral and written French or Spanish. They focus on the reading of varied assignments in French or Spanish literature and history and a mastery of grammatical concepts studied over the past years. Writing assignments, literary criticisms and oral reports are required. Additionally, students are required to practice the target language extensively in both spontaneous and directed conversation while in class.

PREREQUISITE: PASSING GRADE IN SPANISH IV, RECOMMENDATION OF INSTRUCTOR

TEXT (SPANISH): TESORO, (GLENCOE, 1988)

TEXT (SPANISH): LEYENDAS LATINOAMERICANAS, (GLENCOE, 1989)

TEXT (SPANISH): DON QUIJOTE (STUDENT VERSION), (AMERICAN EAGLE Co., 1996)

TEXT (SPANISH): ABRIENDO PASO- GRAMÁTICA, (PEARSON/PRENTICE-HALL, 2014)

SUMMARY OF COURSE OFFERINGS

#	Department and Course	Grade	Sem/Yr	Credits	Prerequisites
BUSINESS & TECHNOLOGY					
650	Accounting I College Prep	10-12	Yr	2.5	
616	Accounting II College Prep	11-12	Yr	5	Accounting I
618	Entrepreneurship College Prep	10-12	Sem	2.5	
614	E-Commerce I College Prep	10-12	Sem	2.5	
620	E-Commerce II College Prep	10-12	Sem	2.5	E-Commerce I or approval of instructor
615	Marketing I College Prep	10-12	Sem	2.5	
613	Marketing II College Prep	10-12	Sem	2.5	Marketing I or approval of instructor
617	Programming I College Prep	9-12	Sem	2.5	Algebra I
621	Programming II College Prep	10-12	Sem	2.5	Programming I
241	Economics	11-12	Sem	2.5	
644	Community Service Learning	11-12	Sem	2.5	
646	Work-Based Learning Activities	11-12	Sem	2.5	
647	Independent Marketing Study	11-12	Sem	2.5	
ENGLISH LANGUAGE ARTS					
102	English 9 Honors	9	Yr	5	Recommendation of 8 th grade instructor **
104	English 9 College Prep	9	Yr	5	
114	English 10 Honors	10	Yr	5	Recommendation of 9 th grade ELA instructor, Passing grade in 9 th grade ELA
116	English 10 College Prep	10	Yr	5	Passing grade in 9 th grade ELA
124	English Language & Composition AP	11	Yr	5	Recommendation of 10 th grade ELA instructor *
126	English 11 Honors	11	Yr	5	Recommendation of 10 th grade ELA instructor Passing grade in 10 th grade ELA
128	English 11 College Prep	11	Yr	5	Passing grade in 10 th grade ELA
138	English Literature & Composition AP	12	Yr	5	Recommendation of 11 th grade ELA instructor *
140	English 12 Honors	12	Yr	5	Recommendation of 11 th grade ELA instructor *
143	English 12 College Prep	12	Yr	5	
160	Theatre Arts College Prep	9-12	Sem	2.5	
151	Journalism & Media Studies I College Prep	10-12	Sem	2.5	
153	Journalism & Media Studies II College Prep	10-12	Sem	2.5	Journalism & Media Studies I
161	Public Speaking College Prep	10-12	Sem	2.5	
162	Creative Writing I College Prep	10-12	Sem	2.5	
163	Creative Writing II College Prep	10-12	Sem	2.5	Creative Writing I
159	Horror Fiction College Prep	11-12	Sem	2.5	
*=completion of Summer Assignment					
FINE ARTS					
895	Art I College Prep	9-12	Sem	2.5	
893	Art II College Prep	10-12	Yr	5	Art I
888	Art III Honors	11-12	Yr	5	Art II or approval of instructor w/portfolio review
887	Art IV Honors	12	Yr	5	Art III or approval of instructor w/portfolio review
906	AP Studio Art	12	Yr	5	Completion of Art I & II and approval of instructor
894	Digital Art & Photography I College Prep	11-12	Sem	2.5	
811	Digital Art & Photography II College Prep	11-12	Sem	2.5	Digital Art & Photography I or approval of instructor with portfolio review
903	Mixed Media Studio Art	11-12	Sem	2.5	Art I or approval of instructor with portfolio review
904	Independent Mixed Media Study	12	Sem	2.5	Art I and Mixed Media, or approval of instructor with review process
910	Band	9-12	Yr	5	
912	Choir	9-12	Yr	5	
989	Music Theory I and II College Prep	11-12	Sem	2.5	Music Theory I
915	Rock and Roll: History of our Music College Prep	9-12	Sem	2.5	
918	Guitar/Piano	11-12	Sem	2.5	Meeting with instructor
945	Music Appreciation College Prep	9-12	Sem	2.5	
947	Computers & Music: 21st Century College Prep	9-12	Sem	2.5	
948	Independent Music Study	11-12	Sem	2.5	

#	Department and Course	Grade	Sem/Yr	Credits	Prerequisites
HISTORY AND SOCIAL SCIENCES					
219	World History Honors	9	Yr	5	
217	World History College Prep	9	Yr	5	
206	United States History AP	11	Yr	5	
205	United States History I Honors	10	Yr	5	
207	United States History II Honors	11	Yr	5	
209	United States History I College Prep	10	Yr	5	
211	United States History II College Prep	11	Yr	5	
224	Modern European History AP	12	Yr	5	
225	Psychology AP	12	Yr	5	
243	American Government: Civics College Prep	11-12	Sem	2.5	US History I
238	Cultures in Conflict College Prep	11-12	Sem	2.5	
242	Criminal Law College Prep	11-12	Sem	2.5	
239	Sociology College Prep	11-12	Sem	2.5	
240	Psychology College Prep	11-12	Sem	2.5	
237	Leadership	9-12	Sem	2.5	
MATHEMATICS					
411	Algebra I Honors	9	Yr	5	Placement exam grade of at least 85, Completion of Pre-Algebra with "A-" or better, Recommendation of Pre-Algebra instructor
406	Algebra I College Prep	9	Yr	5	
414	Geometry Honors	9-10	Yr	5	Completion of Algebra I Honors with "B-" or better, Algebra I with "A-" or better, Recommendation of instructor
416	Geometry College Prep	9-10	Yr	5	
408	Algebra II Honors	10-11	Yr	5	Completion of Algebra I Honors with a "B-" or better, Algebra I with "A-" or better, Recommendation of instructor
410	Algebra II College Prep	10-12	Yr	5	Passing grade in Algebra I
413	Fundamentals of Algebra II College Prep	11-12	Yr	5	Passing grade in Algebra I and Geometry
428	Precalculus Honors	11	Yr	5	Completion of Algebra II Honors with "B-" or better, Algebra II with "A-" or better, Recommendation of Instructor
430	Precalculus College Prep	11-12	Yr	5	Passing grade in Algebra II College Prep, Recommendation of instructor
434	Calculus (AB) AP	12	Yr	5	"A" in Precalculus Honors; Recommendation of instructor
436	Calculus Honors	12	Yr	5	"A" in Precalculus or "B-" or Better in Precalculus Honors, and Recommendation of instructor
432	Statistics College Prep	12	Yr	5	
427	Personal Finance with Algebra Applications College Prep	12	Yr	5	
SCIENCE					
504	Biology College Prep	9-12	Yr	5	
506	Biology Honors	9-12	Yr	5	Score of 15 or Higher on Science Placement Rubric
510	Biology AP	11-12	Yr	5	
524	Chemistry College Prep	10-12	Yr	5	Passing grade in Algebra I or Geometry, Recommendation of 9 th grade instructor
526	Chemistry Honors	10-12	Yr	5	"B" in Geometry Honors or Algebra I Honors, if Dual Enrolling in Math Recommendation of 9 th grade instructor
529	Chemistry AP	11-12	Yr	5	"B" or better in Chemistry Honors, "B" or Better in Algebra II, Recommendation of Science instructor

#	Department and Course	Grade	Sem/Yr	Credits	Prerequisites
SCIENCE cont...					
533	Fundamentals of Physics College Prep	10-12	Yr	5	
530	Physics College Prep	11-12	Yr	5	"C" or better in Geometry, Recommendation of Science instructor
532	Physics Honors	11-12	Yr	5	"B" or better in Algebra II Honors, Recommendation of Science instructor, Enrollment in Pre-Calculus Honors or Calculus Honors
531	Physics AP	12	Yr	5	"B" or better in Physics, Chemistry, Algebra and Pre-Calculus, Enrollment in Pre-Calculus or Calculus
516	Earth Science College Prep	10-12	Yr	5	
517	Earth Science Honors	10-12	Yr	5	Recommendation of current Science instructor
519	Environmental Science College Prep	11-12	Yr	5	Passing grades in 2 Science classes w/Chemistry preferred
520	Environmental Science AP	11-12	Yr	5	"B" or better in Biology & Chemistry, Recommendation of Science instructor
535	Anatomy and Physiology College Prep	11-12	Yr	5	"B" or better in Biology & Chemistry or permission of course instructor
536	Introduction to Meteorology College Prep	11-12	Sem	2.5	
538	Scientific Origins College Prep	10-12	Sem	2.5	
539	Forensics College Prep	11-12	Sem	2.5	Successful completion of Biology and Chemistry
540	Engineering I College Prep	9-12	Sem	2.5	
549	Engineering II College Prep	10-12	Sem	2.5	Completion of Engineering I
541	Robotics College Prep	10-12	Sem	2.5	Completion of Engineering I
WELLNESS					
044	Wellness 9 College Prep	9	Sem	2.5	Grade 09 Graduation Requirement
045	Wellness 10 College Prep	10	Sem	2.5	Grade 10 Graduation Requirement
046	Wellness 11 College Prep	11	Sem	2.5	Grade 11 Graduation Requirement
047	Wellness 12 College Prep	12	Sem	2.5	Grade 12 Graduation Requirement
800	Art of Healthy Living College Prep	11-12	Sem	2.5	
WORLD LANGUAGE					
300	French I College Prep	9-12	Yr	5	
302	French II Honors	9-12	Yr	5	Recommendation of instructor
304	French II College Prep	9-12	Yr	5	Passing grade in French I
306	French III Honors	10-12	Yr	5	Recommendation of instructor
308	French III College Prep	10-12	Yr	5	Passing grade in French II
310	French IV Honors	11-12	Yr	5	Recommendation of instructor
334	AP French Language and Culture	12	Yr	5	"A" in French IV or "B" or better in French IV Honors, Recommendation of instructor
314	Spanish I College Prep	9-12	Yr	5	
318	Spanish II Honors	9-12	Yr	5	Recommendation of instructor
320	Spanish II College Prep	9-12	Yr	5	Passing grade in Spanish I
322	Spanish III Honors	10-12	Yr	5	Recommendation of instructor
324	Spanish III College Prep	10-12	Yr	5	Passing grade in Spanish II
326	Spanish IV Honors	11-12	Yr	5	Recommendation of instructor
328	Spanish IV College Prep	11-12	Yr	5	Passing grade in Spanish III
330	Spanish V Honors	12	Yr	5	Passing grade in Spanish IV, Recommendation of instructor
335	AP Spanish Language and Culture	12	Yr	5	"A" in Sp IV or "B" or better in Sp IV H, Recommendation of instructor

Blank Schedule & Requirements* for Planning Purposes

Grade 9 Year: _____	Grade 10 Year: _____	Grade 11 Year: _____	Grade 12 Year: _____
Eng. Lang Arts 9* _____	Eng. Lang Arts 10* _____	Eng. Lang Arts 11* _____	Eng. Lang Arts 12* _____
Mathematics* _____	Mathematics* _____	Mathematics* _____	Mathematics* _____
Biology* _____	Lab-based Science* _____	Lab Based Science* _____	Wellness*/ <i>Elective</i> _____
World History * _____	US History I* _____	US History II* _____	<i>Elective(s)</i> _____
Wellness*/FineArts* _____	Wellness*/Fine Art* _____	Wellness*/ <i>Elective</i> _____	<i>Elective(s)</i> _____
World Language* _____	World Language* _____	<i>Elective(s)</i> _____	<i>Elective(s)</i> _____
<i>Academic Lab / Elective</i>	<i>Academic Lab / Elective</i>	<i>Academic Lab / Elective</i>	<i>Academic Lab / Elective</i>
Anticipated Total Credits Grade 9 _____	Anticipated Total Credits Grade 10 _____	Anticipated Total Credits Grade 11 _____	Anticipated Total Credits Grade 12 _____