

**Hampden-Wilbraham Regional School District  
Minnechaug Regional High School**

**Program of Studies  
2024/2025**

**Mission  
Statement**

Our mission is to provide a safe and academically challenging learning community where all members demonstrate integrity, responsibility, and respect.

**OUR CORE VALUES:**

- Challenge
- Honor
- Adapt
- Understand
- Grow



## **MINNECHAUG REGIONAL HIGH SCHOOL ACCREDITATION STATUS**

Minnechaug Regional High School has been awarded continued accreditation status as of April, 2012, by the New England Association of Schools and Colleges (NEASC), a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

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

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

Inquiries regarding the status of an institution's accreditation by the NEASC should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES  
209 Burlington Road  
Bedford, Massachusetts 01730-1433  
(781) 271-0022

### **Administration**

John Provost, Ed. D., Superintendent of Schools  
Lisa Curtin, Director of Curriculum, Instruction  
& Professional Learning  
Aaron Osborne, Director of Finance, Operations  
& Human Resources  
Gina Roy, Director of Student Services  
Stephen Hale, Principal  
Nicole Smith, Associate Principal  
Joanne White, Assistant Principal  
Trina Roberts, Assistant Principal  
Steven Burndrett, Athletic Director  
Keith Poulin, Guidance Director  
Christine Trumbull, Educational Team Leader

### **School Committee**

Michal Boudreau, Chair  
Sean Kennedy, Vice Chair  
Lisa Murray, Secretary/Clerk  
William Bontempi  
Sherrill Caruana  
Richard Rediker  
Michael Tirabassi

## SPECIAL NOTICE

This communication is for the purpose of explaining three important pieces of legislation which have been enacted: Chapter 622 of the General Laws, Acts of 1971; Title IX of the Education Amendments of 1972; and regulations pertaining to student records.

### **Chapter 622:**

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 preference as amended. The Superintendent of Schools, 621 Main Street, Wilbraham, MA, 01095, Telephone No. 596-3884, is the school department's coordinator for Title IX and Chapter 622.

### **Title IX:**

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

### **Student Records Law:**

#### **General Provisions**

The student record contains all information concerning a student that is kept by the school district and which personally identifies the student; it consists of the temporary record and the transcript. For purposes of these procedures, custodial parent refers to a divorced or separated parent who has physical custody of the child, and the non-custodial parent is the parent who does not have physical custody of the child. Non-custodial parents may not be eligible to access their child's student record, or may have to follow certain procedures in order to access the student record.

The rights outlined below may be exercised by the custodial parent(s)/guardian(s) for a student under the age of 14 years, or jointly by the student and custodial parent(s)/guardian(s) of a child over the age of 14 years. A student over the age of 14 is called "an eligible student." A student 18 years or older may, in writing, deny his custodial parent(s)/non-custodial parent(s) access to his/her student record, with the exception of transcripts, report cards and/or progress reports.

Each eligible student and custodial parent/guardian, except as limited herein for certain parents, has the right to see the student record for that student within ten (10) days of submitting a written request to see the records. Copies of any records may be obtained upon request and shall be provided within ten (10) days of the request. The District may charge for the cost of reproducing copies.

The student's record is available to authorized school personnel who work directly with the student, or administrative/clerical personnel who need to have access to records in order to carry out their responsibilities. The term "authorized school personnel" includes, but is not limited to, administrators, teachers, counselors, therapists, paraprofessionals, administrative office, staff and clerical personnel. Authorized school personnel includes those employed by the District or under contract with the District as an independent contractor. Authorized school personnel do not need permission to see student records.

No information in the student's record is available to anyone outside the school system without written permission from the eligible student and/or parent and/or guardian, unless the requesting party is listed as an exception as provided by the Student Records regulations. Exceptions to the requirement of written permission include, but are not limited to, a probation officer, court order, subpoena, where health or safety requires the disclosure of student information/records or upon transfer to another school district. However, eligible students and/or their parents/guardians will generally be notified before these records are released. A written release must be signed to have any part of the school record sent outside the school. This includes, but is not limited to prospective employers, other technical school, and colleges.

An eligible student and parent/guardian have the right to request to add relevant information to the student's record as well as the right to request removal of information believed to be untrue or incorrect.

Information regarding the following topics may be found in pages HWRSD Handbook for Families of Students:

- Directory Information Notice
- Rights of Certain Divorced or Separated Parents
- Amending Your Child's Record
- Notice on Transfer to Other Schools
- Destruction of Records
- Display and Publication of Student Work
- Complaint Procedure

Hampden-Wilbraham Regional School District is an equal opportunity employer that complies with the provisions of Chapter 622, Title IX, and the Student Records Law. Persons having questions regarding any aspect of these laws should contact the principal or my office. Copies of the laws and regulations may be obtained from the Bureau of Equal Educational Opportunity, 21 St. James Avenue, Boston, MA 02111.

*John Provost Ed. D*  
Superintendent of Schools

## PRINCIPAL'S MESSAGE

### Dear Parents and Students:

Minnechaug Regional High School offers a variety of courses designed to meet the diverse needs of students. It is our intent to promote a high level of academic achievement for all students and to offer programs that meet the needs of students who may be going on to college as well as those going directly to careers in the workforce. Our goal is to provide a meaningful educational experience which will provide every student with a firm foundation for his/her future endeavors.

Students will be selecting eight courses for next year which will be scheduled for most students on the basis of four courses per semester meeting in eighty-five-minute blocks. Please note that some of our performing music groups and other courses are exceptions to this semester format and meet on alternate days for the entire school year. Students selecting one of these alternate-day courses will pair their selections with Physical Education/Health/Guidance, alternating day courses specifically designed for this purpose. The course selection process should not be restricted to the use of this publication. Information from the student's teachers, counselor, and department chairpersons should also be considered before the actual selection of courses. Interest, abilities, past performance, goals and objectives for the future are all important factors that need to be considered. I would particularly draw your attention to the graduation requirements within this document and would encourage students and parents to develop a multi-year plan to meet these requirements.

Your thoughtful and careful attention to the course selection process will help us to develop a schedule which will best meet students' needs. We must have accurate course request data in April when we make decisions regarding the number of sections of each course, teaching assignments, and the placement of courses in the schedule for the following year. **The selection of courses should be considered a serious matter as it is difficult and many times impossible to accommodate changes after teaching assignments and class placements and sizes have been determined.** Once the master schedule has been constructed, we must limit changes to those necessary due to course failures, scheduling conflicts, or the cancellation of courses due to insufficient enrollment or lack of faculty to teach the courses. In summary, accurate student course requests in March become the basis for the development of a successful master schedule in April.

Help us to construct a master schedule which is as conflict-free as possible. We encourage you to use all of the resources of the school before finalizing a program of studies for the coming school year. The last page of this booklet contains a sample of the registration sheet which students will be completing in March. Please take the time to complete the sample course request information so that you will be familiar with the process in anticipation of our course selection process.

Please join us in a partnership toward realizing our slogan of "Working Together, Building Futures!"

Sincerely,

*Stephen Hale*  
Principal

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**THE PROGRAM OF STUDIES** presents the courses offered at Minnechaug to assist students and parents in selecting appropriate courses of study. The student, after consultation with his/her teachers, School Counselor, and parents, may select those courses that lead to the accomplishment of his/her academic goals.

## **GRADUATION REQUIREMENTS**

### ***CREDIT REQUIREMENTS:***

140 total credits  
(160 credits available to earn over four years at 40 per year)

### ***COURSE REQUIREMENTS:***

4 English (minimum of one core course each year)  
3 Mathematics  
3 Social Studies (including U.S. History I, U.S. History II and Civics and American Identity)  
3 Science  
1 Applied Arts (refer to page 17 for course listing)  
1 Fine Arts (refer to page 17 for course listing)  
4 Physical Education/Health/Developmental Guidance (one each year)

### ***MCAS REQUIREMENTS:***

Students must earn a passing score on the MCAS tests in English Language Arts (ELA), Mathematics, and Biology to meet their Competency Determination requirement to meet state graduation requirements.

*MCAS Testing normally takes place during 10th grade.*

## **CTEC GRADUATION REQUIREMENTS**

Career Technical Education Center (CTEC) program is now a four-year program. Students will select the CTEC Exploratory Course while in 8th-grade during the normal 9th-grade course selection process.

To accommodate this change, the principal may utilize the Lower Pioneer Valley Educational Collaborative's (LPVEC) Academic Equivalencies embedded in the curriculum for each CTEC program, based on the Massachusetts Curriculum Frameworks and approved by the Department of Elementary and Secondary Education (DESE), to approve Minnechaug diploma requirements.

\*Students on tuition at other vocational high schools (i.e. Pathfinder, Smith Vocational, etc.) receive their high school diploma from that institution and do not receive a Minnechaug diploma.

## COLLEGE ADMISSION REQUIREMENTS

Four-year colleges require at least the equivalent of two/three consecutive years of the same world language taken at the high school level. More selective programs prefer four full years of high school world language study. Middle school language courses do not qualify. MA state universities require **4 Math classes including one during senior year and 3 lab sciences.** All MCAS requirements must be met. Highly competitive colleges and universities look for students to take the most rigorous courses available during high school. Students are encouraged to discuss specific college requirements with their School Counselors.

|                     | <b>MRHS<br/>Graduation<br/>Requirements</b> | <b>MA State University<br/>Requirements</b>   |
|---------------------|---|---|
| ENGLISH             | 4   | 4   |
| MATH                | 3   | <i>4 (to include one taken in senior year)</i>  |
| SCIENCE             | 3   | 3 lab sciences<br><i>(All MRHS Science courses are lab sciences.)</i>                   |
| FOREIGN<br>LANGUAGE | 0<br>(Recommended 2 - 4)                    | 2 minimum to meet MA CORE<br>3-4 for highly competitive college/<br>university programs |

## ACADEMIC STANDING BY CLASSES

Students will be considered members in good standing at each class level in September of the current year if they have accumulated the following credits:

- 35 credits for promotion to grade 10
- 70 credits for promotion to grade 11
- 100 credits for promotion to grade 12

Students who have not accumulated the necessary credits will not be promoted to the next grade. Each June, the cases of students who have not attained the minimum credits are reviewed by the counselors, and the students are notified of academic/credit deficiencies. If the academic/credit deficiencies are made up prior to the first day of school in August, the students will be promoted to the next grade. Students may also be promoted in January if sufficient credits have been attained.

## **SCHEDULE CHANGE POLICY**

After the master schedule has been created, requests for changes can only occur under special circumstances and with the approval of parents, teachers, department chairpersons, School Counselor, and administration. This could include situations in which a student does not meet a course's prerequisites; a course was cancelled; a scheduling conflict exists; a teacher recommends a change or a student was improperly placed. All changes are based on space and availability.

Students who drop a course during the first ten school days of a semester will not be graded for that course and the course will not be reflected on the student's report card. Students who drop a course after the first ten school days of a semester will receive a W, WP or a WF for that course and no credit will be given for that course. Students who change academic level in the same course will not receive a W, WP or a WF until after 1 October for the first semester and 1 March for the second semester.

Requests to drop an Advanced Placement (AP) course must be made prior to July 31 of each year. Requests to drop an AP course after July 31 are not normally approved.

## **EARLY GRADUATION**

It is the intent of the school district to provide the students with a comprehensive and extensive high school experience. Students are expected to matriculate through a four-year experience containing 8 courses of study each year. In unusual and extenuating circumstances, there may be occasion for a student's educational experience to conclude in less than four years and with less than the 32 courses. In these situations the student must meet the prescribed graduation requirements in terms of total credits earned as well as required subjects. Long range planning is essential to the development and approval of such a program. Early graduation request forms are available in the Counseling Center and must be submitted for approval by the Principal no later than July 15 of the student's junior year. Students that request early graduation may not be eligible to attend senior activities including High Meadow Senior Picnic, Senior Prom, or co-curricular activity. It is the student's responsibility to ensure all graduation requirements are met.

## **REDUCED DAY REQUEST**

Any senior or junior who intends to enroll in a dual enrollment college experience outside of the MRHS school day, may request to have a reduced class schedule during that semester. Upon request, completion of the "Reduced Day/Drop Block" application, the student's case will be presented to the administration for approval. If the reduced day is approved, the student's schedule will be adjusted appropriately. The deadline for the Fall semester is March 30 and for the Spring semester is December 1 of each year.

Any senior who intends to work during the school year, may request to have a reduced class schedule during that semester. Upon request, completion of the "Reduced Day/Drop Block" application, the student's case will be presented to the administration for approval. If the reduced day is approved, the student's schedule will be adjusted appropriately. Students are able to take 160 credits over a period of 4 years. With a reduced day, the student's credit totals may be less than 160 credits. The deadline for the Fall semester is March 30 and for the Spring semester is December 1 of each year.

## REPORT CARDS

Report cards are issued four times a year. Letter marks are used, each representing the teacher's assessment of the student's achievement for that quarter. Semester marks represent the achievement during each of the semesters. Marks found on the report cards indicate the following:

|            |                                    |           |                                      |
|------------|------------------------------------|-----------|--------------------------------------|
| <b>A</b>   | High honor work                    | <b>I</b>  | Incomplete                           |
| <b>B</b>   | Honor work well above the average  | <b>M</b>  | Excused from P.E. for medical reason |
| <b>C</b>   | Average work                       | <b>NC</b> | No Credit Due to Excessive Absences  |
| <b>D</b>   | Below average, unsatisfactory work | <b>W</b>  | Withdrawn                            |
| <b>F</b>   | Failure                            | <b>WF</b> | Withdrawn Failing                    |
| <b>P</b>   | Pass                               | <b>WP</b> | Withdrawn Passing                    |
| <b>AUD</b> | Audit                              |           |                                      |

Cumulative curricular credits are posted on the report card and permanent record each year. Reports of academic progress are available to students and parents on *PlusPortals*. Report cards will be in the *students'* PlusPortals e-portfolios at the end of the four terms.

Grade Point Average (GPA) will only be computed at the end of each semester.

## COURSE CREDIT

All major courses that are scheduled for one semester and meet five days per week will receive 5 credits each semester. Courses that are scheduled for alternate days for the entire year will receive 2.5 credits per semester. Courses that meet for other amounts of time will be awarded credits based on department and administrative approval according to information in the course description. Students are not permitted to retake the same course if they have already received a passing grade in that class unless agreed to by department chair, School Counselor, parent and administration in advance. Students re-taking any course will receive a Pass/Fail, which will not factor in his/her GPA.

The official school enrollment for class standing percentile or GPA is set on October 1 of each year for sophomores and juniors. The graduating class standing based on GPA will be established on March 1 of each year.

## EXPLANATION OF COURSE LEVELS

### **COLLEGE PREPARATORY (CP):**

These courses are of College Preparatory rigor and are designed for students who benefit from assistance and support from the teacher to maintain their focus in the attainment of skills and knowledge. Students in these courses are motivated, conscientious, and demonstrate organizational skills, and read at grade level.

### **HONORS (HON):**

These courses contain highly challenging material for very serious students with scholarly interests and exceptional abilities to think abstractly, conceptualize, and solve problems. These students are highly motivated, self-directed, independent thinkers who are conscientious and organized.

### **ADVANCED PLACEMENT (AP):**

Advanced Placement courses involve a college level curriculum. Workloads in AP courses are heavier than other courses and the pace is faster than CP and honors level courses. Students should understand that homework may be assigned every night, including days when the AP class may not meet. Summer course work may be required to be completed independently by each student who enrolls in an AP course before the school year begins. Any student has the opportunity to enroll in an AP course, however, there may be prerequisite courses that will prepare students for the AP level.

## WEIGHTED GPA COMPUTATION OF HONORS AND ADVANCED PLACEMENT COURSES

To establish a grade point average (GPA), all letter grades are assigned a point value on a 4.3 scale in accordance with district policy. The fundamental rationale for weighting grades is that it provides an incentive for students to challenge themselves academically. Weighted grades deservedly reward students who take tougher courses, recognize higher levels of academic accomplishment, and provide a more fair and balanced system of grading. In the weighted GPA scale, AP courses will be assigned a 1 point “bump” and honors courses will be assigned a .5 “bump” when computing the GPA. College Preparatory courses receive only the assigned grade value with no GPA “bump”. The specific point values for letter grades are listed in the HWRSD Handbook for Students and Families.

## ATHLETIC ELIGIBILITY

In order to participate as a member of any Minnechaug Regional High School athletic team that represents the school, a student must be academically eligible. A list of ineligible students will be published by the principal’s office at the end of each marking period and will be in effect until the next marking period. Eligibility or ineligibility begins on the date when report cards are issued.

A student-athlete must pass three subjects per quarter and six subjects for the year. A student must secure during the last marking period preceding the contest (e.g., second quarter marks and not semester grades determine third quarter eligibility) a passing grade in the equivalent of three subjects which meet five days per week for one semester. For eligibility purposes, two, alternate-day courses must be passed to count the same as one course which meets for five days per week for one semester. To satisfy this requirement, a student must have passed sufficient courses for that marking period that normally carry credits totaling the equivalent of three, one-semester English courses.

A student cannot at any time represent the school unless that student is currently taking courses that would normally provide credit equivalent to four, one-semester English courses. *To be eligible for the fall marking period, students are required to have earned credits equivalent to six, one-semester English courses, during the previous academic year.*

## SUMMER SCHOOL

A student who has failed a course during the year or who lost credit in a course due to absenteeism may take advantage of summer school to earn the credit he/she needs for promotion, advancement in a sequential program, or graduation. Students must attain a grade of 50 to 59 to be eligible for summer school. Grades earned during the school year will not be changed. If a student takes and passes a summer school course, the credit earned for that course will be reflected as a PASS/FAIL grade and will not be factored in the student’s GPA. Students who intend to enroll in summer enrichment programs or attend summer school with the intent of earning credits toward graduation must be aware that summer programs vary greatly in content and classroom time. Students must meet summer school eligibility requirements and minimum grade requirements as outlined above. Therefore, a student who wishes to be granted credits for any educational experience must obtain written approval in advance from the Principal and his/her School Counselor. The student will need to submit an official course catalogue description of the course which includes the number of classroom contact hours and a request for a specific number of credits. The transcript will reflect “summer enrichment program.” No educational experience, including foreign study/travel programs, college courses, workshops, or summer school programs in locations other than Minnechaug will receive Minnechaug credit unless prior approval has been granted by the principal. No summer school or outside educational experience will be granted credit, and the grade for that experience/course will not be reflected on the transcript if the course has previously been taken and passed.

## **MAKE-UP FOR GRADUATION CREDITS**

Circumstances sometimes occur that make it necessary for a student to make up credit in order to qualify for a diploma after his/her class has formally graduated. This may include on line courses, college courses, night or summer school courses. The following guidelines will be used to ensure equal treatment:

1. The candidate must arrange with the Counseling Center a make-up program that will include academic experiences equal to those required for graduation.
2. The requirements must be completed within three years of the normal graduation date.
3. A maximum of two summer make-up courses will be allowed during the summer immediately following the senior year with prior administrative approval.
4. Students may earn credits in summer school for classes where credit was withheld due to failure to meet the attendance requirements.
5. Any exceptions to the above regulations are a matter of administrative decision.

## **HOMEWORK**

Homework is assigned on a regular basis in most courses. It will vary from simple practice assignments to be completed in one night to involved projects covering a period of several weeks. The amount of credit to be given for such assignments is determined by the nature of the assignment, the nature of the course, and the policy of the department. If the class is given an assignment, each member must pass in the work on time or make it up.

## **MAKE-UP WORK**

Incomplete work at the end of a marking period must be made up within two weeks (10 school days) or a failing grade will be recorded, unless special circumstances prevail and an extension is approved by the teacher and the administration. Class work missed because of an excused absence should be made up as soon as possible, at the discretion of the teacher.

## **EXTRA HELP**

Students who have been ill, who are not working up to capacity, or who are having difficulty, should report to their teachers for individual help. Every teacher has two, posted, after-school help sessions per week, usually Tuesdays and Thursdays. Many teachers provide additional opportunities by appointment.

## **COUNSELING CENTER**

Individual counseling is available to all students to assist them in program planning, problem solving, and school adjustment. Counselors are available to assist students in their educational and career planning. The counselors will work with students with their college search, application process, and occupational research. Students and parents are welcome to make appointments for personal guidance conferences at any time. The Counseling Center section on PlusPortals offers up-to-date information on important programs and upcoming events.

**NAVIANCE:** Naviance is the primary tool used by the counselors to assist students to be prepared for making informed decisions on college and career pathways. Naviance is a software program that helps students and families connect academic achievement to post-secondary goals and success. Students use Naviance to help identify potential career paths and to connect with and apply to potential colleges. Freshmen will be introduced to Naviance and have an account established by the end of their first year of high school.

**NCAA:** The National Collegiate Athletic Association (NCAA) requires Division I and II athletes to take 16 core courses. Additional information is available at the NCAA website: [www.ncaaeligibilitycenter.org](http://www.ncaaeligibilitycenter.org). Students are responsible for meeting NCAA requirements.

**STANDARDIZED TESTING** is an important part of the guidance program. Test results supply valuable information so that the school may serve the student more effectively. The PSAT, SAT Reasoning Test, SAT Subject Tests, the ACT, and AP (Advanced Placement) exams are administered at Minnechaug. The MCAS are also administered in the spring. The Armed Services Vocational Aptitude Battery (ASVAB) is offered at Minnechaug once a year.

**SCHEDULING:** Counselors meet with students to assist in developing course schedules that best meets the students' needs. Students make their initial course selections through PlusPortals based on teacher recommendations.

**THE DEVELOPMENTAL GUIDANCE PROGRAM** gives counselors and the school-to-career coordinator the opportunity to meet with students in a group setting to discuss study skills, career and college options, and to begin self-assessment leading to career information. Seniors participate in the one day Credit for Life program.

**CAREER COUNSELING** is available to assist students with self-assessment tools, to help gather information about career options, and to encourage participation in activities that will help the student discover the career path they wish to pursue. An internship program is available to seniors. All students may participate in job shadowing. Sophomores participate in a Career Readiness Workshop.

**ADMISSION TO COLLEGE** is a complex process involving many aspects of a student's scholastic abilities, academic performance, standardized test results, community involvement and character. The quality of the student record is an important factor in the acceptance of the student at any college. Many colleges require applicants to take the SAT Reasoning and/or Subject tests or the ACT. Information is available on Naviance, the Minnechaug website, and in the Counseling Center regarding important test dates, the college application process, financial aid and scholarships. Many evening programs are offered to provide assistance to students and parents in this process.

**ORIENTATION PROGRAMS** are conducted for 8<sup>th</sup> graders and transfer students. Members of the instructional staff meet with 8<sup>th</sup> grade students and parents to present the course offerings of their respective departments. There are other meetings and planning programs scheduled each year for students and their parents. During these meetings the School Counselors distribute important information and discuss areas of general concern and interest. Students and their parents are urged to participate.

**HELP WITH PERSONAL PROBLEMS** is available through the Counseling Center. In addition, Minnechaug has the consulting services of a clinical team including a psychologist and two adjustment counselors.

## **ACADEMIC ASSISTANCE**

Students who are struggling academically, behaviorally or socially, but do not have an identified disability, can access the services provided by the District Curriculum Accommodation Plan (DCAP). Under the DCAP, adaptations to teaching and learning styles and classroom climates can be designed and implemented in general education settings. Please contact your child's School Counselor to learn how the Minnechaug Student Teacher Assistance Team (STAT) can help develop appropriate DCAP accommodations.

If a student is still not making effective progress despite DCAP accommodations and discussions with the school's STAT, then a Special Education referral may be appropriate through STAT.

According to the Individuals with Disabilities Education Act (IDEA), if an evaluation by the school determines that a student has a disability **and** cannot make effective progress without specially designed instruction, an IEP (Individual Education Plan) will be developed by an educational “team” and services will be provided accordingly. Related services provided under IDEA may include speech and language therapy, occupational therapy, physical therapy, counseling services, psychological services, and social services. In addition, a host of instructional modifications may be provided in the educational classroom setting.

If a student has a disability **but** does not require specially designed instruction, he/she may qualify for support under the Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. To be eligible for services under Section 504, the existence of a physical or mental disability that substantially limits a major life activity must be identified.

## HEALTH SERVICES

Health services provided by the school nurse include illness assessment, first aid, referral to parents in case of illness, and supportive treatment as prescribed by family or school physician. An ambulance will be summoned for a student who, in the nurse’s judgment, is in need of immediate emergency medical attention. The goal of the school nurse is to help students remain healthy, in school, and ready to learn. If a student is too ill to remain in school, a parent or guardian will be called.

Additional services provided by the health department include vision and hearing screening tests (with height, weight, and BMI recorded) for grade 10, and scoliosis screening for 9<sup>th</sup> grade students. All grade 10 students are required by state law to have a physical done during sophomore year. All students who participate in competitive sports must have yearly physicals done by a family physician or sports physician. The nurse will screen all physical forms for “Doctor’s Sports Clearance” and all pre-participation forms and online “Family ID” information for clearance of any previous concussions.

The school nurse is a consultant to the program on health-related issues as they affect the academic, personal, and vocational concerns of the students. She serves as a medical resource on the Special Education Evaluation Teams as necessary, the Student Teacher Assistance Team (STAT), and is a member of the Crisis Team and Safety Committee. In addition, the nurse is a member of the Health Advisory Board as it relates to student health curricula.

An updated immunization record is kept for each student and a copy is given to each student upon graduation per Chapter 76, Section 15 of the General Laws of Massachusetts.

## ACTIVITIES

Numerous activities are organized as a part of the total school program, but independent of the regular curriculum. Participation in these activities is open to all students on a voluntary basis. Among these activities are varsity sports, school plays, musicals, the school paper and yearbook, competitive academic teams, hobby clubs, and special-interest student organizations - all under supervision. Students may be elected to such organizations as Class Council and the Student Council. Regular activity offerings are described in the District Handbook for Students and Families.

The purpose of the co-curricular activities program is to supplement the material covered in the classroom and to offer additional growth experiences by:

- creating new areas of interest
- promoting a worthy use of leisure time
- giving students an opportunity for self-expression

- offering students the opportunity to serve the community
- developing leadership skills
- giving students the opportunity to represent the school on academic teams.

## **INFORMATION & RESEARCH COMMONS**

The Information Research Commons provides the services and resources for students and faculty to complete and enrich their classroom and personal studies. In meeting the needs for the 21<sup>st</sup> Century Learning Standards and individual learning styles, the “IRC” provides a collaborative environment that offers instruction and support for research preparation, processes and skills, as well as encouragement for reading for personal enjoyment. Students and faculty are provided with access to various print and digital materials, including subscription databases and specific open online sources.

## **CAREER TECHNICAL EDUCATION (CTEC)**

CTEC students electing to attend Vocational Technical Education will start attending the Career Technical Education Center at the beginning of their freshman year. (See full Program of Studies for complete information). Registration for CTEC will take place while students are in 8th grade.

Chapter 74 Vocational Technical Education Program Nonresident tuition waiver:

Per Regulation (603 CMR 4.03 <http://www.doe.mass.edu/lawsregs/603cmr4.htCP?section=03>) a non-resident student must submit a Chapter 74 Vocational Technical Education Program Nonresident Student Tuition Application **to the superintendent of the student’s district of residence by April 1 of the preceding year. Non-resident waivers will be granted only if the program falls under the Agricultural and Natural Resource clusters as described under state guidelines.**

## List of Courses for Fine Art or Applied Art Credit

| <b>FINE ARTS</b>  | <b>APPLIED ARTS</b>  |
|---|--|
| <p>CP Foundations of Art<br/>           CP Communicating Through Art<br/>           AP Studio Art &amp; Design Parts 1, 2 &amp; 3<br/>           CP Studio in Clay I &amp; II<br/>           CP Pop Music<br/>           CP Concert Band<br/>           CP Symphonic Band<br/>           HON Wind Ensemble<br/>           CP String Ensemble<br/>           CP/ HON Percussion Ensemble &amp; Techniques<br/>           HON Camerata<br/>           CP Mixed Concert Choir<br/>           CP Digital Music Composition<br/>           CP Theater Workshop<br/>           CP Show Choir<br/>           CP Rock Band<br/>           *CP Introduction to Photography</p> | <p><u>English:</u><br/>           CP Journalism-Publishing &amp; Writing a Newspaper</p> <p><u>Physical Education/Health:</u><br/>           CP Nutrition and Food Preparation for a Healthy Lifestyle</p> <p><u>Technology Education:</u><br/>           CP Wood Technology 1, 2<br/>           CP Technical Design &amp; Engineering Basics<br/>           CP Computer Aided Drafting, Design &amp; Engineering 1<br/>           CP Electronics &amp; Robotics 1</p> <p><u>Applied Arts:</u><br/>           CP Graphic Communications 1, 2<br/>           *CP Introduction to Photography<br/>           CP Introduction to Video Editing</p> <p><u>Business:</u><br/>           CP Introduction to Business<br/>           CP Accounting &amp; Finance<br/>           CP Management and Marketing<br/>           CP Sports and Entertainment Marketing</p> <p><u>Computer Science:</u><br/>           AP Computer Science Principles</p> <p><u>Special Offerings:</u><br/>           CP Internship - Career Center<br/>           CP Community Connections<br/>           HON Teacher Assistant (TA) Program</p> <p><u>CTEC:</u><br/>           All CTEC Programs</p> |

\*Satisfies the Fine Art or Applied Art requirement, but not both.

# ENGLISH DEPARTMENT

## Sequence of English Courses

Students take one English core course each year, grades 9-12.  
9th graders also take Freshman Foundations.

Students are encouraged to take courses based on challenge, interest, and teacher recommendation.

**9th grade**

038 Honors Literature and Composition

002 CP Literature and Composition

**10th grade**

050 and 051  
AP Seminar

046 Honors World  
Literature

005 CP Sophomore World  
Literature

**11th grade**

009AP  
Language and  
Composition

1019 Honors  
American  
Literature

042 CP Nature and  
American Literature

041 CP  
American  
Experience

**12th grade**

020AP  
Literature and  
Composition  

---

 (779/ 1079)  
AP  
Research

1037 Honors  
Advanced  
Writing

023 CP Analytical  
Writing in  
Literature

024 CP  
Contemporary  
Problems

028 CP  
Science Fiction  
& Literature

**Elective/Enrichment Courses [see below]**  
**(do not fulfill core English graduation requirement)**  
 \* fulfills fine arts credit  
 \*\*fulfills applied arts credit

036 Creative  
Writing  
Workshop  
Grades 9-12

or

035 Theater Workshop\*  
(fulfills fine arts credit)  
Grades 9-12

or

032 Journalism \*\*  
(fulfills applied  
art credit)  
Grades 9-12

or

053 CP Social  
Media and  
Communication  
(11/12 grades only)

All students will take and pass four core English courses to fulfill graduation requirements. They will be required to take a minimum of one English core offering per year. They must pass freshman English before taking sophomore, pass sophomore before taking junior English, and pass junior English before taking a senior core course.

## **SKILL DESCRIPTORS FOR ENGLISH COURSES**

### **Advanced Placement (AP), Honors, and College Preparatory (CP)**

**Advanced Placement students:** Students taking AP English courses should read beyond grade level and be prepared to:

- Move easily from concrete to abstract thinking when reading, interpreting, discussing, and writing about complex texts
- Demonstrate sophistication in depth of thought, layering of ideas, and selection and use of evidence
- Demonstrate exceptional fluency in grammar, mechanics, and sentence structure that displays variety and complexity
- Think independently, stay conscientious, motivated and self-directed while organizing and accomplishing tasks
- Meet expectations for summer reading and writing requirements
- Take the AP test

**Honors students:** Students taking Honors courses should be prepared to read beyond grade level and persevere when engaging with complex texts as they:

- Read for meaning (make inferences) independently
- Articulate and interpret ideas discovered in the text, and select and use evidence
- Demonstrate fluency in grammar, usage, and sentence structure that displays variety and complexity
- Manage independent projects, and stay motivated, conscientious and organized

**College Preparatory (CP) students:** Students taking College Preparatory courses should be able to read at grade level and may require teacher support and structured activities in order to complete the following tasks:

- Uncover meaning (make inferences)
- Articulate and interpret ideas from the text
- Develop writing abilities including: organization, expression of original ideas, and selection and use of evidence
- Develop competency in grammar, usage, and sentence structure that displays variety and complexity

## ***HON FRESHMAN LITERATURE AND COMPOSITION (038)***

|               |               |
|---------------|---------------|
| <b>LEVEL:</b> | <b>Honors</b> |
| Grade:        | 9             |
| Duration:     | 1 semester    |
| Credits:      | 5 / Core      |
| Prereq:       | None          |

Students will read a variety of literature based on individual preference and the teacher will select readings for the course from the following list: *Romeo and Juliet*, *To Kill a Mockingbird*, *The House on Mango Street*, and contemporary poetry and short stories. Students will engage with complex texts, focusing on analysis to develop close reading and critical writing skills.

Students will learn narrative and literary essay writing. Group work, class discussion, self-reflection, writing as thinking for generating ideas and developing fluency, and developing positive student habits will be emphasized. Honors students read for meaning (make inferences) independently; articulate and interpret ideas discovered in the text, and select and use evidence; demonstrate fluency in grammar, usage, and sentence structure that displays variety and complexity; and they manage independent projects, and stay motivated, conscientious and organized.

## ***CP FRESHMAN LITERATURE AND COMPOSITION (002)***

|               |                            |
|---------------|----------------------------|
| <b>LEVEL:</b> | <b>College Preparatory</b> |
| Grade:        | 9                          |
| Duration:     | 1 semester                 |
| Credits:      | 5 / Core                   |
| Prereq:       | None                       |

Freshman Literature and Composition at the College Preparatory level is an integrated reading/writing course wherein students practice daily writing and use a writing process to develop formal pieces, including the literary and narrative essay. Students practice writing correctly by using complex and compound sentences, identify and use new words, and reflect on learning. They will read a variety of literature, based on individual preference, and the teacher will select readings from the following list: *Romeo and Juliet*, *To Kill a Mockingbird*, *The House on Mango Street*, *The Pearl* and short stories. Group work, class discussion, self-reflection, and using writing to generate ideas and develop fluency, and practicing positive student habits will be emphasized.

## ***AP SEMINAR Semester 1 (050)***

## ***AP SEMINAR Semester 2 (051)***

|               |  |
|---------------|--|
| <b>LEVEL:</b> | <b>Advanced Placement</b>  |
| Grades:       | 10   |
| Duration:     | 2 semesters, alternate days  |
| Credits:      | 2.5 per semester for a total of 5 credits  |
| Prereq:       | Literature and Composition<br>(See Skill Descriptors on page 19 to determine readiness for AP) |

AP Seminar is a foundational course that engages students to cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

### ***HON SOPHOMORE ENGLISH - EXPLORING WORLD LITERATURE (046)***

**LEVEL:** Honors  
**Grade:** 10  
**Duration:** 1 semester  
**Credits:** 5 / Core  
**Prereq:** Freshman Literature and Composition  
(See Skill Descriptors on page 19 to determine readiness for honors)

This honors level course has the same format as Sophomore English - Exploring Literature challenging the serious student with a rigorous curriculum. The critical reading, writing, and thinking skills expected, would prepare the student for further study in fields such as: literature, law, journalism, political science, marketing and communications. Students should anticipate high expectations, a faster pace, a greater workload, and an increased complexity of reading and writing tasks in comparison to the College Preparatory course. They should also expect independent work, including research.

### ***SOPHOMORE ENGLISH - EXPLORING WORLD LITERATURE (005)***

**LEVEL:** College Preparatory  
**Grade:** 10  
**Duration:** 1 semester  
**Credits:** 5 / Core  
**Prereq:** Freshman Literature and Composition (See Skill Descriptors on page 19)

The main objective of this course is to gain an appreciation of world literature - classic, modern, and contemporary. Emphasis will be placed on discovering the universality of the human experience. Assignments vary and include analytical, narrative, and expository writing. Writing assignments emphasize sentence clarity, paragraph development, organization, appropriate substance, and accurate English usage. This is also the course in which sophomores learn the techniques of research and reference skills and write research papers.

### ***AP ENGLISH LANGUAGE AND COMPOSITION (009)***

**LEVEL:** Advanced Placement  
**Grade:** 11  
**Duration:** 1 semester  
**Credits:** 5 / Core  
**Prereq:** Freshman English and Sophomore English course  
(See Skill Descriptors on page 19 to determine readiness for AP)

This is a college level Advanced Placement course for juniors (AP English Language) which prepares students to be careful, insightful readers, highly skilled writers, and deliberate, critical thinkers and to take the Advanced Placement Examination in Language and Composition. Students will study how language works to create meaning and to influence audiences. This highly challenging, rigorous course will be writing intensive. Students will read works of non-fiction from a range of genres, subjects, and time periods. Students are expected to participate actively in class discussions and to write thoughtful, well constructed essays of every form and type. A process approach to writing will be taught and grading will be done with a Writing Portfolio. Substantial required summer reading and writing is part of the class curriculum. Students will read two book-length works and several shorter essays. They will write two essays and several reflections to the readings. Failure to complete the summer work will have a negative impact on the students' term 1 grade. Students are expected to take the Advanced Placement exam at the end of the course.

### ***HON AMERICAN LITERATURE (1019)***

**LEVEL:** Honors  
**Grade:** 11  
**Duration:** 1 semester  
**Credits:** 5 / Core  
**Prereq:** Freshman and Sophomore English course  
(See Skill Descriptors on page 19 to determine readiness for honors)

This honors level course explores the relationship between American literature in its cultural and historical context. How does literature influence history? How does history influence literature? Students will study American themes and make connections to their own lives by reading a variety of fiction, nonfiction, and poetry from major movements including Romanticism, Transcendentalism, Realism, and Modernism. Honors American Literature would challenge the serious student with a rigorous curriculum. The critical reading, writing, and thinking skills expected prepare the student for further study in fields such as: literature, law, journalism, political science, marketing and communications. Students should anticipate high expectations, a faster pace, a greater workload, and an increased complexity of reading and writing tasks in comparison to a level one English course. They should also expect independent work, including research.

### ***CP AMERICAN EXPERIENCE IN LITERATURE (041)***

**LEVEL:** College Preparatory  
**Grade:** 11-12  
**Duration:** 1 semester  
**Credits:** 5 / Core  
**Prereq:** Freshman and Sophomore English course  
(See Skill Descriptors on page 19)

In this course, students will ask the question, “What is the American Identity?” and explore the progression of American identity over time through the diverse voices of American authors. Students will examine American ideals and culture from a variety of lenses, including gender, race, and class. Students will consider what has motivated Americans to challenge norms while establishing and maintaining their identities in the larger society. Students will use their understanding of American identity to reflect on their own lives while reading fiction and non-fiction narratives as well as essays, poems, historical documents, and speeches.

### ***CP NATURE IN AMERICAN LITERATURE (042)***

**LEVEL:** College Preparatory  
**Grade:** 11  
**Duration:** 1 semester  
**Credits:** 5 / Core  
**Prereq:** Freshman and Sophomore English course  
(See Skill Descriptors on page 19)

How has nature been viewed in American Literature? In this course, students will examine our evolving relationship with nature ranging from the experiences of Native Americans, early settlers, pioneers, to contemporary Americans. Out of those experiences, American Literature presents nature as a hostile force and a source of opportunity. At other times, nature has been understood spiritually and scientifically. Students will read classic and contemporary fiction and non-fiction narratives as well as essays, poems, historical documents and speeches.

## ***AP ENGLISH LITERATURE AND COMPOSITION (020)***

|               |  |
|---------------|--|
| <b>LEVEL:</b> | <b>Advanced Placement</b>  |
| Grade:        | 12   |
| Duration:     | 1 semester   |
| Credits:      | 5 / Core   |
| Prereq:       | Freshman, Sophomore , Junior English courses<br>(See Skill Descriptors on page 19 to determine readiness for AP) |

This college level Advanced Placement course for seniors develops students' abilities as close, careful readers and writers, encourages intensive critical thinking, and prepares students to take the Advanced Placement Examination in Literature and Composition in May. The course covers imaginative literature – fiction, drama, and poetry - from 16th century to the present, paying special attention to the works' artistry. The ultimate goal of the course is to enhance students' reading experience in terms of understanding, enjoyment, and appreciation. Students may expect a seminar style class where they will be required to read and write extensively as well as actively probe and discuss texts. Substantial summer reading and writing is part of the curriculum; students will read four novels, write two literary essays, and respond to passages about the reading during the summer months. Failure to complete the summer work will have a negative impact on the students' term 1 grade. Students are expected to take the Advanced Placement exam at the end of the course.

## ***AP RESEARCH Alternate Day Semester 1 (779)***

## ***AP RESEARCH Alternate Day Semester 2 (1079)***

|               |  |
|---------------|--|
| <b>LEVEL:</b> | <b>Advanced Placement</b>  |
| Grades:       | 12   |
| Duration:     | 2 Semesters, Alternate Days                                      |
| Credits:      | 5 / Core   |
| Prereq:       | (See Skill Descriptors on page 19 to determine readiness for AP) |

AP Research is a required class for students in the AP Capstone program. The AP Capstone Diploma is granted to students who earn scores of 3 or higher in AP Seminar and AP Research and on 4 additional AP Exams of their choosing. Students within the class work independently to deeply explore an academic topic, problem, or an individual interest. Students also read, discuss, and analyze contemporary literature. Students will use research skills learned in AP Seminar to conduct an original research study. They will decide where to find resources, and then, process, analyze and synthesize information. By finding authoritative and credible information, the research experience will be enriched. Students will directly use experts in the field of their topic. Using a detailed organizational method (APA) to break down the research, students complete a culminating academic paper of 4,000 -5,000 words, a presentation, and an oral defense. Ultimately the course combination of original research and contemporary literature equips students with the ability to approach inquiry with integrity, objectivity, and with an appreciation for how knowledge is furthered through curiosity and investigation. Students interested in this class are encouraged to consult with their AP Seminar and junior English teachers about readiness for independent and scholarly research.

### ***HON ADVANCED WRITING (1037)***

**LEVEL:** Honors  
**Grade:** 12  
**Duration:** 1 semester  
**Credits:** 5 / Core  
**Prereq:** Freshman, Sophomore, Junior English courses  
(See Skill Descriptors on page 19 to determine readiness for honors)

This advanced writing seminar covers different forms of writing: descriptive, narrative, reflective, expressive, analytical, argumentative, and persuasive. The class writes and studies non-fiction, learning rhetorical techniques. However, based on their interests, students may choose to write in different forms: blogs, short fiction and poetry. Students will enjoy daily class discussion and writing activities. Writing for an audience who is not only the teacher, students will follow the process approach to writing which includes many drafts and revisions. Acquiring strong analytical skills from reading is also a focus of the course.

### ***CP CONTEMPORARY PROBLEMS REFLECTED IN LITERATURE (024)***

**LEVEL:** College Preparatory  
**Grade:** 12  
**Duration:** 1 semester  
**Credits:** 5 / Core  
**Prereq:** Freshman, Sophomore, Junior English courses  
(See Skill Descriptors on page 19)

See what literature shows us about the human experience in the modern world. In this thought-provoking course, students read about important problems of our time including any of the following: mental illness, addiction, technology, sexual assault, media saturation, different forms of tyranny, democracy and polarization, and human rights violations. While teachers determine the topics students explore in a given semester, regular attention to current events is an important component of each semester, and a variety of genres will be explored including news reports, documentaries and music videos as well as poetry, fiction, and nonfiction Core texts may include one or more of the following: *The Glass Castle*, *Gorilla and the Bird*, *The Kite Runner*, and *Citizen*. Students practice analytical reading and writing, engage in meaningful discussions, develop presentations, and enhance research skills. Assessments include essays, group work, and a wide range of creative projects.

### ***CP SCIENCE FICTION AND LITERATURE (028)***

**LEVEL:** College Preparatory  
**Grade:** 12  
**Duration:** 1 semester  
**Credits:** 5 / Core  
**Prereq:** Freshman, Sophomore and Junior English courses  
(See Skill Descriptors on page 19)

Students will study past and present societies, their views of the future, and possible outcomes for the world they live in. Students will learn how evolution lends itself to humankind's survival and adaptation, and how it is necessary to evolve, to change your mind and your outlook of the world through questioning. The selected novels and short stories will examine the human experience and take a close look at humans' fascination with apocalypse as well as practice literary analysis of fantastical creatures such as aliens and zombies. Possible readings include: time travel short stories, *Fahrenheit 451*, *Do Androids Dream of Electric Sheep*, *I, Robot*. Types of assignments involve emphasis on critical thinking, literary analysis, and composition skills, including creative writing; students will also research, collaborate and work on projects.

**CP ANALYTICAL WRITING IN LITERATURE AND FILM (023)**

**LEVEL:** College Preparatory  
**Grade:** 12  
**Duration:** 1 semester  
**Credits:** 5 / Core  
**Prereq:** Freshman, Sophomore and Junior English courses  
(See Skill Descriptors on page 19)

This course explores narrative and its role in literature and film. Students will demonstrate their learning through analytical writing on both the literature read and films viewed. Selected novels, short stories, and films are analyzed as separate and connected pieces of art. Students will learn about films. Students enrolled in this course should expect extensive writing, reading, film viewing, and class discussions. Over the course of the semester, students will read a variety of texts, including titles such as: *What Makes Sammy Run*, *Twelfth Night*, *The Big Sleep*, *The Critical Eye*, *Minority Report*, and *The Curious Case of Benjamin Button*. Students will examine films such as *Casablanca*, *Psycho*, *Star Wars*, and *Slumdog Millionaire*.

## ADDITIONAL ELECTIVE/ENGLISH ENRICHMENT COURSES

(These courses do not count towards graduation *credit*)

### ***CP JOURNALISM—PUBLISHING AND WRITING A NEWSPAPER (032)***

|               |   |
|---------------|---|
| <b>LEVEL:</b> | <b>College Preparatory</b>  |
| Grades:       | 9 - 12  |
| Duration:     | 1 semester  |
| Credits:      | 5 / Elective (Supplemental/Enrichment; Fulfills Applied Arts requirement) |
| Prereq:       | None  |

Journalism is a dynamic, project-based class where students write articles, take photographs, layout newspapers, and create blogs. Here, students go beyond the walls of the classroom and apply their academic skills to the real-world experiences of working as journalists. They do this through teamwork, collaborating with their classmates to generate ideas, craft stories and arguments, develop art and photography and, in the end, produce a newspaper. Furthermore, students have a chance to publish their work in the student newspaper, *The Smoke Signal*. On the whole, embedded into the fabric of this class are those 21<sup>st</sup> Century skills colleges and universities expect students to possess: critical thinking, problem-solving, interviewing, collaborating, as well as the ability to research and work with technology. In journalism, students can build their college resumes, while learning and applying academic skills in a real way and having fun with their classmates.

### ***CP THEATER WORKSHOP (035)***

|               |   |
|---------------|---|
| <b>LEVEL:</b> | <b>College Preparatory</b>                    |
| Grades:       | 9-12  |
| Duration:     | 1 semester                                    |
| Credits:      | 5 / Elective (Fulfills Fine Arts requirement) |
| Prereq:       | None  |

In order to produce and perform a play for the school and community, students will focus on theater skills and read “one-act and multi-act plays from a variety of cultures and time periods” (Massachusetts Department of Elementary and Secondary Education). Skills will be developed through improv games, scene work, monologues, playwriting, and a final production. Students will also study set and costume design. They will engage in relaxation and concentration exercises, physical and vocal warm-ups and giving constructive feedback. Group collaboration and personal growth will be emphasized. Students will use journaling to reflect on their characters and their progress in class. Involvement in a major production at the end of the semester is required including after-school rehearsals the week of the show. Dress for physical activity.

### ***CP CREATIVE WRITING (036)***

**LEVEL:** College Preparatory  
**Grades:** 9 - 12  
**Duration:** 1 semester  
**Credits:** 5 / Elective (Supplemental/Enrichment)  
**Prereq:** None

Whether you love to write or just want to become a better writer, Creative Writing is for you. Gain confidence as a writer, let your imagination run wild, and demand that your ideas be heard. As a community of writers, we use the writing process to practice communicating well; we work independently and with others who want to become better writers too. You are bound to find a style of writing that you like as we write on a daily basis in a variety of different forms: journals, reflective writing, letters, argumentative and persuasive essays, brochures, resumes, personal stories, fiction, poems and more. Any student who wants to be creative and develop as a writer will enjoy this course.

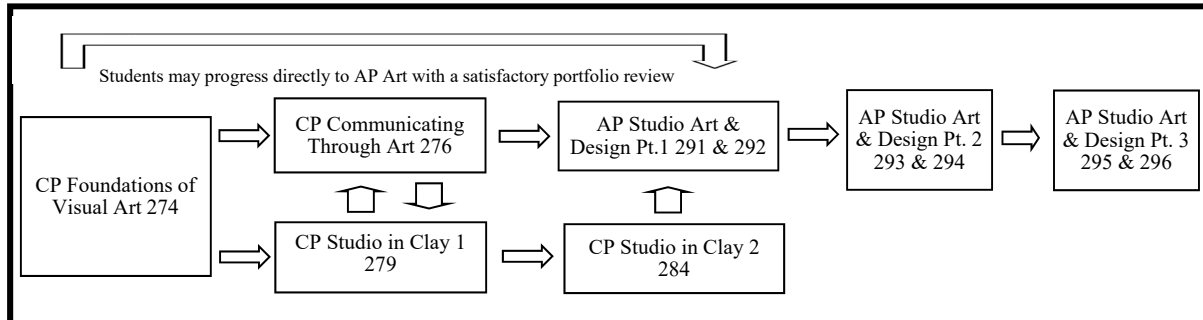
### ***CP SOCIAL MEDIA AND COMMUNICATION (053)***

**LEVEL:** College Preparatory  
**Grade:** 11-12  
**Duration:** 1 semester  
**Credits:** 5 / Elective (Supplemental/Enrichment)  
**Prereq:** None

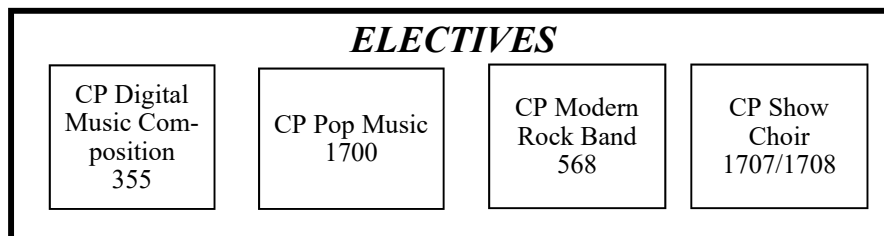
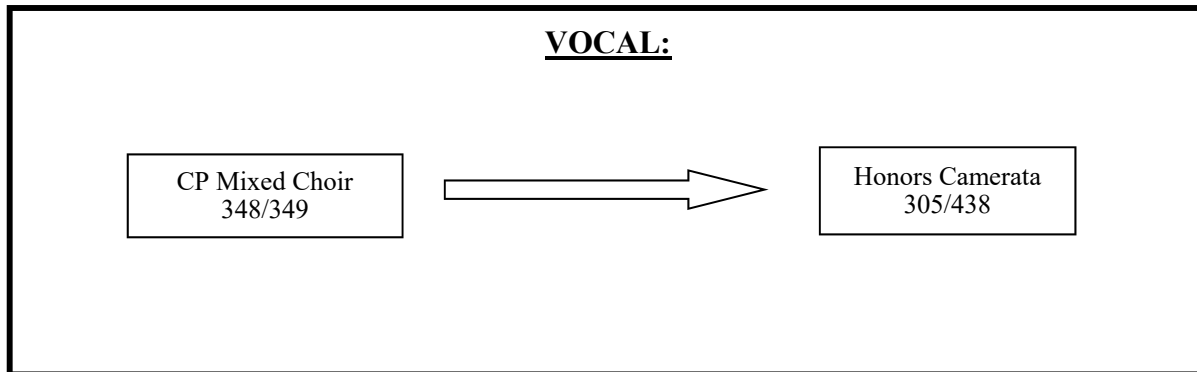
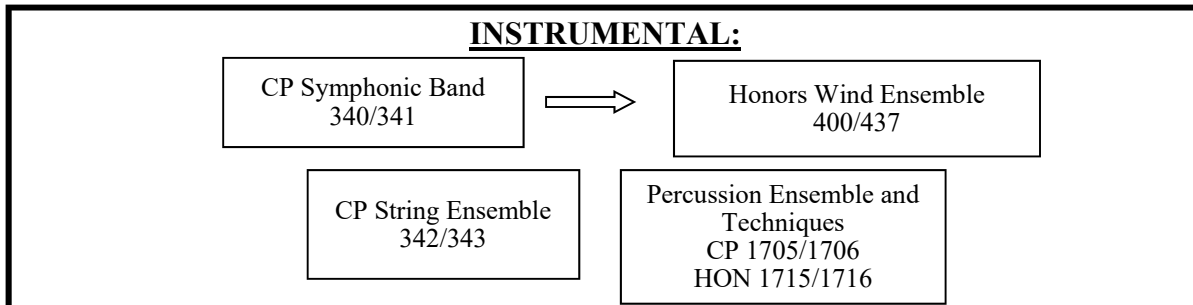
How do we communicate effectively in this global, digital world? How do we interpret the daily deluge of messages? This course aims to answer these questions, to teach those essential skills. We will start with an overview of the field of communication and the history of mass media, working our way to today's Internet driven messaging, examining business models and practices of prominent social media platforms. Students will analyze both traditional (public speeches, print news, radio broadcasts, TV commercials) and modern (TikTok clips, Instagram stories, online news, docudramas) messages and formats and then develop and produce their own content which may include vlogs, websites, demonstrations, newscasts, advertisements, documentaries, speeches, and stories. Students will emerge with strong verbal and non-verbal communication skills, an overall understanding of how media organizations operate, and the ability to think critically about media messaging and cultural influences.

# FINE ARTS DEPARTMENT

## ART COURSES SEQUENCE OPTIONS



## *MUSIC PERFORMANCE / ENSEMBLE SEQUENCES*



## A. VISUAL ARTS COURSE DESCRIPTIONS

### ***CP FOUNDATIONS OF VISUAL ART (274)***

**LEVEL:** College Preparatory  
**Grades:** 9 - 12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** None

In this introductory level Visual Art course, students will gain an understanding of the elements of art and principles of design as well as how artists implement them in the process of art making. The goal of this course is for students to build confidence in the creative process and to gain a foundational knowledge of traditional art media such as drawing, painting, ceramics, and collage. Emphasis is placed on the act of *seeing* and drawing from life. Students will be engaged in the process of receiving and providing constructive criticism with their peers and implementing that criticism in their work. Additional attention will be paid to the study of important artists and developments in Art History.

### ***CP COMMUNICATING THROUGH ART (276)***

**LEVEL:** College Preparatory  
**Grades:** 10 - 12  
**Duration:** 1 Semester  
**Credits:** 5  
**Prereq:** CP Foundations of Visual Art

Why do we create art? Who do we create art for? *Communicating Through Art* emphasizes the idea of art as communication, and requires students to make informed, intentional choices in their work to convey more meaningful ideas. Students will utilize the knowledge of the Elements and the Principles of Design to develop a strong body of work that explores deeper contextual meaning as well as material investigation. Communicating Through Art will continue to broaden each student's understanding of art production through appreciation of Modern/Contemporary artists.

### ***AP STUDIO ART & DESIGN PART 1 (Semester 1: (291) / Semester 2: (292)***

**LEVEL:** Advanced Placement  
**Grades:** 10 - 12 (Exceptions can be made for those who submit a satisfactory portfolio to the Art Dept.)  
**Duration:** Full year (alternating)  
**Credits:** 2.5 credits per semester  
**Prereq:** Any of the following: Communicating Through Art, Clay II, or Satisfactory Portfolio Review

AP Studio Art & Design is for the dedicated, self-driven, and talented Art student. During AP Studio Art & Design Pt. 1, students will complete 8-10 high quality artworks that engage with various formal, technical, and conceptual ideas and approaches. These works will all address a similar theme as the foundation for your portfolio submission at the end of AP Studio Art & Design 2. Emphasis is placed upon developing conceptual work through synthesis of process, materials, and ideas as well as using art as a means to communicate those ideas in a variety of ways. Studying and applying the tools and skills acquired in this class will not only prepare students to begin developing their own style as an artist, it will also prepare those hoping to go into a career in the arts through the creation of a high-quality portfolio.

***AP STUDIO ART & DESIGN PART 2***  
***(Semester 1: (293) / Semester 2: (294)***

**LEVEL:** Advanced Placement  
**Grades:** 11 - 12  
**Duration:** Full year (alternating)  
**Credits:** 2.5 per semester  
**Prereq:** AP Studio Art & Design Part 1 or Instructors Approval

AP Studio Art & Design is for the dedicated, self-driven, and talented Art student. During AP Studio Art & Design Part 1, students will complete 8-10 high quality artworks that engage with various formal, technical, and conceptual themes and ideas. These works should inform each other and connect in some way, forming the foundation for the AP Studio Art portfolio submission at the end of AP studio Art & Design Pt. 2. Emphasis is placed on developing conceptual ideas and using art as a means to communicate those ideas in a variety of ways. Studying and applying the tools and skills acquired in this class will not only prepare students to begin developing their own style as an artist, it will also prepare those hoping to go into a career in the arts. At the end of the AP course, students will submit a body of work to the College Board for review.

***AP STUDIO ART & DESIGN PART 3***  
***(Semester 1: (295) / Semester 2: (296)***

**LEVEL:** Advanced Placement  
**Grades:** 11 - 12  
**Duration:** Full Year (Alternating)  
**Credits:** 2.5 per semester  
**Prereq:** AP Studio Art & Design Part 2 or Instructors Approval

AP Studio Art & Design Part 3 is for the student who is looking forward to completing and submitting a second body of work to the College Board for Review. The following portfolios are 2D, 3D, and a Drawing portfolio.

***CP STUDIO IN CLAY I (279)***

**LEVEL:** College Preparatory  
**Grades:** 10 - 12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** Foundations of Visual Art

This course will develop the student's abilities to design and create pottery through basic hand building techniques and an introduction to the pottery wheel. Students will research artists weekly to learn about different styles and techniques of contemporary working artists. Reflections and record keeping is essential in order to grow and develop one's own style. Students will be active participants in the firing process to learn how to properly load and unload the kiln. In this process-oriented course students will participate in every aspect of daily studio maintenance including maintaining a safe and clean workspace, effectively reclaiming clay, and properly managing and maintaining studio equipment.

## ***CP STUDIO IN CLAY II (284)***

**LEVEL:** College Preparatory  
**Grades:** 10 - 12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** Foundations of Visual Art, CP Studio in Clay 1

Students will expand on the basic skills learned in Clay 1 and begin to develop their own personal style which will lead them to produce a connected body of work during the semester. An artist statement will be developed at the beginning of the course and will be reviewed at the end of the semester. This statement will discuss their focus and inspiration for their portfolio of work. Increased emphasis will be placed on glazing, developing, designing, surface work, and using advanced concepts in order to create a strong connected portfolio of work. Students will play an important role in loading, firing, and unloading the kiln. Students will also be expected to take on other studio responsibilities to have a better understanding on how a studio functions. Students will be expected to create written reflections, present assignments to peers and display work within the community.

## **B. MUSIC COURSES**

**Please note:** Due to the alternate-day format of Wind Ensemble (400/437), String Ensemble (342/343), Camerata (305/438), Symphonic Band (340/341), or Mixed Choir (348/349) students selecting any of these courses must choose Alternate-Day, Physical Education/Health/Developmental Guidance (620/621 for 9th and 10th) or (622/623 for 11th and 12) to complete their schedules.

### **INSTRUMENTAL ENSEMBLES**

#### ***HON WIND ENSEMBLE Semester 1 (437)***

#### ***HON WIND ENSEMBLE Semester 2 (400)***

**LEVEL:** Honors  
**Grades:** 9 - 12; selective, based on ability  
**Duration:** 2 semesters, alternate days  
**Credits:** 2.5 per semester for a total of 5 credits  
**Prereq:** Previous training on band instrument and band director recommendation required.

Wind Ensemble provides an honors-level experience in Wind Band performance of pieces graded 4-6. Private lessons with a professional teacher outside of class are strongly encouraged. Public performances are a mandatory part of the grading requirements for this class, and students are strongly encouraged to try out for the Western District Senior Music Festival. As a member of the Wind Ensemble, you are automatically a member of the Pep Band and Marching Band. One half-time performance is required each fall season. As a member of the Marching Band you will make appearances at such venues as: the Big E, the Holyoke St. Patrick's Day Parade, local veterans' and Memorial Day programs, and other opportunities as they arise. Wind Ensemble travels out-of-state every other year along with Symphonic Band and String Ensemble for a 3-4 day festival adjudication at a site to be determined. Due to the year-long, alternate-day format of this course, students must elect Alternate-Day, P.E. /Health and Wellness/Developmental Guidance (620/621) or (622/623) to complete their schedules.  
**OUT-OF-SCHOOL BAND EVENTS DO NOT PROHIBIT ATHLETIC PARTICIPATION AT ANY LEVEL, WE HAVE MANY ATHLETES WHO TAKE BAND AT ALL LEVELS!**

***CP SYMPHONIC BAND Semester 1 (340)***

***CP SYMPHONIC BAND Semester 2 (341)***

**LEVEL:** College Preparatory  
**Grades:** 9 - 12  
**Duration:** 2 semesters, alternate days  
**Credits:** 2.5 per semester for a total of 5 credits  
**Prereq:** Previous training on band instrument.

Symphonic Band provides performance opportunities for the student interested in expanding areas of performance that are essential in developing quality musicianship. To register for this course, you must play one of the following instruments: flute, clarinet, saxophone, oboe, bassoon, French horn, trumpet, trombone, baritone, tuba or percussion. A limited number of written and playing tests are part of the curriculum, with the focus being on group performances given to the public several times a year. These public performances are a mandatory part of the grading requirements for this class. In addition, as a member of the Symphonic Band, you will automatically be a member of the Pep Band and Marching Band. One half-time performance is required each fall season. As a member of the Marching Band, you will make appearances at such venues as the Big E, the Holyoke St. Patrick's Day Parade, local veterans' and Memorial Day programs, and other opportunities as they arise. The Symphonic Band travels out-of-state every other year along with the Wind Ensemble to participate in a four-day festival adjudication at a site to be determined at the beginning of the school year.

***CP STRING ENSEMBLE Semester 1 (342)***

***CP STRING ENSEMBLE Semester 2 (343)***

**LEVEL:** College Preparatory  
**Grade:** 9-12  
**Duration:** 2 semesters, alternate days  
**Credits:** 2.5 per semester for a total of 5 credits  
**Prereq:** 3 years previous lessons or ensemble experience. Must provide own instrument.

String Ensemble offers training and practice for the expanded string quartet of violin, viola, cello and double bass. The class will focus upon foundational skills of reading music, creating music, listening to string music performance and ultimately performing live for an audience as part of a final grade. This class will study a wide variety of string ensemble music of both the classical and popular vein, and may engage in impromptu performances throughout the semester. The Western District Music Festival is an extension experience made available to string students enrolled in this course, in addition to the Great East Music Festival and MICCA competition. Students must supply their own string instrument in good working order, with the exception of double bass, which will be supplied for up to three students. Due to the year-long, alternate-day format of this course, students must elect Alternate-Day, P.E. /Health and Wellness/ Developmental Guidance (620/621) or (622/623) to complete their schedules.

***CP PERCUSSION ENSEMBLE AND TECHNIQUES Sem 1 (1705) Sem 2 (1706)***

***HON PERCUSSION ENSEMBLE AND TECHNIQUES Sem 1 (1715) Sem 2 (1716)***

**LEVEL:** College Preparatory/Honors  
**Grade:** 9-12  
**Duration:** 2 semesters, alternate days  
**Credits:** 2.5 per semester for a total of 5 credits  
**Prereq:** Prior music experience at WMS, Green Meadows, MRHS or teacher approval.

This is a course for students looking to continue their studies as freshmen as well as current MRHS band students. Symphonic Band/Wind Ensemble students who play percussion will take this class in lieu of the other band classes. Students will play concert repertoire with Symphonic Band and Wind Ensemble and will be required to attend evening band dress rehearsals. The curriculum will closely mirror that of the bands, with an additional emphasis on percussion technique in conjunction with marching/ pep band material.

## VOCAL ENSEMBLES

***HON CAMERATA Semester 1 (305)***

***HON CAMERATA Semester 2 (438)***

**LEVEL: Honors**

Grades: 9 - 12

Duration: 2 semesters, alternate days

Credits: 2.5 per semester for a total of 5 credits

Prereq: Mixed Concert Choir or previous musical training acceptable to instructor; audition required

Cameraata, meaning a small chamber ensemble, is an honors level mixed (soprano, alto, tenor, bass) choir offering vocal training and choral study of the most demanding kind. An audition with the director is required for acceptance into this course. This group sings choral music from a wide spectrum of styles and periods, including pieces with four or more parts and repertoire in foreign languages. Individual development and performance is stressed including sight-singing, ensemble awareness, tone production, breathing, intonation, diction, development and awareness for musical style, musical line and phrasing. Training includes ensemble performance without conductor. Mandatory performances include the Winter Concert, Veteran's Day Ceremony, Pops Concert, and Spring Concert. Other possible performances in school and the community include caroling at local nursing homes and other community events, the Western District, Quabbin Valley, All-State, ACDA, MICCA, and Great East Music Festivals. Due to the alternate-day format of this course, the student must elect Alternate-Day P.E./Health and Wellness/Developmental Guidance (620/621) or (622/623) to complete their schedule.

***CP MIXED CONCERT CHOIR Semester 1 (348)***

***CP MIXED CONCERT CHOIR Semester 2 (349)***

**LEVEL: College Preparatory**

Grades: 9 - 12

Duration: 2 semesters, alternate days

Credits: 2.5 per semester for a total of 5 credits

Prereq: None

This course for mixed choir (soprano, alto, tenor, bass) offers vocal training and choral study of three- and four-part music covering a wide spectrum of style and period. This is the most appropriate course for the freshman singer to begin their high school choral experience and for any vocalist to gain experience before auditioning for a select ensemble. No audition is required. Repertoire includes a wide spectrum of styles and periods, in three or four part, and will include other languages. Singing skills are developed and refined: tone production, breathing, ensemble awareness, sight-singing, intonation and diction. Repertoire and developing an appreciation for fine music are stressed. Mandatory performances include the Winter Concert, Pops Concert, and Spring Concert. Other possible performances in school and the community include Memorial Day Ceremony, caroling at local nursing homes and other community events, the Western District, Quabbin Valley, All-State, ACDA, MICCA, and Great East Music Festivals. Due to the alternate-day format of this course, the student must elect Alternate-Day P.E./Health and Wellness/Developmental Guidance (620/621) or (622/623) to complete his/her schedule

# **ELECTIVES**

## ***CP DIGITAL MUSIC COMPOSITION (355)***

**LEVEL:** College Preparatory  
**Grades:** 9 - 12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** None

Digital Music Composition is designed to teach students the basics of music construction through the use of Soundtrap software in the music department's Piano lab. Students will discover and explore introductory concepts used in music production including sequencing, notation and recording. Class focus will be upon constructing and composing melodies with harmonic accompaniment using sequencing and editing software as well as synthesizers and drum machines. It is designed for both the student with an interest in composing their own music and also the performing musician interested in improving their skills. Course materials include access to computer workstations and electronic keyboard/synthesizers. Students interested in modern-day methods of music creation and production should consider taking this course.

## ***CP MODERN ROCK BAND (568)***

**LEVEL:** College Preparatory  
**Grades:** 9 - 12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** None

The major emphasis of this course is to develop achievement through the exploration of a modern band ensemble. This class can be for the complete beginner to the experienced musician who has a desire to further develop their musical skills. The course will introduce the basic skills necessary to perform on electric guitar, acoustic guitar, electric bass, keyboard, drums, vocals, percussion and technology (DJing). Students will learn to play styles of music such as rock, blues, rap, hip-hop and reggae. The course will foster peer to peer development in the band setting while encouraging a cohesive performance as a single unit of varying instruments. End of term projects will culminate with each student having a selected song performed by their ensemble. This course is designed for students to learn to play styles of music such as rock, blues, rap, hip-hop, reggae and jazz. Students use guitars, keyboards, and percussion instruments. Performance, composition, and improvisation (flexibility) are emphasized over note reading. An informal performance is required at the end of the term. No prior music experience is required.

### ***CP POP MUSIC (1700)***

**LEVEL:** College Preparatory  
**Grades:** 9 - 12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** None

This course examines the historical significance of popular music in the United States from the 1950's to the present. No formal musical training is necessary to enroll in the course. We will focus on the cultural, social, political, and economic dimensions (the "context") of genres ranging from Tin Pan Alley to blues, jazz, R&B, country, folk, soul, rock, disco, and hip-hop. In addition we will also focus on major musical figures such as The Beatles, Bruce Springsteen, Bob Dylan, Michael Jackson, Kendrick Lamar and Taylor Swift and examine how these major pop icons have had an impact on our culture. Each class and assignment asks students to develop a clear, compelling, and precise evidence-based argument to explore the relationship between musical sounds and their broader cultural significance. Through group discussions/presentations, listening to music, watching performances and short writing prompts it is my hope that you all will come to love and appreciate all the styles of music covered in this course.

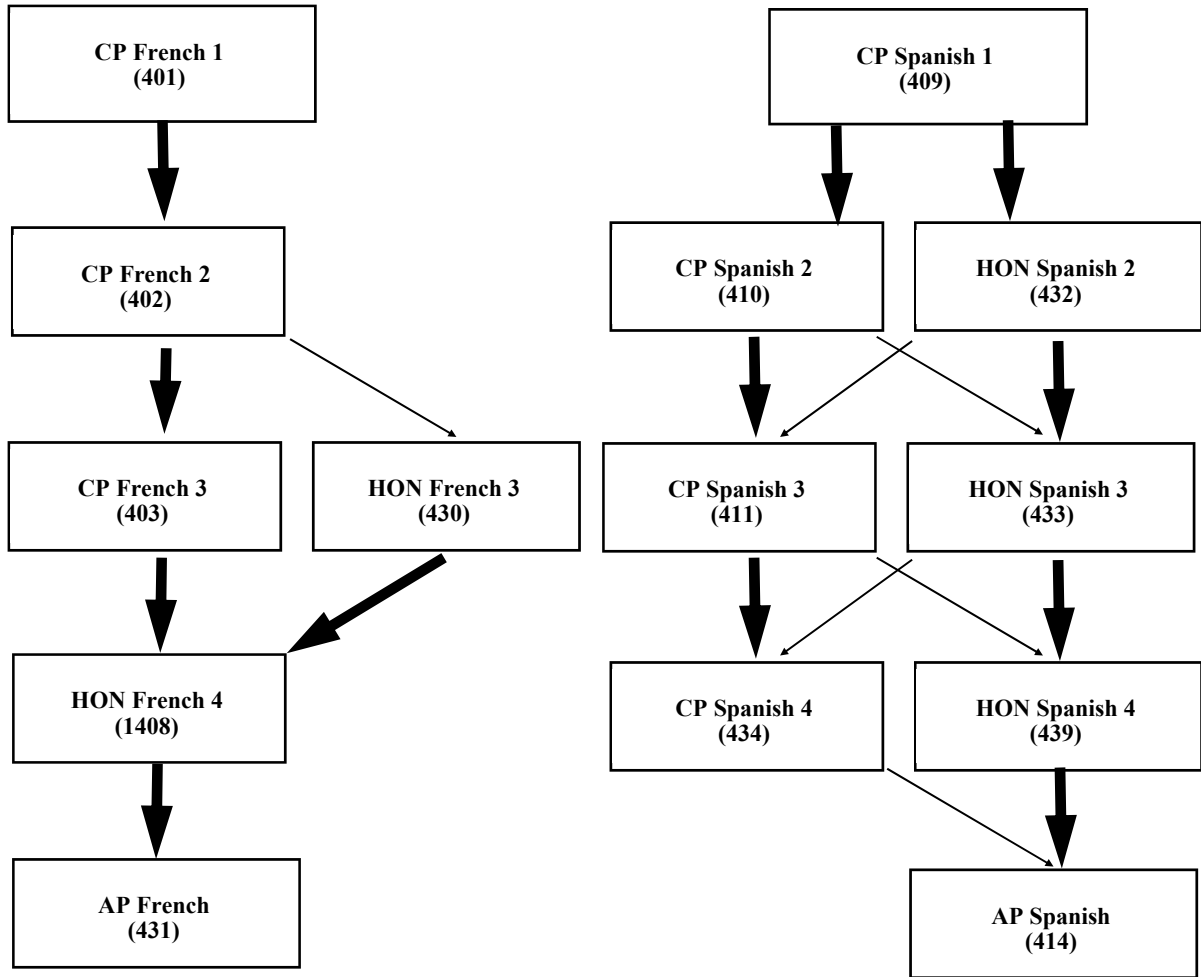
### ***CP SHOW CHOIR Semester 1 (1707) - Semester 2 (1708)***

**LEVEL:** College Preparatory  
**Grades:** 9 - 12  
**Duration:** 2 semesters, alternate days  
**Credits:** 2.5 per semester for a total of 5 credits  
**Prereq:** None

Show Choir is a non-auditioned, mixed ensemble that combines the movement of dance and singing to perform material from various styles of music including Pop, Hip Hop, Jazz and Broadway. In addition to techniques of rehearsal and performance, the student will learn the theory and history of the music to be performed. Emphasis will be on developing musicianship and ensemble singing with the goal of understanding these musical styles and experiencing the joy of public performance. Students will be required to attend performances and other opportunities that may come up at the director's discretion. Performance attire may also be required..

# WORLD LANGUAGE DEPARTMENT

## Course Sequence and Leveling for World Language



### Enrichment

**CP Introduction to  
Italian Conversation  
& Culture  
(1409)**

More common sequences ➔  
 Less common sequences ➔

**Building proficiency in a language other than one’s own is a long-term, stage-based, and developmental process. It is recommended that students who engage in learning a second language continue to pursue that language throughout their high school experience. The World Language Department recognizes its role in preparing students to live in a diverse society and to communicate effectively with people of all backgrounds. Therefore, the vision and mission that guide the work of the MRHS World Language Department are:**

**Vision:** While exhibiting integrity, responsibility, and respect, students will engage in purposeful communication and forge mutually beneficial connections with speakers of the target language.

**Mission:** The World Language Department strives to cultivate and nurture an understanding of the role world languages play in our global society. Our department aspires to create the conditions for meaningful and functional interactions that support the linguistic and cultural growth of our students. The study of World languages facilitates an appreciation for our collective diversities and empowers students to become effective communicators who are world-ready.

In our language study sequence, students develop listening, speaking, reading, and writing skills as well as intercultural competencies. The *ACTFL Performance Descriptors for Language Learners* and the *MA World Languages Framework* (2021) guide the work of the teachers in the WL Department. Through the study of world languages, students develop self-awareness of their own culture through comparisons and connections, while gaining sensitivity to the cultural and linguistic heritages of other groups. Students grow in their understanding and appreciation of the influences that other cultures have on their own culture. MRHS graduates will appreciate the arts, heritages, and customs of other cultures throughout history while becoming prepared for the challenges of a multicultural and multilingual society and global community. As a result, MRHS Students will be able to participate as part of a well-equipped workforce for a competitive job market and/or meet the rigorous entrance requirements of colleges and universities.

Minnechaug WL teachers use a theme-based approach to present content. Units are designed around a cultural theme that serves as the basis for acquiring language and cultural understanding. In order to reach our vision and carry out the MRHS World Language Mission Statement, teachers recognize the role that language functions play in curriculum development. The top ten language functions that are key to developing competency in another language are:

- Asking and responding to questions;
- Describing people places and things;
- Expressing feelings and emotions;
- Expressing preferences and opinions;
- Maintaining a conversation or discussion in person or virtually;
- Telling or retelling stories;
- Summarizing authentic oral text;
- Interpreting authentic written texts;
- Presenting information orally;
- Presenting information in writing.

## WORLD LANGUAGES

### ***CP FRENCH 1 (401)***

**LEVEL: College Preparatory**

Grades: 9 - 12

Duration: 1 semester

Credits: 5

Prereq: None

This course is designed as an introduction to the French language. Instructional emphasis is placed on developing proficiency in the areas of speaking, listening, reading, writing, and culture. It includes basic structures of grammar, idiomatic expressions and everyday vocabulary. Students learn to express themselves with regard to personal experience and real-life situations in the present tense by means of role playing, skits and dialogues, as well as oral and written presentations. Class is conducted in French as much as possible, and correct pronunciation will be a focus area.

### ***CP FRENCH 2 (402)***

**LEVEL: College Preparatory**

Grades: 9 - 12

Duration: 1 semester

Credits: 5

Prereq: CP French 1

This course is a continuation of French 1 in the development of the four basic language skills. Instructional emphasis is placed on developing proficiency in the areas of speaking, listening, reading, writing, and culture. Students will increase their comprehension of the spoken language and further develop their written and oral skills. Students will find the rapid expansion of vocabulary and grammatical structures to be challenging. They will be required to do more creative writing, oral presentations, and occasional topical research. By the end of level 2, students will have greatly increased their linguistic proficiency, and they will have expanded their cultural knowledge. Class will be conducted as much as possible in French.

### ***CP FRENCH 3 (403)***

**LEVEL: College Preparatory**

Grades: 10 - 12

Duration: 1 semester

Credits: 5

Prereq: CP French 2

This course is the next step in the French sequence for intermediate students. It continues the development of proficiency in speaking, listening, reading, and writing along with the study of French literature. The grammatical study of the language becomes more advanced and complex. Students will be asked to write essays, role play, and make short, in-class presentations on a wide range of topics. There will be the opportunity to read and study short story narratives. This course provides rapid expansion of vocabulary and review of language structure in the context of reading and writing compositions of increasing complexity. Class is conducted extensively in French. Upon successful completion of this course and with teacher recommendation, students are eligible to take Honors French 4.

### ***HON FRENCH 3 (430)***

|               |               |
|---------------|---------------|
| <b>LEVEL:</b> | <b>Honors</b> |
| Grades:       | 11-12         |
| Duration:     | 1 semester    |
| Credits:      | 5 each        |
| Prereq:       | CP French 2   |

Designed for students with strong linguistic skills and dedication, this course will likely take place during the same block as French 3 CP due to inevitable scheduling constraints. Many of the assessments will be the same as those taken by the students in French 3 CP; however, Honors Students will be assessed according to more advanced rubrics, provided in advance. Additionally, students will be required to complete a summative portfolio project and cultural presentation. The portfolio will include a minimum of four additional written essays: one for each unit covered during the course. The cultural presentation will be researched by the student, approved by the teacher, and shared with all students in both CP French 3 and Honors French 3. Upon the successful completion of this course and with teacher recommendation, students are eligible to take Honors French 4.

### ***HON FRENCH 4 (1408)***

|               |                 |
|---------------|-----------------|
| <b>LEVEL:</b> | <b>Honors</b>   |
| Grades:       | 11-12           |
| Duration:     | 1 semester      |
| Credits:      | 5 each          |
| Prereq:       | Honors French 3 |

Students selecting this course receive more rigorous preparation in all four, language-skill areas in anticipation of enrolling in the Advanced Placement French Language (AP) course. Students in this course have demonstrated a strong commitment to the study of the French language, culture, and literature. Mastery of advanced grammatical structures, understanding of syntax, and the extensive memorization of a wide variety of vocabulary words and idiomatic phrases are the focus of this course. Students are introduced to the skills of literary analysis through the formal study of French literature. Daily participation, attention to detail, accuracy in spoken and written French, and the application of good study skills are emphasized. With the successful completion of this course and teacher recommendation, students are eligible for the AP French Language course. Class is conducted in French.

### ***AP FRENCH (431)***

|               |                           |
|---------------|---------------------------|
| <b>LEVEL:</b> | <b>Advanced Placement</b> |
| Grades:       | 11-12                     |
| Duration:     | 1 semester                |
| Credits:      | 5 each                    |
| Prereq:       | Honors French 4           |

This course is a college-level course that will continue the development of French language proficiency in all four language skill areas: speaking, listening, reading and writing. Greater emphasis is placed on the study of literature and texts from the French-speaking world including North America and Africa. Students are introduced to the format and material of the Advanced Placement French Language and Culture exam, and they are encouraged to take it. We will consider the AP themes, designated by the College Board. These themes include beauty and aesthetics, the search for self, science and technology, family and communities, contemporary life, and global issues. There is also a rapid expansion of vocabulary. Designed to challenge highly motivated language students, this course follows the proposed syllabus for the Advanced Placement Language exam, put out by the College Board. Additional information about this course and all AP level courses is available for preview at [APCentral.com](http://APCentral.com). Students and parents are strongly encouraged to visit this website prior to enrolling in AP French in order to become familiar with the level of difficulty included on the AP Exam. Class is conducted in French.

### ***CP SPANISH 1 (409)***

**LEVEL:** College Preparatory  
**Grades:** 9-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** None

Students will develop beginning communicative and cultural proficiencies as they build 21st century literacy skills essential for their future. Integral to the proficiency building process is providing regular practice in the three modes of communication: interpersonal, interpretive, and presentational. The first year student will practice the top ten language functions at the novice level. Their text type begins with words, memorized sentences, and moves toward producing sentence level texts. Students acquire fundamental forms and structures, idiomatic expressions and everyday vocabulary using the target language in practical situations by means of listening to authentic videos, reading novice level texts, participating in simple conversations/dialogues, as well as oral and written presentations. Spanish I students will begin to examine and appreciate the products, practices and perspectives of the many Hispanic cultures of the world.

### ***CP SPANISH 2 (410)***

**LEVEL:** College Preparatory  
**Grades:** 9-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** Spanish 1

Students will expand their novice high level of language proficiency as they build 21st century literacy skills essential for their future. The class is conducted in Spanish to provide students with the opportunities to develop their written and oral proficiency from Spanish 1. Students will practice the top ten language functions to move toward the proficiency goal of Intermediate Low-. Thematic units continue to provide the core of content allowing students to examine and make connections with Hispanic cultures while increasing their competencies in Spanish in the interpretive, interpersonal and presentational modes. They will be required to write creatively, give oral presentations, interact with other students in Spanish, and research cultural topics. Students who successfully complete this course will move onto CP Spanish 3 or Honors Spanish 3 upon the recommendation of their teacher.

### ***HON SPANISH 2 (432)***

**Level:** Honors  
**Grades:** 9-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** Spanish 1

This course is designed for students who successfully completed Spanish 1 and wish to study Spanish language and cultures in greater depth. Students in this course are expected to take greater responsibility for learning the material more thoroughly. Students build on previously acquired skills while continuing to develop proficiency in listening, reading, speaking, writing, and culture in all three modes of communication. While greatly increasing their practice in the top ten functions in varied time frames (past, present and future), students will be required to do more creative writing, oral presentations, and occasional topical research. They will continue to increase their vocabulary and expand their cultural proficiency by more closely examining and researching the products, practices and perspectives of the Hispanic cultures of the world. Class will be conducted in Spanish as much as possible.

### ***CP SPANISH 3 (411)***

**LEVEL:** College Preparatory  
**Grades:** 10-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** CP Spanish 2

This course is the next step in the Spanish sequence for intermediate students and continues to develop students' proficiency in speaking, listening, reading, writing, and culture. Content includes a review of Spanish 1 and 2 concepts and the introduction and development of the more complex and advanced structural aspects of the language. Thematic units leading with culture as the core serve to organize course content. Students will be exposed to authentic oral and written resources with the text type level of connected discourse at the Intermediate level. Students will continue to expand their vocabulary, watch a video series, read skill-appropriate authentic texts, write compositions and develop conversational proficiency while striving to express the top ten functions in the major tenses. Class is conducted extensively in Spanish.

### ***HON SPANISH 3 (433)***

**LEVEL:** Honors  
**Grades:** 10-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** HON Spanish 2 or CP Spanish 2 with teacher's recommendation

Designed for students with strong linguistic skills and dedication, this course is similar in content to Spanish 3, but is taught at a faster pace, with additional readings and writing assignments, advanced structures, expansion of vocabulary, and the use of Spanish in all classroom activities. Greater emphasis is placed on expanding conversational proficiency in the top ten language functions while refining forms to be able to speak and write with greater precision in the three time frames: past, present, and future. Students will interact with authentic texts and resources of all types and are assessed regularly on all four skills. Upon successful completion of this course, students are expected to advance to the Honors Spanish 4 course. Class is conducted extensively in Spanish.

### ***CP SPANISH 4 (434)***

**LEVEL:** CP  
**Grades:** 11-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** CP Spanish 3 or HON Spanish 3

This course is the next step in the Spanish intermediate sequence and continues to develop proficiency through the four language skills of reading, writing, speaking, listening, and culture in the interpretive, interpersonal and presentational modes. A variety of authentic, cultural resources is used to help students expand linguistic and cultural awareness and to improve these proficiencies while speaking, listening, reading, and writing using articles, novels, films, songs and poems. Integrating the geography, history, culture, and topics of interest from various Hispanic or Latin American countries, this course helps students to have a better understanding of Latinos in the United States and in other countries. Students successful in this course demonstrate confidence in their use of Spanish by using Spanish during all class activities, reading with more independence and communicating with more sophisticated vocabulary and text types. Class is conducted extensively in Spanish.

### ***HON SPANISH 4 (439)***

|               |   |
|---------------|---|
| <b>LEVEL:</b> | <b>Honors</b>   |
| Grades:       | 11-12   |
| Duration:     | 1 semester  |
| Credits:      | 5   |
| Prereq:       | HON Spanish 3 or CP Spanish 3 with teacher's recommendation |

Students selecting this course receive more rigorous preparation in all four language-skill areas in anticipation of enrolling in the Advanced Placement Spanish Language (AP) Course. Students continue to engage in the top ten language functions at the Intermediate Mid level as they continue to acquire linguistic forms, vocabulary, idiomatic expressions at this proficiency level. Students are introduced to the skills of literary analysis through the formal study of the literature of authors from a variety of Spanish -speaking countries. A video series is used to expand vocabulary and to develop auditory skills. A premium is placed on precision in spoken and written expression, being an independent reader, finding comfort with inference, and being able to discuss a wide variety of topics in the target language. With the successful completion of this course, students are eligible for the AP Language course. Class is conducted in Spanish.

### ***AP SPANISH (414)***

|               |   |
|---------------|---|
| <b>LEVEL:</b> | <b>Advanced Placement</b>                                   |
| Grades:       | 11-12   |
| Duration:     | 1 semester  |
| Credits:      | 5   |
| Prereq:       | HON Spanish 4 or CP Spanish 4 with teacher's recommendation |

The AP Spanish Language and Culture course provides opportunities for students to demonstrate their proficiency in spoken and written interpretive, interactive, and presentational communication in order to understand and synthesize information from a variety of authentic literary, journalistic, audio and audiovisual sources. This course includes readings from Spanish Peninsular and Latin American authors: novels, plays, poems, and short selections are read. Students are expected to manage more sophisticated grammatical structures and to rapidly expand their knowledge of vocabulary and idiomatic expressions. This is a rigorous course designed to challenge highly motivated language students. Class is conducted exclusively in Spanish. Students are introduced to the format and material of the Spanish Advanced Placement Language Examination and are strongly encouraged to take the exam. Students consider advanced topics in grammar, conversation and composition reflective of the six AP themes: Global Challenges, Contemporary Life, Science & Technology, Families and Communities, Personal and Public Identities and Beauty and Aesthetics.

## ***CP INTRODUCTION TO ITALIAN CONVERSATION & CULTURE (1409)***

**LEVEL:** College Preparatory  
**Grades:** 9-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** None

This course is designed as a stand-alone elective offering for students who have already completed their college sequence and want to enhance their language skills to a novice high level in Italian. Students will develop beginning communicative and cultural proficiencies as they acquire fundamental forms and structures, idiomatic expressions, and everyday vocabulary using the target language in practical situations. Listening to authentic videos, reading novice-level texts, and participating in simple conversations and dialogues will enable students to begin to examine and appreciate the products, practices, and perspectives of Italian culture.

*This course does not meet a world language requirement for colleges and universities.*

### ***The Seal of Biliteracy***

The Seal of Biliteracy is an award given to graduating seniors who have attained a high level of proficiency in English and in a partner language. The awarded student will have fluency in all four domains of language (reading, writing, speaking and listening, when all exist) of both languages. This program is designed to both motivate and recognize students who have pursued and attained bilingualism during their academic career while a student at Minnechaug Regional High School.

Junior and Senior students attending MRHS are eligible to apply for this award. Participation in the Seal of Biliteracy is voluntary. Students will need to demonstrate proficiency in English (ELA MCAS) and in a partner language on district-selected standardized tests (with a score of Intermediate High Level of proficiency as outlined by the ACTFL Proficiency Guidelines). Qualifying seniors will receive an official state seal on their diploma, beginning with the graduating class of 2021. The chart below summarizes the awards and criteria.

***Diploma State Seal of Biliteracy with Distinction***

*-Score of Advanced on the grade 10 ELA MCAS  
-Minimum Score of Advanced-Low on the 4 communication modes of an approved proficiency test*

***Diploma State Seal of Biliteracy***

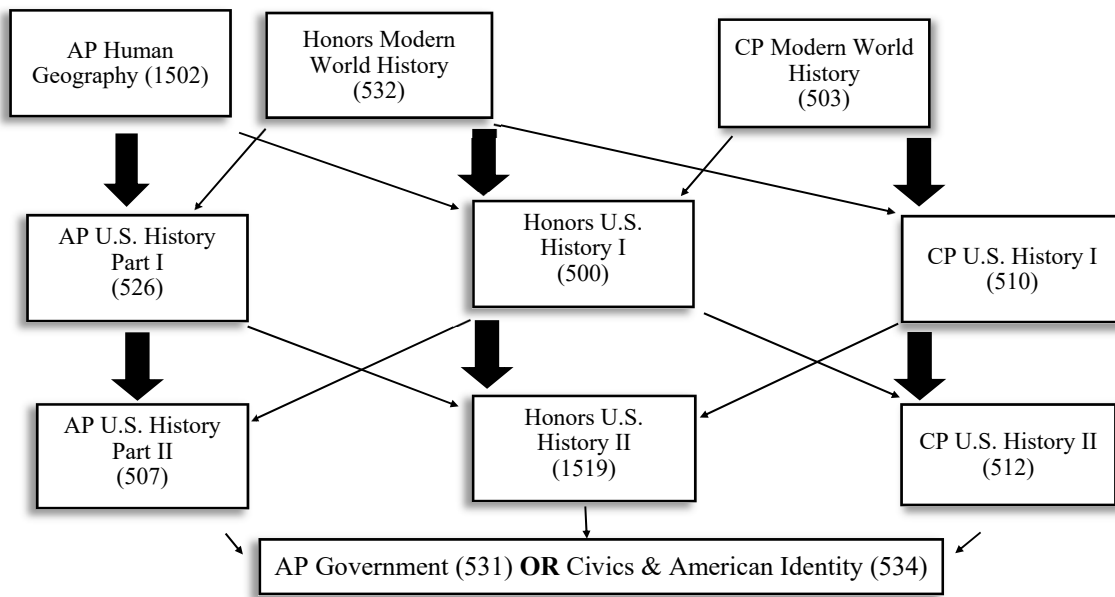
*-Score of Proficient on the grade 10 ELA MCAS  
-Minimum Score of Intermediate-High on the 4 Communication modes of an approved proficiency test*

## **HISTORY AND SOCIAL SCIENCE DEPARTMENT**

The History and Social Science Program strives to prepare students for effective participation in a democratic society. Students will be able to understand and meet the responsibilities of citizenship, value the dignity of each individual in our society, and participate in our society's democratic processes. Students will understand human relationships of all people by studying the past and present and looking into the future of various systems in our society and the global community. Students are required to take three History/Social Sciences courses. All required courses are aligned with the Massachusetts Frameworks. All AP courses have been approved by AP Central.

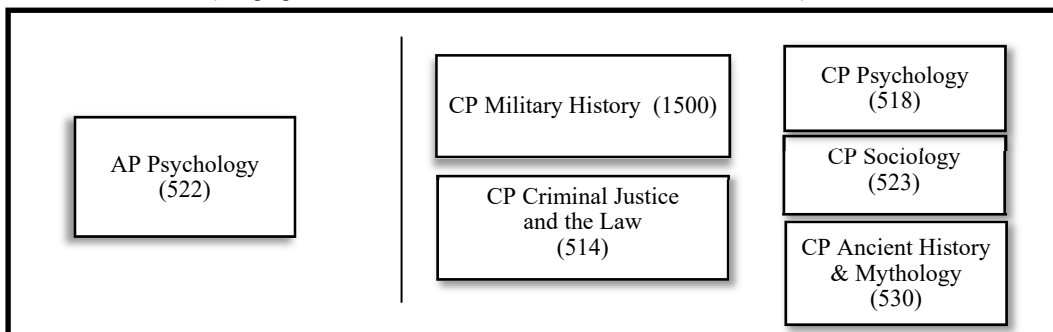
## Common Sequences for History/Social Science Courses

The History/Social Science Department has developed a chart of common sequences to aid students and their parents in each selection of the most suitable course that will provide the best learning experience for each student. Each course is designed to be appropriate for the ability and interest level of the individual student and allows for continuation in History and the Social Sciences.<sup>1</sup> The proper choice will involve a discussion with the current teacher.



### Electives

(The proper choice will involve a discussion with the current teacher.)



<sup>1</sup>See next page for skill descriptors.

More common sequence

Less common sequence



## **Skill Descriptors for History and Social Science Courses**

### **Honors students:**

- Read well above grade level.
- Move easily from concrete to abstract thinking when reading, interpreting, discussing and writing about complex texts.
- Are able to evaluate various points of view on the same historical event and understand the author's reasoning.
- Demonstrate the ability to make logical references by using supporting evidence from a variety of sources.
- Demonstrate the ability to write to a specific audience using supporting evidence from a variety of sources while exhibiting fluency in grammar, mechanics and structure that display complexity.
- Are highly motivated, self-directed, independent thinkers who are conscientious and organized.

### **College Preparatory students consistently:**

- Read at or above grade level.
  - Read for meaning.
  - Engage with multifaceted sources proficiently, able to analyze text
  - Articulate and interpret ideas discovered in the text and select and use specific, relevant evidence.
  - Continue to develop writing abilities which include: organization, expression of ideas, and select and use of evidence with teacher support.
  - Continue to strengthen competency in grammar, usage, and sentence structure that display variety and complexity.
  - Strengthen their study skills and organizational abilities.
- \*Any of the above with teacher support as necessary.

## ***HON MODERN WORLD HISTORY (532)***

|               |   |
|---------------|---|
| <b>LEVEL:</b> | <b>Honors</b>   |
| Grades:       | 9   |
| Duration:     | 1 semester  |
| Credits:      | 5   |
| Prereq        | Recommendation of grade 8 English and/or History/Social Science teacher ( <i>see Skill Descriptors on page 43</i> ) |

Through a thematic approach, students study the Reformation, Renaissance and Enlightenment, rise of the nation state in Europe, the French Revolution, and the economic, social, and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa, Asia, and South America. Students will explore the causes and consequences of the great military and economic events of the past century, including World War I, the Russian and Chinese revolutions, the Great Depression, World War II, the Cold War, and events in the Post 9/11 Era. Students will study the rise of nationalism and the continuing persistence of political, economic, ethnic, and religious conflicts in various parts of the world. Current events are regularly analyzed and discussed throughout the course.

A text serves as the framework and is supplemented by project-based activities, opinion papers and research assignments, analyzing primary documents, and presentations. Outside readings and assignments are an important part of this course.

## ***CP MODERN WORLD HISTORY (503)***

|               |   |
|---------------|---|
| <b>LEVEL:</b> | <b>College Preparatory</b>  |
| Grades:       | 9   |
| Duration:     | 1 Semester  |
| Credits:      | 5   |
| Prereq:       | Recommendation of grade 8 English and/or History/Social Science teacher ( <i>see Skill Descriptors on page 43</i> ) |

This course is similar in content to honors; however, geared to college and career bound students who need a structured and directed approach to the study of history. Through a thematic approach, students study the Reformation, Renaissance and Enlightenment, rise of the nation state in Europe, the French Revolution, and the economic, political, and social roots of the modern world. They learn the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa, Asia, and South America. Students will become familiar with the causes and consequences of the great military, political, and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, economic, ethnic, and religious conflict in various parts of the world. Current events are regularly analyzed and discussed throughout the course.

A text serves as the framework, supplemented by project-based learning activities, writing assignments, analyzing primary documents, outside readings, presentations, and teacher-supported research.

## ***AP HUMAN GEOGRAPHY (1502)***

**LEVEL:** Advanced Placement  
**Grade:** 9  
**Duration:** 1 semester  
**Credits:** 5  
**Rec. Prereq:** Recommendation of grade 8 English and/or History/Social Science teacher (*see Skill Descriptors on page 43*)

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio-economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). This is not a "mapping class"; however, students will need a basic understanding of where countries and regions are located around the world. (Source: AP Human Geography Workshop Handbook, 2020).

## ***AP U.S. HISTORY PART I (526)***

**LEVEL:** Advanced Placement  
**Grade:** 10  
**Duration:** 1 semester  
**Credits:** 5  
**Rec. Prereq:** Honors Modern World History (*See Skill Descriptors on page 43*)

This is a college level advanced placement United States History course designed to provide students with analytical skills and factual knowledge necessary to deal critically with the problems and materials presented in United States history. Students will learn to assess historical materials, their relevance to a given interpretative problem, their reliability and their importance. Students will also learn to weigh the evidence and interpretations presented in historical scholarship. Students are encouraged and expected to take AP US History II and the AP exam, which may qualify them for up to a year's credit in US History at the college level. This course will cover Colonization to Reconstruction, 1491 - 1877. (*Sophomore year only.*)

## ***HON U.S. HISTORY I (500)***

**LEVEL:** Honors  
**Grade:** 10 on a limited, seats-available basis  
**Duration:** 1 semester  
**Credits:** 5  
**Rec. Prereq:** Honors Modern World History (*see Skill Descriptors on page 43*)

This course, which covers U.S. history from the colonial era through World War I, goes beyond a factual-descriptive approach to history, emphasizing an analytical-interpretive approach to the cultural, social, economic and political aspects of the subject. Students employ the skills of the historian (research, evaluation, interpretation, and syntheses) in examining a number of historical sources, exploring conflicting historical interpretations, and writing interpretive essays. Particular emphasis is placed upon the reading and analysis of primary source documents.

Methods used in this course range from debates and trials of historical questions to discussion of current affairs. Students are required to study historical problems on an individual or semi-independent basis. Students will write numerous papers and read a variety of outside sources.

### ***CP U.S. HISTORY I (510)***

**LEVEL:** College Preparatory  
**Grade:** 10  
**Duration:** 1 Semester  
**Credits:** 5  
**Rec. Prereq:** CP Modern World History (*see Skill Descriptors on page 43*)

Students examine the historical and intellectual origins of the United States beginning in the colonial era. Students will study: the Revolution, Manifest Destiny, The Civil War; Reconstruction, the Gilded Age and World War I. A text serves as the framework, supplemented by project-based activities, writing assignments, analyzing primary documents, power points and a limited amount of research.

### ***AP U.S. HISTORY PART II (507)***

**LEVEL:** Advanced Placement  
**Grade:** 11  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** AP, Honors US History I, (*see Skill Descriptors on page 43*)

This is a college level Advanced Placement United States History course designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials presented in United States history. Students will learn to weigh the evidence and interpretations presented in historical scholarship. Students are encouraged and expected to take the AP exam, which may qualify them for up to one year's credit in U.S. History at the college level. This course will cover Gilded Age to present, 1870's - 21<sup>st</sup> century. (Junior year only.)

### ***HON U.S. HISTORY II, 1877 to 2001 (1519)***

**LEVEL:** Honors  
**Grade:** 11 on a limited, seats-available basis  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** Honors or CP U.S. History I (*see Skill Descriptors on page 43*)

This course covers U.S. history from the 1920s through the impact of the terrorist attack on September 11, 2001. It goes beyond a factual-descriptive approach to history, emphasizing an analytical-interpretive approach to the cultural, social, economic and political aspects of the subject. Students employ the skills of the historian (research, evaluation, interpretation, and syntheses) in examining a number of historical sources, exploring conflicting historical interpretations, and writing interpretive essays. Particular emphasis is placed upon reading and analysis of primary source documents. Current events are regularly analyzed and discussed throughout this course.

Methods used in this course range from debates and trials of historical questions to discussion of current affairs. Students are required to study historical problems on an individual or semi-independent basis and to write numerous papers and read a variety of outside sources.

## ***CP U.S. HISTORY II (512)***

|               |   |
|---------------|---|
| <b>LEVEL:</b> | <b>College Preparatory</b>                                    |
| Grade:        | 11  |
| Duration:     | 1 Semester  |
| Credits       | 5 credits   |
| Prereq:       | CP U.S. History I ( <i>see Skill Descriptors on page 43</i> ) |

Although similar in content to Honors, this course is geared to college and career bound students who need a more structured and directed approach to the study of history. US History II begins with a study of the cultural and political shifts of the 1920s, the Great Depression, the New Deal, and World War II. Other topics include the Cold War, the Civil Rights movement, the women's rights movement, and the presidencies of Kennedy, Johnson and Nixon. The course concludes with a study of contemporary America from 1980 to present day and includes the Reagan, Bush, and Clinton presidencies, the election of 2000, and the impact of the terrorist attack on September 11, 2001. This course also has a broad emphasis on the national economy and covers a variety of economic terms and reasoning. Current events are regularly analyzed and discussed throughout the course. A text serves as the framework and is supplemented by project based activities, opinion papers and other writing assignments, analyzing primary documents, power points, outside readings and other scholarly research.

## ***AP GOVERNMENT (531)***

|               |                       |
|---------------|-----------------------|
| <b>LEVEL:</b> | <b>AP</b>             |
| Grades:       | 11-12                 |
| Duration:     | 1 semester            |
| Credits:      | 5                     |
| Prereq:       | Honors U.S. History 1 |

This course explores the political underpinnings and everyday practice that directs the daily operation of our government and shapes our public policies. The objectives of this course go beyond a basic analysis of how our government "works". Students will develop a critical understanding of the strengths and weaknesses of the American political system as well as their rights and responsibilities as citizens. Concepts covered include the historical basis for the Founding period and the Constitution, civil rights and liberties, political socialization and public opinion, interest groups, political parties, campaigns, elections and voting, politics and technology, the media, Congress, the presidency, the judiciary, the bureaucracy and public policy. The course is taught on a college level, and requires a substantial amount of reading and preparation for every class. Students are encouraged and expected to take the AP exam which may qualify them for credit in Government at the college level.

\*This class fulfills the Massachusetts Department of Education Civic Engagement Project requirement of offering a hands-on, student-led, meaningful, non-partisan civic engagement experience (Chapter 296 of the Acts of 2018).

### ***CP CIVICS AND AMERICAN IDENTITY \* (534)***

|               |                            |
|---------------|----------------------------|
| <b>LEVEL:</b> | <b>College Preparatory</b> |
| Grade:        | 12                         |
| Duration:     | 1 semester                 |
| Credits:      | 5                          |
| Prereq:       | None                       |

Civics & American Identity is a one-semester required course that allows students to examine the historical background, movements, and present-day issues of a number of diverse groups that have struggled to gain access to full civic engagement throughout the course of American history. Students will gain knowledge relating to civics, government, and economics including the rights and responsibilities established by the Constitution and the Bill of Rights and how to exercise them in local, state, and national government. Students will be able to make connections with current events shaping the nation alongside the experience of the state-required civics project\*. Through the study of historical, civic, and cultural concepts, this course develops skills in critical thinking, civic dispositions, research, and inquiry. It is a project-based course structured to increase multicultural awareness, strengthen students' ability to interpret cultural differences and find common ground, as well as develop and assist students in becoming civically engaged citizens.

### ***AP PSYCHOLOGY (522)***

|               |  |
|---------------|--|
| <b>LEVEL:</b> | <b>Advanced Placement</b>  |
| Duration:     | 1 semester   |
| Grades:       | 11-12  |
| Credits:      | 5  |
| Prereq:       | CP U.S. History I and/or CP U.S. History II, Honors History or AP History<br><i>(see Skill Descriptors on page 43)</i> |

This is a college level course intended for students who are interested in a psychology career. Students must be willing to accept the challenge of a rigorous academic curriculum which provides a learning experience equivalent to that obtained in a college introductory course. This course emphasizes the major topics and approaches used and included in today's fields of psychology, history, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. Substantial required reading and writing are part of the class curriculum. Sensitive topics are addressed. Students are encouraged and expected to take the A.P. exam, which may qualify them for up to one year's credit in Psychology at the college level.

### ***CP PSYCHOLOGY (518)***

|               |                            |
|---------------|----------------------------|
| <b>LEVEL:</b> | <b>College Preparatory</b> |
| Grades:       | 10-12                      |
| Duration:     | 1 semester                 |
| Credits:      | 5                          |
| Prereq:       | None                       |

This is an introductory course in psychology, the scientific study of human behavior and mental processes. Topics covered include the history of psychology, fields of psychology, scientific methods used in research, the biological and environmental basis of behavior, the brain, learning, sensation and perception, memory and thought, emotion and motivation. Students will also study the life span from prenatal through old age, personality, abnormal behavior, and social psychology. Activities include projects, readings, various types of writing assignments, class discussions, group and individual work. Sensitive topics are addressed.

***CP CRIMINAL JUSTICE AND THE LAW (514)***

**LEVEL:** College Preparatory  
**Grades:** 10-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** None

This course offers a solid analysis of issues related to careers in the criminal justice and legal fields. Students in this course study the nature and functions of law; the role and influence of courts, the jury system, attorneys and the police; the relationship between citizens and the state vis a vis the law; corrections and punishments; and current events in the law and public policy. Criminal law, civil law, and constitutional law are analyzed through case studies and discussion. Students will develop their ability to dissect and analyze arguments critically through: mock trials, debates, projects, class discussions, field trips, and guest speakers. Sensitive topics are addressed.

***CP SOCIOLOGY (523)***

**LEVEL:** College Preparatory  
**Grades:** 11-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** None

This course will provide students with an extensive overview of the discipline of Sociology. Students will be introduced to the basic theories and types of analysis used to research society. They will acquire a better understanding of our world; the complexity of cultures, social inequalities, conflicts and resolutions. Topics to be covered include understanding society, social organizations and institution, deviance and conformity and social changes. Activities include debates, group and individual research, relating current and past events to sociological concepts, reviewing case studies and projects. Sensitive topics are addressed.

***CP ANCIENT HISTORY AND MYTHOLOGY (530)***

**LEVEL:** College Preparatory  
**Grades:** 10-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** None

This course is designed to integrate Ancient History with Classical Mythology. It will be taught using a cross-curricular approach to explore the origins of antiquity. Students will study various concepts which include: conflicts, political and legal systems, economic methods, philosophy, and culture. Students will learn Classical mythology, art, language and architecture. They will understand how history influenced mythology. Interdisciplinary activities will be used: readings, hands-on activities, films, various types of writing and research assignments, class lectures and discussions, group and individual work.

\*This class fulfills the Massachusetts Department of Education Civic Engagement Project requirement of offering a hands-on, student-led, meaningful, non-partisan civic engagement experience (Chapter 296 of the Acts of 2018).

***CP MILITARY HISTORY (1500)***

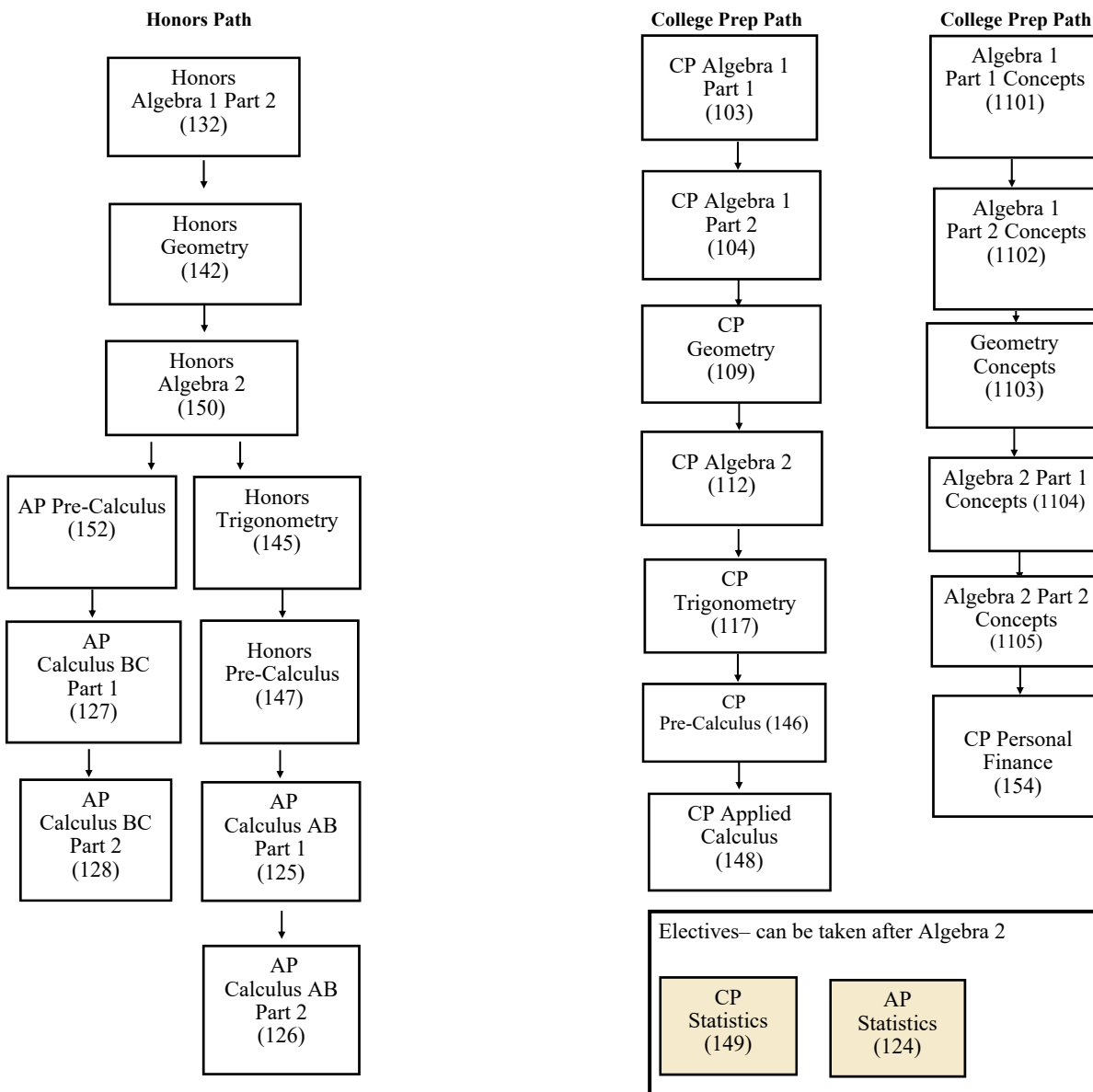
**LEVEL:** College Preparatory  
**Grades:** 10-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** None

This course provides an overview of Western military history, encompassing topics from the time of the Ancient Greeks and Alexander the Great to America's rise to superpower status and the Global War on Terrorism. Students will study the causes, course and key individuals of several conflicts as well as understand the political and cultural makeup of those societies through the analysis of primary and secondary sources. Technological simulations, project-based assignments and local field trips will also be incorporated in the course.

# MATHEMATICS DEPARTMENT

## *Common Sequences for Math Courses*

The Mathematics Department presents a chart of common sequences to assist students and parents in the selection of the most appropriate program to provide the best learning situation for each student. Each course is designed to be appropriate for the ability and interest level of the individual student and allows for continuation in mathematics. In light of the fact that all students must take the MCAS exam during the second semester of their sophomore year, all freshmen will be required to take two semesters of mathematics. The two courses in the bottom box are electives and can be taken anytime after Algebra 2 or Honors Math Analysis based upon the student's appropriate level. Massachusetts State universities require four years of math (1 math course taken every school year). Level changes must be approved by the department chairperson and teacher. Each of the following represents a semester course under the 4x4 block scheduling design:



## Mathematics Department

Algebra is the foundation for all college math courses. All first-year Algebra courses, as outlined in the sequencing chart for mathematics, require two semesters to complete the required topics.

All math courses are College Preparatory and all curriculum is consistent with state university requirements. Selection of courses is based on student ability as well as interest in mathematics. A minimum grade of C- is the recommended prerequisite grade for students in any math class to move on to the next sequential course. Students not achieving the minimum grade are suggested to move to a more appropriate learning level that matches the student ability. Students acquiring sufficient knowledge and understanding necessary to be successful in future classes are recommended to move on to the next course by their teacher.

Homework is assigned regularly in all classes and students' understanding is assessed using a variety of methods including tests, quizzes, class work, and projects. Organizational skills and study skills are emphasized in all math programs.

All students in any Algebra 1, Geometry or Algebra 2 course, are required to have at least a scientific calculator (TI-30X IIS is recommended). All students in Trigonometry and beyond, including Statistics, are required to have their own graphing calculators. Graphing calculators are used in our Honors and College Preparatory courses to help students visualize concepts while challenging them to develop critical thinking and problem solving skills. Graphing calculator apps are available for computers and mobile devices for home use only.

### ***CP ALGEBRA 1, PART 1 CONCEPTS (1101)***

|               |                            |
|---------------|----------------------------|
| <b>LEVEL:</b> | <b>College Preparatory</b> |
| Grades:       | 9-10                       |
| Duration:     | 1 semester                 |
| Credits:      | 5                          |
| Prereq:       | None                       |

This course is the first of a two-part sequence of topics in Algebra 1. Students learn the fundamental concepts of using variables to represent numbers as well as the skills and techniques required for solving problems algebraically and graphically. Students engage in problem solving, reasoning and communication using multiple representations of algebraic concepts while investigating real world situations. Problems are designed to emphasize connections between verbal, numeric, graphic and algebraic representations.

### ***CP ALGEBRA 1, PART 2 CONCEPTS (1102)***

|               |  |
|---------------|--|
| <b>LEVEL:</b> | <b>College Preparatory</b>                         |
| Grades:       | 9-10   |
| Duration:     | 1 semester   |
| Credits:      | 5  |
| Prereq:       | Algebra 1, Part 1 Concepts or CP Algebra 1, Part 1 |

This course is the second of the two-part sequence of topics covered in Algebra 1. It covers the more advanced topics of Algebra 1 which include linear inequalities, systems of equations, quadratic functions and the quadratic formula.

***CP ALGEBRA 1, PART 1 (103)***

**LEVEL:** College Preparatory  
**Grades:** 9-10  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** None

This course is the first part of Algebra 1 in the College Preparatory program and is designed for the student who has demonstrated proficiency in basic arithmetic skills and concepts. It teaches the fundamental concepts of using variables to represent numbers as well as the skills and techniques required for solving problems algebraically.

***CP ALGEBRA 1, PART 2 (104)***

**LEVEL:** College Preparatory  
**Grades:** 9-10  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** College Preparatory Algebra 1, Part 1

This course is the second part of Algebra 1 in the College Preparatory program, is a prerequisite for Geometry, and is designed for those students who have successfully mastered the concepts in CP Algebra 1, Part 1. It teaches the more advanced topics of Algebra 1 with continued attention to problem solving.

***HON ALGEBRA 1, PART 2 (132)***

**LEVEL:** Honors  
**Grades:** 9-10  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** College Preparatory Algebra 1, Part 1 with teacher recommendation

This course is the second part of Algebra 1 and is the beginning course for the Honors path. It is a prerequisite for Honors Geometry, and is designed for those students who have successfully mastered all concepts in College Preparatory Algebra 1, Part 1 and who possess a natural talent and interest in the study of mathematics. It teaches the more advanced topics of Algebra 1 with a continued greater emphasis on word problems and real world applications.

***CP GEOMETRY CONCEPTS (1103)***

**LEVEL:** College Preparatory  
**Grades:** 10-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** Algebra 1, Part 2 Concepts

This course is designed to develop the traditional themes of geometry and examine these properties through algebraic solutions to real world problems. This course is a prerequisite for Algebra 2, Part 1 Concepts.

***CP GEOMETRY (109)***

**LEVEL:** College Preparatory  
**Grades:** 9-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** College Preparatory Algebra 1, Part 2

This course is the prerequisite for College Preparatory Algebra 2 and develops the traditional themes of geometry by examining geometric properties through algebraic solutions to real world problems. It teaches the fundamental building blocks of geometry including congruency, similarity, area, and volume with an introduction to formal proofs.

***HON GEOMETRY (142)***

**LEVEL:** Honors  
**Grades:** 9-10  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** Honors Algebra 1, Part 2 or College Preparatory Algebra 1 Part 2 with teacher recommendation

This course is the prerequisite for Honors Algebra 2 and develops the traditional themes of geometry by incorporating formal proofs and algebraic solutions to challenging problems. It teaches the fundamental building blocks of geometry including congruency, similarity, area, and volume with an introduction to trigonometry. Strong algebraic skills and a genuine interest in mathematics are essential for success in this course.

***CP ALGEBRA 2, PART 1 CONCEPTS (1104)***

**LEVEL:** College Preparatory  
**Grades:** 10-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** Geometry Concepts

This course is the first of a two-part sequence of topics in Algebra 2. Students will learn the fundamental concepts of transformations, factoring, right triangle trigonometry and statistics and will study a variety of functions including linear, exponential, quadratic, radical and rational. Students should continue their study of Algebra 2 by taking Algebra 2, Part 2 course as their next sequential course.

***CP ALGEBRA 2, PART 2 CONCEPTS (1105)***

**LEVEL:** College Preparatory  
**Grades:** 11-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** Algebra 2, Part 1 Concepts

This course is the second part of the two-part sequence of topics in Algebra 2. Students will study more advanced functions such as logarithmic, exponential, polynomial and inverse along with other advanced Algebra 2 concepts. After completing this course, students wishing to continue their study of mathematics may elect to take Business Personal Finance.

### ***CP ALGEBRA 2 (112)***

**LEVEL:** College Preparatory  
**Grades:** 10-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** College Preparatory Geometry

This course continues to develop many of the topics found in Algebra 1 while incorporating Algebra 2 topics which include the study of the complex number system, matrices and logarithms. This course is a prerequisite for College Preparatory Trigonometry or Statistics.

### ***HON ALGEBRA 2 (150)***

**LEVEL:** Honors  
**Grades:** 10-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** Honors Geometry or College Preparatory Geometry with teacher recommendation

This course is the prerequisite for Honors Trigonometry and extends the topics covered in Honors Algebra 1, Part 2 through critical thinking and application. Both a solid foundation in Algebra 1 and Geometry concepts and a genuine interest in mathematics are essential for success in this course. A graphing calculator (TI-Nspire CX, TI-84, or TI-83) is **recommended** for this course and is used throughout the curriculum. Mathematically enthused students who have demonstrated superior performance, interest, and insight in all previous math courses may elect the accelerated paced Honors Math Analysis course as their next sequential course.

### ***AP PRE-CALCULUS (152)***

**LEVEL:** Advanced Placement  
**Grade:** 11  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** Honors Algebra 2 with teacher recommendation

This college level Pre-Calculus course is designed for exceptional mathematics students who have completed both Honors Geometry and Honors Algebra 2 and have demonstrated superior performance, interest and insight in all previous mathematics courses. The pace of this course is rigorous as it covers Honors Trigonometry and Honors Pre-Calculus at an AP level in one semester. This course is the prerequisite for BC Calculus and a significant amount of preparation time beyond the classroom will be required. The framework delineates content and skills through numerical, verbal, analytical and modeling methods. Topics include algebraic functions, exponential and logarithmic functions, trigonometric functions, and parametric and vector functions. All students should plan to take the Advanced Placement exam. A graphing calculator (TI-Nspire, TI-84 or TI-83) is required for this course and is used throughout the curriculum.

### ***CP TRIGONOMETRY (117)***

**LEVEL:** College Preparatory  
**Grades:** 11-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** College Preparatory Algebra 2

This course develops the traditional themes of trigonometry. Trigonometry is offered to those students who desire an additional course in mathematics to better prepare them for education beyond high school. A TI-30X IIS scientific calculator is required for this course and is used throughout the curriculum.

### ***HON TRIGONOMETRY (145)***

**LEVEL:** Honors  
**Grades:** 11-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** Honors Algebra 2

This course is the prerequisite for Honors Pre-Calculus and develops the traditional themes of trigonometry. It is designed for those students who wish to prepare for further mathematical and scientific study. A graphing calculator (TI-Nspire CX, TI-84, or TI-83) is required for this course and is used throughout the curriculum.

### ***CP PRE-CALCULUS (146)***

**LEVEL:** College Preparatory  
**Grades:** 11-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** College Preparatory Trigonometry

This course is a prerequisite for College Preparatory Applied Calculus and is designed for the serious math student who wishes to pursue advanced level math courses. The course includes an extensive study of functions along with many pre-calculus topics. Students planning to take an introductory Calculus course during their senior year should take both CP Trigonometry and CP Pre-Calculus during their junior year. A graphing calculator (TI-Nspire CX, TI-84, or TI-83) is required for this course and is used throughout the curriculum.

### ***HON PRE-CALCULUS (147)***

**LEVEL:** Honors  
**Grades:** 11-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** Honors Trigonometry

This course is a prerequisite for AP Calculus AB and is designed for the serious math student who wishes to pursue advanced level math courses. The pace is rigorous and only the very talented should consider this option. The course includes an extensive study of functions along with many pre-calculus topics. Students planning to take a Calculus course during their senior year should take both Honors Trigonometry and Honors Pre-Calculus during their junior year. A graphing calculator (TI-Nspire CX, TI-84, or TI-83) is required for this course and is used throughout the curriculum.

### ***CP APPLIED CALCULUS (148)***

**LEVEL:** College Preparatory  
**Grades:** 12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** College Preparatory Pre-Calculus or Honors Pre-Calculus

This course is designed for those students who have successfully completed College Preparatory Trigonometry and College Preparatory Pre-Calculus or Honors Pre-Calculus students who prefer a non-advanced placement Calculus course. The curriculum includes topics in advanced mathematics and calculus and is designed to prepare students to pursue calculus at the college level. A graphing calculator (TI-Nspire CX, TI-84, or TI-83) is **required** for this course and is used throughout the curriculum.

***AP CALCULUS AB, PART 1 (125)***

**LEVEL:**        **Advanced Placement**  
**Grade:**        12  
**Duration:**     1 semester  
**Credits:**      5  
**Prereq:**       AP Pre-Calculus or Honors Pre-Calculus

This college level Calculus is the culminating high school math course designed for those exceptional students who have proven their talents in Honors Algebra 1, Part 2, Honors Geometry, Honors Algebra 2, Honors Trigonometry, and Honors Pre-Calculus before senior year. The pace of the course is rigorous, and the curriculum is designed for the more serious math student who wishes to take the Advanced Placement Examination. All students must agree to take the exam in order to enroll in this program. In order to be fully prepared for the Advanced Placement Examination, this course **MUST** be followed by AP Calculus AB, Part 2. A graphing calculator (TI-Nspire CX, TI-84, or TI-83) is **required** for this course and is used throughout the curriculum.

***AP CALCULUS AB, PART 2 (126)***

**LEVEL:**        **Advanced Placement**  
**Grade:**        12  
**Duration:**     1 semester  
**Credits:**      5  
**Prereq:**       AP Calculus AB, Part 1

This college level course is a continuation of AP Calculus AB, Part 1 and is designed to complete a student's preparation in Calculus equivalent to one semester of college level work. The pace and curriculum of this course are designed for those students wishing to take the Advanced Placement Exam. Students not wishing to take the exam should not enroll in this course. A graphing calculator (TI-Nspire CX, TI-84, or TI-83) is required for this course and is used throughout the curriculum

***AP CALCULUS BC, PART 1 (127)***

**LEVEL:**        **Advanced Placement**  
**Grade:**        12  
**Duration:**     1 semester  
**Credits:**      5  
**Prereq:**       AP Pre-Calculus

This college level course is intended for those students who have demonstrated a high degree of ability in math and who have performed extremely well in previous honors math courses. The pace of this course is extremely rigorous and requires extensive preparation time beyond the classroom. All students must agree to take the Advanced Placement Exam in order to enroll in this program. To be fully prepared to take the Advanced Placement Exam, this course **MUST** be followed by AP Calculus BC, Part 2. A graphing calculator (TI-Nspire CX, TI-84, or TI-83) is **required** for this course and is used throughout the curriculum.

### ***AP CALCULUS BC, PART 2 (128)***

**LEVEL:**           **Advanced Placement**  
**Grade:**           12  
**Duration:**       1 semester  
**Credits:**         5  
**Prereq:**         AP Calculus BC, Part 1

This college level course is a continuation of AP Calculus BC, Part 1. It is designed to complete a student's preparation in Calculus equivalent to two semesters of college level work. The pace and curriculum of this course are designed for those students wishing to take the Advanced Placement Exam. Students not wishing to take the exam should not enroll in this course. A graphing calculator (TI-Nspire CX, TI-84, or TI-83) is required for this course and is used throughout the curriculum.

### ***CP STATISTICS (149)***

**LEVEL:**           **College Preparatory**  
**Grades:**         11-12  
**Duration:**       1 semester  
**Credits:**         5  
**Prereq:**         College Preparatory Algebra 2 or Algebra 2 Concepts with teacher recommendation

This course will introduce students to statistics and probability with a focus on data analysis. The emphasis is on statistical ideas and statistical reasoning with a mathematical component that is appropriate for the motivated student. Topics that will be covered include obtaining and displaying data, probability and simulations, and an introduction to statistical inference with real world emphasis. The course is designed for students who are not intending to major in math or science at a two-year or four-year college. A graphing calculator (TI-Nspire CX, TI-84, or TI-83) is required for this course and is used throughout the curriculum.

### ***AP STATISTICS (124)***

**LEVEL:**           **Advanced Placement**  
**Grades:**         11-12  
**Duration:**       1 semester  
**Credits:**         5  
**Prereq:**         College Preparatory Algebra 2 or Honors Algebra 2

This is a college level course that will introduce students to the concepts and methods that are used to collect, analyze, and draw conclusions from data. The major themes that will be covered in depth include data exploration, sampling and experimentation, probability and simulation, and statistical inference. The course is rigorous and fast-paced and is equivalent to an introductory college course. It is intended for those students who have demonstrated mathematical maturity, are able to reason quantitatively, and possess strong reading and writing skills. It is appropriate for students who may be interested in further study at the college level in the social sciences, health sciences, or business. For students who may be interested in science, engineering, or mathematics, it will prepare them for further study in mathematical and theoretical statistics. The course follows the AP Statistics Syllabus and will prepare students for the Advanced Placement Examination. Students cannot take this course if they have previously taken CP Statistics. A graphing calculator (TI-Nspire CX, TI-84, or TI-83) is required for this course and is used throughout the curriculum.

***CP PERSONAL FINANCE (154)***

**LEVEL:** College Preparatory  
**Grades:** 11 - 12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** College Preparatory Algebra 2 or Algebra 2 Concepts

This course will utilize real-world topics and project-based learning activities to allow students to gain a personal understanding of finances. Topics will include financial goal planning, student loan debt, checking accounts, career planning, money management strategies, and various types of investments and insurances. Students will gain practical working knowledge related to personal financial responsibilities that they will encounter later in life.

# PHYSICAL EDUCATION / HEALTH DEPARTMENT

## *Important Notice:*

Every student must take Physical Education every year with the exception of students with medical conditions that would prohibit involvement. Long-term medical conditions may impact a student's participation in two ways: The requirement may be waived and the student enrolled in another non-Physical-Education course or the student may take the Physical Education course with a modified curriculum consistent with his/her disability. Specific information regarding long-term medical conditions is available from the Physical Education department chairperson.

**\*All Sophomores enrolled in a Physical Education class will have a unit of instruction in Human Sexuality.** Human Sexuality topics include: reproductive anatomy and physiology review, sexually transmitted infections, effective communication and prevention of STI's, gender identity, sexual orientation, healthy interpersonal relationships and HIV/AIDS. The dynamic relationship between physical, mental, emotional and social well-being will be emphasized throughout the health curriculum.

None of the P.E/Health courses are factored in students' Grade Point Average (GPA).

## ***PHYSICAL EDUCATION / HEALTH and WELLNESS / DEVELOPMENTAL GUIDANCE 1 (Scheduled by Term—Select 601 or 620/621)***

**LEVEL:** *COLLEGE PREPARATORY (Students should select 601)*  
**Grade:** 9  
**Duration:** 1 quarter/45 days  
**Credits:** 5  
**Prereq:** None

This course is an integration of health and wellness theories and their practical application in physical activity.

In a traditional classroom setting the curriculum "LifeSkills - Promoting Health and Personal Development" and "Lifelines - A Suicide Prevention Program" will be taught. Topics that will be discussed include: the value of good health, decision making for health, risk-taking and substance abuse, the media and health, managing stress and other emotions, family communication, healthy relationships, relevant facts and warning signs of suicide, recognizing and responding to troubled peers, intervention and help-seeking when suicidal behavior is recognized, identifying and knowing how to seek resources and helpful adults. The dynamic relationship between physical, mental, emotional and social well-being will be emphasized.

In the activity phase, a variety of individual and team sports will foster improvement in students' motor development, hand-eye coordination, cardiovascular and muscular endurance. These activities will foster growth in emotional and social development. Some examples of the activities may include, but are not limited to: tennis, flag football, basketball, volleyball, softball, soccer and weight training.

The developmental guidance curriculum will be taught at the 9<sup>th</sup> grade level during the physical education course. Topics addressed by the counselors may include, but are not limited to, self-esteem, study skills, time management, decision making, and high school adjustment.

***PHYSICAL EDUCATION/HEALTH and WELLNESS/DEVELOPMENTAL GUIDANCE 2 (604)***

**LEVEL:** College Preparatory  
**Grade:** 10  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** None

The classroom segment of this course continues to build on the first health/wellness experience with additional emphasis on alcohol and drug awareness education. Topics will include: juveniles and the law, stages of dependency, drug abuse, driving under the influence, and the “career readiness program” which teaches students how to fill out job applications, create a resume, interview skills and concludes with a “mock interview”.

In the activity phase, the class will focus on a co-educational curriculum called Adventure Programming. Through outdoor team building and group-initiative activities involving balancing, swinging and climbing, students develop the capacity to work together cooperatively. The swimming component will focus on water safety while the rest of the activity will include advanced game strategies, team play, and skill building activities. Some examples of the activities may include but are not limited to, ultimate frisbee, volleyball, floor hockey, new games, basketball, and weight training.

The developmental guidance curriculum will be taught at the 10<sup>th</sup> grade level during the physical education course. Topics addressed by the counselors may include, but are not limited to, initial career awareness, work-related issues, team building, test-taking strategies, job interviews.

\*All Sophomores will have a unit of instruction in Human Sexuality; see page 57.

***PHYSICAL EDUCATION/HEALTH and WELLNESS/DEVELOPMENTAL GUIDANCE 3 and 4 (606)***

**LEVEL:** College Preparatory  
**Grade:** 11-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** None

In this course the emphasis is placed on a variety of team and individual lifetime activities. Examples of units taught include: badminton, personal fitness, weight/cardio training, archery, tennis, bowling, golf, pickleball, table tennis flag football, soccer, basketball, ultimate frisbee and a variety of recreational games. The main focus of this class is to provide enjoyable movement activities to incorporate in the life long pursuit of physical fitness. Students will also participate in developmental guidance.

***ALTERNATE-DAY, PHYSICAL EDUCATION / HEALTH and WELLNESS / DEVELOPMENTAL GUIDANCE 1 & 2 - Semester 1 (620)***

***ALTERNATE-DAY, PHYSICAL EDUCATION / HEALTH and WELLNESS / DEVELOPMENTAL GUIDANCE 1 & 2 - Semester 2 (621)***

**LEVEL:** College Preparatory  
**Grades:** 9 - 10  
**Duration:** 2 semesters, alternate days  
**Credits:** 2.5 per semester for a total of 5 credits  
**Prereq:** Must be paired with one of the alternate-day performing music groups and/ or academic support classes. See specific music course descriptions for corresponding P.E. course numbers.

This unique physical education experience is designed to meet the needs of students who are enrolled in alternate-day music courses and/or academic support classes. The activities and material covered will be drawn from the curricula found in the Physical Education/Health and Wellness/Developmental Guidance 1 and 2.

\*All Sophomores will have a unit of instruction in Human Sexuality; see page 57.

***ALTERNATE-DAY, PHYSICAL EDUCATION / HEALTH and WELLNESS / DEVELOPMENTAL GUIDANCE 3 & 4 - Semester 1 (622)***

***ALTERNATE-DAY, PHYSICAL EDUCATION / HEALTH and WELLNESS / DEVELOPMENTAL GUIDANCE 3 & 4 - Semester 2 (623)***

**LEVEL:** College Preparatory  
**Grades:** 11-12  
**Duration:** 2 semesters, alternate days  
**Credits:** 2.5 per semester for a total of 5 credits  
**Prereq:** Must be paired with one of the alternate-day performing music groups and/or academic support classes. See specific music course descriptions for corresponding P.E. course numbers.

This unique physical education experience is designed to meet the needs of students who are enrolled in alternate-day music courses and/or academic support classes. The activities and material covered will be drawn from the curricula found in the Physical Education/Health and Wellness/Developmental Guidance 3 and 4.

***PHYSICAL EDUCATION LEADER CORPS***

***DURATION: 1 Semester (613)***

***\*DURATION: Alternate Days: Semester 1 - (624); Semester 2 - (625)***

***\*This course is only for students enrolled in one of the alternate-day performing music groups.***

**LEVEL:** College Preparatory  
**Grades:** 11 - 12  
**Credits:** (613): 5  
(624/625): 2.5 per semester for a total of 5 credits  
**Prereq:** Instructor's recommendation and department approval

While enrolled and participating in Physical Education/Health Wellness/Developmental Guidance, students assist teachers in class activities.

***ADAPTIVE PHYSICAL EDUCATION / HEALTH WELLNESS / DEVELOPMENTAL GUIDANCE (616)***

**LEVEL:** College Preparatory  
**Grades:** 9 - 12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** None

The adaptive physical education program utilizes games, sports, aquatics, and rhythm activities suited to the interests and skills of students whose disabilities do not permit participation in the regular physical education/health program/developmental guidance. Students will also participate in the health/developmental guidance component according to their grade level. Referrals of possible participants are made through physical education teachers, School Counselors, and physicians.

***YOGA (626)***

**LEVEL:** College Preparatory  
**Grades:** 11-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** None

In this life-enriching course, students will practice short, simple mindfulness skills to release stress and strengthen physical, mental, social, and emotional health.

This style of yoga is accessible to all levels of fitness and flexibility, and will enhance strength, flexibility, balance, coordination, self-confidence, and focus. Other mindfulness practices include creative reflection and written expression; moments of meditation; conscious communication; quiet connection; intentional rest; nutritional awareness; along with world care and community building activities. Students will receive simple ways to practice these skills in the classroom and in all areas of life to foster a greater sense of engagement and enjoyment in living and learning, while promoting kinder relations within schools, families, and communities. Students will also participate in developmental guidance.

***YOGA (Alternate Day Semester One 638) (Alternate Day Semester Two 639)***

**LEVEL:** College Preparatory  
**Grades:** 11-12  
**Duration:** 1 semester  
**Credits:** 2.5  
**Prereq:** None

In this life-enriching course, students will practice short, simple mindfulness skills to release stress and strengthen physical, mental, social, and emotional health.

This style of yoga is accessible to all levels of fitness and flexibility, and will enhance strength, flexibility, balance, coordination, self-confidence, and focus. Other mindfulness practices include creative reflection and written expression; moments of meditation; conscious communication; quiet connection; intentional rest; nutritional awareness; along with world care and community building activities. Students will receive simple ways to practice these skills in the classroom and in all areas of life to foster a greater sense of engagement and enjoyment in living and learning, while promoting kinder relations within schools, families, and communities. Students will also participate in developmental guidance.

***CP NUTRITION AND FOOD PREPARATION FOR A HEALTHY LIFESTYLE (219)***

**LEVEL:** College Preparatory  
**Grades:** 12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** None

This course is designed for students interested in developing nutritious and healthy food habits to improve their general health and wellness. It will guide them in selecting, preparing, and serving food while preserving the nutrients, flavor, textures, and colors. They will examine concerns for food safety issues, sustainability, food trends, and explore the Dietary Guidelines for Americans as recommendations to be followed when making healthy food choices. Students will gain nutritional knowledge, assess their own dietary habits, and make appropriate changes in behavior while they use a nutrient dietary analysis software program, research contemporary issues in nutrition and health, and record progress through journal writing. They will learn how to prepare nutritious and nutrient dense foods through hands-on laboratory participation.

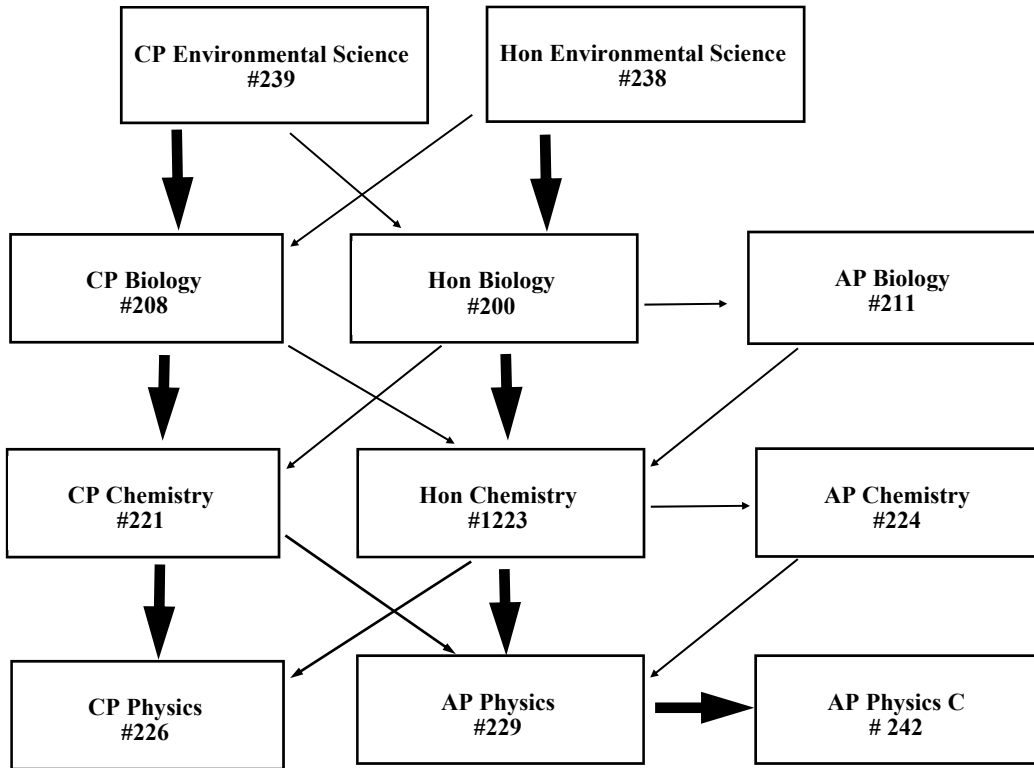
***STRENGTH AND CONDITIONING (645)***

**LEVEL:** College Preparatory  
**Grades:** 11-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** None

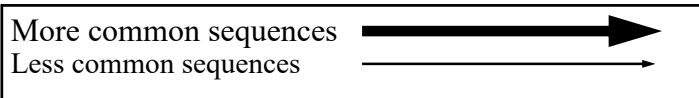
The Strength and Conditioning course will give students the tools and resources needed to be physically fit and healthy for a lifetime. The variety of exercises, techniques, and equipment used will allow students to experience many different ways to exercise and workout, which will likely lead them to find exercises they enjoy and want to continue performing after completing the course. Students will also learn how to create their own Health and Fitness plans that work towards specific health, fitness and career goals.

# SCIENCE DEPARTMENT

## Common Sequence for Science Courses



- |                                      |                             |                            |                            |                     |  |                                 |
|--------------------------------------|-----------------------------|----------------------------|----------------------------|---------------------|--|---------------------------------|
| CP Human Anatomy & Physiology<br>237 | CP Natural Disasters<br>206 | CP Woodland Ecology<br>241 | CP Forensic Science<br>240 | CP Astronomy<br>214 | Hon Human Anatomy and Physiology<br>1235 | AP Environmental Science<br>209 |
|--------------------------------------|-----------------------------|----------------------------|----------------------------|---------------------|--|---------------------------------|



The courses offered allow all students to select a sequence that appeals to their interests while providing the complex and diverse knowledge base required in the twenty-first century. A major component of all science courses is hands-on laboratory work. In addition to subject matter content, prescribed by the Massachusetts State Curriculum Frameworks for Science and Technology/Engineering, all courses stress the development of analytical reasoning and critical thinking, and the use of scientific inquiry skills and quantitative and measurement skills, and practical application and integration of mathematics and writing.

For science to be taught properly and effectively, labs must be an integral part of the science curriculum. Science teachers provide opportunities for inquiry based instruction in the lab or in the field to enable students develop a deeper understanding of the scientific concepts, an understanding of the nature of science, the attitudes of science, and the skills needed for scientific research. A school laboratory investigation is defined by the Massachusetts State Curriculum Frameworks for Science and Technology/Engineering as an experience in the laboratory, classroom, or the field, that provides students with opportunities to explore science concepts in a hands on way. Throughout the lab process, students should have opportunities to make observations and collect data, design investigations, engage in scientific reasoning, manipulate equipment, record data, analyze results, and discuss their findings. The skills and knowledge, developed through participation in laboratory investigations, are an important part of inquiry based learning and the foundation for understanding scientific concepts.

Consistent daily homework is the foundation to success in each course and often involves activities other than reading or writing. The written component may be a long-range assignment, worksheet completion, critical thinking problems, lab report preparation, or questions from the text. The reading component could include reading newly assigned text material, reading informational handouts, or research of topics. Project based demonstration of skill integration and application may also be assigned as homework. Students should review material presented in class on a daily basis. Assigned homework and class work missed during absences must be completed by the individual student.

Many science courses may be offered two levels: Honors, and College Preparatory

- Honors level students are highly motivated, self-directed, independent thinkers who are conscientious and organized. They are able to form, articulate, and interpret analogies from topics discovered in reading and classroom presentations, and use scientific terms to convey depth and breadth of both scientific concepts and mathematics to solve problems and manipulate and interpret scientific data.
- College Preparatory students are motivated, conscientious and organized, and can articulate and interpret ideas discovered in reading and classroom presentations. They are able to use scientific terminology to demonstrate understanding of scientific concepts, and can use mathematics appropriately to solve problems and present and interpret laboratory data.

Students are required to pass MCAS test in Biology. Students will take the Biology MCAS at the conclusion of their Biology course. All Biology course have been designed to incorporate the scientific inquiry skills and quantitative and measurement skills outlined by the Massachusetts Department of Elementary and Secondary Education. Biology courses include a comprehensive in depth study of the four core ideas of Biology identified by the state frameworks:

- From molecules to organisms: structures and processes
- Ecosystems: Interactions, energy, and dynamics
- Heredity: inheritance and variation of traits
- Biological Evolution: unity and diversity

Traditionally, students who intend to pursue a college major in science, mathematics, or engineering follow the sequence of Environmental Science, followed by Biology, Chemistry and Physics.

**CP BIOLOGY (208)**

**LEVEL:** College Preparatory  
**Grade:** 9 & 10 (Incoming 9th & 10th graders)  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** None

Inquiry-based learning is used to aid students in the detailed exploration of the topics required for study by the Massachusetts Science and Technology/Engineering frameworks. The topics covered include *Molecules to Organisms: Structures and Processes*, *Ecosystems: Interactions, Energy, and Dynamics*, *Heredity: Inheritances and Variation of traits*, and *Biological Evolution: Unity and Diversity*. The analytical approach promotes active student participation in scientific investigation, experimental design, and the application of scientific principles. Emphasis is placed on developing critical thinking, problem solving, and cooperative learning skills.

**HON BIOLOGY (200)**

**LEVEL:** Honors  
**Grade:** 9 & 10 (incoming 9th graders and going to be 10th graders)  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** Recommendation of your 8th or 9th grade science teacher

Honors biology is an accelerated course recommended for students who have both a strong interest and demonstrated aptitude in science. Standards for the Biology MCAS, which include *Molecules to Organisms: Structures and Processes*, *Ecosystems: Interactions, Energy and Dynamics*, *Heredity: Inheritance and Variation of traits*, and *Biological Evolution: Unity and Diversity* are both met and exceeded. This fast paced course will explore topics in greater depth and in a more challenging manner. Students must demonstrate a high level of commitment, responsibility, and the ability to learn independently to be successful. Students will be challenged to develop higher order thinking skills through the use of analytical and interpretative questions.

**AP BIOLOGY (211)**

**LEVEL:** Advanced Placement  
**Grade:** 10-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** Honors Biology

AP Biology is the equivalent of an introductory college-level course. Units include Chemistry of Life, Cell Structure and Function, Cellular Energetics, Cell Communication and Cell Cycle, Heredity, Gene Expression and Regulation, Natural Selection, and Ecology. An extremely fast-paced course in the time allotted, the student will be expected to retain, apply, and expand on what was learned in Honors Biology. Self-discipline, high level reading and interpretation skills, and the ability to process materials quickly is essential. Evaluation methods will include tests and practice essays that simulate the AP exam format, and laboratory investigations involving analysis and interpretation of data. Students must be comfortable enough with math to be able to learn and apply basic statistical principles to data presented or collected in labs. Students are expected to take the Advanced Placement Biology examination in May.

## ***CP FORENSIC SCIENCE (240)***

|               |  |
|---------------|--|
| <b>LEVEL:</b> | <b>College Preparatory</b>                             |
| Grades:       | 12   |
| Duration:     | 1 semester   |
| Credits:      | 5  |
| Prereq:       | Biology, Chemistry and/or Human Anatomy and Physiology |

Students will study an overview of forensic science as it relates to the collection and analysis of criminal evidence. Students will utilize problem solving skills as they examine both mock crime scenes and actual case studies from initial crime scene investigation through trial. Topics include biological physical evidence in the areas of blood typing, hair and fiber analysis, DNA analysis, and forensic anthropology; chemical analysis including toxicology and drug identification, poisons, chromatography, questioned documents, and examination of soil; patterns left at crime scenes including fingerprints, blood spatter, ballistics, casts and impressions, and tool marks. Students will engage in laboratory experiences, independent research, and crime solving activities. Participation in all activities is mandatory. Although some of the material is graphic in nature, students will be expected to handle it in a mature adult fashion.

## ***CP CHEMISTRY (221)***

|               |  |
|---------------|--|
| <b>LEVEL:</b> | <b>College Preparatory</b>   |
| Grades:       | 10 – 12  |
| Duration:     | 1 semester   |
| Credits:      | 5  |
| Prereq:       | Biology; designed for students enrolled in the College Prep math courses |

This course is aligned with the Massachusetts Science and Technology/Engineering frameworks in chemistry and requires mathematical ability to assure success; it is designed for science oriented students and those planning to attend a four year college. Laboratory investigation is a critical component of the course and helps develop critical thinking, problem solving, and cooperative learning skills. Chemistry topics covered during the semester include, but are not limited to the following: properties of matter, atomic structure, nuclear chemistry, periodicity, bonding, chemical reactions, stoichiometry, solutions, acids and bases, gas laws, equilibrium, and energy changes. Students will need a calculator for this course.

## ***HON CHEMISTRY (1223)***

|               |  |
|---------------|--|
| <b>LEVEL:</b> | <b>Honors</b>  |
| Grades:       | 10-12  |
| Duration:     | 1 semester   |
| Credits:      | 5  |
| Prereq:       | Honors Biology, have taken or concurrently enrolled in Honors Algebra 2 or AP Pre Calculus |

This course is aligned with the Massachusetts Science and Technology/Engineering frameworks in chemistry and emphasizes the mathematical and theoretical aspects of the topics listed below. It is a math intensive course that focuses on abstract concepts as preparation for science and engineering careers. This course uses and develops critical thinking and higher level problem solving skills and involves the student in inquiry based laboratory investigation and data analysis to further enhance his/her understanding of chemical principles and their implications. The course is considered foundational for students taking AP Chemistry. Topics include, but are not limited to the following: properties of matter, atomic structure, nuclear chemistry, periodicity, bonding, chemical reactions, stoichiometry, solutions, acids and bases, gas laws, equilibrium, and energy changes. Students will need a calculator for this course. \*\*If planning to take AP Chemistry, Honors Chemistry should be taken during the fall of junior year.

## ***AP CHEMISTRY (224)***

|               |  |
|---------------|--|
| <b>LEVEL:</b> | <b>Advanced Placement</b>  |
| Grade:        | 11 - 12  |
| Duration:     | 1 semester   |
| Credits:      | 5  |
| Prereq:       | Honors Chemistry, advanced ability to utilize algebraic expressions, ratios, percentages, dimensional analysis, significant figures, scientific notation, and decimals and apply these principles to new situations. |

A student's ability to perform well in this course is directly related to the rigor of previous math and science courses taken, the grades earned in them, and the ability to study and learn independently.

The AP Chemistry course is designed to be the equivalent of the two semester general chemistry course usually taken during the first year of college. The course follows the topic and laboratory outline described by the College Board. Students attain a depth of understanding of the essential fundamentals and enduring concepts and competency in dealing with chemical problems while developing the ability to think clearly, to express their ideas, orally and in writing, with clarity and logic. Topics include in-depth study of reaction kinetics, equilibria, electrochemistry, chemical thermodynamics and acid-base chemistry. Laboratory work is designed to develop advanced inquiry and reasoning skills and to connect concepts across domains. Students are expected to take the advanced placement exam in May. Students will need a graphing calculator.

## ***AP ENVIRONMENTAL SCIENCE (209)***

|               |  |
|---------------|--|
| <b>LEVEL:</b> | <b>Advanced Placement</b>  |
| Grade:        | 11-12  |
| Duration:     | 1 semester   |
| Credits:      | 5  |
| Prereq:       | Honors Biology or high performance and a teacher recommendation in CP Biology. |

AP Environmental Science is the equivalent of a one semester college level course. Units include The Living World: Ecosystems & Biodiversity, Populations, Earth Systems & Resources, Land & Water Use, Energy Resources & Consumption, Atmospheric Pollution, Aquatic & Terrestrial Pollution, and Global Change. This is a very interdisciplinary subject, including social science aspects as well as scientific principles. Evaluation methods will include tests and practice essays that simulate the AP exam format, and laboratory investigation involving analysis and interpretation of data. Students will be expected to use mathematical principles such as descriptive analysis and basic statistics to solve problems and interpret data. Each student will perform a lab-based research project throughout the semester outside of class. Students are expected to take the Advanced Placement exam in May.

***CP PHYSICS***            **(226)**

**LEVEL:**            **College Preparatory**  
Grade:            11-12  
Duration:        1 semester  
Credits:           5  
Prereq:           Chemistry, Trigonometry (either already taken or taking concurrently)

The Massachusetts State Curriculum Frameworks for Science and Technology/Engineering for physics include Motion and Forces, Conservation of Energy and Momentum, Heat and Heat Transfer, Waves, Electromagnetism, and Electromagnetic Radiation. At the end of their study, based on these standards, students can understand the evidence that underlies more complex concepts of physics, including forces and vectors, and transformations of energy. Graphical representations and the gradual introduction of functions introduce students to well-defined laws and principles of physics. A graphing calculator is required. Additional topics covered include Simple Machines, Torque, Optics, and DC Electricity. This course stresses mathematics as a tool of expression for understanding the elemental concepts of physics. This course is appropriate for students planning to attend a four-year college as a science or engineering major.

***AP PHYSICS***            **(229) (Formerly Hon Physics)**

**LEVEL:**            **Advanced Placement**  
Grade:            11-12  
Duration:        1 semester  
Credits:           5  
Prereq:           Trigonometry and concurrently in CP Pre-Calculus, Hon Pre- Calculus, or AP Pre-Calculus

Advanced Placement Physics prepares students to take the Advanced Placement Physics 1 exam. The course will utilize guided inquiry and student-centered learning to foster the development of critical thinking skills. Topics include: Kinematics, Newton's laws of motion, torque, rotational motion and angular momentum, gravitation and circular motion, work, energy, and power, linear momentum, oscillations, mechanical waves and sound, and an introduction to electric circuits. Students are expected to take the advanced placement exam. Students will need a graphing calculator for this course.

### ***AP PHYSICS C: MECHANICS (242)***

|               |   |
|---------------|---|
| <b>LEVEL:</b> | <b>Advanced Placement</b>               |
| Grade:        | 12                                      |
| Duration:     | 1 semester                              |
| Credits:      | 5                                       |
| Prereq:       | AP Physics and AB or BC Calculus Part 1 |

Advanced Placement Physics C: Mechanics will prepare students for the Advanced Placement Physics C: Mechanics exam. The course is designed for students wishing to take a calculus-based physics course that is comparable to first year college physics courses given to engineering majors and students majoring in physical sciences. This course will include the use of calculus to solve problems and derive equations. The course will explore concepts such as kinematics; Newton's laws of motion, work, energy, and power; systems of particles and linear momentum; rotation; oscillations; and gravitation. Laboratory work will include detailed data analysis and will often build on experiments covered in the AP Physics 1 course, which is a non-calculus based Physics course. Students are strongly encouraged to take the Advanced Placement Physics-C exams in Mechanics.

### ***CP ASTRONOMY (214)***

|               |   |
|---------------|---|
| <b>LEVEL:</b> | <b>College Preparatory</b>  |
| Grade:        | 11 and 12   |
| Duration:     | 1 Semester  |
| Credits:      | 5   |
| Prereq:       | Environmental Science (any 9th grade science course) and any Biology class, confidence in Algebra, Geometry and Trigonometry. |

The focus of this course is derived from the Massachusetts State Curriculum Frameworks "Earth's Place in the Universe". Topics studied include: historical advances and early astronomy theory; in-depth study of our solar system, including the sun, moons, asteroid belt and planets; the study of "outer" space, including galaxies and stellar evolution; and current technologies used in astronomy. Due to the theoretical nature of astronomy, mathematical skills (algebra, geometry, some trigonometry) will be frequently utilized. Students will engage in various learning environments, including traditional lecture and note-taking, self-study and presentation projects, research and readings, online interactive assignments, modeling labs and activities with math and graphing skills utilized, and critical review of current theories and opinions within the scientific community. Class activities may be assigned to be completed both individually and/or in groups.

### ***CP NATURAL DISASTERS (206)***

**LEVEL:** College Preparatory  
**Grades:** 10-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** Biology

Students will investigate the scientific nature of natural disasters that relate to the four disciplines of earth science: geology, oceanography, meteorology and astronomy. Topics include: earthquakes, tsunamis, volcanoes, hurricanes, severe weather, floods, mass extinction and environmental destruction. Students will study and research recent historical disasters and their local, national, and global impacts. Mathematic skills (algebra, geometry) will be frequently utilized; often with creating, analyzing, and measuring maps and graphs. Students will engage in various learning environments, including traditional lecture and note-taking, self-study, research, presentations and readings, online interactive assignments, modeling labs and activities and critical review of current theories and opinions within the scientific community. Class activities may be assigned to be completed individually while others may be assigned as group projects.

### ***CP WOODLAND ECOLOGY (241)***

**LEVEL:** College Preparatory  
**Grades:** 10 – 12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** Biology

Woodland Ecology is a course that enables students to develop an understanding of the natural environment with a focus on Massachusetts, New England, and the world around us. Topics discussed include but are not limited to: geography and topography of Massachusetts and New England, fundamental ecological principles, woodlands and forests of Massachusetts and the world, ecosystems of Massachusetts, identification of native plants and animals, map reading, etc. It is the expectation that students will explore the content of Woodland Ecology through inquiry. This course is communication intensive and will utilize group labs, projects, and field experiences, with particular emphasis placed on the local environment.

### ***CP HUMAN ANATOMY AND PHYSIOLOGY (237)***

**LEVEL:** College Preparatory  
**Grades:** 10-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** Biology

Students in this course study the structure and function of the human body with emphasis on developing an understanding of various systems of the body, including the skin, skeletal system, muscular system, nervous system, endocrine system, digestive, respiratory, circulatory, urinary and reproductive systems, as well as how disease affects the body and preventive medicine. Topics include anatomical terminology, a study of cells and tissues as well as mechanisms of disease. Student requirements may include oral and written presentations, laboratory experiments, and dissections.

***HON HUMAN ANATOMY AND PHYSIOLOGY (1235)***

|               |  |
|---------------|--|
| <b>LEVEL:</b> | <b>Honors</b>                          |
| Grades:       | 11 – 12                                |
| Duration:     | 1 semester                             |
| Credits:      | 5                                      |
| Prereq:       | Honors Biology. Honors or CP Chemistry |

This course is a laboratory-intensive approach to human anatomy and physiology, including the structure and physiology contributing to cellular differentiation. Study of the eleven individual body systems is expanded to include the physiological interdependence of systems and the impact of diseases and diagnostic measures on organs and tissues. Students should be aware that dissections are a major part of this course, and include mammalian dissections of the eye, kidney, brain, and heart of sheep. A final culminating dissection conducted at the end of the course highlights both the anatomy of body systems and their relationships.

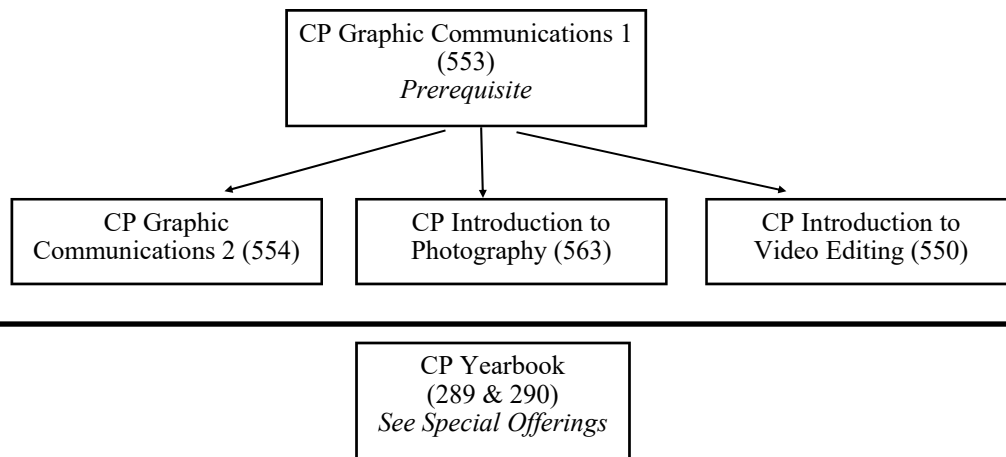
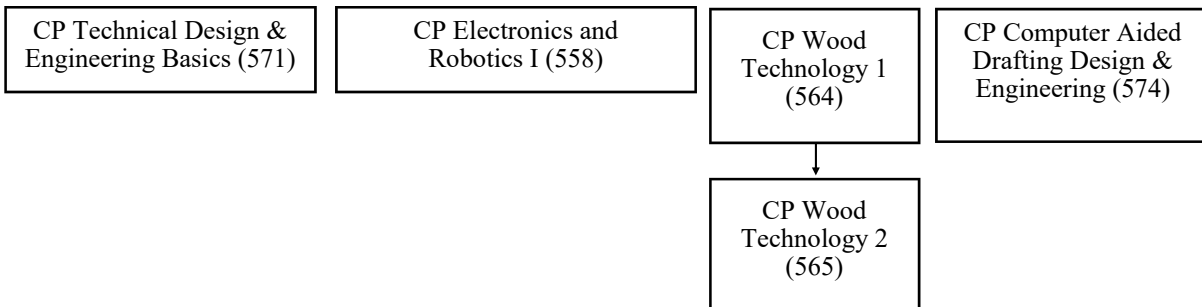
# TECHNOLOGY / BUSINESS / COMPUTER SCIENCE

Technology and engineering work in conjunction with science and math to expand our capacity to understand the world. Technology is an integral part of everyday life; and, to survive in the future, a student must be more than simply “technologically literate.” Although the term technology is often used to simply indicate a use of computers in the classroom, technology education is much broader in scope including invention, innovation, problem-solving techniques, mechanical processes, and production methods. Technology education must also examine the effects these advances have on society with the thought that future technological developments must maximize the benefits and minimize the problems.

Technology Education is a key element in an overall comprehensive education and is in the unique position of being the only department wherein all Massachusetts education standards can be addressed, combined, and applied.

The technology program at Minnechaug is based on the Massachusetts Science and Technology/Engineering Curriculum Frameworks and is constantly being updated to keep pace with what the state requires and changes in the works around us.

## A. TECHNOLOGY EDUCATION COURSES



### ***CP ELECTRONICS AND ROBOTICS 1 (558)***

**LEVEL:** College Preparatory  
**Grades:** 9 - 12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** None

This course covers the basic principles of electronics, i.e., voltage, current, resistance, capacitance and inductance. Students will work with basic robotics. Students will study automation with the use of mechanisms to design and build robotic prototypes. The robotic prototypes will be coded to run autonomously and with wireless controls. Students will study how motors and sensors can be used as input and output devices. The culminating project will have students use the engineering design process to design and build an automated assembly line with the use of workcells to manufacture a specific product.

### ***CP WOOD TECHNOLOGY 1 (564)***

**LEVEL:** College Preparatory  
**Grades:** 10 - 12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** None

This course is an activity-based, applied technology class that involves material experimentation, problem-solving, and product fabrication. In addition to a “traditional” small furniture project, the class will have experiences in mass-production, structural analysis, equipment use and safety, and wood joinery.

### ***CP WOOD TECHNOLOGY 2 (565)***

**LEVEL:** College Preparatory  
**Grades:** 10 - 12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** A grade of B or better in Wood Technology 1

This course further investigates and applies the principles and processes developed in Wood Technology 1. There is further material experimentation and structural analysis in addition to mass production and an individual furniture production unit.

### ***CP TECHNICAL DESIGN AND ENGINEERING BASICS (571)***

**LEVEL:** College Preparatory  
**Grades:** 9 - 12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** None

This course starts with instruction in the fundamentals of drafting, then proceeds onto orthographic projection, isometrics, 3-D developments, auxiliaries, sectional drawings, as well as the basics of engineering drawing. Students in this course will also be exposed to the design process where they will learn about engineering design, architectural design, interior design, and landscape design. The students will then utilize these new skills in the projects created throughout the course where they will be challenged to design, create and test specific structures and objects. As a final assessment, students will be asked to design and build a hydraulic arm that uses an electromagnet to demonstrate how fluid power technologies can be used in real life

## ***CP COMPUTER AIDED DRAFTING, DESIGN AND ENGINEERING 1 (574)***

**LEVEL:** College Preparatory

Grades: 10 - 12

Duration: 1 semester

Credits: 5

Prereq: None

This course will allow students to master the fundamentals of Computer Aided Drafting. Through hands-on experience students will learn to create, edit, store, and plot 2D and 3D CAD drawings, culminating with a project relevant to their personal interest which will be representative of what they have learned.

## ***CP GRAPHIC COMMUNICATIONS 1 (553)***

**LEVEL:** College Preparatory

Grades: 9 - 12

Duration: 1 semester

Credits: 5

Prereq: None

This course is a hands-on, project-based exploration of the fundamentals of graphic design and commercial arts. The curriculum will include, but not be limited to, the following topics: Basic Animation, Graphic Design, Typography, Branding, and Adobe Creative Cloud using Photoshop, Illustrator, & InDesign.

## ***CP GRAPHIC COMMUNICATIONS 2 (554)***

**LEVEL:** College Preparatory

Grades: 10 - 12

Duration: 1 semester

Credits: 5

Prereq: Graphic Communications 1

This course offers more in-depth exploration in Graphic Design, Commercial arts, and Imaging Technology. This course will build upon practical design skills learned in Graphic Communications 1 and apply them to real-life scenarios. There will be a focus on advanced visual branding, product design, video production, and broadcasting. Students will have the opportunity to work with various print output media, including laser printing, 3D printing, and heat transfer.

## ***CP INTRODUCTION TO PHOTOGRAPHY (563)***

**LEVEL:** College Preparatory

Grades: 10 - 12

Duration: 1 semester

Credits: 5

Prereq: Graphic Communications 1

This course is for the student with interest in photography and photo software applications. Specific units will be tailored to the group of students enrolled based on their previous experience and interests. Basic units will include: digital camera operation/settings, photo composition, lighting, and the use of Adobe Creative Cloud: Photoshop, Lightroom, and Bridge for photo enhancement. The student will learn to make successful images in a variety of settings, from outdoor scenic settings and sports to a studio setting.

***CP INTRODUCTION TO VIDEO EDITING (550)***

**LEVEL:** College Preparatory  
**Grades:** 10 - 12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** Graphic Communications 1

This course is an exploratory course that focuses on video editing and motion graphics. The curriculum will examine basic lighting techniques, storyboarding and camera angles with a heavy emphasis on video editing, audio design and motion graphics utilizing Adobe Premiere Pro and Adobe After Effects.

***CP YEARBOOK***

***Semester 1: (289) / Semester 2: (290)***

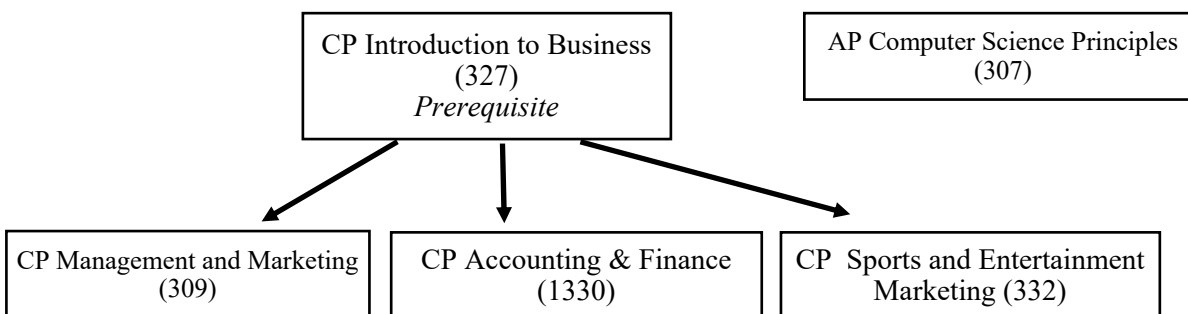
**LEVEL:** College Preparatory  
**Grades:** 9 - 12  
**Duration:** 2 semesters, alternate days  
**Credits:** 2.5 per semester for a total of 5 credits  
**Prereq:** None

The yearbook class is for the community-driven student with an interest in graphic design and photography who wishes to contribute to the production of the Falcon Yearbook. This year-long course focuses on the use of digital design software as well as photography in publication design. Students will gain introductory skills in Adobe Photoshop, InDesign, and Illustrator for the purposes of yearbook production as well as introductory skills with the DSLR camera for the purposes of event photography. Throughout the course, students will be expected to attend several school events outside of class time to photograph and document as well as assist in coordinating and facilitating marketing strategies and sales.

## **B. BUSINESS COURSES**

All business courses are open on an elective basis for students who wish to develop skills for personal use, career exploration, and college preparation.

### **Introductory Business Courses**



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### ***CP INTRODUCTION TO BUSINESS (327)***

**LEVEL:** College Preparatory

Grades: 9 - 12

Duration: 1 semester

Credits: 5

Prereq: None

This course is an excellent introductory choice for students who are thinking about this field of study. It provides students with a basic understanding of business functions and its role within society. Topics covered include: global economics, marketing, finance, business ownership and operations, human resources management, role of government in business. Lectures, class discussions, exercises, simulations, and visiting guest speakers are used.

### ***CP ACCOUNTING & FINANCE (1330)***

**LEVEL:** College Preparatory

Grades: 10 -12

Duration: 1 semester

Credits: 5

Prereq: CP Introduction to Business

This course will introduce students to basic accounting practices used for owning and operating a business as well as the base principles of finance such as the role of accounting in business, the accounting cycle of a fiscal year, accounting reports, the business cash flow cycle, personal vs. corporate finance, and the value of stocks, bonds, dividends and options in today's economy.

### ***CP MANAGEMENT AND MARKETING (309)***

**LEVEL:** College Preparatory  
**Grades:** 10-12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** CP Introduction to Business

This course offers students an introduction to basic management and marketing principles and examines the role these principles play in the success of today's global business organizations. The managerial functions — planning, organizing, directing, and controlling are discussed from the standpoint of how all four interrelate to become the management process. The marketing focus will be on building a sound understanding of the role of the consumer in developing the marketing and promotional mix along with detailed marketing strategies. Students will compose marketing plans based off of real-life, hands-on even projects. Teamwork, leadership, and presentation skills will be emphasized.

### ***CP SPORTS AND ENTERTAINMENT MARKETING (332)***

**LEVEL:** College Preparatory  
**Grades:** 10 - 12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** CP Introduction to Business

Why do McDonald's, Hanes, and Nike pay huge amounts of money to be associated with the sports and entertainment industry? Why do they choose celebrity endorsers to increase advertising revenue? This specialized course is designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. Topics covered include: facility design, merchandising, advertising, public relations/publicity, event marketing, sponsoring, ticket distribution, and career opportunities as they relate to the sports and entertainment industry. The use of real world events will further enhance skills and learned abilities.

## **C. COMPUTER SCIENCE**

### ***AP COMPUTER SCIENCE PRINCIPLES (307)***

**LEVEL:** Advanced Placement  
**Grades:** 10 - 12  
**Duration:** 1 semester  
**Credits:** 5  
**Prereq:** Algebra II

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

# SPECIAL EDUCATION

The Special Education program at Minnechaug Regional High School consists of Academic Support classes, Learning Center ELA and Math, a transition seminar, inclusion support, and two Life Skills classes. Students are scheduled into these classes according to their needs, as determined at an IEP TEAM meeting, and following special education guidelines.

## ***ACADEMIC SUPPORT***

***Duration: Semester 1; meets every day (748) - Semester 2; meets everyday (749)***

***Duration: Meets alternate days - Semester 1 (741) / Semester 2 (742)***

The Academic Support course develops academic and transition skills to enable students to meet MRHS graduation requirements and to prepare for post-secondary settings. The goal of this class is to provide skills and strategies needed to be successful in the classroom. The Ori curriculum is used in the Academic Support classes. Ori is an engaging social and emotional learning curricula designed to support high school students. It consists of five courses that help students understand the full range of emotions, as well as differentiating and managing comfortable and uncomfortable feelings. In addition, specifically designed instruction focuses on executive functioning skills including: self-monitoring, self-advocacy, time management, test-taking and note-taking strategies, understanding learning styles, and creating post-secondary school plans.

## ***TRANSITION LABORATORY (698)***

The Transition Laboratory provides 12<sup>th</sup> grade students on IEPs with direct instruction in the areas that focus on skills related to post-secondary transition and independent living. This course is designed to guide students as they plan to move on to vocations, trade schools, two-year colleges, four-year colleges, or life in the military. Some of the topics reviewed will include: self-advocacy, problem-solving, goal-setting, decision making, managing finances, the college application process, health and well-being, effective communication, employability, and interpersonal skills. This class will be taught by a special educator and will meet every other day at the start of the second semester.

## ***LEARNING CENTER ENGLISH (1761—Sem I) (1762—Sem II)***

This course is taught by a Reading Specialist and has been designed for a small group of students who have been challenged by the effects of a variety of disabilities that negatively impact their ability to access the curriculum. Given a variety of texts at their instructional reading levels and scaffolded levels of support, including teacher modeling, guided practice and application, students acquire the fundamental reading and writing skills necessary to meet the benchmarks of the Massachusetts Curriculum Frameworks and advance to the next level of English instruction. Intensive reading instruction emphasizes the development of vocabulary, as well as seven highly effective reading strategies, including activating, inferring, monitoring-clarifying, questioning, searching/selecting, summarizing, and visualizing-organizing. Students are expected to participate actively in class discussions. This course is designed to meet every other day for two semesters.

## ***LEARNING CENTER ALGEBRA***

***Learning Center Algebra Part 1 (785)***

***Learning Center Algebra Part 2 (784)***

This course is designed to guide students who have a disability that negatively impacts their ability to comprehend mathematics curriculum and to acquire skills for critical thinking in order to have success on the MCAS. Students will learn how to solve a variety of mathematical concepts such as equations, inequalities, absolute value, statistics, slope, systems of equations, percentages, and other math applications based on the Massachusetts Curriculum Frameworks. The course is every day for the first year of their high school career.

## ***LEARNING CENTER GEOMETRY (787)***

This course is designed to guide students who have a disability that negatively impacts their ability to comprehend mathematics curriculum and to acquire skills for critical thinking in order to have success on the MCAS, and if the students decide to move on to a trades career of their choosing. Students will learn how to solve a variety of geometric math based such concepts that begin with but are not limited to: solving for area both 2D and 3D shapes, lateral area of 3D shapes, and volume of 3D shapes. Students will be able to solve for the applications of triangles such as the Pythagorean Theorem and the triangles sum theorem.

## ***LANGUAGE AND LITERACY DECODING (975 - Sem I) (976 - Sem II)***

This course is designed for students who wish to improve foundational skills in reading. The course focuses on decoding/ word attack and active reading strategies to improve overall comprehension skills and vocabulary development. Specialized instruction is guided by diagnostic assessments. Instruction is multi-sensory and skills are introduced sequentially. Instruction is prescriptive and focused on the needs of the students. Emphasis is on improving reading fluency.

## ***LEARNING CENTER MATH APPLICATIONS (1800)***

This is a course that combines both Algebraic and Geometric skills together with an intense focus on the Massachusetts curriculum standards in order to review for the Mathematics MCAS exam. This course is designed for students who have not passed the Mathematics MCAS exams in years prior to high school. Students taking the course will use both paper and computer based curriculum to help accomplish these goals and extra practice on previous Mathematic MCAS exams to prepare for their high school level equivalent.

## ***EDUCATION, LIFE SKILLS & TRANSITION 1 (629)***

The ELT-1 Program provides specially designed instruction for students who require a significant level of support moving towards transition to adulthood. This program focuses on addressing each student's developmental needs. Included in this program are: Functional Academics, Communication Skills, Interpersonal/Social Skills, Independent Living Skills/Travel Training, Leisure Skills, Pre-Vocational Skills, and Vocational Skills. Functional academics are embedded within the program and tailored to individual student needs. Inclusion opportunities within the school community are provided. Related services are integrated within the student's day, per student IEP. Students in this program take the MCAS ALT.

### ***EDUCATION, LIFE SKILL & TRANSITION 2 (619)***

ELT-2 is a comprehensive, functional academic program for high school aged students that offers curriculum and instruction based on students' needs and readiness level. A multi-sensory approach to instruction is used along with related services. Modified academics include: English Language Arts, Math, Science, and History. Students participate in lunch, P.E. and other school-based activities with non-disabled peers. Other components of this classroom include: social pragmatics, transition planning and preparation, community networking, vocational supports and social skills. Field trips to community sites are also part of this curriculum. Students in this program may take the standard MCAS or the ALT.

### ***STRUCTURED LEARNING CLASSROOM***

***(NOT AVAILABLE BY STUDENT SELECTION; BY RECOMMENDATION ONLY)***

The Structured Learning Classroom (SLC) at MRHS is a supportive and transitional class that is run by a special educator. An adjustment counselor, BCBA and paraprofessional staff are also incorporated into this setting. The goal of SLC is to support students in accessing the general education curriculum as well as to provide opportunities to practice and reflect on social and emotional competencies. Specialized sections for English, History and Science are aligned with State standards. Assignment in this classroom is determined by the IEP team.

## Special Offerings

### ***CP INTERNSHIP (731)***

|               |   |
|---------------|---|
| <b>LEVEL:</b> | <b>College Preparatory</b>  |
| Grade:        | 12  |
| Duration:     | 1 semester  |
| Credits:      | 5   |
| Prereq:       | Application to the School-to-Career Coordinator and two letters of recommendation <i>Note: Student must provide his/her own transportation.</i> |

This program is based on the principles of the School-to-Career initiatives. It enables approved Minnechaug students in good standing to enter an agreement with a business organization or individual sponsor for a non-salaried, "on-site," educational experience related to the student's area of career interest. Students would be involved for the equivalent of one block per day, five days a week, for one entire semester and earn five credits. Grades are based on evaluation by the business site coordinator and the internship teacher. Students are reviewed by their mentor utilizing the Massachusetts work-based Learning Plan. Grades will be pass or fail. Grades will not factor into the GPA or class rank percentile.

Acceptance into the program is dependent upon the student's academic, discipline, and attendance records and the availability of a suitable internship site. Applications are available online and must be submitted with two letters of recommendation by March 1st of each year.

Internship Part 2 is an option for students to extend the length of their experience to two blocks or to participate in an internship both semesters of their senior year, if scheduling allows.

### ***CP COMMUNITY CONNECTIONS (733)***

|               |  |
|---------------|--|
| <b>LEVEL:</b> | <b>College Preparatory</b>   |
| Grades:       | 9-12   |
| Duration:     | a minimum of 40 hours after school with the same organization/agency |
| Credits:      | 2.5  |
| Prereq:       | administrative approval required                                     |

Upon approval by high school administrators, students in good academic standing who are involved in community service, volunteer work experience, or work with a community sponsor may be eligible to earn 2.5 credits for a minimum of 40 hours of after school involvement with the same organization/agency. Students may work in a business setting or community setting such as the Red Cross, town libraries, schools, soup kitchens, churches, senior centers, or social service agencies. Students must apply for approval prior to starting their service. Credit will be awarded after evaluation by the community service supervisor and the School Counselor. Transcripts will reflect Pass/Fail.

### ***CP INDEPENDENT STUDY***

|               |                            |
|---------------|----------------------------|
| <b>LEVEL:</b> | <b>College Preparatory</b> |
| Grades:       | 11-12                      |
| Duration:     | 1 semester                 |
| Credits:      | 5                          |
| Prereq:       | See below                  |

Minnechaug Regional High School supports students in the pursuit of areas of personal interest that stem from previous study in the high school curriculum or from the specific interest of the students. Independent Study is limited to students in their junior and senior years.

A student is limited to one Independent Study option during his or her four years at Minnechaug. Upon successful completion of the proposed course of study, a grade and the designation I/S with the discipline following (i.e., I/S Spanish) will be posted on the student transcript. Independent study applications are available in the Minnechaug Counseling Center.

### **Guidelines for Independent Study:**

1. In order to be eligible for an independent study project, a student must be enrolled in eight classes for the year (one of which will be replaced by the I/S if approved).
2. The student must submit a detailed proposal for independent study that contains a minimum of four assessment benchmarks to a cooperating teacher, along with the independent study application.
3. The student and cooperating teacher will develop a specific final capstone project proposal. This capstone (any product agreed upon) will be presented to a class, the department, or the full faculty at semester's end. An administrator must be present at this final presentation for course credit to be received. The presentation must include:
  - the purpose of the independent study – What are the student's educational goals?
  - a description of the independent study process – development of the student's skills and
  - tasks related to research, writing, crafting, processing, etc. – What did the student do?
  - research – share what you now know - What new knowledge was gained?
  - relationship to career or educational goals – Why is learning about this important to the student?
  - findings – What did the student discover that was surprising, unexpected, or exciting?
  - a product - What does the student have to show for this work?
4. The proposal will be presented to the department chair for modification and/or final approval.
5. The student, cooperating teacher, and department chair will present the proposal to an administrator for final approval.
6. All usual policies for course changes, grading, progress reports and attendance, will be applied to I/S.
7. Students who undertake independent study projects and who fail to complete the projects will receive failing grades on their transcripts.
8. Independent studies will not earn honors credit.
9. All independent studies will earn 5 credits.

Teachers who agree to supervise an independent study must have completed at least one full year of employment in this district. A teacher may only supervise one independent study per semester, and the independent study must occur during the teacher's preparation period to ensure that the student receives sufficient opportunities for guidance and support during the process.

All independent study requests must be submitted at least three weeks prior to the semester of study. Independent study requests for the fall semester must be submitted prior to the end of school the previous year (June for September start, December for January start). No applications will be reviewed or approved after the deadline. It is the student's responsibility to obtain all required signatures and present the completed Independent Study Application for administrative approval.

## ***CP DUAL ENROLLMENT***

**LEVEL:** College Preparatory  
**Grades:** 11-12  
**Prereq:** See below

### **Guidelines for Dual Enrollment:**

1. Have a 2.0 weighted G.P.A. or higher (Exceptions may be granted for special circumstances)
2. Students must receive authorization from the Counseling Center and the administration prior to registering each semester. It is the student's responsibility to supply the appropriate documents to the School Counselor and set up this meeting.
3. Participation is subject to the approval of the higher education institution at which the student wishes to enroll.
4. Students must meet the guidelines and requirements of the institution of higher education.
5. Students must take any qualifying tests given by the college that they use to measure the student's "ability to benefit" from the college's course offerings.
6. Students are responsible to make sure that the scheduling of their dual enrollment courses does not conflict with their MRHS course schedule.
7. Students are required to have written approval from their parents/guardians in order to be accepted into the program.
8. Students are responsible for meeting registration deadlines at the college.
9. Students must complete the Student Travel Permission form when requesting a "drop block".

Dual Enrollment is a program that allows qualified high school juniors and seniors to enroll in accredited institutions of higher education on a part-time basis. The Dual Enrollment Program is intended to expand and enrich a student's scholastic options. Students who participate in the Dual Enrollment program may earn both high school credits and college credits for the college courses they pass. The end result is that students earn "dual credit". For the purpose of GPA calculation, Dual Enrollment grades will not be factored into a student's GPA or class rank percentile. Students may attend any two or four year accredited college or university that has a Dual Enrollment program. Students are responsible for all costs associated with attending any institution of higher education and are responsible for their own transportation, textbooks, instructional materials, and miscellaneous fees. Dual Enrollment courses will not count toward Minnechaug diploma required courses. For more information, see your School Counselor.

## ***AP CAPSTONE PROGRAM***

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

The AP Capstone program consists of two separate courses toward the completion of the **AP Capstone Diploma**. In order for a student to complete the AP Capstone Diploma program, they must successfully finish all of the following requirements:

1. AP Seminar Course and earn score of 3 or higher on the AP Seminar Exam
2. AP Research Course and earn score of 3 or higher on the AP Research Exam
3. Successful completion and scores of 3 or higher on at least four additional AP Exams

Students who score 3 or higher on the AP Capstone Research and Seminar exams but have not completed the addition four AP Exams with a score of 3 or higher are eligible for the **AP Seminar/Research Certificate**.

### ***CP FRESHMAN FOUNDATIONS (Scheduled by term)***

**Level:** College Preparatory

Grade: 9

Credit: 2.5

Duration: 45 days-PE one term/FF one term - Same semester

Required course

Freshman Foundations is a College Preparatory course that involves reading, writing, research, and presentation skills. Students engage in group work, class discussion, and self-reflection while practicing academic skills required of them during their 4 years of high school at Minnechaug. While reading literary and informational texts, students will learn various literacy strategies to strengthen their reading skills. They will also tackle the art of proper note taking and participate in a writer's workshop, wherein they will use the process of writing and reflecting to brainstorm, write, revise, and edit a formal piece of writing. By the end of the course, Freshman Foundations students will be able to research effectively, using different platforms including databases, and be able to appropriately cite their findings using MLA format. Students will be required to use technology to formally present research to their classmates.

### ***HON TEACHER ASSISTANT (TA) PROGRAM (054)***

**Level:** Honors

Grade: 11-12

Credit: 5 credits

Duration: 1 Semester

Prereq: None

The new TA program will afford juniors and seniors the opportunity to assist in College Prep Freshmen Level classes in the subjects of English, Math, Science, and Social Studies. These juniors and seniors will assist the classroom teacher with support by providing Tier 2 embedded support. There will be a limit of one student per section. There will be an application process to be accepted into this program, and a confidentiality agreement will need to be signed by both the student and their family. The TA student will be assigned to the section and the teacher for the duration of the semester, every day the course meets.

# CAREER AND TECHNICAL EDUCATION CENTER

As a member of the seven-school-systems collaborative, Minnechaug Regional High School offers the following Chapter 74 (state) approved vocational, technical, and occupational programs to students beginning in their freshmen year. Bus transportation is provided to and from the Career and Technical Education Center (CTEC) located in West Springfield. All programs provide students, with the necessary academic and technical competencies required by current industry standards to enter a career pathway and to give students pursuing post-secondary options a solid basis for continued education.

## **CTEC is normally a 4 year Program. Sophomores can apply on a limited basis.**

Credits: 20 per year

Offered: Both semesters, five days a week. Freshmen and Juniors will attend the morning CTEC session. Sophomores and Seniors will attend the afternoon session.

**Applications for any program must be submitted to CTEC by the first day of school in APRIL for acceptance in the fall. Applications will be processed and submitted during students' 8th grade year.**

## ***CTEC EXPLORATORY PROGRAM (775)***

All newly enrolled students begin their studies at LPV Career TEC by participating in the Exploratory Program for the first semester. During this time, students have the opportunity to explore various career/vocational technical programs (shops) in an effort to help them make a career choice that is best for them. Final placement is determined by an overall review of performance in the Exploratory Program. Students must give their best effort in all shops explored in order to have the best chance to be placed in the shop of their choosing. First semester schedules will reflect course 775 (Exploratory).

## ***EARLY EDUCATION AND CARE***

### ***Semester 1: (796) / Semester 2: (797)***

The Early Education and Care program is a comprehensive competency based program in which students will become familiar with a variety of child care programs. Some of these programs may include: licensed family child care homes, center based child care programs, and public school programs. Students become certified in Infant and Child CPR, and Pediatric First Aid prior to externships in child care programs. They will learn the importance of providing quality care and education to young children of various ages. Students will be guided through the process of planning and developing curriculum for young children, creating activities and implementing lesson plans with the children in the Early Learning Center. Students will be prepared to apply for the Department of Early Education and Care Teacher License upon successfully completing this program.

## ***AUTOMOTIVE TECHNOLOGY***

### ***Semester 1: (935) / Semester 2: (936)***

The Automotive Technology program is certified by the National Automotive Technicians Education Foundation (NATEF) in the following areas: Brakes, Electrical/Electronic Systems, Engine Performance, Suspension, and Steering. The NATEF curriculum prepares students to meet national automotive industry standards and requires students to become proficient in a multitude of automotive procedures and diagnostic techniques. The NATEF curriculum prepares students to meet national automotive industry standards and requires students to become proficient in a multitude of automotive procedures and diagnostic techniques. Students completing the Automotive Technology program will be able to demonstrate an understanding of careers within the automotive field, shop safety, automotive systems, related math applications for automotive technicians, automotive measurements, diagnostic, and testing procedures, troubleshooting and problem solving.

## ***INFORMATION SUPPORT SERVICES AND NETWORKING***

***Semester 1: (722) / Semester 2: (723)***

The Information Support Services and Networking program, is a competency based program designed to provide students with entry level skills in personal computer maintenance and repair, data communications and networking. Students are taught the basic skills needed to install, troubleshoot, and repair computer system hardware and operating systems as it prepares students for the Comp-TIA A+ technician certification. Included in the program are some fabrication skills along with electro-mechanical troubleshooting and repair. Students will have practical knowledge of analog and digital electronics, as well as competencies with tools and test equipment. The Cisco Networking Academy component includes network design, routing and switching, and network maintenance and operation. Topics include the OSI model, internetworking devices, IP addressing, LAN media and topologies, structured cabling, PC hardware and software, patch cables, installation of structured cabling, cable management techniques, and the use of test equipment.

## ***HEALTH ASSISTING***

***Semester 1: (724) / Semester 2: (725)***

The Health Assisting program is a competency based program that focuses on safe and effective performance of the student providing care in a health-care setting. The program is certified by the Commonwealth of Massachusetts as a Certified Nursing Assistant (CNA) and Sending Health Aide (HHA) testing site and by the Department of Public Health as a Feeding Assistant testing site. The program introduces students to career opportunities in the field of allied health care as well as provides instruction in basic entry level skills. Emphasis is placed on specific nursing assistant duties and on the concept pertaining to the psychosocial aspect of care giving. Students receive a strong academic foundation as well as experiencing externships where they can practice their skills in a real world setting under the supervision of experienced medical professionals. Students become First Aid, CPR and AED certified prior to clinical rotations through nursing and rehabilitative centers and a local hospital.

## ***CARPENTRY***

***Semester 1: (726) / Semester 2: (727)***

The Carpentry program is a course of study offering a comprehensive competency based curriculum aligned with the Massachusetts Department of Education Vocational Technical Education Frameworks – Construction Cluster – Carpentry. First year students focus in the classroom and shop on developing basic carpentry-related skills. Students begin by mastering basic carpentry competencies, such as ruler reading, workplace safety, and operation of both hand and power tools. Building site preparation follows, including transit set up, calculating grade elevations, properly situating the building and the construction of batter boards. Upon successful completion of the first year curriculum students have the opportunity to study one of the following: Off-campus projects: These projects range from partial or whole buildings to small renovations such as porches. Architectural Woodworking: This course of study incorporates the standards of the Architectural Woodworkers Institute (A.W.I.) as it relates to the commercial side of interior finish work.

## ***CULINARY ARTS***

***Semester 1: (728) / Semester 2: (729)***

The Culinary Arts program is a competency based program certified by the American Culinary Federation (ACF). Students operate a fully equipped commercial kitchen and dining room encompassing restaurant, banquet, and buffet services through the two student run restaurants: the morning Java Café, serving breakfast, and the Brush Hill Bistro, serving lunch, which are open to the general public two days a week. While meeting these standards and accepting responsibility for time management, food quality, and customer service, students develop skills in baking, culinary techniques, menu planning, and food costs and hospitality management. Training in proper use and maintenance of equipment, culinary tools, sanitation, and proper storage and handling of food are all part of the curriculum. Students are prepared for the ServSafe® Certification through the National Restaurant Association's Educational Foundation training program.

## ***GRAPHIC AND VISUAL DESIGN***

***Semester 1: (777) / Semester 2: (778)***

The Graphic and Visual Design program is a competency-based program certified by Print Ed, a component of the Graphic Arts Education and Research Foundation (GAERF®). Students will use state of the art digital imaging, illustration, and page layout software and equipment, and learn to apply their creativity to real-life or simulated projects. Students will be introduced to the Graphic and Visual Design field and gain competencies in traditional and computer-based layout, design, typesetting; copy preparation, composition and printing press operations. Students will use software programs such as Adobe InDesign, Photoshop, and Illustrator and learn electronic plate making, 2-color press operations, finishing and binding, and paper cutting. Students will work on projects such as ads, logos, multi-page documents, four color publications, posters, packaging, and photographing products to market and strengthen their skills in visual design by concept development, creating corporate identities, branding and packaging, as well as designing self-promos. In addition, students will be exposed to digital photography, silk screening and sign-making technology.

## ***LANDSCAPING TECHNOLOGY/HORTICULTURE***

***Semester 1: (773) / Semester 2: (774)***

The Landscaping Technology/Horticulture program offers a comprehensive competency based course that explores career areas in landscape maintenance, construction and design, greenhouse production, nursery production, floriculture, and retail garden center operation. The program emphasizes knowledge of plant science as a foundation to all career areas. Students learn while using equipment and materials that represent industry standards. Project based learning activities, residential landscaping projects, greenhouse sales, and floral projects provide experiences for students to reinforce, and practice skills and knowledge learned in the classroom setting. Leadership and personal development skills are promoted through involvement in the Future Farmers of American (FFA) Student Organization.

## ***ADVANCED MANUFACTURING TECHNOLOGY***

***Semester 1: (798) / Semester 2: (799)***

Advanced Manufacturing Technology is a comprehensive competency based program designed to provide students the opportunity to learn all the skills demanded of the 21st century machinist. Students follow a course sequence that starts with the basics of manual machining and progresses to advanced multi-axis CNC programming, setup, and operation. Machine Technology students receive training through hands-on experience that replicates operations used in industry. Metal parts are produced using lathes, millers, surface grinders, and Computerized Numerical Control (C.N.C.) machines. Students are introduced to the principle of machining using a ProtoTrak Knee Mill, as well as lathes, surface grinders and various hand tools. Students will create programs using Cartesian coordinate systems of measurement and are introduced to basic CAD programs using Solid Works, as well as speed and feed, and basic math formulas.

## ***BUILDING/PROPERTY MAINTENANCE & MANAGEMENT***

***Semester 1: (700) / Semester 2: (800)***

Building/Property Maintenance program, is a competency based program designed to introduce students to the many facets of property maintenance: interior, exterior, and seasonal grounds and lawn care. Students are introduced to a cross section of hands-on training in the basic skills related to building/facilities maintenance including: carpentry, electrical, floor care, landscaping, painting, and plumbing, with an emphasis on safe work practices and employability skills and safety. Safety within the curriculum includes the use of appropriate hand and power tools in conjunction with industry standards. Students learn preventative maintenance and repair techniques of small engines and power tools.

## ***COSMETOLOGY***

***Semester 1: (791) / Semester 2: (792)***

Cosmetology is a comprehensive competency based program designed to develop skills used by cosmetologists. The Cosmetology program is certified by the Commonwealth of Massachusetts Board of Registration of Cosmetologists. Students in the Cosmetology program are introduced to career opportunities in the field of cosmetology which includes hair stylist, manicurist, skin care specialist, cosmetic chemist, and make-up artist. Under the supervision of licensed instructors in a state of the art equipped classroom/shop, students will learn techniques and skills necessary for success in the beauty industry along with the sciences of the profession including anatomy, physiology, and chemistry. Upon successful completion of the course, which includes the requirement of 1000 instructional hours, students are prepared to take the Board of Registration of Cosmetologists license exam using the curriculum standards set by the Board.

## ***COOPERATIVE EDUCATION (CO-OP) PROGRAM***

***Semester 1: (688) / Semester 2: (689)***

The Cooperative Education (CO-OP) Program at LPV Career TEC is designed to give fourth-year students the opportunity to extend their learning experience into the world of work, whereby the student is placed into a paid position during shop hours. Students are assessed using the Work-Based Learning Plan endorsed by the Massachusetts Department of Education in collaboration with the Massachusetts School to Career System. All students at LPV Career TEC, upon the recommendation of their instructor, and who are in good standing in their career/vocational technical program are invited to participate in the CO-OP Program. The CO-OP is aligned with the Vocational Technical Education Frameworks Strand 4: Employability Knowledge and Skills giving students the opportunity to develop employability skills to secure and keep employment in a chosen field. Student schedules will reflect the original vocational shop course. Schedules will reflect the course number of the career/technical education program they are enrolled in. *Students do not select this course. If a Student is approved for co-op, the school counselor will update the student's schedule.*