


# *Program of Studies*

# *2017-2018*

***The Program of Studies may also be found on our website: www.mansfieldschools.com/mhs***

# Preface

In order to proceed in a timely fashion, this Program of Studies/Course Registration Offerings was prepared by the Mansfield High School Administration and teaching staff based on the current conditions. The course offerings presented here are subject to review, revision, change and deletion. Please understand that a student's selection of a course does not guarantee the availability of that course for the 2017-2018 school year.

Maintaining subject continuity and curriculum are of paramount importance. We will make every effort to offer as many course offerings as possible by trying to utilize our faculty in the most efficient manner possible.

***A Grade 9-12 Program of Studies may also be accessed online at www.mansfieldschools.com/mhs.***

*All students regardless of race, color, sex, religion, national origin, limited English proficiency, sexual orientation, gender identity, disability, or housing status, have equal access to all programs, including athletics and other extracurricular activities.*



## *A MESSAGE FROM THE PRINCIPAL*

Dear Students,

This booklet was prepared to help you choose which courses you will take next year. Enrolling in classes that support your future plans and goals is extremely important. Please closely examine the offerings described within and consult with your parent/guardian(s), teachers, and counselor before making your final selections. **Personal interest, willingness to accept the challenge to study and learn, and career goals, should guide you in your course selections.**

Michael T. Connolly
Principal

### Mansfield High School Core Values and Beliefs About Learning

The Mansfield High School community is committed to life-long learning with the understanding that it is essential to meeting the challenges of 21st century living. We want our students to be well equipped to make positive contributions to the local, national, and international communities.

We believe that students learn best when:

- they are in a safe, supportive environment which promotes life-long learning, problem solving, creativity, curiosity and independent thinking.
- they feel ownership of their own learning and are empowered to set goals and act in ways that are supportive of their own growth.
- they are willing to make mistakes to help them learn.
- they are eager to work with others to take on any challenges.
- the learning environment provides personalized learning opportunities that encourage self-discovery, self assessment and risk-taking.

We believe that students learn best from teachers who:

- are knowledgeable, enthusiastic and invested in their content *area*.
- communicate high expectations clearly and consistently.
- demonstrate flexibility and adaptability to learning conditions and to students' needs.
- use a variety of instructional and assessment strategies based on current research and best practices to engage students in their learning.

Furthermore, students will benefit from a community that:

- encourages a partnership between school, parents and community.
- recognizes and respects diversity.
- supports learning through appropriate funding for relevant technology and materials, through adequate staffing that ensures smaller class sizes, and through opportunities for effective professional development.

## *MANSFIELD HIGH SCHOOL EXPECTATIONS*

**Academic Expectations:**

The Mansfield High School student communicates effectively.
The Mansfield High School student reads text and other media to analyze information.
The Mansfield High School student uses curiosity, imagination, and critical thinking skills to solve and create solutions.
The Mansfield High School student will access and use technology to obtain, organize, and communicate information effectively.

**Social and Civic Expectations:**
The Mansfield High School student collaborates with others to a productive end, leads by influence and example, and demonstrates personal and global responsibility.

## *ACCREDITATION STATEMENT*

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

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

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

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

COMMISSION ON PUBLIC SECONDARY SCHOOLS

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
209 BURLINGTON ROAD
BEDFORD, MA 01730-1433
(781) 271-0022

## *SUMMARY OF REGULATIONS PERTAINING TO STUDENT RECORDS*

In January 1975, the State Board of Education adopted regulations pertaining to Student Records. The regulations are designed to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in their responsibility for the maintenance of student records.

The regulations divide the record into two sections: the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, and grade level completed. The transcript is kept by the school system for at least sixty years after the student leaves the school.

The temporary record contains other useful information maintained by the school about the student as he/she proceeds through the system. This may include such items as standardized test results, class rank and quality point average, letters of recommendations, student resumes (if provided), evaluations, comments by teachers or

counselors, and other similar information pertinent to student progression. The temporary record is destroyed five years after the student leaves school.

Massachusetts law (General Laws Chapter 71, Section 34H) specifies procedures that govern access to student records by parents who do not have physical custody of their children. For more information, please contact the school administration.

A parent or a student who has entered the ninth grade, or is at least 14 years old, has the right to inspect all portions of his or her school record upon request.

## *TITLE IX AND CHAPTER 622*

Mansfield High School does not discriminate by sex in any of its educational programs as stated in Title IX of the Education Amendments of 1972, P.L. 92-318 and Chapter 622 of the Acts of 1971.

## *COURSE SELECTION PROCESS*

Proper course selection creates the foundation for a successful high school career. At Mansfield High School, the Course Selection Process is given the utmost priority by our faculty and administration. The process requires input and cooperation from students, parents, teachers and school counselors. Courses should be chosen with a great deal of thought and care.

Courses should be selected with the intent of achieving academic success while challenging individual personal development. Students must enroll in a minimum of 50% core-academic courses each year. It is recommended that college-bound students enroll in a minimum of 75% core-academic courses each year.

Students and parents considering college should understand that colleges vary greatly in selectivity and basic course requirements. When considering colleges, students and their parents should be aware of each school's academic requirements. Students and parents should consult with the Guidance staff regarding their plans.

Families are strongly encouraged to follow the recommendations of teachers as to course placement for the coming school year. We understand that there are occasions when parents and students are not in agreement with the recommendation of their teacher and choose to request a change in the recommendation. Students will be provided with a hard copy of teacher recommendations for core academic courses at the start of the course registration process. Students **must** consult with their teacher if they are in disagreement with the recommendation to better understand the recommendation as well as to self-advocate for a potential change. At this time the teacher will provide the student with the **Course Change Form**. If the teacher agrees with the change in course, they will sign the form and the student will return the completed form to the counselor. If the teacher is not in agreement and the student wishes to continue to pursue the change, the student must complete the **Course Change Form** provided to them by the teacher, obtain all appropriate signatures, and meet with the appropriate Department Chair to discuss the request. The request will be reviewed by the Department Chair in consultation with the teacher, student and parent/guardian(s). If the request is granted, the student will **remain in the class for the duration of the course.**

**Careful attention should be given to course levels and the overall difficulty of a schedule. Students will not be allowed to make changes to their courses after the selection process is completed at the end of the 2016-17 school year. No course changes will be permitted after the opening of school. If an error was made, the student should inform the School Counselor who will initiate the process for correcting the error.**

## *DESCRIPTION OF COURSE LEVELS*

**Advanced Placement** Courses are formally recognized as Advanced Placement (AP) by the Educational Testing Service and culminate with an AP examination.

**Honors** Courses contain highly challenging material, presented at an accelerated and more intensive pace than college preparatory courses. Honors courses require advanced reading, writing, verbal, conceptual, mathematical and study skills as well as extensive outside preparation.

**College Preparatory** Courses prepare students to continue their education at the college level. These courses require well developed reading, writing, verbal, conceptual, mathematical and study skills, as well as substantial outside preparation.

**Comprehensive** Courses prepare students to continue their education at two-year colleges, or for the work place. Comprehensive courses develop reading, writing, verbal, conceptual, mathematical and study skills through a variety of classroom activities and may require outside preparation.

## *ADVANCED PLACEMENT – EXPANDED DESCRIPTION*

The Advanced Placement (AP) program provides high schools with an opportunity to offer college level courses to qualified high school students. These challenging and stimulating courses take more time and require more work than traditional high school courses. They also give greater opportunity for individual progress and accomplishment and allow for greater depth of study. Advanced Placement courses also offer an opportunity to gain advanced placement and/or college credit to students when they enter college. Currently, MHS offers the following AP courses: Calculus, Statistics, Physics, Biology, Chemistry, American History, European History, French and Spanish Language, English Language and Composition, English Literature and Composition, Art History and Music Theory.

The College Board requires every AP course syllabus to be submitted for audit. This audit ensures that the class meets the required rigor and allows Mansfield High School to be declared as AP certified. In the Mansfield High School Program of Studies, profiles of expectations follow each course description and should be carefully reviewed before a student seeks registration.

In order for students to register for AP course(s), they must have the recommendation of the subject area teacher and Department Chairperson. Once a student has been allowed to register, he/she **must** check with respective department chairs for summer reading requirements. Because of the rigorous academic expectations associated with AP courses in and outside of the classroom, students may pursue a maximum of 3 AP courses in their junior year and 4 in their senior year. Students wishing to take an additional AP course in their ***senior year*** will need to meet with the Principal, Department Chairperson, School Counselor and Parent/Guardian to determine if the additional AP course is in the student's best educational interest. Please note that the schedule may not permit this to take place due to scheduling constraints. It is the expectation that students electing any AP course must complete the course in its entirety. ***Students enrolled in an AP class will not be permitted to drop the course once the enrollment process is complete at the end of the 2016-17 school year.*** The AP exam represents the conclusion of any AP course. It is expected each student will take the AP exam.

The College Board creates and scores the AP exams. The College Board charges a fee for each exam which is updated annually. The exam fee is the responsibility of the student. A budget plan to pay for this expense is available. There may be financial aid available for those who qualify. If a parent believes they have financial need, they must inform the AP Coordinator by November 1st.

## *PLANNING TO REGISTER FOR ADVANCED PLACEMENT CLASSES?*

**Please consider the following:**

- They are available to ALL students in grades 11 and 12.
- Typical grade 11 choices are AP English Lang/Comp, AP Biology, AP US History, AP Statistics, AP Art History, and AP Music Theory.
- Grade 12 offers greater AP opportunities because more prerequisites have been achieved, however, students will be required to make choices -- student demands, as well as sections offered, affect opportunity.
- Knowing prerequisites and expectations early in a student's high school career (grade 10) is highly recommended.
- You are urged to review the AP Profile as outlined by each academic discipline. The syllabus of each class, which is reflective of a first year college course, is rigorous and demanding. The minimum standard is set by the College Board. Previous knowledge, a solid work ethic, and strong time management are requirements in all Advanced Placement level classes.
- Grade 11 students may enroll in a maximum of 3 AP courses; Grade 12 students may enroll in a maximum of 4 AP courses and appeal to the Principal for a fifth AP course. Please see handbook for further details.

## *GRADUATION REQUIREMENTS*

| **Grade**<br><br>**Class of** | **9**<br><br>**2021** | **10**<br><br>**2020** | **11**<br><br>**2019** | **12***<br><br>**2018** |
|---|---|---|---|---|
| **Number of credits that must be earned** | 124 | 124 | 126 | 128 |
| **Number of courses that must be taken and passed: *** ** | | | | |
| **English**† | 4 | 4 | 4 | 4 |
| **Mathematics** (MA Colleges/Universities require 4 years.) | 3 | 3 | 3 | 3 |
| **Social Studies**†† | 3 | 3 | 3 | 3 |
| **Science** | 3 | 3 | 3 | 3 |
| **Wellness / Physical Ed.** ††† | 4 | 4 | 3 | 2** |

Students must adhere to the Massachusetts Department of Elementary and Secondary Education (DESE) MCAS requirements (or comprehensive exam as determined by DESE) to receive a diploma.

***** **Seniors must earn a minimum of 25 credits in their Senior Year to graduate.**

****** **One unit of PE/Wellness <u>must</u> be in the students' Senior Year**

******* **A unit is equivalent to two trimesters under the previous schedule and a full year course starting with the 2016-17 school year in all disciplines except for Wellness/Physical Ed. One trimester under previous schedule and a semester starting with the 2016-17 school year satisfies a unit for Wellness/Physical Ed.**

† **The four English courses that satisfy this requirement are exclusive of electives.**

†† **All students must pass three courses in social studies, one of which must be American History 2.**

††† **Starting with the 2016-17 school year all students must participate in a Wellness/Physical education course each year per MA state regulations. Students must pass up to four units of Wellness/Physical Education depending on year of graduation:**

**Classes of 2019- 2021: two of which must be comprehensive <u>health</u> courses and two <u>physical education</u> courses.**

**Class of 2018: a minimum of one comprehensive health course and one physical education course**

Except for Seniors, students will not be allowed to enroll in two required English courses within the same school year. A Senior is only eligible to enroll in English 11 and English 12 during his/her senior year if they have not enrolled in English 11 in a prior year. If a senior needs to repeat English 11 due to a failure his/her junior year they must attend summer school or evening school to complete the course. Providing the student meets the eligibility requirement, failures must be made up in summer school before a student is able to proceed to the next appropriate English course.

Every student must earn a minimum of 124-128 credits to graduate depending on graduation year. Class placement is determined by the number of years that a student has attended high school. Transferring students will have their previous school's transcript evaluated and graduation will be based upon the same 88% standard.

## *WITHDRAWAL FROM CLASS*

Transferring or withdrawing from a course can be a difficult and disruptive process. Once a course begins, there is no guarantee that a request for withdrawal or transfer from a class can be honored, given that alternative options do not always exist. A change in schedule often affects more than just the class in question.

To initiate a **level** change, students must meet with their school counselor who will advise and counsel them as to possible options and consequences of a change. Preference changes will **not** be permitted after the start of the school year.

The following criteria must be met in order for this change to be considered. They are:
1. The student has actively participated in class.
2. The student has completed all assigned homework and class projects.
3. The student has sought additional help outside of the regularly scheduled class time.

A change, even if approved, cannot always be granted. When the proposed course has been closed due to class size or a change would create a conflict in a student's schedule, the intended change cannot be granted.

## *RANK IN CLASS*

The joint committee of the National Association of Secondary School Principals and the American Association of Collegiate Registrars and Admission Officers, and the Massachusetts Board of Higher Education, recommend the following procedures be followed when determining a student's rank in class. Courses can differ substantially in their level of academic challenge, and thus are weighted accordingly. Mansfield High School uses a student's course-weighted rank in class to report academic achievement to colleges, to determine the school's valedictorian and salutatorian, and to establish eligibility for all other awards that require rank in class.

To receive consideration for and to be selected as Mansfield's valedictorian or salutatorian, a student must be enrolled for their entire sophomore and junior year at Mansfield High School. For the top 10% of the senior class, rank in class is calculated after completion of the 3rd quarter of the senior year and is used to determine the valedictorian and salutatorian.

Calculating the course-weighted GPA is accomplished in five steps.
1. Convert each final grade to the College Prep 4.0 scale described below.
2. Weight the final grades in accordance with the level of difficulty of the course. 0.5 is deducted from grades earned in comprehensive level courses, 0.5 is added to grades earned in Honors level courses, and 1.0 is added to grades earned in Advanced Placement courses.
3. Multiply the adjusted grade by the credits earned in the course.
4. Take the total product from (3) and divide by the number of credits attempted.
5. The quotient is the student's course-weighted GPA.
6. The chart that is found on the next page describes the conversions.

| | | | |
|---|---|---|---|
| 100 = 4.0 | 91 = 3.8 | 82 = 2.9 | 73 = 2.0 |
| 99 = 4.0 | 90 = 3.7 | 81 = 2.8 | 72 = 1.9 |
| 98 = 4.0 | 89 = 3.6 | 80 = 2.7 | 71 = 1.8 |
| 97 = 4.0 | 88 = 3.5 | 79 = 2.6 | 70 = 1.7 |
| 96 = 3.9 | 87 = 3.4 | 78 = 2.5 | 69 = 1.6 |
| 95 = 3.9 | 86 = 3.3 | 77 = 2.4 | 68 = 1.4 |
| 94 = 3.9 | 85 = 3.2 | 76 = 2.3 | 67 = 1.3 |
| 93 = 3.9 | 84 = 3.1 | 75 = 2.2 | 66 = 1.2 |
| 92 = 3.8 | 83 = 3.0 | 74 = 2.1 | 65 = 1.0 |

Any grade falling at 64 or below is a failing grade and earns 0.00 credit.

# *COLLEGE AND UNIVERSITY ADMISSION STANDARDS*

The admission standards for Colleges and Universities vary from school to school. In general, all schools of higher learning emphasize a strong academic high school preparation to insure the student's readiness to meet their learning challenges. The more selective the college or university, the greater the expectation regarding academic background and the high school course of studies chosen by the student.

In November of 2012, The Massachusetts Board of Higher Education updated the higher admission standards for all of the Commonwealth's four-year public institutions. Meeting these standards is only a minimum requirement and does not guarantee admissions. Final admission decisions rest on a variety of factors. Students should challenge themselves academically and take advantage of all opportunities their high school provides.

## Academic Course Requirement (according to the MBHE)

Seventeen college preparatory courses distributed as follows are required:

| | |
|---|---|
| * English | 4 courses |
| * Mathematics | 4 courses (Algebra 1 & 2 and Geometry or Trigonometry, or comparable course work) Students must enroll in core math class during senior year. |
| * Sciences | 3 courses (including 3 courses with laboratory work) |
| * Social Studies | 2 courses (including 1 course in U.S. History) |
| * Foreign Languages | 2 courses (in a single language) |
| * Electives | 2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences) |

Admissions Directors at colleges and universities indicate that high school program of studies and performance is the most important credential in admissions determination. The more selective the college or university, the greater the expectations of the admissions committee as defined below.

**Most Selective Schools (accept less than 25% of applicants)**: College-preparatory program recommended. Recommended units include English (4), mathematics (4), social studies (4), science (4) and foreign language (4). Applicants are encouraged to take the most rigorous courses and make the most of any opportunities for enrichment.

**Highly Selective Schools (accept less than 50% of applicants)**: College-preparatory program recommended, 20 units recommended. Recommended units include English (4), mathematics (4), social studies (4), science (4), and foreign language (3).

**Selective Schools (accept less than 75% of applicants)**: College-preparatory program recommended, 16 units required; 20 recommended. Recommended units include English (4), mathematics (3), social studies (3), science (3), foreign language (3), and academic electives (4).

*Special Education*

**Mansfield High School**
**Special Education Programs 2017-2018**

Program: **Study Skills**
Open to Grades: 9, 10, 11, 12

This class is designed for students with disabilities who require supportive instruction to assist them in accessing the general curriculum. Students in this class, which is taught by a highly qualified special education teacher, utilize academic support and develop strategies to learn how to use their strengths to compensate for area(s) of difficulty or challenge, to develop self-awareness, self-advocacy, organizational skills and to gain independence in managing their academic responsibilities.

Program: **Reading Strategies**
Open to Grades: 9, 10, 11, 12

This course is designed for students with significant difficulties with decoding and encoding. Following a structured, multi-sensory, language-based approach, with an emphasis on sound and syllable segmentation, this course, which is taught by a highly qualified special education teacher, incorporates essential reading components, including instruction in decoding, encoding, fluency, vocabulary and comprehension.

Program: **Comprehension Strategies**
Open to Grades: 9, 10, 11, 12

This course is designed to provide students with significant difficulties with comprehension across the curriculum. This course, taught by a highly qualified special education teacher, focuses on strategies necessary to increase reading comprehension, fluency and vocabulary. Students will practice and apply strategies learned across content areas, as well as develop composition skills.

Program: **Steps**
Open to Grades: 9, 10, 11, 12

This substantially separate program, which is taught by a highly qualified special education teacher, serves students with intensive special needs, (i.e. medical, cognitive, learning) that impedes their progress in basic and functional areas, and who are functioning significantly below grade level. This program provides academic instruction as well as assistance in the development of functional skills and in the areas of self-help, adaptive daily living (ADL) skills, social interactions, and communication. Integration opportunities and community-based and job exploratory experiences are an integral part of these students' education to assist in the development of independence. Students participate in the MCAS with accommodations or the MCAS Alternate Assessment. Many of these students participate in an extended year summer program to maintain skill development. The students receive credit for the courses they complete.

Program: **Next Steps Program**
Open to Grades: 12+
(Ages 18-22)

This substantially separate program, which is taught by a highly qualified special education teacher, serves students with intensive special needs (i.e. medical, cognitive, health). Once these students receive their Certificate of Attendance, they enter into the Next Steps Program, which provides instruction in the areas of academics, daily living skills, social skills, and vocational training. The curriculum areas addressed are Functional Academics, Daily Living Skills, Community Awareness, Leisure Skills, Social Interactions, and Vocational Development. Rather than being taught in isolation, skills are taught in complex arrays that lead to current and future independence for each student. Interdisciplinary units around common themes are used and are modified for each individual student based on his/her Individualized Education Program. In addition to basic work skills, students are learning to be active and productive members of the community. Many of these students participate in an extended year summer program prevent regression of learned skills.

*Program descriptions can be altered at anytime, given the needs of the students. The progress of all students with disabilities is carefully monitored. As students gain skill and demonstrate success, their Individual Educational Programs are adjusted accordingly. Instruction in the least restrictive educational setting in which the student makes effective progress is the ultimate goal. In the case where a student is not making effective progress within a particular program and/or delivery of a service, the team will reconvene to discuss program options and/or re-evaluate the student's skills and needs.*

# *Course Registration Procedures*

## GRADES 9-11

**Below is the timetable to be followed for the course registration process:**

1. **Feb. 28 – March 2, 2017 -** Students in grades 9, 10 and 11 will attend assemblies to learn about the online registration process. They will receive a copy of their teacher recommendations for next year, as well as a handout of the list of course offerings and policies and procedures. The registration timeline will also be discussed. The complete Program of Studies can be found on the MHS website.

2. **Feb. 27 – March 3, 2017 –** Teachers will explain to the students the courses that are available within the department, including the perquisites, content and expectations of the courses. During this period students may consult with teachers about recommendations for courses and/or changes in recommendations.

3. **March 1–8, 2017** – Students will consult with parents and select courses online through X2.

4. **March 8, 2017** – Students must complete their online course registration by this date. The portal closes at 11:59pm in the evening. Parents/Guardians are encouraged to call their child's teachers if they have any questions concerning the recommendations.

5. **March 13 – April 14, 2017-** School counselors will meet with each student to review their course selections.

6. Confirmation of **requested** courses will be mailed home in May.

7. Teachers in academic disciplines will review their recommendations in May. Based on the student's performance during the spring, any changes in recommendations will be shared with parents/guardians and the guidance department in order to help students make the best decisions.

8. The last day to request a change to the course requests is the last day of school in June.

# Mansfield High School

**Student Worksheet (this is not a registration form)**

| ***ENGLISH*** | | ***Level*** | ***Term(s)*** | ***Credits*** | ***Open to Grades 9*** | ***10*** | ***11*** | ***12*** |
|---|---|---|---|---|---|---|---|---|
| 016 | English 9 Honors | H | 4 | 5 | x | | | |
| 017 | English 9 College Prep A | CP | 4 | 5 | x | | | |
| 018 | English 9 College Prep B | CP | 4 | 5 | x | | | |
| 090.9 | English Foundations 9 ***(Recommendation Only)*** | C | 4 | 5 | x | | | |
| | | | | | | | | |
| 026 | English 10 Honors | H | 4 | 5 | | x | | |
| 027 | English 10 College Prep A | CP | 4 | 5 | | x | | |
| 028 | English 10 College Prep B | CP | 4 | 5 | | x | | |
| 090 | English Foundations 10 ***(Recommendation Only)*** | C | 4 | 5 | | x | | |
| | | | | | | | | |
| 040 | Media Studies and Public Speaking College Prep | CP | 2 | 2.5 | x | x | | |
| 041 | Media Studies and Public Speaking Honors | H | 2 | 2.5 | x | x | | |
| | | | | | | | | |
| 036 | AP Language and Composition | AP | 4 | 5 | | | x | |
| 037 | English 11 Honors | H | 4 | 5 | | | x | |
| 038 | English 11 College Prep | CP | 4 | 5 | | | x | |
| 090.11 | English Foundations 11 ***(Recommendation Only)*** | C | 4 | 5 | | | x | |
| | | | | | | | | |
| 046 | AP Literature and Composition | AP | 4 | 5 | | | | x |
| 047 | English 12 Honors | H | 4 | 5 | | | | x |
| 048 | English 12 College Prep | CP | 4 | 5 | | | | x |
| 090.12 | English Foundations 12 ***(Recommendation Only)*** | C | 4 | 5 | | | | x |
| | | | | | | | | |
| 052 | Creative Writing College Prep | CP | 2 | 2.5 | | | x | x |
| 055 | Creative Writing Honors | H | 2 | 2.5 | | | x | x |
| | | | | | | | | |
| 051 | Comedy and Satire College Prep | CP | 2 | 2.5 | | | x | x |
| 054 | Comedy and Satire Honors | H | 2 | 2.5 | | | x | x |
| | | | | | | | | |
| 056 | Film as Literature College Prep | CP | 2 | 2.5 | | | x | x |
| 057 | Film as Literature Honors | H | 2 | 2.5 | | | x | x |

| ***SOCIAL STUDIES*** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 108 | Western Civilization 2 Honors | H | 4 | 5 | x | | | |
| 109 | Western Civilization 2 College Prep | CP | 4 | 5 | x | | | |
| | | | | | | | | |
| 117 | American History I Honors | H | 4 | 5 | | x | | |
| 118 | American History I College Prep | CP | 4 | 5 | | x | | |
| 127 | American History II Honors | H | 4 | 5 | | | x | |
| 128 | American History II College Prep | CP | 4 | 5 | | | x | |
| 129 | AP American History | AP | 4 | 5 | | | x | |
| | | | | | | | | |
| 119 | Asian Studies Honors | H | 2 | 2.5 | x | x | x | x |
| 120 | Asian Studies College Prep | CP | 2 | 2.5 | x | x | x | x |
| | | | | | | | | |
| 122 | Making History Honors | H | 2 | 2.5 | x | x | x | |
| 121 | Making History College Prep | CP | 2 | 2.5 | x | x | x | |
| | | | | | | | | |
| 187 | Economics Honors | H | 2 | 2.5 | | x | x | x |
| | | | | | | | | |
| 151 | American Rights in Action Honors | H | 2 | 2.5 | | | x | x |
| 152 | American Rights in Action College Prep | CP | 2 | 2.5 | | | x | x |
| | | | | | | | | |
| 153 | Conflicts in Modern Society Honors | H | 2 | 2.5 | | | | x |
| 154 | Conflicts in Modern Society College Prep | CP | 2 | 2.5 | | | | x |

| | | | | | Open to Grades | | | |
|---|---|---|---|---|---|---|---|---|
| ***SOCIAL STUDIES (Continued)*** | | ***Level*** | ***Term(s)*** | ***Credits*** | ***9*** | ***10*** | ***11*** | ***12*** |
| 140 | General Psychology Honors | H | 2 | 2.5 | | | | x |
| 141 | General Psychology College Prep | CP | 2 | 2.5 | | | | x |
| | | | | | | | | |
| 142 | Sociology Honors | H | 2 | 2.5 | | | | x |
| 143 | Sociology College Prep | CP | 2 | 2.5 | | | | x |
| | | | | | | | | |
| 150 | Ethics Honors | H | 2 | 2.5 | | | | x |
| 149 | AP European History | AP | 4 | 5 | | | | x |
| | | | | | | | | |
| 155 | Criminal Justice Law Honors | H | 2 | 2.5 | | | x | x |
| 156 | Criminal Justice Law College Prep | CP | 2 | 2.5 | | | x | x |
| | | | | | | | | |
| 130 | Human Geography Honors | H | 2 | 2.5 | x | x | x | x |
| 131 | Human Geography College Prep | CP | 2 | 2.5 | x | x | x | x |
| | | | | | | | | |
| 132 | Russian History Honors | H | 2 | 2.5 | x | x | x | x |
| 133 | Russian History College Prep | CP | 2 | 2.5 | x | x | x | x |
| | | | | | | | | |
| 134 | Social History Through Sports Honors | H | 2 | 2.5 | | | x | x |
| 135 | Social History Through Sports College Prep | CP | 2 | 2.5 | | | x | x |
| | | | | | | | | |

| ***MATHEMATICS*** (***Math Offerings***) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 096.9 | Principles of Math 9 ***(Recommendation Only)*** | C | 4 | 5 | x | | | |
| 212 | Focus on Algebra 1 | CP | 4 | 5 | x | x | | |
| 213 | Algebra 1 College Prep | CP-A | 4 | 5 | x | x | | |
| 218 | Algebra 1 Honors | H | 4 | 5 | x | | | |
| | | | | | | | | |
| 096.10 | Principles of Math 10 ***(Recommendation Only)*** | C | 4 | 5 | | x | | |
| 214 | Geometry Honors | H | 4 | 5 | x | x | | |
| 234 | Geometry College Prep | CP-A | 4 | 5 | | x | x | |
| 215 | Focus on Geometry | CP | 4 | 5 | | x | x | |
| | | | | | | | | |
| 096.11 | Principles of Math 11 ***(Recommendation Only)*** | C | 4 | 5 | | | x | |
| 216 | Focus on Algebra 2 | CP | 4 | 5 | | | x | x |
| 221 | Algebra 2 College Prep | CP-A | 4 | 5 | | x | x | x |
| 220 | Advanced Algebra College Prep | CP | 4 | 5 | | | x | x |
| 222 | Algebra 2 Honors | H | 4 | 5 | | x | x | |
| | | | | | | | | |
| 096.12 | Principles of Math 12 ***(Recommendation Only)*** | C | 4 | 5 | | | | x |
| 223 | Pre-Calculus Honors | H | 4 | 5 | | | x | x |
| 224 | Pre-Calculus College Prep | CP-A | 4 | 5 | | | x | x |
| 227 | AP Calculus | AP | 4 | 5 | | | | x |
| 244 | Introduction to Calculus Honors | H | 2 | 2.5 | | | | x |
| | | | | | | | | |
| 228 | Statistics with Probability College Prep | CP-A | 2 | 2.5 | | | x | x |
| 229 | AP Statistics | AP | 4 | 5 | | | x | x |
| | | | | | | | | |
| 248 | Introduction to Engineering 1 Honors | H | 2 | 2.5 | x | x | x | x |
| 249 | Introduction to Engineering 2: Digital Engineering Honors | H | 2 | 2.5 | | x | x | x |
| | | | | | | | | |
| 262 | Problem Solving with Technology College Prep | CP-A | 2 | 2.5 | | x | | |
| 263 | Explorations in Math 1 Honors | H | 2 | 2.5 | x | x | | |
| 264 | Explorations in Math 2 Honors | H | 2 | 2.5 | | | x | x |
| | | | | | | | | |
| | ***<u>Computer Offerings</u>*** | | | | | | | |
| 251 | Visual BASIC Programming 1 | H | 2 | 2.5 | x | x | x | x |
| 261 | Visual BASIC Programming 2 | H | 2 | 2.5 | x | x | x | x |

| | | | | | Open to Grades | | | |
|---|---|---|---|---|---|---|---|---|
| ***SCIENCE*** | | ***Level*** | ***Term(s)*** | ***Credits*** | ***9*** | ***10*** | ***11*** | ***12*** |
| 302 | Biology with Lab Honors | H | 4 | 5 | x | | | |
| 355 | Biology with Lab College Prep | CP | 4 | 5 | x | | | |
| 365 | AP Biology | AP | 4 | 5 | | | x | x |
| | | | | | | | | |
| 304 | Chemistry with Lab Honors | H | 4 | 5 | | x | x | |
| 306 | Chemistry with Lab College Prep | CP | 4 | 5 | | x | x | x |
| 311 | Focus on Chemistry with Lab College Prep | CP | 4 | 5 | | | x | x |
| 308 | Chemistry 2 with Lab College Prep | CP | 2 | 2.5 | | | x | x |
| 310 | AP Chemistry | AP | 4 | 5 | | | | x |
| | | | | | | | | |
| 320 | Health Care Physiology with Lab College Prep | CP | 4 | 5 | | | x | x |
| 321 | Health Care Physiology with Lab Honors | H | 4 | 5 | | | x | x |
| 322 | Anatomy & Physiology with Lab | H | 4 | 5 | | | x | x |
| | | | | | | | | |
| 324 | Environmental Issues: Habitat with Lab: Habitat and Species | H | 2 | 2.5 | | | x | x |
| 325 | Environmental Issues: Global Issues & Energy with Lab | H | 2 | 2.5 | | | x | x |
| | | | | | | | | |
| 351 | AP Physics | AP | 4 | 5 | | | | x |
| 326 | Physics Honors with Lab | H | 4 | 5 | | | x | x |
| 328 | Physics College Prep with Lab | CP | 4 | 5 | | | x | x |
| | | | | | | | | |
| 333 | Physical Science College Prep with Lab | CP | 4 | 5 | | x | x | |
| 330 | Earth Science with Lab: Atmosphere, Climate & Weather | CP | 2 | 2.5 | | | x | x |
| 331 | Earth Science with Lab: The Dynamic Earth in Space | CP | 2 | 2.5 | | | x | x |
| 332 | Earth Science with Lab: The Hydrosphere | H | 2 | 2.5 | | | x | x |
| 348 | Living Environment (Recommendation Only) | CP | 2 | 2.5 | | x | x | x |
| 349 | STEAM with Lab | CP | 2 | 2.5 | x | x | | |
| 350 | Science and the Media with Lab | CP | 2 | 2.5 | | | x | x |

***WORLD LANGUAGES***

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 413 | French 1 College Prep | CP | 4 | 5 | x | x | x | |
| 422 | French 2 College Prep | CP | 4 | 5 | x | x | x | x |
| 423 | French 2 Honors | H | 4 | 5 | x | x | x | x |
| 432 | French 3 College Prep | CP | 4 | 5 | | x | x | x |
| 433 | French 3 Honors | H | 4 | 5 | | x | x | x |
| 442 | French 4 College Prep | CP | 4 | 5 | | | x | x |
| 443 | French 4 Honors | H | 4 | 5 | | | x | x |
| 457 | AP French | AP | 4 | 5 | | | | x |
| 478 | French 5 Honors | H | 4 | 5 | | | | x |
| | | | | | | | | |
| 416 | Spanish 1 College Prep | CP | 4 | 5 | x | x | x | |
| 425 | Spanish 2 College Prep | CP | 4 | 5 | x | x | x | x |
| 426 | Spanish 2 Honors | H | 4 | 5 | x | x | x | x |
| 435 | Spanish 3 College Prep | CP | 4 | 5 | | x | x | x |
| 436 | Spanish 3 Honors | H | 4 | 5 | | x | x | x |
| 445 | Spanish 4 College Prep | CP | 4 | 5 | | | x | x |
| 446 | Spanish 4 Honors | H | 4 | 5 | | | x | x |
| 467 | AP Spanish | AP | 4 | 5 | | | | x |
| 479 | Spanish 5 Honors | H | 4 | 5 | | | | x |
| | | | | | | | | |
| 480 | Spanish/French Practicum Honors | H | 4 | 5 | | | x | x |
| | | | | | | | | |
| 411 | Hispanic Culture Through Film: North America College Prep | CP | 2 | 2.5 | | | x | x |
| 412 | Hispanic Culture Through Film: North America Honors | H | 2 | 2.5 | | | x | x |

| | | | | | Open to Grades | | | |
|---|---|---|---|---|---|---|---|---|
| ***WORLD LANGUAGES (Con't)*** | | ***Level*** | ***Term(s)*** | ***Credits*** | ***9*** | ***10*** | ***11*** | ***12*** |
| 414 | Hispanic Culture Through Film: South America & Spain College Prep | CP | 2 | 2.5 | | | x | x |
| 415 | Hispanic Culture Through Film: South America & Spain Honors | H | 2 | 2.5 | | | x | x |
| 417 | Portuguese Culture Honors | H | 2 | 2.5 | | x | x | x |
| 418 | Portuguese Culture College Prep | CP | 2 | 2.5 | | x | x | x |

| ***BUSINESS*** | | **Level** | **Term(s)** | **Credits** | **9** | **10** | **11** | **12** |
|---|---|---|---|---|---|---|---|---|
| 516 | Desktop Publishing | CP | 2 | 2.5 | x | x | x | x |
| 517 | Google Applications | CP | 2 | 2.5 | x | x | x | x |
| 521 | Entrepreneurship | CP | 2 | 2.5 | x | x | x | x |
| 533 | Marketing | CP | 2 | 2.5 | x | x | x | x |
| 543 | Personal Finance | CP | 2 | 2.5 | x | x | x | x |
| 550 | Career Theory | CP | 2 | 2.5 | x | x | x | x |
| 551 | Introduction to Microsoft Office | CP | 2 | 2.5 | x | x | x | x |
| 552 | Advanced Office (Word/Excel/PowerPoint) | CP | 2 | 2.5 | | x | x | x |
| 558 | Life After High School ***(Recommendation Only)*** | C | 2 | 2.5 | | x | x | x |
| 559 | Vocational Awareness ***(Recommendation Only)*** | C | 2 | 2.5 | | x | x | x |

| ***HUMAN DEVELOPMENT AND FAMILY SCIENCES*** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 643 | Introduction to Child Development/Theory | CP | 2 | 2.5 | | x | x | x |
| 645 | Child Development/Practicum | CP | 2 | 2.5 | | x | x | x |

| ***HEALTH AND WELLNESS*** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 926 | Exercise Physiology | C | 2 | 2.5 | x | x | x | x |
| 938 | Introduction to Wellness | C | 2 | 2.5 | x | | | |
| 933 | Team Sports | C | 2 | 2.5 | x | x | x | x |
| | | | | | | | | |
| 934 | Walking and Fitness | C | 2 | 2.5 | | x | x | x |
| 935 | Yoga and Fitness | C | 2 | 2.5 | | x | x | x |
| 936 | Recreation and Games | C | 2 | 2.5 | | x | x | x |
| 937 | Strength and Conditioning | C | 2 | 2.5 | | x | x | x |
| 939 | Health Dynamics | C | 2 | 2.5 | | | x | |

| ***VISUAL ARTS*** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 821S | Art I | CP | 2 | 2.5 | x | x | x | |
| 822S | Art II | CP | 2 | 2.5 | x | x | x | |
| | | | | | | | | |
| 826 | Advanced Studio Art (3-D) | H | 2 | 2.5 | | x | x | x |
| 827 | Advanced Studio Art (Painting) | H | 2 | 2.5 | | x | x | x |
| 828 | Advanced Studio Art (Drawing) | H | 2 | 2.5 | | x | x | x |
| | | | | | | | | |
| 868 | Graphic Design/Yearbook | H | 4 | 5 | | | x | x |
| | | | | | | | | |
| 857 | Portfolio Preparation I | H | 2 | 2.5 | | | x | |
| 858 | Portfolio Preparation II | H | 2 | 2.5 | | | | x |
| | | | | | | | | |
| 841S | Ceramics I | CP | 2 | 2.5 | x | x | x | x |
| 842S | Ceramics II | CP | 2 | 2.5 | | x | x | x |
| | | | | | | | | |
| 846 | Advanced Studio Ceramics | H | 2 | 2.5 | | x | x | x |
| 851 | Art and Technology I | CP | 2 | 2.5 | x | x | x | |
| 852 | Advanced Art and Technology | H | 2 | 2.5 | | x | x | x |
| 853 | Art & Technology: Computer Animation | CP | 2 | 2.5 | x | x | x | x |
| | | | | | | | | |
| 861 | Photography I | CP | 2 | 2.5 | x | x | x | x |
| 863 | Photography II | CP | 2 | 2.5 | | x | x | x |
| 865 | Advanced Photography | H | 2 | 2.5 | | x | x | x |
| | | | | | | | | |
| 859 | AP Art History | AP | 4 | 5 | | | x | x |
| | | | | | | | | |
| 832 | Art Exploration Mentorship | CP | 2 | 2.5 | | | x | x |
| 864 | Art in Action | H | 2 | 2.5 | x | x | x | x |

| | | | | | Open to Grades | | | |
|---|---|---|---|---|---|---|---|---|
| ***PERFORMING ARTS*** | | ***Level*** | ***Term(s)*** | ***Credits*** | ***9*** | ***10*** | ***11*** | ***12*** |
| PA820Y | Band | H | 4 | 5 | x | x | x | x |
| PA811Y | Concert Choir Day | H | 4 | 5 | x | x | x | x |
| 895 | Select Choir **(Auditions only)** | H | 4 | 5 | | x | x | x |
| PA888Y | Orchestra | H | 4 | 5 | x | x | x | x |
| | | | | | | | | |
| 873 | Drama 1 | CP | 2 | 2.5 | x | x | x | x |
| 878 | Drama 2 | CP | 2 | 2.5 | x | x | x | x |
| 879 | Drama 3 | H | 2 | 2.5 | | x | x | x |
| 880 | No Fear Improv | CP | 2 | 2.5 | x | x | x | x |
| PA880Y | Technical Theatre /Stagecraft 1/2 | CP | 2 | 2.5 | x | x | x | x |
| PA881Y | Advanced Technical Theater | H | 2 | 2.5 | | x | x | x |
| | | | | | | | | |
| 893 | Music Experience | CP | 2 | 2.5 | x | x | x | x |
| 890S | Music Theory | CP | 4 | 5 | x | x | x | x |
| 892 | AP Music Theory | AP | 4 | 5 | | | x | x |
| | | | | | | | | |
| 883S | History of Rock and Roll Music | CP | 2 | 2.5 | x | x | x | x |
| 882 | Hip Hop History | CP | 2 | 2.5 | x | x | x | x |
| | | | | | | | | |
| 830 | Project Band | CP | 2 | 2.5 | x | x | x | x |
| 884 | Guitar I | CP | 2 | 2.5 | x | x | x | x |
| 886 | Music in Film | CP | 2 | 2.5 | x | x | x | x |
| 888 | Dance and Stage Movement | CP | 2 | 2.5 | x | x | x | x |
| | | | | | | | | |
| 885 | Color Guard (Night) | AS | | | x | x | x | x |

***OTHER COURSES***

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **APPLICATIONS REQUIRED** | | | | | | | |
| | Academic Learning Center Tutor | H | 2 | 2.5 | | | x | x |
| | Educational Intern | CP | 2 | 2.5 | | | | x |
| | Project Teammate Mentor | CP | 2 | 2.5 | | | x | x |
| | Applied Learning Project Honors | H | 4 | 2.5 | | | x | x |
| | | | | | | | | |
| | **MHS SENIOR OPTION LEARNING** | | | | | | | x |
| 970 | Career Practicum/Internship | CP | 4 | 5 | | | | x |
| 972 | Dual Enrollment | H | 4 | 5 | | | | x |
| 973 | On-Line Course | H | 4 | 5 | | | | x |

# ENGLISH



## STATEMENT OF GENERAL GOALS

The goal of the English Department is to promote clarity of thought and clarity in written expression by developing skills in reading, writing, listening, speaking, and critical thinking. The various components of the curriculum are directly tied to these skills. For example, every freshman, sophomore, and junior participates in our department-wide Writing Sample Program to master rhetorical strategies for developing expository essays. Students study grammar to improve their reading comprehension and writing. Students study literature as a model for writing and critical thinking as well as a means to provide perspective for understanding our world and ourselves.

***Course***
***Number*** ***Title***

***016 ENGLISH 9 HONORS 5 Credits***

Students can expect an accelerated course in grammar, vocabulary, composition, and literature. They must be motivated to read independently, interpret challenging literature, and take an active role in class participation. The coverage of material is rigorous, and the work in writing is intensive. Students will explore the different literary genres and read works such as *The Odyssey, Romeo and Juliet, A Tale of Two Cities, Great Expectations, To Kill a Mockingbird*, and *Of Mice and Men*. Students will examine these works closely, analyzing their literary and thematic content through class discussions, writing assignments, oral presentations, and research activities. They will work toward mastery of the multi-paragraph essay. Students will make formal and informal oral presentations. The course is aligned to the Massachusetts Common Core Curriculum Frameworks.

Prerequisite: In order to meet with success in this course, students should have scored "Advanced" or high "Proficient" on the MCAS Language Arts test, on essays in the eighth grade writing portfolio, and on the English Skills Assessment.

## *PROFILE OF AN ENGLISH 9 HONORS STUDENT*

- Student is always prepared for class. Preparation includes bringing the proper materials as well as having completed the reading assignments for class discussion.
- Student is able to grasp the literal meaning of the assigned literature and demonstrates strong critical thinking skills.
- Student's writing is well organized and focused; the writing also exhibits a facility in the use of language, using appropriate vocabulary. Additionally, the student is willing to accept writing feedback and criticism in order to grow as a writer.
- Student completes nightly homework assignments, which may entail a reading load of 25+ pages.
- Student exhibits a diligence to pursue an answer to a challenging idea even when the solution is not obvious on the first try.
- Student takes active role in class discussion on a daily basis.
- Student is able to manage a demanding workload—both in and out of class—without complaint.
- Student shows a true quest for knowledge and a desire to be in a top-level class.

### *017 ENGLISH 9 CPA 5 Credits*

Students can expect a challenging course in grammar, vocabulary, composition, and literature. They must be able to read and write independently. They will explore the different literary genres and read works such as *The Odyssey*, *Romeo and Juliet*, *Great Expectations*, *To Kill a Mockingbird*, and *Of Mice and Men*. Students will examine these works closely, analyzing their literary and thematic content through class discussions, writing assignments, oral presentations, and research activities. They will work toward writing proficient multi-paragraph essays. Students will be required to make formal and informal oral presentations. This course is aligned to the Massachusetts Common Core Curriculum Frameworks.

Prerequisite: In order to meet with success in this course, students should have scored "Proficient" or high "Needs Improvement" on the MCAS Language Arts test, on essays in the eighth grade writing portfolio, and on the English Skills Assessment.

## ***PROFILE OF AN ENGLISH 9 CPA STUDENT***

- Student is prepared for class. Preparation includes bringing the proper materials as well as having completed the homework assignments.
- Student is able to grasp the literal meaning of the assigned literature and attempts to do critical analysis.
- Student's writing is competent, demonstrating adequate mastery, although writing will have lapses in quality.
- Student completes nightly homework assignments, which may entail a reading load of 18-25 pages.

### *018 ENGLISH 9 CPB 5 Credits*

Students will be introduced to the different literary genres and to effective rhetorical strategies for composition. In addition to readings from the ninth grade anthology, they will read selected literary works such as *The Odyssey*, *Romeo and Juliet*, *To Kill a Mockingbird*, and *Of Mice and Men* to develop their reading comprehension and analytical skills. Students will work toward proficiency in writing the five-paragraph essay. Throughout the year, students will work on improving vocabulary, grammar, and research skills. Students will continue to develop all of the basic skills necessary to succeed on the state's assessment. This course is aligned to the Massachusetts Common Core Curriculum Frameworks.

Prerequisite: Students should have scored "Needs Improvement" or high range of "Warning" on the MCAS Language Arts test, on essays in the eighth grade writing portfolio, and on the English Skills Assessment.

## ***PROFILE OF AN ENGLISH 9 CPB STUDENT***

- Student may need assistance in developing successful study skills in one or more of the following areas: note-taking, class preparation, completion of writing assignments, and/or organization.
- Student may have difficulty grasping the literal meaning of the assigned literature and needs considerable assistance with critical analysis.
- Student's writing is developing toward mastery. Student's writing is limited in its organization or focus, or may show some lapses in coherence or progression of ideas. Student struggles with the selection of appropriate evidence to support ideas.
- Student is able to manage nightly homework assignments, which may entail a reading load of 12-15 pages.

### *090.9 FOUNDATIONS IN ENGLISH 9 COMP 5 Credits*

Students will be introduced to the literary genres and to effective rhetorical strategies for composition. This course is designed to help students who need specific skill instruction in reading comprehension and writing development. Students will read selections in fiction, nonfiction, poetry, and *The Odyssey* from the ninth grade anthology; they will also read the following literary works such as: *To Kill a Mockingbird*, *Of Mice and Men*, and *Early Autumn* and selected scenes from the play *Romeo and Juliet.* or *Julius Caesar*. Students will work toward developing proficiency in writing the five-paragraph essay with an emphasis on strengthening the fundamentals of written expression. Throughout the year, students will work on improving vocabulary, grammar, and research skills. This course addresses the essentials of the Massachusetts Common Core Curriculum Frameworks and will prepare students for two-year colleges, technical training, military service and/or the work force.

Open to Grade: 9 By recommendation only.

## *PROFILE OF A FOUNDATIONS IN ENGLISH 9 STUDENT*

- Student needs assistance in developing successful study skills in one or more of the following areas: note-taking, class preparation, completion of writing assignments, and/or organization.
- Student may have difficulty grasping the literal meaning of the assigned literature and needs considerable assistance with critical analysis.
- Student is able to access grade-level literature and text with instruction and support of guided reading activities.
- Student is able to complete homework assignments, but may require direction and support. Student completes most reading assignments with the support of the teacher.
- Student demonstrates developing written expression skills. Student's writing is limited in its organization or focus and/or may show some lapses in coherence or progression of ideas. Student struggles with the selection of appropriate evidence to support ideas.
- Completion of class work and assignments may require extended time or staff support.

### *026 ENGLISH 10 HONORS 5 Credits*

Students can expect an accelerated course in grammar, vocabulary, composition, and literature. Students must be motivated to read independently, interpret challenging literature, and take an active role in class discussion. The coverage of material is rigorous, and the work in writing is intensive. Literature will include all genres. In addition to works of nonfiction and poetry, students will read literature selected from among the following choices: *Macbeth*, *Catcher in the Rye*, *Lord of the Flies*, *Raisin in the Sun*, *Night*, *The Great Gatsby*, *The Theban Plays*, *The Inferno*, *Pride and Prejudice*, and *Dr. Jekyll and Mr. Hyde*. Students will write multi-page essays as well as shorter responses to the literature. Students will study vocabulary and grammar to improve reading comprehension and writing skills. Students will make formal and informal oral presentations. Students will continue to develop their research skills throughout the year. This course is aligned to the Massachusetts Common Core Curriculum Frameworks.

Open to Grade: 10
Prerequisite: Students should have consistently scored "advanced" or "high proficient," (scored 9, 10, 11, 12) on writing samples, and have the recommendation of their freshman English teacher to take this course.

## *PROFILE OF AN ENGLISH 10 HONORS STUDENT*

- Student is always prepared for class. Preparation includes having completed the reading assignments for class discussion as well as bringing the proper materials.
- Student is independently able to grasp the literal meaning of the assigned literature and demonstrates strong critical thinking skills.
- Student takes active role in class discussion on a daily basis.
- Student's writing is well organized and focused; the writing also exhibits a facility in the use of language. Additionally, the student is willing to accept writing feedback and criticism in order to grow as a writer.
- Student completes nightly homework assignments, which may entail a reading load of 25+ pages.
- Student exhibits a diligence to pursue an answer to a challenging idea even when the solution is not obvious on the first try.
- Student is able to manage a demanding workload—both in and out of class--without complaint.
- Student shows a true quest for knowledge and a desire to be in a top-level class.

### *027 ENGLISH 10 CPA 5 Credits*

Students can expect a challenging study of literary genres and themes that deal with issues such as the transition from childhood to adulthood, loss of innocence, the nature of evil, intolerance, rebellion against society, and appearance versus reality. They must be able to read critically and write independently. In addition to works of nonfiction and poetry, students will read literature selected from among the following choices: *Macbeth, Catcher in the Rye*, *Lord of the Flies*, *Raisin in the Sun*, *Night, The Great Gatsby*, *Dr. Jekyll and Mr. Hyde*, and *The Theban Plays*. Students will write multi-paragraph essays as well as shorter responses to the literature. Students will study vocabulary and grammar to improve reading comprehension and writing skills. Students will make formal and informal oral presentations. They will continue to develop their research skills throughout the year. This course is aligned to the Massachusetts Common Core Curriculum Frameworks.

Open to Grade: 10

### *028 ENGLISH 10 CPB 5 Credits*

Students will study literary genres and themes that deal with issues such as the transition from childhood to adulthood, loss of innocence, the nature of evil, intolerance, rebellion against society, and appearance versus reality. In addition to works of nonfiction and poetry, students will read literature selected from among the following choices: *Macbeth, Lord of the Flies, Night, Catcher in the Rye, Antigone,* and *A Raisin in the Sun*. Students will refine their use of rhetorical strategies for writing multi-paragraph essays. Students will study vocabulary and grammar to improve reading comprehension and writing skills. Students will develop their research skills throughout the year. Students will also focus on the skills necessary to achieve proficiency on the state's assessment. This course is aligned to the Massachusetts Common Core Curriculum Frameworks.

Open to Grade: 10

### *0090 FOUNDATIONS IN ENGLISH 10 COMP 5 Credits*

Students will continue to study the literary genres. This course is designed to help students who need specific skill instruction in reading comprehension and writing development. Students will read selections in fiction, nonfiction, and poetry; they will also read literary works such as: *Night* and *A Raisin in the Sun* as well as selections from *Macbeth*. Students will work toward proficiency in writing more complex essays. Students will study vocabulary and basic grammar and usage to improve reading and writing. Students will develop their research skills throughout the year. This course addresses the essentials of the Massachusetts Common Core Curriculum Frameworks and will prepare students for two-year colleges, technical training, military service, and/or the work force.

Open to Grade: 10 By recommendation only
Prerequisite: Successful completion of English 9

### *040 MEDIA STUDIES AND PUBLIC SPEAKING CP 2.5 Credits*
### *041 MEDIA STUDIES AND PUBLIC SPEAKING HONORS 2.5 Credits*

Students will develop their critical thinking skills by examining the strategies and agendas present in radio, newspapers, ~~and~~ magazines, television, and social media as well as in advertisements and commercials. In addition, students will have the opportunity to develop public speaking skills through formal speeches and informal presentations. Students will hone research skills and persuasive argument techniques. Students taking the course for Honors credit will be required to do an additional independent project.

Open to Grades: 9, 10

### *036 AP LANGUAGE AND COMPOSITION AP 5 Credits*

This college-level course prepares students to take the AP examination in Language and Composition in May of their junior year. Students will develop skills of critical analysis through close examination of all genres with an emphasis on nonfiction and on American literature. Students will study the art of creating and analyzing arguments and rhetorical strategies. In this writing intensive course, students will be required to do frequent and lengthy papers. Students must have excellent study skills, be able to work independently, and have strong verbal skills. Students should anticipate the workload of an entry-level college course. In this seminar style class, students are expected to take an active role in class participation, which will be factored into the grade.

***It is an expectation that every student enrolled in this course takes the national AP exam in May.** The College Board charges a fee for each exam which is updated annually. The exam fee is the responsibility of the student. If there is a financial need families should consult with the AP Coordinator.

Open to Grade: 11

Prerequisite: Students should have consistently scored "advanced" or "high proficient," (9, 10, 11, 12) on writing samples. They must have the recommendation of their sophomore English teacher and the approval of the Department Chair.

## *PROFILE OF AN AP STUDENT IN ENGLISH (LANGUAGE AND COMPOSITION)*

- Student possesses intellectual curiosity and a desire to be in a top-level class.
- Student is always prepared for class and has the ability to handle multiple assignments at the same time (such as lengthy reading assignments, writing essays, working on a long term project, etc.)
- Student takes active role in class discussion on a daily basis.
- Student is able to grasp the literal meaning of the assigned readings and more importantly, is able to understand the author's purpose as well as to recognize the methods used to achieve this purpose.
- Student's writing is well organized and focused; the writing also exhibits a facility in the use of language, using appropriate vocabulary.
- Student completes nightly homework assignments, which may entail a lengthy reading load.
- Student strives to be an independent reader and thinker.
- Student is able to manage a demanding workload—both in and out of class--without complaint.

### *037 ENGLISH 11 HONORS 5 Credits*

Students can expect to refine their understanding of literature with a focus on the study of all genres in American literature. Students must be able to read independently, to interpret challenging literature, to take an active role in class discussion, and to do independent research. In addition to selections from the American literature anthology, students will read literary works selected from among the following choices: *The Scarlet Letter, The Adventures of Huckleberry Finn, Ethan Frome, The Crucible, Death of a Salesman, Native Son, and The Road*. Students will write multi-page essays with emphasis placed on content and style. They will study vocabulary and grammar with an emphasis on usage. This course is aligned to the Massachusetts Common Core Curriculum Frameworks.

Open to Grade: 11

### *038 ENGLISH 11 CP 5 Credits*

Students can expect to continue the study of literature with a focus on the study of all genres in American literature. In addition to selections from the American literature anthology, students will read literary works selected from among the following choices: *Ethan Frome, The Crucible, Death of a Salesman, Native Son, Old Man and the Sea, The Road, Into the Wild, and Friday Night Lights*. Students will work toward improving their close reading skills. Students will work on mastering the multi-paragraph essay with emphasis placed on content and style. They will study vocabulary and grammar with an emphasis on usage. This course is aligned to the Massachusetts Common Core Curriculum Frameworks.

Open to Grade: 11

### *090.11 FOUNDATIONS IN ENGLISH 11 COMP 5 Credits*

Students can expect to continue the study of grammar, vocabulary, composition, and literature with a focus on the study of all genres in American literature. This course is designed to help students who need specific skill instruction in reading comprehension and writing development. In addition to selections from the American literature anthology, students will read literary works such as: *The Crucible*, *Friday Night Lights*, *Ethan Frome*, *The Old Man and the Sea*, and *The Road*. Students will work on mastering the multi-paragraph essay with emphasis placed on content and mechanics. This course addresses the essentials of the Massachusetts Common Core Curriculum Frameworks and will prepare students for two-year colleges, technical training, military service, and/or the work force.

Open to Grade: 11 By recommendation only
Prerequisite: Successful completion of English 10

### *046 AP LITERATURE AND COMPOSITION AP 5 Credits*

This college level course prepares students to take the AP examination in Literature and Composition in May of their senior year. Students who elect this course should have a passion for this subject matter. Students will study novels, short stories, drama, and poetry in depth and will spend a great deal of time on close textual analysis. Students will further develop critical analysis skills through close examination of all genres. Students will be expected to maintain a rigorous reading load and to continue the intensive writing of junior AP Language and Composition. Students will read literary works selected from among the following choices: *Othello, 1984*, *The Awakening*, *The Things They Carried*, *Paradise Lost*, *Canterbury Tales*, *Dubliners*, *The Importance of Being Earnest*, *Their Eyes Were Watching God*, *One Flew over the Cuckoo's Nest*, *A Streetcar Named Desire*, and *The Sun Also Rises*. Students will also work extensively on a poetry unit. Students will be expected to share actively their analysis through presentations, essays, and projects. Students should anticipate the workload of an entry-level college course.
***It is an expectation that every student enrolled in this course takes the national AP exam in May.** The College Board charges a fee for each exam which is updated annually. The exam fee is the responsibility of the student. If there is a financial need families should consult with the AP Coordinator.

Open to Grade: 12
Prerequisite: Students should have 80 or better in AP Language and Composition or 88 or better in English 11 Honors. Students should have consistently scored "advanced" or "high proficient," (9, 10, 11, 12) on writing samples. Students must have the recommendation of their junior English teacher as well as the approval of the Department Chair if they have not taken the junior AP English course.

## ***PROFILE OF AN AP STUDENT IN LITERATURE AND COMPOSITION***

- Student enjoys reading and displays an appreciation of literature.
- Student possesses intellectual curiosity and a desire to be in a top-level class.
- Student is always prepared for class and has the ability to handle multiple assignments at the same time (such as lengthy reading assignments, writing essays, working on a long term project, etc.)
- Student takes active role in class discussion on a daily basis.
- Student is able to grasp the literal meaning of the assigned literature and more importantly, is able to understand the author's purpose as well as to recognize the methods used to achieve this purpose.
- Student's writing is well organized and focused; the writing also exhibits a facility in the use of language, using appropriate vocabulary.
- Student is a critical self-editor, relying on self more than the teacher, to improve essays.
- Student completes nightly homework assignments, which may entail a reading load of 25+ pages.
- Student strives to be an independent reader and thinker.
- Student is able to manage a demanding workload—both in and out of class--without complaint.

### *047 ENGLISH 12 HONORS 5 Credits*

Students can expect to refine their understanding of literature with a focus on themes of identity. They must be able to read independently, to interpret challenging literature, to take an active role in class discussion, and to do independent research. In addition to selections of short stories, poetry, and nonfiction, students will read works such as: *The Awakening*, *A Streetcar Named Desire*, *1984*, *Othello*, *The Things They Carried, All Souls, Fences, and One Flew over the Cuckoo's Nest.* They will write literary critical analysis essays and other types of expository writing. Students will write a college-level research paper. Students will continue to study vocabulary to improve their reading comprehension and writing. They will make formal and informal oral presentations. This course is aligned to the Massachusetts Common Core Curriculum Frameworks.

Open to Grade: 12

### *048 ENGLISH 12 CP 5 Credits*

Students can expect to continue the study of literature with a focus on themes of identity. In addition to selections of short stories, poetry, and nonfiction, students will read literary works such as: *All Quiet on the Western Front*, *The Things They Carried*, *Othello*, *1984*, *All Souls, Fences*, and A *Streetcar Named Desire*. They will write literary critical analysis essays and other types of expository writing. Students will continue to develop their research skills and write a college-level research paper. Students will continue to study vocabulary to improve their reading comprehension and writing. Students will make formal and informal oral presentations. This course is aligned to the Massachusetts Common Core Curriculum Frameworks.

### *090.12 FOUNDATIONS IN ENGLISH 12 COMP 5 Credits*

Students can expect to continue the study of grammar, vocabulary, composition, and literature with a focus on the themes of identity. Students will explore the practical applications of English skills in the working world. In addition to selections from current events and documents such as employment contracts, lease agreements, and job applications, students will read selected literary works such as: *All Quiet on the Western Front*, *The Things They Carried*, *All Souls, Fences*, and *A Streetcar Named Desire*. They will write literary analysis responses and compose a memoir essay. Students will continue to develop their research skills and write a research paper. Students will also make informal oral presentations based on current event topics. This course addresses the essentials of the Massachusetts Common Core Curriculum Frameworks and will prepare students for two-year colleges, technical training, military service, and/or the work force.

Open to Grade: 12 By recommendation only
Prerequisite: Successful completion of English 11

### *052 CREATIVE WRITING CP 2.5 Credits*
### *055 CREATIVE WRITING HONORS 2.5 Credits*

*Students who have previously taken Creative Writing may NOT repeat the course*.

Students will receive training in the essentials of style, syntax, and plotting for creative writing with particular attention to fiction, poetry, creative nonfiction, and script writing. Students can expect to write in class and share their work with peers and instructor for evaluation and guidance. This elective is open to juniors and seniors and does not take the place of the regular English requirement. Students taking the class for honors credit must have a mastery of English composition; in addition, they are required to complete a substantial independent project. Students will be encouraged to submit work for publication, such as in the school newspaper or literary magazine.

Open to Grades: 11, 12

***051 COMEDY AND SATIRE CP 2.5 Credits***
***054 COMEDY AND SATIRE HONORS 2.5 Credits***

Through a study of literature and films, students will analyze the methods writers use to create comedy and satire. In addition to analyzing these works, students will also create their own comic and satiric material through a combination of writing assignments and group projects. This elective is open to juniors and seniors and does not take the place of the regular English requirement. To receive honors level credit, students must complete a substantial independent project.

Open to Grades: 11, 12

***056 FILM AS LITERATURE CP 2.5 Credits***
***057 FILM AS LITERATURE HONORS 2.5 Credits***

Students will view a variety of films representing the historical and thematic development of the film as an art form. Students will learn to identify and analyze the conventions, elements, and techniques of film to enhance their understanding of the medium. Students will write critical analysis essays of the films viewed. This elective is open to juniors and seniors and does not take the place of the regular English requirement. To receive honors credit students must complete a substantial independent project.

Open to Grades: 11, 12

# SOCIAL STUDIES



***Course Number*** ***Title***

| | | | |
|---|---|---|---|
| ***108*** | ***WESTERN CIVILIZATION 2*** | ***HONORS*** | ***5 Credits*** |
| ***109*** | ***WESTERN CIVILIZATION 2*** | ***CP*** | ***5 Credits*** |

This course will give students an historical survey of the development of Western Civilization from the French Revolution through the Cold War. Connections between past events and current issues will be made through case studies on Africa, India, China, and the Middle East. Learning strategies based on performance objectives stress the development of critical thinking skills and the clarification of values important to a democratic society. Students can also expect to refine and improve writing and research skills. Substantive outside class reading and writing will be required at the honors level, and regular class reading and writing will be required in the college prep level.

Open to Grade: 9
Recommendation: Students recommended for the honors level should be earning at least a 90 in 8th Grade Social Studies and demonstrate exceptional reading, writing, and critical thinking skills.

## ***PROFILE OF A WESTERN CIVILIZATION HONORS STUDENT***

Honors students demonstrate the ability to complete the following tasks:

- Understand key content without significant external prompting
- Read and comprehend material that is appropriate or slightly above grade level
- Logically defend a given position in debate or in writing by applying relevant supporting evidence
- Understand class content that is conceptual in nature, and not necessarily chronological
- Differentiate between types of historical sources and identify biases contained in those sources
- Write a short paper organized around a thesis statement
- Seek teacher support when necessary

**In addition, Honors students demonstrate the following characteristics:**

- A natural aptitude and/or interest in study of history
- Self-motivation, self-discipline, and organization

## ***PROFILE OF A WESTERN CIVILIZATION COLLEGE PREPARATORY STUDENT***

College preparatory students demonstrate the ability to complete the following tasks:

- Comprehend and synthesize textbook and class readings
- Answer fact-oriented questions with little prompting
- Identify major cause and effect relationships among events in history
- Write a five-paragraph essay with correct usage of supporting evidence
- Engage meaningfully in class discussion
- Come to class regularly with necessary supplies and completed homework
- Maintain an organized notebook
- Seek teacher support when necessary

### *117 AMERICAN HISTORY I HONORS 5 Credits*

Students can expect to improve their critical thinking, speaking, writing and research skills through the examination of the establishment, development and democratization of American institutions. This course will trace United States History from the American Revolutionary period through Reconstruction. Substantive outside class reading and writing will be required at the honors level.

Open to Grade: 10
Recommendation: Students recommended for this course should have earned at least an 80 in Honors Western Civilization, or a 90 in Western Civilization College Prep. In addition, they must also have demonstrated exceptional reading, writing, and critical thinking skills.

### *118 AMERICAN HISTORY I CP 5 Credits*

Students can expect to improve their critical thinking, speaking, writing and research skills through the examination of the establishment, development and democratization of American institutions. This course will examine topics in American History from the American revolutionary period through reconstruction.

Open to Grade: 10

### *127 AMERICAN HISTORY II HONORS 5 Credits*

Students can expect to improve their critical thinking, speaking, writing and research skills through examination of the evolution of American democracy, and foreign policy in the 20th Century. Course topics include the Gilded Age, Progressivism, World War I, the Great Depression/New Deal, World War II, the Cold War, and Civil Rights Substantive outside reading and writing will be required at the honors level.

Open to Grade: 11
Recommendation: Students recommended for this course should have earned at least an 80 in Honors American History I, or a 90 in American History I College Prep. In addition, they must also have demonstrated exceptional reading, writing, and critical thinking skills.

Pre-Requisite: American History I

### *128 AMERICAN HISTORY II CP 5 Credits*

Students can expect to improve their critical thinking, speaking, writing and research skills through examination of the evolution of American democracy, and foreign policy in the 20th Century. Course topics include the Gilded Age, Progressivism, World War I, the Great Depression/New Deal, World War II, the Cold War, and Civil Rights

Open to Grade: 11
Pre-Requisite: American History I

### *129 AP AMERICAN HISTORY AP 5 Credits*

Students can expect to acquire and develop analytical skills and factual knowledge necessary to deal critically with key problems in American history. The course offers a grounding in the chronology of American history and a careful consideration of the major interpretive questions that derive from the study of selected themes. Substantial outside reading and writing is required on a daily basis. Enrollment is limited to those who are prepared to meet the demands of a full-year college course.
It is an expectation that every student enrolled in this course takes the national AP exam in May. The College Board charges a fee for each exam which is updated annually. The exam fee is the responsibility of the student. If there is a financial need families should consult with the AP Coordinator.

Open to Grade: 11
Pre-Requisite: American History I

## ***PROFILE OF AN AP AMERICAN HISTORY STUDENT***

Students who are candidates for AP American History should have displayed the following interests and skills essential to success in the course….

- The ability to construct and deliver effective oral and written arguments based on extensive analysis of subject matter.
- Above-average reading and writing skills.
- An inquisitive and intelligent nature.
- An independent learning style.
- The ability to effectively balance the high demands of the course with other classes and after-school activities.
- Leadership in class discussions and debates.
- Initiative and leadership in group projects, presentations, and discussions.
- The ability to successfully plan long term projects independently with little or no oversight.
- The ability to be a self-directed learner who does not rely on the instructor for class notes.

### *119 ASIAN STUDIES — HONORS — 2.5 Credits*
### *120 ASIAN STUDIES — CP — 2.5 Credits*

This course will examine different themes impacting Asia. Some of the topics that will be examined, though not limited to, are Asian philosophy and religion, gender studies, important historical events in Chinese history, and current events. Throughout this course, students will work on improving their critical thinking, reading, and writing skills. Honors level students will be expected to complete an additional research project on a topic of their choosing.

Open to Grades: 9, 10, 11, 12

### *122 MAKING HISTORY — HONORS — 2.5 Credits*
### *121 MAKING HISTORY — CP — 2.5 Credits*

This course will help students learn how to effectively research and to think like a historian. Using inquiry based learning, students explore historical topics that cater to their own interests and curiosity. Through using the National History Day Program, every student who takes this course will develop a project using one of the following mediums: historical essay, documentary, performance piece, website, or exhibit. Unlike other classes where students develop projects and then move on, this class will focus on improving their product and taking ownership of it. Not only will students have the opportunity to create a product to demonstrate their growth and knowledge in their selected field, students will also have the opportunity to compete against other student projects at Mansfield High School, across the state and possibly at a National level. Students will also gain many valuable skills that will be applicable beyond their high school career, as this course will focus on developing their interview skills, critical thinking, creative thinking, and discipline and time management. Students who wish to take this course at the honors level will have additional requirements.

Open to Grades: 9, 10, 11

### *187 ECONOMICS — HONORS — 2.5 Credits*

This course is designed to help students master the fundamental concepts and theories of economics. Topics studied will include the laws of supply and demand, types of market competition, types of economic systems (capitalism, socialism, communism), monetary policy, fiscal policy and the challenges of unemployment, poverty and inflation. Students will apply these theories and models to realistic situations to understand their use and application in our society today. Students will also actively engage in an investment simulation to gain an understanding of the stock market and its opportunities as well as participating in a simulation in which they attempt to successfully manage a profitable business by making production, marketing, and personnel decisions.

Open to Grades: 10, 11, 12
Recommendation: For students planning to take AP American History, or AP European History.

***151 AMERICAN RIGHTS IN ACTION HONORS 2.5 Credits***
***152 AMERICAN RIGHTS IN ACTION CP 2.5 Credits***

Students will pursue a deeper understanding of the institutions of American government and the role of the citizen in the democratic process. Current issues related to individual privacy, freedom of expression, student rights, and the meaning of equal protection under the law will be of particular focus. Honors students will be expected to complete additional reading and research and will have different expectations with regard to assessments.

Open to Grades: 11, 12

***153 CONFLICTS IN MODERN SOCIETY HONORS 2.5 Credits***
***154 CONFLICTS IN MODERN SOCIETY CP 2.5 Credits***

This course will examine the development of United States Foreign Policy since the end of the Vietnam War, including key world events from 1975 to the present. The causes and effects of these recent world conflicts will be thoroughly examined in this course and students will be asked to evaluate United States decision-making during these conflicts. Major themes included in the course topics will be struggles for democracy and freedom, issues of race, ethnicity and class, cultural and religious conflicts, and the growth of worldwide terrorism. Specific events will include the Iranian Hostage Crisis, the end of the Cold War and the fall of the Soviet Union, the Persian Gulf War, the ethnic cleansing of the Balkans, and the struggle between Israel and the Palestinian Liberation Organization. A major focus will be on the rise of Osama bin Laden and Al Qaeda, their terrorist efforts against the United States, the events of 9/11 and the U.S. response in Afghanistan and Iraq. Honors level students will be expected to complete additional reading assignments and more extensive research.

Open to Grade: 12

***140 GENERAL PSYCHOLOGY HONORS 2.5 Credits***
***141 GENERAL PSYCHOLOGY CP 2.5 Credits***

The course introduces students to the principles of Psychology. Students will study the basic elements of human thought, emotion and behavior, including perception, motivation, child development, learning, personality and psychological disorders. Consideration will be given both to personal problems confronting youth today and to different types of counseling. Psychology will be taught in heterogeneously grouped classes with both Honors and College Prep students meeting together. Honors level students will be expected to complete additional reading and research.

Open to Grade: 12

***142 SOCIOLOGY HONORS 2.5 Credits***
***143 SOCIOLOGY CP 2.5 Credits***

In this course students will study human social behavior. This will include everything related to the interaction of human beings in groups, including people's beliefs, values and rules. Emphasis will be placed on understanding the American social system and its influence on their own behavior. Sociology will be taught in heterogeneously grouped classes with both Honors and College Prep levels meeting together. Students who elect the Honors level will be required to complete additional research assignments.

Open to Grade: 12

***150 ETHICS HONORS 2.5 Credits***

This course is designed to introduce students to the historical study of moral philosophy. The study of important ethical theories and principles will form the foundation for the discussion of contemporary issues in such areas as business, government and personal ethics. Students will also be expected to research, write, and present position papers on important issues. A seminar strategy will be employed.

Open to Grade: 12

### *149 AP EUROPEAN HISTORY — AP — 5 Credits*

This course offers grounding in European history from the Renaissance to contemporary post-Cold War Europe. Students can expect to further enhance their analytical skills through the critical examination of key social, economic, and political events in European History. Substantial outside reading and writing is required on a daily basis. Enrollment is limited to those who are prepared to meet the demands of a full-year college course.
It is an expectation that every student enrolled in this course takes the national AP exam in May. The College Board charges a fee for each exam which is updated annually. The exam fee is the responsibility of the student. If there is a financial need families should consult with the AP Coordinator.

Open to Grade: 12

## ***PROFILE OF AN AP EUROPEAN HISTORY STUDENT***

Students who are candidates for AP European History should have displayed the following interests and skills essential to success in the course….

- The ability to construct and deliver effective oral and written arguments based on extensive analysis of subject matter.
- Above-average reading and writing skills.
- An inquisitive and intelligent nature.
- An independent learning style.
- The ability to effectively balance the high demands of the course with other classes and after-school activities.
- Leadership in class discussions and debates.
- Initiative and leadership in group projects, presentations, and discussions.
- The ability to successfully plan long term projects independently with little or no oversight.
- The ability to be a self-directed learner who does not rely on the instructor for class notes.

### *155 CRIMINAL JUSTICE LAW — HONORS — 2.5 Credits*
### *156 CRIMINAL JUSTICE LAW — CP — 2.5 Credits*

You will learn about your legal rights and responsibilities in this course. Throughout the course emphasis is placed upon constitutional law, with units covering criminal, civil, and juvenile law and a unit on prisons and prison history in America. A field trip is taken to MCI Cedar Junction correctional facility as part of a unit on the prison system. Assessments and course expectations are differentiated between CP and honors students.

Open to Grades: 11, 12

### *130 HUMAN GEOGRAPHY — HONORS — 2.5 Credits*
### *131 HUMAN GEOGRAPHY — CP — 2.5 Credits*

Students will learn about problems from around the world and how they are impacted by physical, economic, cultural, political, and urban geography. Case studies from around the world on population growth, migration, technological developments, territorial disputes, gender equality, the demands of ethnic minorities, and the role of climate change and environmental abuse will allow students to develop a greater understanding of how geography shapes human environment relationships.

Open to Grades: 9, 10, 11, 12

### *132 RUSSIAN HISTORY — HONORS — 2.5 Credits*
### *133 RUSSIAN HISTORY — CP — 2.5 Credits*

Students will examine the history of Russia from its early beginnings through present times. Topics will include the impact of geography on Russia and Central Asia; The culture, religions, literature, and music of Russia; Imperial Russia under Peter and Catherine the Great; and the Soviet State and Modern Russia. Honors students will be expected to complete additional reading and research.

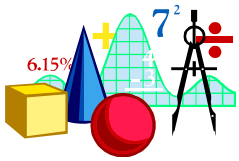
Open to Grades: 9, 10, 11, 12

***134 SOCIAL HISTORY THROUGH SPORTS HONORS 2.5 Credits***
***135 SOCIAL HISTORY THROUGH SPORTS CP 2.5 Credits***

Students will develop a deeper understanding of the social, political, and cultural impact of sports in America. Course topics will include the historical examination of race/ethnicity, gender, politics, nationalism, social class, scandals, mass media, and business and how each relates to the development of amateur and professional sports to various eras of American history. Honors students will be expected to complete additional reading and research.

Open to Grades: 11, 12

# MATHEMATICS




***Course Number*** ***Title***

### *096.9 PRINCIPLES OF MATH 9* *COMP 5 Credits*

In this course, you will continue to develop critical thinking skills, work cooperatively in groups, and learn to clearly communicate mathematical ideas. You will learn to use the language of algebra as you explore and solve a wide variety of math problems using both technology and hands-on materials. This discovery approach is designed to help the student who struggles with abstract mathematical concepts. This course addresses the essentials of the Massachusetts Common Core Frameworks and will prepare you for two-year colleges, technical training, military service and/or the work force.

Open to Grade: 9 by recommendation only.

## *PROFILE OF A PRINCIPLES OF MATH 9 STUDENT*

- Student needs assistance in developing successful study skills in one or more of the following areas: note-taking skills, class preparation, completing written assignments, and organizational skills.
- Student may have difficulty understanding and communicating some of the mathematical ideas presented in each lesson and may occasionally need to stay after school for clarification.
- Student may need assistance in displaying work in an organized manner.
- Student is able to complete homework assignments, but may require direction and support.

### *212 FOCUS ON ALGEBRA 1* *CP 5 Credits*

In this course, you will be introduced to algebraic concepts organized around families of functions. Particular emphasis will be placed on linear and quadratic functions. Mathematical concepts and skills that deal with exponential functions will also be addressed. You will learn to represent each family of functions by utilizing verbal descriptions, equations, tables and graphs. Problem-solving strategies will be addressed throughout the course as you use functions to model real-world situations. You will develop critical thinking skills, learn to work cooperatively, and learn to clearly communicate mathematical ideas. This course is fully aligned to the Massachusetts Common Core Curriculum Frameworks and contains an in-depth review of the mathematical topics addressed in the state assessment.

Open to Grades: 9, 10

## *PROFILE OF A FOCUS ON ALGEBRA I STUDENT*

- Student may need assistance in developing successful study skills in one or more of the following areas: note-taking skills, class preparation, completing written assignments, and organizational skills.
- Student may have difficulty understanding and communicating some of the mathematical ideas presented in each lesson and may occasionally need to stay after school for clarification.
- Student may need assistance in displaying work in an organized manner.
- Student is able to manage workload of approximately 30 minutes of homework per night.

### *213 ALGEBRA 1 CP-A 5 Credits*

In this course, you will be introduced to the algebraic concepts and skills that focus on linear, quadratic, and exponential functions. You will learn how to represent these functions verbally, numerically, graphically and analytically. The graphing calculator will be used to demonstrate visually how functions relate to equations and graphs, and also how functions can be used to model discrete data. Problem-solving strategies will be addressed throughout the course. Real-life applications will also be presented throughout the course in order to show the usefulness of mathematics in the real world. This course is designed for the student who is proficient in basic mathematical skills and concepts, or has had some previous success with algebraic concepts and skills in grade eight. This course is also fully aligned to the Massachusetts Common Core Curriculum Frameworks.

Open to Grades: 9, 10

## ***PROFILE OF AN ALGEBRA I CP-A STUDENT***

- Student is prepared for class. Preparation includes bringing book, notebook, pencil and calculator to class each day.
- Student is able to understand the mathematical concepts presented in each lesson and may occasionally need to stay after school for clarification.
- Student completes all written assignments (attempts every problem, checking answers and marks problems not understood).
- Student displays work in an organized manner showing adequate understanding of material.
- Student is actively engaged in the learning process.
- Student is able to manage workload of about 45 minutes of homework per night.
- Student is willing and able to seek out extra help when needed.

### *218 ALGEBRA 1 HONORS 5 Credits*

This course is primarily intended for those students who need to strengthen their understanding of algebraic concepts before pursuing the Geometry Honors course. It will provide students with an in-depth and rigorous approach to algebraic thinking. Problem solving will be emphasized and the graphing calculator will be used throughout the course. Topics to be studied include polynomial operations and all factoring techniques, systems of equations, inequalities and absolute values, rational and radical expressions and equations, relations and functions, and quadratic equations. Upon completion of this course, students will have a very strong foundation for advanced mathematical study. This course is fully aligned to the Massachusetts Common Core Curriculum Frameworks.

Open to Grade: 9
Prerequisite: You must have passed Grade 8 Algebra 1 with at least a 75 average.

## ***PROFILE OF AN ALGEBRA I HONORS STUDENT***

- Student is well prepared for class. Preparation includes bringing book, notebook, pencil and calculator to class each day as well as having completed the written assignments.
- Student is a motivated learner who understands the mathematical concepts presented in each lesson and requires minimal help with homework.
- Student completes all assignments and presents them in a neat, organized manner showing a good understanding of the material.
- Student is always actively engaged in the learning process.
- Student expresses a strong desire to learn and understand mathematics.
- Student is able and willing to seek out extra help when needed.
- Student is able to manage a workload of approximately 45 minutes of homework per night.
- Student can appreciate both the challenge and rigor of higher level mathematics.
- Student has a strong desire to excel in mathematics but requires additional reinforcement of algebra skills before continuing in the honors sequence.

### *214 GEOMETRY HONORS 5 Credits*

This course is primarily intended for those students who have achieved mastery of the skills and concepts of an Honors Algebra I course and can demonstrate a thorough grasp of mathematical practice and theory. Students will explore the nature of reasoning in which models found in a geometric setting are used to examine different types of thinking processes. Attention will be given to those concepts and properties, which relate to three-dimensional objects. Topics from coordinate geometry and transformational geometry will also be studied. The connection between geometry and the real world will be reinforced through mathematical applications. This course will offer you a rigorous, in-depth approach to the study of geometry and will establish important skills and understandings extensively used in later advanced mathematics courses. This course is fully aligned to the Massachusetts Common Core Curriculum Frameworks.

Open to Grades: 9, 10
Prerequisite: Entering 9th graders must have passed Algebra 1 with at least a 90 average.
Entering 10th graders must have passed Algebra 1 Honors with an 85; or recommendation of teacher.

## *PROFILE OF A GEOMETRY HONORS STUDENT*

- Student is always well prepared for class. Preparation includes bringing book, notebook, pencil and calculator to class each day as well as having completed the reading and writing assignments.
- Student is an autonomous learner, understands the mathematical concepts presented in each lesson and requires limited help with homework.
- Student thoroughly completes all assignments in an organized manner with extreme attention to accuracy and explicitness in the use of mathematical language.
- Student is always actively engaged in the learning process.
- Student expresses a strong desire to learn and understand mathematics and is known to persevere through difficult times in a mature manner.
- Student is an independent test-taker who plans and uses time wisely.
- Student accepts responsibility for managing a demanding workload (approximately 45 minutes of homework per night) as well as learning a significant amount of theorems, definitions, and postulates.
- Student is able to make connections between abstract mathematical concepts and concrete applications.
- Student can recognize and employ the most appropriate strategy to solve problems.

### *234 GEOMETRY CP-A 5 Credits*

Similar in content to Geometry Honors, this course places less emphasis upon theory and more emphasis upon integrating and relating geometric concepts to algebra, statistics, data analysis, probability, and discrete mathematics. Students will explore geometric situations, develop conjectures, and ultimately prove their conjectures using a variety of methods. Realistic and relevant applications will be offered throughout this course. Topics to be studied include triangle congruence, similarity of triangles based on dilations and proportional reasoning, circumference, area, volume, Pythagorean Theorem applications, and probability. This course is fully aligned to the Massachusetts Common Core Curriculum Frameworks.

Open to Grades: 10, 11
Prerequisite: You must have passed Algebra 1 CP-A with at least a 70 average.

### *215 FOCUS ON GEOMETRY CP 5 Credits*

In this course, you will develop deductive reasoning skills and continue to advance your problem-solving skills. You will study congruence and similarity of geometric figures. Properties of lines, triangles, quadrilaterals, and circles will be addressed in depth as you explore the connections that exist among the different branches of mathematics. Topics such as the Pythagorean Theorem, length, perimeter, area, circumference, surface area, and volume will be explored as you use them to solve real-world problems. This course is fully aligned to the Massachusetts Common Core Curriculum Frameworks and contains an in-depth review of the mathematical topics addressed in the state assessment.

Open to Grades: 10, 11
Prerequisite: You must have passed Focus on Algebra 1.

### *096.10 PRINCIPLES OF MATH 10 COMP 5 Credits*

In this course, you will continue to study the development and blending of both algebra and geometry skills and concepts begun in Principles of Math 9. This course is designed to help you acquire skill in both investigating geometric relationships and solving mathematical problems through a discovery approach. You will find that continued attention is given to both visual and hands-on approaches together with the exploration of real-life applications. This course addresses the essentials of the Massachusetts Common Core Curriculum Frameworks and will prepare you for two-year colleges, technical training, military service and/or the work force.

Open to Grades: 10, 11 by recommendation only
Prerequisite: Successful completion of Principles of Math 9

### *216 FOCUS ON ALGEBRA 2 CP 5 Credits*

In this course, you will continue to be introduced to algebraic concepts organized around families of functions. Topics to be studied include linear, quadratic, exponential, logarithmic, radical, and rational functions. You will represent each family of functions utilizing verbal descriptions, equations, tables and graphs. Graphing calculators will be used to explore the relationship between tables and graphs. You will be introduced to the field of complex numbers and use them to perform arithmetic operations. You will also solve quadratic equations with real coefficients that have complex solutions. Skills such as critical thinking, communication, problem-solving and working cooperatively will continue to be addressed. This course is fully aligned to the Massachusetts Common Core Curriculum Frameworks.

Open to Grades: 11, 12
Prerequisite: You must have passed Focus on Algebra 1 and Focus on Geometry.

### *221 ALGEBRA 2 CP-A 5 Credits*

This course offers you an expanded study of the topics first encountered in Algebra 1 and Geometry. You will find that the topics are now developed and presented in a more refined and structured format with increased emphasis on the foundation and rationale of mathematics itself. Topics to be studied include systems of equations and inequalities, polynomial and rational functions, irrational numbers, complex numbers, quadratic equations, logarithmic and exponential functions. Problem-solving strategies will be addressed throughout the course and the graphing calculator will be used to analyze families of functions algebraically, graphically, and numerically with tables. This course is intended to prepare you to successfully meet the mathematical challenges encountered at a college or university. This course is fully aligned to the Massachusetts Common Core Curriculum Frameworks.

Open to Grades: 10, 11, 12
Prerequisite: You must have passed Algebra 1 CP-A and Geometry CP-A with at least a 70 average.

### *220 ADVANCED ALGEBRA CP 5 Credits*

Advanced Algebra is the fourth mathematics course in the College Prep sequence. This course is intended to give you a solid mathematical foundation for the concepts that you will study in your college mathematics courses. You will explore the relevance of mathematics to the real world through a variety of practical, real-life applications. Topics to be studied include a review of the fundamental concepts of algebra, equations and inequalities, the Cartesian plane, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, and probability. An in-depth review of the mathematical topics addressed in the Accuplacer Exam used by state colleges and universities is also included in this course. This course is fully aligned to the Massachusetts Common Core Curriculum Frameworks.

Open to Grades: 11, 12
Prerequisite: You must have passed Focus on Algebra 2.

### *222 ALGEBRA 2 HONORS 5 Credits*

This course will expand your understanding of the framework established in Algebra 1 Honors. Its content, while similar to that indicated for Algebra 2 CP-A, includes several additional topics such as matrices, determinants, graphing in 3-dimensional space, solving equations in three variables, and permutations and combinations. You will explore the Fundamental Theorem of Algebra and show that it is true for quadratic polynomials. The Binomial Theorem and the Remainder Theorem will be introduced to show the relationship between zeroes and factors of polynomial and as a tool to solve problems involving polynomials. If you are planning to pursue a math-related career, then this course will definitely meet your specific needs. You will also find that the content and preparation offered by this course will serve you well for advanced mathematical study next year. This course is fully aligned to the Massachusetts Common Core Curriculum Frameworks.

Open to Grades: 10, 11
Prerequisite: You must have passed Geometry Honors with at least an 80 average.

### *223 PRE-CALCULUS HONORS 5 Credits*

If you have successfully completed Algebra 2 Honors and wish to continue the development of the more abstract mathematical concepts that would lead to a full year of study in Calculus, then you are strongly urged to select this course. Graphing calculators are used extensively throughout this course as an essential tool for both mathematical discovery and effective problem solving. You will explore the Twelve Basic Functions and their algebraic properties in depth, while continually reinforcing the connections amongst their algebraic, graphical, and numerical representations. You should also note that the complete content of a Trigonometry course is also included within this course offering. This course is fully aligned to the Massachusetts Common Core Curriculum Frameworks.

Open to Grades: 11, 12
Prerequisite: You must have passed Algebra 2 Honors with at least an 85 average.
Recommendation: *MUST* be taken by those planning to take AP Calculus.

### *224 PRE-CALCULUS CP-A 5 Credits*

In this course, you will explore how the different branches of mathematics are interrelated. Relevant, real-world uses of the mathematics being studied will be featured throughout this course. Problems will be analyzed from multiple perspectives – algebraically, graphically, and numerically. Graphing calculators will be used throughout this course to explore the mathematical topics you are studying. Topics to be studied include linear relations and functions, systems of linear equations and inequalities, the nature of graphs, polynomial and rational functions, conics, trigonometric functions, graphs of trigonometric functions, trigonometric identities and equations, and sequences and series. This course will definitely help to prepare you to meet the mathematical demands encountered at a four-year college. This course is fully aligned to the Massachusetts Common Core Curriculum Frameworks.

Open to Grades: 11, 12
Prerequisite: You must have passed Algebra 2 CP-A with at least a 75 average.

### *227 AP CALCULUS (AB LEVEL) AP 5 Credits*

This course is intended for those students who have an extensive and thorough understanding of college preparatory mathematics, including algebra, axiomatic geometry, and analytic geometry which covers, in part, rectangular and polar coordinates, equations and graphs, lines and conics. Course content includes a detailed study and development of limiting processes, derivatives and differentiation methods, slope fields, techniques of integration and their related usage. The use of technology is integrated throughout the course to provide a balanced approach to the teaching and learning of calculus that involves algebraic, numerical, graphical, and verbal methods. By selecting this course, you will be trained in the exacting methods to be used in taking the AB level of the AP Calculus exam in May. It is an expectation that every student enrolled in this course takes the national AP exam in May. The College Board charges a fee for each exam which is updated annually. The exam fee is the responsibility of the student. If there is a financial need families should consult with the AP Coordinator.

Open to Grade: 12
Prerequisite: You must have at least an 85 average in Pre-Calculus Honors and obtain the approval of the Mathematics Department Chair.

## ***PROFILE OF AN AP CALCULUS STUDENT***

- Student is always well prepared for class. Preparation includes bringing book, notebook, pencil and calculator to class each day as well as having completed the reading and writing assignments.
- Student is an autonomous learner, understands the mathematical concepts presented in each lesson and requires limited help with homework.
- Student thoroughly completes all assignments in an organized manner with extreme attention to accuracy and explicitness in the use of mathematical language.
- Student is always actively engaged in the learning process.
- Student expresses a strong desire to learn and understand mathematics and is known to persevere through difficult times in a mature manner.
- Student is an independent test-taker who plans and uses time wisely.
- Student accepts responsibility for managing a demanding workload (an average of 45 minutes to 1 hour per night).
- Student is able to make connections between abstract mathematical concepts and concrete applications.
- Student can recognize and employ the most appropriate strategy to solve problems.

### *244 INTRODUCTION TO CALCULUS HONORS 2.5 Credits*

In this course, you will continue to expand your understanding of mathematical topics through the study of limits, differentiation, and integration processes. You will explore functions as mechanisms for modeling data and learn how functions can help model real-life problems. This course is designed to provide you with an introduction to both the skills and concepts that you will encounter in advanced mathematical studies at college. Topics will include functions and their limits, derivatives, the definite integral, mathematical modeling and graphical analysis.

Open to Grades: 12
Prerequisite: You must have passed Pre-Calculus H or Pre-Calculus CP-A with at least an 85 or recommendation of teacher.

### *228 STATISTICS and PROBABILITY CP-A 2.5 Credits*

In this course, you will learn all of the main concepts and the varied tools used in collecting, analyzing, and drawing conclusions from data. In addition, you will explore the patterns and rules encountered in using descriptive statistics, in applying inferential statistics, and in determining probabilities. Topics you will study include exploring and gathering data, planning a study, producing models dependent on probability concepts, and using statistical inference. You will be shown how to effectively use the power of the graphing calculator to create, refine, and utilize statistical models. This course is fully aligned to the Massachusetts Common Core Curriculum Frameworks.

Open to Grades: 11, 12
Prerequisite: You must have passed Algebra 2 CP-A or Focus on Algebra 2 with at least an 85 average.

### *229 AP STATISTICS AP 5 Credits*

This course offers you an expanded study of the topics outlined in the one semester Statistics and Probability course. You will find that the topics are now developed and presented in a more refined and structured format with increased emphasis on technology, problem-solving, and writing to ensure a deep, conceptual understanding of statistics and to help students develop their quantitative reasoning skills. Technology will be used extensively in this course for data analysis collection and the simulation approach to probability. Additional topics to be studied include hypothesis testing, confidence intervals, and regression analysis. By selecting this course, you will be trained in the exacting methods to be used in taking the AP Statistics exam in May. It is an expectation that every student enrolled in this course takes the national AP exam in May. The College Board charges a fee for each exam which is updated annually. The exam fee is the responsibility of the student. If there is a financial need families should consult with the AP Coordinator.

## ***PROFILE OF AN AP STATISTICS STUDENT***

- Student is always well prepared for class. Preparation includes bringing book, notebook, pencil and calculator to class each day as well as having completed the reading and writing assignments.
- Student is an autonomous learner, understands the mathematical concepts presented in each lesson and requires limited help with homework.
- Student thoroughly completes all assignments in an organized manner with extreme attention to accuracy and explicitness in the use of mathematical language.
- Student is always actively engaged in the learning process.
- Student expresses a strong desire to learn and understand statistics.
- Student is an independent test-taker who plans and uses time wisely.

Open to Grades: 11, 12
Prerequisite: You must have passed Algebra 2 Honors or Algebra 2 CP-A with at least an 85 average.

### *248 INTRODUCTION TO ENGINEERING 1 HONORS 2.5 Credits*

Introduction to Engineering 1 is a math-based, hands-on engineering course designed for high school students who would like to explore the various fields of engineering. This course follows *Engineering the Future*, a STEM (Science, Technology, Engineering and Math) curriculum created by the Boston Museum of Science. It focuses on the fundamentals of engineering and applies the math and science you are learning in your classrooms to modern real-world problems that involve civil, mechanical, and electrical engineering. It integrates engineering, mathematics, science and technology and prepares you for life in the information age.

Open to Grades: 9, 10, 11, 12
Prerequisite: You must have passed Algebra 1 (CP-A or Honors).

### *249 INTRODUCTION TO ENGINEERING 2: DIGITAL ENGINEERING HONORS 2.5 Credits*

Introduction to Engineering 2: Digital Engineering is a math-based, hands-on course for students who would like to learn about the basics of digital engineering. This course features *The Infinity Project*, a nationally recognized STEM (Science, technology, engineering and math) curriculum. In this course, you will explore some of the important engineering ideas behind the creation of digital music and digital image technologies. Mathematical concepts such as, trigonometry, logarithms, Moore's Law and binary numbers are developed and explored as you manipulate sound and graphic images.

Open to Grades: 10, 11, 12
Prerequisite: You must have passed Algebra 2 (CP-A or Honors).

### *262 PROBLEM SOLVING WITH TECHNOLOGY CP-A 2.5 Credits*

This course is primarily intended for those students who would like to strengthen their conceptual understanding of the mathematical concepts covered on state assessments through a problem solving approach. Technology will be used throughout the course to help engage students as they explore, analyze and visualize applications of both algebra and geometry. Students will work individually and in small group settings to build connections with mathematics and real world applications. All work will be completed in class and as a result, no homework will be assigned. If you are a sophomore who would like to improve your overall performance on the state assessment, then you are encouraged to supplement your current math class with this course.

Open to Grade: 10

### *263 EXPLORATIONS IN MATH 1 HONORS 2.5 Credits*

This course is primarily intended for those students who enjoy math puzzles, problems and challenges. Students will explore problems from a variety of branches of mathematics and learn the process of how to unlock the solutions. Students will work individually and in small group settings on both classic and interactive math puzzles and problems. All work will be completed in class and as a result, no homework will be assigned. This course will also help to improve your conceptual understanding of mathematics which will help prepare you for future advanced mathematics courses. If you are a freshman or sophomore who enjoys mathematics, then this course may be just what you are looking for.

Open to Grades: 9, 10
Prerequisite: You should have successfully completed Algebra 1 Honors, Algebra 1 CP-A with at least an 85 average or concurrent enrollment in Geometry Honors.

### *264 EXPLORATIONS IN MATH 2 HONORS 2.5 Credits*

This course is an extension of the Explorations in Math course and is primarily intended for those students who enjoy math puzzles, problems and challenges. Students will continue to explore problems from a variety of branches of mathematics and learn the process of how to unlock the solutions. Students will work individually and in small group settings on both classic and interactive math puzzles and problems. All work will be completed in class and as a result, no homework will be assigned. If you are a junior or senior who enjoys mathematics, then this course may be just what you are looking for.

Open to Grades: 11, 12
Prerequisite: You should have successfully completed Algebra 2 Honors or Geometry CP-A with at least an 85 average.

### *251 VISUAL BASIC PROGRAMMING 1 HONORS 2.5 Credits*

In this course, you will learn how to create Windows applications by using Visual Basic. This course is intended for those students who desire to learn how to use the computer as a tool for developing software applications. Emphasis will be placed on acquiring those skills that equally apply to a job setting as well as for personal use. A structured, step-by-step approach will be emphasized throughout this course as you learn to write Visual Basic code, while working in a graphical environment. A wide variety of practical problems will be explored in a computer lab setting. Previous programming experience may be helpful, but is not required to take this course.

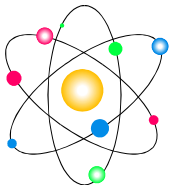
Open to Grades: 9, 10, 11, 12
Prerequisite: You should have successfully completed Algebra 1 or Focus on Geometry with at least an 85 average.

### *261 VISUAL BASIC PROGRAMMING 2 HONORS 2.5 Credits*

If you have successfully completed Visual Basic Programming 1, then you should consider this second course in VB Programming. It is offered to those students who have mastered the controls and events learned in the first course. You will learn advanced topics that include arrays, manipulating files, and exchanging data with a database format. More time will be given to examining and writing code while mastering many of the important algorithms needed for advanced programming.

Open to Grades: 9, 10, 11, 12
Prerequisite: You must have passed Visual Basic Programming 1 with at least a 75 average.

# SCIENCE



***Course Number*** ***Title***

***302 BIOLOGY with Lab HONORS 5 Credits***

Biology Honors is a rigorous life science course. Students engage in a detailed study of biology over two trimesters including the fundamentals of biochemistry, molecular biology, ecology, genetics, evolution, and human body systems. Students should be capable of self-directed study with limited guidance. Students will be assessed on collaboration, investigation, analytical thinking and their ability to draw conclusions from essential questions. Laboratory investigations are an integral part of the course and students should be advanced in the scientific method and their ability to analyze their results. Students complete extensive independent work including projects and outside readings. Mandatory independent study and assignments outside of class are required. Students electing this course must be academically motivated and have a strong interest in pursuing further courses within the science curriculum. This course addresses the biology learning standards in the Life Science strand of the Massachusetts Science and Technology/Engineering Curriculum Framework and will prepare students for the MCAS in Biology.

Open to Grade: 9
**Prerequisite Course: Grade 8 science**
**Recommended Grade: 90**

## *PROFILE OF A GRADE 9 BIOLOGY HONORS STUDENT*

- Student is always prepared for class. Preparation includes bringing proper materials as well as having reviewed class notes and completed the homework assignment(s).
- Student completes homework assignments thoroughly and consistently. While homework may vary, students may spend up to 45 minutes.
- Student expresses a strong desire to learn and understand the material.
- Student stays focused on the lesson and takes an active role in class discussions and lab investigation.
- Student seeks extra help when needed.
- Student manages the demanding workload both in and out of class.
- Student exhibits appropriate behavior in class and especially during lab investigations.

***355 BIOLOGY with Lab CP 5 Credits***

Biology I and II College Prep is an in depth study of the life sciences based on the learning standards in the Life Science strand of the Massachusetts Science and Technology/Engineering Curriculum Framework and will prepare students for the MCAS in Biology. Inquiry based activities and peer collaboration are important components of the course. Students should be capable of self-directed study, able to think analytically, make detailed observations and draw conclusions for essential questions. Mandatory independent study and assignments outside of class are required. Curriculum for Biology College Prep includes biochemistry, cells, ecology, genetics, evolution, and human body systems. This course addresses the biology learning standards in the Life Science strand of the Massachusetts Science and Technology/Engineering Curriculum Framework and will prepare students for the MCAS in Biology

Open to Grade: 9
**Prerequisite Course: Grade 8 science**

## *PROFILE OF A GRADE 9 BIOLOGY COLLEGE PREPARATORY STUDENT*

- Student is prepared for class. Preparation includes bringing the proper materials and having the assigned homework complete.
- Student completes homework assignments. While homework may vary, students may average about 30 minutes per day.
- Student stays focused on the lesson and participates during lab investigations.
- Student exhibits appropriate behavior in class and especially during lab investigations.
- Student expends the necessary effort to learn and understand the course content.

### *365 AP BIOLOGY AP 5 Credits*

Advanced Placement Biology is an academically rigorous course, providing students with a comprehensive college-level learning experience in the concepts of biology. Units involve a detailed study of biochemistry, molecular biology, genetics, evolution, organisms, anatomy, populations and the environment. AP Biology demands considerable effort and independent study. Students must be highly motivated and capable of self-directed study. The AP Biology course exposes the student technology and inquiry based investigations identified by the College Board. Laboratory exercises are technically and academically challenging and students must be advanced in the scientific method. Data analysis and interpretation of results is a critical component to the course. Homework assignments can be extensive and projects and some units of study may be assigned over long weekends and school vacations. **Students in AP Biology are committed to take the Advanced Placement examination in May, and complete a preliminary summer assignment.** The College Board charges a fee for each exam which is updated annually. The exam fee is the responsibility of the student. If there is financial need families should consult with the AP Coordinator.

Open to Grades: 11 and 12
**Prerequisite Courses:**
**Honors Biology: minimum grade of 85 or Honors Biology Part 1 & Part 2: minimum grade of 85**
**CP Biology: minimum grade of 90 or College Prep Biology Part 1 & Part 2: minimum grade of 85**
**AND Honors Chemistry: minimum grade of 85 or Honors Chemistry Part 1 & Part 2: minimum grade of 85 or Honors Anatomy & Physiology: minimum grade of 85 or Honors Physics: minimum grade of 85**

**IN ADDITION TO CURRENT SCIENCE TEACHERS APPROVAL, THE DEPARTMENT CHAIRMAN APPROVAL IS NEEDED TO ENROLL IN THIS AP COURSE.**

## *PROFILE OF AN AP BIOLOGY STUDENT*

Students seeking to enroll in the AP Biology course should:

- Have demonstrated excellence in previous Honors science courses (Biology, and Chemistry).
- Be highly motivated and independent learners capable of large units of self-directed study.
- Demonstrate a genuine interest in the subject and desire to pursue further science courses at the collegiate level.
- Display a mature, positive attitude toward his/her studies
- Be able to work collaboratively on projects and laboratory investigations.
- Be committed to spending considerable time each night to master the principles, concepts, and vocabulary of a freshman college-level biology course.

### *304 CHEMISTRY with Lab HONORS 5 Credits*

Honors Chemistry is a comprehensive approach to the study of chemical principles and theories. This course is recommended for highly motivated students that are capable of self-directed study, collaborative group work, and critical thinking. Laboratory work is an integral part of this course, where problem-solving, data analysis, integration of concepts, and other analytical skills are needed for success. Topics covered in this course include properties of matter, atomic structure, periodicity, chemical bonding, chemical reactions and stoichiometry, kinetic-molecular theory, solutions, acids and bases, and thermochemistry.

Open to Grades: 10, 11
**Prerequisite Courses:**
**Biology Part 1 & Part 2 or CP Biology or Honors Biology**
**Either Algebra I Honors: minimum grade of 75 or Algebra I College Prep: minimum grade of 80**
**Recommended Grade:**
**Honors Biology: minimum grade 80 or College Prep Biology: minimum grade 90**

### *306 CHEMISTRY with Lab CP 5 Credits*

This course looks at the fundamental principles of matter, its structure, composition and changes. Laboratory work is an integral part of this course, and students are required to use mathematical skills as well as reasoning skills in problem solving. Students must be capable of self-directed study as well as collaborative group work. Topics covered in this course include properties of matter, atomic structure, periodicity, chemical bonding, chemical reactions and stoichiometry, kinetic-molecular theory, solutions, acids and bases, and thermochemistry.

Open to Grades: 10, 11, 12
**Prerequisite Courses:**
**Biology Part 1 & Part 2 or CP Biology or H Biology**
**Either Honors Algebra I: minimum grade 70, College Prep Algebra I: minimum grade 75, Focus on Algebra: minimum grade 90 or Algebra 2 CPA: minimum grade 70 or Focus on Algebra 2: minimum grade of 80.**
**Recommended Grade:**
**College Prep Biology: minimum grade 75**

### *311 FOCUS ON CHEMISTRY with Lab CP 5 Credits*

Focus on Chemistry is designed using a conceptual, guided inquiry-based approach to learning. This course is designed for students who seek answers and ask thoughtful questions through investigation and experimentation. Students who sign up for this course should be active participants in their learning and feel comfortable problem solving with their classmates. Students will explore topics such as structure of the atom, molecular structure and properties of elements and compounds, gas laws, nuclear chemistry and bonding.

Open to Grades: 11, 12
**Prerequisite Courses:**
**Biology Part 1 & Part 2 or CP Biology or H Biology**
**Physical Science Part 1 & Part 2 or CP Physical Science**
**Algebra I or Focus on Algebra**

### *308 CHEMISTRY 2 with Lab CP 2.5 Credits*

This course is designed for highly motivated students who were successful in either level of Chemistry and who desire further study of the subject. It is highly recommended for those planning to study nursing, pharmacy or other health-related fields at the college level. Students will learn more about the relationships studied in the first year chemistry course through a survey of the following topics; chemical equilibrium, rates of reactions, thermodynamics, and acid-base chemistry oxidation-reduction reactions, organic chemistry (including polymers and plastics), and nuclear chemistry. Laboratory experiments are designed to reinforce concepts presented in class. Emphasis is placed on developing problem solving skills and applying chemical knowledge to daily living, health, and the environment. Homework averages 30 minutes each night.

Open to Grades: 11, 12
**Prerequisite Course:**
**Honors Chemistry Part 1 & Part 2: minimum grade 75 or Honors Chemistry: minimum grade 75 or CP Chemistry Part 1 & Part 2: minimum grade 80 or CP Chemistry: minimum grade 80**

### *310 AP CHEMISTRY AP 5 Credits*

Advanced Placement Chemistry is an academically rigorous course, providing students with a college-level learning experience in the fundamentals of chemistry. This course emphasizes reactions and solution stoichiometry, thermochemistry, liquids and solids, kinetics, equilibrium, thermodynamics, electrochemistry, nuclear chemistry, and organic chemistry. Since units involve a detailed study, students must have a strong background in both biology and chemistry and should have a desire to continue with science or a related field of study at the collegiate level. AP Chemistry demands considerable effort and independent study. Students must be highly motivated and capable of self-directed study. Laboratory exercises are technically and academically challenging and students must be advanced in the scientific method. Data analysis and interpretation of results is a critical component to the course. Homework assignments are extensive and average 1 hour or more each night. Students should expect projects and units of study to be assigned over long weekends and school vacations. **Students in AP Chemistry are committed to take the Advanced Placement examination in May, and complete a comprehensive summer assignment.** The College Board charges a fee for each exam which is updated annually. The exam fee is the responsibility of the student. If there is financial need families should consult with the AP Coordinator.

Open to Grades: 12
**Prerequisite Courses:**
**Honors Chemistry Part 1 & Part 2: minimum grade 90 or Honors Chemistry: minimum grade of 90**
**Successful completion of or concurrent enrollment in College Prep Physics or Honors Physics**

**IN ADDITION TO CURRENT SCIENCE TEACHERS APPROVAL, THE DEPARTMENT CHAIRMAN APPROVAL IS NEEDED TO ENROLL IN THIS AP COURSE.**

## *PROFILE OF AN AP CHEMISTRY STUDENT*

Students seeking to enroll in the AP Chemistry course should:

- Have demonstrated excellence in previous Honors science courses (Biology, Chemistry & Physics).
- Be highly motivated and independent learners capable of large units of self-directed study.
- Demonstrate a genuine interest in the subject and desire to pursue further science courses at the collegiate level.
- Display a mature, positive attitude toward his/her studies
- Be able to work collaboratively on projects and laboratory investigations.
- Be committed to spending considerable time each night to master the principles, concepts, and vocabulary of a freshman college-level chemistry course.

### *322 ANATOMY & PHYSIOLOGY with Lab HONORS 5 Credits*

This course involves a detailed study of the structure and function of the skin, skeleton, and muscles. Students explore the nervous system, endocrine system and senses in depth. Laboratory exercises focusing on selected physiological experiments, dissections, mandatory timed lab practicals and model building are integral parts of this course. Mandatory independent study outside of class is required.

Open to Grades: 11, 12
**Prerequisite Courses:**
**Biology Part 1 & Part 2 or CP Biology or H Biology**
**Chemistry Part 1 & Part 2 or CP Biology or H Biology**
**Recommended Grade:**
**Honors Biology: minimum grade of 80 or College Prep Biology: minimum grade of 90**
**Honors Chemistry: minimum grade of 80 or College Prep Chemistry: minimum grade of 90**

### *320 HEALTH CARE PHYSIOLOGY with Lab CP 5 Credits*
### *321 HEALTH CARE PHYSIOLOGY with Lab HONORS 5 Credits*

This course is designed for students interested in entering the healthcare profession or wish to learn more about their own personal health. Students will learn about the complexities of human physiology and will apply this knowledge to real-life clinical situations. Students will read, write and interpret from multiple sources including text, non-fiction, medical articles and case studies. Students will be able to simulate activities and communicate conclusions to further understand human physiology as it relates to their own health and to the disease process.

Open to Grades: 11, 12
**Prerequisite Courses:**
**Biology Part 1 & Part 2 or CP Biology or H Biology**
**Chemistry Part 1 & Part 2 or CP Chemistry or H Chemistry**
**Recommended Grade:**
**Honors Biology: minimum grade of 80 or College Prep Biology: minimum grade of 90**
**Honors Chemistry: minimum grade of 80 or College Prep Chemistry: minimum grade of 90**

### *324 ENVIRONMENTAL ISSUES with Lab: Habitat and Species HONORS 2.5 Credits*

This science class has a research lab component. Students spend a semester studying some of the most pressing threats to Earth's wildlife due to human actions and climate change. Unites covered include endangered species, zoonotic diseases, invasive species, the animal-black-market trade, bleaching of the coral reefs and the disappearance of the honey bee. The design of the course allows for student-led research and focus on the history of the issues, the current status and the future predictions for the animals and habitats of the world. Primary focus is on preservation, conservation and restoration. Each unit of study incorporates group projects where students will be responsible for planning, researching and creating detailed final products which they will share with their classmates. Time is expected outside of class to complete the projects.

Open to Grades: 11, 12
**Prerequisite Courses:**
**Biology Part 1 & Part 2 or CP Biology or H Biology**
**Chemistry Part 1 & Part 2 or CP Chemistry or H Chemistry**
**Recommended Grade:**
**Honors Biology: minimum grade of 80 or College Prep Biology: minimum grade of 90**
**Honors Chemistry: minimum grade of 80 or College Prep Chemistry: minimum grade of 90**

### *325 ENVIRONMENTAL ISSUES with Lab: Global Issues &Energy HONORS 2.5 Credits*

This course will cover many of the current global issues facing students today, including Global Warming, finding alternative energy sources for both transportation and electrical production, and environmentally friendly development. The course will focus on how these problems began and how everyday choices and lifestyle can influence them. There will be an emphasis on real world solutions. Homework will vary but students will be responsible for completion of various projects both in class and outside of school.

Open to Grades: 11, 12
**Prerequisite Courses:**
**Biology Part 1 & Part 2 or CP Biology or H Biology**
**Chemistry Part 1 & Part 2 or CP Biology or H Biology**
**Recommended Grade:**
**Honors Biology: minimum grade of 80 or College Prep Biology: minimum grade of 90**
**Honors Chemistry: minimum grade of 80 or College Prep Chemistry: minimum grade of 90**

### *351 AP PHYSICS AP 5 Credits*

This calculus based course investigates many topics in Mechanics C. It expands on many of the topics in Physics honors. Students must devote a considerable amount of time outside of class to complete the required work. **Students in AP Physics are committed to take the Advanced Placement examination in May, and complete a comprehensive summer assignment.** The College Board charges a fee for each exam which is updated annually. The exam fee is the responsibility of the student. If there is financial need families should consult with the AP Coordinator.

Open to Grade: 12
**Prerequisite Courses:**
**Honors Physics: minimum grade of 90 or College Prep Physics: minimum grade of 95**
**Successful completion of Honors Pre-Calculus or College Prep Pre-Calculus**
**AND concurrent enrollment in either AP Calculus or Honors Intro to Calculus**

**IN ADDITION TO CURRENT SCIENCE TEACHERS APPROVAL, THE DEPARTMENT CHAIRMAN APPROVAL IS NEEDED TO ENROLL IN THIS AP COURSE.**

## *PROFILE OF AN AP PHYSICS STUDENT*

Students seeking to enroll in the AP Physics course should:

- Have demonstrated excellence in previous science courses (Biology, Chemistry, and especially Physics).
- Be highly motivated and independent learners
- Demonstrate a genuine interest in the subject.
- Display a mature, positive attitude toward his/her studies
- Be prepared to work independently, as well as in groups, on projects and laboratory activities.
- Be committed to spending considerable time each night to master the principles, concepts, and vocabulary of a college-level physics course.

### *326 PHYSICS with Lab HONORS 5 Credits*

This course is an intensive, algebra-based study of physics. Topics will include Dynamics and Mechanics (why and how objects move), Work, Energy, and Momentum. Experiments and class demonstrations are integral parts of this course. Mathematics is an integral tool, and students must have a solid understanding of Algebra and Trigonometry, and feel comfortable solving a variety of problems. Emphasis is placed on collecting and analyzing data and drawing conclusions from that information. Homework averages 45 minutes. Students in Honors Physics must be highly motivated and be able to work independently as well as in teams. This course addresses the physics learning standards in the Massachusetts Science and Technology/Engineering Framework.

Open to Grades: 11, 12
**Prerequisite Courses:**
**Chemistry Part 1 & Part 2 or CP Chemistry or H Chemistry**
**Algebra 1**
**Concurrent Enrollment or successful completion of Algebra 2 or Pre-Calculus**
**Recommended Grade:**
**Honors Chemistry: minimum grade of 80 or College Prep Chemistry: minimum grade of 90**
**Honors Algebra 1: minimum grade of 80 or College Prep Algebra: minimum grade of 90**

### *328 PHYSICS with Lab CP 5 Credits*

Like Honors Physics, this course is an algebra based study of physics; with less emphasis on the mathematics and more emphasis on the understanding of topics. Mathematics remains an integral tool for the class, and successful completion of Algebra 1 provides students with most of the required math skills for problem solving. Some additional math skills may be taught as needed. Students must feel comfortable using basic trigonometric functions in this class. Topics include Dynamics and Mechanics (why and how objects move), Work, Power, Energy, Impulse, and Momentum. Experiments and class demonstrations are an integral part of the course. Students are expected to read and practice solving problems on a daily basis. Homework averages 25 minutes. This course addresses the Physics learning standards in the Massachusetts Science and Technology/Engineering Framework.

Open to Grades: 11, 12
**Prerequisite Courses:**
**Chemistry Part 1 & Part 2 or CP Chemistry or H Chemistry**
**Algebra 1**
**Students must be concurrently enrolled or have already taken Algebra 2.**
**Recommended Grade:**
**Honors Chemistry Part 1 & Part 2: minimum grade 70; College Prep Chemistry Part 1 & Part 2: minimum grade 80**
**Honors Algebra 1: minimum grade 70; College Prep Algebra 1 CPA: minimum grade of 80**

### *333 PHYSICAL SCIENCE with Lab CP 5 Credits*

The physical sciences (physics and chemistry) examine the physical world around us. Through a variety of experiences students will develop their understanding of the structure, properties, and reactions of matter; forces and motion; and the relationships between matter and energy. Students will build their understanding of the physical sciences through hands-on exploration of the physical world. The physical science course will lay the foundation for further study in the physical, earth, and life sciences. Students at the College Prep level course should have a good understanding of science from their middle school courses. In this course participants will strengthen their math skills and they will apply math skills in the solution of basic science problems. Students at this level are expected to complete a number of projects outside of class. Homework averages 30 minutes.

Open to Grades: 10, 11
**Prerequisites: Successful completion of Biology Part 1 & Part 2 or CP Biology or H Biology**

### *330 EARTH SCIENCE* *CP* *2.5 Credits*
***with Lab: ATMOSPHERE, CLIMATE & WEATHER***

Earth Science encourages students to develop an appreciation for the powers and systems of nature and their impact on the human population. This section of Earth Science examines the layers of atmosphere, the balance of energy on earth, weather forecasting, severe weather, and climate. Students learn about the management of disasters that may result from extreme weather. Topics also include El Nino, La Nina, and global climatic patterns.

Open to Grades: 11, 12
**Prerequisites: Successful completion of Biology and either Physical Science OR Chemistry**

### *331 EARTH SCIENCE* *CP* *2.5 Credits*
***with Lab: THE DYNAMIC EARTH IN SPACE***

Earth Science encourages students to develop an appreciation for the powers and systems of nature and their impact on the human population. This section of Earth Science examines the development of the theory of plate tectonic s leading to the formation of volcanoes and earthquakes, and the resulting rock cycle. Astronomy is featured and focuses on the formation of the universe, galaxies, the solar system, star evolution, and space exploration.

Open to Grades: 11, 12
**Prerequisites: Successful completion of Biology and either Physical Science OR Chemistry**

### *332 EARTH SCIENCE* *HONORS* *2.5 Credits*
***with Lab: THE HYDROSPHERE***

Earth Science encourages students to develop an appreciation for the powers and systems of nature and their impact on the human population. This section of Earth Science explores disasters such as floods, groundwater contamination, and water shortages. The dynamics the cryosphere including glaciers and icebergs will be discussed. Mandatory independent study/assignments outside of class required.

Open to Grades: 11, 12
**Prerequisites: Successful completion of Biology and either Physical Science OR Chemistry**

### *348 THE LIVING ENVIRONMENT* *CP* *2.5 Credits*

The Living Environment course reinforces the standards in the Massachusetts Science and Technology/Engineering Curriculum Framework. Students explore concepts related to the chemistry of life, cell division, biodiversity, patterns of inheritance and the human body. Projects and activities are designed to facilitate their understanding of the core concepts. Students will learn strategies that will assist them in answering MCAS type multiple choice and open response questions.

Open to Grades: 10, 11, 12 by recommendation only

### *349 STEAM with Lab* *CP* *2.5 Credits*

This new program offering is inspired by recent nationwide attention on science, technology, engineering and math education. Students selecting this course must be self-motivated, creative and interested in problem solving where there can be more than one solution. Grading in this course is entirely dependent on the process rather than the outcome. At the completion of projects, students will reflect upon and share the math, science, and technology connections to other subject areas, previous projects, and the world outside the classroom.

Open to Grades: 9, 10

### *350 SCIENCE AND THE MEDIA with Lab CP 2.5 Credits*

This research based course will explore current issues in science and how the media reports out such issues to the general public. Students will be expected to read non-fiction with a critical eye and be able to interpret scientific data. In addition, students will communicate both orally and in writing to demonstrate an understanding of scientific concepts. Grading in this class is dependent upon class participation and self-directed learning.

Open to Grades: 11, 12

# WORLD LANGUAGES





***Course***
***Number*** ***Title***

***413 FRENCH 1 CP 5 Credits***

Students can expect a beginning course in French language acquisition stressing the basic skills of listening, speaking, reading, and writing. The student acquires listening and speaking skills through in-class activities and the language laboratory. A variety of sources introduce the student to the culture and the customs of the French speaking world. Oral presentations and role-playing are a major component of this course.

Open to Grades: 9, 10, 11

## *PROFILE OF A FRENCH 1 COLLEGE PREPARATORY STUDENT*

- Student is prepared to learn: materials are brought to class; student is rested and ready to concentrate on acquiring new material, every day.
- Student concentrates on language being learned, and attempts to use it in class.
- Students put in time outside of class to read, and to do activities to speed up their language acquisition.
- Students keep a notebook, to record and strengthen their acquisition of new language.
- Student behavior is focused on respectful learning and productivity.

***422 FRENCH 2 CP 5 Credits***

As a continuation from French 1, students in French 2 acquire the basics of French language structure. Students continue to practice expressing themselves in the present tense, but also learn to tell and/or write a narrative in the past using a variety of past tenses. They can also speak of future or hypothetical events. Oral work is stressed, but a written component begins to take shape. This course offers students a glimpse into the breadth and scope of the diverse culture of the French-speaking world.

Open to Grades: 9, 10, 11, 12
Prerequisite: Successful completion of French 1 CP.
Recommendation: 70+ (C-) average in French 1CP. Those students who passed Fr 1 at QMS with an average below 74 are encouraged to repeat French 1 in order to improve their proficiency level and opportunity for success in French 2.

## *PROFILE OF A FRENCH 2 COLLEGE PREPARATORY STUDENT*

- Student is prepared to learn: materials are brought to class; student is rested and ready to concentrate on acquiring new material, every day.
- Student concentrates on language being learned, and attempts to use it in class.
- Students put in time outside of class to read, and to do activities to speed up their language acquisition.
- Students keep a notebook, to record and strengthen their acquisition of new language.
- Student behavior is focused on respectful learning and productivity.

### *423 FRENCH 2 HONORS 5 Credits*

Students can expect a course that includes the same objectives as French 2 College Prep, i.e. acquiring a solid grammatical base. Students have more opportunity to experiment with speaking and writing French in increasingly less structured activities. Additionally, they begin to streamline their language usage by learning to express themselves naturally by using pronouns. Reading materials, other than the text, are used to increase comprehension and vocabulary. An appreciation of the culture and customs of the French speaking people is cultivated.

Open to Grades: 9, 10, 11, 12
Prerequisite: Successful completion of French 1.
Recommendation: Recommended for those students who have successfully completed French 1 in the Middle School with a 90 + average or who earned a 92+ (A-) average in French 1 CP at the high school.

## ***PROFILE OF A FRENCH 2 HONORS STUDENT***

- Student is prepared for class. Preparation includes bringing the proper materials as well as having reviewed class notes and completed the written homework.
- Students take an active role in class, volunteering answers as well as responding to direct questions.
- Students are willing to take risks in the language, even if they are not sure of having the "right" answer.
- Students seek out opportunities to experiment with the language, finding materials on line or listening to French music, seeing films in the target language.
- Students try to perfect their accent even if they may appear "silly" to others.
- Students are able to budget their time in order to complete longer projects.

### *432 FRENCH 3 CP 5 Credits*

French 3 College Prep approaches language learning with an emphasis on reading and writing. In addition to a review of fundamental grammar, students expand their vocabulary in context, increase their knowledge of common idiomatic expressions, and acquire a realistic awareness of French culture and community through a variety of sources.

Open to Grades: 10, 11, 12
Prerequisite: Successful completion of French 2 CP.
Recommendation: a 75+ average in French 2CP.

### *433 FRENCH 3 HONORS 5 Credits*

French 3 Honors, like French 3 College Prep, approaches language learning with an emphasis on reading and writing. In addition to being conducted primarily in French, the course includes more extensive reading, creative writing, and conversation, and a faster pace than in French 3 College Prep. A mandatory listening or DVD program is part of the Honors curriculum.

Open to Grades: 10, 11, 12
Prerequisite: Successful completion of French 2.
Recommendation: French 2 Honors with an 85+ average or French 2 CP with a 92+ average and with the recommendation of the teacher.

### *442 FRENCH 4 CP 5 Credits*

Students will develop listening, speaking, writing and reading skills through a variety of learning activities including films, interactive audio activities, songs, conversational situations and creative writing. Grammar lessons review all tenses and topics. Students will become familiar with the culture of the francophone world through films, educational video, and authentic children's texts.

Open to Grades: 11, 12
Prerequisite: Successful completion of French 3CP.
Recommendation: a 75+ average in French 3CP.

### *443 FRENCH 4 HONORS 5 Credits*

In French 4 Honors, an exploration of French history, culture, and literature, students continue to develop the communicative skills: speaking, listening, reading and writing, with special attention to reading and writing. Proficiency in these two skills is developed through fairy tales, short stories, news articles and novels. Grammar lessons review all tenses and present more complex topics and concepts. As the expansion of linguistic ability is a primary goal, students in French 4H strive to increase their "French repertoire" through a concentration on vocabulary acquisition, building upon prior learning in French and English. Classes are conducted primarily in French where student participation and risk-taking are essential.

Open to Grades: 11, 12
Prerequisite: Successful completion of French 3.
Recommendation: French 3 Honors with an 85+ average or French 3 CP with a 92+ average.

### *457 AP FRENCH AP 5 Credits*

Advanced Placement French focuses on four skills: reading, writing, speaking, and listening. The use of original essays, debates, newspaper and magazine articles, short stories, films, songs, and plays develops proficiency in these skills. This course, which also includes intensive grammar review, vocabulary enrichment, listening programs, and critical writing, demands independent work and active participation in class. Participants should intend to take the Advanced Placement Exam in May. Only those students who meet the expected prerequisite and recommendations should enroll. The College Board charges a fee for each exam which is updated annually. The exam fee is the responsibility of the student. If there is a financial need families should consult with the AP Coordinator. Classes are conducted primarily in French where student participation and risk-taking are essential.

Open to Grade: 12
Prerequisite: Successful completion of French 4.
Recommendation: A minimum grade of 90 in French 4 Honors, teacher recommendation, and Department Chair approval.

## ***PROFILE OF AN AP FRENCH STUDENT***

- Students take an active role in class, volunteering answers and expanding on ideas in class discussions.
- Students are willing to take risks in language, managing to communicate their ideas even if they lack the precise vocabulary.
- Students have a firm grasp of grammatical concepts; they seek to know the exception to the rule as well as the rule.
- Students seek out opportunities to experiment with the language, finding materials on line or listening to French music, seeing films in the target language.
- Students try to perfect their accent even if they may appear "silly" to others.
- Students have an active and passive vocabulary encompassing a wide-range of topics.
- Students are able to understand written and spoken French at a near native level if supplied with a context or essential vocabulary.
- Students are able to budget their time in order to give adequate attention to two or three AP courses.

### *478 FRENCH 5 HONORS 5 Credits*

This fifth year course in the sequential French program is designed to improve communicative competence. Although the four skills of listening, speaking, reading, and writing will continue to be emphasized, concentration will be on the active skills of speaking and writing. Using a variety of methods, and materials, students will actively engage in communicating in French. Classes are conducted primarily in French where student participation and risk-taking are essential.

Open to Grade: 12
Prerequisite: Successful completion of French 4.
Recommendation: French 4 Honors with an 85+ average or French 4 CP with a 92+ average and/or teacher recommendation.

### *416 SPANISH 1 CP 5 Credits*

Students can expect a beginning course in Spanish that introduces the basic skills of listening, speaking, reading, and writing. Emphasis on the aural/oral skills is encouraged, in addition to stressing the basic grammatical patterns of the language. The student acquires these skills by use of the language laboratory and in-class activities. A variety of sources introduce the student to the culture and civilization of the Spanish speaking world. Oral presentations and role-playing are also a major component of the course.

Open to Grades: 9, 10, 11

## *PROFILE OF A SPANISH 1 COLLEGE PREPARATORY STUDENT*

- Student is prepared to learn: materials are brought to class; student is rested and ready to concentrate on acquiring new material, every day.
- Student concentrates on language being learned, and attempts to use it in class.
- Students put in time outside of class to read, and to do activities to speed up their language acquisition.
- Students keep a notebook, to record and strengthen their acquisition of new language.
- Student behavior is focused on respectful learning and productivity.

### *425 SPANISH 2 CP 5 Credits*

This second year course enables the student to gain a more thorough knowledge of the language. The student acquires more use of Spanish through the creation and presentation of dialogues. This course increases the student's power to read, speak, write, and comprehend Spanish while cultivating a deeper interest in the Spanish speaking countries, their customs, and their literature.

Open to Grades: 9, 10, 11, 12
Prerequisite: Successful completion of Spanish 1 CP.
Recommendation: 70+ (C-) average in Spanish 1CP. Those students who passed Spanish 1 at QMS with an average below 74 are encouraged to repeat Spanish 1 to improve their proficiency level and opportunity for success in Spanish 2.

## *PROFILE OF A SPANISH 2 COLLEGE PREPARATORY STUDENT*

- Student is prepared to learn: materials are brought to class; student is rested and ready to concentrate on acquiring new material, every day.
- Student concentrates on language being learned, and attempts to use it in class.
- Students put in time outside of class to read, and to do activities to speed up their language acquisition.
- Students keep a notebook, to record and strengthen their acquisition of new language.
- Student behavior is focused on respectful learning and productivity.

### *426 SPANISH 2 HONORS 5 Credits*

This second year course conducted in Spanish enables students to become more proficient in reading, writing, speaking, and listening. Students will also learn more about Hispanic culture and acquire more ready use of Spanish through the creation and presentation of dialogues. Honors students are expected to be self-directed, seeking out opportunities to experiment with the language on-line, or with music and films.

Open to Grades: 9, 10, 11, 12
Prerequisite: Successful completion of Spanish 1.
Recommendation: Recommended for those students who have successfully completed Spanish 1 in the Middle School with a 90 + average or who earned a 92+ (A-) average in Spanish 1 CP at the high school.

## ***PROFILE OF A SPANISH 2 HONORS STUDENT***

- Student is prepared for class. Preparation includes bringing the proper materials as well as having reviewed class notes and completed the written homework.
- Students take an active role in class, volunteering answers as well as responding to direct questions.
- Students are willing to take risks in the language, even if they are not sure of having the "right" answer.
- Students seek out opportunities to experiment with the language, finding materials on line or listening to Spanish music, seeing films in the target language.
- Students try to perfect their accent even if they may appear "silly" to others.
- Students are able to budget their time in order to complete longer projects.

### *435 SPANISH 3 CP 5 Credits*

Spanish 3 curriculum enables the student to communicate in Spanish in real-life situations. Emphasis is placed on the outward communication skills of speaking and writing as well as the inward communication skills of listening and reading. The student is encouraged to participate in class, which is conducted in part in Spanish. New grammar and vocabulary are presented thematically, with recombined knowledge enabling the student to recall and reincorporate previously learned material. The student continues to learn about the cultures of the Hispanic world through readings, poetry, movies, songs, research, and class discussions.

Open to Grades: 10, 11, 12
Prerequisite: Successful completion of Spanish 2 CP.
Recommendation: a 75+ average.

### *436 SPANISH 3 HONORS 5 Credits*

Spanish 3 curriculum enables the student to communicate in Spanish in real-life situations. Emphasis is placed on the outward communication skills of speaking and writing as well as the inward communication skills of listening and reading. The student is encouraged to participate in class, which is conducted in part in Spanish. New grammar and vocabulary are presented thematically, with recombined knowledge enabling the student to recall and reincorporate previously learned material. The student continues to learn about the cultures of the Hispanic world through readings, poetry, movies, songs, research, and class discussions. Honors students are expected to be self-directed, seeking out opportunities to experiment with the language on-line, or with music and films.

Open to Grades: 10, 11, 12
Prerequisite: Successful completion of Spanish 2.
Recommendation: Spanish 2 Honors with an 85+ average or Spanish 2 CP with a 92+ average and with the recommendation of the teacher.

### *445 SPANISH 4 CP 5 Credits*

The student at this level will continue to develop strong listening and speaking skills, as the class is conducted primarily in Spanish with emphasis on student participation. This course will also seek to improve reading skills in a more in-depth way with readings focusing on the geography, history and rich cultures of the vast Spanish –speaking world as well as a newspaper and magazine articles. They will be introduced to higher level up-to-date vocabulary necessary to communicate and function in today's ever-changing world. Students will be expected to participate and converse in Spanish on a daily basis in both formal and informal situations. Grammar lessons review and introduce all tenses and present more complex topics and concepts.

Open to Grades: 11, 12
Prerequisite: Successful completion of Spanish 3 CP.
Recommendation: a 75+ average in Spanish 3CP.

### *446 SPANISH 4 HONORS 5 Credits*

The student at this level is expected to develop strong writing, listening and speaking skills, as the class is conducted in Spanish with emphasis on student participation. The course will also seek to improve reading skills in a more in-depth way with readings focusing on the geography, history and rich cultures of the vast Spanish-speaking world as well as newspaper and magazine articles. They will be introduced to higher level up-to-date vocabulary necessary to communicate and function in today's ever-changing world. Students will be expected to participate and converse in Spanish on a daily basis in both formal and informal situations. Grammar lesson review and introduces all tenses and present more complex topics and concepts. Students at this level are expected to work more independently and at a faster pace and will be given longer reading and writing assignments.

Open to Grades: 11, 12
Prerequisite: Successful completion of Spanish 3.
Recommendation: Spanish 3 Honors with an 85+ average or Spanish 3 CP with a 92+ average.

### *467 AP SPANISH AP 5 Credits*

Advanced Placement Spanish focuses on four skills: reading, writing, speaking, and listening. The use of original essays, debates, newspaper and magazine articles, short stories, films, songs, and plays develops proficiency in these skills. The course, which also includes intensive grammar review, vocabulary enrichment, listening programs, and critical writing, demands independent work and active participation in class. Participants should intend to take the Advanced Placement Exam in May. Only those students who meet the expected prerequisite and recommendations should enroll. The College Board charges a fee for each exam which is updated annually. The exam fee is the responsibility of the student. If there is a financial need families should consult with the AP Coordinator.

Open to Grade: 12
Prerequisite: Completion of Spanish 4 Honors.
Recommendation: A minimum grade of 90 in Spanish 4 Honors, teacher recommendation, and Department Chair approval.

## ***PROFILE OF AN AP SPANISH STUDENT***

- Students take an active role in class, volunteering answers and expanding on ideas in class discussions.
- Students are willing to take risks in language, managing to communicate their ideas even if they lack the precise vocabulary.
- Students have a firm grasp of grammatical concepts; they seek to know the exception to the rule as well as the rule.
- Students seek out opportunities to experiment with the language, finding materials on line or listening to Spanish music, seeing films in the target language.
- Students try to perfect their accent even if they may appear "silly" to others.
- Students have an active and passive vocabulary encompassing a wide-range of topics.
- Students are able to understand written and spoken Spanish at a near native level if supplied with a context or essential vocabulary.
- Students are able to budget their time in order to give adequate attention to two or three AP courses.

### *479 SPANISH 5 HONORS 5 Credits*

This fifth year course in the sequential Spanish program is designed to improve communicative competence. Although emphasis will continue to be placed on the four skills of listening, speaking, reading, and writing, concentration will be on the active skills of speaking and writing. Using a variety of methods, techniques, and materials, students will actively engage in communicating in Spanish.

Open to Grade: 12
Prerequisite: Successful completion of Spanish 4.
Recommendation: Spanish 4 Honors with an 85+ average or Spanish 4 CP with a 92+ average or teacher recommendation.

### *480 SPANISH/FRENCH PRACTICUM HONORS 5 Credits*

This full year course is intended for students who will either be enrolled in Spanish 4 or French 4 at the same time as the Practicum or have already completed Spanish 4 or French 4. This course is recommended for students who are interested in becoming teachers or who enjoy working with young children and would like to use their language skills to teach basic vocabulary and communication to elementary school students in the Mansfield Public Schools District. Students will work with their instructor at the high school to prepare materials and instructional strategies which they will need to teach the language to elementary students. This course cannot replace formal study of a foreign language for college admission, or be counted as a year of language for Honor Society requirements. A special application form, available from the World Language Department Chair, is needed for this course.

Open to Grades: 11, 12
Prerequisite: Successful completion of Spanish 3 or French 3 and currently enrolled in Spanish 4 or French 4 and completion of the Spanish/French Practicum application form
Recommendation: Spanish 3 or 4 with an 85+ average and students must have the recommendation of their foreign language teacher. Students must have a good grasp for speaking in the target language.

### *411 HISPANIC CLUTURE THROUGH FILM: North America CP 2.5 Credits*
### *412 HISPANIC CULTURE THROUGH FILM: North America HONORS 2.5 Credits*

This semester course focuses on how feature films and documentaries represent Spanish and Latin American culture in Mexico and Central America, as well as how film can help us understand political, historical, and social issues from a world view perspective. Although some films may be shown in Spanish with English subtitles, the class will be taught in English, and prior Spanish classes are not required. This course cannot replace formal study of a foreign language for college admission, or be counted as a year of language for Honor Society requirements. To receive Honors credit, students will complete extra assignments and/or an additional project.

Open to Grades: 11, 12

### *414 HISPANIC CLUTURE THROUGH FILM: South America & Spain CP 2.5 Credits*
### *415 HISPANIC CULTURE THROUGH FILM: South America & Spain HONORS 2.5 Credits*

This semester course focuses on how feature films and documentaries represent Spanish and Latin American culture in South America, as well as how film can help us understand political, historical, and social issues from a world view perspective. Although some films may be shown in Spanish with English subtitles, the class will be taught in English, and prior Spanish classes are not required. This course cannot replace formal study of a foreign language for college admission, or be counted as a year of language for Honor Society requirements. To receive Honors credit, students will complete extra assignments and/or an additional project.

Open to Grades: 11, 12

| | | | |
|---|---|---|---|
| ***417*** | ***PORTUGUESE CULTURE*** | ***HONORS*** | ***2.5 Credits*** |
| ***418*** | ***PORTUGUESE CULTURE*** | ***CP*** | ***2.5 Credits*** |

This semester course offers an introduction to Portuguese Culture by giving an overview of Portuguese Speaking countries. Students in this course will be introduced to basic phrases in Portuguese and will learn through music, art and documentaries. This course cannot replace formal study of a foreign language for college admission, or be counted as a year of language for Honor Society requirements. To receive Honors credit, students will complete extra assignments and/or an additional project.

Open to Grades: 10, 11, 12

# BUSINESS & TECHNOLOGY



***Course***
***Number*** ***Title***

### *516 DESKTOP PUBLISHING CP 2.5 Credits*

Using Microsoft Publisher 2007 students will familiarize themselves with the program and their capabilities. They will start at the beginning and work their way through to cover everything from opening a new publisher document, learn how to enhance simple documents, learn how to create brochures and other business material, learn how to highlight important facts or add other elements. Microsoft Publisher 2007 provides a source of templates, tips and layout ideas that will be introduced throughout different projects in the course. By the end of this course you will be able to create material ready for a professional presentation.

Open to Grades: 9, 10, 11, 12

### *517 GOOGLE APPLICATIONS CP 2.5 Credits*

This course introduces students to many of the applications that Google offers. The course builds on skills beyond the traditional introduction of the computer concepts and incorporates emerging technologies using Google Applications. It will prepare students for learning and working in the 21st Century through communication and collaboration tools. Real world, student-centered activities will strengthen students' technology skills in the continually changing Google community. This class will focus on Google Drive navigation, Google Documents, Google Slides, Google Sites, and Google Sheets. Students will learn how to share a document, learn the various features, work collaboratively through class documents, formatting, editing, printing, slide transitions, use of formulas, functions, create an online portfolio with links, embedding, attachments, and add on.

Open to Grades 9, 10, 11, 12

### *521 ENTREPRENEURSHIP CP 2.5 Credits*

This course gives students an overview of what it takes to run an effective small business. Students learn about the major business functions (management, production, marketing, and finance) to help them develop their own classroom business using funding originally provided by the Mansfield Education Foundation. Students will enhance to their experience by learning about successful entrepreneurs, collaborating through discussion forums, participating in business simulations, and analyzing various media and current events.

Open to Grades: 9, 10, 11, 12

### *533 MARKETING CP 2.5 Credits*

This course provides an introduction to marketing concepts including the functions of marketing, the marketing mix (product, price, place, promotion), and strength, weakness, opportunities and threats (SWOT) analysis. Students will participate in a wide variety of activities to enhance these topics. Virtual Business "Sports and Entertainment" simulation software will be used to simulate marketing functions and decision-making skills in a small business setting. This course requires students to think creatively and critically to solve real life marketing issues.

Open to Grades: 9, 10, 11, 12
Prerequisite: Personal Finance, Entrepreneurship OR Teacher Recommendation

### *543 PERSONAL FINANCE CP 2.5 Credits*

This course will give students an introduction to Personal Finance topics such as budgeting, savings options, credit, loans, and the stock market. Students will use available technology to participate in a variety of live simulations to enhance their personal finance skills including Webquests, Virtual Business "Personal Finance" software, and a stock market investing competition.

Open to Grades: 9, 10, 11, 12

### *550 CAREER THEORY* **CP** *2.5 Credits*

This course will help prepare students for immersion into the business world. Topics covered will include self-assessment, career exploration, resume creation, communication skill development, presentations, and exposure to various Web 2.0 tools. Students will each create a portfolio website to highlight their skills using examples of work throughout the course. This course is strongly recommended for student plan to make Career Pathways a senior option.

Open to Grades: 9, 10, 11, 12

### *551 INTRODUCTION TO OFFICE CP 2.5 Credits*

Using Microsoft Word, Excel and PowerPoint, students will be introduced to these programs and their capabilities. In Microsoft Word, students will create, open, save, print, edit, and format documents. In Microsoft Excel, students will create, open, save, print, edit, format spreadsheets and be introduced to creating formulas and using functions. In Microsoft PowerPoint, students will create, open, save, print, and edit presentations. Students will also be introduced to techniques to enhance presentations through animation and slide transition.

Open to Grades: 9, 10, 11, 12

### *552 ADVANCED OFFICE (Word/Excel/PowerPoint) CP 2.5 Credits*

Students will learn advanced Microsoft Word, Excel and PowerPoint 2007 techniques to increase their proficiency. Microsoft Excel skills covered will include advanced functions and formulas, working with multiple worksheets, and charts. Microsoft PowerPoint skills covered will include advanced text formatting, tables, charts, and other visual elements.

Open to Grades: 10, 11, 12
Prerequisite: Introduction to Office

### *558 LIFE AFTER HIGH SCHOOL COMP 2.5 Credits*

Domestic Economics is a class offered to sophomores, juniors and seniors. The class is designed to prepare students for life after high school and addresses topics that students will encounter in their lives, whether they pursue college, trade school, or enter the work force. The curriculum will include: basic home improvements, cooking and baking, first aid, child care, and home domestics and leisure activities. Students will complete a large majority of their class work in small groups, and subsequently most course work will be project based and graded accordingly.

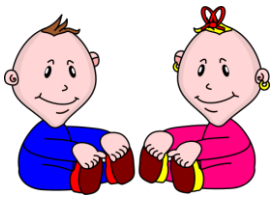
Open to Grades: 10, 11, 12 by recommendation only

### *559 VOCATIONAL AWARENESS COMP 2.5 Credits*

Vocational Awareness is a class offered to sophomores, juniors and seniors. The class is designated to guide students as they prepare to begin the process involved in the transition from high school to postsecondary life. Students will study the many aspects of post-secondary living, including financial responsibility, job acquisition, job retention and career development. Students will have the opportunity to take part in field trips to various local colleges and trade schools as well as prepare a college application binder that will guide them through the college process.

Open to Grades: 10, 11, 12 by recommendation only

# Human Development and Family Sciences



***Course Number*** ***Title***

***643 INTRO TO CHILD DEVELOPMENT/THEORY CP 2.5 Credits***

Students in this course will recognize that development happens throughout our entire life, but the emphasis in this course will be on children from birth to the age of five. The focus of the course will be to prepare students to work directly with children in a variety of circumstances by providing them with an understanding of physical, emotional, social, and intellectual development, developmental landmarks, and influences on developmental so that the care they provide for children will be meaningful and promote growth. Students will learn positive behavioral guidance skills such as true choice and positive commands that will enable students to work with children in a more meaningful way when they babysit, work in a child care center, or perhaps one day when they are a parent themselves. Throughout the course, students will have the opportunity to observe in our lab school (Little Hornets Child Care Center), and to design, develop and create age appropriate activities for children that promote development in all areas.

Open to Grades: 10, 11, 12
Recommendation: Students planning a career in education, early childhood, child care, or any career that involves working with children, are strongly encouraged to elect this course.
Note: Students, upon graduation, may use this theory course along with the hours acquired by taking the practicum course toward becoming teacher certified by the Massachusetts Department of Early Education for children. (DEEC)

***645 CHILD DEVELOPMENT/PRACTICUM CP 2.5 Credits***

Students selecting the Child Development Practicum course will have "hands on" experience working with infants, toddlers and/or preschoolers in the Little Hornets Child Care Center located across the street from the High School at the Robinson Elementary School. The practicum portion of child development allows students to put into practice the theories and techniques they've learned in Introduction to Child Development Theory. Students are expected to write weekly evaluations on how they practice and use positive commands, give children true choices, and how they helped promote skill development. For their final exam students will create a picture scrapbook for an assigned child.

Open to Grades: 10, 11, 12
Prerequisite: Successful completion of Introduction to Child Development/Theory with the minimum competency level of B, and/or the recommendation of Child Development teachers.
Recommendation: Students planning a career in education, early childhood, child care, or any career that involves working with children, are strongly encouraged to elect this course.
Note: Upon graduation, students may use this theory course along with the hours acquired by taking the practicum course towards becoming teacher certified by the Massachusetts Department of Early Education for children (DEEC)

# Health and Wellness



## Scope and Sequence

There is a graduation requirement of four (4) years of PE and Wellness. In those years, students are expected to complete:

Grade 9: All Freshman select Introduction to Wellness
Grade 10: Students choose 1 semester of PE/Wellness
Grade 11: All Juniors select Health Dynamics
Grade 12: Students Choose 1 term PE/Wellness

***Course Number*** ***Title***

### *926 EXERCISE PHYSIOLOGY COMP 2.5 Credits*

This is an intermediate course designed to emphasize personal wellness, active lifestyles, and healthy decisions for a lifetime. A major portion of this class will focus on learning how to design and implement a personal fitness plan. Students will be pre-and post-tested on their individual fitness levels. Students will explore the principles of fitness and nutrition as they become very familiar and comfortable in a Fitness & Wellness Center setting. Students will learn to utilize fitness technology, fitness equipment, and free weights. Students will also study the input/output theory related to "food and fitness" and BMI. The fitness center sessions will be utilized in conjunction with a host of other fun movement activities to keep the class exciting

Open to Grades: 9, 10, 11, 12

### *938 INTRODUCTION TO WELLNESS COMP 2.5 Credits*

This course will provide students with basic principles and foundations of relevant health issues in order to be successful students and citizens within the community. Students will work towards mastery of health skills such as analyzing influences, accessing valid health information, interpersonal communication, decision-making, goal setting, health-enhancing behaviors, and advocating for personal, family and community health. Students will engage in a variety of educational activities to help develop these skills in order to maintain and improve wellness.

Open to Grade: 9

### *933 TEAM SPORTS COMP 2.5 Credits*

This course is designed for students wishing to be active and participate in team/group sports and activities. Advanced skills, strategies, and rules will be offered alongside maximum participation in many traditional team sports and a variety of non-traditional activities as well. Examples of activities may include: basketball, volleyball, flag football, soccer, softball, ultimate Frisbee, floor hockey, lacrosse, speedball, etc…. Sportsmanship, safety, and fun will be emphasized in every unit and activity.

Open to Grades: 9, 10, 11, 12

### *934 WALKING AND FITNESS COMP 2.5 Credits*

Fitness walking has many positive health benefits including the improvement of cardiovascular health. Walking has become a very popular activity for all age groups because of the numerous health benefits. In addition to participating in a walking program, students will discuss and demonstrate walking safety, flexibility, proper footwear, health benefits, nutrition, various weight training exercises and goal setting.

Open to Grades: 10, 11, 12

### *935 YOGA AND FITNESS COMP 2.5 Credits*

While the age-old study of Yoga involves diversity in cultures and methods, this course will focus on basic Hatha Yoga movements and relaxation. Studying Yoga will allow students to understand and explain health benefits of stretching and relaxation for young adults. Students will also discuss and demonstrate health benefits, nutrition, various weight training exercises and goal setting. This is a secular course chanting and praying are not included. Although mats are available, students are strongly encouraged to bring in their own yoga mat.

Open to Grades: 10, 11, 12

### *936 RECREATION & GAMES COMP 2.5 Credits*

This course will focus on lifelong wellness pursuits. Activities that promote physical, social, and emotional well-being will be emphasized throughout the semester. Quality of life and enjoyment will be the focal point of the multiple recreational activities that will be experienced. Various activities may include: golf, tennis, badminton, table tennis, pickleball, Frisbee, whiffle ball, horseshoes, hackey sack, fitness walking, bocce, self-defense, and many more throughout the semester.

Open to Grades: 10, 11, 12

### *937 STRENGTH & CONDITIONING COMP 2.5 Credits*

Students choosing this course will receive advanced instruction regarding fitness and conditioning principles. Students will spend a majority of time in the Fitness Center developing and implementing a comprehensive personal fitness plan. Fitness technology and cutting edge fitness activities will be a focal point of each class. Students will become proficient in power lifting, squatting, power plane exercises/sport specific exercises, advanced conditioning and explosive exercises.

Open to Grades: 10, 11, 12

### *939 HEALTH DYNAMICS COMP 2.5 Credits*

This introductory course will provide students with the knowledge and skills necessary to be safe and successful in today's fast-paced world. Students will work towards mastery of health skills such as analyzing influences, accessing valid health information, interpersonal communications, decision-making, goal setting, health-enhancing behaviors, and advocating for personal, family and health. Students will engage in a variety of educational activities in the classroom and gymnasium to help develop these skills in order to maintain and improve wellness.

Open to Grade: 11

# VISUAL ARTS



***Course Number*** ***Title***

## *821S ART I* *CP* *2.5 Credits*

This introductory course is intended for students wanting to develop their creative skills. An emphasis on the principals and elements of design, observational drawing and portraiture are taught in this class. Using light, shadow, shade and tone and color, students learn to manipulate design elements in a variety of two and three-dimensional media to create representational and abstract artwork. Various techniques are introduced and students are encouraged to develop their own style of work. Students become familiar with the problems of design, basic art elements, proper use of scale and perspective, and introduction of specialized media. Assessments include periodic tests, process and product critiques, and weekly sketchbook assignments. Participation in regular departmental exhibitions is a course expectation. There is no prerequisite for this course. This is the foundational course mandatory for all arts college, art mentorship students.

Open to Grades: 9, 10, 11

## *822S ART II* *CP* *2.5 Credits*

This course involves advanced investigation of the principles and elements of art. Students develop critical thinking and visual problem solving skills, advanced artistic knowledge, and vocabulary based upon the foundation established in Art I . Continued color mixing, analysis and application will be fundamental skills taught in this class. Research and class critiques help students to internalize specialized arts vocabulary and habits of mind. Weekly homework sketchbooks reinforce material learned in the classroom. Participation in regular departmental exhibitions is a course expectation.

Open to Grades: 9, 10, 11
Prerequisite: Art I

## *826 ADVANCED STUDIO ART (3-D)* *HONORS* *2.5 Credits*

This course will build upon principles of design and color. A variety of media possibilities will be offered in a 3-dimensional format such as: clay, fibers, plaster and found objects. Exploration of conceptual artwork will also be a part of the focus for this course. Some outside artwork will be required. Art as a format for conveying ideas requires critical thinking. This course will present a method for establishing strong ideas and help students to communicate those concepts in a visually unique way. Both Art I and Art II are prerequisites. Participation in regular departmental exhibitions is a course expectation.

Open to Grades: 10, 11, 12 (This course can be repeated)
Prerequisite: Completion of Art I or Ceramics I with a minimum grade of 80 or permission from the Department Chair.

### *827 ADVANCED STUDIO ART (Painting) HONORS 2.5 Credits*

This course will continue the study of design, composition and color, through tempera, acrylic, oil, or watercolor painting, and other classic media. Figure, landscape, and still life subject matter will be explored. Students will explore realism, surrealism and abstraction, and will be encouraged to pursue their own personal style. Portfolio preparation, matting, and art presentation techniques will be stressed. This course is a must for all students interested in art school. Outside art work, a sketchbook, and research is required. Participation in regular departmental exhibitions is a course expectation.

Open to Grades: 10, 11, 12 (This course can be repeated)
Prerequisites: Completion of Art I and Art II with a minimum grade of 80 or permission from the Department Chair.

### *828 ADVANCED STUDIO ART (Drawing) HONORS 2.5 Credits*

Increasingly complex drawing assignments in black & white and color will be given to students in this class. Life study drawings and a significant self-portrait will be required to help meet portfolio requirements. Portfolio preparation, matting, and art presentation techniques will be stressed. This course is a must for all students interested in art school. Outside art work, a sketchbook, and research is required. Participation in regular departmental exhibitions is a course expectation.

Open to Grades: 10, 11, 12 (This course can be repeated)
Prerequisites: Completion of Art I and Art II with a minimum grade of 80 or permission from the Department Chair.

### *868 GRAPHIC DESIGN/YEARBOOK HONORS 5 Credits*

This course is an opportunity for art students with desktop publishing skills to continue to develop by working in a client-based environment on projects that mimic a business model. The primary assignment will be the design and layout of the Mansfield High School yearbook. Additional assignment within the school and from community-based clients will be assigned on an as-needed basis. Completed assignments will make excellent additions to student portfolios. Each student needs to complete a special application in the Visual Arts Department for consideration for this course.

Open to Grades: 11, 12
Prerequisites: Art I and Art in Technology I, as well as completion of a special application in the Visual Arts Department.

### *857 PORTFOLIO PREPARATION I HONORS 2.5 Credits*

Students identify their skill strengths and weaknesses at an initial interview with the teacher at the beginning of the semester. Students will also be asked to identify the focus area(s) within visual arts that they may have an interest in. The goal of this semester will be do observational artwork in a variety of media to meet the universal requirement of most post-secondary art programs. In addition, students will work on areas of weakness and in areas of interest (i.e., architecture, graphic design, apparel design, fine arts, etc.) during this semester. The teacher will keep an inventory of work and record of assessment to help the student develop his/her portfolio.

Open to Grade: 11 only
Prerequisites: 4 Visual Arts Courses (including both Art I and Art II with a minimum grade of 85).
Recommendation of instructor and permission of the Department Chair is required to take this course.

### *858 PORTFOLIO PREPARATION II HONORS 2.5 Credits*

Students move into Honors Portfolio Prep III in the first semester of their senior year. The semester will begin with a formal portfolio review by not less than 3 visual arts teachers. The portfolio review will establish which pieces of art are currently acceptable for college application. The reviewing teachers will reach a consensus of opinion on what additional work each student needs to do to complete the preparation of their portfolios. The final stage of the course requires that the students create professional digital and original presentations of their work, including descriptive labels and narrative artist statements for the college admissions process. Simultaneously, Visual Arts teachers will work with students to help them identify appropriate target schools to apply to based on their interest, skill level, as well as environment, financial aid, etc.

Open to Grade: 12 only
Prerequisites: Completion of Portfolio Prep I with a minimum grade of 85, or permission from the Department Chair.

### *841S CERAMICS I CP 2.5 Credits*

This introductory course in ceramics will cover the basic techniques of hand-building. In addition, students will be introduced to the various stages of clay process including various firing and glazing techniques. Students will explore a variety of glazing and surface decoration. Students will need to understand the application of the elements and principles of design relating to 3d space, develop skill in personal expression, as well as aesthetic valuing and historical references to this art form and its methods. Students will participate in written and oral critiques. Students will also be encouraged to develop their own projects, individual directions, and ideas in the creative range of clay. Participation in regular departmental exhibitions is a course expectation

Open to Grades: 9, 10, 11, 12

### *842S CERAMICS II CP 2.5 Credits*

The objective of Ceramics II is to fine tune skills for students who have achieved a level of technical competence in ceramics. In addition, students will become more aware of historical and multicultural ceramic art and its influence on contemporary art. Individualized concentration on throwing, hand-building and decorating techniques will be explored. Students will be expected to do out of class research and participate in written as well as oral critiques. A large emphasis will be placed on developing skills in personal expression, conceptual exploration, and aesthetic value.

Open to Grades: 10, 11, 12
Prerequisite: Completion of Ceramics I with a minimum grade of 80.

### *846 ADVANCED STUDIO CERAMICS HONORS 2.5 Credits*

The objective of Advanced Studio Ceramics is to continue to fine tune skills developed in Ceramics I and Ceramics II. This course is essential for students who wish to pursue ceramics at the college level. A strong emphasis will be placed on personal expression as students work in a more individualized way. Students will be encouraged to explore the creation of new glazes and make creative decisions. Students will be applying the art history of contemporary ceramics as well as current developments in the ceramics field.

Open to Grades: 10, 11, 12 (This course can be repeated)
Prerequisite: Completion of Ceramics I and II with a minimum grade of 80 in Ceramics II or permission from the Department Chair.

### *851 ART AND TECHNOLOGY I CP 2.5 Credits*

This is an introduction to the integration of visual arts and technology. Students will learn methods of visual transformation within computer technology capacities available at MHS. Students develop their technical skills by creating original artwork. Students will explore the results of linking electronic art tools to existing visual art concepts and processes. Within various applications of a digital camera, scanner, and Adobe PhotoShop software, students will begin learning to compose quality graphic designs or illustrations suitable for a variety of arts professional applications using the digital technology of today. Participation in regular departmental exhibitions is a course expectation.

Open to Grades**:** 9, 10, 11

### *852 ADVANCED ART AND TECHNOLOGY HONORS 2.5 Credits*

This upper level art course is an integration of visual arts and technology. Students who have successfully completed the foundational course work of Art and Technology I will learn apply the methods of visual transformation within computer technology to practical assignments. Working in a client-based model, students will provide support for the production of high school publications, including the yearbook, periodic community projects and the MHS video news program. Participation in regular departmental exhibitions is a course expectation.

Open to Grades**:** 10, 11, 12
Prerequisite: Completions of Art and Technology I with a minimum grade of 80 or permission from the Department Chair.

### *853 ART & TECHNOLOGY: COMPUTER ANIMATION CP 2.5 Credits*

This introductory animation class exposes students to a wide range of experimental and conventional techniques. These include character animation, experimental video and other emerging technologies. Regardless of their preferred technique, students learn to adopt strong problem-solving strategies. This class encourages interpersonal skills. Students will learn how to critique their own work and the work of others in a constructive manner. Participation in regular departmental exhibitions is a course expectation.

Open to Grades: 9, 10, 11, 12

### *861 PHOTOGRAPHY I CP 2.5 Credits*

This course is designed to teach students photography as an art form. In addition to learning the fundamentals of digital photography techniques, students will learn about the history of photography, its role in society and culture, and how photography changes the way you see the world. Serious photography students will also use this course to help prepare portfolios for college admissions as photography majors. *(Note: Students are required to have a digital camera, SD card and flash drive for class) Photo printing is required and phone cameras are not acceptable as equipment for class.* ***This class was previously known as Digital Photography 1 and cannot be repeated.***

Open to Grades**:** 9, 10, 11, 12

### *863 PHOTOGRAPHY II CP 2.5 Credits*

Students who have successfully completed Photography I can continue to build their skills in this course. In addition to regular in-class and field assignments, students will learn how cameras are built and how film (analog) photography works. Advanced photography students may also use this course to help prepare portfolios for college admissions as photography majors. *(Note: Students are required to have a digital camera, SD card and flash drive for class) Photo printing is required and phone cameras are not acceptable as equipment for class.*

Open to Grades**:** 10, 11, 12
Prerequisite: Completion of Digital Photography I with a minimum grade of 80.

### *865 ADVANCED PHOTOGRAPHY H 2.5 Credits*

This course is an independent, project-based photography course that expands and refines prior knowledge from Photography I & II by specifically focusing on personal and conceptual based work. In addition to regular in-class and field assignments, students will master manual use of the camera, lighting techniques, and Adobe Photoshop. Advanced photography students may also use this course to help prepare photography portfolios for college admissions.
Note: Students are required to bring a camera to class (preferably a DSLR). Outside photo printing is required and phone cameras are not acceptable as equipment for class.

Open to Grades: 10, 11, 12
Prerequisite: Completion of Digital Photography I & II with a minimum grade of 85 and permission from department chair.

### *859 AP ART HISTORY AP 5 Credits*

Course content will cover significant movements in painting and drawing, sculpture architecture and other media. Connections to the political, religious, and social aspects of human culture will be explored. In addition, the role of ethnicity and gender in art history will be covered. Students will use their understanding of art history to construct a context in which stylistic categories of art-making can be examined. The subject matter will be reviewed through a combination of lectures, art-making exercises, and meaningful writing assignments. Students will be adequately prepared to take the AP Art History Exam, which contains multiple choice and essay questions to measure the breadth and depth of student understanding in art history. Significant areas of study will include the Ancient through Medieval period, art history outside of European traditions in Africa, the Americas, Asia, the Near East, Oceania, as well as Islamic art. The period from the Renaissance to present time will also be reviewed. The College Board charges a fee for each exam which is updated annually. The exam fee is the responsibility of the student. If there is a financial need families should consult with the AP Coordinator.

Open to Grades**:** 11, 12
Prerequisite: Completion of a special application in the Visual Arts Department, a meeting with the Department Chair.

## ***PROFILE OF AN AP ART HISTORY STUDENT***

- A demonstrated appreciation for art and the role of art in human culture throughout recorded history.
- A general appreciation for history.
- Exceptional study, research, and analytical skills.
- A confident and thoughtful participant in group discussions and as a presenter of his/her own projects.
- Proficiency using the Internet, word processing and image editing software.
- Excellent narrative writing skills.
- Strong, independent work habits – the ability to manage significant research and writing homework in conjunction with other coursework.
- A willingness to prepare for and take the AP College Board Exam.

### *831 ART EXPLORATION (PROJECT TEAMMATE) CP 2.5 Credits*

In this course students will be introduced to a variety of media and issues/topics. This course emphasizes the importance of "process" in creating a piece of art. Topics will be presented and students will be asked to find creative solutions to problems. Some topics that will be visited are conceptual art, art history, and current events. Students will receive support and structure. Students will be assessed through their efforts, creative problem solving methods, critiques and journaling. Students will be encouraged to participate in creating displays in the school and establish community connections.

Open to Grades: 9, 10, 11, 12 by recommendation only

## *832 ART EXPLORATION MENTORSHIP CP 2.5 Credits*

Students enrolled in this course will collaborate in a one-on-one format with Art Exploration students (Project Teammate). The student mentor will assist in a variety of problem solving projects chosen by or assigned to the Art Exploration student, and will assist in using media, and model techniques that are presented in the Art Exploration course. During some of the projects, student mentors will research and provide cultural and/or historical information that is relevant to the work being produced. Student mentors will also direct art explorers in a way that will assist them in finding their own personal style. Student mentors will be assessed through their efforts in class participation, will be required to participate in written and oral critiques, and will keep a written journal. Enrollment in this course is limited to the number of students enrolling in Art Exploration.

Open to Grades: 11, 12
Prerequisite: Art 1/Ceramics 1, students must submit a special written application for this course.

## *864 ART IN ACTION Honors 2.5 Credits*

Are you sick of the trifold board for most school projects? Do you like to create or build? Even if you don't consider yourself "an artist," consider Art in Action! Join our class to explore an area of interest (from science to language, world literature to sports…you name it!) and then use your knowledge as a springboard create. Art in Action allows for an individualized approach to project based learning. Students will bring their personal and academic interests and ideas from other parts of their life and design and build projects based on those interests. Using critical thinking and problem solving skills, you will work collaboratively with an academic teacher and an art teacher to develop exciting and challenging projects that explore your interests.

Open to Grades: 9, 10, 11, 12

# PERFORMING ARTS



***Course***
***Number*** ***Title***

### *PA820Y BAND* *HONORS* *5 Credits*

The Mansfield High School Band is a diverse musical performance ensemble. The Band provides the opportunity to learn and apply reading skills, as well as the performance and interpretive skills of music. Band members are not only able to attain a high degree of proficiency on their respective instruments but also an awareness of and appreciation for fine music. Band performances will include all home football games, five community parades and local events as requested and approved by the school department. Band members must attend a mandatory band camp in the summer (August 2016) and attend weekly evening rehearsals in the fall season. Students must attend all evening and weekend rehearsals and performances as part of the class grade. The band may participate in trips and festivals throughout the school year. Costs to students may include, but are not limited to, field trip costs, shoes, gloves, performance software, etc. Students must be members in good standing of the band program to participate in Districts, SEMSBA, and All-State. Band members may elect and/or audition for Jazz Band, Winter Percussion, and Color Guard which all meet in the evening and on weekends during competition season. Wind and percussion players must be member of the band to participate in orchestra. The Band is one ensemble that performs marching, pep, and concert literature.

Open to Grades: 9, 10, 11, 12

### *PA811Y CONCERT CHOIR DAY* *HONORS* *5 Credits*

Concert Choir is a singing organization at MHS open to all students who have a sincere desire to sing and perform. Concert Choir is the core, entrance ensemble for all vocal students. Vocal parts range from Soprano I and II, Alto I and II, Tenor, and Bass. Students will have many opportunities to perform a wide range of choral music from as early as the 13th century to present day. Students will be asked to attend some extra rehearsals for the Annual Cabaret Night Performances, the Winter and Spring Concerts, and other events that may be scheduled by the director and the Performing Arts Department. As a member in good standing, students are eligible to audition for the S.E. District, All-State, or other competitive opportunities sought by the director.

Open to Grades: 9, 10, 11, 12

### *895 SELECT CHOIR* *HONORS* *5 Credits*

Select Choir is an advanced choir offering this small vocal ensemble will sing and perform a mostly a cappella repertoire and will be featured in all of the concert choir performances. Rehearsals and performances are mandatory.

Open to Grades: 10, 11, 12
Prerequisite: Concert Choir Day Honors Class and Audition (May auditions for Fall enrollment)

### *PA888Y ORCHESTRA* *HONORS 5 Credits*

The Mansfield High School Orchestra is a diverse musical performance ensemble. Orchestra provides the opportunity to learn and apply the reading skills, performance skills and interpretive skills of music. Members are expected to reach a high level of proficiency on their instrument as well as an appreciation for orchestral string and symphonic music. Students will study a variety of literature composed for string orchestra, chamber orchestra, and symphonic orchestra. A minimum of two concerts will be performed each year, with some rehearsals and performances occurring outside of the school day. All rehearsals and performances are mandatory. Meetings and special events are scheduled at the discretion of the director. As members in good standing, MHS Orchestra students are eligible to audition for state music festivals and regional performing groups. Chamber orchestra or other advanced groupings may be available to orchestra members by audition. Percussion and wind instrumentalists who want to perform with the orchestra must be members in good standing with the band program. Orchestra members may elect to audition for advanced opportunities with the Night Orchestra.

Open to Grades: 9, 10, 11, 12

### *873 DRAMA 1* *CP 2.5 Credits*

This course is designed for students who are interested in learning more about theater and acting. Students will explore improvisational techniques, scene work, monologues, character and script analysis, and performance challenges. Students will be required to attend a theatrical performance and write a critique. This is a performance/project based course in which students will be expected to participate in all areas of study. A final class play will be performed for an audience.

Open to Grades: 9, 10, 11, 12

### *878 DRAMA 2* *CP 2.5 Credits*

This theatre arts course is designed for students who are serious about acting and directing. Students will read plays, prepare monologues, write and perform original scenes, study dialogue, etc. This is a performance/project-based course in which students will be expected to participate in all areas of study. Projects will include performances that are written, directed, and produced for an audience. Students will be expected to analyze and critique their theatrical experiences. Students will be expected to complete written assignments that involve attending, analyzing and critiquing plays outside of school.

Open to Grades: 9, 10, 11, 12
Prerequisite: Successful completion of Drama 1.

### *879 DRAMA 3* *HONORS 2.5 Credits*

Students will gain a deeper understanding of theatre with a focus on writing and directing. Students will write, direct and stage scenes for Drama 1 and 2 students. In addition, Drama 3 students will lead warm up exercises and improvisational games. Students will be required to see a theatrical performance and write a critique.

Open to Grades: 10, 11, 12
Prerequisite: Successful completion of Drama 1 & 2

### *880 NO FEAR IMPROV* *CP 2.5 Credits*

Students will learn improvisational techniques that will be explored by doing laugh-filled exercises and skill driven "short form" games. Structured, simple play will guide each improviser to experience individual success, discover the joy of ensemble support, and build a foundation to increase their creative and critical thinking skills.

Open to Grades: 9, 10, 11, 12

### *PA880Y TECHNICAL THEATER/STAGE CRAFT 1/2 CP 2.5 Credits*

This is an introductory technical theater class. Students will learn how to: operate sound and lighting equipment, design and build scenery, work as a part of the stage crew to move scenery back stage during dress rehearsals and performances, create a variety of images using specialized painting techniques, design and make props, select appropriate costumes, and collaborate with theater professionals from the local area. Students must be available after school to participate on set crew prior to and during performance.

Open to Grades: 9, 10, 11, 12

### *PA881Y ADVANCED TECHNICAL THEATER HONORS 2.5 Credits*

Building off the knowledge from Stagecraft 1/2, students will be put in leadership positions "behind the scenes" for various MHS Theatrical productions. These students will work closely with the director and will be mentored by local theatrical professionals to help design lights, sound, make up, costumes, stage manage, and lead the back stage crew. Students must be available to attend rehearsals and performances after school.

Open to Grades: 10, 11, 12

Prerequisite: Successful completion of Technical Theatre/Stagecraft 1/2 or recommendation from teacher

### *893 MUSIC EXPERIENCE CP 2.5 Credits*

Music experience is a course designed for both musicians and non-musicians who are interested in learning how to be more informed musical listeners and learn basic skills on various instruments. Students will learn fundamentals through the study of the music that they currently listen to. Students will also study basic concepts of songwriting and musical performance as well as learn basic theory as needed for performance assignments. Instruments used in class will be pianos, various percussion instruments, djembes, ukuleles, and music sequencing software. Students are encouraged to enroll in this course regardless of their musical background. In-class group performance is required.

Open to Grades: 9, 10, 11, 12

### *890S MUSIC THEORY CP 2.5 Credits*

Music Theory is a course designed for students who have a serious interest in understanding the fundamentals of music and applying those fundamentals to composition and arranging. Students will learn basic concepts of pitch, rhythm, harmony, scales, and modes. Students will also be drilled in ear training, sight singing, and dictation. In Music Theory, students will learn to apply those fundamentals to basic composition projects using small form. It is preferred that students are able to play an instrument or sing so that compositions and arrangements can be played in class.

Open to Grades: 9, 10, 11, 12

### *892 AP MUSIC THEORY AP 5 Credits*

AP Music Theory will help the student develop the ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Just like in the first year college course, AP Music Theory students will use listening, performance, written, creative, and analytical exercises to develop their aural, sight-singing, written, compositional, and analytical skills. This class is designed for students who play an instrument and are considering a career in music or at least serious musical study after high school. This class will prepare students to take the AP exam in Music Theory. The College Board charges a fee for each exam which is updated annually. The exam fee is the responsibility of the student. If there is a financial need families should consult with the AP Coordinator.

Open to students in grades 11, 12 (This may not run if enrollment is low)

Prerequisite: Music Theory or approval of the course teacher and department chair.

## ***PROFILE OF AN AP MUSIC THEORY STUDENT***

- A demonstrated proficiency as an instrumental or vocal musician.
- An appreciation for music performance ***and*** music theory.
- Exceptional study and analytical skills.
- A confident musician.
- An interest in music composition.
- Strong independent work habits and the ability of solve problems and analyze music as an individual and in a group setting.
- A willingness to prepare for and take the AP College Board Exam.

### *883S HISTORY OF ROCK AND ROLL MUSIC CP 2.5 Credits*

This course examines musical styles attributing to the emergences of Rock and Roll in the 50's through its different incarnations today. Rock history will cover a diverse range of genres as well as the social movements and events that encouraged change in the music industry. Hands on exploration of the music studies should be expected. Instruments used in class will include ukulele and various percussion instruments. No prior instrumental experience is necessary. Course work will be lecture, research, reflection, and discussion based. Students should expect to improve upon writing, research, application of technology, critical thinking and debate. There will be an in class public speaking and performance component.

Open to Grades: 9, 10, 11, 12

### *882 HIP HOP HISTORY CP 2.5 Credits*

This course will examine the connections between the music, poetry and literature, and the social and cultural revolutions of expression. Beginning with hip-hop's roots in jazz and reggae, students will trace the movements and ideas that emerged to produce the hip-hop culture enjoyed by many today. Topics will include political and social revolutions, censorship, technology, and the aligned art forms that became the pillars of modern hip-hop; rap, graffiti, break dancing, mc'ing, and knowledge. Students should expect to investigate the music through both music and non-music exploration, including poets like Langston Hughes, Allen Ginsburg, Jack Kerouac, Gregory Corso; artists like Banksy, Iz the Wiz, See; political movements and petition groups like Jamaican Labour Party, People's National Party, Parents Music Resource Center, and more. Course work will be lecture, research, reflection, and discussion based. Students should expect to improve upon writing, research, application of technology, critical thinking and debate. There will be an in class public speaking and performance component.

Open to Grades: 9, 10, 11, 12

### *830 PROJECT BAND CP 2.5 Credits*

This class is comprised of students who already play guitar, bass, drums, any instrument or sing. Students will be exposed to multiple types of popular music. Students will perform roughly once per week in class. Students will be graded based on their performance quality and their participation in class. Students are encouraged to take this class multiple times in order to hone their ability to play in small and large ensemble settings.

Open to Grades: 9, 10, 11, 12
Prerequisite: Approval of teacher. (This class may be taken multiple times)

### *884 GUITAR I CP 2.5 Credits*

This course will cover the basics of guitar, music fundamentals and essential theory. The guitar will be introduced at a beginner's level with instruction in the accompanying notation. A history of the guitar and overview of different musical styles will be studied as well. The course aims to create an appreciation for music through playing. Students should expect to play alone, in small groups, and as a large ensemble. There will be a performance component. Guitars will be provided for class use.

Open to Grades: 9, 10, 11, 12

### *886 MUSIC IN FILM CP 2.5 Credits*

This course will examine the role of music in film and media throughout history. It will focus on the functions of music within society, the cultural language music provides as well as the different elements/styles of music used in visual media. Students will explore the story telling of the radio era, silent films, commercial/sound effects, news reel, and styles of popular film from the classic era to today's Hollywood. Students can expect to participate in class discussion, research projects, writing assignments, presentations, and analytical reflections and debates of film and score resources. Audio/visual components will be utilized in presentations.

Open to Grades: 9, 10, 11, 12

### *888 DANCE AND STAGE MOVEMENT CP 2.5 Credits*

This course will provide students with fundamental dance skills. Course work will also develop student appreciation for the art form and its history. A concentration on movement will increase body awareness as well as artistic and expressive abilities. Students should expect to investigate different dance forms, historical periods and performers, identification and understanding of quality movement, the anatomy of dance, varied dance genres, and choreography. Students should expect to improve upon writing, research, application of technology, critical thinking and debate. There will be an in class public speaking and performance component.

Open to Grades: 9, 10, 11, 12 (This cannot count toward PE Requirement)

### *885 COLOR GUARD (NIGHT) AFTER SCHOOL 1 Credits*

This is a performance based course that is a direct extension of the band program. This course is open to any student who has an interest in color guard. Systematic and sequential learning experiences are provided in the area of equipment work (Flag, Rifle, Saber) and a variety of dance movement techniques. Students in this class participate in the Marching Band during the fall and Winter Color Guard during the spring and winter. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the color guard genre, including individual and group instruction in performance repertoire and skills. Students will study color guard as an artistic discipline and as a form of artistic communication. Rehearsals are evenings and weekends throughout the academic year. Attendance at rehearsals and all school and civic performances is mandatory. This course is not incorporated into GPA.

Open to Grades: 9, 10, 11, 12

# OTHER COURSES

## ***COURSES REQUIRING APPLICATIONS***

Students who wish to seek any of the following course opportunities must complete an application. Each course has its own individual application.

Once the student has completed an application and has been accepted to the course, the opportunity will replace an elective.

| ***Course Number*** | ***Title*** | | |
|---|---|---|---|
| ***922*** | ***PROJECT TEAMMATE MENTOR*** | ***CP*** | ***2.5 Credits*** |
| ***923*** | ***PROJECT TEAMMATE*** | ***CP*** | ***2.5 Credits*** |

Project Teammate is collaboration between regular and special educational staff, which creates a special learning opportunity for both regular and special education students. Special needs students and their ***"Teammates***" work together in both their physical education and vocational, academic and social skills. In the physical education class, activities are developed which teach the importance of physical fitness, develop each student's stamina, endurance and flexibility, prepare for the Special Olympics, develop fine and gross motor skills, improve mobility and model behavior and social skills. In the vocational skills class, the "teammates' reinforce appropriate work behavior and social skills within a vocational setting with jobs in the school and local businesses in the community. In the academic class partners will work together to support partners to fulfill classroom expectations with in the main stream. Students may also work with postgraduate students in the area of transition skills from school to independent life skills. If selected, you will work through the K-12 system providing mentoring to individuals with disabilities. The coursework includes completion of a weekly journal, assigned readings and case studies, site-visitation and a reaction paper to an outside educational facility, on-site field trips to hear presentation by professionals in the field of special education and vocational rehabilitation, and a final paper on a specific disability. This course fulfills 1 unit of Physical Education for seniors.

Open to Grades: 11, 12
Students seeking this opportunity must complete an application.

**This class is limited to 35 students per semester.

| | | | |
|---|---|---|---|
| ***920*** | ***ACADEMIC LEARNING CENTER TUTOR*** | ***HONORS*** | ***2.5 Credits*** |

To elect the Academic Learning Center Peer Tutor Program you must meet the following qualifications: demonstrated academic excellence, and the social and emotional maturity necessary to connect with students seeking supportive academic services. As a tutor you will be assigned to the Academic Learning Centers at MHS, Qualters Middle School and Jordan/Jackson Elementary Schools and will be matched with targeted students in the district who need supportive help with the specific skills and strategies needed for content area mastery. As a member of the Academic Learning Center, you will be actively participating in a unique educational experience. The leadership skills you will develop will provide you with a competitive edge as you explore post secondary school opportunities. In addition, you will be making a huge difference in the lives of those who are seeking help with their academic program.

Open to Grades: 11, 12
Students seeking this tutoring opportunity must complete an application, which can be obtained from the Academic Learning Center Coordinator.

## *971 APPLIED LEARNING PROJECT (formerly known as Senior Project) HONORS 5 Credits*

The Applied Learning Project is an academic as well as a hands-on experience that allows students to demonstrate and display their mastery of the 21st century skills they acquire during their years at Mansfield High School. Students propose a topic or area of which they have a desire or passion to explore. Upon approval, students seek out a mentor from the community and in consultation with an Applied Learning Project coordinator, develop challenging but achievable project goals that represent a "learning stretch." Students then complete minimum of 20 fieldwork hours developing and working toward achieving their project goals.

In addition to fieldwork, Applied Learning Project students also complete an eight to ten page research paper on a topic related to their fieldwork and also create a digital portfolio. The Applied Learning Project culminates in a final presentation before an Applied Learning Project board that consists of faculty and community members. Students are guided through each aspect of the Applied Learning Project program through a variety of assignments, class meetings, and individual conferences.

| The Applied Learning Project focuses on developing the following skills: | Profile of a Applied Learning Project Student |
|---|---|
| ➢ Communication<br>➢ Problem Solving<br>➢ Research<br>➢ Writing<br>➢ Reflection<br>➢ Technology<br>➢ Time Management<br>➢ Analysis<br>➢ Organization<br>➢ Public speaking | ◊ Effective communicator<br>◊ Possesses time management skills<br>◊ Ambitious<br>◊ Enthusiastic<br>◊ Mature<br>◊ Independent Learner<br>◊ Deadline Oriented |

Open to Grades: 11, 12
This course may be repeated.
***Students seeking this opportunity must complete an application.***

## *EDUCATIONAL INTERN CP 2.5 Credits*

| | | | |
|---|---|---|---|
| English *(904)* | Social Studies *(913S)* | Mathematics *(908S)* | Science *(912)* |
| Business *(903)* | Foreign Language *(905S)* | Child Development *(906)* | Arts *(902S)* |
| Library *(910)* | Health *(906)* | Athletic Director *(916)* | |

Open to qualified seniors only (see Prerequisite). You will assist a teacher with classroom preparation and instructional activities in the discipline of your choice.

Open to Grade: 12
Prerequisite: You must have a minimum average of 80 in every course taken in the discipline in which you wish to serve as an Educational Intern or an overall average of 80 if you wish to serve as an Educational Intern in Special Education. Selection will be made by the department chairperson and enrollment is not guaranteed.

***Application required***: Students wishing to participate must complete an application, which can be obtained from the appropriate Department Chairperson. Students who wish to apply for internships in Child Development, or Health should see the teachers of those classes.

# ***MHS SENIOR OPTION LEARNING***

All seniors may elect to participate in one of the following programs for credit toward graduation. Known as "The Senior Option," these offerings are designed to provide students with meaningful learning opportunities that are rigorous, relevant, and standards-based. Additionally, they assist in the transition process to post-secondary education and/or the workforce.

To be eligible for the Senior Option, the student must be: in good academic standing (no failures during the 2nd semester of the junior year) and have no major disciplinary infractions (Level II or Level III offenses) during the same period. As enrollment in a Senior Option program will involve late arrival or early dismissal from school, a written contract with parental consent will be required for each program.

***Course***
***Number Title***

## *970 CAREER PRACTICUM/INTERNSHIP CP 5 Credits*

This program combines service with cooperative career education. Using unpaid internships, paid work-study opportunities, and organized community service projects, the program coordinator develops supervised placements in both the public and private sector. Cooperative education is based upon the principle that what students learn in the workplace or in serving others is a valuable compliment to what they learn in the classroom. This experience addresses life skill competencies, such as reliability, follow-through, punctuality, and responsibility, which are all necessary to be successful in the workplace. Student interns have the opportunity to evaluate both college and career directions, while gaining valuable professional contacts.

The program requirements include the maintenance of a daily journal of placement-related activities, submission of a portfolio documenting evidence of achievements/accomplishments, and the submission of a term paper or work-related project which combines research and reflection. Students must work at their placements for a minimum of five (5) hours per week. The program coordinator will meet periodically with students to review progress and will also communicate remotely through a virtual learning environment (VLE). Job site supervisors will also provide a formal evaluation.

To accommodate the schedule, this course will be offered as a double period for one semester.

Students seeking this opportunity must complete an application.

## *972 DUAL ENROLLMENT HONORS 5 Credits*

This program allows seniors to simultaneously earn college credit toward a post-secondary diploma at a local community college that will also count as credit toward a high school diploma. Students may enroll as a non-matriculating student at Massasoit Community College, Bristol Community College, Stonehill College or Bridgewater State University in a pre-approved, credit-bearing course.

The grade earned at MCC, BCC, SC or BSU will be the grade assigned for dual enrollment. All expenses for tuition, fees, and textbooks are the responsibility of the student and his/her parent. Successful completion of dual enrollment at MHS will **require authorized enrollment in two separate courses** at one of the aforementioned colleges.

Students seeking this opportunity must complete an application.

## *973 ONLINE COURSES HONORS 5 Credits*

This *year long* option allows a student to enroll in either two semester-long and year-long online courses. Courses will be at both the high school and college levels and may be selected from a pre-approved list of providers. Courses taken must be classes that are not being offered at MHS. This option is for a mature student who has a high degree of self-motivation, self-discipline, and independence. All online courses are given an honors weighting regardless of the level on the online course. Colleges will weigh the course per the college's policy when recalculating GPA. Grades for online courses are not available until mid to late January depending on when the institution provides the final grade to MHS.

Online course grades will appear on a student's transcript as reported to Mansfield High School by the online provider. **New this year:** Mansfield Public Schools will incur the cost of the course(s). Class enrollment limited to 25 students.
Students seeking this opportunity must complete an application.

**Grade 9**

| Block | Semester 1 (90 days) | Semester 2 (90 days) |
|---|---|---|
| **1** | English 9 | English 9 |
| **2** | Math | Math |
| **3** | Biology | Biology |
| **4** | West. Civ 2 | West. Civ 2 |
| **5** | World Language/Elective | World Language/Elective |
| **6** | Intro to Wellness | Elective |
| **7** | Elective | Elective |

**Grade 10**

| Block | Semester 1 (90 days) | Semester 2 (90 days) |
|---|---|---|
| **1** | English 10 | English 10 |
| **2** | Math | Math |
| **3** | Science | Science |
| **4** | Am. History I | Am. History I |
| **5** | World Language/Elective | World Language/Elective |
| **6** | Physical Education | Elective |
| **7** | Elective | Elective |

**Grade 11**

| Block | Semester 1 (90 days) | Semester 2 (90 days) |
|---|---|---|
| **1** | English 11 | English 11 |
| **2** | Math | Math |
| **3** | Science | Science |
| **4** | Am. History II | Am. History II |
| **5** | World Language/Elective | World Language/Elective |
| **6** | Health Dynamics | Elective |
| **7** | Elective | Elective |

**Grade 12**

| Block | Semester 1 (90 days) | Semester 2 (90 days) |
|---|---|---|
| **1** | English 12 | English 12 |
| **2** | Academic Course | Academic Course |
| **3** | Academic Course | Academic Course |
| **4** | Academic Course | Physical Education |
| **5** | Elective | Elective |
| **6** | Elective | Elective |
| **7** | Elective | Elective |