

Grade 8 Program of Studies

2018-2019

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 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 2018-2019 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.

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 courses that support both graduation requirements and your post-secondary plans and goals is extremely important. Please closely examine the offerings described within and consult with your parents/guardians, teachers, and counselor. **Before making your final selections, please give strong consideration to your personal interests, your willingness to take on academic challenges, and your post-secondary goals.**

Sincerely,

Mary Watkins
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 21st CENTURY LEARNING EXPECTATIONS

Academic Expectation #1: Student will communicate effectively in writing and in speech

	Exceeds Proficient	**Proficient**	**Approaching Proficient**	**Beginning Development**
Argument Development	Argument is presented in an organized, logical progression. The thesis is concise, easily identifiable, original, insightful, clearly stated, and argumentative. Thesis demonstrates complexity of the argument presented. Argument considers alternative points of view.	Argument is presented in an organized, logical progression. The thesis is concise, easily identifiable, original, insightful, clearly stated, and argumentative. Thesis demonstrates complexity of the argument presented.	*May contain 1-2 of the following deficiencies: Argument may not be presented in an organized, logical progression. Thesis may not be concise, easily identifiable, original, insightful, clearly stated, and argumentative.	*May contain 3 or more of the following deficiencies: Argument may not be presented in an organized, logical progression. Thesis may not be concise, easily identifiable, original, insightful, clearly stated, and argumentative.
Organization and structure	Presents arguments and evidence in a focused, logical, and organized fashion that enhances the ability to understand the argument.	Presents arguments and evidence in a focused, logical, and organized fashion that enhances the ability to understand the argument.	Presents arguments and evidence in a somewhat logical and organized fashion that may inhibit the effectiveness of the argument.	Arguments and evidence are not focused, logical, or organized. Significantly limits the ability to understand the argument.
Supporting Evidence	Major argument is consistently supported with relevant evidence. Includes multiple appropriate examples to support the argument. Evidence considers alternative points of view.	Major argument is consistently supported with evidence. Includes multiple examples to support the argument.	Argument not supported consistently with evidence. May contain unsupported generalizations. May fail to effectively connect argument to evidence.	Argument is not supported with sufficient or relevant evidence. Little or no connection between evidence and argument.
Idea Development	Displays clear and insightful focus. Consistently uses specific, relevant, and accurate details. Develops topic insightfully with clear connections.	Displays clear and appropriate focus. Generally uses relevant and accurate details. Some connections and insights are present.	Displays somewhat clear and generally appropriate focus. Uses some relevant and accurate details but also includes details that are limited, off-topic, or too general. Connections and insights are missing.	Displays unclear and/or inappropriate focus. Uses few or no relevant or accurate details to develop topic. May have extensive repetition.
Word Choice	Demonstrates mastery of language; employs a broad range of words, which have been carefully chosen and thoughtfully placed for impact.	Demonstrates appropriate use of language; employs a variety of words that are functional and appropriate to audience and purpose.	Demonstrates inconsistent control of appropriate language; language lacks precision and variety, or is inappropriate to audience and purpose.	Demonstrates minimal control of language; language is repetitive and/or misused, taking away from meaning and impact.
Conventions	Demonstrates strong control of conventions of standard written English (spelling, grammar and usage, capitalization, punctuation). Errors are few and minor.	Demonstrates control of conventions of standard written English (spelling, grammar and usage, capitalization, punctuation.) Minor errors do not impede readability.	Demonstrates a limited control of standard written English (spelling, grammar and usage, capitalization, punctuation). Errors begin to impede readability.	Demonstrates little or weak control of standard written English (spelling, grammar and usage, capitalization, punctuation). Frequent errors impede readability.
Oral Communication	Student spoke clearly, effectively, and confidently (e.g. volume, pace, articulation, eye contact). Student is informative and engaging.	Student spoke clearly, effectively, and confidently (e.g. volume, pace, articulation, eye contact).	Volume, pace, articulation, or lack of eye contact may detract from effectiveness	Volume, pace, articulation, or lack of eye contact detracts from effectiveness

Academic Expectation #2: Student reads text and other media for a variety of purposes.

	Exceeds Proficient	**Proficient**	**Approaching Proficient**	**Beginning Development**
Recalling Main Ideas and Decoding	Identifies the main idea of the source and can determine and justify the most persuasive or effective arguments presented in the source.	Identifies the main idea of the source and can identify the main arguments presented in the source in their own words.	Can consistently select main idea of the source and main arguments in the source from a list of several plausible options.	Can select main idea of the source and main arguments from the source when presented with a limited list of options or with additional teacher assistance or support.

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Comprehension of context, audience, and point of view	Identifies context, audience, point of view (bias) and can summarize each in their own words.	Consistently identifies context, audience, point of view(bias).	Can identify context, audience, and point of view (bias) when presented with a list of several plausible options.	Can identify context, audience, and point of view (bias) when presented with a limited list of options or with additional teacher assistance or support.
Analyzing and Drawing Conclusions	Draws inferences from the source including its purpose, the motives of the author, and its relationship to other sources.	Identifies the strengths and weaknesses of the source and can evaluate the validity of the arguments presented in the source.	Can identify strengths and weaknesses of the source and evaluate the validity of the arguments in the source when presented with a list of several plausible options.	Can identify strengths and weaknesses of the source and evaluate the validity of the arguments of the source when presented with a limited list of options or with additional teacher assistance or support.
Evaluation and Synthesis of Source(s)	Creates and defends a thesis statement using the source and incorporates a counter-argument from a different source. Can propose original modifications to the source and create a plausible theory on the impact of those modifications.	Creates and defends a thesis statement using the source(s) Can make connections to other sources or information not specifically addressed in the source.	Can create and/or defend a thesis statement using the source when provided with some support Can make connections to other sources or information not specifically addressed in the source when given some teacher assistance or support.	Can create and/or defend a thesis statement using the source when given extensive teacher assistance and support. Can make connections to other sources or information not specifically addressed in the source when given extensive teacher assistance and support.

Academic Expectation #3: Student will solve problems using creative and critical thinking skills

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Explains Issue/Problem	Demonstrates full/detailed understanding of the problem. Includes well-developed justifications/explanations that indicate their comprehension.	Demonstrates an understanding of problem and provides justifications which indicate comprehension.	Demonstrates a basic or partial understanding of the problem/issue and provides brief, underdeveloped explanations.	Either demonstrates minimal understanding of the problem and/or provides incorrect or no justifications/ explanations.
Gathers Information and Makes Connections	Consults a variety of resources and selects the most relevant. Student demonstrates thorough understanding of the process and shows a strong connection amongst their ideas.	Consults a variety of resources and selects the most relevant. Student demonstrates a developing understanding of the process and it is evident that they have made connections between their ideas.	Consults a limited variety of resources and/or does not select the most relevant. Unclear if student fully understands the issue; has made some connections between their ideas.	No evidence provided that resources were used. Has not justified or demonstrated how ideas are connected.
Work: Formulates a Model, Design, Concept or Hypothesis	Shows extensive knowledge and details of issues, including potential difficulties, influences and areas for error. Shows evidence of thoughtfulness and reasoning. Shows sophisticated ability to synthesize ideas with fresh, innovative thoughts.	Shows knowledge of the MAJOR aspects of the issue regarding contexts, influences, difficulties and assumptions relating to issue. Shows evidence of reasoning and demonstrates the ability to combine ideas to develop the concept.	Has a partial understanding of the issue but does not address areas of potential difficulty, influences or cause for error. Combines ideas to develop the concept, yet does not demonstrate reasoning.	Has not demonstrated understanding of issue. Has not combined ideas or demonstrated reasoning.
Analyze, Re-Evaluate, Reflect	Provides a clear, thorough, detailed description of the work and process. Includes thoughtful reflection of the work as presented. Student accounts for and explains possible obstacles that may have affected their final outcome.	Provides a clear description of the work and process and includes some self-reflection. Student identifies possible obstacles that may have affected their final outcome.	Has a partial description of their work and process. More development of their reflection, including discussion of possible hindrances they encountered may be needed.	Provides a minimal or insufficient description of their work and/or has not demonstrated reflection of their process.

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Communication of results	Draws well informed, logical, and practical conclusions and provides justification for their findings. Proposes novel ideas and solutions to the issue/problem to further expand or improve upon their work.	Draws informed, thoughtful, and practical conclusions. Provides convincing evidence to support points. Proposes sensible solution.	Draws conclusions that may be inconsistent with reasoning. Proposes solutions to problems that may not be realistic.	Draws conclusions and solutions that are questionable or incomplete.

Academic Expectation #4: Students use curiosity and imagination to create solutions

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Listening and Awareness	Consistently demonstrates active listening skills and ignores all distractions. Demonstrates enthusiasm for reading and viewing new information presented in class and explores learning beyond the classroom.	Consistently demonstrates active listening skills and ignores all distractions. Demonstrates willingness for reading and viewing new information presented in class and explores learning beyond the classroom.	Demonstrates listening skills and isn't easily distracted. Demonstrates willingness for reading and viewing new information presented in class.	Attempts to listen and is sometimes distracted. Attempts to read and view new information presented in class.
Creative Thinking	Displays a careful, innovative examination for a particular task or issue. Displays a wide range or original ideas, brainstorming, and thought processes clearly linked to a particular task or issue.	Displays a careful, innovative examination for a particular task or issue. Displays original ideas, brainstorming, and thought processes clearly linked to a particular task or issue.	Displays a limited ability to examine a particular task or issue. Displays a limited ability to brainstorm and process information linked to a particular task or issue.	Attempts to examine a particular task or issue. Attempts to brainstorm and process information linked to a particular task or issue.
Creative Application	Selects imaginative and unique potential applications, skillfully to complete a task or address an issue. Consistently evaluates and refines/revises ideas to present a best-possible solution.	Selects imaginative potential applications skillfully to complete a task or address an issue. Evaluates and refines/revises ideas to present a best-possible solution.	Selects potential applications to complete a task or address an issue. Refines/revises ideas to present a best possible solution.	Attempts to select applications to complete a task or address an issue Attempts to refine and revise ideas to present a better solution

Academic Expectation #5: Student will use technology to obtain, organize and communicate information effectively and ethically

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Digital Citizenship	Student cultivates and manages their digital identity and reputation at all times, and is aware of the permanence of their actions in the digital world. Student consistently makes an effort to use technology and information responsibly as defined in the District Responsible Use Policy. Strives to model responsible use for other students.	Student frequently manages and cultivates their digital identity and reputation, and makes an effort to be aware of the permanence of their actions in the digital world. Student frequently makes an effort to use technology and information responsibly as defined in the District Responsible Use Policy.	Student sometimes manages and cultivates their digital identity and reputation, yet needs to try harder to be aware of the permanence of their actions in the digital world. Student sometimes makes the effort to use technology and information responsibly as defined in the District Responsible Use Policy.	Student does not yet manage and cultivate their digital identity and reputation, and needs to strive to be aware of the permanence of their actions in the digital world. Student rarely makes an effort to use technology and information responsibly as defined in the District Responsible Use Policy.
Empowered Learning	Always demonstrates awareness of, and makes a strong effort to choose, use and troubleshoot varied and appropriate digital tools for problem solving, communicating, collaborating and presenting. Student is enthusiastic about transferring knowledge to explore emerging technologies.	Frequently demonstrates awareness of, and makes an effort to choose and use varied and appropriate digital tools for problem solving, communicating, collaborating and presenting. Student is able to transfer knowledge to explore emerging technologies.	Student must strive harder to be more aware of, and choose and use appropriate digital tools for problem solving, communicating, collaborating and presenting. Student is beginning to try to explore emerging technologies.	Student does not yet strive to be aware of, or to choose and use appropriate digital tools for problem solving, communicating, collaborating and presenting. Student does not yet persist in exploring emerging technologies.

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Information Literacy	Student has clearly worked hard to curate a variety of print and digital sources for research that have been evaluated for accuracy, bias and scholarship. As a result, sources show relevance, depth and balance.	Student has worked to curate a variety of print and digital sources for research that have been evaluated for accuracy, bias and scholarship. As a result, sources mostly show relevance, depth and balance.	Student has curated only from digital sources for research and made a brief effort to evaluate those sources for accuracy, bias and scholarship. As a result, sources do not always show relevance, depth and balance.	Student does not yet make the effort to attempt to curate sources for research that have been evaluated for accuracy, bias and scholarship. As a result, sources show little relevance, depth and balance.
Information Management and Communication	Student makes a strong effort to manage and organize information, and to select from a variety of tools in order to communicate complex ideas clearly and effectively. As a result student is able to publish or present content that is directed and appropriate for learning, personal or workplace needs.	Student makes a consistent effort to manage and organize information, and to select from appropriate tools in order to communicate complex ideas effectively. As a result student is frequently able to publish or present content that is directed and appropriate for learning, personal or workplace needs.	Student sometimes makes an effort to manage and organize information using a limited selection of tools when trying to communicate ideas. As a result, student does not always publish or present content that is directed and appropriate for learning, personal or workplace needs.	Student does not yet make an effort to manage or organize information in more than a superficial way. As a result student presentations and publications do not communicate intended ideas clearly.

Academic Expectation #6: Social and Civic

	Exceeds Proficient	Proficient	Approaching Proficient	Beginning Development
Contributes positively to a diverse learning culture.	Leads and inspires others to contribute positively in a diverse learning environment.	Consistently demonstrates respect for self and others in a diverse learning environment.	Occasionally demonstrates respect for self and others.	Beginning to demonstrate respect for self and others.
Demonstrates personal responsibility	Promotes making positive choices, setting short and long term goals and learning from mistakes.	Consistently makes positive choices, sets short and long term goals and learns from mistakes.	Occasionally makes positive choices, sets short and long term goals and learns from mistakes.	Beginning to make positive choices, sets short and long term goals and learns from mistakes.
Actively collaborates with peers	Promotes a collaborative culture by cultivating productive conversations through listening, responding and questioning.	Consistently participates in productive conversations through listening, responding, and questioning.	Occasionally participates in productive conversations through listening, responding, and questioning.	Beginning to participate in productive conversations through listening, responding, and questioning.

ACCREDITATION STATEMENT

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

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

Accreditation by the NEASC 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 NEASC should be directed to the administrative staff of the school or college. Individuals may also contact the NEASC:

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 2017-18 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 (Essential College Prep/Principles/Foundations/Health)
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.

GRADUATION REQUIREMENTS

Grade **Class of**	**9** **2022**	**10** **2021**	**11** **2020**	**12*** **2019**
Number of credits that must be earned	124	124	124	126
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	4	4

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 must 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.**

††† **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 two of which must be comprehensive health courses and two physical education courses.**

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 124-126 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 four steps.

1. Convert each final grade to the scale described below.
2. Multiply the adjusted grade by the credits *earned* in the course.
3. Take the total product from (3) and divide by the number of credits *attempted*.
4. The quotient is the student's course-weighted GPA.

The chart that is found on the next page describes the conversions.

Grade	Comp	CP	Honors	AP
100	3.5	4.0	4.5	5.0
99	3.5	4.0	4.5	5.0
98	3.5	4.0	4.5	5.0
97	3.5	4.0	4.5	5.0
96	3.4	3.9	4.4	4.9
95	3.4	3.9	4.4	4.9
94	3.4	3.9	4.4	4.9
93	3.4	3.9	4.4	4.9
92	3.3	3.8	4.3	4.8
91	3.3	3.8	4.3	4.8
90	3.2	3.7	4.2	4.7
89	3.1	3.6	4.1	4.6
88	3.0	3.5	4.0	4.5
87	2.9	3.4	3.9	4.4
86	2.8	3.3	3.8	4.3
85	2.7	3.2	3.7	4.2
84	2.6	3.1	3.6	4.1
83	2.5	3.0	3.5	4.0
82	2.4	2.9	3.4	3.9
81	2.3	2.8	3.3	3.8
80	2.2	2.7	3.2	3.7
79	2.1	2.6	3.1	3.6
78	2.0	2.5	3.0	3.5
77	1.9	2.4	2.9	3.4
76	1.8	2.3	2.8	3.3
75	1.7	2.2	2.7	3.2
74	1.6	2.1	2.6	3.1
73	1.5	2.0	2.5	3.0
72	1.4	1.9	2.4	2.9
71	1.3	1.8	2.3	2.8
70	1.2	1.7	2.2	2.7
69	1.1	1.6	2.1	2.6
68	.9	1.4	1.9	2.4
67	.8	1.3	1.8	2.3
66	.7	1.2	1.7	2.2
65	.5	1.0	1.5	2

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 June of 2016, 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).

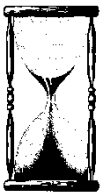
Selective Schools (accept less than 75% of applicants): College-preparatory program recommended, 16 units required; 20 recommended. Recommended units include English (4), mathematics (3), social studies (3), science (3), foreign language (2-3), and academic electives (4).

MANSFIELD HIGH SCHOOL

Course Registration Procedures

2018-2019

GRADE 8



Below is the timetable for the course registration process:

1. **March 5th thru 9th:** MHS School Counselors will present information during the ASB period to Grade 8 students about Mansfield High School, how the schedule works, graduation requirements and expectations of a high school student, as well as how to register on line. The registration timeline will also be discussed. The complete Program of Studies can be found on the MHS website.

2. **March 14th:** Grade 8 students will receive a copy of their teachers' recommendations for the 2018-19 school year and a Grade 8-9 Program of Studies will be distributed to each student.

3. **March 14th**: **Grade 8 Parent Night @ MHS Auditorium at 6:30 PM.** There will be a presentation for Grade 8 parents regarding the online course registration process followed by small group sessions with each department at the high school to learn about the content, progressions of courses and expectations.

4. **March 14th – March 22nd:** Students register for classes online. The portal closes on Thursday, March 22nd at 11:59 PM.

5. **March 22nd - Online course requests must be completed by 11:59pm.**

6. **May:** Students <u>requested</u> courses will be mailed home to parents.

7. J**une**: The last day to request a change to the course requests is the <u>last day of school in June</u>. These requests must be made in writing to Mrs. Manganaro.

If a student is not in agreement with a teacher's recommendation they may speak with the teacher. If the recommendation remains the same, they may choose to complete the Change Request form given to them by their teacher when they discuss the change. This form is due by March 28th to Mrs. Manganaro. It will be forwarded to the appropriate department chair.

Instructions for Grade 9 Registration

You are about to make important decisions regarding your academic transition to high school. Selecting the right classes and achieving academic success should be your guidelines. Take the time to review your current teachers' recommendations and the course descriptions in the program of studies. Pay attention to requirements, expectations and prerequisites.

***STEP #1*:** **Core Courses:**
All students must take English, Social Studies, Math and Science (4 full year courses = 20 credits). Teacher recommendations are listed online. All Grade 9 students are required to take Health (1 semester = 2.5 credits).

***STEP #2*:** **World Language: (French or Spanish):**
If World Language (Full year course = 5 credits) will be part of your freshman selections, the recommendation will appear online. If World Language is not listed on the recommendation section of the form, you may choose to take Spanish 1 or French 1.

If you are not taking a world language, proceed to step #3.

***STEP #3*:** **Electives:**
Total the amount of credits you have registered for so far. Subtract this sum from 35; the remainder is the number of credits you have to select as electives. To complete your schedule, choose additional courses from the elective choices for a total of 35 credits.

The total of core courses and electives as Primary Requests should equal 35 credits.

***STEP #4*:** **Alternative Requests: All students need to select alternatives.**
When creating a student's schedule, conflicts may occur. For example, two of your selected electives may be taught at the same time. Every effort is made to resolve these conflicts *and* accommodate primary academic choices. We require that all students provide five (5) alternative electives. Check off for your alternative choices in the select box. You may prioritize by placing 1, 2, 3, etc in the box. Failure to provide alternate electives leaves the choice to the scheduling administrator.

***STEP #5*:** **Post your registration selections. Course registration requests are to be completed by 11:59 PM March 22nd.**

Things to keep in mind when registering for classes online

- Students are able to "unclick" a teacher recommendation. However, if a student wishes to enroll in a class at a **higher level than recommended**, they **must** see their teacher.

- If you have not met the prerequisite for a course, you will not be able to request that course. If you are currently in a course that is the prerequisite for another, the system will presume that you will pass and allow you to register for the next course. In the event that you do not pass the class you are currently enrolled in or do not meet the prerequisite grade, you will be removed from your course selection as you have not met the prerequisite.

- You will be able to register for classes in the visual and performing arts department as well as the physical education department; however, teachers will review the requests and determine if students are eligible for their requested class.

- For academic electives in the Social Studies and English departments, you will see that you have been recommended for either the honors or CP level. You may sign up for any elective at that level provided you have met the prerequisite for the course.

- You **MUST** register for 35 credits for primary choices and 5 alternative courses.

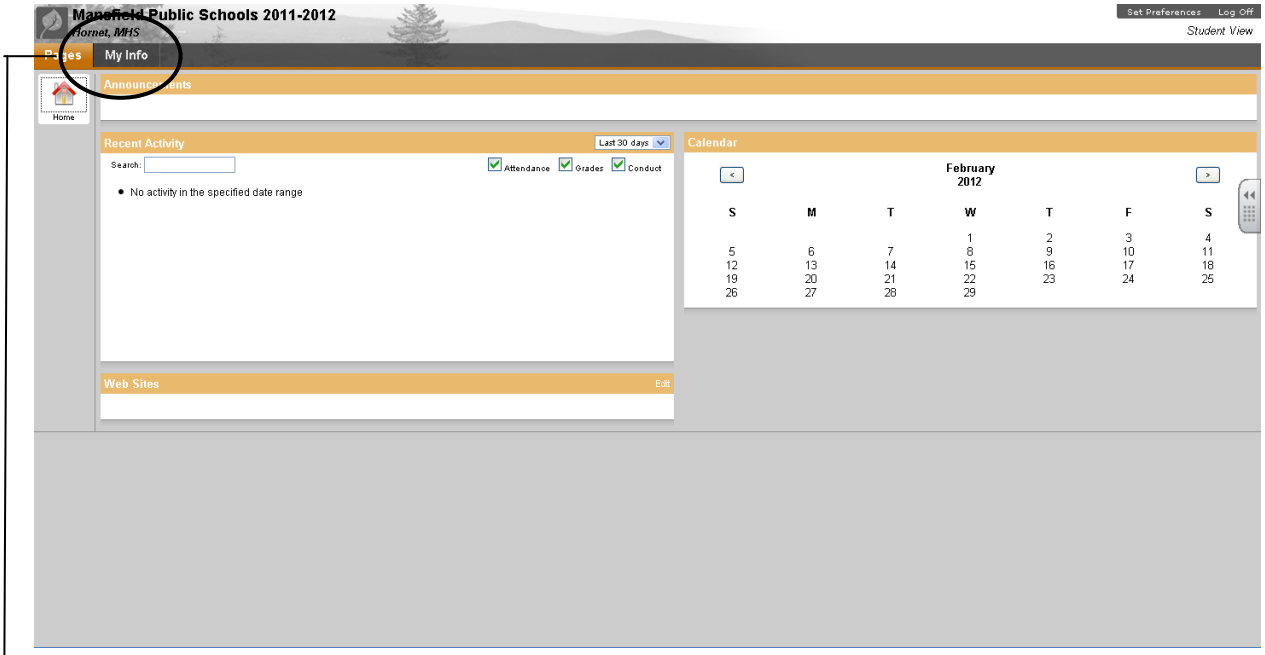
COURSE REQUESTS IN X2

Mansfield High School offers Online Course Registration, streamlining the process. The steps below will detail how to register for your courses online through the X2 Student Portal.

STUDENT COURSE REQUESTS

When you first log into the system using the user name and password, you will be brought to the Student View Home Tab. At any time, if you do not know what screen you are on, you can always click on the *Pages* Top Tab to return to this page.

Your screen may look slightly different.



1. Click on the My Info Top tab.

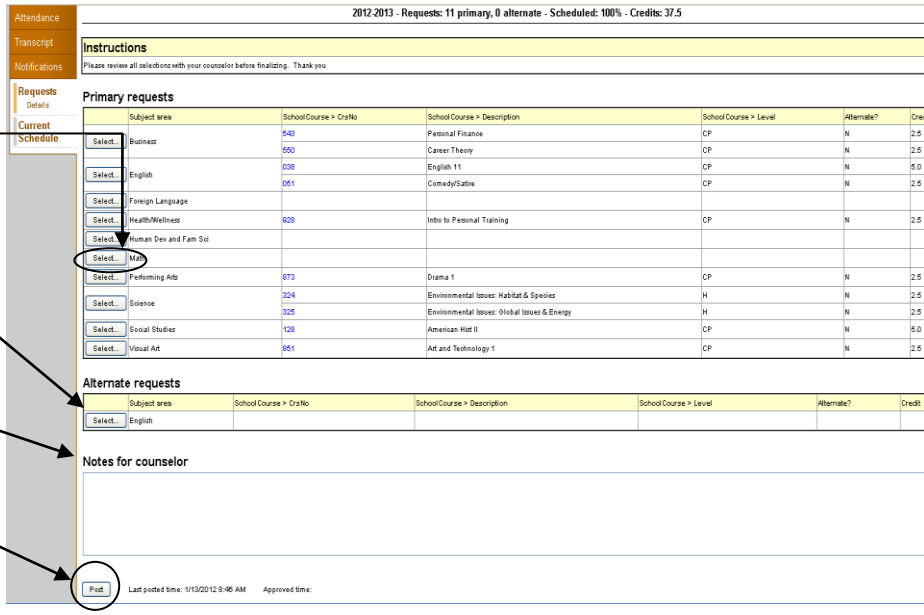
2. Then Click on the Requests Side Tab.



This will take you to the requests screen.

3. Simply click on the *Select . . .* button next to the subject that you want to make the request for. **See below for detailed instructions on how to make your selection.**

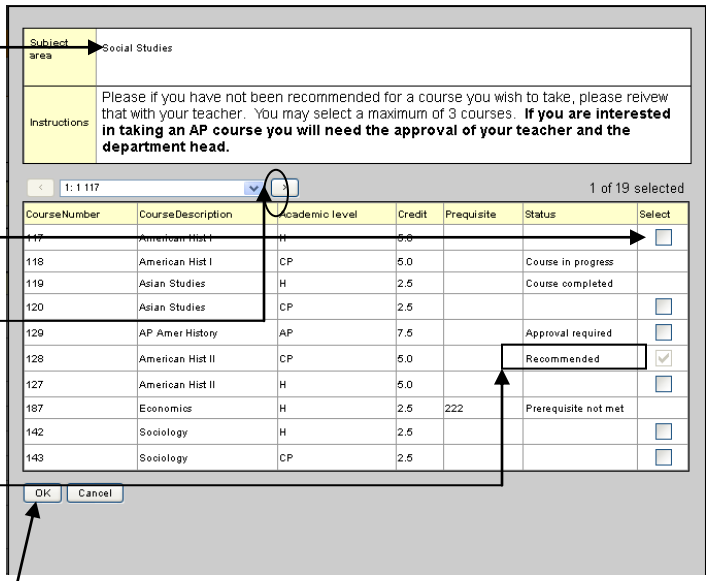
- Under Alternate Requests, please choose 5 alternates for the courses you chose under Primary requests.
- If you want to send a message to your counselor, type them in the *Notes for Counselor* section. This is optional.
- **Be sure to click on the *Post* button when you are finished with both your requests and any message you type in.**



DETAILED INSTRUCTIONS FOR MAKING YOUR REQUEST FOR A SPECIFIC SUBJECT AREA:

When you click on the *Select . . .* button, you will see a box pop up similar to the one below.

- In the top area, you will see the subject area you are requesting for and any instructions.
- If you are eligible to take a course, there will be a check box available in the *Select* column. Simply check the box and click the OK button.
- If there are more courses available than will fit on the screen, you can click the arrow to scroll to the next page of courses.
- Under the *Status* column you will see one of the following:
  - **Recommended** – This is the class that has been recommended by your teacher. You will not be able to remove this selection.
  - **Course in Progress** or **Course Completed –** You have completed and passed the course or are currently enrolled.
  - **Approval Required –** You can request the course, but final enrollment will depend on department approval.
  - **Prerequisite not met –** You have not met the criteria to take this course.



- Click on the Ok button when you are finished with your selections.

Again, when you have finished making all of your requests for each subject area and typed in any optional notes to your counselor, **you must click on the *Post* button at the bottom of the request screen for your requests to enter the system.**

Once you have posted your requests, your guidance counselor will be able to view your requests. You MUST select 35 credits as primary choices and 5 classes as alternative choices.

Special Education

Mansfield High School
Special Education Programs 2018-2019

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 1**
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: **Reading Strategies 2**
Open to Grades: 9, 10, 11, 12

Building on concepts taught in Reading Strategies 1, this course focuses on more advanced decoding strategies. It 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 reading 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. Inclusion 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 prevent regression of previously learned skills. The students receive credit for the courses they complete.

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.

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	Essential College Prep English 9 ***(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		

SOCIAL STUDIES								
080	Essential College Prep Western Civ 2 ***(Recommendation Only)***	C	4	5	x			
108	Western Civilization 2 Honors	H	4	5	x			
109	Western Civilization 2 College Prep	CP	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	
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

MATHEMATICS (***Math Offerings***)								
096.9	Essential College Prep Math 9 ***(Recommendation Only)***	C	4	5	x			
212	Focus on Algebra 1	CP	4	5	x	x		
213	Algebra 1 College Prep	CP	4	5	x	x		
218	Algebra 1 Honors	H	4	5	x			
214	Geometry Honors	H	4	5	x	x		
234	Geometry College Prep	CP	4	5	x	x	x	
248	Introduction to Engineering 1 Honors	H	2	2.5	x	x	x	x
263	Explorations in Math 1 Honors	H	2	2.5	x	x		
	Computer Offerings							
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

SCIENCE		***Level***	***Term(s)***	***Credits***	***Open to Grades 9***	***10***	***11***	***12***
080	Essential College Prep Biology ***(Recommendation Only)***	C	4	5	x			
302	Biology with Lab Honors	H	4	5	x			
355	Biology with Lab College Prep	CP	4	5	x			
325	Environmental Issues: Marine Science with Lab	H	2	2.5	x	x	x	x
349	STEAM with Lab	CP	2	2.5	x	x		

					Open to Grades			
WORLD LANGUAGES		***Level***	***Term(s)***	***Credits***	***9***	***10***	***11***	***12***
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
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

BUSINESS

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

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

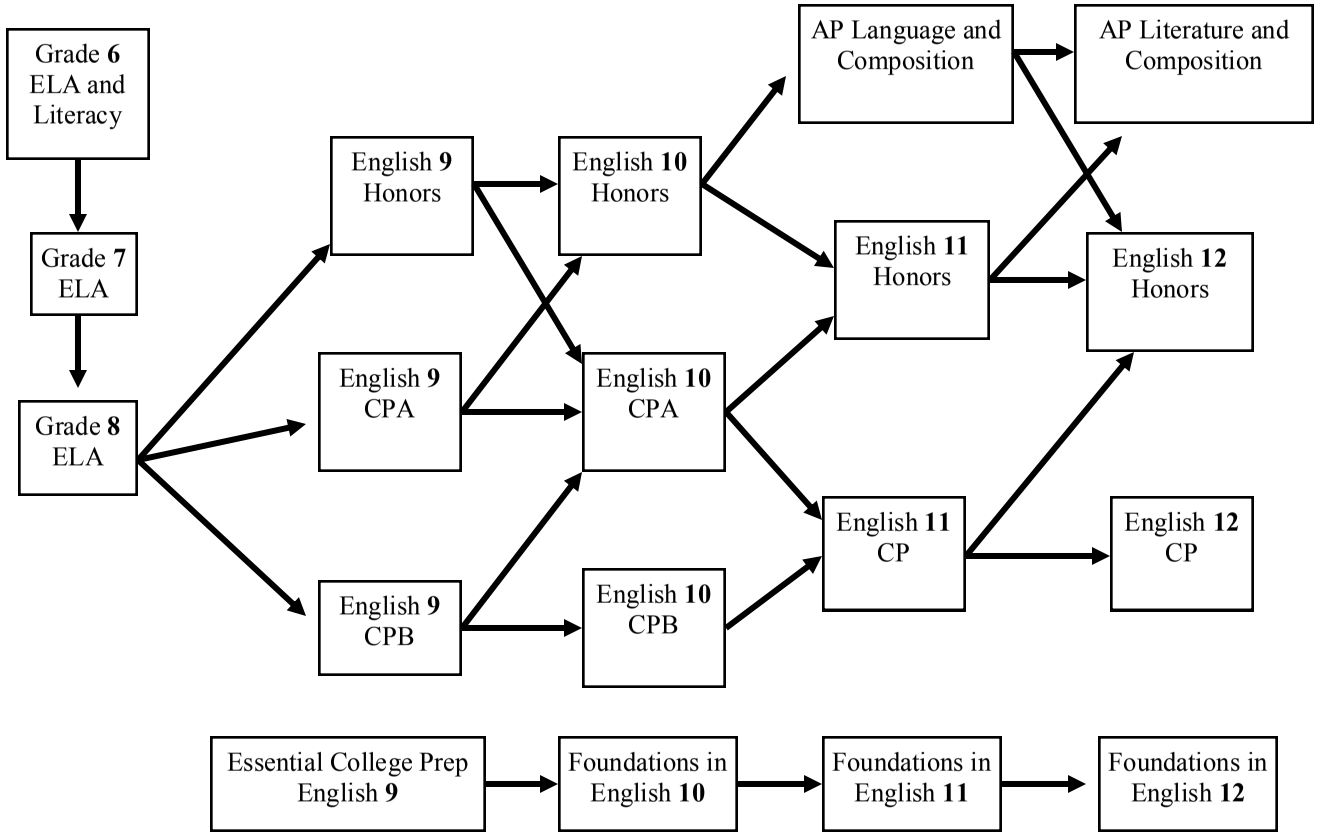
VISUAL ARTS

821S	Art I	CP	2	2.5	x	x	x	
822S	Art II	CP	2	2.5	x	x	x	
841S	Ceramics I	CP	2	2.5	x	x	x	x
851	Art and Technology I	CP	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
864	Art in Action	H	2	2.5	x	x	x	x

PERFORMING ARTS

PA820Y	Band	H	4	5	x	x	x	x
PA811Y	Concert Choir Day	H	4	5	x	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
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
890S	Music Theory	CP	4	5	x	x	x	x
883S	History of Rock and Roll Music I	CP	2	2.5	x	x	x	x
887S	History of Rock and Roll Music II	CP	2	2.5	x	x	x	x
882	Hip Hop History	CP	2	2.5	x	x	x	x
884	Guitar I	CP	2	2.5	x	x	x	x
889	Guitar II	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

ENGLISH SEQUENCE GRID



Grade 9 & 10 ELECTIVES

Media and Public Speaking—CP/H

Grade 11 & 12 ELECTIVES

Comedy & Satire—CP/H
Creative Writing—CP/H
Film as Literature—CP/H

***NOTE:** Typical pathways presented. Students may move between levels based on performance and teacher recommendations.

All English courses are aligned to the Massachusetts English Curriculum Frameworks and follow the suggested pathways outlined in the document. The Honors and College Prep courses are designed to prepare students for success at a four year college or university. The Foundations/Essential courses, for recommended students only, prepares them for a two year college or career readiness.

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.

CRITERIA FOR LEVELS

FOUNDATIONS/ESSENTIAL COLLEGE PREP STUDENT

- Student is able to access grade-level literature and text with instruction and support of guided reading activities.
- Student demonstrates developing written expression skills. Student's writing needs guided support in one or more of the following areas: focus, progression of ideas, and selection of appropriate evidence to support ideas.
- Student needs assistance in developing successful study skills in one or more of the following areas: guided note-taking, class preparation, and/or organization.
- Students are able to complete assignments with guided support.

COLLEGE PREP-B STUDENT (Gr. 9 & 10)/CP STUDENT (Gr. 11 & 12)

- Student is still developing 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 benefits from guided support with critical analysis.
- Student's writing is developing toward mastery. Student's writing needs guided support in one or more of the following areas: organization, focus, coherence, progression of ideas, and/or 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.

COLLEGE PREP-A STUDENT

- Student is prepared for class. Preparation includes having completed the homework assignments as well as bringing the proper materials.
- 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 may have lapses in quality
- Student completes nightly homework assignments, including nightly reading assignments which may entail up to 18-25 pages.

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 independently is able to grasp the literal meaning of the assigned literature and demonstrates strong critical thinking skills.
- Student takes an 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 lengthy reading load.
- 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.
- Student is motivated to learn and has the desire to be in an academically rigorous class.

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 2017 English Language Arts and Literacy Framework.

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

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 2017 English Language Arts and Literacy Framework.

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

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 2017 English Language Arts and Literacy Framework.

Prerequisite: Students should have scored "Partially Meeting" or high range of "Not Meeting" on the MCAS Language Arts test, on essays in the eighth grade writing portfolio, and on the English Skills Assessment.

090.9 ESSENTIAL COLLEGE PREP 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 2017 English Language Arts and Literacy Framework and will prepare students for two-year colleges, technical training, military service and/or the work force.

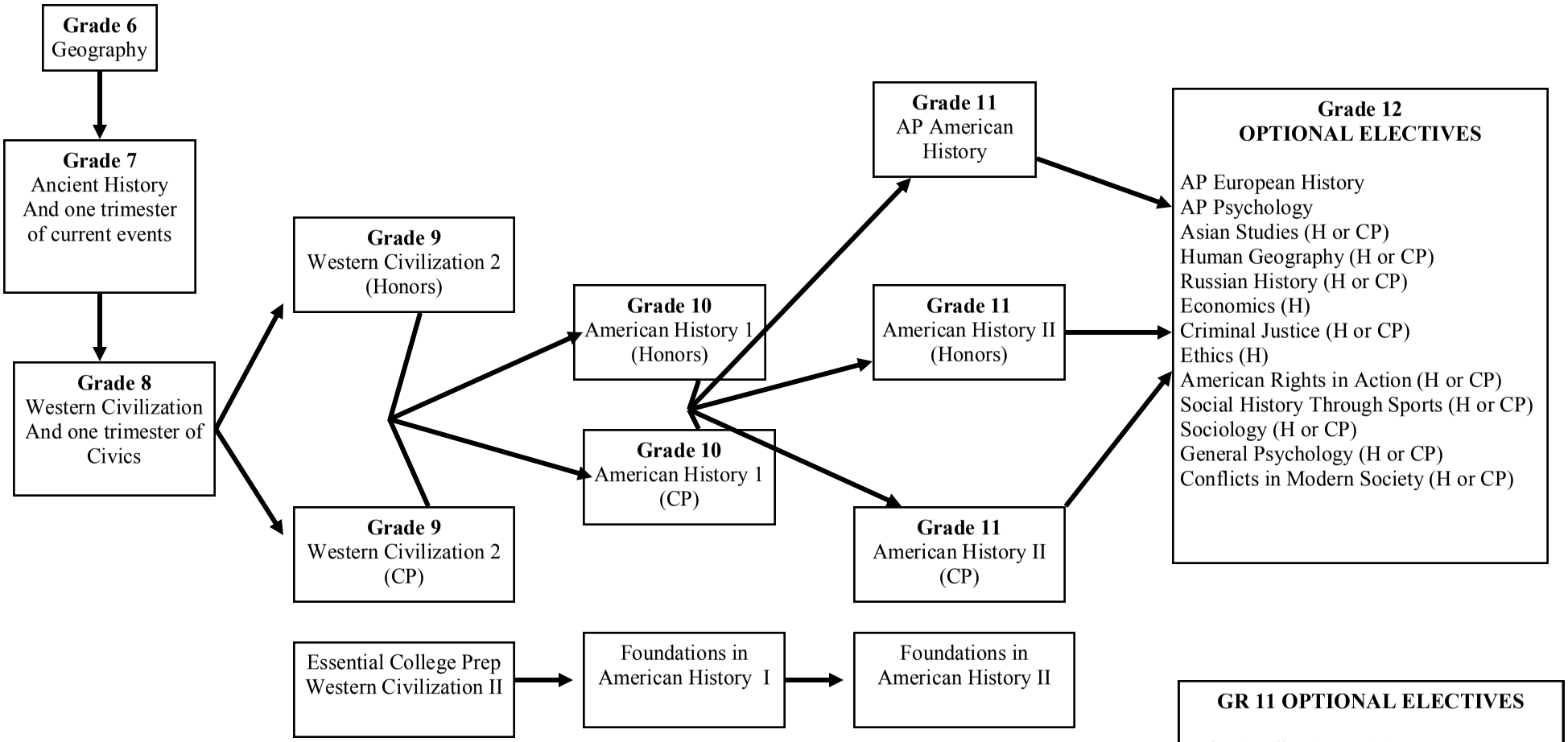
Open to Grade: 9 By recommendation only.

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, 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

SOCIAL STUDIES SEQUENCE GRID



***NOTE:** Typical pathways presented. Students may move between levels based on performance and teacher recommendations.

GR 9 OPTIONAL ELECTIVES

Asian Studies (H or CP)
Making History (H or CP)
Human Geography (H or CP)
Russian History (H or CP)

GR 10 OPTIONAL ELECTIVES

Asian Studies (H or CP)
Making History (H or CP)
Human Geography (H or CP)
Russian History (H or CP)
Economics (H)
AP European History

GR 11 OPTIONAL ELECTIVES

Asian Studies (H or CP)
Making History (H or CP)
Human Geography (H or CP)
Russian History (H or CP)
Economics (H)
AP European History
American Rights in Action (H or CP)
Criminal Justice (H or CP)
Social History Through Sports (H or CP)

All social studies courses are aligned to the Massachusetts Social Studies Curriculum Frameworks and follow the suggested pathways outlined in the document. The Honors and College Prep courses are designed to prepare students for success at a four year college or university. The Foundations/Essential courses, for recommended students only, prepares them for a two year college or career readiness.

SOCIAL STUDIES

CRITERIA FOR LEVELS

FOUNDATIONS/ESSENTIAL COLLEGE PREP STUDENT

Foundations/Essential College preparatory students demonstrate the ability to complete the following tasks:

- Comprehend and synthesize textbook and class readings with guided support
- Comprehend cause and effect relationships with guided support
- Write a multi-paragraph essay using evidence with guided support
- Engage in meaningful class discussion
- Develop note-taking and organizational skills with guided support

COLLEGE PREP 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 multi-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

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 genuine enthusiasm and interest for the subject
- Self-discipline and organization

Course
Number ***Title***

081 ESSENTIAL COLLEGE PREP WESTERN CIVILIZATION 2 Comp. 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. This course addresses the essentials of the Massachusetts Social Studies 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*

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.

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

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.

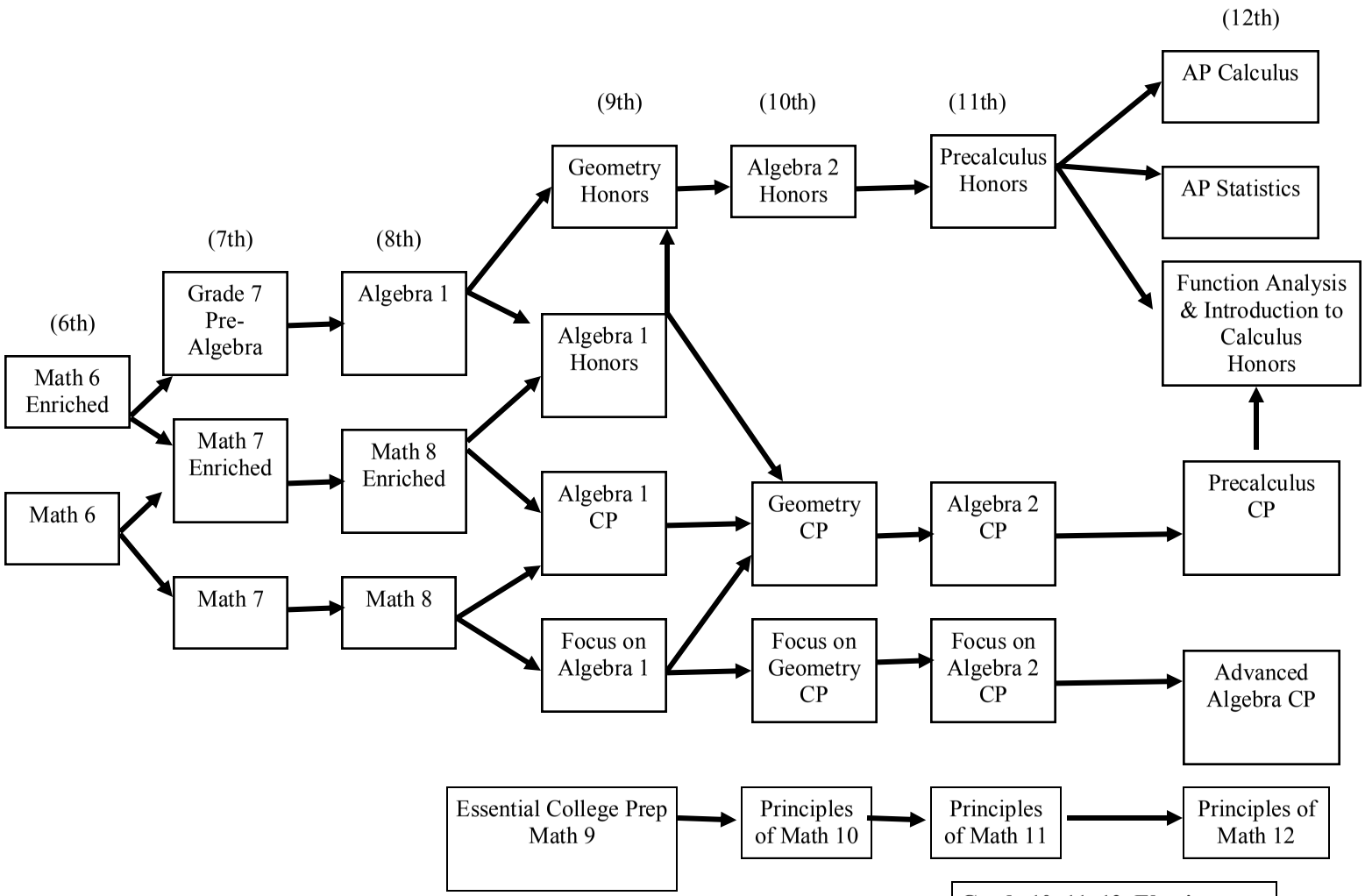
Open to Grades: 9, 10, 11, 12

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

MATH SEQUENCE GRID



***NOTE:** Typical pathways presented. Students may move between levels based on performance and teacher recommendations.

++ See pre-requisites for electives

Grade 9 & 10 Electives ++
Explorations in Math 1

Grade 9, 10, 11, 12 Electives ++
Introduction to Engineering 1
Visual Basic Programming 1
Visual Basic Programming 2

Grade 10, 11, 12 Electives ++
Introduction to Engineering 2
AP Computer Science Principles

Grade 11 & 12 Electives ++
Statistics & Probability
Explorations in Math 2

All mathematics courses are aligned to the 2017 Massachusetts Mathematics Curriculum Frameworks and follow the suggested pathways outlined in the document. The Honors and College Prep courses are designed to prepare students for success at a four year college or university. The Principles/Essential courses, for recommended students only, prepares them for a two year college or career readiness.

MATHEMATICS

CRITERIA FOR LEVELS

PRINCIPLES/ESSENTIAL COLLEGE PREP 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 needs assistance understanding and communicating the mathematical ideas presented in each lesson.
- Student may need assistance in displaying work in an organized manner.
- Student employs appropriate problem solving strategies with support.

COLLEGE PREP B STUDENT

- Student is often prepared for class; preparation includes bringing book, notebook, pencil and calculator to class each day.
- Student will develop successful study skills in one or more of the following areas: note taking skills, class preparation, completing written assignments, and organizational skills.
- Student completes all written assignments (attempts every problem, checking answers and marks problems not understood).
- Students may require support to understand and communicate some of the mathematical ideas presented in each lesson.
- Student is able to manage daily homework assignments.

COLLEGE PREP 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 daily homework assignments
- Student is willing and able to seek out extra help when needed.

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 thoroughly completes all assignments in an organized manner with attention to accuracy and proper use of mathematical language
- Student completes all assignments and presents them in a neat, organized manner showing a good understanding of the material.
- Student is 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 an independent test-taker who plans and uses time wisely.
- Student accepts responsibility for managing a rigorous workload
- 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

Course
Number ***Title***

096.9 ESSENTIAL COLLEGE PREP 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 Curriculum 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.

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 Curriculum Frameworks and contains an in-depth review of the mathematical topics addressed in the state assessment.

Open to Grades: 9, 10

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 Curriculum Frameworks.

Open to Grades: 9, 10

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, by further developing the balance between procedural fluency and conceptual understanding. 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 Curriculum Frameworks.

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

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 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 80; or recommendation of teacher.

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 Curriculum Frameworks.

Open to Grades: 9, 10, 11
Prerequisite: Entering 9th graders must have passed Algebra 1 with at least a 90 average.
You must have passed Algebra 1 CP-A with at least a 70 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).

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.

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.

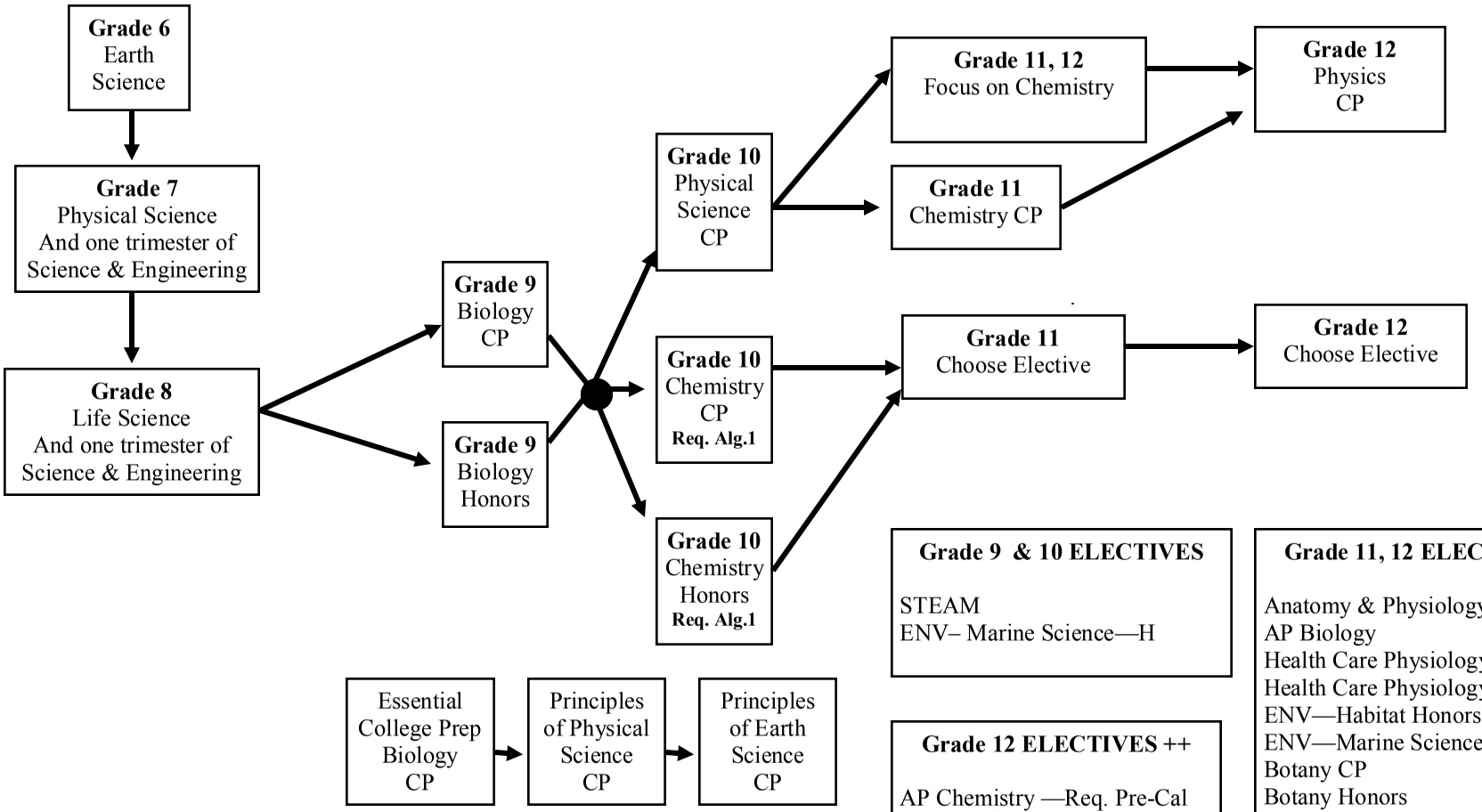
Open to Grades: 9, 10, 11, 12
Prerequisite: You should have successfully completed Algebra 1 or Focus on Geometry with at least an 85 average.

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 SEQUENCE GRID



Grade 9 & 10 ELECTIVES

STEAM
ENV– Marine Science—H

Grade 12 ELECTIVES ++

AP Chemistry —Req. Pre-Cal
AP Physics —Req. Pre Cal

Grade 11, 12 ELECTIVES++

Anatomy & Physiology -Honors
AP Biology
Health Care Physiology CP
Health Care Physiology Honors
ENV—Habitat Honors
ENV—Marine Science—Honors
Botany CP
Botany Honors
EARTH—Atmosphere CP
EARTH—Dynamic CP
EARTH—Hydrosphere Honors
Science & The Media CP
Chemistry 2 CP
Physics—Honors

***NOTE:** Typical pathways presented. Students may move between levels based on performance and teacher recommendations.

++ See pre-requisites for electives

All science courses are aligned to the Massachusetts Science Curriculum Frameworks and follow the suggested pathways outlined in the document. The Honors and College Prep courses are designed to prepare students for success at a four year college or university. The Principles/Essential courses, for recommended students only, prepares them for a two year college or career readiness.

SCIENCE

CRITERIA FOR LEVELS

PRINCPLES/ESSENTIAL COLLEGE PREP STUDENT

- Student completes class assignments and employs successful study skills with guided support
- Student stays focused on the lesson and participates during lab investigations.
- Student exhibits appropriate behavior in class and engages in their learning.
- Student seeks assistance and asks questions when problem solving.
- Student expends the necessary effort to learn and understand the course content with guided support.

COLLEGE PREP STUDENT

- Student is prepared for class. Preparation includes bringing the proper materials and having the assigned homework complete.
- Student completes homework assignments.
- 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.

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 nightly homework assignments thoroughly and consistently.
- 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.

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 semesters 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

355 BIOLOGY with Lab CP 5 Credits

Biology 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. Hands-on 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. Success in this foundational course helps prepare students to progress through future science courses such as Chemistry, Anatomy and Physiology, and Environmental Science while at MHS.

Open to Grade: 9
Prerequisite Course: Grade 8 science

080 ESSENTIAL COLLEGE PREP BIOLOGY Comp. 5 Credits

Essential College Prep Biology is a 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. Curriculum for Biology College Prep includes biochemistry, cells, ecology, genetics, evolution, and human body systems. This course will prepare students for two-year colleges, technical training, military service and/or the work force.

Open to Grade: 9, *by recommendation only*

325 ENVIRONMENTAL ISSUES with Lab: Marine Science HONORS 2.5 Credits

This semester elective in environmental issues is taught at the honors level and focuses on the current status and health of the Earth's oceans and the life within it. The nature of this class emphasizes student research, group collaboration and the project-based model to expose students to ocean processes as they relate to climate change and global warming. Taught as a current issues research course, this elective will cover topics such as coral bleaching, melting sea ice, mega storms, over-fishing, whaling, the great garbage patch, coastal flooding, beach erosion, sea turtles and more.

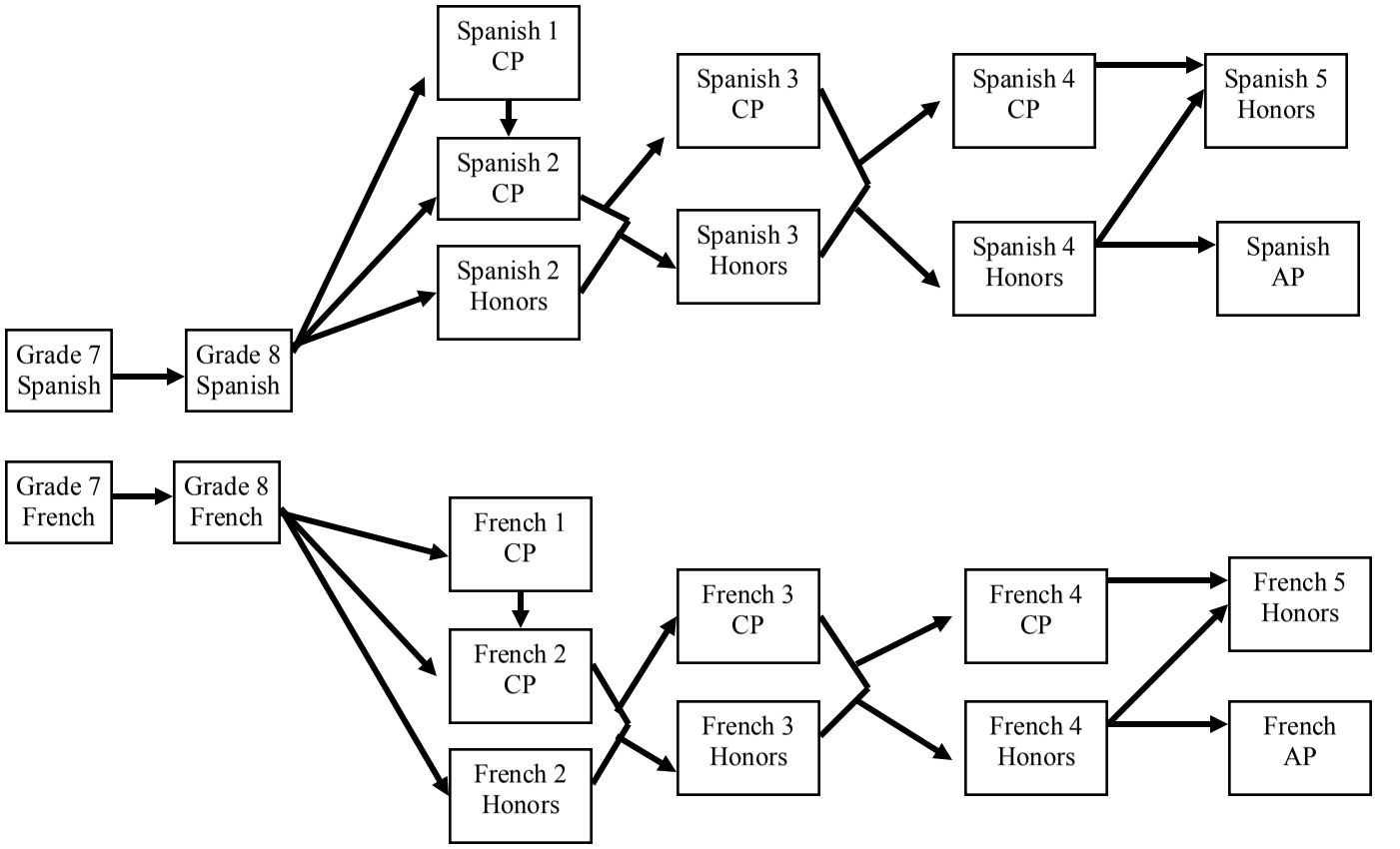
Open to Grades: 9, 10, 11, 12

349 STEAM with Lab CP 2.5 Credits

This 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

WORLD LANGUAGE SEQUENCE GRID



Grade 11 & 12 Elective

Spanish/French Practicum—Honors
Hispanic Culture Through Film—CP/H

***NOTE:** Typical pathways presented. Students may move between levels based on performance and teacher recommendations.

WORLD LANGUAGES

CRITERIA FOR LEVELS

COLLEGE PREP 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 concentrate on language being learned, and attempts to use it in class.
- Student puts in time outside of class to read, and to do activities to speed up their language acquisition.
- Student keeps a notebook, to record and strengthen their acquisition of new language.
- Student behavior is focused on respectful learning and productivity.

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.
- Student takes an active role in class, volunteering answers as well as responding to direct questions.
- Student is willing to take risks in the language, even if they are not sure of having the "right" answer.
- Student seeks out opportunities to experiment with the language, finding materials on line or listening to target language music, seeing films in the target language.
- Student tries to perfect their accent even if they may appear "silly" to others.
- Student is able to budget their time in order to complete longer projects.

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

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.

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.

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

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.

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.

BUSINESS & TECHNOLOGY

Course
Number ***Title***

516 DESKTOP PUBLISHING CP 2.5 Credits

Using Microsoft Publisher 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 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 students planning 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

HEALTH & 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 semester 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.

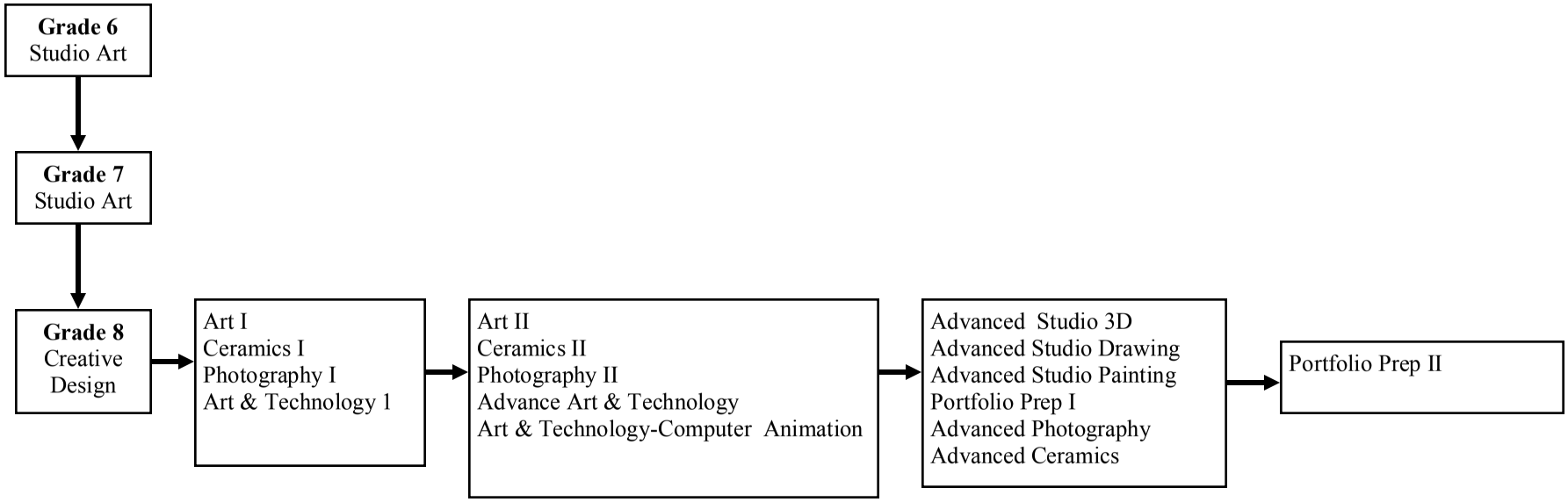
Open to Grade: 9

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

VISUAL ARTS SEQUENCE GRID



GRADE 9 & 10 OPTIONS

Project Teammate Art Mentorship (Application Course)
Art in Action

Grade 11 & 12 OPTIONS

AP Art History
Graphic Design/Yearbook (Application Course)
Project Teammate Art Mentorship (Application Course)
Art in Action

***NOTE:** Typical pathways presented. Students may move between levels based on performance and teacher recommendations.

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.

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

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

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

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

864 ART IN ACTION Honors 2.5 Credits

Are you sick of the tri-fold 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 to 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 13 – 18, 2018). From the end of band camp until the final competition, students must attend two rehearsal nights per week and Saturday rehearsals in order to participate in band. 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 will also be responsible for the purchase of ear plugs, concert attire, gloves, marching shoes, and a black undershirt. All 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 and students must participate in marching band in order to be eligible to participate in band for the rest of the school year. All rehearsals and performances outside of the school day are mandatory for all students.

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 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. All rehearsals and performances are mandatory.

Open to Grades: 9, 10, 11, 12

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.

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.

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

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

883S HISTORY OF ROCK AND ROLL MUSIC I 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

887S HISTORY OF ROCK AND ROLL MUSIC II CP 2.5 Credits

This course examines music and social responses of Rock and Roll styles from the 70'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, guitar 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
Prerequisite: History of Rock and Roll Music I

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

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. There may be a requirement for students to participate in at least one evening performance as part of the students grade. Guitars will be provided for class use.

Open to Grades: 9, 10, 11, 12

889 GUITAR II CP 2.5 Credits

This course expands on the foundation built in Guitar I. Guitar II is able to provide a deeper study of the fundamentals, music theory and musicianship through guitar study. Building on what students have learned in Guitar I we will examine different genres, notation and chord structures. 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 and students may be required to perform during at least one evening performance. Guitars will be provided for class use. This class may be repeated multiple times.

Open to Grades: 9, 10, 11, 12
Prerequisite: Guitar I or approval of teacher and department chair. This class may be repeated multiple times.

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. Students may be required to attend at least one evening performance. This class may be repeated and is best taken as two consecutive semesters.

Open to Grades: 9, 10, 11, 12 (This cannot count toward PE Requirement) This class may be repeated.

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