

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.

ADVANCED PLACEMENT – EXPANDED DESCRIPTION

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

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

In order for students to register for AP course(s), they must have the recommendation of the subject area teacher and Department Chairperson. Once a student has been allowed to register, he/she **must** check with respective department chairs for summer reading requirements. Because of the rigorous academic expectations associated with AP courses in and outside of the classroom, students may pursue a maximum of 1 AP course in their sophomore year, 3 AP courses in their junior year and 4 in their senior year. Students wishing to take an additional AP course in their ***senior year*** will need to meet with the Principal, Department Chairperson, School Counselor and Parent/Guardian to determine if the additional AP course is in the student's best educational interest. Please note that the schedule may not permit this to take place due to scheduling constraints. It is the expectation that students taking any AP course must complete the course in its entirety. ***Students enrolled in an AP class will not be permitted to drop the course once the enrollment process is complete at the end of the 2017-18 school year.*** The AP exam represents the conclusion of any AP course. It is expected each student will take the AP exam.

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

PLANNING TO REGISTER FOR ADVANCED PLACEMENT CLASSES?

Please consider the following:

- They are available to students in grades 10, 11 and 12.
- Grade 10 offerings are AP European History and AP Computer Science.
- Typical grade 11 choices are AP English Lang/Comp, AP Biology, AP US History, AP European History, AP Statistics, AP Computer Science, AP Art History, and AP Music Theory.
- Grade 12 offers greater AP opportunities because more prerequisites have been achieved, however, students will be required to make choices -- student demands, as well as sections offered, affect opportunity.
- Knowing prerequisites and expectations early in a student's high school career (grade 10) is highly recommended.
- You are urged to review the AP Profile as outlined by each academic discipline. The syllabus of each class, which is reflective of a first year college course, is rigorous and demanding. The minimum standard is set by the College Board. Previous knowledge, a solid work ethic, and strong time management are requirements in all Advanced Placement level classes.
- Grade 10 students may enroll in a maximum of 1 AP course; Grade 11 students may enroll in a maximum of 3 AP courses; Grade 12 students may enroll in a maximum of 4 AP courses and appeal to the Principal for a fifth AP course. Please see handbook for further details.

GRADUATION REQUIREMENTS

Grade **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 <u>must</u> be in the students' Senior Year**

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

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

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

††† **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 <u>health</u> courses and two <u>physical education</u> 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
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: **Next Steps Program**
Open to Grades: 12+
(Ages 18-22)

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

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

Course Registration Procedures

GRADES 9-11

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

1. **Feb. 27 – March 2, 2018 -** Students in grades 9, 10 and 11 will attend assemblies to learn about the online registration process. They will receive a copy of their teacher recommendations for next year, as well as a handout of the list of course offerings and policies and procedures. The registration timeline will also be discussed. The complete Program of Studies can be found on the MHS website.

2. **Feb. 26 – March 2, 2018 –** Teachers will explain to the students the courses that are available within the department, including the prequisites, content and expectations of the courses. During this period students may consult with teachers about recommendations for courses and/or changes in recommendations.

3. **Feb. 28 - March 8, 2018** – Students will consult with parents and select courses online through X2.

4. **March 8, 2018** – Students must complete their online course registration by this date. The portal closes at 11:59pm in the evening. Parents/Guardians are encouraged to call their child's teachers if they have any questions concerning the recommendations.

5. **March 12 – April 13, 2018-** School counselors will meet with each student to review their course selections.

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

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

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

Mansfield High School

Student Worksheet (this is not a registration form)

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

SOCIAL STUDIES								
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			
091	Foundations of American History I ***(Recommendation Only)***	C	4	5		x		
117	American History I Honors	H	4	5		x		
118	American History I College Prep	CP	4	5		x		
093	Foundations of American History II ***(Recommendation Only)***	C	4	5			x	
127	American History II Honors	H	4	5			x	
128	American History II College Prep	CP	4	5			x	
129	AP American History	AP	4	5			x	
119	Asian Studies Honors	H	2	2.5	x	x	x	x
120	Asian Studies College Prep	CP	2	2.5	x	x	x	x
122	Making History Honors	H	2	2.5	x	x	x	
121	Making History College Prep	CP	2	2.5	x	x	x	
187	Economics Honors	H	2	2.5		x	x	x
151	American Rights in Action Honors	H	2	2.5			x	x
152	American Rights in Action College Prep	CP	2	2.5			x	x
153	Conflicts in Modern Society Honors	H	2	2.5				x
154	Conflicts in Modern Society College Prep	CP	2	2.5				x

					Open to Grades			
SOCIAL STUDIES (Continued)		***Level***	***Term(s)***	***Credits***	***9***	***10***	***11***	***12***
139	AP Psychology	AP	4	5				x
140	General Psychology Honors	H	2	2.5				x
141	General Psychology College Prep	CP	2	2.5				x
142	Sociology Honors	H	2	2.5				x
143	Sociology College Prep	CP	2	2.5				x
150	Ethics Honors	H	2	2.5				x
149	AP European History	AP	4	5		x	x	x
155	Criminal Justice Law Honors	H	2	2.5			x	x
156	Criminal Justice Law College Prep	CP	2	2.5			x	x
130	Human Geography Honors	H	2	2.5	x	x	x	x
131	Human Geography College Prep	CP	2	2.5	x	x	x	x
132	Russian History Honors	H	2	2.5	x	x	x	x
133	Russian History College Prep	CP	2	2.5	x	x	x	x
134	Social History Through Sports Honors	H	2	2.5			x	x
135	Social History Through Sports College Prep	CP	2	2.5			x	x
MATHEMATICS (***Math Offerings***)								
096.9	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			
096.10	Principles of Math 10 ***(Recommendation Only)***	C	4	5		x		
214	Geometry Honors	H	4	5	x	x		
234	Geometry College Prep	CP	4	5	x	x	x	
215	Focus on Geometry	CP	4	5		x	x	
096.11	Principles of Math 11 ***(Recommendation Only)***	C	4	5			x	
216	Focus on Algebra 2	CP	4	5			x	x
221	Algebra 2 College Prep	CP	4	5		x	x	x
220	Advanced Algebra College Prep	CP	4	5			x	x
222	Algebra 2 Honors	H	4	5		x	x	
096.12	Principles of Math 12 ***(Recommendation Only)***	C	4	5				x
223	Pre-Calculus Honors	H	4	5			x	x
224	Pre-Calculus College Prep	CP	4	5			x	x
227	AP Calculus	AP	4	5				x
244	Function Analysis and Intro to Calculus Honors	H	4	5				x
228	Statistics with Probability College Prep	CP	2	2.5			x	x
229	AP Statistics	AP	4	5			x	x
248	Introduction to Engineering 1 Honors	H	2	2.5	x	x	x	x
249	Introduction to Engineering 2: Digital Engineering Honors	H	2	2.5		x	x	x
263	Explorations in Math 1 Honors	H	2	2.5	x	x		
264	Explorations in Math 2 Honors	H	2	2.5			x	x
	Computer Offerings							
250	AP Computer Science Principles	AP	4	5		x	x	x
251	Visual BASIC Programming 1	H	2	2.5	x	x	x	x
261	Visual BASIC Programming 2	H	2	2.5	x	x	x	x

					Open to Grades			
SCIENCE		***Level***	***Term(s)***	***Credits***	***9***	***10***	***11***	***12***
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			
365	AP Biology	AP	4	5			x	x
304	Chemistry with Lab Honors	H	4	5		x	x	
306	Chemistry with Lab College Prep	CP	4	5		x	x	x
311	Focus on Chemistry with Lab College Prep	CP	4	5			x	x
308	Chemistry 2 with Lab College Prep	CP	2	2.5			x	x
310	AP Chemistry	AP	4	5				x
320	Health Care Physiology with Lab Honors	H	4	5			x	x
321	Health Care Physiology with Lab College Prep	CP	4	5			x	x
322	Anatomy & Physiology with Lab	H	4	5			x	x
324	Environmental Issues: Habitat with Lab: Habitat and Species	H	2	2.5			x	x
325	Environmental Issues: Marine Science with Lab	H	2	2.5	x	x	x	x
326	Physics Honors with Lab	H	4	5			x	x
328	Physics College Prep with Lab	CP	4	5			x	x
351	AP Physics	AP	4	5				x
333	Physical Science College Prep with Lab	CP	4	5		x	x	
092	Principles of Physical Science ***(Recommendation Only)***	C	4	5		x		
082	Principles of Earth Science ***(Recommendation Only)***	C	4	5			x	x
330	Earth Science with Lab: Atmosphere, Climate & Weather	CP	2	2.5			x	x
331	Earth Science with Lab: The Dynamic Earth in Space	CP	2	2.5			x	x
332	Earth Science with Lab: The Hydrosphere	H	2	2.5			x	x
348	Living Environment ***(Recommendation Only)***	CP	2	2.5		x	x	x
349	STEAM with Lab	CP	2	2.5	x	x		
350	Science and the Media with Lab	CP	2	2.5			x	x
353	Botany with Lab	H	2	2.5			x	x
354	Botany with Lab	CP	2	2.5			x	x
WORLD LANGUAGES								
413	French 1 College Prep	CP	4	5	x	x	x	
422	French 2 College Prep	CP	4	5	x	x	x	x
423	French 2 Honors	H	4	5	x	x	x	x
432	French 3 College Prep	CP	4	5		x	x	x
433	French 3 Honors	H	4	5		x	x	x
442	French 4 College Prep	CP	4	5			x	x
443	French 4 Honors	H	4	5			x	x
457	AP French	AP	4	5				x
478	French 5 Honors	H	4	5				x
416	Spanish 1 College Prep	CP	4	5	x	x	x	
425	Spanish 2 College Prep	CP	4	5	x	x	x	x
426	Spanish 2 Honors	H	4	5	x	x	x	x
435	Spanish 3 College Prep	CP	4	5		x	x	x
436	Spanish 3 Honors	H	4	5		x	x	x
445	Spanish 4 College Prep	CP	4	5			x	x
446	Spanish 4 Honors	H	4	5			x	x
467	AP Spanish	AP	4	5				x
479	Spanish 5 Honors	H	4	5				x
480	Spanish/French Practicum Honors	H	4	5			x	x

					Open to Grades			
WORLD LANGUAGES (Con't)		***Level***	***Term(s)***	***Credits***	***9***	***10***	***11***	***12***
411	Hispanic Culture Through Film College Prep	CP	2	2.5			x	x
412	Hispanic Culture Through Film Honors	H	2	2.5			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
552	Advanced Office (Word/Excel/PowerPoint)	CP	2	2.5		x	x	x
558	Life After High School ***(Recommendation Only)***	C	2	2.5		x	x	x
559	Vocational Awareness ***(Recommendation Only)***	C	2	2.5		x	x	x

CHILD DEVELOPMENT

643	Introduction to Child Development/Theory	CP	2	2.5		x	x	x
645	Child Development/Practicum	CP	2	2.5		x	x	x

HEALTH AND WELLNESS

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

VISUAL ARTS

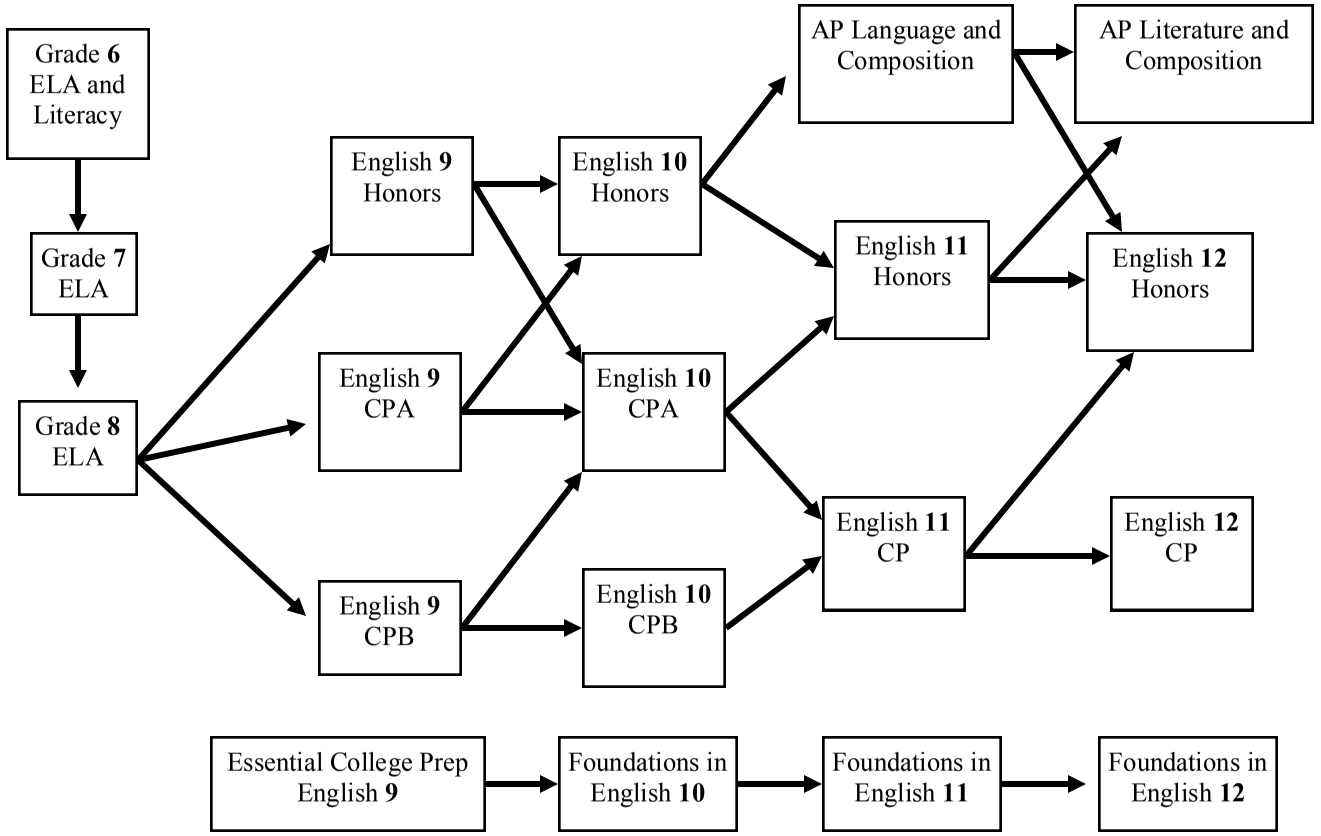
821S	Art I	CP	2	2.5	x	x	x	
822S	Art II	CP	2	2.5	x	x	x	
826	Advanced Studio Art (3-D)	H	2	2.5		x	x	x
827	Advanced Studio Art (Painting)	H	2	2.5		x	x	x
828	Advanced Studio Art (Drawing)	H	2	2.5		x	x	x
868	Graphic Design/Yearbook	H	4	5			x	x
857	Portfolio Preparation I	H	2	2.5			x	
858	Portfolio Preparation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

					Open to Grades			
PERFORMING ARTS		***Level***	***Term(s)***	***Credits***	***9***	***10***	***11***	***12***
PA820Y	Band	H	4	5	x	x	x	x
PA811Y	Concert Choir Day	H	4	5	x	x	x	x
895	Select Choir **(Auditions only)**	H	4	5		x	x	x
PA888Y	Orchestra	H	4	5	x	x	x	x
873	Drama 1	CP	2	2.5	x	x	x	x
878	Drama 2	CP	2	2.5	x	x	x	x
879	Drama 3	H	2	2.5		x	x	x
880	No Fear Improv	CP	2	2.5	x	x	x	x
PA880Y	Technical Theatre /Stagecraft 1/2	CP	2	2.5	x	x	x	x
PA881Y	Advanced Technical Theater	H	2	2.5		x	x	x
890S	Music Theory	CP	4	5	x	x	x	x
892	AP Music Theory	AP	4	5			x	x
883S	History of Rock and Roll Music 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

OTHER COURSES

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

ADVANCED PLACEMENT STUDENT

- Student possesses intellectual curiosity and a desire to be in a top-level class.
- Student is always prepared for class and has the ability to handle multiple assignments at the same time (such as lengthy reading assignments, writing essays, working on a long term project, etc.)
- Student takes active role in class discussion on a daily basis.
- Student is able to grasp the literal meaning of the assigned literature and more importantly, is able to understand the author's purpose as well as to recognize the methods used to achieve this purpose.
- Student's writing is well organized and focused; the writing also exhibits a facility in the use of language, using appropriate vocabulary.
- Student is a critical self-editor, relying on self more than the teacher, to improve essays.
- Student completes nightly homework assignments, which may entail a lengthy reading load.
- Student strives to be an independent reader and thinker.
- Student is able to manage a demanding workload—both in and out of class—and accepts the challenge and responsibility.
- **AP Literature and Composition*- Student enjoys reading and displays an appreciation of literature.

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.

026 ENGLISH 10 HONORS 5 Credits

Students can expect an accelerated course in grammar, vocabulary, composition, and literature. Students must be motivated to read independently, interpret challenging literature, and take an active role in class discussion. The coverage of material is rigorous, and the work in writing is intensive. Literature will include all genres. In addition to works of nonfiction and poetry, students will read literature selected from among the following choices: *Macbeth*, *Catcher in the Rye*, *Lord of the Flies*, *Raisin in the Sun*, *Night*, *The Great Gatsby*, *Antigone*, *The Inferno*, *Pride and Prejudice*, and *Dr. Jekyll and Mr. Hyde*. Students will write multi-page essays as well as shorter responses to the literature. Students will study vocabulary and grammar to improve reading comprehension and writing skills. Students will make formal and informal oral presentations. Students will continue to develop their research skills throughout the year. This course is aligned to the 2017 English Language Arts and Literacy Framework.

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

027 ENGLISH 10 CPA 5 Credits

Students can expect a challenging study of literary genres and themes that deal with issues such as the transition from childhood to adulthood, loss of innocence, the nature of evil, intolerance, rebellion against society, and appearance versus reality. They must be able to read critically and write independently. In addition to works of nonfiction and poetry, students will read literature selected from among the following choices: *Macbeth*, *Catcher in the Rye*, *Lord of the Flies*, *Raisin in the Sun*, *Night*, *The Great Gatsby*, *Dr. Jekyll and Mr. Hyde*, and *Antigone*. Students will write multi-paragraph essays as well as shorter responses to the literature. Students will study vocabulary and grammar to improve reading comprehension and writing skills. Students will make formal and informal oral presentations. They will continue to develop their research skills throughout the year. This course is aligned to the 2017 English Language Arts and Literacy Framework.

Open to Grade: 10

028 ENGLISH 10 CPB 5 Credits

Students will study literary genres and themes that deal with issues such as the transition from childhood to adulthood, loss of innocence, the nature of evil, intolerance, rebellion against society, and appearance versus reality. In addition to works of nonfiction and poetry, students will read literature selected from among the following choices: *Macbeth, Lord of the Flies, Night, Catcher in the Rye, Antigone,* and *A Raisin in the Sun*. Students will refine their use of rhetorical strategies for writing multi-paragraph essays. Students will study vocabulary and grammar to improve reading comprehension and writing skills. Students will develop their research skills throughout the year. Students will also focus on the skills necessary to achieve proficiency on the state's assessment. This course is aligned to the 2017 English Language Arts and Literacy Framework.

Open to Grade: 10

090.10 FOUNDATIONS IN ENGLISH 10 COMP 5 Credits

Students will continue to study the literary genres. This course is designed to help students who need specific skill instruction in reading comprehension and writing development. Students will read selections in fiction, nonfiction, and poetry; they will also read literary works such as: *Night* and *A Raisin in the Sun* as well as selections from *Macbeth*. Students will work toward proficiency in writing more complex essays. Students will study vocabulary and basic grammar and usage to improve reading and writing. Students will develop their research skills throughout the year. This course addresses the essentials of the 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: 10 By recommendation only
Prerequisite: Successful completion of English 9

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

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

Open to Grades: 9, 10

036 AP LANGUAGE AND COMPOSITION AP 5 Credits

This college-level course prepares students to take the AP examination in Language and Composition in May of their junior year. Students will develop skills of critical analysis through close examination of all genres with an emphasis on nonfiction and on American literature. Students will study the art of creating and analyzing arguments and rhetorical strategies. In this writing intensive course, students will be required to do frequent and lengthy papers. Students must have excellent study skills, be able to work independently, and have strong verbal skills. Students should anticipate the workload of an entry-level college course. In this seminar style class, students are expected to take an active role in class participation, which will be factored into the grade.
***It is an expectation that every student enrolled in this course takes the national AP exam in May.** The College Board charges a fee for each exam which is updated annually. The exam fee is the responsibility of the student. If there is a financial need families should consult with the AP Coordinator.

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

037 ENGLISH 11 HONORS 5 Credits

Students can expect to refine their understanding of literature with a focus on the study of all genres in American literature. Students must be able to read independently, to interpret challenging literature, to take an active role in class discussion, and to do independent research. In addition to selections from the American literature anthology, students will read literary works selected from among the following choices: *The Scarlet Letter, The Adventures of Huckleberry Finn, Ethan Frome, The Crucible, Death of a Salesman, Native Son, Into the Wild, and The Road*. Students will write multi-page essays with emphasis placed on content and style. They will study vocabulary and grammar with an emphasis on usage. This course is aligned to the 2017 English Language Arts and Literacy Framework.

Open to Grade: 11

038 ENGLISH 11 CP 5 Credits

Students can expect to continue the study of literature with a focus on the study of all genres in American literature. In addition to selections from the American literature anthology, students will read literary works selected from among the following choices: *Ethan Frome, The Crucible, Death of a Salesman, Native Son, Old Man and the Sea, The Road, Into the Wild, and Friday Night Lights*. Students will work toward improving their close reading skills. Students will work on mastering the multi-paragraph essay with emphasis placed on content and style. They will study vocabulary and grammar with an emphasis on usage. This course is aligned to the 2017 English Language Arts and Literacy Framework.

Open to Grade: 11

090.11 FOUNDATIONS IN ENGLISH 11 COMP 5 Credits

Students can expect to continue the study of grammar, vocabulary, composition, and literature with a focus on the study of all genres in American literature. This course is designed to help students who need specific skill instruction in reading comprehension and writing development. In addition to selections from the American literature anthology, students will read literary works such as: *The Crucible, Friday Night Lights, Ethan Frome, The Old Man and the Sea,* and *The Road*. Students will work on mastering the multi-paragraph essay with emphasis placed on content and mechanics. This course addresses the essentials of the 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: 11 By recommendation only
Prerequisite: Successful completion of English 10

046 AP LITERATURE AND COMPOSITION AP 5 Credits

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

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

047 ENGLISH 12 HONORS 5 Credits

Students can expect to refine their understanding of literature with a focus on themes of identity. They must be able to read independently, to interpret challenging literature, to take an active role in class discussion, and to do independent research. In addition to selections of short stories, poetry, and nonfiction, students will read works such as: *The Awakening, A Streetcar Named Desire*, *1984*, *Othello*, *The Things They Carried, All Souls, Fences, and One Flew over the Cuckoo's Nest.* They will write literary critical analysis essays and other types of expository writing. Students will write a college-level research paper. Students will continue to study vocabulary to improve their reading comprehension and writing. They will make formal and informal oral presentations. This course is aligned to the 2017 English Language Arts and Literacy Framework.

Open to Grade: 12

048 ENGLISH 12 CP 5 Credits

Students can expect to continue the study of literature with a focus on themes of identity. In addition to selections of short stories, poetry, and nonfiction, students will read literary works such as: *All Quiet on the Western Front*, *The Things They Carried*, *Othello*, *1984*, *All Souls, Fences,* and A *Streetcar Named Desire*. They will write literary critical analysis essays and other types of expository writing. Students will continue to develop their research skills and write a college-level research paper. Students will continue to study vocabulary to improve their reading comprehension and writing. Students will make formal and informal oral presentations. This course is aligned to the 2017 English Language Arts and Literacy Framework.

090.12 FOUNDATIONS IN ENGLISH 12 COMP 5 Credits

Students can expect to continue the study of grammar, vocabulary, composition, and literature with a focus on the themes of identity. Students will explore the practical applications of English skills in the working world. In addition to selections from current events and documents such as employment contracts, lease agreements, and job applications, students will read selected literary works such as: *All Quiet on the Western Front*, *The Things They Carried*, *All Souls, Fences,* and *A Streetcar Named Desire*. They will write literary analysis responses and compose a memoir essay. Students will continue to develop their research skills and write a research paper. Students will also make informal oral presentations based on current event topics. This course addresses the essentials of the 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: 12 By recommendation only
Prerequisite: Successful completion of English 11

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

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

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

Open to Grades: 11, 12

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

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

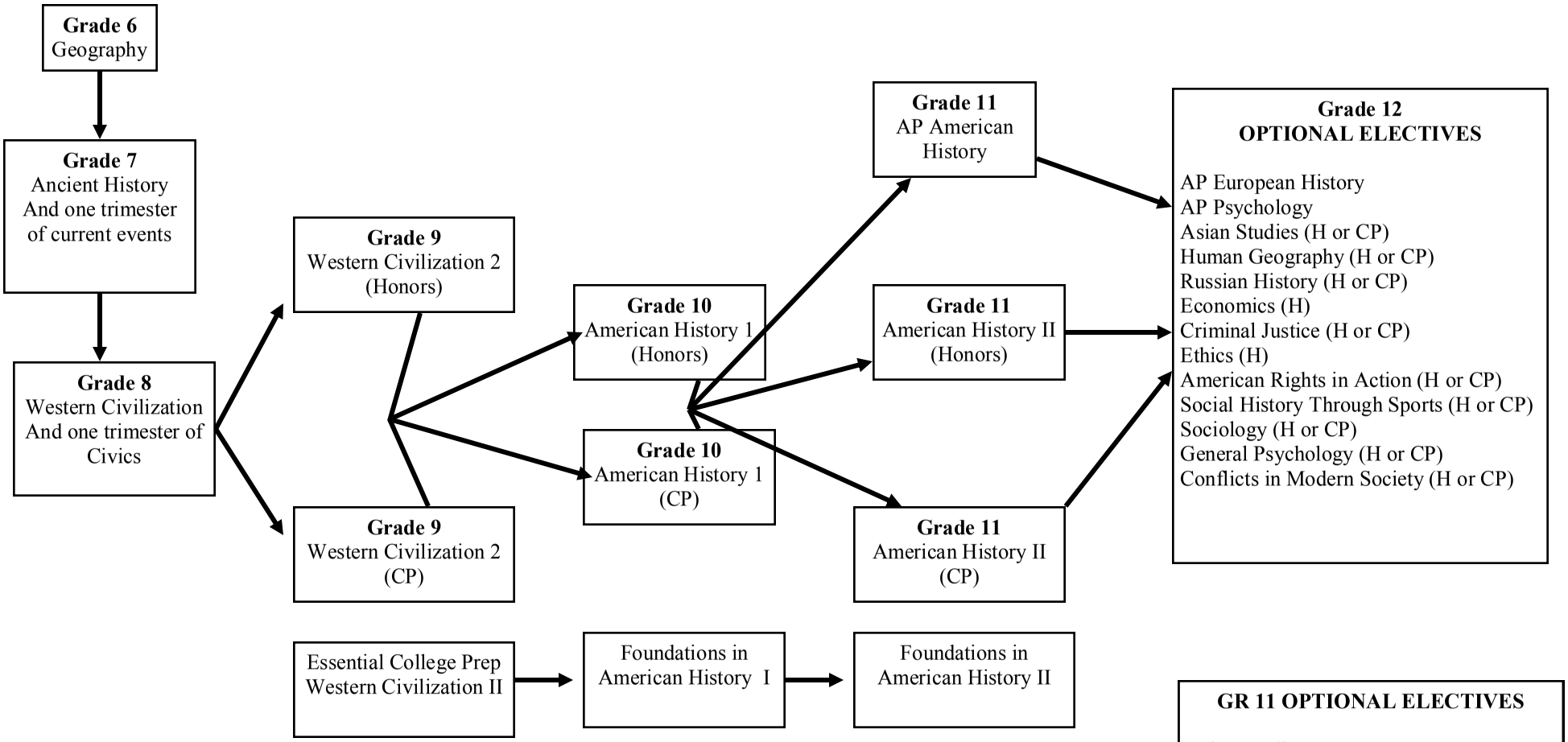
Open to Grades: 11, 12

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

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

Open to Grades: 11, 12

SOCIAL STUDIES 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

ADVANCED PLACEMENT STUDENT

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

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

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.

091 FOUNDATIONS OF AMERICAN HISTORY I COMP. 5 Credits

Students can expect to improve their critical thinking, speaking, writing and research skills through the examination of the establishment, development and democratization of American institutions. This course will examine topics in American History from the American revolutionary period through reconstruction. 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: 10, *by recommendation only*

117 AMERICAN HISTORY I HONORS 5 Credits

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

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

118 AMERICAN HISTORY I CP 5 Credits

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

Open to Grade: 10

093 FOUNDATIONS OF AMERICAN HISTORY II COMP 5 Credits

Students can expect to improve their critical thinking, speaking, writing and research skills through examination of the evolution of American democracy, and foreign policy in the 20th Century. Course topics include the Gilded Age, Progressivism, World War I, the Great Depression/New Deal, World War II, the Cold War, and Civil Rights. 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: 11, *by recommendation only*
Pre-Requisite: Foundations of American History I

127 AMERICAN HISTORY II HONORS 5 Credits

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

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

Pre-Requisite: American History I

128 AMERICAN HISTORY II CP 5 Credits

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

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

129 AP AMERICAN HISTORY AP 5 Credits

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

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

119 ASIAN STUDIES HONORS 2.5 Credits
120 ASIAN STUDIES CP 2.5 Credits

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

Open to Grades: 9, 10, 11, 12

122 MAKING HISTORY HONORS 2.5 Credits
121 MAKING HISTORY CP 2.5 Credits

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

Open to Grades: 9, 10, 11

187 ECONOMICS HONORS 2.5 Credits

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

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

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

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

Open to Grades: 11, 12

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

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

Open to Grade: 12

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

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

Open to Grade: 12

139 AP PSYCHOLOGY AP 5 Credits

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Units of study include research, learning, cognition, sensation and perception, motivation and emotion, personality, developmental psychology, testing, biological bases of behavior, abnormal behavior, treatments, and social psychology. Students considering enrollment should be motivated, independent learners willing to accept the challenge of a rigorous academic curriculum. Enrollment in AP Psychology will be limited to 30 students chosen through a random lottery. It is an expectation that every student enrolled in this course takes the national AP exam in May. The College Board charges a fee for each exam which is updated annually. The exam fee is the responsibility of the student. If there is a financial need families should consult with the AP Coordinator.

Open to grade: 12

142 SOCIOLOGY HONORS 2.5 Credits
143 SOCIOLOGY CP 2.5 Credits

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

Open to Grade: 12

150 ETHICS HONORS 2.5 Credits

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

Open to Grade: 12

149 AP EUROPEAN HISTORY AP 5 Credits

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

Open to Grades: 10, 11, 12

155 CRIMINAL JUSTICE LAW HONORS 2.5 Credits
156 CRIMINAL JUSTICE LAW CP 2.5 Credits

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

Open to Grades: 11, 12

130 HUMAN GEOGRAPHY HONORS 2.5 Credits
131 HUMAN GEOGRAPHY CP 2.5 Credits

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

Open to Grades: 9, 10, 11, 12

132 RUSSIAN HISTORY HONORS 2.5 Credits
133 RUSSIAN HISTORY CP 2.5 Credits

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

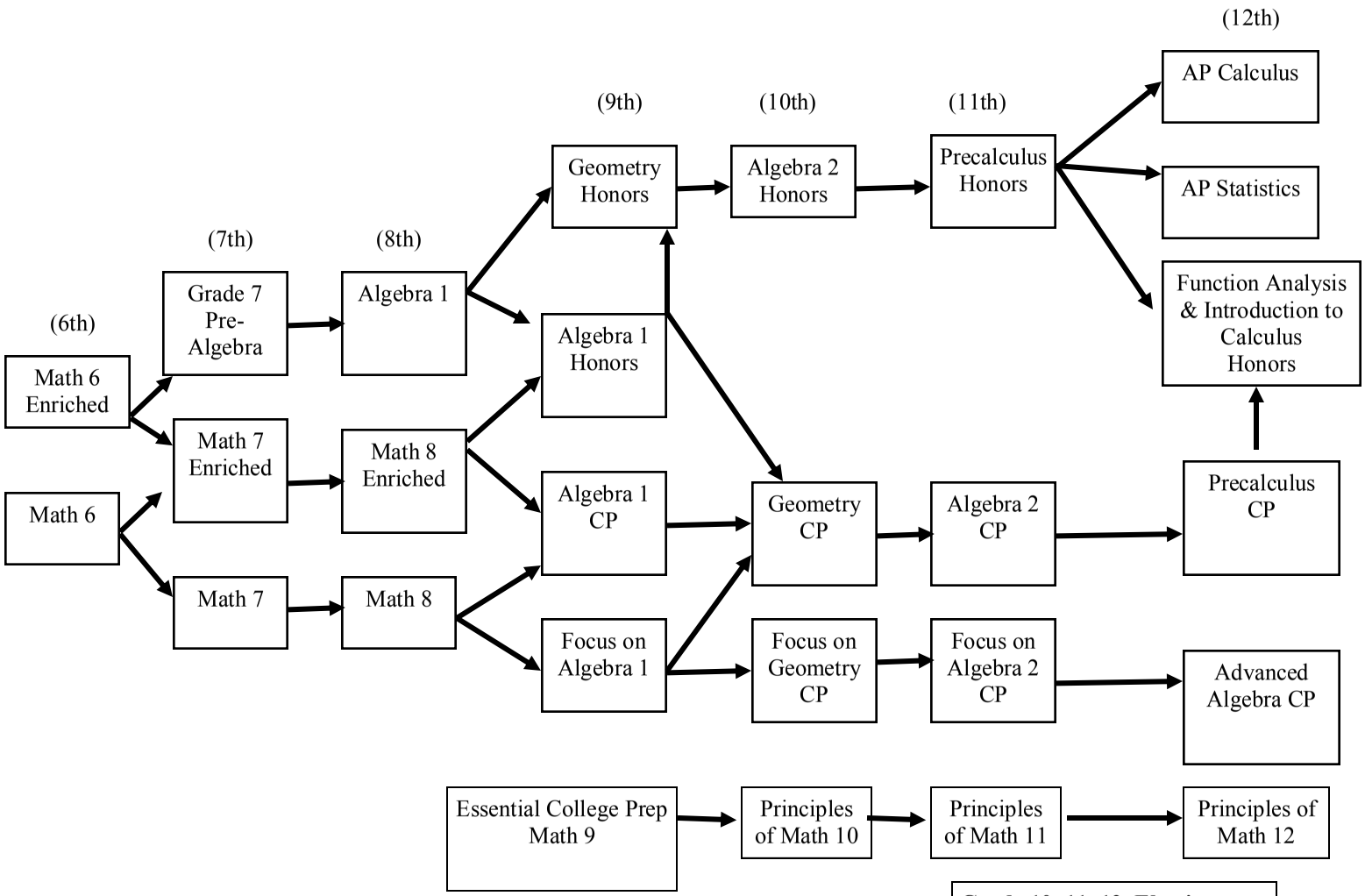
Open to Grades: 9, 10, 11, 12

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

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

Open to Grades: 11, 12

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

ADVANCED PLACEMENT STUDENT

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

215 FOCUS ON GEOMETRY CP 5 Credits

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

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

096.10 PRINCIPLES OF MATH 10 COMP 5 Credits

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

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

216 FOCUS ON ALGEBRA 2 CP 5 Credits

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

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

221 ALGEBRA 2 CP-A 5 Credits

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

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

222 ALGEBRA 2 HONORS 5 Credits

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

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

096.11 PRINCIPLES OF MATH 11 *COMP* *5 Credits*

This course is year one of a two year curriculum that teaches the basic concepts of Algebra 2 in a step-by-step approach. In Algebra 2, the solution methods for quadratic equations presented to the students include factoring and completion of the square, as well as solution by formula and graphing. This curriculum strives to keep students at the center with problems, examples, and applications selected to maximize the student interest, understanding, and relevance. This course is designed to include core topics, which not only make future mathematical work possible it also 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 Grades: 11, by recommendation only
Prerequisite: Successful completion of Principles of Math 10

220 ADVANCED ALGEBRA *CP* *5 Credits*

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

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

223 PRE-CALCULUS *HONORS* *5 Credits*

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

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

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

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

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

227 AP CALCULUS (AB LEVEL) AP 5 Credits

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

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

244 FUNCTION ANALYSIS AND INTRODUCTION TO CALCULUS HONORS 5 Credits

This course will provide you with an in-depth approach to the study of functions. You will explore functions from an algebraic, graphical, and numerical approach in order to deepen your conceptual understanding of functions as models of change. Included in this course are: linear, quadratic, logarithmic, rational, and trigonometric functions. The second part of this course expands your understanding of mathematical modeling, and graphical analysis. You will be introduced to both the concepts and skills that you will encounter in advanced mathematical studies at a college or university.

Open to Grades: 12
Prerequisite: You must have passed Pre-calculus Honors or Pre-calculus CPA with at least an 80 or recommendation of teacher.

096.12 PRINCIPLES OF MATH 12 COMP 5 Credits

This course is year two of a two year curriculum that teaches the basic concepts of Algebra 2 in a step-by-step approach. In Algebra 2, the solution methods for quadratic equations presented to the students include factoring and completion of the square, as well as solution by formula and graphing. This curriculum strives to keep students at the center with problems, examples, and applications selected to maximize the student interest, understanding, and relevance. This course is designed to include core topics, which not only make future mathematical work possible it also 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 Grades: 12, by recommendation only
Prerequisite: Successful completion of Principles of Math 11

228 STATISTICS and PROBABILITY CP-A 2.5 Credits

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

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

229 AP STATISTICS AP 5 Credits

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

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

248 INTRODUCTION TO ENGINEERING 1 HONORS 2.5 Credits

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

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

249 INTRODUCTION TO ENGINEERING 2: DIGITAL ENGINEERING HONORS 2.5 Credits

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

Open to Grades: 10, 11, 12
Prerequisite: You must have passed Algebra 2 (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.

264 EXPLORATIONS IN MATH 2 HONORS 2.5 Credits

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

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

250 AP COMPUTER SCIENCE PRINCIPLES AP 5 Credits

This Advanced Placement course introduces you to the foundational concepts of computer science through a multi-disciplinary approach. You will explore the creative aspects of programming, abstractions, algorithms, large data sets, the internet, cyber security concerns, and the global impact of computing and technology. You will work independently to develop critical thinking skills by creating computational artifacts and also work collaboratively to solve problems that will have an impact on your community and the global society. It is an expectation that every student enrolled in this course takes the national AP exam in May. The College Board charges a fee for each exam which is updated annually. The exam fee is the responsibility of the student. If there is a financial need families should consult with the AP Coordinator.

Open to Grades: 10, 11, 12
Prerequisite: You must have successfully completed Geometry Honors or Geometry CPA or recommendation of teacher.

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.

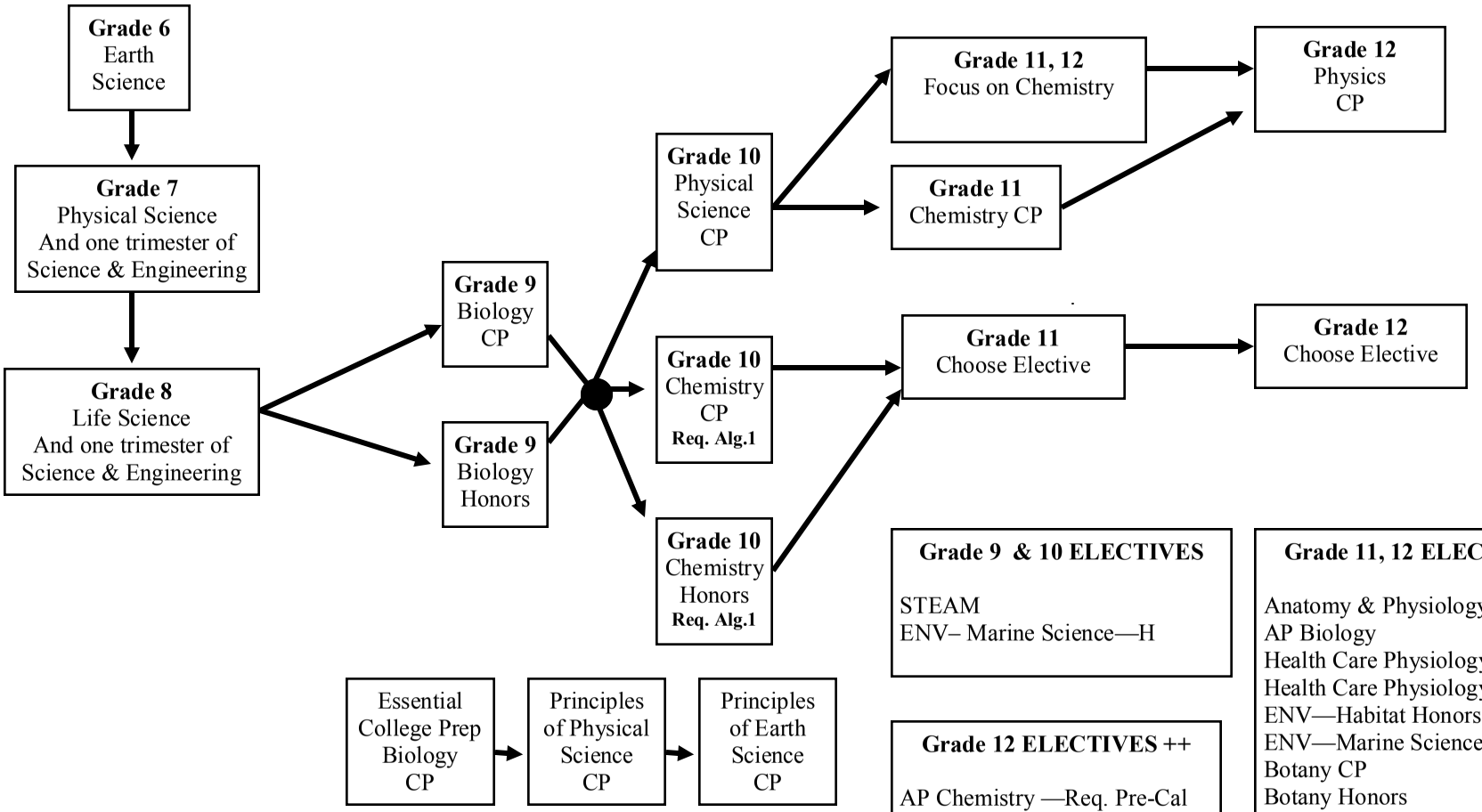
Open to Grades: 9, 10, 11, 12
Prerequisite: You should have successfully completed Algebra 1 or Focus on Geometry with at least an 85 average.

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.

ADVANCED PLACEMENT STUDENT

Students seeking to enroll in an AP course should:

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

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*

365 AP BIOLOGY AP 5 Credits

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

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

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

304 CHEMISTRY with Lab HONORS 5 Credits

Honors Chemistry is a comprehensive approach to the study of chemical principles and theories. This course is recommended for highly motivated students that are capable of self-directed study, collaborative group work, and critical thinking. Laboratory work is an integral part of this course, where problem-solving, data analysis, integration of concepts, and other analytical skills are needed for success. Topics covered in this course include properties of matter, atomic structure, periodicity, chemical bonding, chemical reactions and stoichiometry, kinetic-molecular theory, solutions, acids and bases, and thermochemistry. Students planning to take this course should be highly confident in their mathematical skills, particularly in the following areas: algebraic manipulation of formulas with multiple variables, unit conversions, ratios and proportions, scientific notation, manipulation of exponents, percentages, logarithms, as well as preparing and interpreting graphs.

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

306 CHEMISTRY with Lab CP 5 Credits

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

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

311 FOCUS ON CHEMISTRY with Lab CP 5 Credits

Focus on Chemistry is designed using a conceptual, guided inquiry-based approach to learning. In this course, students discover chemistry through labs and in-class activities. Students will be expected to regularly read and independently practice what they are learning in class. Chemistry covered in the course is connected to real world problems, where students will be expected to research problems, draw conclusions and propose possible solutions. Through the learning process, students will learn how to support their scientific claims with evidence. Students who enroll in this course should be active participants in their learning and feel comfortable problem solving both with their classmates as well as independently. Topics covered in the class include the structure of the atom, molecular structure and properties of elements and compounds, gas laws, nuclear chemistry and bonding.

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

308 CHEMISTRY 2 with Lab CP 2.5 Credits

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

Open to Grades: 11, 12
Prerequisite Course:
Honors Chemistry: minimum grade 75 or CP Chemistry: minimum grade 80

310 AP CHEMISTRY AP 5 Credits

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

Open to Grades: 12
Prerequisite Courses:
Honors Chemistry: minimum grade 90 or CP Chemistry: minimum grade of 95.
Successful completion of or concurrent enrollment in College Prep Physics or Honors Physics

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

322 ANATOMY & PHYSIOLOGY with Lab HONORS 5 Credits

This course is designed for self-motivated students. It requires students to be critical and independent thinkers enabling them to understand the complexities of the human body and apply information to real-life clinical situations. This course involves a detailed study of the structure and function of the following systems: integument; skeleton; muscle; nervous; endocrine; cardiovascular; lymphatic; respiratory; digestive; urinary and reproductive. Laboratory exercises focusing on selected physiological experiments, dissections, and model building are integral parts of this course. Independent study averages 30-60 minutes. Mandatory independent study outside of class is required.

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

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

This course is designed for students interested in entering any sector of healthcare or wish to learn more about their own personal health. Students will learn about the complexities of human physiology and will apply this knowledge to clinical situations. Departing from the lecture style method of instruction, this is a case study based course using problem-based learning. Students are presented with a story and work together in groups to interpret, analyze and /or debate ethical issues associated with the diagnosis and treatment of the human pathology. Students will take part in laboratory exercises to reinforce and expand upon the case studies. Medical terminology will be emphasized. Each of the human body organ systems will be discussed throughout the year. Dissections will be performed as relevant to the material covered.

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

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

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

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

325 ENVIRONMENTAL ISSUES with Lab: 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

353 BOTANY with Lab HONORS 2.5 Credits
354 BOTANY with Lab CP 2.5 Credits

This course offering will focus on local and backyard habitat and environmental study. Students will learn about local flora and fauna and how various habitat types impact wildlife. Students will have the opportunity to complete various habitat improvement projects on school grounds and at home. Students will be expected to take part in outdoor nature walks and be active participants in class discussions and/or presentations.

Open to grades: 11, 12
Prerequisite Courses:
Successful completion of Biology and either Physical Science or Chemistry.

351 AP PHYSICS AP 5 Credits

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

Open to Grade: 12
Prerequisite Courses:
Honors Physics: minimum grade of 90 or College Prep Physics: minimum grade of 95

Recommended coursework
Concurrent enrollment in either AP Calculus or Function Analysis and Intro to Calculus Honors

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

326 PHYSICS with Lab HONORS 5 Credits

This course is an intensive, algebra-based study of physics. Topics include kinematics (why and how objects move), work, power, energy, impulse and momentum. Experiments and class demonstrations are integral parts of this course. Emphasis is placed on collecting and analyzing data and drawing conclusions from that information. Students in Honors Physics must be highly motivated and be able to work independently as well as in teams. Students in Honors Physics must be highly motivated and able to work independently as well as in teams.

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

328 PHYSICS with Lab *CP* *5 Credits*

This course is an algebra based study of physics; with emphasis on the conceptual and basic mathematics understanding of topics. Topics include kinematics (why and how objects move), work, power, energy, impulse and momentum. Experiments and class demonstrations are an integral part of this course. Students are expected to read and practice solving problems on a daily basis.

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

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

The physical science course examines the physical world around us. Through a variety of experiences students will develop their understanding of the structure, properties, and reactions of matter; forces and motion; and the relationships between matter and energy. Students will build their understanding of the physical sciences through hands-on exploration. The physical science course will lay the foundation for further study in the physical, earth, and life sciences. In this course participants will strengthen their conceptual and mathematical understanding of the world. Students at this level are expected to work independently and collaboratively.

Open to Grades: 10, 11
Prerequisites: Successful completion of CP Biology or H Biology

092 PRINCIPLES OF PHYSICAL SCIENCE *Comp.* *5 Credits*

Physical Science is the study of our physical surroundings, the material it's made up of, and how it works. In this course we will explore the fundamental concepts of Physical Science and the basic principles of matter, motion, and energy. This course provides a broad range of topics designed to provide a general understanding of Physical Science and insight into how it affects our world. This course is based upon learning standards in the physics strand of the Massachusetts Science and Technology/Engineering Curriculum Framework and will prepare students for two-year colleges, technical training, military service and/or the work force.

Open to Grades: 10, *by recommendation only*

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

Earth Science encourages students to develop an appreciation for the powers and systems of nature and their impact on the human population. This section of Earth Science examines how the sun-earth system interacts to affect weather and climate. Topics include: the layers of the atmosphere in terms of composition & heat transfer, the formation of clouds, pressure systems & fronts, weather map analysis, severe weather events, and climate.

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

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

Earth Science encourages students to develop an appreciation for the powers and systems of nature and their impact on the human population. This section of Earth Science examines the development of the theory of plate tectonic s leading to the formation of volcanoes and earthquakes, and the resulting rock cycle, the formation of the universe, star life cycle, galaxies, the solar system, and the sun, earth, moon system.

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

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

Earth Science encourages students to develop an appreciation for the powers and systems of nature and their impact on the human population. This section of Earth Science explores topographical maps, glaciers and icebergs, watersheds, aquifers, river systems and estuaries. Human impact on Earth's fresh water supplies is studied by examining glacial melting, ground water contamination and flood control. Mandatory independent study/assignments outside of class required.

Open to Grades: 11, 12
Prerequisites: Successful completion of Biology and Chemistry

082 PRINCIPLES OF EARTH SCIENCE — *Comp. 5 Credits*

Earth Science is the study of our planet's features. This course we will explore the fundamental concepts of Geology, Meteorology, and Oceanography and the basic principles that support them. This course provides a broad range of topics designed to provide a general understanding of the characteristics of Earth and insight into how it functions. This course will prepare students for two-year colleges, technical training, military service and/or the work force.

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

348 THE LIVING ENVIRONMENT — *CP 2.5 Credits*

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

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

349 STEAM with Lab — *CP 2.5 Credits*

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

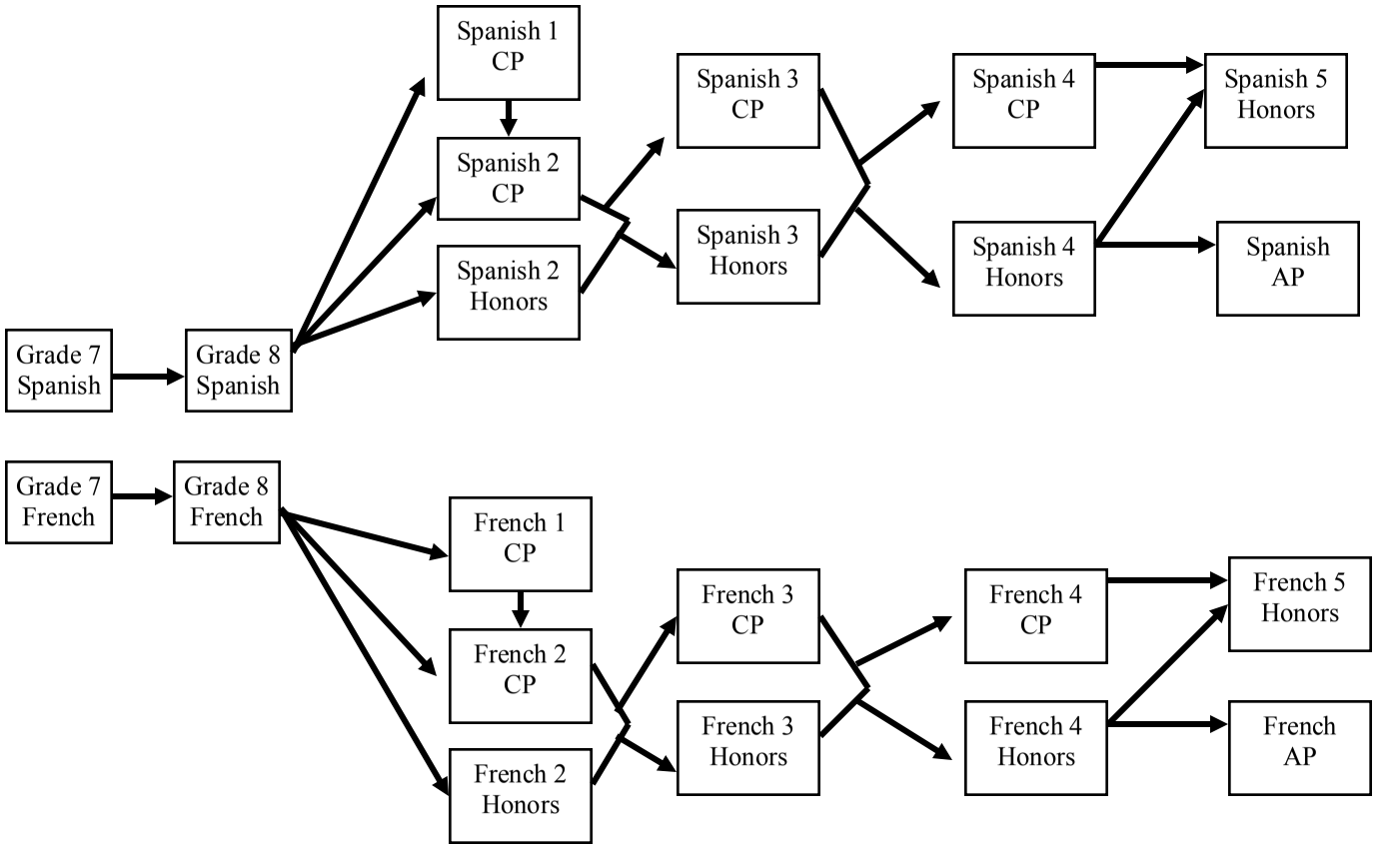
Open to Grades: 9, 10

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

This research based course will explore current issues in science. Students will be exposed to various types of media and learn critical skills in media literacy, essentially how to know what to believe. Students will examine how the media reports out issues in science to the general public and develop their own opinions on topics based on science facts. Students will also be expected to create their own media in the classroom, including but not limited to news articles and videos. Topics are driven by student interest and have included artificial intelligence, space travel and colonization, climate change and energy production to name a few. As a lab based science course, students will engage in technical labs that bring to life what the media covers through watching "science" occur in the classroom. The conclusions from labs will be used to draw parallels between accepted scientific community consensus and our lab results. Throughout the course, students will be required to read non-fiction with a critical eye and be able to interpret scientific data both in the lab and as presented in media. Students should be prepared to think independently, critically and abstractly about topics in the course. Class discussions are a critical component of the course and participation by all students is required. In addition, students will communicate in writing, through presentations and through the creation of media to demonstrate an understanding of scientific concepts. Grading in this class is dependent upon class participation, self-directed learning and projects.

Open to Grades: 11, 12

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.

ADVANCED PLACEMENT STUDENT

- Student takes an active role in class, volunteering answers and expanding on ideas in class discussions.
- Student is willing to take risks in language, managing to communicate their ideas even if they lack the precise vocabulary.
- Student has a firm grasp of grammatical concepts; they seek to know the exception to the rule as well as the rule.
- 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 has an active and passive vocabulary encompassing a wide-range of topics.
- Student is able to understand written and spoken target language at a near native level if supplied with a context or essential vocabulary.
- Student is able to budget their time in order to give adequate attention to two or three AP courses.

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.

432 FRENCH 3 CP 5 Credits

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

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

433 FRENCH 3 HONORS 5 Credits

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

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

442 FRENCH 4 CP 5 Credits

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

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

443 FRENCH 4 HONORS 5 Credits

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

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

457 AP FRENCH AP 5 Credits

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

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

478 FRENCH 5 HONORS 5 Credits

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

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

416 SPANISH 1 CP 5 Credits

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

Open to Grades: 9, 10, 11

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.

435 SPANISH 3 CP 5 Credits

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

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

436 SPANISH 3 HONORS 5 Credits

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

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

445 SPANISH 4 CP 5 Credits

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

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

446 SPANISH 4 HONORS 5 Credits

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

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

467 AP SPANISH AP 5 Credits

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

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

479 SPANISH 5 HONORS 5 Credits

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

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

480 SPANISH/FRENCH PRACTICUM HONORS 5 Credits

This full year course is intended for students who have already completed Spanish 3 or French 3. This course is recommended for students who are interested in becoming teachers or who enjoy working with young children and would like to use their language skills to teach basic vocabulary and communication to elementary school students in the Mansfield Public Schools District. Students will work with their instructor at the high school to prepare materials and instructional strategies which they will need to teach the language to elementary students. This course cannot replace formal study of a foreign language for college admission, or be counted as a year of language for Honor Society requirements. A special application form, available from the World Language Department Chair, is needed for this course.

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

411 HISPANIC CULTURE THROUGH FILM CP 2.5 Credits
412 HISPANIC CULTURE THROUGH FILM HONORS 2.5 Credits

This semester course focuses on how feature films and documentaries represent the people and culture of the Hispanic world. Through the use of films and documentaries, students will gain an understanding of the political, historical and social issues of Spain, Latin America and Hispanics in the United States. While some films may be shown in Spanish with English subtitles, the course will be taught in English and there is no Spanish-language requirement. This course cannot replace formal study of a foreign language for college admission, or be counted as a year of language for Honor Society requirements. To receive Honors credit, students will complete extra assignments and/or an additional project.
Open to Grades: 11, 12

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

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

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

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

558 LIFE AFTER HIGH SCHOOL COMP 2.5 Credits

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

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

559 VOCATIONAL AWARENESS COMP 2.5 Credits

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

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

CHILD DEVELOPMENT

Course
Number ***Title***

643 INTRO TO CHILD DEVELOPMENT/THEORY CP 2.5 Credits

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

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

645 CHILD DEVELOPMENT/PRACTICUM CP 2.5 Credits

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

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

HEALTH & 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

934 WALKING AND FITNESS COMP 2.5 Credits

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

Open to Grades: 10, 11, 12

935 YOGA AND FITNESS COMP 2.5 Credits

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

Open to Grades: 10, 11, 12

936 RECREATION & GAMES COMP 2.5 Credits

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

Open to Grades: 10, 11, 12

937 STRENGTH & CONDITIONING COMP 2.5 Credits

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

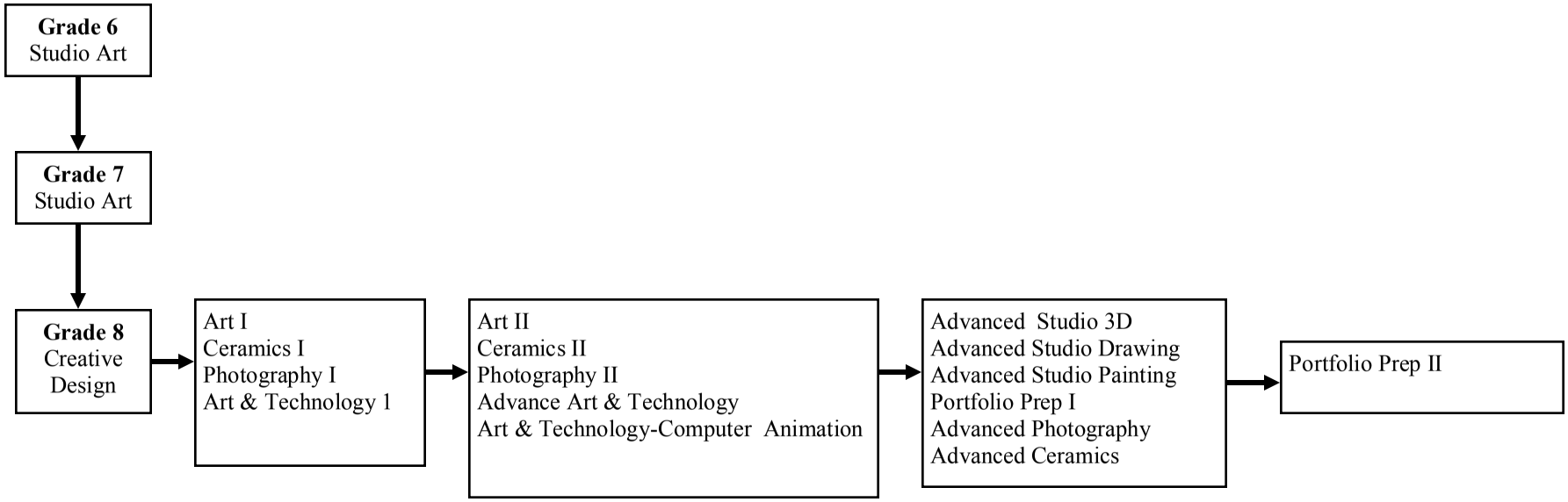
Open to Grades: 10, 11, 12

939 HEALTH DYNAMICS COMP 2.5 Credits

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

Open to Grade: 11

VISUAL ARTS 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

CRITERIA FOR LEVELS

PROFILE OF AN AP ART HISTORY STUDENT

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

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

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

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

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

827 ADVANCED STUDIO ART (Painting) HONORS 2.5 Credits

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

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

828 ADVANCED STUDIO ART (Drawing) HONORS 2.5 Credits

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

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

868 GRAPHIC DESIGN/YEARBOOK HONORS 5 Credits

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

Open to Grades: 11, 12
Prerequisites: An application in the Visual Arts Department.

857 PORTFOLIO PREPARATION I HONORS 2.5 Credits

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

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

858 PORTFOLIO PREPARATION II *HONORS 2.5 Credits*

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

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

841S CERAMICS I *CP 2.5 Credits*

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

Open to Grades: 9, 10, 11, 12

842S CERAMICS II *CP 2.5 Credits*

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

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

846 ADVANCED STUDIO CERAMICS *HONORS 2.5 Credits*

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

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

851 ART AND TECHNOLOGY I CP 2.5 Credits

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

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

852 ADVANCED ART AND TECHNOLOGY HONORS 2.5 Credits

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

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

853 ART & TECHNOLOGY: COMPUTER ANIMATION CP 2.5 Credits

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

Open to Grades: 9, 10, 11, 12

861 PHOTOGRAPHY I CP 2.5 Credits

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

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

863 PHOTOGRAPHY II CP 2.5 Credits

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

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

865 ADVANCED PHOTOGRAPHY H 2.5 Credits

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

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

859 AP ART HISTORY AP 5 Credits

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

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

831 PROJECT TEAMMATE ART CP 2.5 Credits

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

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

832 PROJECT TEAMMATE ART MENTORSHIP CP 2.5 Credits

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

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

864 ART IN ACTION *Honors 2.5 Credits*

Are you sick of the 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

CRITERIA FOR LEVELS

PROFILE OF AN AP MUSIC THEORY STUDENT

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

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

895 SELECT CHOIR *HONORS 5 Credits*

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

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

PA888Y ORCHESTRA *HONORS 5 Credits*

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

Open to Grades: 9, 10, 11, 12

873 DRAMA 1 *CP 2.5 Credits*

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

Open to Grades: 9, 10, 11, 12

878 DRAMA 2 *CP 2.5 Credits*

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

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

879 DRAMA 3 *HONORS 2.5 Credits*

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

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

880 NO FEAR IMPROV *CP* *2.5 Credits*

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

Open to Grades: 9, 10, 11, 12

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

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

Open to Grades: 9, 10, 11, 12

PA881Y ADVANCED TECHNICAL THEATER *HONORS* *2.5 Credits*

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

Open to Grades: 10, 11, 12

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

890S MUSIC THEORY *CP* *2.5 Credits*

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

Open to Grades: 9, 10, 11, 12

892 AP MUSIC THEORY AP 5 Credits

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

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

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

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.

OTHER COURSES

COURSES REQUIRING APPLICATIONS

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

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

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

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

Open to Grades: 11, 12
Students seeking this opportunity must complete an application.
**This class is limited to 35 students per semester.

831	***PROJECT TEAMMATE ART***	***CP***	***2.5 Credits***

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

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

832	***PROJECT TEAMMATE ART MENTORSHIP***	***CP***	***2.5 Credits***

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

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

920 ACADEMIC LEARNING CENTER TUTOR HONORS 2.5 Credits

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

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

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

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

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

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

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

EDUCATIONAL INTERN *CP* *2.5 Credits*

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

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

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

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

MHS SENIOR OPTION

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

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

Course
Number ***Title***

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

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

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

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

Open to Grade: 12
Students seeking this opportunity must complete an application.

972 DUAL ENROLLMENT *HONORS 5 Credits*

This program allows seniors to simultaneously earn college credit toward a post-secondary diploma at a local community college that will also count as credit toward a high school diploma. Students may enroll as a non-matriculating student at Massasoit Community College, Bristol Community College, Stonehill College or Bridgewater State University in a pre-approved, credit-bearing course. Students seeking full time dual enrollment must enroll in a minimum of 5 courses (15 college credits) each semester.

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

Open to Grade: 12
Students seeking this opportunity must complete an application.

973 ONLINE COURSES *HONORS 5 Credits*

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

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

Open to Grade: 12
Students seeking this opportunity must complete an application.

Grade 9

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

Grade 10

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

Grade 11

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

Grade 12

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