

# Program of Studies 2011 - 2012

Mount Everett Regional School  
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ADMINISTRATOR

Glenn R. Devoti, Grades 7-12 Principal

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**2011 - 2012  
MESSAGE TO  
MOUNT EVERETT REGIONAL STUDENTS AND PARENTS**

The Program of Studies contains information required to make course selections for the coming school year. This information includes an index of courses, course descriptions, and graduation requirements. We wish to emphasize the importance of choosing courses carefully. The courses that students select are used to create the master schedule.

The following procedure will ensure that the student makes the best possible choices:

1. Parents and students should read this Program of Studies carefully before choosing courses.
2. Students and parents should review graduation requirements and post-high school plans with their guidance counselor to ensure that they choose their courses correctly.
3. Students will be asked to list one or two alternative courses in case any of their original choices are not offered due to insufficient enrollment or conflicts.
4. Parents must sign course selection sheets.

If you have any questions regarding any aspect of this registration process, please call the Guidance Office at (413) 229-8734, Ext.151 for assistance.

## **MISSION STATEMENT**

To prepare our students for the challenges of global citizenship in a rapidly changing and increasingly competitive world, the Southern Berkshire Regional School District is committed to creating an environment of learning that advances intellectual growth, creative thinking, relationships, and ethical behavior.

## **EXPECTATIONS OF STUDENT LEARNING**

### **Student Academic Expectations for Learning**

#### **Students will be able to demonstrate:**

- A1. Effective communication
- A2. Critical and creative thinking skills
- A3. Critical and effective uses of information resources
- A4. Appropriate and effective uses of technology

### **Student Social and Civic Expectations**

#### **Students will:**

- S1. Practice the skills necessary for physical, social, and emotional well-being
- S2. Show respect for self, others, and the environment
- S3. Set goals and make informed decisions
- S4. Accept responsibility for their actions
- S5. Practice civic engagement

Listed at the bottom of each course description are the expectations covered in that course. They will be indicated by code listed above (A1 = Effective communication)

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## TITLE IX, COMPLIANCE

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and Massachusetts General Laws, Chapter 76, Section 5, no person in the District shall, on the grounds of race, color, age, creed, national origin, disability, sex, religion, or sexual orientation, be denied the benefits of or be subject to discrimination under any program or activity offered in the Southern Berkshire Regional School District.

Please send any inquiries regarding the non-discrimination policies to:

Southern Berkshire Regional School District  
P. O. Box 219  
Sheffield, MA 01257  
Tel: (413) 229-8734

Inquiries concerning the application of nondiscrimination policies may also be referred to the:

Office for Civil Rights  
U.S. Department of Education  
P.O. C. H., Room 222  
Boston, MA 02109-4557

## GRADUATION REQUIREMENTS

Credits needed for graduation - 24 credits

Required courses include the following:

4 credits **English** (must reach proficiency score of 240 on the MCAS exam or complete an Educational Proficiency Plan) Students must pass the equivalent of English I, English II, English III, and English IV.

3 credits **Social Studies** (one credit must be U. S. History) Beginning with the class of 2015 Mount Everett students must pass U.S. History I and U. S. History II or Honors/AP US History.

3 credits **Mathematics** (must reach proficiency score of 240 on the MCAS exam or complete an Educational Proficiency Plan)

3 credits **Science** Beginning with the class of 2015 students must pass biology and pass MCAS with a minimum score of 220

1 credit **Wellness**

2 credits in any of the following areas: arts, technology or vocational education

The remaining credits may be earned through successful completion of any School Committee approved course or its equivalent. "Equivalent" shall be defined as any approved state-sponsored extension program, high school approved distance-learning program, or summer high school credit course approved by the principal.

Middle school students who have successfully completed the following courses as part of their middle school course of study will receive high school academic credits.

Algebra 7 and Honors Algebra/Geometry 8 will yield a combined total of 1.0 credit.

French 7 and French 8 will yield a combined total of 1.0 credit.

Spanish 7 and Spanish 8 will yield a combined total of 1.0 credit.

### **MCAS REQUIREMENTS:**

- Students will be required to meet or exceed a scaled score of 240 on both Grade 10 English Language Arts and mathematics MCAS exams; or
- Students will be required to meet or exceed a scaled score of 220 on both the Grade 10 English language arts and mathematics MCAS exams and fulfill the requirements of an Educational Proficiency Plan (EPP); the EPP shall be developed for the subject matter area(s) in which students did not meet or exceed a scaled score of 240.
- Students will be required to meet or exceed a scaled score of 220 on the Biology MCAS exam.

Each Educational Proficiency Plan will include, at a minimum:

- a. a review of the student's strengths and weaknesses based on MCAS and assessment results, course work, grades, and teacher input;
- b. the courses the student will be required to take and successfully complete in Grades 11 and 12; and
- c. a description of the assessments the school will administer on a regular basis to determine if the student is moving toward proficiency.

### **CUM LAUDE DIPLOMA**

In an effort to honor truly outstanding academic achievement, as well as significant contributions to co-curricular activities and the Southern Berkshire community, Mount Everett has created a Cum Laude Diploma encouraging students to be dedicated to excellence in these diverse areas. There is no limit to the number of students from each graduating class to receive this recognition. Criteria is available from the National Honor Society advisor.

Mount Everett is proud to recognize high academic achievement and civic and community responsibility. To be eligible for a Cum Laude Diploma, "with praise" diploma, a student must have a GPA of 92 and have taken at least four advanced level classes. In addition, 45 hours of community service must be completed three weeks prior to graduation. 15 of these may have been completed during the previous summer. Cum Laude has all the same expectations of character, service and leadership as the National Honor Society general membership.

## ATTENDANCE POLICY

**PURPOSE** - The Mount Everett attendance policy is based on the:  
Southern Berkshire Regional School District belief that students need to be present to achieve success

1. The Massachusetts Department of Education Time on Learning Regulation
2. The No Child Left Behind/MCAS attendance criteria for meeting Adequate Yearly Progress of 92%.

**POLICY** - Students in grades 7-12 who exceed 14 unexcused absences in full year courses and 7 unexcused absences in semester courses will fail to earn credits/units in that course. Final grades will still be factored into a student's GPA and courses completed with a passing grade can still be considered as satisfying sequences included in graduation requirements. Three tardies will be considered an absence. Students who arrive 10 or more minutes tardy for class will be deemed absent. Teachers may also factor tardies and absences into a student's participation grade.

**EXCUSED** - Students who are absent as a result of attending to school business (co-curricular participation or college visits), religious observances, bereavement, or medical issues are excused. Appropriate documentation will need to be provided to the attendance office.

**APPEALS** - Extenuating circumstances may be appealed to a review board consisting of an administrator or designee, a school adjustment counselor, or a guidance counselor. The administration and the appeals committee may NOT approve vacations.

**NOTIFICATION** - Letters will be sent to parents/guardians when students reach 4 and 7 absences in semester courses and at 4-7-10-14 absences in full year courses.

## HIGHER EDUCATION REQUIREMENTS

Specific entrance requirements for a college or a trade school can be checked in that institution's catalog. It is difficult to list the typical requirements for the wide variety of higher education programs available today. The minimum requirements for the Massachusetts State College System are:

English	4 courses
Mathematics	3 courses (Algebra I, Algebra II, and Geometry)
Science	3 courses (including 2 courses with lab requirements)
Social Studies	3 courses (including U. S. History)
World Language	2 courses minimum in the same language (3 years suggested)
Electives	From the above subjects, the Arts and Humanities, or Computer Sciences

**NOTE:** Grade Point Average (GPA) and standardized test scores are also considered. Information is available in the Guidance Office.

## PROMOTION POLICY

A student's grade standing will be determined by whether or not it is possible for him/her to gain the necessary course credits to qualify for a diploma, given the requirements established by the School Committee. The following minimum credits must be obtained for entrance to Grades 10, 11, and 12 status:

Grade 10	6 credits
Grade 11	12 credits
Grade 12	18 credits
Required to graduate	24 credits

## COURSE LOAD

All students are required to take a full schedule of courses each year. Due to the requirements of Time On Learning (Massachusetts Reform Law), all students must be enrolled for the entire year carrying seven (7) credits. Students will be able to accrue .5 credit in full-year courses by successfully completing either the first or second semester of study.

## COURSE CHANGES

Course changes will be allowed prior to the opening of school. However, once school commences in September, course changes will only be allowed after consultation with the teacher and parent/guardian. No changes will be considered two weeks beyond the start of the semester.

**Courses dropped after the first FOUR WEEKS of each semester will result in WF (withdrawal failing) which will count as a zero in computing grade point average.**

## WITHDRAWAL/TRANSFER FROM SCHOOL

The procedure for withdrawal or transferring is as follows:

1. Obtain withdrawal or transfer form in Guidance Office
2. Have parent/guardian sign the form
3. Have the form filled out by teachers, return all schoolbooks and property, and make sure all fees are paid
4. Take completed form to the Guidance Office for final clearance

## **ADVANCED PLACEMENT**

Advanced Placement courses carry an additional weight factor of 6.0 points for the purpose of grade point average, National Honor Society (NHS) consideration, and Honor Roll. However, the 6.0 points are not reflected on report cards or transcripts. Further, the minimum passing mark for an AP course is not affected by the 6.0 points. Thus, the lowest passing mark for regular and AP courses is 70. Students in an AP course must complete the AP exam in order to receive a weighting of 6.0 quality points. Limited financial aid is available. Any exceptions of this must be approved by the Principal. The cost of the exam was \$86.00 for 2011.

### **COURSES CARRYING 6.0 POINT BONUS:**

AP ENGLISH LANGUAGE  
AP ENGLISH LITERATURE  
AP U. S. HISTORY

## **HONORS COURSES**

Honors courses are available in English, social studies, science, and mathematics. Honors courses carry a weight factor of 3.0 points for grade point average, Honor Roll, and National Honor Society consideration. Further, the minimum passing mark for a honors course is not affected by the 3.0 points. Thus, the lowest passing mark for regular and honors courses is 70.

## **GRADE POINT AVERAGE**

All final grades count in computing grade point average.

## **INDEPENDENT STUDY**

An Independent Study course may be available to 11<sup>th</sup> and 12<sup>th</sup> grade students who have a grade point average of 85 or higher or with special approval from administration. The student, parent/guardian, principal, teacher, and guidance counselor will meet to assess the following:

- \*the appropriateness of the request
- \*the written plan of the work to be accomplished by the student under the supervision of a cooperating faculty member
- \*the evaluation process

Independent Study guidelines are available in the Guidance Office. The process must be completed prior to the start of the semester or with special approval from administration.

## **PASS/FAIL**

Seniors who are in good standing may take one elective course on a pass/fail basis rather than a regular grading schedule. A Pass/Fail request form must be submitted before the end of the first marking period of the course. See a guidance counselor to obtain a Pass/Fail request form.

## **ON-LINE COURSES**

There are a variety of on-line courses being offered through this medium. Many state colleges offer on-line undergraduate freshman courses that award three college credits. The cost for college courses is approximately \$500.00. Please see a guidance counselor for more information on registering.

## **STUDENT SERVICES**

Student Services are available to students with Individual Educational Plans (IEP) and/or 504 Accommodation Plans. The Office Of Student Services offers assistance with academics, organization, and study skills. Students and parents will also be kept informed of student progress on a regular basis. Structured Support classes and counseling are also available to students through Student Services.

## **CVTE LINKAGE INITIATIVE (formerly TECH PREP)**

CVTE Linkage Initiative is a program of study that begins in high school, continues at a post-secondary institution, and culminates in an associate degree, certificate, or further post-secondary study in a particular field of study. CVTE Linkage Initiative integrates high academic standards, career and technical studies, and workplace experiences that emphasize “real world” critical thinking and problem solving. CVTE Linkage Initiative gives high school students a head start on earning college credits while eliminating unnecessary repetition of courses and training. CVTE Linkage Initiative offers students positive learning experiences that foster personal confidence and self-esteem through specific value-added programs that allow them to discover and develop their talents. For more information see Mrs. Estes-Daub.

## **A BRIDGE TO COLLEGE**

Berkshire County high school seniors, who are Massachusetts residents, may enroll in one Berkshire Community College credit course per semester. This course will be free of charge; Berkshire County College will waive tuition and fees. Students will only pay for books and transportation. Students may take any course at Berkshire Community College’s main campus, South County Center, or at McCann High School. This includes on-line offerings. Students must meet prerequisites. Guidance Counselor approval is required.

## **DUAL ENROLLMENT**

Berkshire Community College welcomes qualified high school students who would like to take college courses. These students may take credit or non-credit courses without being formally admitted to the college. High school students who wish to meet some of their high school graduation requirements at Berkshire Community College may be able to do so by applying for admission to the high school student (HSST) program. Preference is given to high-achieving students, primarily seniors, who have been properly prepared for appropriate college-level work and who have maintained a 3.0 GPA. Students in this category are required to take the Berkshire Community College skills assessment.

Applications for Bridge To College or Dual Enrollment are available in the guidance office. Interested students should contact their guidance counselor and/or Berkshire Community College Coordinator of Admissions (236-1631).

# *The Art Department*

## **715 ART FOUNDATIONS**

Grade 9

0.5 credit

This is a foundation course focusing on the elements and principles of design, aesthetic awareness, problem solving, and developing observation and technical skills in two- and three-dimensional art. The course offers students the opportunity to develop skills in drawing, painting, sculpture, ceramics, and printmaking. Students will study the basic design fundamentals necessary for any further experience in art, with emphasis on observational drawing, drawing primarily from life. They will study art movements, and look at the works of many historic and contemporary artists, and discuss the ideas, styles, and approaches the artists embody. Students will apply what they have learned in pencil, ink, watercolor, acrylic paints, pastels, and a variety of other media to make artwork that is imaginative and expressive, expanding personal voices and means of communication. They will expand their creativity, knowledge, and discipline through production of artwork, discussion, critique, and observation.

A1, A2

## **742 FOUNDATIONS OF DESIGN**

Grades 9 and 10

0.5 credit

Design is about imagining a better future and figuring out how to achieve it. Design is all around us, all of the time. This one-semester course introduces the student to the basic fundamentals of design. The class will study information design (graphic design, digital media, film, television), object design (industrial design, fashion, transportation, etc.), environment design (architecture, urban planning, exhibit design) and experience design (virtual design, interactive games, toy design, etc.). Students will research topics, plan and implement design, and practice presentation skills for a variety of projects centered around improving our everyday lives. Students will learn processes for problem-solving and creating designs such as ideation, visualization, prototyping, presentation, and implementation. Students will develop design-thinking skills to become more aware citizens and help shape the future through design.

A1, A2

## **717 POTTERY I**

Grades 9-12

0.5 credit

This is a one-semester course where students will learn basic skills and technical knowledge of traditional hand building methods: pinched forms, coil, and slab construction. Functional, sculptural, and conceptual assignments will be given with emphasis on the elements and principles of design, using a range of surface decoration and firing techniques. Historic and contemporary trends in ceramics will be studied through research and class presentations. The curriculum also includes a wheel-throwing unit.

A2

## **724 POTTERY II**

Grades 10-12

0.5 credit

Prerequisite: Pass Pottery I class

This is a one-semester course where students will apply the knowledge and skills gained in Pottery I. Students are expected to demonstrate growth in problem solving, controlling the properties of clay to develop complex forms, strengthening artistic expression and critical thinking. Emphasis will be put on quality, creativity, and originality.

A2 - S3

## **718 CRAFTS**

Grades 9-12

0.5 credit

Prerequisite: Art Foundations

This one-semester course is designed to introduce students to a variety of crafts media. An emphasis is put on design, texture, and color in 2D and 3D projects. Projects may include block printing, metal embossing, papermaking, altered books, stained glass, leather craft, pen and ink, mosaic, sculpture, jewelry design, clay, basketry, and various other media. Students will be introduced to historical, cultural, and contemporary craft movements, and gain an understanding of the elements and principles of art.

A2

## **727 PAINTING**

Grades 9-12

0.5 credit

Prerequisite: Art Foundations

In this one-semester course, the students will use tempera, acrylic, and watercolor paints to explore design elements and painting techniques. Paintings will be created on a variety of surfaces. Drawing techniques will be practiced in preparation for painting. Projects will draw upon the elements and principles of design with specific emphasis on color theory. Students will explore many themes and concepts in their paintings, and study various art movements and artists.

A2

## **743 GRAPHIC DESIGN AND JOURNALISM: YEARBOOK**

Grades 10 (with permission), 11 and 12

0.5 credit

This course covers the basics of journalism using current practices of theme, copy, design, and photography. The class will be run as a small business, under the direction of the 2012 yearbook editor. Students will design the 2012 Mount Everett yearbook as a Fall Semester project.

Class size limit: 12

A1, A2

## **721 ADVANCED ART STUDIO I**

Grades 11 and 12

0.5 credit

Prerequisite: This one semester course is open to students in grades 11 and 12 after completion of any two of the following: Art Foundations I & II, Photography, Crafts, Painting, or Pottery with a B or better, and permission from the instructor.

This advanced art course is designed to meet the needs of the serious art student who intends to pursue the study of art after high school. The student will be given the opportunity to work independently on in-depth assignments in his/her choice of the fine arts, pottery, painting, or crafts.

The program will be tailored to the individual student's interests and needs, with an emphasis on new experiences built on previous knowledge. Possible areas of in-depth study are advertising, computer graphics, sculpture, textile design, interior design, and pottery. The student planning on a post-secondary experience will prepare portfolios. The student will do a weekly sketch and keep a journal as part of their grade. In their curriculum planning, students will be expected to meet certain standards to ensure a challenging curriculum.

One-half of the student's final grade will be determined by a review of the portfolios and completed projects. Works in progress will also be critiqued. The second half of the final grade is based on class participation. Each student will be expected to meet the individual project requirements. Projects must be submitted on time, be complete, and well presented. The projects should show that thought and time were put into their production. One half of the final grade is based on projects. Pottery must be fired to grade. These projects should show thought and care were put into their production. Students will also be graded on class participation to encourage good employment skills and responsibility for their own behavior and learning. The participation grade will include attendance, punctuality, clean up, behavior, and productive use of class time.

During the last week of class, the group will install an exhibit of all the work created during the course. At this time, each student will complete a self-evaluation of his/her work.

A1, A2, A4 - S3

## **722 ADVANCED ART STUDIO II**

Grades 11 and 12 Offered subject to enrollment

0.5 credit

Prerequisite: Advanced Art Studio I

Students may take this second semester of Advanced Art Studio with instructor's permission. The second semester is only for students preparing a portfolio for college admission or further in-depth study of an area of art that includes research. An exhibition is the final outcome.

A1, A2, A4 - S3

## **737 PORTFOLIO**

Grades 11 and 12

0.5 credit

If you enjoyed Foundations I and II and want to further your studies of drawing and painting, this class is for you. This course is designed for the student who wishes to study art in college and is in need of portfolio pieces for submission. However, this course is not limited to only students who see themselves as art majors in the future. Students will explore the workings of a college level art studio. Assignments will be based on learning to see and using drawing and painting techniques to practice observation skills. Students will look at different styles of art throughout history and apply the different aspects of each to their own work.

A1, A2

## **739 DIGITAL PHOTOGRAPHY I**

Grades 9-12

0.5 credit

Digital Photography is a course that teaches students fundamental photographic skills including digital capture, manipulation, and output. The class will cover basic Adobe Photoshop skills, digital printing, creating 3-D art projects from photos, and the creation of an online portfolio. Students must have their own working digital cameras and image storage devices such as a flash drive. As homework, students will be expected to take photographs for projects outside of school. In class, we will be working on the computers to alter these images and create artwork.

A1, A2, A4

# *The English Department*

## **116 HONORS ENGLISH I**

Grade 9

1.0 credit

Prerequisite: Strong performance in eighth grade Language Arts and approval of Instructor

Honors English I is for the motivated student who has a solid foundation in writing, critical thinking skills, and reading. Authors include Albom, Cisneros, Homer, Poe, Rand, Shakespeare, Sophocles, Steinbeck, Tashjian, and Williams, as well as both contemporary and classic poets, essayists, and short story writers. In addition to further developing the skills and concepts addressed in English I, honors students take part in activities and projects that utilize such skills as literary analysis and essay development. Out-of-class assignments in Honors English I are extensive and include additional readings and more rigorous essays. Summer reading and writing prepares students for the course.

A1, A2, A3, A4 - S2, S3, S4, S5

## **171 COLLEGE PREP ENGLISH I**

Grade 9

1.0 credit

College Prep English I focuses on improving reading, writing, and communication skills that are integral to success in and beyond school. Students learn to support their opinions using examples from their lives and from literature. Students increase their working vocabulary and practice critical thinking skills. Students also learn to recognize and utilize common literary devices and techniques. Authors include Cisneros, Homer, Poe, Shakespeare, Sophocles, Steinbeck, Tashjian and Williams, as well as both contemporary and classic poets, essayists, and short story writers. Various writing formats are used, including notetaking, journals, formal essays, reviews, poetry, and creative writing. Homework includes reading, writing, and vocabulary development.

A1, A2, A3, A4 - S2, S4, S5

## **1102 STANDARD ENGLISH I**

Grade 9

1.0 credit

Standard English I offers a very similar curriculum to College Prep English I but is presented at a pace that is geared to the needs of each student. This course is ideal for students who are intending to further their study but not necessarily at a two or four year college. There is a focus on MCAS preparation and the development of fundamental language skills.

A1, A2, A4 - S1, S2, S3, S4

## **175 TOPICS IN ENGLISH I**

Grade 9

1.0 credit

Topics In English I is offered for those students with documented learning difficulties. These classes follow the general curriculum addressing the specific needs of students with I.E.P's.

A1, A2, A4 - S1, S2, S3, S4

## **117 HONORS ENGLISH II**

Grade 10

1.0 credit

Prerequisite: Strong performance in English I or Honors English I/Approval of Instructor

Honors English II offers a solid foundation to students who are preparing to take AP English in their junior and senior years. Authors include Lee, Shakespeare, Twain, Orwell, Dickens, and Myers. Students make connections between the literature in the course and its historical relevance, culminating in a greater understanding of the ways in which history impacts literature. The out-of-class assignments in Honors English II are more extensive than those in English II, and a greater emphasis is placed on vocabulary. There is a strong emphasis on the structured essay. A focus on MCAS preparation will take place throughout the year. There is summer reading and writing in preparation for the class. Throughout the school year homework will include reading, writing, and vocabulary development.

A1, A2 - S1, S2, S3, S4

## **172 COLLEGE PREP ENGLISH II**

Grade 10

1.0 credit

In College Prep English II students read to enjoy, understand, and analyze diverse literary forms. Formal compositions and informal writings are often literature-based. Creative writing is also emphasized. Literary vocabulary and word roots, as well as general vocabulary, are studied. Projects and speeches by individuals and groups are important developmental experiences. Individual development in reading, writing, speaking, and listening are stressed. Twain, Hersey, Lee, Steinbeck, Shakespeare, and Myers, as well as contemporary short story writers, are included. Several formal essays will be assigned. There will be a focus on MCAS preparation and review throughout the year. Homework includes reading, writing, and vocabulary development.

A1, A2 - S1, S2, S3, S4

## **1103 STANDARD ENGLISH II**

Grade 10

1.0 credit

For students who would benefit from a personal structured environment, the reading and writing assignments of Standard English II will contain high interest novels and short writing assignments geared to the development of fundamental reading and writing skills. MCAS preparation is emphasized, as are vocabulary development and confidence building.

A1, A2, A4 - S1, S2, S3, S4

## **176 TOPICS IN ENGLISH II**

Grade 10

1.0 credit

Topics In English II is offered for those students with documented learning difficulties. These classes follow the general curriculum addressing the specific needs of students with I.E.P's.

A1, A2, A4 - S1, S2, S3, S4

## **120 ADVANCED PLACEMENT ENGLISH LANGUAGE and COMPOSITION**

Grades 11 and 12 (Offered in alternate years - next offered in 2012-2013)

1.0 credit

Prerequisite: Approval of AP instructor and strong performance in Honors English II or III.

AP English Language and Composition is a rigorous, college-level course that introduces high school juniors and seniors to increasingly complex texts and rhetorical analysis. To meet state and school requirements, this course provides a survey of American Literature, complementing the world literature provided in the AP English Literature and Composition course taught during alternating academic years. Consequently, in addition to a wealth of nonfiction works including biographies, speeches, articles, essays and journals, students will read and examine the linguistic and rhetorical structures of fictional works including poetry, short stories, drama, and novels.

Students are introduced to a challenging range of materials, activities, and discursive strategies. Class time is spent in teamed and round table discussion. This includes: silent and oral reading, formal and informal writing, including quick-writes, structured essays, prompted responses, learning logs, and creative pieces. Also, co-authorship, instructor- and student-led lectures; rubric development for peer-expansion, and test preparation, particularly in the third and early fourth marking quarters. Home activities include research, formal and informal writing, and extensive reading, and mandatory summer work.

Students complete the College Board AP Examination in May. Depending on the level of performance, students may be eligible for college credit.

A1, A2, A3, A4 - S1, S2, S3, S4

### **163 HONORS ENGLISH III**

Grade 11

1.0 credit

Prerequisite: Strong performance in English II/Approval of Instructor

Honors English III focuses primarily on American literature as well as some world literature that we will use to compare the two types. We will read novels, memoirs, short stories, essays and poems by well-known and not so well-known authors. In addition to the literature, we will also tackle practical vocabulary and grammar lessons for the purposes of making students better writers and readers. The objective is to keep students writing and reading at an advanced level of comprehension. This will allow more time for in-depth class discussions. Homework includes formal and informal writing, reading, and vocabulary development.

A1, A2, A3, A4 - S2, S3

### **173 COLLEGE PREP ENGLISH III**

Grade 11

1.0 credit

College Prep English III is a class which will prepare students for work or college. Readings include short stories, dramas, novels, and nonfiction writings written by major American authors (An exception to the American focus is the study of *Hamlet* by William Shakespeare). Authors will include Wharton, Crane, Hemingway, Fitzgerald, and others. Vocabulary includes SAT preparation. Essay writing is a main component of the course. There will be nightly homework assignments.

A1, A2, A3, A4 - S2, S3

### **1104 STANDARD ENGLISH III**

Grade 11

1.0 credit

The reading selections and writing assignments for Standard English III are similar to College Prep English III but are presented at a slower pace. Classic novels are supplemented with some student-chosen selections that meet the criteria of good literature but are of high interest to the student. Vocabulary development is emphasized but with a focus more on practical usage rather than SAT preparation.

A1, A2, A4 - S1, S2, S3, S4

### **177 TOPICS IN ENGLISH III**

Grade 11

1.0 credit

Topics In English III is offered for those students with documented learning difficulties. These classes follow the general curriculum addressing the specific needs of students with I.E.P's.

A1, A2, A4 - S1, S2, S3, S4

### **118 ADVANCED PLACEMENT ENGLISH LITERATURE**

Grades 11-12 (Offered in alternate years; next offered in 2011-2012)

1.0 credit

Prerequisite: Strong performance in Honors English II or III/Approval of Instructor

Advanced Placement English Literature & Composition is offered as an alternative to Honors English III/IV and prepares students to take the required AP examination. Students will further develop their critical and analytical skills to discuss and use the various devices of writing and literature with emphasis on style and author's point of view. Major writings will include an in-depth MLA style research paper; and a position paper which both require passing grades to fulfill graduation requirements. Authors studied include Achebe, Conrad, Hurston, Orwell, and Shakespeare. SAT preparation, rigorous vocabulary, and test-taking strategies will be taught. Summer reading is required, and students must comply with the personal responsibility inherent in the college-level course.

In May, students will, without exception, take the Advanced Placement examination. Depending on the level of performance, students may be eligible for advanced placement or college credit.

A1, A2, A3, A4 - S1, S2, S3, S4, S5

### **162 HONORS ENGLISH IV**

Grade 12 only

1.0 credit

Prerequisite: Strong performance in Honors English III with approval of Instructor

Honors English IV is offered as an alternative to English IV and has a stronger emphasis on college preparatory work. Students will further develop their critical and analytical skills to discuss and use the various devices of writing and literature. Two major writings include an in-depth research paper and a senior position paper which require passing grades to fulfill graduation requirements. Students will study classic and contemporary literature and will also be exposed to poetry and non-fiction pieces. Notetaking, a Greek and Latin vocabulary course, SAT preparation, and test-taking principles will be taught. Homework and summer reading are required, as well as an end of the year evening presentation.

A1, A2, A3, A4 - S1, S2, S3, S4, S5

## **174 COLLEGE PREP ENGLISH IV**

Grade 12

1.0 credit

College Prep English IV prepares students for work or college and emphasizes mastery of the written and spoken language, reading units, cooperative projects, and individualized writing skills. A variety of classic and contemporary authors are studied. Major writing assignments include an in-depth research paper as well as a senior statement paper. Both assignments require passing grades to fulfill graduation requirements. Written and oral work include critical essays, persuasive arguments, business letters, resumes, and creative writing works. Reading, speaking, vocabulary, and evaluative processes will be taught. Homework is required, as well as an end of the year presentation.

A1, A2, A3, A4 - S1, S2, S3, S4

## **178 TOPICS IN ENGLISH IV**

Grade 12

1.0 credit

Topics In English IV is offered for those students with documented learning difficulties. These classes follow the general curriculum addressing the specific needs of students with I.E.P's.

A1, A2, A4 - S1, S2, S3, S4

## **1106 FOUNDATIONS OF ENGLISH**

Grades 9-11

1.0 credit

This course is available for all students who failed English I, II, or III. An emphasis will be placed on the fundamentals of grammar, essay writing, and reading comprehension.

A1, A2, A3 - S1, S2, S3, S4

## **1110 MURDER MOST FOUL: The Fiction of Crime Scene Investigation**

Grades 10 (with permission) 11, and 12

0.5 credit

Ever read a thriller that is so realistic that you forget that you're reading fiction? Or watch a television crime series that has a nice plot, but falls flat because it's unbelievable? Or get enjoyably lost in the intersection of scientific fact and gruesome horror, either on paper or screen?

Once considered "unrespectable," crime literature now commands an increasing share of the market. At the same time, interest in forensics-the application of physics, chemistry, biology, engineering, psychology and medicine to solving crime-has similarly grown and fueled an explosion of television shows and movies. People like to be scared, puzzled and sickened.

This course examines forensic fact and fiction. In-class presentations focus on forensic concepts including ballistics, evidence collection, toxicology, DNA testing and criminal psychology, among many others. In-class readings included short stories, case studies and articles. In-class viewings include crime shows, films and documentaries. Finally, course requirements may include quizzes, case studies and the in-class development of original science-based detective fiction.

A1, A2, A3 - S2, S5

## **1150 THE POETIC VALUE OF MUSIC**

Grades 11 and 12

0.5 credit

Have you ever heard a song and thought it had poetic value? Music, like poetry, impacts people in minimal time. From Bob Dylan to Tupac, Bright Eyes to The Band, we will focus on a variety of musical artists and analyze their poetic lyrical value. Students will compare the experience of reading and analyzing lyrics with listening to them. Students will ponder the following questions: Does the analysis change the value of the song? If so, how? Are the lyrics in this song strong enough to stand alone as a poem? Reflective journals will be kept, and students will extend their journal reflections into typed assignments that further their interpretations. In addition to looking at songs, we will study poetry and imagine tempos that could possibly turn poems into songs. The only suggested prerequisites for this course are a desire to explore poetry, a passion for music, and a dedicated attitude toward learning. Come experience music in a new way!

A1, A2 - S2, S3

## **101 FILM SURVEY**

Grades 11 and 12

0.5 credit

From Stranger Than Fiction to The Goonies, Dead Man Walking to The Breakfast Club, students will view and analyze a wide variety of movies. Students will track their responses to each film in double-entry journals. Since student opinion matters, double-entry notes will extend into movie reviews that focus on personal reactions to the films. At the end of this course, students will be responsible for a final project that will be linked to one of their reviews.

A4 - S2, S3

## **1101 THE GRAPHIC NOVEL**

Grades 10-12

0.5 credit

Sometimes inaccurately dismissed as “cartoons,” graphic novels instead are an engaging and intelligent literary genre, tackling complex modern issues. Students will explore numerous forms of graphic novels including pictorial, comic, illustrative, collage, hero, Manga and multi-media; examine particular cutting-edge artist novelists and their styles; debate the issues of age, race, gender, class, morality, and so on; and try their hand at writing text, designing story boards and plot flows, and drawing. Students interested in this course need not be expert illustrators; they need only be curious about seeing how even stick figures can change our perceptions of the world.

A1, A2 - S2, S3, S5

# *The Health and Wellness Department*

## **930 WELLNESS FOR LIFE 9**

Grade 9

0.5 credit

This one-semester course combines health and physical education and stresses active participation in physical education for two-week units before alternating to the classroom for health instruction. A wide variety of individual and team activities provide opportunities for the development of skills, knowledge of sports' rules, and the development of sportsmanship and fair play. Health instruction includes topics such as decision making, expressing emotion, stress management, family and social health, growth and development, and nutrition.

A2 - S1, S2, S4, S5

### **931 WELLNESS FOR LIFE 10**

Grade 10

0.5 credit

This one-semester course, if offered sequentially, builds upon concepts learned in Wellness 9. This course combines physical education and health classes, dividing instruction between the two disciplines. Students will participate in physical education units on a two-week rotation alternating with health instruction. Health units include misuse and abuse of tobacco, alcohol and drugs, communicable and chronic disease, consumer health, environmental health, injury prevention, and safety.

S1, S2, S4, S5

### **1901 LIFETIME FITNESS**

Grades 11 and 12

0.5 credit

In this one-semester course, students will be given the opportunity to learn and participate in the many different ways that their body and physical health can benefit from fitness and activity throughout their *entire* lives. The main goal of this course is to inspire and teach many different ways to stay active, even into a person's elderly years. Concepts taught include: low intensity vs. high intensity movements and activities, anaerobic vs. aerobic activities, the F.I.T.T. principle concerning goal setting, target heart rate zone, and much more. Some activities that will be offered include yoga, aerobics, dance, snowshoeing, golf, archery, badminton, and many more.

S1, S2, S3, S4

### **1902 TEAM AND INDIVIDUAL SPORTS**

Grades 11 and 12

0.5 credit

In this one-semester course, students will learn the “ins” and “outs” of team and individual sports including the history, skills, tactics, rules, equipment, etc. The sport education modes will be used to teach this class. The units will entail teacher-determined teams named after a club or country, captains, managers, athletic trainers, statisticians, officials, and any other role deemed necessary for the sport. Besides playing the specific sports, the students will research and make a team notebook for each team, club, or country. This will include information such as the national anthem, flag, stats, prominent and famous players, etc. After taking this course, an in-depth knowledge of team and individual sports will be gained.

A1, A2, A3, A4 - S1, S2, S4

# *The Mathematics Department*

Recommended sequence of math courses

Honors Pathway: Honors Geometry, Honors Algebra II, Honors PreCalculus, Honors Calculus.

College Preparation Pathway: Algebra I, Geometry, Algebra II, PreCalculus.

Integrated Pathway: Algebra I with Geometry 9, Algebra I with Geometry 10, Pre-Algebra II, Algebra II.

General Pathway: Pre-Algebra 9, Topics in Algebra I with Geometry 10, Topics in Algebra I with Geometry 11, Topics in Algebra II.

## **270 HONORS GEOMETRY**

Grade 9

1.0 credit

Prerequisite: Honors Algebra with Geometry (8).

### **A scientific calculator is highly recommended.**

This course includes the third semester of Honors Geometry and the first semester of Honors Algebra II, to be continued in grade 10. Geometry topics include triangle congruence, indirect and coordinate proofs, similarity, similar triangles, and trigonometry. Algebra II topics include solving equations and inequalities, linear relations and functions, systems of equations, and polynomials. Grading is based on homework, effort, quiz and test scores, project completion, attendance, class work, and positive participation.

A2, A3 - S2, S4

## **271 ALGEBRA I**

Grade 9

1.0 credit

Prerequisite: Pre-Algebra with Algebra (8)

### **A scientific calculator is highly recommended.**

This course is a continuation of Pre-Algebra with Algebra I. The student will become acquainted with mathematical symbols, expressions, and the language of Algebra. There will be a study of the real number system, mathematical sentences, and the solving of equations. Statistics, probability, and geometry will be integrated throughout the year. An emphasis will be placed on real world applications of algebra through problem-solving group activities and projects. There will be considerable work with graphs, calculators, spreadsheets, and automatic graphing programs. Teachers will assign homework on a daily basis and administer tests and quizzes frequently. Grading is based on homework effort, quiz and test scores, project completion, class notes, classwork, attendance, and positive participation.

A1, A2, A3, A4 - S2, S4

## **272 ALGEBRA I WITH GEOMETRY 9**

Grade 9

1.0 credit

Prerequisite: Pre-Algebra with Algebra

This course is the first part of a two-part Algebra and Geometry course. The course is designed for those students who would be most successful in a slower-paced learning environment with increased time to practice and learn. Topics covered include whole numbers, common fractions, decimals, percents, signed numbers, powers and roots, substitution, setting up and solving equations, geometry, graphs, tables, estimation, probability, statistics, order of operations, ratio and proportions, measurement, word problems, and patterns. The above mentioned topics show that this course blends introductory topics of Algebra I, Geometry, and Statistics together. There is an emphasis on Geometry and MCAS preparation. Teachers will assign homework on a daily basis and administer tests and quizzes frequently. Grading is based on homework effort, quiz and test scores, project completion, class notes, classwork, attendance, and positive participation.

A2, A3 - S2, S4

## **279 PRE-ALGEBRA 9**

Grade 9

1.0 credit

Prerequisite: IEP

This course is designed for students who would be most successful in a slower-paced course with a low student-teacher ratio. This course is designed to meet the individual needs of a student on an IEP. Students move at their own pace in a small group setting. Specifically, the course addresses skills in number sense, measurement, patterns and algebra, geometry and data analysis. Tasks include order of operations, integers and scientific notation, fractions, decimals, percents, basic equation solving, linear progressions and equations, reading and creating various graph forms, polygon and circle area, and perimeter/circumference. Also, measures of central tendency (mean, mode, median, range), stem and leaf plot, box and whiskerplot, special triangles, angles of a triangle, types of triangles, and angle congruency.

A1, A2, A3, A4 - S1, S2, S4

## **215 HONORS ALGEBRA II**

Grade 10

1.0 credit

Prerequisite: Honors Geometry

**A scientific calculator is highly recommended.**

This course continues the more advanced concepts of Geometry to include symmetry, congruence, indirect and coordinate proofs, similarity, similar triangles, and trigonometry. In the second semester, students transition to Algebra II, studying the topics covered in Algebra I in greater depth while emphasizing math applications. Geometry is integrated throughout. New topics such as exponential functions, complex numbers, quadratics, matrices, variation, and trigonometric functions are included. A mastery of Algebra I skills and good work habits are a must. Class activities will include group work and projects requiring extensive use of computers and calculators. Teachers will assign homework on a daily basis and administer tests and quizzes frequently. Grading is based on homework effort, quiz and test scores, project completion, class notes, classwork, attendance, and positive participation.

A2, A3, A4 - S2, S4

## **218 GEOMETRY**

Grade 10

1.0 credit

Prerequisite: Algebra I

**A scientific calculator, a notebook, and math supplies (colored pencils, ruler, protractor, compass) is highly recommended.**

This year-long course is taken after Algebra I. Topics covered include points, lines, angles, reflections, rotations, proofs, polygons, symmetry, areas, perimeters, volumes, and triangle congruence and similarities. MCAS preparation, mastery of math vocabulary, and algebra are also integrated throughout the class. Hands-on exercises give students the opportunity to practice drawing, constructions with compass and straightedge, experiments in 3-D concepts, prospective drawing, and other geometry-related skills. Teachers will assign homework on a daily basis and frequently administer tests and quizzes. Grading is based on homework effort, quiz and test scores, project completion, class notes, classwork, attendance, and positive participation.

A2, A3 - S2, S4

## **273 ALGEBRA I WITH GEOMETRY 10**

Grade 10

1.0 credit

Prerequisite: Algebra I with Geometry 9

This course is the second part of a two-part Algebra and Geometry course. The course is designed for those students who would be most successful in a slower-paced learning environment with increased time to practice and learn. This course emphasizes both Algebra I and Geometry skills as well as Massachusetts Frameworks topics in preparation for the MCAS. Specific topics include linear and quadratic equations, midpoint, slope, distance formula, square and cube roots of expressions, operations with polynomials, operations with radicals, congruence, and similarity. Homework is given on a regular basis. Grading for the course is based on homework effort, quiz and test scores, project completion, attendance, and positive participation. It is highly recommended that students have a notebook, a calculator, and math supplies (colored pencils, ruler, protractor, and a compass).

A2, A3, A4 - S2, S4

## **274 TOPICS IN ALGEBRA WITH GEOMETRY 10**

Grade 10

1.0 credit

Prerequisite: IEP

This course is the first part of a two-part Algebra and Geometry course. The course is designed for those students who would be most successful in a slower-paced learning environment with increased time to practice and learn. This course is designed to meet the individual needs of a student on a IEP. Students move at their own pace in a small group setting. This course emphasizes both Algebra I and Geometry skills as well as Massachusetts Frameworks topics in preparation for the MCAS. Specific topics include linear and quadratic equations, midpoint, slope, distance formula, square and cube roots of expressions, operations with polynomials, operations with radicals, congruence, and similarity. Homework is given on a regular basis. Grading for the course is based on homework effort, quiz and test scores, project completion, attendance, and positive participation.

A2, A3, A4 - S2, S4

## **275 HONORS PRECALCULUS**

Grade 11

1.0 credit

Prerequisite: Honors Algebra II.

### **Owning a scientific calculator is required; a graphing calculator is recommended.**

This course prepares students for the continued study of mathematics including calculus.

The course begins with a brief review of Algebra II, including linear and quadratic equations and inequalities and continues with functions and their graphs. This includes scaling, translation, and inverses for polynomials and rational functions followed by an in-depth treatment of exponential and logarithmic functions. Students will study trigonometry starting with the definition of angles in both degree and radian measure, the length of arcs and the areas of sectors, and linear and angular velocity and continue with both the unit circle and right triangle definitions of the six trigonometric functions and explore their graphs. This is followed by brief review of analytical sines and the law of cosines. Teachers will assign homework on a daily basis and frequently administer tests and quizzes. Grading is based on homework effort, quiz and test scores, classwork, attendance, and positive participation.

A2, A3, A4 - S2, S4

## **202 ALGEBRA II**

Grades 11 and 12

1.0 credit

Prerequisite: Geometry or Pre-Algebra II

A scientific calculator is highly recommended.

This course continues with a more in-depth study of topics covered in Algebra I, while emphasizing math applications. Geometry is integrated throughout. New topics such as exponential functions, complex numbers, quadratics, matrices, variation, and trigonometric functions are included. A mastery of Algebra I skills and good work habits are a must. Class activities will include group work and projects requiring extensive use of computers and calculators. Teachers will assign homework on a daily basis and administer tests and frequently quizzes. Grading is based on homework effort, quiz and test scores, project completion, class notes, classwork, attendance, and positive participation.

A2, A3 - S2, S4

## **243 PRE-ALGEBRA II**

Grades 11 and 12

1.0 credit

Prerequisite: Algebra I with Geometry 10

### **A scientific calculator is highly recommended.**

This course is designed for students who would be most successful in a slower-paced learning environment. Pre-Algebra II continues the study of topics covered in Algebra I in greater depth with increased time devoted to practice in math applications. Geometry is integrated throughout. New topics such as exponential functions, complex numbers, quadratics, matrices, variation, and trigonometric functions are included. A mastery of Algebra I skills and good work habits are a must. Class activities will include group work and projects requiring extensive use of computers and calculators. Teachers will assign homework on a daily basis and frequently administer tests and quizzes. Grading is based on homework effort, quiz and test scores, project completion, class notes, classwork, attendance, and positive participation.

A2, A3, A4 - S2, S4

## **276 TOPICS IN ALGEBRA WITH GEOMETRY 11**

Grade 11

1.0 credit

Prerequisite: IEP

This course is the second part of a two-part Algebra and Geometry course. The course is designed for those students who would be most successful in a slower-paced learning environment with increased time to practice and learn. This course is designed to meet the individual needs of a student on an IEP. Students move at their own pace in a small group setting. This course emphasizes both Algebra I and Geometry. Specific topics include linear and quadratic equations, midpoint, slope, distance formula, square and cube roots of expressions, operations with polynomials, operations with radicals, congruence, and similarity. Homework is given on a regular basis. Grading for the course is based on homework effort, quiz and test scores, project completion, attendance, and positive participation. It is highly recommended that students have a notebook, a calculator, and math supplies (colored pencils, ruler, protractor, and a compass).

A2, A3, A4 - S2, S4

## **244 HONORS CALCULUS**

Grade 12

1.0 credit

Prerequisite: Honors Precalculus

### **A scientific calculator is required; a graphing calculator is highly recommended.**

This course will prepare students for the continued study of mathematics in college. It will cover first-year college calculus, and students may be able to take the AP calculus exam. The course begins with a brief review of trigonometry, including functions and their graphs, inverses, exponential and logarithmic functions, trigonometry, and parametric equations. This is followed by an in-depth study of differential calculus, including limits, continuity, tangent lines,

calculating the derivative, finding extreme values of functions, and basic differential equations. The second half of the year, students will focus on Integral Calculus including both definite and indefinite integrals, methods of integration, using definite integrals to compute areas, volumes, and the length of curves as well as other real world applications, and advanced integration techniques including integration by parts, partial fractions, L'Hopital's Rule, and improper integrals. This course will be very demanding and require a high degree of motivation and effort.  
A1, A2, A3, A4 - S2, S4

## **277 PRECALCULUS**

Grade 12

1.0 credit

Prerequisite: Algebra II

**A scientific calculator is required; a graphing calculator is highly recommended.**

The course begins with a review of Algebra II. The course includes the study of rational expressions including, but not limited to, simplifying, adding, subtracting, graphing, and solving. The next topic will be an introduction to Trigonometry starting with the definition of angles in both degree and radian measure, the length of arcs, and both linear and angular velocity. This unit will continue with the unit circle, right triangle definitions of the six trigonometric functions, and the Law of Sines and Cosines. Exploration of the six function's graphs along with their transformations will be studied next. An intense unit of verifying trigonometric identities will follow. The next unit will be solving trigonometric equations using multiple techniques from already learned material to new methods. The following unit will cover polar coordinates, including graphing and converting to and from polar coordinates.

A2, A2, A4 - S2, S4

## **278 TOPICS IN ALGEBRA II**

Grade 12

1.0 credit

Prerequisite: Topics in Algebra with Geometry II or IEP

This course is designed for students who would be most successful in a slower-paced learning environment. This course is designed to meet the individual needs of a student on a IEP. Students move at their own pace in a small group setting. It continues the study of topics covered in Algebra I with Geometry 11 in greater depth with increased time devoted to practice in math applications. New topics such as exponential functions, complex numbers, quadratics, matrices, variation, and trigonometric functions are included. A mastery of Algebra I skills and good work habits are a must. Class activities will include group work and projects requiring extensive use of computers and calculators. Teachers will assign homework on a daily basis and frequently administer tests and quizzes. Grading is based on homework effort, quiz and test scores, project completion, class notes, classwork, attendance, and positive participation.

A2, A3, A4 - S2, S4

# *The Music Department*

## **764 HIGH SCHOOL BAND**

Grades 9-12

0.5 credit per semester

The High School Band is open to students who have had previous instrumental experience. Band members will perform with the Concert and Marching Bands. Selected band members may participate in various smaller ensembles.

The High School Band will explore a wide variety of musical styles, periods, and music theory chosen to challenge and increase personal technique and general musical knowledge. This course requires occasional after school rehearsals and performances, which will be announced well in advance. Uniforms for concerts and marching performances are provided. Students will need to purchase a tuxedo shirt, bow tie, and black shoes available through the Band. Students are required to attend Evaluation Festivals each year.

A1, A2 - S1, S5

### **766 HIGH SCHOOL CHORUS**

Grades 9-12/Approval of instructor required

0.5 credit per semester

The high school chorus is a full year course open to all students in grades 9-12 who have had previous vocal experience and selected new students.

Students in the Chorus will work on vocal techniques, music theory, and musicianship and will study music of various styles and periods of history. Students who enroll in this course are required to attend all performances throughout the year as a part of the grade requirement.

A1, A2 - S1, S5

### **774 PIANO I**

Grades 11 and 12

0.5 credit

This class is designed for students interested in beginning piano or students who have already done some keyboard study. Students will work as a class on piano and music theory instruction and independently at their own pace as the progress. (One semester/no previous class requirement.)

A1, A3 - S2, S5

### **733 GUITAR**

Grades 9-12

0.5 Credit

This course is open to any student in grades 9-12. Students will study the fundamentals of guitar using a hands-on approach. This course will teach how to play the guitar, how to read music notation, tablature, play melodies as well as chords, compose their own songs. Students will work both individually and in small groups.

A1, A4 - S2, S5

### **741 MUSIC THEORY AND AURAL SKILLS**

Grades 9-12

0.5 credit

Prerequisite: Some experience with music (any kind). Needs approval from the instructor.

Students will study music theory and work on ear training. In Music Theory, students will learn about notes and rhythm, different types of chords, key signatures, time signatures as well as part writing. In aural skills, students will work on their ear training. Students will learn or continue to develop reading music at sight as well as identify and reproduce notes, rhythms, chords, intervals, and melodies by ear.

A1, A2, A3 - S1, S2, S4

## **744 MUSIC THEATER WORKSHOP**

Grades 9-12

0.5 credit

This class will look at the world of musical theater both historically, by studying some of the great musicals written, as well as hands on. Students will spend a majority of the semester actually working on a real full length show. They will have an opportunity to work on many aspects of musical theater: acting, singing, directing, choreographing, technical design, stage managing, and auditioning, just to name a few. The final for the class will consist of a one **NIGHT** performance at the end of the semester in front of an audience. This class is open to any 9-12 student, but know that singing and acting will be required.. This class will take place in the fall.

A1, A2, A3, A4 - S1, S2, S3, S4, S5

# *The Science Department*

Recommended sequence of Science courses:

Honors Physical Science, Honors Biology, Honors Chemistry, and Physics

Physical Science, Biology, Electives

Standard Physical Science, Standard Biology, Electives

## **327 HONORS PHYSICAL SCIENCE**

Grade 9

1.0 credit

Prerequisite: Strong performance in grades 7 and 8 Science/Recommendation of instructor

This course will cover the same topics as Physical Science but at a faster pace and in more detail.

This challenging course will be offered to those students who have demonstrated an interest and proficiency in science, math, and technology. The course expands the content of the curriculum through involvement in complex labs and projects. Higher levels of critical thinking, as well as exposure to more technology integration during labs and project-based activities, will allow students to become independent learners who can better question and solve problems on their own.

Writing and technological skills will be assessed as part of the grade along with laboratory experiments, quizzes, tests, assignments, and projects. A variety of class exercises will stress the concept of the inquiry method in science and independent thinking on the part of the student.

This course is recommended for students who wish to continue with Honors Biology or for those who wish to pursue the sciences.

A1, A2, A3, A4 - S4, S5

### **325 PHYSICAL SCIENCE**

Grade 9 required course

1.0 credit

Physical science is the study of matter and energy and their interactions. This course is designed to give students an understanding of the core concepts that underlie a study of all the major sciences: biology, chemistry, and physics. This course will also help students make important connections between the science they read and the science that exists in the world around them.

This course begins with a look at problem solving and the scientific method. This comprehensive look at the scientific process will prepare students for report writing in science and participation in science fairs.

The course is divided into two core concepts, Chemistry and Physics. In Chemistry, students will study the classification of matter, the periodic table, chemical bonding and reactions. Physics will cover the motion of objects, Newton's Laws, power and energy, waves, light and sound, electricity, and magnetism.

Writing and technology usage is imperative and will be considered in grading. Of equal importance are laboratory experiments, quizzes, tests, assignments, and projects. A variety of class and field exercises will stress the concept of the inquiry method in science and the student's independent thinking skills.

A1, A2, A3, A4 - S3, S4, S5

### **326 STANDARD PHYSICAL SCIENCE**

Grade 9 required course/Recommendation of instructor

1.0 credit

This course will give students an understanding of the fundamental concepts that underlie a study of all the major sciences - biology, chemistry, and physics.

This course will also demonstrate how science works and how scientists develop their understanding of the natural world. Core topics include problem solving and the scientific method, properties of matter, periodic table, chemical bonding and reactions, motion and forces, conservation of energy and momentum, heat, waves, and electromagnetism. These core concepts are designed to give students a solid foundation for further studies in science and technology.

Students will be placed in this section based on teacher recommendation. They will be assessed on completion of regular homework, quizzes, tests, laboratory experiments, and class projects. A variety of in-class experiences will stress inquiry and allow students to apply previously learned concepts to scientific investigation.

A1, A2 - S1, S2, S3, S4, S5

### **300 HONORS BIOLOGY**

Grade 10

1.0 credit

Prerequisite: Honors Physical Science/Recommendation of instructor

This course will cover the same topics as Biology but at a faster pace and in more detail. This course is recommended for those students taking Honors Physical Science freshmen year. Students electing to take Honors Biology will have demonstrated a strong understanding of science concepts and proven themselves to be motivated students.

A1, A2, A3 - S2, S5

### **302 BIOLOGY**

Grade 10 required course

1.0 credit

Biology is the study of life. This course is designed to address some of the underlying life science topics in order to form a strong foundation for continued studies in the science and technology fields. The curriculum covers ecological concepts including community structure, relationships, and matter and energy in the ecosystem. Students will learn about energy consumption and use in humans and plants. They will explore the concept of the cell, its parts, and their functions in living organisms. From this base, cell division and specialization will be covered as an introduction to heredity and genetics. The course concludes with a look at evolution and the role of genetics in the development of adaptation in a variety of organisms.

Writing and technology usage is imperative and will be considered in grading. Of equal importance are laboratory experiments, quizzes, tests, assignments, and projects. A variety of class and field exercises will stress the concept of the inquiry method in science and the student's independent thinking skills.

A1, A2, A3 - S2, S5

### **324 STANDARD BIOLOGY**

Grade 10 required course/Recommendation of instructor

1.0 credit

This course will give students an understanding of the fundamental concepts of life science and demonstrate how these concepts help scientists develop their understanding of the diversity of life on earth. Core topics include: concepts of ecology, evolution and taxonomy, cell structure and function and their relationship to living organisms, basic chemical concepts related to biological systems, genetics, and heredity.

Students will be placed in this section based on teacher recommendation. They will be assessed on completion of regular homework, quizzes, tests, laboratory experiments, and class projects. A variety of in-class and field experiences will stress inquiry and allow students to apply previously learned concepts to scientific investigation.

A1, A2, A3 - S2, S5

### **374 AGRICULTURAL BIOLOGY**

Grade 10

1.0 credit

This course covers the same concepts as Biology, but with an agricultural focus. Students will investigate biochemistry, cells and molecular biology, genetics, ecology, evolution, and biotechnology by exploring topics in the food, fiber, and natural resource industries. Students are encouraged to be active in the Mt. Everett Regional Future Farmers of America chapter, an intracurricular student organization that promotes leadership and agricultural awareness through community and regional events.

A1, A2, A3 - S2, S5

### **379 HONORS AGRICULTURAL BIOLOGY**

Grade 10

1.0 credit

Any student interested in taking this course as an Honors course must get permission from the instructor. Honors students will be assigned bi-weekly article critiques and a semester-long honors thesis paper.

A1, A2, A3 - S2, S5

### **314 ENVIRONMENTAL SCIENCE**

Grades 11 and 12

1.0 credit

This course emphasizes the relationships between organisms and their physical environment. Teaching methods will stress questioning by students and the development of solutions to problems through proper questioning techniques, sample collecting and preparation, and chemical analysis. Topics will include environmental stability, balance and adaption in ecosystems, population change, nutrient availability, hazardous wastes, soils and soil chemistry, water cycle and water chemistry, atmospheric chemistry, and air sampling.

Students will find the integration of technology and science useful and challenging. Grading will be based upon regularly assigned readings, homework, quizzes, tests, labs, and participation in field exercises.

A1, A2, A3, A4 - S2, S3

### **342 CONSERVATION BIOLOGY**

Grades 11 and 12

0.5 credit

This course will explore the different types of biodiversity and their importance in maintaining a sustainable ecosystem. Students will examine different threats to our planet's biodiversity and critically evaluate current conservation management programs. Our role as humans will also be discussed. Students will design and implement group service-learning projects focusing on a species of their choice. Students will also engage in critical reflections as they read Dr. Jane Goodall's "Hope for Animals and Their World" over the course of the semester. Other assignments include field and laboratory exercises, independent research projects, multimedia products, student journals, and mandatory field trips.

A1, A2, A3 - S2, S5

### **343 HONORS CONSERVATION BIOLOGY**

Grades 11 and 12

0.5 credit

Honors section taught concurrently with standard section above. In addition to regular course requirements, students will compose an honors thesis paper. Students must obtain prior permission from instructor to enter honors section.

A1, A2, A3 S2, S5

### **376 PHYSICS I**

Grades 11 and 12

0.5 credit

Prerequisites: Physical Science, Biology, Algebra II

**Mechanics** - Serious science students are advised to take Physics I in 11<sup>th</sup> grade. This algebra-based course is intended to prepare students for future studies in science and mathematics. The emphasis is on mathematical problem solving techniques and theoretical understanding. A solid understanding of algebra is required and proficiency in this subject is desirable. Topics covered include: displacement, velocity, acceleration, falling bodies, projectile motion, vector operations, Newton's laws, friction, kinetic and potential energy, power, and elastic and inelastic collisions.

A2 - S2, S4

### **377 PHYSICS II**

Grades 11 and 12

0.5 credit

Prerequisites: Physics I

**Electricity and Magnetism** - This algebra-based course is intended to prepare students for future studies in science and mathematics. The emphasis is on mathematical, problem-solving techniques and theoretical understanding. A solid understanding of algebra is required and proficiency in this subject is desirable. Topics covered include: electric charge, force, and fields, electrical potential energy, potential difference, capacitance, electric current, resistance and power, circuit diagrams, complex resistor combinations, magnets, magnetic fields, electromagnetism, induction, alternating current, generators, and motors.

A2 - S2, S4

### **321 HONORS CHEMISTRY** (Offered in alternate years - next offered 2011-2012)

Grades 11 and 12

1.0 credit

Prerequisites: Algebra/Recommendation of instructor

Honors Chemistry will move at a more rapid pace than general chemistry and will cover topics in greater depth. A higher degree of abstract thinking, more reading and research, and an increased level of motivation are expected of the students selecting this section of chemistry. This course is recommended for students considering pursuing a science, math, or engineering degree.

Students interested in continuing with honors level electives should sign up for this section of Chemistry.

A2, A4 - S3, S4, S5

**307 CHEMISTRY** (Offered in alternate years - next offered in 2012-2013)

Grades 11 and 12

1.0 credit

Chemistry is the study of materials. In this course, students will study basic characteristics and properties of matter. They will use common physical properties and chemical behaviors to classify materials and learn more about the Periodic Table as a graphic organizer for chemistry. Students will investigate chemical reactions, learn how to predict and write chemical equations, use atomic models to describe electron arrangements, and draw chemical bonding diagrams. Students will study reaction rates and basic kinetics. Students will practice their problem solving skills while learning how to design and conduct scientific experiments to test hypotheses and scientific laws. Basic algebra skills are necessary for this course.

Student assessment will be based on active participation and completion of class and homework assignments, lab experiments, and written lab reports, individual and group projects, quizzes, and tests.

A2, A4 - S2, S4, S5

**323 ANATOMY & PHYSIOLOGY**

Grades 11 and 12

1.0 credit

This course will explore the relationships between the structure and function of organs and all of the major human systems. Evolutionary relationships and specialized characteristics are examined through an organism's unique environmental adaptations. Integration of the body systems and the roles of water balance, temperature regulation, and other internal controls will be a focus of this course.

A variety of techniques will be used to learn anatomy and physiology. Students will be assessed on their active participation and completion of assignments, lab experiments and written reports, projects, quizzes, and tests. This course is recommended for students interested in continuing in health or life science related careers.

Dissection of preserved material will also be a part of this course. Students wishing not to take part in dissection will be offered alternative methods.

A1, A2, A3 - S2, S5

### **344 AGRICULTURAL SCIENCE: A Global Perspective**

Grades 11 and 12

0.5 credit

This course focuses on advanced application of science in the food, fiber, and natural resource industries across the world. Students will critically evaluate agriscience application in different cultures, including industrialized agriculture, advances in biotechnology, and sustainable agricultural practices. Scientific inquiry and mathematical skills will be utilized throughout the semester. Supervised agricultural experience projects and FFA leadership activities are integral components of the course and provide many opportunities for practical application of course content. Students will also engage in critical reflections as they read Michael Pollan's "The Omnivore's Dilemma" over the course of the semester. Other assignments include field and laboratory exercises, independent research projects, multimedia products, written reports, and mandatory field trips.

A1, A2, A3 - S2, S5

### **345 HONORS AGRICULTURAL SCIENCE: A Global Perspective**

Grades 11 and 12

0.5 credit

Honors section taught concurrently with standard section above. In addition to regular course requirements, students will design and execute an honors project. Students must obtain prior permission from instructor to enter honors section.

A1, A2, A3 - S2, S5

### **369 ASTRONOMY**

Grades 11 and 12

0.5 credit

Students will learn the history of astronomy, including the Copernican Revolution, Kepler's laws of planetary motion, and Newton's laws. Students will study the nature of electromagnetic radiation and spectroscopy. The origin and nature of the solar system and the planets will be investigated. The nature of stars, neutron stars, and black holes will be studied. The early universe and eventual fate of the universe will be looked at. Students will be expected to use algebra to solve word problems.

A1, A2, A3, A4 - S2, S4

# *The Social Studies Department*

Minimum Sequence of Social Studies Courses:

Honors Academy - Honors Modern World History, Honors Economics, Honors/AP US History, Honors US Government and Politics (Must all be taken to earn Honors Academy endorsement on transcript)

College Prep - US History I, US History II, Electives

Standard - Standard US History I, Standard US History II, Electives

## **438 HONORS MODERN WORLD HISTORY**

Grade 9

1.0 credit

The Honors Modern World History class is the first of the Honors Academy subject suite. It explores the dominant social, economic, political, military and intellectual trends affecting western civilization from the 16<sup>th</sup> century to the present. Designated units of study include: the Age of Enlightenment, the French Revolution and its consequences, the origins and spread of the Industrial Revolution, Europe's empires in Asia and Africa, the world wars, and the Cold War and beyond. This class makes frequent diversions into current world affairs, endeavoring to identify linkages to the past. Using primary and secondary source readings, video and web resources, students pursue knowledge individually, in small groups, and collectively. Students enrolled in this course will be assigned a summer reading project, including preparation of a written assignment due at the beginning of the school year.

A1 - A2, S3 - S5

## **405 ADVANCED PLACEMENT UNITED STATES HISTORY**

Grade 11

1.0 credit

Prerequisite: Recommendation of 9/10 social studies teachers

United States History Advanced Placement is the third subject in the Honors Academy Suite. It is a rigorous, comprehensive, college-level course of study that closely follows the curriculum recommendations outlined by the College Board, the organization that oversees all Advanced Placement programming. The course begins with Columbus and concludes with the dawn of the 21<sup>st</sup> century. Political, economic, and social history receive equal time as all three historical subdivisions are assessed in the demanding Advanced Placement examination. The primary course text is *The Enduring Vision* by Boyer, et al.; however, additional primary and secondary sources will also be employed to enhance student knowledge and understanding. This subject meets graduation requirements for United States History I and United States History II combined. Students are required to take the College Board AP Examination in May. Depending on the level of performance, students may be eligible for college credit.

A1, A2, A3 - S4

## **425 HONORS UNITED STATES HISTORY**

Grade 11

1.0 credit

Prerequisite: Recommendation of 9/10 social studies teacher

Honors United States History is a challenging, in-depth course that begins with Columbus and concludes with the dawn of the 21<sup>st</sup> century. Political, economic, and social history will receive equal time as all three historical subdivisions are critical in understanding United States History. The primary course text is *The Enduring Vision: A History of the American People* by Boyer, et al.; however, additional primary and secondary sources will also be employed to enhance student knowledge and understanding. This is a student- focused, discussion-based class. Students enrolled in this course will write bi-weekly, in-class essays; therefore, analytical writing skills will be emphasized.

A1, A2, A3 - S4

## **445 UNITED STATES HISTORY I**

Grade 9

1.0 credit

The ninth grade history curriculum is United States History I, which focuses on the nation's history from 1754 through 1877. The major issues and events studied will be the French and Indian War, followed by a study of the pre-Revolutionary period. The course continues with the American Revolution and its aftermath and the drafting of the United States Constitution and Bill of Rights. The next phase of the curriculum focuses on the key political developments in the presidencies of Washington through Jefferson, as well as the policies of later antebellum presidents such as Monroe, Jackson, Polk, and Buchanan. The course ends with an in-depth study of the causes leading up to the Civil War, the War itself, and the Reconstruction period. All students will use the text *America: Pathways to the Present* by Cayton et al. The curriculum includes multimedia presentations, two term papers, engaging classroom discussions, and debates.

A1, A2, A3 - S1, S2, S3, S4, S5

#### **446 STANDARD UNITED STATES HISTORY I**

Grade 9

1.0 credit

The ninth grade history curriculum is United States History I, which focuses on the nation's history from 1754 up through 1877. The major issues and events studied will be the French and Indian War, followed by the pre-Revolutionary period. The course continues with the American Revolution and its aftermath, and the drafting of the United States Constitution and Bill of Rights. The next phase of the curriculum focuses on the key political developments in the presidencies of Washington through Jefferson, as well as the policies of later antebellum presidents such as Monroe, Jackson, Polk, and Buchanan. The course ends with an in-depth study of the causes leading up to the Civil War, the War itself, and the Reconstruction period. The curriculum includes multimedia presentations, a variety of cooperative learning activities and projects, engaging classroom discussions, and debates. Students enrolled in this course will be assigned a summer reading project, and a written assignment due at the beginning of the school year.

A1, A2, A3 - S1, S2, S3, S4, S5

#### **458 UNITED STATES HISTORY II**

Grade 10

1.0 credit

The tenth grade history curriculum is United States History II which focuses on the nation's history from 1877 to present. The first part of the course will examine the expansion of American industry. This will be followed by the nation's westward movement, a look at politics, immigration, and urban life at the turn of the twentieth century. The next phase of the curriculum covers the Progressive movement, World War I, the Great Depression, and the American experience during WWII. This course will also analyze United States involvement in the Cold War, the Civil Rights movement, Watergate scandal, and American political and social life to the present. The curriculum includes multimedia presentations, primary and secondary source readings, video and web resources, engaging classroom discussions, and debates.

A1, A2, A4 - S1, S3, S4, S5

#### **459 STANDARD UNITED STATES HISTORY II**

Grade 10

1.0 credit

The tenth grade history curriculum is United States History II which focuses on the nation's history from 1877 to present. The first part of the course will examine the expansion of American industry, followed by the nation's westward movement, a look at politics, immigration, and urban life at the turn of the 20<sup>th</sup> Century. The next phase of the curriculum covers the Progressive movement, World War I, the Great Depression, and the American experience during World War II. This course will also analyze United States involvement in the Cold War, the Civil Rights movement, Watergate scandal and American political and social life to the present. Students will use the *United States History* published by AGS (American Guidance Service). The curriculum includes multimedia presentations, a variety of cooperative learning activities and projects, engaging classroom discussions, and debates.

A1, A2, A4 - S1, S3, S4, S5

## **462 HONORS U.S. GOVERNMENT AND POLITICS**

Grade 12

1.0 credit

Honors U.S. Government and Politics is the last subject in the Honors Academy Suite. This course is designed to give students an analytical and philosophical perspective on politics and government in the United States. Students develop an understanding of the fundamental concepts of democratic theory and philosophy, examine the structure and institutions of the national government, and analyze the Constitution and amendments. Students will investigate political beliefs and behaviors, party politics, and interest groups. Civil rights and civil liberties, and the interplay of freedom, order, and equality are also primary areas of content and class discussion. The summary objective of the course is to produce an enlightened citizenry patterned after the Jeffersonian ideal. This objective is pursued through consistent emphasis on the knowledge and attitudes necessary for the American democratic experiment to continue, and remain vibrant in the 21<sup>st</sup> century and beyond. Resources used include textbook, newspapers, videos, magazines, and outside speakers.

A1, A2, A3 - S1, S3, S4, S5

## **447 INTRODUCTION TO PSYCHOLOGY**

Grades 11 and 12

0.5 credit

Psychology is the study of human behavior and mental processes. This course will explore the development of psychology from Sigmund Freud to current controversial issues such as, “How much is our behavior the result of our biology?” In addition to learning about the fundamentals of psychology, personality theory, abnormal psychology, and various approaches to psychotherapy, we will bring psychology into our lives through the performance of self discovery exercises. Students are expected to read the text, prepare a research paper and presentation, write psychological analyses, and participate in lively discussions. The assigned text is *Psychology: An Introduction* by Charles Morris.

A1, A2, A3 - S1, S2, S3, S4

## **461 WORLD AFFAIRS FROM THE JOURNALIST’S PERSPECTIVE**

Grades 11 and 12

1.0 credit

This full-year course examines the practices by which all forms of media (newspaper, magazines, television, radio, internet, etc.) report and comment on world affairs. Students will develop a keen awareness of local, regional, national, and international events. Students will process this information through research and evaluation. Students will also learn to detect editorial style and bias in journalism and to develop their skill as future journalists. Participants in this class will also serve as the editorial board of Mount Everett’s student-run newspaper, and host Mount Everett’s weekly radio show.

A1, A2, A3 - S5

## **467 HONORS ECONOMICS**

Grade 10

1.0 credit

As the second part of the Honors Academy Suite in social studies, the grade 10 offering is a survey-style economics course. This discipline encourages thinking in new ways and directions. Careers in economics and related fields are some of the highest paying fields in the world today. Students are given an opportunity while at school to sample this discipline. An appreciation for economics will add substantially to students' depth of understanding of historical events. Often, the economic reasons for these events are glossed over or left out in favor of more politically correct or humanistic causes. This course covers the macroeconomic considerations surrounding the domestic United States as well as the implications of globalization on the traditional monetarist and Keynesian views of the world, and how resources are allocated. Here, scaffolding will be created which will be built upon in the grade 12 United States Government and Politics class, also a part of the Honors Academy Suite in social studies. At the microeconomic level, students will be expected to use technology and mathematics skills in new ways to solve complex microeconomic challenges from demand and supply through production and pricing, and to investment decisions. Financial mathematics will be taught as a part of this course. The concluding weeks of this course will feature a unit on personal investment and wealth management.

A1, A2, A3, A4 - S1, S3, S4, S5

## **464 SOCIOLOGY**

Grades 11 and 12

0.5 credit

This course is an introductory sociology course surveying topics affecting American society with local as well as international implications. Areas to be explored include classicism, sexism, regionalism, ageism, racism, religion, economics, and politics. Serious discussion and analysis of these and other topics will be a major focus of the class. Many readings and documentaries/films will be utilized to supplement and elicit class discussion.

Through classroom discussions, short lectures, documentaries, in-class assignments, presentations, reading, and homework, students will critically analyze the aforementioned and other topics. In addition to class assignments, homework, tasks, quizzes and tests, a portion of a student's grade will be based on class participation, which includes punctuality and timely task completion.

A1, A2, A3 - S1, S2, S3, S4

### **463 ANTHROPOLOGY**

Grades 11 and 12

0.5 credit

This course is a survey of anthropology including topics from cultural and physical anthropology. Areas to be explored include pre/early humans, various anthropological sites and cultures, folklore and myth, and archaeology.

Through classroom discussions, short lectures, readings, documentaries, in-class assignments, and presentations, students will analyze various areas of anthropology from a modern anthropological perspective. Students are invited to explore topics of interest beyond the time allotted in the classroom. In addition to class assignments, homework, tasks, quizzes and tests, a portion of a student's grade will be based on class participation, which includes punctuality and timely task completion. Extra credit may be earned on an "as needed" basis.

A1, A2, A3 - S1, S2, S3, S4

### **426 CONTEMPORARY ISSUES AND EVENTS**

Grades 11 and 12

0.5 credit

This one-semester course thematically explores contemporary issues and events confronting twenty-first century Americans. To this end, the course directly engages social science disciplines including sociology, economics, and political science. The course is designed to accommodate a wide-variety of students, therefore reading, writing, and presentation assignments are chosen to serve many learning styles.

A1, A2, A4 - S2, S4, S5

### **428 CIVIL WAR AND RECONSTRUCTION**

Grades 11 and 12

0.5 credit

This challenging one-semester course will be an in-depth study of the American Civil War. The first part of the course will be devoted to examining the causes of the war and to describing early military strategy of the opposing armies. The body of the course will focus on the key battles of the conflict and the leaders who affected the outcomes of the campaigns. The course will conclude by examining the lasting results of the war on American society. Required texts for this course will include Michael Shaara's *The Killer Angels* and Tony Horwitz's *Confederates in the Attic: Dispatches from the Unfinished Civil War*. At least one major research paper will be assigned, and there will be frequent quizzes and tests. Class discussions will be a major component in the learning process, so frequent class participation will be essential.

A1, A2, A4 - S2, S5

**475 WE THE PEOPLE: POLITICS AND CITIZENSHIP IN AMERICA**

Grades 11 and 12

0.5 credit

This one semester elective reviews the workings of American government, and helps prepare students for active roles as citizens. Students will closely follow the activities of federal, state and local governments, and debate current political issues.

A1, A2 - S3, S5

# *The Technology Department*

## **839 TECHNOLOGY AND ENGINEERING**

Grade 9 required course

0.5 credit

This one-semester course will cover engineering design, construction technology, energy and power technology (fluids, thermal, electrical), communication technology, and manufacturing technology.

A1, A2, A3, A4 - S2, S4

## **840 TECHNOLOGY TOOLS AND APPLICATION**

Grade 9

0.5 credit

This one-semester course guides students in the use of the technology tools available at Mount Everett. Students gain computer proficiency using basic productivity tools such as word processing, electronic, research, e-mail and applications for presentations and graphics. Using spreadsheets as a problem-solving tool is emphasized. Students improve their keyboarding skills and are graded on daily assignments and projects. Students will practice responsible use of technology and gain an understanding of ethics and safety issues in using electronic media. No homework is required.

A1, A2, A3, A4 - S2, S3, S4

## **881 STUDENTS AS TECHNOLOGY LEADERS (SaTL)**

Grades 11 and 12/Permission of instructor

0.5 credit

This one-semester course will provide the student the opportunity to repair and maintain the District's computer network and related hardware. Students will be able to acquire skills necessary to install software, printers, hard drives, memory, monitors, network cards, modems, etc. In addition, students will be able to assist their peers, staff, and community members with their computer-related problems. Students will maintain a help desk as they track work requests and become involved in the day-to-day operations of the network. Occasional travel to outlying schools may be required.

SaTL has expanded categories for students. They are as follows: SaTL-Student Assistant Middle School Technology Classes, SaTL-Library Media Assistant (UME or MTEV), SaTL-Office Assistant MTEV.

A1, A3, A4 - S4, S5

## **841 DIGITAL MULTIMEDIA PRODUCTION**

Grade 10

0.5 credit

In this one-semester course, students will use an array of multimedia authoring software and technology for video and the Web. Areas of study will include digital video, motion graphics, Photoshop, Corel, and animation. Students will work to identify the relationship between media and culture, the role of media bias, and the evolution of communication technology. Students will also explore the underlying technology of computers, cameras, and other communication devices while working cooperatively in group productions.

A1, A2, A3, A4 - S4

## **429 THE MORNING SHOW**

Grades 9-12

0.5 credit per semester

Note: This course will be offered during normal school hours.

Students may successfully earn 0.5 credit for a semester and 1.0 credit for the academic year by actively participating in the daily production of The Mount Everett Morning Show.

Every student will have a job to do during the daily broadcast. These responsibilities include equipment set-up, maintenance, script writing, taping, and interviewing. Students are expected to actively participate in all production roles.

In addition to production responsibilities, students are required to tape school events each quarter. It is each student's responsibility to process these events and turn them into segments for The Morning Show.

Grading will be determined by class participation and overall job performance.

A1, A3, A4 - S4, S5

## **826 TECHNOLOGY - CHANGING MEDIA AND SOCIETY**

Grades 11 and 12

0.5 credit

In this one-semester class, students will identify the specific effects that film, movies, and television have on communication technologies, commercialism, and cultural conditions. Students will understand and examine the role of technology in relationship to media capabilities. In addition to critically analyzing the media's messages, students will research topics, give presentations, and write short supporting papers.

A1, A3, A4 - S4, S5

## **883 DIGITAL VIDEO PRODUCTION**

Grades 11 and 12

0.5 credit

In this one-semester course, students will develop valuable video production skills in a project-based, digital environment. Students will produce independent projects as well as segments to be aired on the local cable station. Students will have the opportunity to experience all production roles but will be responsible for creating their own original content. Great emphasis will be placed on technical proficiency and aesthetic quality. Students will experience a range of movie genres and learn to incorporate these styles into their own work. Cooperative teamwork is important for success in this class.

A1, A3, A4 - S4, S5

### **884 3D DESIGN**

Grades 11 and 12

0.5 credit

Computer Assisted Design (CAD) is rapidly replacing drafting as the most important tool for architects and industrial designers. Mount Everett is fortunate to have a state-of-the-art computer lab equipped with Solidworks, a sophisticated three-dimensional modeling program. Students will begin by designing basic shapes and machine parts. Students will then progress to more complex designs, such as bottles, bolts, children's toys, and molds. By the end of the first quarter, students will be able to make simple machines such as piston engines with moving parts.

In the second quarter, students will work with "Rhino 3D", a program used in the boat-building and movie industry. This software will allow students to construct complex organic shapes that are not possible with Solidworks. Projects may include dinosaurs, monsters, humanoid heads, guitars, and airplanes.

A2, A4 - S2, S4

### **885 ADVANCED 3D DESIGN**

Grades 11 and 12

0.5 credit

Prerequisite: B or better in 3D Design and recommendation of the instructor

Students who wish to continue developing their skills in computer assisted design may continue working with Solidworks and Rhino 3D concurrently with the regular 3D Design class. Students electing this class must be prepared to work independently and to assist the beginning students.

A2, A4 - S2, S4

### **830 ROBOTICS**

Grades 11 and 12

0.5 credit

Online course, teacher recommendation required.

Each year the organization For Inspiration of Science and Technology (FIRST) holds several high school level robotics competitions throughout New England. The FIRST Tech Challenge (FTC) is played with a robot made from the all-metal TETRIX kit from PITSCO. The robot competes with 3 others on a 12'x12' field mostly via remote control. The purpose of this course is to build a robot that incorporates motors, servos, and sensors. In addition, this course will introduce students to the C programming language necessary to program their robot. Since competitions take place on weekends, actual participation in a FIRST event is optional and not required to complete the course.

A2, A3, A4 - S3

**740 ANIMATION**

Grades 10-12

0.5 credit

This class will explore the history, current techniques, and cultural differences of animation. We will use different animation techniques including stop action, claymation, and digital design. Students are expected to complete both project-and research-based assignments using a variety of media and technology including digital cameras, video cameras, Toon Boom, and Anime Studio.  
A1, A3, A4 - S4

**805 THE TECHNOLOGY BEHIND THE ENGINEERING**

Grades 10-12

0.5 credit

Students will research topics such as forces of resistance, voltage, communication technology, etc. Students will then design experiments/research projects based on these principles. For instance, students could learn about lift/drag by working on a paper airplane lab. If students were studying electricity, they could create different types of circuits with Christmas lights and batteries. Students are expected to share their findings through formal class presentations and slide shows.

Think of this like a “kitchen science/tech” class for kids who are not technologically minded.  
A2, A3, A4 - S3

**148 VIRTUAL HIGH SCHOOL**

Grades 9-12

0.5 credit

Virtual High School allows a student to fit in an extra class when their schedule is full, needs a class which is not available through Mount Everett, or simply enjoys the use of technology and wants the challenge and flexibility of an on-line class structure. Students have the opportunity to select from a full catalog of semester-length and full-year courses, including core, elective, AP, and Pre-AP classes. The VHS catalog is available for viewing on the Mount Everett home page under Virtual High School. Please see your guidance counselor for more information.

# *The Vocational Department*

## **989 INTERNSHIP PROGRAM**

Grades 11 and 12

0.5 credit per semester

This program is for the student who desires to learn about a career or to develop specific skills related to a vocation that is not taught in the school program. The internship arrangement is carefully structured with a written learning contract detailing the course outline and specific objectives. Students receive credit(s) toward graduation. Interested individuals should obtain the necessary application form from a guidance counselor. The application must be submitted with the course registration form. **Transportation to and from these experiences will not be provided by the school district.**

**NOTE** - Juniors may earn a maximum of 1.0 internship credit per year  
Seniors may earn a maximum of 2.0 internship credits per year

Recommended sequence of Culinary Courses:

Food Prep I, Food Prep II, Culinary Arts I, Culinary Arts II, Culinary Arts III/Internship

### **801 FOOD PREP I**

Grades 9-12

0.5 credit

This course is designed to give students an understanding of basic food preparation. Basic knowledge required for food preparation such as tools, terms, techniques, kitchen math, meal planning, table setting and service, will be discussed. Students will learn kitchen safety, sanitation, and practice basic cooking skills in lab situations.

A1, A2, A3 - S1, S2, S3, S4

### **802 FOOD PREP II**

Grades 9-12

0.5 credit

Prerequisite: Grade of 70 or higher in Food Prep I

This course is designed to provide training in preparing food for public venues and future employment in the food industry. Focus is on food safety and sanitation, planning, presentation, cost, efficiency, and careers.

A1, A2, A3 - S1, S2, S3, S4

### **803 CULINARY ARTS I**

Grades 10-12

1.0 credit

Prerequisite: Grade of 70 or higher in Food Prep II.

Culinary Arts I and II are designed to prepare students to continue their education in this rapidly expanding and competitive field of study.

In addition to honing and enhancing the technical and other skills that have been introduced during Food Prep, students in Culinary Arts I will become familiar with the layout of a professional kitchen and learn how to properly use and maintain professional food-service equipment. Students will gain an historical perspective of this centuries-old craft as well as an appreciation for the diverse nature of the culinary arts industry. In addition, students will begin to develop a better understanding of the term “professional” and its applications in a successful food-service kitchen.

A1, A2, A3, A4 - S1, S2, S3, S4, S5

## **797 CULINARY ARTS II**

Grades 10-12

1.0 credit

Prerequisite: Culinary Arts I

This intensive course of study continues the culinary process of professional food service industries. Including designing restaurants, opening of a café, school and community catering. Credits for this course may be used in an articulation program in Berkshire Community College culinary arts certification program. Students will be given credit for culinary college courses in Baking I and Food Prep I. Articulation agreements between Mount Everett and Berkshire Community College allow Mount Everett students to earn college credit while attending courses in our district.

A1, A2, A3, A4 - S1, S2, S3, S4, S5

## **804 CULINARY ARTS III**

Grades 11 and 12

2.0 credits

Prerequisite: Culinary Arts I

This intensive course of study continues the culinary process of professional food service industries, including designing restaurants, opening of a café, school and community catering.

Credits for this course may be used in an articulation program at Berkshire Community College in their culinary arts certification program. Students will be given credit for culinary college courses in Baking I and Food Prep I.

A1, A2, A3, A4 - S1, S2, S3, S4, S5

## **799 CLOTHING**

Grades 9-12

0.5 credit

This course applies the elements and principles of design, the history of costume, and fiber fabric analysis. Students will also explore careers related to fashion manufacturing and merchandising. Students will then be given the opportunity to create their own custom apparel. Four required projects and three student choice projects are completed. **Students are responsible for supplying all construction materials.**

A1, A2, A4 - S1, S3, S4

## **798 EARLY CHILDHOOD EDUCATION**

Grades 10-12

0.5 credit

This course prepares individuals for child-related careers and/or more extensive parenting skills. Instruction is given regarding standards involved with child care, the employment skills needed to work with young children, how to maintain a healthy environment for children, developmentally appropriate practices, and curriculum design for young children.

A1, A2, A3, A4 - S1, S2, S3, S4

**824 COMMUNITY SERVICE LEARNING**

Grades 11-12 Limited to 10 students

0.5 credit

This course is open to students who wish to volunteer their time and talent on behalf of the school district. Tasks will include answering phones, photocopying, running errands within the building, sorting mail, and issuing visitors' passes.

A1, A2, A3, A4 - S1, S2, S3, S4

**822 BUILDING CONSTRUCTION/CARPENTRY**

Grades 9-12

2.0 credit

This specialized course offers building trades students a block of time for intensive study of the many aspects of the building, woodworking, and landscaping industries. Students will develop skills and attitudes which will qualify them for employment and future vocational preparation at the college or technical school level.

A1, A2, A4 - S1, S2, S3, S4

**886 INTRODUCTION TO WOODWORKING**

Grades 9-12

0.5 credit

This basic level course is offered to students interested in learning the fundamentals of working with wood. The class has a strong emphasis on the proper and safe use of hand, portable, and stationary power tools. Project work is assigned which will introduce students to all equipment used in a small shop.

A1, A2, A3, A4 - S2, S3, S4

# *The World Language Department*

## **532 FRENCH I CONVERSATIONAL**

Grades 9-12

1.0 credit

This course is for students who are beginning their study of French and for those coming into the high school who would like to strengthen their basic skills. Through TPRS (Teaching Proficiency Through Reading and Storytelling) activities, students will learn the four basic language skills of listening, speaking, reading and writing. Storytelling, songs, short presentations and dialogues will allow students to express themselves in a variety of everyday situations. Students explore the expanse of the Francophone world. Emphasis will be on communicative activities and role-playing in order to give students confidence in their ability to speak in French.

A1, A2, A3, A4 - S2, S3, S4

**510 FRENCH II****530 FRENCH II CONVERSATIONAL**

Grades 9-12

1.0 credit

Prerequisite: French I/Passing grade on level one assessment test/Recommendation of instructor.  
Each course will address and conclude Stage 1 of the Massachusetts Foreign Languages Curriculum Framework.

These courses reinforce basic language skills in action. Class work includes extensive listening practice through storytelling, retelling and rewriting stories, reading and writing assignments, and vocabulary building. Students will learn to express themselves in the present, past and future tenses. Analysis of songs, movies, videos, and radio broadcasting will be a part of the listening practice. Francophone cultures will be explored through reading, short novels, and hands on projects. Students will be asked to actively participate in class discussions in French.

The emphasis will continue to be on communicative activities and role-playing in order to give students confidence in their ability to speak and understand French. The course grade will be based on rubrics that include: homework, quiz and test scores, class conversation, reading and listening analysis and class participation/class behavior.

Students who have successfully completed 7<sup>th</sup> grade French and 8<sup>th</sup> grade French are recommended to take FRENCH II. Students who have successfully completed FRENCH I CONVERSATIONAL are recommended to take FRENCH II CONVERSATIONAL but may opt to enroll in FRENCH II if appropriate.

A1, A2, A3, A4 - S1, S2, S3, S4

**499 FRENCH III**

Grades 10-12

1.0 credit

Prerequisite: French II/Passing grade - Recommendation of instructor.

This course will begin to address Stage 2 of the Massachusetts Foreign Languages Curriculum Framework.

The two main objectives of this course are for students to gain a greater competency in oral communication and an in-depth understanding of grammar. French III is taught entirely in French and active participation is expected of all students. Analysis of songs, movies, videos and video segments (daily news, current events, shows...) will be common listening practices used as springboards to expose students to the various accents, cultures, subjects and topics of the Francophone world. The course grade will be based on rubrics that include: homework, quiz and test scores, class conversation, reading and listening analysis and class participation/class behavior.

A1, A2, A3, A4, - S1, S2, S3, S4

## **504 FRENCH IV**

Grades 11 and 12

1.0 credit

Prerequisite: French III/Recommendation of instructor.

This course will address and conclude Stage 2 of the Massachusetts Foreign Languages Curriculum Framework.

An emphasis will be placed on broadening the student's understanding of French-speaking cultures by reading French language magazines and newspaper articles, short stories, and excerpts from novels, plays, and poetry. Videos focusing on current events/news from the Francophone media will be the basis for class discussions and writing assignments. Students should expect long-range reading and writing assignments or research projects as homework assignments. Through the use of dialogue journals, students will take part in a written conversation, in French, with the teacher throughout the school year. French IV is conducted entirely in French. The course grade will be based on rubrics that include: homework, quiz and test scores, class conversation, reading and listening analysis and class participation/class behavior.

A1, A2, A3, A4 - S1, S2, S3, S4

## **505 FRENCH V**

Grades 11 and 12

1.0 credit

Prerequisite: French IV/Passing grade - Recommendation of instructor.

This course will begin to address Stage 3 as well as Standard 1: Interpersonal Communication of Stage 4 of the Massachusetts Foreign Languages Curriculum Framework.

This course will allow advanced students to strengthen their proficiency in the French language. Students will read short stories, newspapers, magazine articles, poetry, and excerpts from novels in order to deepen their knowledge and understanding of French-speaking cultures. Oral communication will continue to be a major focus of this course. Videos focusing on current events/news from the Francophone media will be the basis for class discussions and writing assignments. Although grammar will not be the main focus of the course, regular vocabulary building and grammar-strengthening exercises will be included to ensure that students maintain the skills they have mastered in previous French courses. Through the use of dialogue journals, students will take part in a written conversation, in French, with the teacher throughout the school year. French V will be conducted entirely in French. The course grade will be based on rubrics that include: homework, quiz and test scores, class conversation, reading and listening analysis and class participation/class behavior.

A1, A2, A3, A4 - S1, S2, S3, S4

**533 SPANISH I CONVERSATIONAL**

Grades 9-12

1.0 credit

This course is designed to teach the basic skills needed to understand and speak basic Spanish as well as to introduce the Hispanic cultures of the world. The language will be presented with Teaching Proficiency through Reading and Storytelling, an approach that maximizes the time spent hearing and responding in Spanish. Significant time will also be spent on grammar, and writing with conversational emphasis. The culture of the Hispanic world will be presented through reading news articles, listening to music, watching movies and listening to/hearing guest speakers. Homework will be given at least once a week. Grades are based on participation/decorum, quizzes, tests, homework and overall effort.

A1, A2, A3, A4 - S1, S2, S3, S4, S5

**519 SPANISH II****531 SPANISH II CONVERSATIONAL**

Grades 9-12

1.0 credit

Prerequisite: Spanish I/Recommendation of instructor

The student will continue developing skills with more stress on structure and grammar. Class work includes: Teaching Proficiency through Reading and Storytelling, writing, dictations, compositions, discussions, and role-playing. The student prepares talks and dialogues in Spanish about short stories, his/her pastimes and weekend, and daily activities. Homework assignments include reading and writing exercises as well as the preparation of oral communication. The course grade is determined by homework and effort, quiz and test grades, conversation grades, and class participation/decorum.

Honor students will have more advanced written, listening, reading and speaking assignments.

Conversational students will have more emphasis on speaking, listening, and reading with less emphasis on writing.

Students who have successfully completed 7<sup>th</sup> grade Spanish and 8<sup>th</sup> grade Spanish are recommended to take SPANISH II. Students who have successfully completed SPANISH I CONVERSATIONAL are recommended to take SPANISH II CONVERSATIONAL but may opt to enroll in SPANISH II if appropriate.

A1, A2, A3 - S1, S2, S3, S4, S5

### **515 SPANISH III**

Grades 10-12

1.0 credit

Prerequisite: Spanish II/Passing Grade/Recommendation of instructor

This course stresses reading, writing, and oral performance. There is an extensive grammar review stressing verbs in the present, preterite, imperfect, and present perfect, as well as exposure to Hispanic cultures of the world. Class work includes: Teaching Proficiency through Reading and Storytelling, writing, dictations, compositions, and discussions. Homework assignments include reading and writing exercises as well as the preparation of oral communication. The class is conducted in Spanish. The course grade is determined by homework effort, quiz and test grades, conversation grades, and class participation decorum.

A1, A2, A3 - S1, S2, S3, S4, S5

### **514 SPANISH IV**

Grades 11 and 12

1.0 credit

Prerequisite: Spanish III/Recommendation of instructor

This course is designed for the student capable of doing advanced work in reading, writing, and speaking. The student will read short and long stories, magazine articles that present Hispanic culture and society. Class work includes: Teaching Proficiency through Reading and Storytelling, story analysis and in-depth assignments, which may include writing, compositions and the preparation of speeches and skits. Literature, video and listening comprehension are the basis for discussions and writing assignments. Homework assignments include reading and writing exercises as well as the preparation of oral communication. The class is conducted entirely in Spanish. The course grade is determined by homework effort, quiz and test grades, conversation grades, and class participation/decorum.

A1, A2, A3 - S1, S2, S3, S4, S5

### **516 SPANISH V**

Grades 11 and 12

1.0 credit

Prerequisite: Spanish IV/Recommendation of instructor

Oral communication will be the main focus of this course. The class is conducted entirely in Spanish. The students will be able to speak and write in all tenses. Grammar will be studied in context to reinforce what students have learned in their previous courses. In class, Teaching Proficiency through Reading and Storytelling will be used in reading short stories, novels, poems, and plays. Oral presentations, discussions, and compositions are required on a regular basis. The course content includes excerpts from a variety of original literature by Latin American, Chicano, and Spanish authors. The class will also read original Spanish language magazines and view films and television shows from Spanish-speaking countries. Written assignments are corrected with the students. The course grade is determined by homework effort, quiz and test grades, conversation grades, and class participation/decorum.

A1, A2, A3 - S1, S2, S3, S4, S5