

Program of Studies

2015 – 2016

Mount Everett Regional School
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2015 – 2016
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 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 the 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 the code listed above (A1 = Effective communication).

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
c/o Ingrid Borwick
P.O. Box 339
Sheffield, MA 01257
Tel: (413) 229-8778 ext. 300

Inquiries concerning the application of non-discrimination 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

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 through Student Services.

ATTENDANCE POLICY

PURPOSE – The Mount Everett Regional 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 credit/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 requirement. 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, field trips, or college visits), religious observances, bereavement, or medical issues are excused. Appropriate documentation will need to be provided to attendance office.

APPEALS – Extenuating circumstances may be appealed to a review board consisting of an administrator or designee, a school adjustment counselor, or 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.

GRADUATION REQUIREMENTS

Credits needed for graduation – 24 credits. Required courses included the following:

- 4 credits **English** - Must reach a 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 U.S. History.
- 3 credits **Mathematics** – Must reach a 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 study will receive high school academic credits. Credit will appear in their 9th grade year.

- 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.

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 Regional School 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 graduation class to receive this recognition. Criteria is available from the National Honor Society advisor.

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.

ADVANCED PLACEMENT COURSES

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. Any exceptions of this must be approved by the Principal. The cost of the AP exam was \$90.00 for 2014. Limited financial aid is available.

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 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

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 (including 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

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.

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 an honors course is not affected by the 3.0 points. Students enrolled in Honors courses should expect the workload, including homework to be more demanding than what would be expected in regular college prep courses. Students enrolled in these experiences will be expected to willingly accept such challenges as part of the curriculum and expectations of the teacher. 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

The student, parent/guardian, principal, teacher, and guidance counselor will meet to assess the following:

Independent Study is designed for those students who have a specific area of study they would like to pursue but for which there is no appropriate formal class offering. Each Independent Study is designed as either a one semester (0.5 credit) or two semester (1.0 credit) course. Students initially define an area of study, prepare a study plan (which is agreed with their teacher/advisor and guidance/administration), define measures of success, and agree on key deliverables/milestones; this forms the basic architecture of the course for each student. From that point on, the student works under the guidance of their advisor, to acquire knowledge and expertise in the area of study identified. Students are expected to create with their advisors meaningful, multi-faceted, learning experiences that encompass a broad range of skills and employ multiple mediums and modalities.

- 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. The Independent Study course will not be entered into a student schedule until the course is approved by guidance and administration.

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 the responsibility of the student. Virtual High School courses are also available on a limited basis. Please see a guidance counselor for more information on registering.

A BRIDGE TO COLLEGE

Berkshire County high school seniors, who are Massachusetts residents, may enroll in one Berkshire Community College credit course per year. This course will be free of charge; Berkshire Community 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 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. The cost of college courses is the responsibility of the student.

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 or Admissions (413) 236-1631.

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.

COURSE CHANGES

Course changes will be allowed prior to the opening of school. However, once school commences 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.

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.

WITHDRAWAL/TRANSFER FROM SCHOOL

The procedure for withdrawal or transferring from school 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.

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 and 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 – S1, S2, S4

742 FOUNDATIONS OF DESIGN

Grades 9-10

0.5 credit

Foundations of Design is a half-year course that introduces the high school student to design. This course is created to provide exercises to strengthen the critical thinking skills of students in grades 9-12 while exposing them to important artistic and non-art related subject matter. Throughout the course, students will learn what design is, and how it differs from fine art. They will analyze and utilize the design process while practicing skills and techniques that translate to many design professions. These alternative units were designed to meet the needs of a typical teenager. Projects center around solving problems through design and focus on real-world themes of sustainability/global responsibility, health and wellness, and design for design's sake. At the end of this course, students will understand the process of problem solving using design and will have the tools required for further study in many design disciplines.

A1, A2

Units:

Introduction to Design – What is design?

The Design Process – How do you problem solve using design?

Elements and Principles of Design

Life skills – Design for health and well-being Environmentally Conscious/Sustainable Design, and Design for Design's Sake

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 outside of school for projects. In class, we will be working on the computers to alter these images and create artwork.

A1, A2, A4

7002 CERAMICS 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.

A2

7003 CERAMICS II

Grades 10-12

0.5 credit

Prerequisite: 85 or higher in Ceramics I/Approval of Instructor

This is a one-semester course where students will apply the knowledge and skills gained in Ceramics 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. Students will also be introduced to wheel throwing and glaze chemistry. Emphasis will be put on quality, creativity, and originality.

A2 – S3

718 CRAFTS

Grades 9-12

0.5 credit

Prerequisite: Grade of 70 or higher in 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

7004 PAINTING

Grades 9-12

0.5 credit

Prerequisite: Grade of 70 or higher in 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

1702 ART STUDIO

Grades 11 and 12

0.5 credit

Art Studio is an upper level art elective designed for students who wish to explore various art media in more depth. Students will be given assignments which correlate with the elements and principles of art, art history, contemporary art, observational drawing and conceptual problem solving.

A1, A2, A4 – S3

737 PORTFOLIO

Grades 11 and 12

0.5 credit

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 working 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

743 YEARBOOK/GRAPHIC DESIGN

Grades 11 and 12

0.5 credit

Learn the basics of graphic design including typography, layout and composition and hierarchy of information using Adobe Illustrator and Adobe InDesign. This class focuses on exercises introducing the student to fundamental skills and techniques used by graphic designers as well as the creation of the Mount Everett yearbook. Students will design and create the 2015 yearbook as part of the regular course work.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

7001 GLOBAL ARTS

Grades 9-12

0.5 credit

This half-year arts elective focuses on world cultures, biases regarding gender, ethnicity, class, religion, etc., customs, travel and host preparation, and multiculturalism. Students will create art based on ancient and contemporary studies, prepare oral and video presentations, and learn customary and appropriate practices in communication and respect.

A1, A2, A3, A4 – S2, S3, S5

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 note taking, 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, Shelley, Hersey, and Gibson. 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, Gibson, Shakespeare, and Shelley, 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

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 well-known authors. In addition to 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 students. 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

162 HONORS ENGLISH IV

Grade 12 only

1.0 credit

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

Honors English IV is offered for those serious students who plan to further their education. There is a strong emphasis on college preparatory work especially writing development. Students will further develop their critical and analytical skills to discuss and use the various devices of writing and literature. Two major assignments include an in-depth research paper and a senior persuasive speech and essay, both of which require passing grades to fulfill graduation requirements. Students will study classic and contemporary world literature and will also be exposed to poetry and non-fiction pieces. Note taking, 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 persuasive speech and essay. Both assignments require passing grades to fulfill graduation requirements. Written and oral work includes 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 evening presentation.

A1, A2, A3, A4 – S1, S2, S3, S4

175 STANDARD ENGLISH IV

Grade 12

1.0 credit

The Standard English IV class is structured similarly to the College Prep English IV but at a slower pace and with more individualized assignments, and assessments. Students will still study a variety of classic and contemporary world authors as well as non-fiction pieces; however, these may be abridged versions. Major assignments include an in-depth research paper as well as a senior persuasive speech and essay. Both assignments require passing grades to fulfill graduation requirements. Reading, public speaking, vocabulary, and evaluative processes will be taught. Homework is required, as well as an end of the year presentation.

A1, A2, 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

118 ADVANCED PLACEMENT ENGLISH LITERATURE and COMPOSITION

Grades 11 and 12 (Offered in alternate years; next offered in 2015-2016)

1.0 credit

Prerequisite: Strong performance in English II/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 and 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

120 ADVANCED PLACEMENT ENGLISH LANGUAGE and COMPOSITION

Grades 11 and 12 (Offered in alternate years – next offered 2016-2017)

1.0 credit

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

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.

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

180 CREDIT RECOVERY ENGLISH I
181 CREDIT RECOVERY ENGLISH II
182 CREDIT RECOVERY ENGLISH III

Grades, 10, 11, 12

1.0 credit

Foundational English is a no-frills, no-lit course designed for students recovering credit for prior English courses. This semester-long course will emphasize applied workforce speaking, writing, and reading skills ...while avoiding poetry, plays, short stories, and novels. Topics will include researching and interviewing for jobs; writing resumes, cover letters, and other work-related documents; reading leases, contracts, and purchase agreements; technical reading and writing; reading interest- and news-based magazine articles; and reviewing the fundamentals of standard spoken and written English. All reading and writing will be completed in the classroom. The only homework expectations will be individual student preparation for announced quizzes and tests.

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

1109 TEEN LEADERSHIP

Grades 9-12

0.5 credit

Teen Leadership is a program developed by the Texas-based Flippen Group that teaches students to take responsibility, express themselves confidently, and handle problems and decisions when they arise. Through the Teen Leadership curriculum students will learn the skills to develop healthy relationships, recognize and resist peer pressure, and appreciate the need for vision in setting personal and career goals. In addition, students will sharpen their speech-writing and communication skills, which will help them make the transition to life after high school, whether they attend college or immediately enter the work world. This elective course is available to students in grades 9-12 and provides a 0.5 credit in either English OR Wellness.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

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

1110 MURDER MOST FOUL: THE FICTION OF CRIME SCENE INVESTIGATION

Grades 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. Activities focus on forensic concepts including ballistics, evidence collection, toxicology, DNA testing and criminal psychology, among many others. Readings include short stories, case studies and articles. Viewings include crime shows, films and documentaries. Finally, course requirements may include quizzes, case studies, slide presentations and the development of original science-based detective fiction.

A1, A2, A3, A4, S3, S4

The Health and Wellness Department

930 WELLNESS 9

Grade 9

0.5 credit

This one-semester course combines health and physical education, with an every other week rotation. 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 of nutrition, the human life cycle, substance prevention and abuse, and physical fitness. The FITNESSGRAM will be used as a psychomotor testing and measurement tool throughout the semester and all students will be expected to participate to the best of their ability.

A1, A2 – S1, S2, S3, S4, S5

931 WELLNESS 10

Grade 10

0.5 credit

Prerequisite: Wellness 9

This one-semester course builds upon concepts learned in Wellness 9. It combines physical education and health classes, dividing instruction between the two disciplines by using an every other week rotation. Health topics include mental and emotional health, family and social health, disease, and community and environmental health. The FITNESSGRAM will be used as a psychomotor testing and measurement tool throughout the semester and all students will be expected to participate to the best of their ability.

A1, A2 – S1, S2, S3, S4, S5

1901 LIFETIME FITNESS

Grades 11 and 12

0.5 credit

Prerequisite: Wellness 10

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 activity throughout their *entire* lives. Concepts taught include: low intensity vs. high intensity movements and activities, anaerobic vs. aerobic activities, the F.I.T.T. principle pertaining to goal setting, target heart rate zone, and much more. Some activities that will be offered include yoga, aerobics, line dancing, snowshoeing, badminton, basketball and many more. The FITNESSGRAM will be used as a testing and measurement tool throughout the semester and all students will be expected to participate to the best of their ability.

A1, A2, A3 – S1, S2, S3, S4, S5

8002 ADVANCED FITNESS

Grades 11 and 12

0.5 credit

Prerequisite: Wellness 10

In this one-semester course, students will be given the opportunity to learn how to create reachable short-term and long-term goals, participate in various fitness routines and workouts, keep daily nutrition logs, as well as gain a greater understanding of all 5 components of physical fitness. They will conduct a physical fitness program, self-designed by each student according to their individual fitness needs. The FITNESSGRAM will be used as a testing and measurement tool throughout the semester and all students will be expected to participate to the best of their ability.

A1, A2 – S1, S2, S3, S4, S5

1109 TEEN LEADERSHIP

Grades 9-12

0.5 credit

Teen Leadership is a program developed by the Texas-based Flippen Group that teaches students to take responsibility, express themselves confidently, and handle problems and decisions when they arise. Through the Teen Leadership curriculum students will learn the skills to develop healthy relationships, recognize and resist peer pressure, and appreciate the need for vision in setting personal and career goals. In addition, students will sharpen their speech-writing and communication skills, which will help them make the transition to life after high school, whether they attend college or immediately enter the work world. This elective course is available to students in grades 9-12 and provides a 0.5 credit in either English OR Wellness.

A1, A2, A3, A4 – S1, S2, S3, S4, S5

The Mathematics Department

Recommended sequence of math courses

Honors Pathway: Honors Geometry, Honors Algebra II, Honors Pre-Calculus, Honors Calculus or AP Calculus AB

College Preparation Pathway: Algebra I, Geometry, Algebra II, Pre-Calculus

Standard Pathway: Standard Algebra 9, Standard Algebra 10, Geometry and Functions, Pre-Algebra II or 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 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 in 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 I

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 application 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

284 STANDARD ALGEBRA 9

Grade 9

1.0 credit

Prerequisite: Pre-Algebra 8

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 with 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, and 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

Owning a scientific calculator is required; a graphing calculator is 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, and a 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

285 STANDARD ALGEBRA 10

Grade 10

1.0 credit

Prerequisite: Standard Algebra 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 with an 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, operation 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 PRE-CALCULUS

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 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 a linear and angular velocity and continue with both the unit circle and right triangle definitions of the six 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 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

243 PRE-ALGEBRA II

Grades 11 and 12

1.0 credit

Prerequisite: Geometry and Functions

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 with 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 Pre-calculus

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

This course will prepare students for the continued study of mathematics in college. The course begins with a review of trigonometry, including functions and their graphs, inverses, exponential and logarithmic functions, and parametric equations. This is followed by the study of differential calculus, including limits, continuity, tangent lines, calculating the derivative, and finding the extreme values of functions. Students will also 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. This course will be very demanding and require a high degree of motivation and effort.

A1, A2, A3, A4 – S2, S4

277 PRE-CALCULUS

Grade 12

1.0 credit

Prerequisite: Algebra II

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

This 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, A3, A4 – S2, S4

278 TOPICS IN ALGEBRA II

Grade 12

1.0 credit

Prerequisite: Topics in Algebra with Geometry 11 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 with an IEP. Students move at their own pace in a small group setting. It continues the study of topics covered in Algebra I and 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

147 AP CALCULUS AB

Grade 12

1.0 credit

Prerequisite: Honors Pre-calculus

A graphing calculator is required.

This course will prepare students for the continued study of mathematics in college. It will cover first-year college calculus, and students must 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.

A2, A3, A4 – S2, S4

608 FINANCIAL LITERACY

Grade 12

1.0 credit

Prerequisite: Pre-Algebra II or Algebra II

A scientific calculator is highly recommended.

Financial Literacy is a full-year course designed to help students develop competencies in mathematics for business and personal use. Students will begin with a basic math review and use these skills in real-life problem solving. They will proceed to learn how to compute gross and net income, maintain a checking and savings account, fill out tax forms, and determine interest payments on credit. They will also cover topics including spending plans, financial services, stocks and mutual fund options, investing in education, planning for the future, purchasing your first home, insurance and keeping money in perspective. The course focuses on awareness of consumer-related issues and strives to help students become “more informed” consumers.

A2, A3, A4 – S2, S4

283 GEOMETRY AND FUNCTIONS

Grade 11

1.0 credit

Prerequisite: Standard Algebra 10

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

This year long course is designed to prepare students for Pre-Algebra 2 or Algebra 2. Topics covered include points, equations of lines, angles, reflections, rotations, symmetry, areas, perimeters, and volumes. Algebraic topics covered include solving and graphing polynomials, factoring, systems of equations and operations of functions. Mastery of math vocabulary and algebra are also integrated throughout the class. Hands-on exercises give students the opportunity to practice drawing 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

248 STATISTICS

Grade 11 and 12

1.0 credit

Prerequisite: Algebra 2

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

Students should have a solid foundation in algebra prior to enrollment. This course will introduce students to four major conceptual themes: observing and exploring data; planning a statistically valid investigation; anticipating patterns and using probability and simulations for predicting outcomes; and confirming or rejecting models through statistical inference.

Technology is an integral part of the course. Graphing calculators and computers are primary tools for data analysis.

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

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

746 HISTORY OF POP MUSIC/SONG WRITING

Grades 9-12

0.5 credit

Students will examine the progression and influence of popular music from the 1900s until the present. Every student will be assigned an instrument commonly found in a rock and roll band and will participate in the band, learning songs and performing in a final concert at the end of the semester. A variety of genres, instruments, styles, and performing methods will be discussed and performed by the class. Additionally, students will write songs together. This elective course is available to students in grades 9-12.

A2, A4 – S2, S4, S5

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 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

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 they progress. (One semester/no previous class requirement)

A1, A3 – S3, 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 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. This 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 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

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 development of solutions to problems through proper questioning techniques, sample collecting and preparation, and chemical analysis. Topics will include environmental stability, balance and adaptation 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

308 PHYSICS

Grades 11 and 12

1.0 credit

Prerequisite: Physical Science, Biology, Algebra II

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. There are three major areas of study: mechanics, waves, and electricity and magnetism.

The study of mechanics will include: displacement, velocity, acceleration, falling bodies, projectile motion, vector operations, Newton's laws, friction, kinetic and potential energy, power, and elastic and inelastic collisions.

The study of waves will include: simple harmonic motion, properties of waves and wave interactions, sound waves, intensity, resonance and harmonics, light and reflection, curved mirrors, polarization, refraction, thin lenses, interference, diffraction, lasers, blackbody radiation, quantization, the photoelectric effect, and matter waves.

The study of electricity and magnetism will 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, direct and alternating current, generators, and motors.

A2 – S2, S4

1302 HONORS PHYSICS

Grades 11 and 12

1.0 credit

Prerequisite: Physical Science, Biology, Algebra II, Recommendation of Instructor

Honors Physics will cover more topics than general physics, and the class will go at a faster pace. In addition, some topics will be covered in greater depth, and the mathematics may be more difficult. This class is recommended for motivated students who like a challenge and are planning to continue their education in scientific and mathematical fields after high school. Additional topics to be covered may include: rotational equilibrium and dynamics, fluid mechanics, heat, thermodynamics, quantum mechanics, and relativity.

A2 – S2, S4

321 HONORS CHEMISTRY (Offered in alternate years – next offered in 2016-2017)

Grades 11 and 12

1.0 credit

Prerequisite: 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 electing this section of chemistry. This course is recommended for students that are interested in a STEM Career. 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 2015-2016)

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.

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

336 AQUACULTURE

Grades 11 and 12

0.5 credit

Prerequisite: Instructor approval required

Aquaculture is the art, science, and business of producing aquatic animals and plants that are useful to humans. During this half year course, students will learn the biological, chemical, ecological, and economic aspects of aquaculture, through hands-on projects, primarily the maintenance of the school's Aquaculture Center. The course will also include lecture, discussion, reading and note-taking. Student research, presentations, quizzes and tests will be factored into a student's grade.

A1, A2 – S1, S2, S3, S4

1303 AGRISCIENCE APPLICATIONS (Semester 1)

Grades 11 and 12

0.5 credit

Agriscience Applications purpose is to introduce students to fundamental principles and skills in agriculture. This course focuses on integrating biological sciences with technology as related to agriculture and the environment. Topics of instruction include agricultural awareness and literacy, leadership and FFA (Future Farmers of America), employability skills, biotechnology, horticulture/plant science, animal science, food science, and natural resources. A supervised agricultural experience project is a major requirement of the course as well as numerous hands-on learning activities. Students are encouraged to join the Mount Everett FFA chapter where competitive events, community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

A1, A2 – S1, S2, S3, S4

337 ANIMAL SCIENCE

Grades 10-12

0.5 credit

Animal Science is an introduction to fundamental principles of animal science, including the economic impact of animal agriculture upon the United States and the world, animal husbandry, behavior, genetics, anatomy and physiology, growth, livestock selection, reproduction, artificial insemination, lactation, egg laying, nutrition, disease, research, and biotechnology. A supervised agricultural experience project is a major requirement of the course as well as numerous hands-on learning activities. Students are encouraged to join the Mount Everett FFA chapter where competitive events, community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

A1, A2 – S1, S2, S3, 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 16th 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 teacher

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 recommendation 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 21st 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 21st 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 presentation, 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 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.

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 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

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 20th 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 institution 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 and enlightened citizenry patterned after the Jeffersonian ideal. This object is pursued through consistent emphasis on the knowledge and attitudes necessary for the American democratic experiment to continue, and remain vibrant in the 21st 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

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 consideration surrounding the domestic United States as well as the implication of globalization of the traditional monetarist and Keynesian views of the world, and how resources are allocated. Here, scaffolding will be created which will be built upon the grade 12 United States Government and Politics class, also 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 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

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 skills 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

482 MAN AND HIS ENVIRONMENT

Grade 11 and 12

0.5 credit

This senior level elective is geared towards students who are interested in learning about the environment, enhancing their leadership skills and challenging themselves both physically and mentally. In the classroom, students will learn basic outdoor survival skills needed in order to successfully participate in extended backpacking trips. An emphasis will be placed upon developing leadership skills needed to work as a team member in achieving class goals. The skills developed in this class will be put into action through participation in a one-day, a three-day, and a five-day hike on the Appalachian Trail. Mount Everett Regional School will provide the main materials for this class such as backpacks, sleeping bags, tents and cook stoves; students will be required to provide their own clothing, food, and other basic essentials needed for the various excursions. In preparation for the longer hikes, this class will require additional class meeting time; morning hikes, on double-block weeks, will allow the group to hike areas near the school in order to build the physical endurance and stamina needed to make our three trips as successful as possible. Students will be graded on projects, reflective journals, book summaries and most of all their ability and willingness to actively participate in ALL class activities. Due to the hands-on nature of this course, space is limited. Participation in the three main hikes, as well as the preparatory training sessions, is mandatory; as a result, an emphasis will be placed upon attendance, punctuality, and cooperation. A top priority of this experience is to teach students an appreciation of and a respect for nature; therefore the use of phones and electronic devices will be strictly prohibited. For off-campus hikes, the instructors will have a cell phone in case of emergencies. Successful completion of this class will allow students not only to gain a greater appreciation for the outdoors, but also to earn a half credit in the academic area of either science, history, or physical education.

A1, A2 – S1, S2, S3, S4, S5

421 CRIMINOLOGY: JUSTICE, SOCIETY, AND LAW

Grade 11 and 12

0.5 credit

This course is designed to provide students with an examination of the past, present, and future of the American system of criminal justice. Students will examine various methods of analyzing crime and the effectiveness of traditional community policing, law reforms, and the criminal court system. Class activities and instructional methods will combine lectures, discussions, debates, persuasive essays, student presentations, and field trips. Instructional materials will include video presentations, magazine articles, and relevant texts.

A1, A3, A4 – 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 discussions 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, reading, documentaries, in-class assignments, and presentations, students will analyze various areas of anthropology from a modern and 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

478 CREDIT RECOVERY U.S. HISTORY

Grades 10-12

1.0 credit

Credit Recovery U.S. History is designed for those students who require a pass in a U.S. History course that they had previously taken but were unsuccessful in earning a minimum passing grade of 70. Each Credit Recovery is designed initially as a one-semester, full credit, and recovery course. The curriculum will cover all areas of the full year equivalent academic subject which was not passed previously. Over the semester students will need to complete a series of assignments and assessments which will need to average out to a 70 or greater in order to earn a pass in a Credit Recovery Course. In cases where a student has not achieved this within a one-semester course, the class will be extended by one additional semester.

S4 (in addition to those associated with the course that is being recovered)

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 Regional School. 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 students 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 Mount Everett Morning Show.

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

A1, A3, A4 – S4, S5

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, Toon Boom, and Anime Studio.

A1, A3, A4 – S4

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 Regional School 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 the "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/Recommendation of 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 – Online course

Grades 11 and 12/Recommendation of Instructor required

0.5 credit

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' x 12' 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

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 Regional School, 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 and Virtual High School. Please see your guidance counselor for more information.

609 PYTHON

0.5 credit

This class will offer students a chance to work with both the hardware and the software of the Raspberry PI, an inexpensive computer designed to connect easily to other devices and sensors. Students will be introduced to computer programming using the Python programming language. Students will learn to use the IDLE editor to create programs for the Raspberry Pi computer. Students will learn to work with strings, lists, and functions, and learn to write libraries, modules, and classes in Python. In addition, we will explore some of the unique interfacing opportunities available using the GPIO port of the Raspberry Pi. A strong interest in computers and a high level of persistence in solving programming and interfacing issues are required of students who elect to take this class.

A2, A3, A4 – S3

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 applicant 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 the 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 a 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, and 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 Regional School 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 (double period)

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, and 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 I

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

793 CLOTHING II

Grades 9-12

0.5 credit

Prerequisite: Clothing I

This course is designed for students who have interests in the fields of design, apparel, textiles, and clothing construction. Individual projects using design principles will be used as vehicles to further develop the student's skills. Experiences may include pattern design, surface design, principles of clothing construction, fitting and alteration, custom sewing, home decorating, and other entrepreneurial opportunities. Students will be responsible for cost of materials.

A1, A2, A4 – S1, S3, S4

824 COMMUNITY SERVICE LEARNING

Grades 11 and 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 (double period)

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 vocation 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 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 conversations, reading and listening analysis, and class participation/class behavior.

Students who have successfully completed 7th grade French and 8th 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 MA 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 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 Language 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 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, and class participation/decorum.

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

Students who have successfully completed 7th grade Spanish and 8th 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 present, reflexive verbs, preterite, imperfect, and present perfect, as well as exposure to Spanish speaking 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. Students will analyze, compare, contrast and reflect on all projects and assignments. Literature, video and listening comprehension are the basis for 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. The Spanish V class will study the preterite, imperfect, perfect, future, conditional and subjunctive tenses as well. 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

517 ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE

1.0 credit

Prerequisite: Spanish IV

The AP Spanish and Culture is a college level course of studies following the curriculum recommendations outlined by the College Board, the organization that oversees all Advanced Placement programming.

This course will continue developing the students' proficiencies in the interpersonal, interpretative, and presentational modes of communication. The students will continue learning language structures in context and use them to convey meaning. Language structures will be addressed in as much as they serve the communicative task and not as an end goal unto themselves. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, institutions) practices (patterns of social interactions within a culture); and a perspectives (values, attitudes, and assumptions) that underlie both practices and products. All 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, A4 – S1, S2, S3, S5