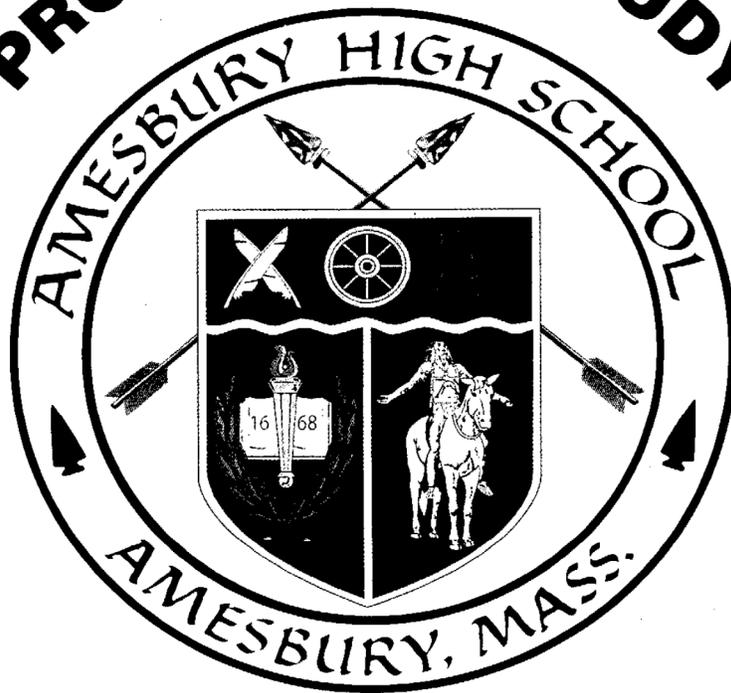


**AMESBURY HIGH SCHOOL  
PROGRAM OF STUDY**



2016-2017

January, 2016

Dear Parents, Guardians, and Students,

The selection of courses taken in high school is an important process and should be taken seriously. The decisions made during this time have a direct bearing on high school graduation, plans for education beyond high school, and future employment goals. This is a good time to discuss future goals and formulate and/or review a plan for life after high school.

The information contained in this Program of Studies for the 2016-2017 school year is intended to assist you, the student, in choosing classes that will prepare you for success in the future. Please consult your parents, teachers, advisors, and guidance counselors in making your final decisions. Your selections will be used to determine staffing and the master schedule, and once both are in place, it is difficult to make changes without negatively impacting other students and teachers.

The course selections in this guide are designed to make all Amesbury High School students both college and career ready upon receipt of a diploma. If you have any questions concerning the information contained in this booklet or about the course selection process, please contact our guidance office. Thank you for your cooperation.

Sincerely Yours,

*N. Roy Hamond, Principal*

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**AMESBURY HIGH SCHOOL**  
**BELIEFS ON LEARNING AND CORE VALUES**

Amesbury High School is committed to inspiring all its students to become problem solvers who take responsibility for themselves and their learning. In fostering this quest for excellence, the AHS community will support and work together with integrity, modeling acceptance, collaboration, and respect. School pride permeates the culture of AHS through time-tested traditions blended with student driven innovations and initiatives.

**CORE VALUES**

Integrity, Respect for Individuality, Responsibility, Academic Excellence, Problem Solving

**21st CENTURY STUDENT LEARNING EXPECTATIONS**

Academic

- Problem solve by interpreting, evaluating, and implementing solutions
- Communicate effectively in written, oral, and visual forms
- Demonstrate appropriate use and application of media/technology
- Access, comprehend, analyze, and interpret information

Social

- Collaborate effectively in a variety of roles within the school community
- Make positive contributions in their community

Civic

- Demonstrate civic responsibility by advocating for positive change

Every department/content area at Amesbury High School has identified those expectations for which they have either primary or secondary responsibility. Upon graduation, all of our students will possess these competencies by completing their programs of study. These responsibilities are indicated by a P (primary) or S (secondary) in the chart below.

<b>21<sup>st</sup>Century Expectations</b>	<b>Academic #1</b>	<b>Academic #2</b>	<b>Academic #3</b>	<b>Academic #4</b>	<b>Social #1</b>	<b>Social #2</b>	<b>Civic</b>
<b>English</b>	S	P	S	P	S	S	S
<b>Math</b>	P	S	S	P	S	S	S
<b>Science</b>	P	S	S	P	S	S	S
<b>Social Studies</b>	S	S	P	P	S	S	S
<b>Foreign Language</b>	S	P	S	P	S	S	S
<b>Family/Consumer Science</b>	P	S	S	P	S	S	S
<b>Physical Education</b>	P	S	S	P	S	S	S
<b>Health</b>	P	S	S	S	S	P	S
<b>Visual Media</b>	S	P	P	S	S	S	S
<b>Visual Arts</b>	S	P	S	S	S	P	S
<b>Music/Theater</b>	S	P	S	S	S	P	S
<b>Community Service</b>	S	S	S	S	P	S	P
<b>Co-curricular Activities</b>	S	S	S	S	P	S	P

## **INFORMATION FOR ACADEMIC PLANNING**

This Program of Studies should provide students and parents with the information needed to build a solid academic plan for the high school years, with dual goals of meeting graduation requirements and designing a program that challenges each student to meet his/her full potential. Good planning requires ongoing communication among students, parents, teachers, and Guidance. Feedback and questions are welcomed and individual meetings with the guidance counselor as needed are encouraged.

A student must carry 16 credits per year, the equivalent of four courses per quarter. In the spring, courses are selected online via the Aspen student portal for the following year. Course selection is completed with assistance from the high school guidance counselors. Courses should be chosen from the grade to which the student will belong.

Students who plan to enter the Massachusetts State College System in the fall of 2020 should be aware that the minimum entrance requirements for college preparatory courses are: four years (ten credits) of English, four years (eleven credits) of Mathematics, two years (four credits) of Social Sciences, two years (four credits) of the same Foreign Language, three years (seven credits) of Laboratory Science, and two years (four credits) of other electives.

Students should be aware that Massachusetts State Colleges and Universities will waive the foreign language requirement if they have successfully completed four years of study (or equivalent) in one language. Students interested in entering highly competitive universities are encouraged to study French or Spanish in each year of high school and complete Levels I-V and AP, when offered.

In addition to the National Honor Society, several Departments at Amesbury High School maintain subject specific honor societies. Each society has its own application process and eligibility criteria. Please refer to the Student Handbook for details.

### **ADDITIONAL IMPORTANT CONSIDERATIONS:**

1. Not all courses listed in the Program of Studies will be run. There are constraints on the course master schedule that cannot be avoided: funding, the number of preparations a teacher can have, and the number of students who request a course. As a result, students may have to take a second or third course choice; think about other choices and plan for contingencies.
2. You cannot choose courses effectively without a goal or purpose. Where are you going after high school - work? college? a training program? While it may be difficult to state your plans precisely, you should attempt to set some tentative goals. Your goals should provide direction for your high school program. If you are uncertain, it is best to try to select a program that will give you the greatest number of options in your future planning. Your final program should reflect the objectives and needs you have. If that means mixing courses in ways that may be different from what is usually done, then a special program could be developed.
3. Appropriate choices with respect to level placement are a critical component for a successful high school experience. Prerequisites are established with the goal of preventing students from taking courses for which they are not adequately prepared. A program of studies that challenges, but does not overwhelm, a student provides the ideal setting for student success. This is the central reality that needs to drive student scheduling.

**AHS REQUIREMENTS FOR GRADUATION**

A minimum of fifty-six (56) credits earned over four years, successful completion of the MCAS, and 75 hours of community service are necessary to qualify for a diploma. Minimum required for each content area shown; specific course requirements are listed in parentheses.

Graduation Requirements for the Class of				
	2020	2019	2018	2017
English	10 credits (4 cr Freshman English, 2 cr Sophomore English, 2 cr Junior English, 2 cr Senior English)			
Math	11 credits (4 cr Algebra I, incl. 2 cr during sr yr)	10 credits (4 cr Integrated Math/Algebra I or Algebra I, including 2 cr during senior year)		
Science	7 credits of lab sciences (3 cr Biology A, B, C)			
Social Studies	7 credits (2 cr Modern World History, 2 cr U.S. History I, 2 cr U.S. History II, 1 cr non-core content elective)		7 credits (2 cr Modern World History, 4 cr U.S. History)	
Foreign Language	2 credits			
Visual Media or Engineering Technology	2 credits			
Wellness: Family and Consumer Science	1 credit (1 cr Child Development)			
Wellness: Health Education	1 credit (1 cr Health)			
Wellness: Physical Education	3 credits (1 cr Fundamentals of Physical Fitness)		3 credits (1 cr Fund. of Physical Fitness, 1 cr Project Adventure/Adventure Learning)	
Fine Arts / Hands On*	1 credit			
Community Service	minimum 10 hours each year; 75 total to graduate			

\*All courses from the Visual and Performing Arts Department satisfy this requirement. All courses not already required from Wellness: Family and Consumer Science satisfy this requirement. A third Visual Media or Engineering Technology Course would also satisfy this requirement.

If a student will qualify for a diploma prior to the end of senior year, the student may petition administration for a credit review. The review must be set up by September 30<sup>th</sup> of the student's senior year with the Director of Guidance and the Dean of Curriculum. A proposal for alternative programming options during the student's final semester must be submitted by the student at the time of the review.

## SUMMER READING and SUMMER SCHOOL

**SUMMER READING:** To maintain students' literacy skills and to promote a passion for reading for pleasure, all students are required to read books each summer. Students are given the requirements before leaving school in June and are assessed on their reading when they return in September. Summer reading lists for each grade are posted on the AHS website, and extra books are available at the Amesbury Public Library. Students who register for Honors or AP English classes must also satisfy additional Summer Reading requirements.

**SUMMER SCHOOL:** May be offered at Amesbury High School for students who fail a required course and who need to complete the course requirements to move to the next level. Students must have a course average of 50 – 59 to be eligible for summer school. Students must pay to enroll in summer school. Students who do not meet summer school eligibility must repeat the course.

## MCAS REQUIREMENT

All students must pass (score of 220+) the Language Arts, Math, and High School STE (Bio, Chem, Intro Physics, Tech/Engineering) sections of the MCAS tests to be eligible for a diploma. Any student scoring below 240 (Proficient/Advanced is 240+) will have an individual Educational Proficiency Program (EPP) developed, based on previous test scores and grades, to ensure progress toward proficiency. To be eligible to receive a diploma with a Competency Determination (CD) from the State, all students must complete the EPP or score in the Proficient or Advanced range on the MCAS. Amesbury High School currently tests Biology in grade 9 (part of the course of studies) and ELA and Math in grade 10.

All students prepare for MCAS tests by participating in their daily reading, reasoning and communication activities in their required English Language Arts, Science, and Mathematics classes. However, those students who are identified by the State as failing or needing improvement and/or who are considered at potential risk of failing MCAS in grade 10 are required to take additional courses during the school year or during the summer. MCAS materials are also covered in regular math classes. MCAS remedial sessions are voluntary, but students who fail to attend must accept responsibility if they fail the test.

**NOTE: Students who fail the MCAS tests MUST ATTEND tutorial sessions or classes. Failure to do so will disqualify a student from filing an appeal with the Department of Education. Students must also have a 95% school attendance rate in order to file an appeal.**

## COMMUNITY SERVICE

Community Service is a graduation requirement and needs to be done each year as follows: 10 hours per year for a Pass/Fail grade given fourth quarter of each year for a total of 40 hours over the four years. An additional minimum of 35 hours needs to be completed over the four high school years for a total of 75 hours of service. If the ten hours per year are not done, the hours will be added to the next year's requirements and the student will receive a failing grade for the year. This will prevent the student from being on the honor roll for fourth quarter.

Please speak to Community Service Coordinator Mrs. Furlong or refer to the Student Handbook for more information.

## WITHDRAWAL POLICY

Since student requests determine the master schedule, students should not make changes to their schedules once school begins. If required, students may make a change to their schedule during the first four days of the course. Starting on the fifth day of the course, all changes require completion of a Course Change Request form. The form requires student, parent, Dean, and teacher signatures before the change can be made. Students must make another course selection to replace the course(s) being dropped.

If a student withdraws before the FIRST progress report is issued for a class, he/she will be able to drop the course WITHOUT impacting GPA, but is responsible for making up all work missed in the “new” class.

If a student withdraws after a progress report is issued in any quarter, but before that quarter ends and is passing the course, he/she will receive a WP with a grade of D- factored into GPA regardless of what his/her actual grade is. If the student is failing, he/she will receive a WF with a grade of F factored into GPA.

In order to drop a course after a progress report is issued but before the quarter ends, extenuating conditions must exist. In order to evaluate each situation individually, a meeting must be held with the student, parent/guardian, teacher, guidance counselor, and Dean of Students/Curriculum prior to permission to drop being granted. A Course Change Request form must be completed for the course to be removed from a student’s schedule.

If a student withdraws at the end of a quarter for a semester, 3 quarter, or full year course, he/she will receive a WP or WF with the letter grade he/she earned at the end of the quarter factored into GPA.

Credit is only awarded for full completion of a course, no partial credit is awarded. Grades for dropped courses will only be utilized to factor GPA, not to award credit.

## GRADING AND GPA CALCULATION PROCEDURES

Students should be aware of the fact that each classroom teacher is at liberty to determine his/her own method of arriving at the term letter grade. Individual teacher grading policies will be distributed to students in the first week of school. Copies of all Grading Policies will be on file with the Dean of Students/Curriculum.

The following may be used:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 93- 96	B = 83-86	C = 73-76	D = 63-66
A- = 90- 92	B- = 80-82	C- = 70-72	D- = 60-62
F = 59-0			

	P = PASSING	F = FAILING	
INC = INCOMPLETE	WP = WITHDREW PASS	WF = WITHDREW FAIL	

Student grades may not be lowered because of excused absences. Incomplete grades due to excused absences must be resolved within two weeks following the marking period unless as written extension is granted.

## **WEIGHTED GPA CALCULATION**

Amesbury High School uses a weighted ranking system, as shown below. Pass/Fail courses are not used for rank in class. All other courses are included.

	<u>COLLEGE</u>	<u>EC</u>	<u>HONORS</u>	<u>AP</u>
A+	4.3	4.7	5.1	6.0
A	4.0	4.5	4.9	5.7
A-	3.7	4.2	4.6	5.4
B+	3.4	3.9	4.3	5.1
B	3.1	3.6	4.0	4.9
B-	2.9	3.3	3.7	4.5
C+	2.6	3.0	3.4	4.3
C	2.3	2.7	3.1	4.0
C-	2.0	2.4	2.9	3.7
D+	1.7	1.7	1.7	1.7
D	1.4	1.4	1.4	1.4
D-	1.1	1.1	1.1	1.1
F	0.0	0.0	0.0	0.0

## **TRANSCRIPT EXAMPLE**

<u>COURSE &amp; LEVEL</u>	<u>GRADE</u>	<u>CREDITS</u>	<u>POINTS</u>	<u>GRADE EQUIV.</u>
AP English	B	4	4.9	19.6
H Geometry	C	2	3.1	6.2
CP Environmental Science	C	1	2.3	2.3
H Mod World History	B+	2	4.3	8.6
CP Digital Imaging I	A+	1	4.3	4.3
CP Psychology	C-	2	2.0	4.0
CP Spanish II	A	2	4.0	8.0
CP Art I	D	1	1.4	1.4
Physical Education	P	1	0.0	00.0
		15		54.4

54.4 divided by 15 = 3.626 weighted Grade Point Average

## **ELIGIBILITY FOR INTERSCHOLASTIC ACTIVITIES**

In order to be eligible to compete under the Massachusetts Interscholastic Athletic Association Rules, a student must secure, during the last marking period preceding the contest, passing grades in at least three courses. The student cannot fail more than four courses during the year. Eligibility shall be determined only on the date when the report card for that marking period has been issued to the parents/guardians of the student. This rule pertains to athletics and other interscholastic programs. Details of these requirements are available in the Athletic Director's Office.

## **WHAT IS EARLY COLLEGE?**

The Early College program is a partnership between Amesbury High School and Northern Essex Community College that provides students with the opportunity to take high school and college courses in an integrated learning community. The analytical, writing, and communication skills acquired in this course of study will be of use in almost any human activity. The courses are taught by two professors from Northern Essex as well as an Amesbury High School teacher. The program is designed for students who may not have considered themselves a candidate for college, but have the desire and motivation to attend college.

The courses for these programs have been carefully selected and coordinated with the Massachusetts Core. During sophomore year, the high school courses of English 10 and U.S. History I are integrated with three college courses: American Literature I, U.S. History I, and College Success Seminar. In the junior year, the high school courses of English 11 and U.S. History II are integrated with American Literature II, U.S. History II, Studio Art, and Sociology. Students in their junior year may also take a dual enrollment class depending on their interests, abilities, and career plans. For senior year, the program integrates Senior English with English Composition I.

Students are encouraged to remain in the program through all three years. Upon successful completion of the Early College program, students will receive nine college credits sophomore year, twelve college credits junior year, and three college credits senior year.

Students interested in the program must take the Accuplacer test and score into college composition. The Accuplacer will be given to students in April. Interested students should meet with their assigned guidance counselor for more information.

## **ACCUPLACER TEST**

The Accuplacer is an adaptive test; you do not have to answer as many questions as on a traditional paper and pencil test. There are eight tests and the number of questions on each tests varies from 12-20. The questions will appear one at a time on the computer screen. Most questions are multiple-choice and all you will need to do is use the space bar or mouse to select the desired answer. When you have completed the question and verified your answer a new screen will appear with your next question.

The test is designed using adaptive techniques. This means that the computer automatically determines which questions are presented to you based on your responses to prior questions. This technique “zeroes-in” on just the right questions to fit your skills and abilities. The greater your demonstrated skill level, the more challenging the questions presented to you will be.

*Northern Essex Community College website [www.necc.edu](http://www.necc.edu)*

## **COLLEGE ENTRANCE EXAMS**

Most colleges require candidates to take the scholastic achievement test (SAT 1-Reasoning Test) administered by the College Entrance Examination Board or the ACT. Some colleges require candidates to take the College Board (SAT II-Subject Test) in one or more fields. Still other colleges admit candidates without entrance examinations provided that a school official recommends the student. Since the entrance requirements are varied, it is advisable to check with your guidance counselor at an early date. As a general measure of achievement and for the experience it provides, the guidance counselors recommend that students take the Preliminary Scholastic Aptitude Test (PSAT) in the tenth and eleventh grade.

## **COMPETITIVE COLLEGES**

No set pattern of admission requirements applies to all institutions of higher learning. It is important to browse through catalogs of schools you might be interested in to determine their individual requirements. Students who are preparing to enter college should select courses with sufficient credits in each subject area to meet the requirements of the colleges.

Students planning to go on to competitive colleges after high school graduation are encouraged to consider taking as many Advanced Placement and Honors courses as they are capable of successfully completing. College credits may sometimes be earned at the high school level by taking advanced placement examinations, college level examination program tests, or taking Dual Enrollment courses.

Students must remember that they are competing with others throughout the world to enter these competitive schools. The stronger the academic background, the better the chance for acceptance at these schools. Other factors considered include attendance in any summer enrichment programs, co-curricular activities, references, maturity, and character.

## **PREREQUISITES AND COURSE DIFFICULTY**

Prerequisites are established with the goal of preventing students from taking courses for which they are not adequately prepared. Prerequisites may be waived on a case-by-case basis by the Dean of Curriculum if there is good reason to believe that the student would succeed in the desired course.

### **College Prep Courses**

The College Prep Program is designed for either students who plan to further their education or students who plan to enter the world of work after high school graduation. Content includes specific skills needed to be proficient in the world.

- College Prep course prerequisites are typically sequential, based on the information needed for the next level, eg completion of CP Food & Nutrition I before taking CP Food & Nutrition II.

### **Early College Courses**

The Early College program is a partnership between Amesbury High School and Northern Essex Community College that provides students with the opportunity to take high school and college courses in an integrated learning community. The program is designed for students who may not have considered themselves a candidate for college, but have the desire and motivation to attend college. Upon successful completion of the Early College program, students will receive a total of 24 college credits.

- Early College courses require students to take the Accuplacer test and score into college composition.
- See the Early College section on page 10 for more information.

### **Honors Courses**

The Honors Program is an extension of the course offerings that can enrich and expand the scope of learning for the student. Students will be required to complete additional assignments/projects and will cover material in greater depth and at a faster pace. Students must be willing to work at a higher level of achievement than in a CP course. At the discretion of each department, enrollment in an honors course may require a signed contract between the teacher, student, and/or student's parents.

- At the discretion of each department, enrollment in an honors course may require a signed contract between the teacher, student and/or student's parents.
- Honors English courses require additional summer reading.

- Honors course prerequisites are typically sequential, based on the information needed for the next level, eg completion of H Algebra I before taking H Algebra II.
- Students entering 9<sup>th</sup> grade are strongly advised to have their 8<sup>th</sup> grade teacher's recommendation before taking courses for honors credit.

### **Advanced Placement Courses**

The Advanced Placement Program is intended for students who plan to further their education and may lead to college credit. Students must be highly motivated and willing to work at a higher level of achievement to take AP courses.

- AP English Literature/Composition requires additional summer reading.
- AP U.S. History may require a summer assignment.
- AP Studio Art requires portfolio work during the summer.
- Students enrolling in Advanced Placement courses are strongly recommended to have a final grade average of B or better in any prerequisite course.
- Students must be willing to commit to the yearlong course and are subject to the AP exam in May in order to receive AP credit.

Amesbury High School offers advanced placement level programs in English Literature and Composition, Statistics, Calculus AB, Calculus BC, Biology, Physics, U.S. History, Spanish Language, and Studio Art. The course material taught reflects the requirements of the College Board; please view the College Board website for details ([www.collegeboard.org](http://www.collegeboard.org)). While all programs are offered each year, budget restrictions and student requests may limit the number of sections run for each course.

The College Entrance Examination Board conducts AP examinations in May. The Amesbury Public School district will pay one half of the cost of the exam for students who have a grade average of B- or better at the end of the third quarter. The examination is read by college professors at the Educational Testing Service office in Princeton, NJ and scored from 1 to 5. A score of 1 means not recommended for college credit; it does not mean failure. A satisfactory score of 3 or better is usually required for college credit. Satisfactory achievement for at least three AP exams could lead to advanced standing in college. Students must check with the Colleges and Universities that they are applying to for their policies on AP credit.

### **CLASS SIZE**

Class size may be limited to a specific number of students based on available student work space and equipment/technology, as well as safety and supervision guidelines.

## ENGLISH DEPARTMENT

### Academic Expectations:

- **Communicate effectively in written, oral, and visual forms**
- **Access, comprehend, analyze, and interpret information**

## COURSE DESCRIPTIONS

### **(CP) FRESHMAN ENGLISH A, B: TWO CREDITS EACH SEMESTER**

### **(H) FRESHMAN ENGLISH A, B: TWO CREDITS EACH SEMESTER**

Length of course: One semester each

Grade level: 9

Freshman English classes will, through a variety of genres, explore the topics of overcoming adversity and then-and-now in two sequential semesters. Students will continue their study of literature, the writing process, and the English language. The writing program requires students to complete extensive literary analysis based on the short and long works of literature read for class. Students will be oriented to the Roland H. Woodwell Library Media Center and then required to do a research paper, which includes proper documentation procedures. Students will research, develop art and media projects, present information orally, and refine compositions throughout the year. All students will learn vocabulary, grammar, usage, and mechanics in both the context of their own reading and writing and through practice exercises.

The curriculum for honors students is enriched with additional novels and an in-depth study of written communication. It is strongly advised that students have their 8<sup>th</sup> grade teacher recommendation before taking this course for honors.

### **(CP) SOPHOMORE ENGLISH: TWO CREDITS**

Length of course: One semester

Grade level: 10

Prerequisite: credit earned for Freshman English A, B

This course is a comprehensive genre-study of primarily American literature. The course will cover novels, dramas, short stories, memoirs, and poetry. A major writing component of the course will be an independent research project on a contemporary social issue. Additionally, students will hone their speaking and listening through activities such as oral presentations and discussion-based seminars. Vocabulary and grammar will be taught in conjunction with writing. A course-long focus will be preparation for the MCAS.

### **(EC) AMERICAN STUDIES I: FOUR CREDITS (2 credits for Sophomore English; 2 credits for U.S. History I)**

Length of course: Full year

Grade level: 10

Prerequisite: credit earned for Freshman English A, B and Modern World History. Must take the Accuplacer test and score into college composition.

This Early College Learning Community class integrates U.S. History I, American Literature I, and a College Success Seminar into a one-year course for high school and college credit. Each quarter examines a specific time frame in American literature and history: the Colonial period, the Revolutionary Age, the Early Republic, and the Civil War era. The course is designed to introduce students to the social, political, and cultural lives of early Americans through lecture, discussions, literary works, primary and secondary historical documents, film, and specific projects in addition to providing students with college level supports for learning. The class also incorporates the mandatory components needed to pass the English Language Arts MCAS Test: vocabulary, grammar, and writing.

**(H) AMERICAN STUDIES I: FOUR CREDITS (2 credits for Sophomore English; 2 credits for U.S. History I)**

Length of course: Full year

Grade level: 10

Prerequisite: credit earned for Freshman English A, B and Modern World History

H American Studies is a co-taught course by the English and Social Studies departments. This is a whole year commitment for the academically-motivated student who wants an in-depth study of U.S. History and American literature and the interdependent relationship between the two subjects. The content of this course spans from the colonization of America through the Gilded Age. The course will incorporate extensive readings of novels, short stories, plays, and Primary Source Documents that complement the eras of history so students can see the spiraling connections of how history influences literature and literature influences history. Reading, writing, speaking, and listening skills will be emphasized through essay writing, projects, oral presentations, seminar-based discussions, and a culminating sophomore research project. The course is also designed to help prepare students for the ELA MCAS exam.

**(CP) JUNIOR ENGLISH: TWO CREDITS**

Length of course: One semester

Grade level: 11

Prerequisite: credit earned for Sophomore English

Students will study a variety of literary genres, which focus on the development of themes and styles in 20<sup>th</sup> century American literature. Students will engage in various research topics and improve their oral/written communication skills, especially in preparation for SAT tests.

**(H) JUNIOR ENGLISH: TWO CREDITS**

Length of course: One semester

Grade level: 11

Prerequisite: credit earned for Sophomore English and must be enrolled in AP U.S. History

Students will study 20<sup>th</sup> century American literature while they are studying U.S. history in their AP history course. There will be an intense focus on language, writing, and oral skills needed for college-level assessments.

**(EC) AMERICAN STUDIES II: FOUR CREDITS (2 credits Junior English; 2 credits U.S. History II)**

Length of course: Full year

Grade level: 11

Prerequisite: credit earned for EC American Studies I

Early College for juniors will be set up similarly to the sophomore year. This continued learning community will integrate an American literature course with U.S. History II along with Studio Art and Sociology for high school and college credit.

**(H) AMERICAN STUDIES II: FOUR CREDITS (2 credits Junior English; 2 credits U.S. History II)**

Length of course: Full year

Grade level: 11

Prerequisite: credit earned for Sophomore English and US History I

H American Studies II is a co-taught course by the English and Social Studies departments. This is a whole year commitment for the academically-motivated student who wants an in-depth study of U.S. History and American literature and the interdependent relationship between the two subjects. This course is an examination of the 20<sup>th</sup> century and the United States establishing its global identity beginning with the Spanish-American War. The course consists of six units that include: the Introduction of the American Dream; World War I; the Depression Era and The New Deal; World War II; the Cold War: Post-WW II 1945-1960; and the Great Society to Present: 1960-today.

**(H) AMERICAN STUDIES II: CONT.**

The focus of this course will be on people and events that formed our present history. This course requires self-directed students with a strong work ethic. This course is conducted with extensive readings of novels, short stories, plays, and Primary Source Documents that complement the eras of history so students can see the spiraling connections of how history influences literature and literature influences history. Research projects, oral presentations, class discussions, and independent study will also be integrated. Students will receive comprehensive skills in writing, grammar, and SAT test-taking strategies.

**Since successful completion of any senior English course demonstrates students' proficiency in the 21<sup>st</sup> Century Learning Expectations, students may not remediate failure of any of these courses with summer school or other out-of-school options if they wish to receive an Amesbury High School diploma.**

**(CP) SENIOR ENGLISH: TWO CREDITS**

Length of course: One semester

Grade level: 12

Prerequisite: credit earned for Junior English

Students will focus on literature that explores the theme of Expectation and Reality. Students will participate in a number of oral and written assignments that encourage them to demonstrate their skills and knowledge, including activities that help to prepare them for college and for work, and for their Senior Research Project. Students prepare a written paper that meets acceptable MLA standards and deliver an oral report that presents their research to a group and demonstrates appropriate use of technology.

**(H) SENIOR ENGLISH: TWO CREDITS**

Length of course: One semester

Grade level: 12

Prerequisite: credit earned for Junior English

Students who wish to specialize in contemporary literature and world events may take this course as their Senior English required course. All other Senior English requirements (summer reading, oral and written communication, college preparation skills) will be included in this course.

**(EC) ENGLISH COMPOSITION I: TWO CREDITS**

Length of course: One semester

Grade level: 12

Prerequisite: credit earned for Junior English. Must take the Accuplacer test and score into college composition if not previously participated in the Early College Program.

A Senior English course offered through the Early College Program which meets the senior requirement for Amesbury High School. This course is designed to develop critical thinking and clear, effective writing in the five types of expository writing. Students will demonstrate their competence through a variety of writing assignments including essays and a research paper. Successful completion of a research paper with presentation is required to pass this course.

**(AP) LITERATURE/COMPOSITION: FOUR CREDITS**

Length of course: Full year

Grade level: 12

Prerequisite: credit earned for Junior English, strongly recommended final grade of B or better in Junior English

Students learn to read and comprehend some of the finest poetry, plays, novels, short fiction, and essays written at various times in various cultures. They learn to discover meaning by being attentive to language, imagery, character, action, argument, and the various stylistic techniques and strategies that authors use. The students' required senior research project is an intense analysis of the works, life and literary criticism

of a major writer. Students learn a variety of test-taking strategies to prepare for the required AP exam in May. Students should enroll in AP English if they are willing to commit to the strenuous reading and writing that the course demands for the year. *This course has been audited and approved by the College Board.*

## **ENGLISH LANGUAGE PROFICIENCY COURSE DESCRIPTIONS**

### **ENGLISH PROFICIENCY LEVEL 1: ONE CREDIT PER QUARTER**

Length of course: From one to four quarters

Grade level(s): 9, 10, 11, 12

For Proficiency Level 1 students, this course builds on the students' previous education and language knowledge to introduce basic literacy skills and to help students adjust to their new cultural environment. Students will develop the ability to use oral and written English for daily needs, acquire basic conversation skills and vocabulary, and use simple sentence patterns. Students will also acquire basic orientation information related to their needs as newcomers.

### **ENGLISH PROFICIENCY LEVEL 2: ONE CREDIT PER QUARTER**

Length of course: From one to four quarters

Grade level(s): 9, 10, 11, 12

For Proficiency Level 2 students, this course expands students' essential English communication skills and cultural knowledge and introduces the language of classroom studies. Students will develop oral classroom skills and reading strategies, expand their vocabulary, and use more complex sentence patterns. Students will also learn how to use some school and community resources.

### **ENGLISH PROFICIENCY LEVEL 3: ONE CREDIT PER QUARTER**

Length of course: From one to four quarters

Grade level(s): 9, 10, 11, 12

For Proficiency Level 3, students will demonstrate accuracy in using English in various classroom situations. Students will interpret and study a range of text and produce a variety of writing forms. Students will learn study skills such as summarizing, note taking, and improving their oral skills for classroom presentations, public speaking and social interactions. In addition, there will be an emphasis on reading comprehension and writing.

### **ENGLISH PROFICIENCY LEVEL 4: ONE CREDIT PER QUARTER**

Length of course: From one to four quarters

Grade level(s): 9, 10, 11, 12

For Proficiency Level 4, students will use English with increasing accuracy in most classroom and social situations and participate in society as informed students. Students will develop the reading, writing, and oral presentation skills required for success in all subjects. Students will study and interpret a variety of grade-level texts, develop oral communication skills through participation in informal debates and seminars, and extend their range of research skills.

### **ENGLISH PROFICIENCY LEVEL 5: ONE CREDIT PER QUARTER**

Length of course: From one to four quarters

Grade level(s): 9, 10, 11, 12

This course prepares students for secondary school English and other courses at the college and university preparation levels. Students will be encouraged to develop independence in reading literary works, academic texts, writing essays and narratives, and in applying learning strategies and research skills effectively. Students will also learn to respond critically to print and media works.

## ELECTIVE DESCRIPTIONS

Electives offer supplementary experiences; credits earned from electives may not replace courses and/or minimum credits required for graduation.

**(CP) BRIT LIT'S GREATEST HITS – A SURVEY OF BRITISH LITERATURE: ONE CREDIT**  
*Rotating elective, being offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

This course will touch upon many of the wonderful British authors that are not covered in English classes at AHS. Students will learn about writers and their works within the context of the historic period in which they lived. Among other topics, students will read of the epic struggle of good versus evil in excerpts from John Milton's *Paradise Lost*, the dry humor of Oscar Wilde, the satire of Alexander Pope and Jonathan Swift (with a detour into Monty Python), and end with a visit to Hogwarts and a Harry Potter novel. This course is especially recommended for any student planning to become an English major in college.

**(CP) ARTS INTEGRATION AND THE MEMOIR: ONE CREDIT**  
*Rotating elective, not being offered for the 2016-2017 school year.*

Length of course: One quarter

Grade levels: 10, 11, 12

Prerequisite: credit earned for Freshman English A, B

This course will revolve around the contemporary memoir *A Long Way Gone*, a powerful true story about a child compelled to become a soldier during the civil war in Sierra Leone in the 1990's. Students will examine the power of storytelling through personal narrative. The class will not only study the memoir through reading and writing, but also through art, music, poetry, and drama. This elective is designed to help students refine their reading and writing skills through arts integration. This is a project-based course.

**(CP) CREATIVE WRITING: ONE CREDIT**  
*Rotating elective, being offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

This course is designed for students who write for pleasure in one or more genre (essay, fiction, science fiction, drama, or poetry) and would like to work to improve their skills and expand their control of voice and style. They will read short pieces of literature that will stimulate discussion of stylistic elements. They will produce a number of pieces in a variety of genre which they may choose to publish. The course will be conducted as a writing workshop in which students are expected to write and share their writing daily.

**(CP) WRITING POETRY: ONE CREDIT**  
*Rotating elective, not being offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

Students will develop poetry writing skills in a comfortable workshop setting. Students will explore a variety of styles within the genre of poetry through reading, discussion, and writing. The goals of the course are to write creatively, interact with peers, appreciate professional poetry, understand the poetry of peers, have fun, and take risks in writing. Students will compile publishable poems in a personal portfolio and a class magazine.

**(CP) TEDx AMESBURY: ONE CREDIT**  
*Rotating elective, being offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

We're bringing TED to AHS! Based on the website TED.com (Technology, Education, Design), this elective will use TED Talks to reinforce speaking, listening, reading, writing, and research skills. The first

half of the course will be primarily thematic. Each week will center on a thematic TED Talk. Students will be responsible for leading seminar-based discussions and finding related articles, videos, and other media to connect to the weekly theme. The second half of the course will be more research-based as students will begin preparing to give their own TED Talks. They will research their area of interest, collect resources, write their script, practice their speaking skills, and get feedback from their peers. The course will culminate with a TEDx Conference at AHS in which students will present their talks.

**(CP) PUBLIC SPEAKING AND COMMUNICATION: ONE CREDIT** *Rotating elective, not being offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

This course is designed to help students improve oral communication skills. They overcome their anxiety about oral presentations by frequent practice of oral presentations, including impromptu and prepared exercises. Students will learn effective communication practices.

**(CP) FANTASY LITERATURE: ONE CREDIT** *Rotating elective, being offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

Students will trace the roots of this exciting and unique genre by reading and reviewing the classic works of Tolkien and C.S. Lewis as well as modern writers such as J.K. Rowling and Christopher Paolini. For a final project, students will design and write an original short story.

**(CP) READING AND WRITING THROUGH MYSTERY AND SUSPENSE: ONE CREDIT** *Rotating elective, not being offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

This course is designed for students who enjoy reading mystery and suspense and who wish to expand their ability to analyze these genres. Students will study the evolution of these genres by reading novels and short stories by early and contemporary authors such as Edgar Allen Poe, Sir Arthur Conan Doyle, Agatha Christie, Mary Higgins-Clark, Dean Koontz, and Stephen King. The final course project will require students to create and publish a class anthology of short stories in these genres.

**(CP) JOURNALISM: ONE CREDIT** *Rotating elective, being offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

Students will learn the skills of good journalism including interviewing and writing. Their final project will include producing pieces that will be published in school and local media.

**(CP) SPORTS LITERATURE: ONE CREDIT** *Rotating elective, not being offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

This course will use sports literature (e.g. memoir, sports psychology, journalism, etc.) to reinforce reading, writing, speaking, and listening skills. The goal of this course is to encourage literacy skills through the lens of sport. A thematic study of leadership, teamwork, overcoming adversity, and perseverance will guide the scope of the course which will culminate in a capstone presentation.

## MATHEMATICS DEPARTMENT

Mathematics courses are sequential. Thus, a certain amount of skill is deemed necessary before advancing to the next level. Prerequisites are established to place students in the next course for which they are adequately prepared.

### **Academic Expectations:**

- *Problem solve by interpreting, evaluating, and implementing solutions*
- *Access, comprehend, analyze, and interpret information*

## **COURSE DESCRIPTIONS**

### **(CP) INTEGRATED ALGEBRA IA, IB: TWO CREDITS EACH SEMESTER**

Length of course: One semester each

Grade level(s): 9, 10, 11, 12

This series of courses for college preparatory students covers algebra, geometry, statistics, probability, and discrete math on a level appropriate for college-intending students. Topics include the real number system, simple equations, data analysis, coordinate graphs, systems of equations, ratios, and variation, linear and quadratic equations in two variables and basic geometry of lengths, volume and surface area. This series of courses is designed to cover all the topics required for the state competency test in mathematics.

### **(H) ALGEBRA IA, IB: TWO CREDITS EACH SEMESTER**

Length of course: One semester each

Grade level: 9

This course is designed for those students who have completed a full year of pre-Algebra and wish to pursue the more difficult and faster paced honors sequence in mathematics. It is strongly advised that students have their 8<sup>th</sup> grade teacher recommendation before taking this course.

### **(CP) INTEGRATED GEOMETRY A, B, C: ONE CREDIT EACH QUARTER**

Length of course: One quarter each

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Integrated Algebra IA, IB

This series of courses continues the study of algebra, geometry, statistics, probability, and discrete math begun in Integrated Algebra I.

### **(H) GEOMETRY: TWO CREDITS**

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Algebra IA, IB, strongly recommended final grade of B or better in Algebra IA, IB

In this course, students will engage in activities that allow them to create understanding of common geometric figures in two dimensions. Students will use the tools of geometry to develop, verify, and prove geometric principles and relationships. Inductive and deductive skills are used in problem solving situations, and applications to the real world are stressed. It also emphasizes writing proofs to solve (prove) properties of geometric figures. Topics include: points, lines, planes; rays and angles; congruent triangles; parallel lines; quadrilaterals; transformations; area; similarity; right triangles and trigonometry; and circles.

**(CP) INTEGRATED ALGEBRA II: TWO CREDITS**

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for Integrated Geometry A, B, C

This course continues the study of algebra, geometry, statistics, probability, and discrete math introduced in Integrated Algebra I and Integrated Geometry.

**(H) ALGEBRA II: TWO CREDITS**

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Algebra IA, IB, strongly recommended final grade of B or better in Algebra IA, IB

A challenging treatment of Algebra II in terms of speed and depth is provided.

**(CP) ADVANCED MATHEMATICS: TWO CREDITS**

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for Integrated Algebra II

This college preparatory course expands on advanced algebra topics such as logarithms, functions, trigonometry, and conic sections.

**(H) ANALYSIS: TWO CREDITS**

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for H Algebra II, strongly recommended final grade of B or better in H Algebra II

A precalculus course including such topics as Algebra of Functions; Analytic geometry; Circular and trigonometric functions, their graphs, identities, equations and inverses; Logarithms; and Polynomial functions.

**(H) STATISTICS: TWO CREDITS**

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for H Algebra II, strongly recommended final grade of B or better in H Algebra II

This course will cover most of the same topics in data analysis, regression analysis, and inference as the AP course but with more flexible pacing. This course will not include preparation for the AP test.

**(AP) STATISTICS: THREE CREDITS**

Length of course: Three quarters

Grade level(s): 11, 12

Prerequisite: credit earned for H Algebra II, strongly recommended final grade of B or better in H Algebra II

This class will prepare students for the statistics advanced placement test given by the College Board. Students taking this class will be required to take the Advanced Placement Test in order to receive credit. *This course has been audited and approved by the College Board.*

**(CP) BASIC ALGEBRA FOR COLLEGE: TWO CREDITS**

Length of course: One semester

Grade level: 12

Prerequisite: credit earned for Integrated Algebra II

This course focuses on the topics needed to pass the math portion of the Accuplacer exam. In this course, students will encounter a wide range of topics to provide them with the content needed to meet college math requirements as well as providing them with a foundation of knowledge for college math courses.

**(CP) SENIOR MATH: TWO CREDITS**

Length of course: One semester

Grade level(s): 12

Prerequisite: credit earned for Integrated Algebra II

The focus of this course is to expose students to a project based environment that will incorporate real-life skills and technology in algebra, probability, statistics, and discrete math.

**(H) CALCULUS: TWO CREDITS**

Length of course: One semester

Grade level(s): 12

Prerequisite: credit earned for H Analysis, strongly recommended final grade of B or better in H Analysis

This course covers the basics of differential and integral calculus including limits, methods of differentiation, basic integration, and integration by substitution of algebraic functions, trigonometry functions, and logs. Applications include velocity/acceleration, areas between curves, and volumes of solids of revolution.

Students who wish to take AP Calculus during their senior year must take two math courses during one year. This can be done by taking H Geometry and H Algebra II sophomore year, or taking H Algebra II and H Analysis junior year. Students who take H Analysis junior year and do not wish to continue on to Calculus often take Statistics.

**(AP) CALCULUS AB: FOUR CREDITS**

Length of course: Full year

Grade level(s): 12

Prerequisite: credit earned for H Analysis, strongly recommended final grade of B or better in H Analysis  
Calculus is an advanced placement course covering such topics as functions, derivatives of functions, integration, continuity and limits, the differential, application of derivatives and differentials and techniques of integration. Students taking this class are required to take the Advanced Placement Test in order to receive credit. *This course has been audited and approved by the College Board.*

**(AP) CALCULUS BC: TWO CREDITS**

Length of course: One semester

Grade level(s): 12

Prerequisite: Must be enrolled in AP Calculus AB

This class should be taken following Calculus AB or simultaneously with the second semester of Calculus AB. Calculus AB covers the topics of a typical college Calculus I course; Calculus BC covers the additional topics needed for a typical college Calculus II course. Topics include improper integrals, calculus of vectors and parametric equations, advanced techniques of integration, and sequences and series. Students taking this class are required to take the Advanced Placement Test in order to receive credit. *This course has been audited and approved by the College Board.*

## **ELECTIVE DESCRIPTIONS**

Electives offer supplementary experiences; credits earned from electives may not replace courses and/or minimum credits required for graduation.

### **(CP) PERSONAL FINANCE AND INVESTMENTS: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

This one quarter elective covers money management skills such as bank accounts, loans, tax forms, and budgeting. It also covers the major investment vehicles: stocks, bonds, CD's, and mutual funds.

### **(CP) SAT PREP: ONE CREDIT**

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: credit earned for Algebra IA, IB

This course is open for juniors and seniors. Students will receive a half-quarter of instruction for both the math and verbal sections of the PSAT/SAT. This course will review content, familiarize students with the SAT through practice tests, and teach the type of strategic thinking needed for the standardized test.

## SCIENCE DEPARTMENT

### **Academic Expectations:**

- **Problem solve by interpreting, evaluating, and implementing solutions**
- **Access, comprehend, analyze, and interpret information**

## **COURSE DESCRIPTIONS**

### **(CP) / (H) BIOLOGY A, B, C: ONE CREDIT EACH QUARTER**

Length of course: One quarter each

Grade level: 9

Biology A, B, and C will cover the following topics: cell theory, biochemistry, genetics and classification, evolution, ecology, human anatomy and physiology. Demonstrations, laboratory investigations and hands-on activities are utilized to simplify harder concepts and for reinforcement.

Honors level classes will cover the same topics in greater depth and at a faster rate. It is strongly advised that students have their 8<sup>th</sup> grade teacher recommendation before taking this course for honors credit.

### **(CP) CHEMISTRY A, B, C: ONE CREDIT EACH QUARTER**

Length of course: One quarter each

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Algebra IA, IB

Chemistry deals with the changes that take place in substances that make up our environment. The following topics will be covered: Classification of matter, Atomic nature of matter, Chemical formulas and equations, Inorganic chemistry, Mole concept, Energy and equilibria, Chemical bonding, and Stoichiometry. The third quarter of chemistry provides an in-depth look at Gases, the Stoichiometry of gases, Nuclear chemistry, and Acid/Base reactions.

### **(H) CHEMISTRY: THREE CREDITS**

Length of course: Three quarters

Grade level(s): 10, 11, 12

Prerequisite: credit earned for H Biology A, B, C and credit earned for Algebra IA, IB

This course requires three quarters of study. The topics chosen for this course are within the Massachusetts State Guidelines plus a unit of study on organic chemistry, which is not covered in CP Chemistry. Students need to have a strong knowledge and background in math and an excellent attendance history since material presented is at a faster pace than the college level course of study. Honors Chemistry is strongly recommended for any student pursuing a career in science, health or engineering.

### **(CP) / (H) ANATOMY & PHYSIOLOGY A, B: ONE CREDIT EACH QUARTER**

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: credit earned for Biology A, B, C

This is a two-quarter course that will develop and research fully the link between structure and function in the human body. Students who wish to enter a field of medicine or pursue further study in science will benefit from this course.

Honors level classes are accelerated and cover all systems of the human body in much greater detail. Tissues will be discussed in depth.

### **(CP) PHYSICS A, B: ONE CREDIT EACH QUARTER**

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: credit earned for CP Integrated Geometry A, B, C or H Geometry

CP Physics is intended to prepare students for introductory-level Physics courses in college. The content-objectives of Physics A include a thorough understanding of the following physics subjects: Kinematics, Dynamics, Newton's Laws of Motion, Energy, Momentum, Angular Momentum and Circular Motion. This course concentrates on the Scientific Method and *doing* science through laboratory experiments. Formative and Summative Assessments are based primarily on the graphic analysis of the physics principles studied in each particular experiment. The content-objectives of Physics B include a thorough understanding of the following physics subjects: Simple Harmonic Motion, Sound Waves, Electro-magnetic Waves, Electricity, and Quantum Mechanics. Physics B continues to focus on the process of *doing* science in a laboratory-based format. Formative and Summative Assessments are laboratory-based and all lecture content is expected to be notated and understood through rigorous graphic analysis of all laboratory data.

It is expected that students take both Physics A and Physics B.

### **(H) PHYSICS A, B: ONE CREDIT EACH QUARTER**

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: credit earned for H Analysis

Honors Physics is intended for students that plan to pursue a career in any of the sciences, math, or technologies. The topics and activities studied are the same as those in CP Physics except that a more rigorous mathematical approach is used. Students are expected to be proficient in Algebra, Geometry, and Trigonometry. Through rigorous laboratory experimentation and graphic analysis, students are expected to draw connections between independent and dependent variables and - specifically - the meaning of different types of graphical Linear and Curve Fits. Formative and Summative Assessments are based on graphic analysis conclusions from data collected during the process of experimentation. All content from lectures, worksheets, videos, textbooks, and all other resources is expected to be learned and understood.

For a more consistent and linear understanding, it is expected that students take H Physics A and B.

### **(H) FUNDAMENTALS OF ENGINEERING: TWO CREDITS**

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for Algebra II or must be enrolled in Algebra II

Designed for 11<sup>th</sup> and 12<sup>th</sup> grade students, the major focus of this course is to expose students to the engineering design process (EDP), research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students use 3D solid modeling design software (SolidWorks™) to help them design solutions to solve proposed problems, develop problem-solving skills, and apply their knowledge of research and design to create solutions to various challenges while documenting their work and communicating solutions to peers and members of the school community.

Students will be required to complete a CAPSTONE experience in which students research an engineering problem and propose a possible solution. At the end of the course, teams present their research paper and defend their projects to a panel of students, teachers, and community members for professional review and feedback. This course will equip students with the independent study skills that they will need in postsecondary education and careers in engineering and engineering technology.

**(AP) BIOLOGY: FOUR CREDITS**

Length of course: Full year

Grade level(s): 11, 12

Prerequisite: credit earned for H Biology A, B, C and H Chemistry A, B, C, strongly recommended final grade average of B or better in H Biology A, B, C and H Chemistry A, B, C

Advanced Placement Biology is a college level biology program. Students who take Advanced Placement Biology must take a national exam administered by the College Entrance Examination Board. If a satisfactory score is obtained on the exam, many colleges and universities will give a year of college credit in biology. *This course has been audited and approved by the College Board.*

**(AP) PHYSICS 1: FOUR CREDITS**

Length of course: Full year

Grade level(s): 12

Prerequisite: credit earned for H Analysis

AP Physics 1 is the equivalent of a first-semester college course in algebra-based physics, but it is designed to be taught over a full academic year to enable AP students to develop deep understanding of the content and to focus on applying their knowledge through inquiry labs. The full year also allows time for inclusion of physics content specified by state standards. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It also introduces electric circuits. *This course has been audited and approved by the College Board.*

**ELECTIVE DESCRIPTIONS**

Electives offer supplementary experiences; credits earned from electives may not replace lab courses and/or minimum credits required for graduation.

**(CP) MARINE BIOLOGY: ONE CREDIT** *Rotating elective, offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

Marine Biology will take a look at the major Plant and Animal Phyla of the world's oceans with an emphasis on the Gulf of Maine and Cape Ann. Both vertebrates and invertebrates will be covered. Coastal habitats and their environmental roles with present day issues will be discussed. There will be dissections. This course recommended for students with a strong background or a strong interest in Biology.

**(CP) EARTH SCIENCE: ONE CREDIT** *Rotating elective, not being offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

In this course students will investigate the scientific concepts, rules and principles which are associated with planet Earth as well as other celestial bodies. Major units of study include; astronomy, earth's landforms, earthquakes & volcanoes, earth's geologic history, natural resources, and meteorology.

**(CP) FORENSICS: ONE CREDIT** *Rotating elective, offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

Forensics is designed for students who have an interest in crime scene analysis. It is a multidisciplinary course combining elements of Biology, Chemistry, Physics, Law, Psychology, Zoology, Math, Earth Science, and Communications. Topics will include: DNA analysis, fingerprinting, trace evidence, forensic anthropology, blood splatter patterns, serology, toxicology, soil analysis, entomology, ballistics, arson and explosives, shoe prints and tire tracks, psychological profiling, handwriting analysis and more. Students who are interested in a career in medicine or criminal justice would find this course helpful.

**(CP) ENVIRONMENTAL SCIENCE: ONE CREDIT** *Rotating elective, not being offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

This course is designed as an elective that deals with major global environmental issues. Both biological and physical topics and how they interrelate will be discussed. Topics include: global water resources, soil dynamics, the living world and their populations, pollution, energy resources, global change, and land and water use.

## SOCIAL STUDIES DEPARTMENT

### **Academic Expectations:**

- **Demonstrate appropriate use and application of media/technology**
- **Access, comprehend, analyze, and interpret information**

### **COURSE DESCRIPTIONS**

#### **(CP) / (H) MODERN WORLD HISTORY: TWO CREDITS**

Length of course: One semester

Grade level: 9

This course will include the following topics: Enlightenment and American Revolution, French Revolution and Napoleon, The Industrial Revolution, Revolutions in Europe & Latin America, Life in the Industrial Age, Growth of Western Democracies, Imperialism, The World Wars, The origins of the Cold War and the end of European Colonialism.

Honors classes will include additional readings, research projects, class discussions, book reports, and independent study. It is strongly advised that 9<sup>th</sup> students have their 8<sup>th</sup> grade teacher recommendation before taking this course for honors credit.

#### **(CP) UNITED STATES HISTORY I: TWO CREDITS**

Length of course: One semester

Grade level(s): 10

Prerequisite: credit earned for Modern World History

(Exploration to 1898) This course for sophomores is a review of the American Revolution, the early republic, expansion and conflict, industrialization and the north/south economic systems. The new immigrants and western migration of people will be studied as well as the causes of the Civil War, Reconstruction, Urbanization, and Industrialization up to the Spanish-American War.

#### **(EC) AMERICAN STUDIES I: FOUR CREDITS (2 credits for Sophomore English; 2 credits for U.S. History I)**

Length of course: Full year

Grade level: 10

Prerequisite: credit earned for Freshman English A, B and Modern World History. Must take the Accuplacer test and score into college composition.

This Early College Learning Community class integrates U.S. History I, American Literature I, and a College Success Seminar into a one-year course for high school and college credit. Each quarter examines a specific time frame in American literature and history: the Colonial period, the Revolutionary Age, the Early Republic, and the Civil War era. The course is designed to introduce students to the social, political, and cultural lives of early Americans through lecture, discussions, literary works, primary and secondary historical documents, film, and specific projects in addition to providing students with college level supports for learning. The class also incorporates the mandatory components needed to pass the English Language Arts MCAS Test: vocabulary, grammar, and writing.

#### **(H) AMERICAN STUDIES I: FOUR CREDITS (2 credits for Sophomore English; 2 credits for U.S. History I)**

Length of course: Full year

Grade level: 10

Prerequisite: credit earned for Freshman English A, B and Modern World History

H American Studies is a co-taught course by the English and Social Studies departments. This is a whole year commitment for the academically-motivated student who wants an in-depth study of U.S. History and

American literature and the interdependent relationship between the two subjects. The content of this course spans from the colonization of America through the Gilded Age. The course will incorporate extensive readings of novels, short stories, plays, and Primary Source Documents that complement the eras of history so students can see the spiraling connections of how history influences literature and literature influences history. Reading, writing, speaking, and listening skills will be emphasized through essay writing, projects, oral presentations, seminar-based discussions, and a culminating sophomore research project. The course is also designed to help prepare students for the ELA MCAS exam.

**(CP) UNITED STATES HISTORY II: TWO CREDITS**

Length of course: One semester

Grade level(s): 11

Prerequisite: credit earned for United States History I

(1898 to Present) This course for juniors is a detailed investigation of the 20<sup>th</sup> century and the United States establishing its global identity beginning with the Spanish-American War. The course consists of units including the study of: Turn of the Century, World War I, the Great Depression, World War II, the Cold War, and modern history. The focus of this course will be on people and events that led to the creation of our current nation.

**(EC) AMERICAN STUDIES II: FOUR CREDITS (2 credits Junior English; 2 credits U.S. History II)**

Length of course: Full year

Grade level: 11

Prerequisite: credit earned for EC American Studies I

Early College for juniors will be set up similarly to the sophomore year. This continued learning community will integrate an American literature course with U.S. History II along with Studio Art and Sociology for high school and college credit.

**(H) AMERICAN STUDIES II: FOUR CREDITS (2 credits Junior English; 2 credits U.S. History II)**

Length of course: Full year

Grade level: 11

Prerequisite: credit earned for Sophomore English and US History I

H American Studies II is a co-taught course by the English and Social Studies departments. This is a whole year commitment for the academically-motivated student who wants an in-depth study of U.S. History and American literature and the interdependent relationship between the two subjects. This course is an examination of the 20<sup>th</sup> century and the United States establishing its global identity beginning with the Spanish-American War. The course consists of six units that include: the Introduction of the American Dream; World War I; the Depression Era and The New Deal; World War II; the Cold War: Post-WW II 1945-1960; and the Great Society to Present: 1960-today.

The focus of this course will be on people and events that formed our present history. This course requires self-directed students with a strong work ethic. This course is conducted with extensive readings of novels, short stories, plays, and Primary Source Documents that complement the eras of history so students can see the spiraling connections of how history influences literature and literature influences history. Research projects, oral presentations, class discussions, and independent study will also be integrated. Students will receive comprehensive skills in writing, grammar, and SAT test-taking strategies.

### **(AP) UNITED STATES HISTORY: FOUR CREDITS**

Length of course: Full year

Grade level(s): 11, 12

Prerequisite: credit earned for Sophomore English and United States History I, strongly recommended final grade of B or better in all Freshmen and Sophomore English and Social Studies courses.

Advanced Placement United States History is for the student who wants an in-depth study of American History in a course conducted at a college level with extensive readings, research projects, class discussion and independent study. Weekly writing assignments and document based questions will be a major component of this course. Students taking this class will be required to take the Advanced Placement Test in order to receive credit. *This course has been audited and approved by the College Board.*

### **ELECTIVE DESCRIPTIONS**

It is a Social Studies graduation requirement that all students must complete at least one social studies elective in their junior or senior year. AP United States History does not satisfy this elective requirement.

### **(CP) PSYCHOLOGY: TWO CREDITS**

Length of course: One semester

Grade level(s): 11, 12

To gain insight into various schools of psychological thought, this survey course relates to how individuals act and think. The primary goal is the acquisition of information for application of concepts toward personal improvement and enriched living through a study of human/animal behavior and mental processes. Early emphasis is placed on such topics as: the history of Psychology, methodologies, human developmental stages, love and loss, body-brain functions, states of consciousness, sensation and perception, principles of learning, memory and problem-solving. Students will also explore assorted learning styles, the thinking process, motivation and emotion, theories of intelligence and personality, coping with stress, mental disorders and treatments. Potential guest speakers may enhance students' understanding of psychological studies. This course is a comprehensive survey of Psychology for future application and reinforcement; it is designed to help all students focus on an understanding of the "self" and to gain a better understanding of strategies for healthy living in a world of diverse behavioral challenges.

### **(CP) CIVIL LAW: ONE CREDIT** *Rotating elective, offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 11, 12

This course focuses on civil law and deals with torts, personal and property laws, contracts, wills, civil rights, consumer rights, credit, controversial topics, and Supreme Court decisions. During this course, students will examine the foundations of U.S. law, the U.S. Constitution and Bill of Rights, legal ethics, individual rights and protections. During this introductory course, students will be presented with various aspects of the law and the role it plays within our lives. Along with the study of legal terminology, students will examine various civil cases both past and present. Students will engage in weekly discussions of pertinent current events along with citizen rights and responsibilities. Students will be required to research and present information about a particular controversial topic in an opposing viewpoints unit. If time allows, students may participate in various debates. If time and conditions allow, the course may include guest speakers.

### **(CP) CRIMINAL LAW: ONE CREDIT** *Rotating elective, not being offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 11, 12

This course focuses on criminal law and offers an introduction to legal ethics and history, criminal law, as well as the U.S. Constitution and Bill of Rights. Assorted aspects of law enforcement will be covered along

with a brief forensic unit. During this introductory course, students will be presented with various aspects of the law and the role it plays within our lives. Along with the study of legal terminology, students will examine various criminal cases both past and present. Students will engage in weekly discussions of pertinent current events along with citizen rights and responsibilities. Students will be required to research and present information about one significant crime, criminal, and/or court case. If time allows, students may participate in a mock trial. If time and conditions allow, the course may include guest speakers.

**(CP) AMERICAN GOVERNMENT: ONE CREDIT** *Rotating elective, not being offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 11, 12

The overall purpose of this course is to introduce students to what the phrase, “We the people” means and the power behind it and the responsibility that the citizens of the United States have to their government. A democratic republic like the one created by our founders is based on the consent of the governed and its success depends on the energy and commitment of informed citizens. This means that we, the people, give the government the power and authority to rule certain aspects of our lives. It also means that we must actively participate in that government. In this course, students will learn what makes our form of government unique, how power is distributed, and who wins and who loses in various struggles for political control. Most of all, students will find out how they can become active, responsible citizens.

**(CP) LOCAL CONNECTIONS: ONE CREDIT** *Rotating elective, offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 11, 12

This course is designed to familiarize students with their local heritage through an examination of the history of the state, region, and the communities of the lower Merrimack Valley. Students will look at the various past and present economic, social, and political influences that have shaped this region into the unique area that it is. We will continually reference the broader context of national and international events beginning with colonial history and local geography. We will specifically attempt to identify various local individuals of the past and their contributions to the community, the state, and to our nation. Students will be required to research, write, and present projects that increase understanding of and connection to our common regional history. Guest speakers may offer some stories and advice. Walking field trips may be included, weather permitting.

**(CP) LEADERSHIP SEMINAR: ONE CREDIT** *Rotating elective, not being offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 11, 12

This course is designed to explore leadership traits and strategies for success used by leaders. It is a study in character, motivation and methodologies requiring students to explore possibilities and encourage personal growth. The course will focus on effective methods of leadership, critical thinking skills, decision-making, and the impact of the individual in making changes within our society. It will draw upon historical examples and discuss current day issues in an attempt to emphasize solutions, personal achievement and confidence. Some in class activities will focus on group work to display useful leadership solutions. Other out of class exercises will be required to demonstrate group problem-solving and effective use of skills and application of the decision making process.

**(CP) MICROECONOMICS: ONE CREDIT** *Rotating elective, offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 11, 12

This course is intended as an introduction for students who may be considering studying business in college. The objective is to create an understanding of what economics is and how economists think. This course will cover the following ideas: scarcity, choices, costs and benefits, unintended effects, supply and demand, competition, market systems, labor, employment, wages, and how to build and test ideas and theories. Students will come to understand the unique way economists think. This is a project based class where students will take the major concepts and apply them to everyday life.

**(CP) MACROECONOMICS: ONE CREDIT** *Rotating elective, not being offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: credit earned for Microeconomics

The purpose of this course is to take what the students have learned in Microeconomics and apply it to a world view of economics. Because macroeconomics deals with the state of a nation's economic health, students will also be able to adapt the principals that they have learned and apply them to a bigger picture that leads to financial success and economic growth. Students will continually be looking at nightly newscasts and reading up to date articles. The course will concentrate on such issues as a country's GDP, economic cycles, fiscal policies, taxing and spending as well as a country's place in the international market.

**(CP) CONTEMPORARY WORLD HISTORY: ONE CREDIT** *Rotating elective, offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 11, 12

This course will cover topics involving our modern world. Students will study the rise of Asia with a focus on India and China. In particular, focus will be placed on globalization. Students will also examine Africa and the Middle East as areas of conflict from colonization to present day. Students will explore the European Union and the continuing evolution of the former Communist Countries. The course will conclude with an examination of the Americas, including the economic and political developments in Latin America and the major topics of today within the United States.

**(CP) HOLOCAUST STUDIES: ONE CREDIT** *Rotating elective, not being offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level: 12

This course will take a historical approach to viewing the Holocaust of World War II. It will utilize a variety of strategies including tracing the historical roots of anti-Semitism, the history of Germany, the development of fascism, the role of the bystander, and numerous others. This course utilizes primary source documents and modern day re-interpretations in order to promote higher level thinking and problem solving skills. This course requires extensive reading and journal reflection. This course has been developed collaboratively with college professors and various Holocaust resource centers.

***NOTE: This course contains graphic and emotional materials. It is designed for the mature audience.***

## FOREIGN LANGUAGE DEPARTMENT

### **Academic Expectations:**

- **Communicate effectively in written, oral, and visual forms**
- **Access, comprehend, analyze, and interpret information**

### **COURSE DESCRIPTIONS: FRENCH**

#### **(CP) FRENCH I: TWO CREDITS**

Length of course: One semester

Grade level(s): 9, 10, 11, 12

This introductory course assumes the student has no prior knowledge of French. Students will develop elementary reading, writing, and grammar with a focus on basic vocabulary, personal interactions, and grammatical and idiomatic expressions. Students will explore many aspects of French culture, civilization, and customs. Students are expected to complete authentic performance assessments and a final comprehensive exam.

#### **(CP) FRENCH II: TWO CREDITS**

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for French I

This course is a continuation of CP French I with more emphasis now being given to the four basic skills: listening, speaking, reading, and writing. Students are required to speak and converse in French daily. Emphasis is placed on writing skills and oral reports in French as more extensive grammar is introduced. By the end of this level, students possess the listening, speaking, reading, and writing skills necessary to handle simple, everyday tasks. Students are exposed to more cultural activities. Students are expected to complete authentic assessments and complete the final comprehensive assessment. This course is primarily conducted in French.

#### **(H) FRENCH II: TWO CREDITS**

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for French I, strongly recommended final grade of B or better in French I

This is an accelerated course to further develop the four language skills. Material is covered at a faster rate than in CP French II and student performance expectations are higher. This course is designed for the highly motivated and skilled foreign language student who plans to continue studying French at advanced levels. This course requires students to speak and converse in French with daily activities, projects, and presentations. Greater evidence of grammatical accuracy will be required in all basic oral and written constructions. Vocabulary will permit discussion of topics beyond the basic survival needs such as personal history and leisure time activities. Students are expected to complete authentic assessments and complete the final comprehensive assessment. This course is primarily conducted in French.

#### **(CP) FRENCH III: TWO CREDITS**

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for French II

This course is a continuation of CP French II with more emphasis now being given to the four basic skills, listening, speaking, reading, and writing, in relation to cultural topics. This course begins with a review of all the fundamental structures of the language as a basis for later study of more advanced structures and expanded use of verb tenses. Work with curriculum continues the development of conversational French, writing, and grammar. Students will continue reading short stories, poems, and articles related to culture

and grammar topics. Students are expected to complete authentic assessments and complete the final comprehensive assessment. This course is primarily conducted in French.

### **(H) FRENCH III: TWO CREDITS**

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for French II, strongly recommended final grade of B or better in French II

This course is a continuation of the advanced work begun in H French II. There will be a basic review of the fundamental language structures, but with a decided increase in the amount of difficulty of the readings and the rate at which the material is covered as compared to the CP French III. This course is designed for the highly motivated, highly skilled foreign language student who plans to continue studying French at advanced levels. This course requires students to speak and converse in French with emphasis on complex grammar skills and communication. Students will be expected to master more vocabulary in written and oral reports. Students are expected to complete authentic assessments and complete the final comprehensive assessment. This course is primarily conducted in French.

### **(CP) FRENCH IV: TWO CREDITS**

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for French III

This is the next course in the CP French sequence; its purpose is to maximize the students' practical communicative skills in French. Students will expand their use of vocabulary, verb tenses, reading and writing skills. Students will review essential grammar in depth, read a number of short stories, write a report, and keep a daily journal in French. Students will broaden their linguistic and cultural knowledge by learning a deeper understanding of French civilization with topic-driven vocabulary related to travel and everyday life. Students are expected to complete authentic assessments and complete the final comprehensive assessment. This course is primarily conducted in French.

### **(H) FRENCH IV: TWO CREDITS**

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for French III, strongly recommended final grade of B or better in French III

This course is a continuation of the advanced work begun in H French III. There will be a basic review of the fundamental language structures, but with a decided increase in the amount of difficulty of the readings and the rate at which the material is covered as compared to the CP French IV. This course is designed for the highly motivated, highly skilled foreign language student who plans to continue studying French at advanced levels. This course requires students to speak and converse in French with emphasis on complex grammar skills and communication. Students will be expected to master more vocabulary in written and oral reports. Students are expected to complete authentic assessments and complete the final comprehensive assessment. This course is primarily conducted in French.

### **(CP) FRENCH V: TWO CREDITS**

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for French IV

This is the last course in the CP French sequence. The goal of this course is to increase proficiency of spoken and written language and to challenge students to display their linguistic skills in formal and informal settings. Advanced grammar and composition are stressed. Students review essential grammar in depth, read a number of short stories, write a report, and keep a daily journal in French. Topics of French art, language, and civilization are emphasized. Students are expected to complete authentic assessments and complete the final comprehensive assessment. This course is primarily conducted in French.

### **(H) FRENCH V: TWO CREDITS**

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for French IV, strongly recommended final grade of B or better in French IV

The goal of this course is to increase proficiency of spoken and written language and to challenge students to display their linguistic skills in formal and informal settings. Advanced grammar and composition are stressed. Topics of French art, language and civilization are emphasized. Students are expected to interview a French speaker, and research, write, and present a literary/cultural report in French. All students are expected to complete the final exam. This course is conducted in French.

## **COURSE DESCRIPTIONS: SPANISH**

### **(CP) SPANISH I: TWO CREDITS**

Length of course: One semester

Grade level(s): 9, 10, 11, 12

This introductory course assumes the student has no prior knowledge of Spanish. Emphasis is placed on basic vocabulary, personal interactions, and grammatical and idiomatic expressions. Emphasis is also placed on speaking, reading, writing, listening to, and understanding Spanish. Students will also develop elementary reading, writing, and grammar skills. Students will explore many aspects of Spanish culture, civilization, and customs. Students are expected to complete authentic performance assessments and a final comprehensive exam.

### **(CP) SPANISH II: TWO CREDITS**

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Spanish I

To further develop the four language skills: listening, speaking, reading, and writing. More extensive grammar and consolidation of language structures are emphasized. Speaking, written, and cultural activities are further expanded. Accent, pronunciation and speaking Spanish are emphasized. Students are expected to complete authentic performance assessments and the final exam.

### **(H) SPANISH II: TWO CREDITS**

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Spanish I, strongly recommended final grade of B or better in Spanish I

To further develop the four skills of listening, speaking, reading and writing at an accelerated pace. Reading and writing skills are expanded and supplement the basic text. Student portfolios are developed to reflect writing progress. Hispanic culture is explored and researched through in-class projects, activities and related field trips. Speaking Spanish is emphasized. Students are expected to complete authentic performance assessments and the final exam. This course is primarily conducted in Spanish.

### **(CP) SPANISH III: TWO CREDITS**

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Spanish II

To further promote the development of the four basic language skills. Use of verb tenses is expanded, and greater emphasis is placed on speaking, reading, and writing in relation to cultural topics. Speaking Spanish is emphasized. Students are expected to complete authentic performance assessments and the final exam. This course is primarily conducted in Spanish.

**(H) SPANISH III: TWO CREDITS**

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Spanish II, strongly recommended final grade of B or better in Spanish II

To further develop the four basic language skills. More extensive verb tenses, vocabulary and grammatical concepts are emphasized. Greater stress is placed on speaking and writing in creative and spontaneous ways. Students are required to complete weekly writing and journal assignments. Spanish art, culture and civilization are explored and researched. Students are expected to complete authentic performance assessments and the final exam. This course is primarily conducted in Spanish.

**(CP) SPANISH IV: TWO CREDITS**

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for Spanish III

To further develop grammatical and linguistic structures, building on listening, speaking, reading and writing skills previously mastered. Students will expand their use of vocabulary, verb tenses, and grammatical concepts and develop a deeper understanding of Hispanic art, culture and civilization. Greater emphasis is placed on speaking and writing in creative and spontaneous ways. Students are expected to complete authentic performance assessments and the final exam. This course is conducted in Spanish.

**(H) SPANISH IV: TWO CREDITS**

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for Spanish III, strongly recommended final grade of B or better in Spanish III

To further develop grammatical and linguistic structures, building on listening, speaking, reading and writing skills previously mastered. Extensive vocabulary, compound tenses, and grammatical concepts are emphasized. Students will develop a deeper appreciation of the Hispanic language and culture with greater emphasis placed on listening and responding to authentic speakers, spontaneous and creative response, reading authentic works of literature and poetry, as well as research and presentation of cultural, literary, and historical topics. Speaking Spanish is emphasized. Students are expected to complete authentic performance assessments and the final exam. This course is conducted in Spanish.

**(CP) SPANISH V: TWO CREDITS**

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for Spanish IV

Greater proficiency in the four skills of language acquisition will be emphasized. More advanced grammatical and linguistic structures and active formal and informal expression are emphasized. Hispanic art, culture and civilization are explored and researched. This course is conducted in Spanish. Students are expected to complete authentic performance assessments and the final exam.

**(H) SPANISH V: TWO CREDITS**

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for Spanish IV, strongly recommended final grade of B or better in Spanish IV

Greater proficiency in the four skills of language acquisition will be emphasized. More advanced grammatical and linguistic structures and active formal and informal expression are emphasized. Hispanic art, culture and civilization are explored and researched. This course is conducted in Spanish. Students are expected to complete authentic performance assessments and demonstrate their fluency of Spanish outside of the classroom. All students are expected to complete the final exam.

**(AP) SPANISH LANGUAGE: FOUR CREDITS**

Length of course: Full year

Grade level: 12

Prerequisite: credit earned for Spanish V, strongly recommended final grade of B or better in Spanish V  
Advanced Placement Spanish Language covers the equivalent of a third-year college course in advanced Spanish composition and conversation. Emphasizing the use of Spanish for active communication and the mastery of listening, speaking, reading, and writing skills, the objectives are: to comprehend formal and informal Spanish; to acquire vocabulary and grammatical structures to accurately read newspaper and magazine articles and modern Spanish and Latin-American literature; to compose expository passages; and to express ideas orally with accuracy and fluency. Students are required to take the national AP Spanish Language exam in May. *This course has been audited and approved by the College Board.*

**ELECTIVE DESCRIPTIONS**

Electives offer supplementary experiences; credits earned from electives may not replace courses and/or minimum credits required for graduation.

**(CP) FRENCH WORKSHOP/LAB: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11

Prerequisite: credit earned for French I or II

This elective course is open to students who find themselves in between levels, and prefer to be prepared to make sure they know the basics. In this informal group setting, students will receive a fundamental review and focus on listening, speaking, reading, and writing skills necessary to perform in upper level French courses. Emphasis is placed on acquisition of speaking skills and proper pronunciation, effective reading and writing strategies, and the use of formal and informal vocabulary. Key topics of French grammar are reviewed in depth. Students engage in interactive exercises through an online workbook, which includes speaking, listening, reading, cultural and writing activities. Every student is expected to complete a final project.

**(CP) SPANISH WORKSHOP/LAB: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11

Prerequisite: credit earned for Spanish I or II

This elective course is open to students who find themselves in between levels, and prefer to be prepared to make sure they know the basics. In this informal group setting, students will receive a fundamental review and focus on listening, speaking, reading, and writing skills necessary to perform in upper level Spanish courses. Emphasis is placed on acquisition of speaking skills and proper pronunciation, effective reading and writing strategies, and the use of formal and informal vocabulary. Key topics of Spanish grammar are reviewed in depth. Students engage in interactive exercises through an online workbook, which includes speaking, listening, reading, cultural and writing activities. Every student is expected to complete a final project.

## WELLNESS DEPARTMENT

### **Academic Expectations:**

- **Problem solve by interpreting, evaluating, and implementing solutions**
- **Access, comprehend, analyze, and interpret information**

### **Social Expectations:**

- **Make positive contributions in their community**

## **FAMILY AND CONSUMER SCIENCE COURSE DESCRIPTIONS**

### **(CP) CHILD DEVELOPMENT: ONE CREDIT**

Length of course: One quarter

Grade level(s): 11, 12

This quarter course is the study of children – their physical, mental, emotional, and social growth and development and their care and guidance. Students will learn typical and atypical development of infants and children through school age. Emphasis will also be placed on parenting styles, prenatal development and care, and childbirth. Students will obtain parenting experience through the Real Care Baby or alternate research project.

### **(H) CHILD DEVELOPMENT: ONE CREDIT**

Length of course: One quarter

Grade level(s): 11, 12

This quarter course is the study of children – their physical, mental, emotional, and social growth and development and their care and guidance. Emphasis will also be placed on child development theories, principles of effective parenting, prenatal development and care, and childbirth. Students will obtain parenting experience through the Real Care Baby and working with Pre-K students one day a week, putting theory into practice.

### **(CP) CLOTHING & TEXTILES I: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

This quarter course is designed to give students basic skills in the art of clothing construction for personal use as well as possible career options. Sewing skills will be developed through the actual construction of clothing or craft projects. Students will be expected to complete projects.

**NOTE:** Students are expected to furnish their own materials for making personal items.

### **(CP) CLOTHING & TEXTILES II: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

Prerequisite: credit earned for Clothing & Textiles I

This quarter course continues to build on the study of basic sewing skills in the art of clothing construction for personal use as well as possible career options. Sewing skills will be developed through the actual construction of clothing or craft projects. Consumer issues in relationship to the purchase and care of clothing will be examined. Students will be expected to complete projects.

**NOTE:** Students are expected to furnish their own materials for making personal items.

**(CP) CLOTHING & TEXTILES III: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Clothing & Textiles II

This quarter course is an intermediate study of sewing skills used in the construction of clothing or craft projects. A study of textiles including yarn and fabric finishes will be included. Planned laboratory experiences in the selection, construction, maintenance, and alteration of clothing will be provided. Students will be expected to complete projects.

**NOTE:** Students are expected to furnish their own materials for making personal items.

**(CP) CLOTHING & TEXTILES IV: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Clothing & Textiles III

This quarter course is being offered to the student who wants to develop further skills in clothing construction. Projects with an increasing amount of difficulty should be selected. The student may also have the option of selecting a tailored project such as a blazer or a coat. Students will be expected to complete projects.

**NOTE:** Students are expected to furnish their own materials for making personal items.

**(CP) FOODS & NUTRITION I: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

This introductory foods course provides students with experience in the art of basic food preparation in hands on real life situation. Various cooking techniques, usage of kitchen equipment, sanitation, safety habits, teamwork, and kitchen management will be practiced. Healthy eating and nutrition will be discussed and emphasized.

**(CP) FOODS & NUTRITION II: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Foods & Nutrition I

The focus of this quarter course is to strengthen students' decision-making and creativity in the choice and preparation of foods. They will also practice good management of time, money, and energy in relationship to food. Specialized cooking techniques will be practiced through laboratory experiences and the preparation of a guest meal. The concepts of health and good nutrition will be emphasized.

**(CP) FOODS OF THE WORLD: ONE CREDIT**

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: credit earned for Foods & Nutrition I

This quarter course is designed to develop students' appreciation for the many types of cuisines found throughout the world. Techniques in food preparation and use of ingredients are varied so that students may acquire many new skills in the art of food preparation. Background information on foreign countries will develop a greater awareness of diverse cultures and factors that affect ethnic cooking.

**(CP) FOOD SCIENCE: ONE CREDIT** *Rotating elective, offered for the 2016-2017 school year*

Length of course: One quarter

Grade level(s): 11, 12

This course will cover topics of food safety, nutrition, environmental impact, and careers in Food Science. The class will center on research, experiments, and practical application of data in food preparation. This course would be for any student planning a career in Food Technology, Nutrition, or Food Preparation.

**(CP) RESTAURANT MANAGEMENT: TWO CREDITS** *Rotating elective, offered for the 2016-2017 school year*

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for Foods I

Students will learn all aspects of running a restaurant, including: safety and sanitation, pricing, ordering supplies, food prep, marketing, and service. Students will open a school café and serve lunch to staff. This course is designed for students with a desire to work in the Food Industry after graduation.

## **PHYSICAL EDUCATION COURSE DESCRIPTIONS**

### **FUNDAMENTALS OF PHYSICAL FITNESS: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

This course is designed to teach and apply the principals of lifetime fitness and the other scientific principles necessary to plan, design, implement, and evaluate individual exercise programs. The components of fitness will be addressed through a mixture of labs and group workouts that are individually paced and modified to individual student's needs. Students will also deepen self-awareness and increase overall well-being through incorporating the fundamentals of mindfulness.

### **LIFELONG SPORTS: ONE CREDIT**

Length of course: One quarter

Grade levels(s): 9, 10, 11, 12

This course provides students with an overview of lifelong sports. Students learn about a variety of lifelong sports. Students learn not only the history, rules, and guidelines of each sport, but practice specific skills related to each sport. Students also learn about sportsmanship and teamwork. In addition, students study elements of personal fitness, goal setting, and sport safety. Students conduct a pre- and post- fitness assessment, as well as participate in weekly physical activity.

### **YOGA/MINDFULNESS I: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Fundamentals of Physical Fitness

(Formerly Yoga, Pilates, and Dance) This course is designed to introduce students to the basic postures, breathing techniques and methods used in yoga, yoga fusion and mindfulness. Students will experience the benefits of stretching, strengthening, and increasing their heart rate as they develop mindfulness. Students will develop a personal mindfulness practice to deepen self-awareness and increase overall well-being.

**YOGA/MINDFULNESS II: ONE CREDIT** *Rotating elective, offered for the 2016-2017 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Yoga/Mindfulness I or Yoga, Pilates, and Dance

This course will build upon material introduced in Yoga I by emphasizing the physical practice of yoga at an intermediate level. Coursework will require a deeper level of understanding of a variety of yoga poses, as well as mastery of the fitness skills required to perform these poses and maintain a safe yoga practice. Mindfulness techniques and the philosophy of mindfulness will also be addressed.

**METHODS AND CAREERS IN EXERCISE SCIENCE: ONE CREDIT** *Rotating elective, not being offered for the 2016-2017 school year*

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: Fundamentals of Physical Fitness

This course guides students through an in-depth exploration of the effects of exercise on the body. Students learn how to exercise efficiently and properly and how to motivate themselves and others. Students will explore basic anatomy, biomechanics, physiology, and test and measurement. Human behavior, nutrition, and careers in exercise will also be explored.

**FITNESS FOR LIFE: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Fundamentals of Physical Fitness

Students will learn the benefit of total fitness, including muscular development, cardiovascular exercise, flexibility and nutritional benefits. Students will understand the concepts and applications of exercise and will participate in exercise techniques while developing a personal fitness program. Students will be introduced to a number of different exercise techniques using the Weight Room, aerobic room, outdoor track, and the gym.

**ADVENTURE LEARNING: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Fundamentals of Physical Fitness

This course is designed to promote the development of four basic skills: communication, trust, decision making, and creative problem-solving employing Project Adventure activities. In a supportive group atmosphere students will become involved in a graduated series of activities that involve physical and/or emotional risk. Emphasis at this will also be placed on basic life support/CPR.

**HEALTH EDUCATION COURSE DESCRIPTIONS**

**(CP) HEALTH: ONE CREDIT**

Length of course: One quarter

Grade level: 10

Students will study issues that contribute to a healthful life style. The focus of the course is making responsible choices and decisions. Some topics are wellness, sexuality, alcohol and other drugs, nutrition, and relationships.

**(CP) ATHLETIC TRAINING I: ONE CREDIT**

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: credit earned for Anatomy & Physiology A, B

Athletic Training I will allow selected students to develop an understanding for athletic training and injury prevention and management. The areas of study include: basic first aid, taping and bracing, signs and symptoms of common athletic injuries, and season appropriate injuries/illnesses. The course will be open to students who may wish to explore athletic training as a career path. In addition to receiving course credit for successful completion, the student will also receive community service hours for supervised game and event coverage. *Due to the nature of this course, it is offered afterschool.*

**(CP) ATHLETIC TRAINING II: ONE CREDIT**

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: credit earned for Athletic Training I

Athletic Training II will allow selected students to continue with their interest in the athletic training profession, as well as the management of athletic injuries and illnesses. Areas of study will include: advanced taping and bracing, signs and symptoms of uncommon athletic injuries, and season appropriate injuries/illnesses. In addition to receiving course credit for successful completion, the student will also receive community service hours for supervised game and event coverage. *Due to the nature of this course, it is offered afterschool.*

## VISUAL MEDIA DEPARTMENT

Courses with an \* are articulated with courses at area community colleges. By choosing the starred courses, earning a B+ or better in the courses, and maintaining an overall C or better GPA, students at Amesbury High School have the opportunity to earn college credits.

These credits are earned tuition free, however, it is important to note that the credit is non-transferable and will be awarded to students only if they enroll at the respective community college following high school graduation.

Courses articulated with Northern Essex Community College:

AHS's 3D Computer Modeling I + 3D Computer Modeling II =  
NECC's Animation for 3 credits

Courses articulated with North Shore Community College:

AHS's Small Business Planning and Management A =  
NSCC's Small Business Management and Entrepreneurship for 3 credits  
AHS's Visual Media Technology I + Visual Media Technology II =  
NSCC's Electronic Imaging for 3 credits  
AHS's Web Page Design and Development =  
NSCC's Web Design for 3 credits

### **Academic Expectations:**

- **Communicate effectively in written, oral, and visual forms**
- **Demonstrate appropriate use and application of media/technology**

## **COURSE DESCRIPTIONS**

### **(CP) / (H) SMALL BUSINESS PLANNING AND MANAGEMENT A\*: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

This is an introductory course designed to help students become small business owners. Students will be instructed in the basic operation of a business. The course is case-based which means students will apply what they are learning to problems and issues faced by real businesses in the community. The course is competency-based which means students will be graded on their plans, presentations, and other demonstrations of skill, in addition to traditional tests. Students will work individually and in teams. The course uses technology to deliver the curriculum and students utilize the application of technology in the development of their individual business plans.

### **(CP) / (H) SMALL BUSINESS PLANNING AND MANAGEMENT B: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

Prerequisite: credit earned for Small Business Planning and Management A

This course builds upon Small Business Part A and focuses on fine tuning a business plan to include managerial styles, hiring strategies, and exit strategies. The course also focuses a large part of the curriculum on the design and development of a Marketing Plan that includes the graphic design skills to create a unique business logo, flyer, business card, web page and social networking page to support their small business. This section will also include higher level financial planning and record keeping skills for a small business. This course will seek articulation in the future to match a local community college marketing course.

**(CP) / (H) VISUAL MEDIA TECHNOLOGY I\*: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

This course focuses on the development of visual media to present ideas. Acquisition, modification, and restoration of still images from a variety of digital sources are explored. Basic principles of animation and basic use of animation software is included. Use of photo enhancing products will be explored. Students will receive instruction in cinematography, storyboarding and fundamental digital video editing strategies. Photographic composition techniques will also be instructed. Using moving, still, and animated digital images to teach or entertain a target audience is the essential skill set in this course.

**(CP) / (H) VISUAL MEDIA TECHNOLOGY II\*: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

Prerequisite: credit earned for Visual Media I (formerly named Digital Imaging I)

This course expands upon the knowledge and skills gained in Visual Imaging I to include higher level photo-editing and design skills. Skills include advanced composition techniques. The course also includes advanced 2D animation techniques.

**(CP) / (H) ADVANCED DIGITAL PHOTOGRAPHY: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

Prerequisite: credit earned for Film Photography I or Visual Media Technology I

This course brings the student beyond Film Photography I or Visual Media Technology I through the use of software, and more control of camera settings. Specific photographers and digital artists will be studied to assist in the understanding of the variety of styles and applications being used in this new area of technology in art. Students must use a DSLR camera. The cameras should have manual settings; point and shoot cameras and cell phone cameras do not meet the course objectives. Students are required to participate in a final project that will be a gallery show. Students must also have permission to leave school grounds to obtain a variety of subject matter.

**(CP) WEB PAGE DESIGN AND DEVELOPMENT\*: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

This course will introduce students to website design and development. Multiple techniques will be explored to create professional looking and functioning websites. Skills include basic design principles, HTML/CSS, file management, and using web design applications. In addition, students will experience real world application of web page design with a virtual client.

**(CP) 3D COMPUTER MODELING I\*: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

This course will explore the development of 3D modeling for use in video games and film. Students will learn various techniques to create simple and complex objects in a 3D environment, including texturing, rendering and other skills that are essential for movie and video game development. Students will create a portfolio of their work created in class.

**(CP) / (H) 3D COMPUTER MODELING II\*: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

Prerequisite: credit earned for 3D Computer Modeling I

This course is an extension of 3D Computer Modeling I; students will learn how to create 3D character animations. Techniques on creating realistic animations, conveying weight, and character rigging will be learned. At the end of the course, students will produce a portfolio of their work.

**(CP) COMPUTER PROGRAMMING I: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

This course provides students with an introduction to computer programming by creating playable video games using software programs developed by MIT and Carnegie Mellon. Students will also learn about video game development and design and use these skills to design a game for a target audience. This is a course for students interested in Computer Science.

**(CP) / (H) COMPUTER PROGRAMMING II: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

Prerequisite: credit earned for Computer Programming I

This course provides students with an introduction to object oriented programming. Focus will be given towards problem solving and writing instructions that a computer can understand. Students will explore computer concepts and implement programming procedures using Python, an object-oriented language. Career opportunities and other computer programming languages will also be explored. This is a course for students interested in Computer Science.

**(CP) VIDEO PRODUCTION FOR TELEVISION: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

This course provides students with a fundamental understanding of the technology behind video as an information medium. Students will learn how to use virtual sets, cameras, various microphones, green screens, teleprompter, lighting, and professional video editing software. The areas of pre-production, production, and post-production will be explored. Every student will be required to take part in all aspects of production, both on-camera and off-camera, to gain a better understanding of each position in the process.

## ENGINEERING TECHNOLOGY DEPARTMENT

### **Academic Expectations:**

- **Communicate effectively in written, oral, and visual forms**
- **Demonstrate appropriate use and application of media/technology**

### **COURSE DESCRIPTIONS**

#### **(CP) PRINCIPLES OF TECHNOLOGY: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

Technology is the application of knowledge, tools and skills to solve practical problems and extend human capabilities. In this course students will design and build projects with a variety of materials and participate in individual and team problem solving activities. Students will enjoy a 'hands on' approach to learning. The technology concepts in structures, energy, transportation and basic manufacturing systems will be explored. Computer Numerical Control (CNC) machines will be introduced also in this class.

#### **(CP) MANUFACTURING PROCESSES IN WOOD: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

In this first level of woods technology the students will be introduced to skills involving the use of both hand and power equipment. Other areas covered will be layout and design, cutting, shaping, forming and finishing of wood. All students will participate in selection, design and construction of a project. Computer Numerical Control (CNC) machines will be used in this class.

#### **(H) ADVANCED MANUFACTURING TECHNOLOGY: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Manufacturing Processes in Wood

In this advanced course the students will continue the skills they have learned in Manufacturing Processes in Wood Technology. The course is designed to meet the individual needs of the students through advanced manufacturing construction techniques. Emphasis is placed on the students' choice of project design and completing its construction during the course. In this course the students will be learning advanced procedures using the CNC (Computer Numerical Control) machines along with the design software to create their projects. Students will have the opportunity to use a wide range of different materials and supplies used in the Manufacturing Industry. Time also will be spent on different projects and activities in the surrounding communities relating to Construction, Engineering and Manufacturing. Some projects may be off campus.

#### **(CP) CONSTRUCTION TECHNOLOGY: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Manufacturing Processes in Wood

In this course the students will be introduced to skills, knowledge and environments of construction industry. The students will study many areas including site selection, site preparation, housing design and construction materials. Students will work on both group and individual projects throughout the course. The students will be introduced to advanced machines, hand tools and related construction techniques. Computer Numerical Machines (CNC) will be covered and used during the class.

**(CP) TECHNICAL DRAFTING AND DESIGN I: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11, 12

This is an introductory course that involves the students in mechanical drafting and design concepts, skills, procedures and terminology used today in industry. The course is designed for those students interested in obtaining a manufacturing or technical drafting background that would lead to a technical or engineering career. The students will use both conventional drafting tools and some time will be spent using Computer Aided Drafting (CAD) equipment.

**(H) TECHNICAL DRAFTING AND DESIGN II: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Technical Drafting and Design I

This course continues to explore other areas of technical drawing such as technical illustration, including isometrics, obliques, and perspectives. Pattern development drawing is also included. Computer Aided Drafting (CAD) will be the major focus of this class.

**(H) ARCHITECTURAL DRAFTING AND DESIGN: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Technical Drafting and Design I

In this course the students will learn the basics of architectural drawing skills while creating symbol, elevation, and framing drawings, wall sections, and floor plans. The students will design a set of plans for a full size home as the final project.

## VISUAL AND PERFORMING ARTS DEPARTMENT

### **Academic Expectations:**

- **Communicate effectively in written, oral, and visual forms**

### **Social Expectations:**

- **Make positive contributions in their community**

## **VISUAL ARTS COURSE DESCRIPTIONS**

### **(CP) / (H) FILM PHOTOGRAPHY I: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

This is a traditional black and white photography course. The class introduces the students to the history of photography, standard workings of cameras, concepts of exposing and developing B/W film, darkroom equipment and safety, B/W printmaking, hand coloring, and final presentation. Various aspects of art history such as photographers, photographic equipment and art movements will be studied to understand how they have influenced us today. Students may use their own film cameras and are required to maintain a sketchbook.

### **(CP) / (H) FILM PHOTOGRAPHY II: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

Prerequisite: credit earned for Film Photography I

This course brings the student beyond the introductory photography course, with emphasis on the quality of one's photographs through four stages: the design concept; the shoot, which covers location, lighting, props and equipment; the exposure and development of the film and paper; and the final presentation and portfolio. Specific photographers and art movements will be researched to assist the students in understanding different areas of photographic study. Students may use their own film cameras. Students are required to maintain a sketchbook and a class final project will be a gallery show.

### **(CP) / (H) ART I: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

This is a foundation course for all art classes, providing an introduction to the concepts of the Elements of Art and the Principles of Design. To learn these concepts, students will be studying pencil and charcoal drawing, watercolor, tempera and acrylic painting. The process, creation and final presentation of student work is studied by comparing the final pieces with contemporary works and historical pieces. Students are required to maintain a sketchbook.

### **(CP) / (H) CERAMICS: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

Prerequisite: credit earned for Art I

For this course, students will be designing and creating functional and decorative ceramic pieces using hand-built and wheel throwing methods. Students will create art pieces using a variety of processes including firing, clays and glazes for their projects final presentation. Various aspects of history pertaining to pottery will be studied to understand how its creation and use has affected civilization. Students are required to maintain a sketchbook and a class final project consists of a gallery show.

**(CP) / (H) PRINTMAKING: ONE CREDIT** *Rotating elective, not being offered for the 2016-2017 school year*

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

Prerequisite: credit earned for Art I

This course is an introduction to printmaking and deals with the most commonly used methods of fine art printmaking: dry-point, etching, lithography, mezzotint, monotype and serigraphy. Student work will emphasize the development of the design and technique unique to each medium with student final presentation and portfolio. Various aspects of art history, such as printers and graphic designers of the past and present and how they have influenced art and society, will be studied. Students are required to maintain a sketchbook.

**(CP) / (H) SCULPTURE: ONE CREDIT** *Rotating elective, offered for the 2016-2017 school year*

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

Prerequisite: credit earned for Art I

This course will provide students with an introduction to three-dimensional design, form, materials, techniques and safety rules needed to create projects in areas such as fine art sculpture, architectural form, and industrial design. Students will work with a wide variety of media, including plaster, metals, paper products, and plastics to communicate ideas through sculpture. Various aspects of art history stressing sculptors and art movements of the past and present will be studied to understand how they influence art and the world today. Students interested in careers in three-dimensional work will find this course helpful. Students are required to maintain a sketchbook and a class final project will be a gallery show.

**(CP) / (H) DRAWING & PAINTING: TWO CREDITS**

Length of course: One semester

Grade level(s): 9, 10, 11, 12

Prerequisite: credit earned for Art I

This course gives the student an in-depth study of the media and techniques used in drawing and painting. Projects will be designed and created by students using pencil, pen & ink, charcoal, pastels, computer drawing tablets, acrylic paint, watercolor, and mixed media. Subjects will range from landscapes, seascapes, and still life to portraits, the human form, and working from imagination. This course is recommended for students beginning a portfolio. Students are required to maintain a sketchbook and a class final project will be a gallery show.

**(CP) / (H) ADVANCED STUDIO ART: TWO CREDITS**

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: four credits earned in Visual Arts courses, the Visual Media courses of Visual Media Technology I and Advanced Digital Photography may be used in meeting this prerequisite.

Students taking this course will continue to develop the skills acquired in previous studies at a more advanced level. They will develop their own projects with instructor guidance, the emphasis being on studio work and the solving of visual problems. A variety of study approaches; independent motivation, and researching of various aspects of art history pertaining to one's area of studies are required. This is a self-designed course by the student with approval of the instructor for those considering studying art beyond high school and building a portfolio. Students are required to maintain a sketchbook and a class final project will be a gallery show.

### **(AP) STUDIO ART: FOUR CREDITS**

Length of course: Full year

Grade level: 12

Prerequisite: four credits earned in Visual Arts courses, the Visual Media courses of Visual Media Technology I and Advanced Digital Photography may be used in meeting this prerequisite. Strongly recommended final grade of B or better in all courses

This full year course is designed for the senior planning to major or minor in Art in college. Assignments will resemble those of a typical undergraduate art program and are part of the Studio Art Advanced Placement Exam, taken in May. The exam will consist of a portfolio created from weekly assignments of original works based on the AP themes, including quality, depth, and concentration. Students will explore the process of creating art using research and original concepts from their sketchbooks, with instructional assistance limited to technical advice and critical analysis. All final works submitted should be solutions clearly defined within the frameworks of the Elements of Art and the Principles of Design. Successful completion of this exam could result in the student obtaining up to six college credits. Students are required to maintain a sketchbook and individual and class projects will be shared with the school community in gallery shows. *This course has been audited and approved by the College Board.*

## **PERFORMING ARTS: MUSIC COURSE DESCRIPTIONS**

### **(CP) / (H) BAND: TWO CREDITS**

Length of course: Full year (during A-Block)

Grade level(s): 9, 10, 11, 12

Open to all students with the ability to read music for a band instrument. Returning band members will be required to take a seat placement exam. The Band does numerous public performances throughout the school year. The PEP Band and Marching Band will perform as an adjunct function of the band. Community Service credit is available and is arranged by the instructor. Jazz Band is also available for students from within the band only; students will be selected by audition for Jazz Band. Throughout the year, students are expected to participate in performances that may occur after school or evening times.

### **(CP) / (H) CHORUS: TWO CREDITS**

Length of course: Full year (during A-Block)

Grade level(s): 9, 10, 11, 12

Chorus is a year-long class that is open to all singers with different levels of experience. Vocal technique, music theory (reading and writing music), and music history will be explored. Music from a variety of time periods and cultures will be studied and sung. Due to the performance nature of this class, participation in rehearsals and performances during and after the school day will be expected and will be part of each student's overall grade.

### **(CP) GUITAR I: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

This course is designed for students who have no previous experience playing the guitar. Students will learn beginning guitar techniques. Students will be taught how to read music and apply it to the guitar through basic chord and note exercises. Plectrum and finger-style techniques will be discussed. Students should have access to a guitar at home for practice purposes. Students will be evaluated by written exams and performance based exams.

**(CP) GUITAR II: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

Prerequisite: credit earned for Guitar I

This class is designed as a continuation of CP Guitar I for students with basic playing and music reading skills. Students will be exposed to various styles of guitar literature with emphasis on note reading, advanced chord forms, plectrum and finger style techniques. Classical Guitar solo and ensemble literature will be introduced and emphasized. Students must prepare a final instrumental solo for performance.

**(CP) MUSIC THEORY I: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

This course is strongly recommended for those considering further study of music at the college level or those with a strong desire to learn how to write music. Students will be encouraged to develop their creative talents by listening to music, analyzing music and notating music. Emphasis is placed on key signatures, intervals and scales as the building blocks of creative music composition.

**(CP) MUSIC TECHNOLOGY AND COMPOSITION: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

This course is intended for the student who has a serious interest in music. The main topics will include introduction to the MIDI (Musical Instrument Digital Interface) protocol, use of synthesizers, an introduction to digital audio, and use of auxiliary software. Basic music theory and the piano keyboard will also be reviewed. Basic chord progressions, rhyming pattern, poetry, instrumentation and song form will be explored. Students will utilize notation software such as Noteflight and Muscore to arrange music and to create their own musical compositions. Class participation and presentations are a significant aspect of this course.

**PERFORMING ARTS: THEATER COURSE DESCRIPTIONS****(CP) MUSIC IN FILM**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

Students will gain an appreciation for the music found in film as well as the composers who write the music. In addition to studying the film music process and history, students will learn about the functions of film scoring, drama and film, and notable director and composer collaborations. We will study the silent movie era, the golden age of cinema and contemporary film music as we study composers such as John Williams, Danny Elfman and Jerry Goldsmith. Students will be required to work on a project that will include a movie score review and composer presentation.

**(CP) THEATRE I: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

Students study dramatic theory, acting, dramatic writing, history of drama, and team directing. Students will apply dramatic elements to portray characters in scripted and improvised scenes. They will apply creative thinking by reading, analyzing, critiquing and writing dramatic works. Students will describe and analyze their own theatrical work and the work of others using appropriate theater vocabulary. Students will also be able to describe the purpose and meaning of theatre as it relates to other disciplines.

**(CP) ADVANCED ACTING/MUSICAL THEATER: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10, 11, 12

Prerequisite: credit earned for Theatre I

Students will continue their theater study with advanced work in the many different aspects of the stage. This is a performance based class where students will have opportunities to perform scenes from plays or from musical theater. The course will also cover the history and transformation of Musical Theatre from early vaudeville and follies revues to the commercial and entertainment force that is today know as Broadway. This course will explore styles, musicians, choreographers, directors and designers from Oklahoma to Wicked to RENT and everything in between. Students will participate in a major class project by working together to produce, direct and perform a show for the stage.

## ADDITIONAL COURSE OFFERINGS

These course offerings may not be entered in the student Aspen portal account by the student. See each course for specific details.

### **Academic Expectations:**

- **Communicate effectively in written, oral, and visual forms**
- **Demonstrate appropriate use and application of media/technology**

### **(CP) / (H) PUBLISHING, LAYOUT AND DESIGN: TWO CREDITS**

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: Students must complete an application for approval in the spring. The list of students selected as editors/staff members will be provided to the Guidance Department which will then enter the course into the students' requests.

Students will be introduced to the basic elements of layout and design with the intent of producing a final product: the yearbook. All facets of yearbook production will be explored including layout, copy, photography, planning the yearbook's financial health and its distribution. Students will learn life skills such as leadership, time management, goal setting and team building. Knowledge of desktop publishing, Adobe Photoshop and other computer skills is advantageous. This course may be taken for college prep or honors credit which the student will decide at the beginning of the semester. Selling advertisements is a requirement of the course for all class members.

Editors are selected in the spring by a committee which includes the advisor (teacher of the class), the outgoing editors-in-chief, and such other people as the advisor feels will be helpful in the selection process. Editors will be expected to perform duties before and after the class starts.

### **Academic Expectations:**

- **Problem solve by interpreting, evaluating, and implementing solutions**
- **Access, comprehend, analyze, and interpret information**

### **Social Expectations:**

- **Make positive contributions in their community**

### **PAID INTERNSHIP: ONE CREDIT**

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: Student placement must be approved by the Internship Counselor prior to the student beginning the internship. A proposed unpaid internship must be approved by the Dean of Curriculum prior to the student beginning the internship. Once approved, the course will be entered into the student's requests.

Internships are paid experiences in a career area of interest to the student. Students will use the Massachusetts Work-Based Learning Plan to list and rate their levels of work-related skill development. Students are encouraged to use their network of contacts to help in developing their desired internship site. Up to thirty-five hours of an unpaid internship can be used to meet the community service requirement.

Name: \_\_\_\_\_

Counselor: \_\_\_\_\_

Date: \_\_\_\_\_

**AHS PLANNING WORKSHEET**

This form can help you to map out your high school course plan. All students must select 16 credits each year; students in Band/Chorus should select 18 credits each year. Refer to the Program of Studies for specific course offerings. Each year, course selections must be entered in your student Aspen portal account. Students must earn a minimum of 56 credits, pass all MCAS, and complete 75 hours of community service in order to receive an Amesbury High School diploma.

Department	Grade 9	Credit	Grade 10	Credit	Grade 11	Credit	Grade 12	Credit
English	Freshman English A, B	4	Sophomore English	2	Junior English	2	Senior English	2
Mathematics	Algebra IA, IB	4		3		2		2
Science	Biology A, B, C	3		2		2		
Social Studies	Modern World History	2	U. S. History I	2	U. S. History II	2	Non-core content elective	1
Foreign Language		2						
Family & Consumer Science					Child Development	1		
Physical Education	Fundamentals of Physical Fitness	1				1		1
Health Education			Health	1				
Visual Media								
Visual and Performing Arts								
	Possible Credits Earned	16	Possible Credits Earned	10	Possible Credits Earned	10	Possible Credits Earned	6
Additional Things to Consider:	<ul style="list-style-type: none"> <li>○ Community Service (min. 10 hrs)</li> </ul>		<ul style="list-style-type: none"> <li>○ Community Service (min. 10 hrs)</li> <li>○ PSAT</li> </ul>		<ul style="list-style-type: none"> <li>○ Community Service (min. 10 hrs)</li> <li>○ SAT</li> <li>○ SAT II (if enrolled in an AP Course)</li> </ul>		<ul style="list-style-type: none"> <li>○ Community Service (min. 10 hrs)</li> </ul>	

*Refer to the Graduation Requirement table for minimum credits and required courses in each subject area. Courses/credits entered above are in the recommended grade level for completion.*