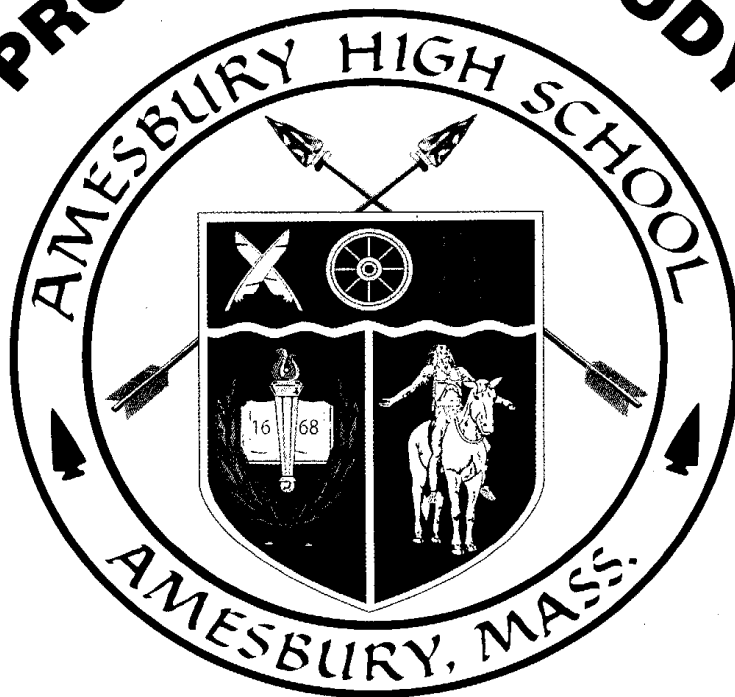


**AMESBURY HIGH SCHOOL  
PROGRAM OF STUDY**



2012-2013

February, 2012

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 school year 2012-13 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 AHS students, 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*

## INDEX

	<b>PAGE</b>
Amesbury High School Mission Statement	1
Expectations	1
Information for Academic Planning	2
Requirements for Graduation	3
Community Service	4
Individual Teacher Policies	5
Class Rank Procedure	5
Early Graduation	6
Early College	6
Students Planning Higher Education	7
Competitive Colleges	8
Advanced Placement Courses	8
Eligibility for Interscholastic Activities	8
MCAS Requirement	9
English/Language Arts Department	10
School to Career Program	16
Mathematics Department	17
Science Department	21
Social Studies Department	25
Foreign Language Department	30
Family and Consumer Sciences Department	36
Educational Technology Department	39
Technology Engineering Department	41
Fine Arts	43
Physical Education	50
Health	52
Academic Support	53
Elective	55
College Opportunities for Amesbury High School Students	55

## AMESBURY HIGH SCHOOL MISSION STATEMENT

Amesbury High School is committed to the pursuit of excellence by providing a quality education in a safe, caring and respectful environment. We promote a challenging curriculum with diverse co-curricular activities that emphasize communication, critical thinking and tolerance. We encourage lifelong learning, personal and social responsibility resulting in contributing members of an ever-changing, global society.

### EXPECTATIONS

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

The following are our Academic, Social and Civic Expectations.

#### STUDENTS WILL

- **Access, comprehend, analyze and interpret information**
- **Organize and convey ideas through communication.**
- **Define problems, develop strategies, and evaluate, modify and implement solutions.**
- **Demonstrate the use and application of technology.**

Develop and demonstrate a sense a civic and social responsibility.

Academic Expectations	#1	#2	#3	#4	#5
English	P	P	S	S	P
Science	P	P	P	P	P
Math	P	S	P	S	S
Social Studies	P	P	S	S	P
World Lang	P	P	S	S	S
Art	S	P	P	P	P
Music	S	P	S	S	S
Phys Ed	S	S	P	S	S
School- Career	S	S	S	S	S
Technology	P	P	S	P	P
Fam/consumer	P	P	S	S	S
Health	P	P	P	S	S

P= Primary

S=Secondary

**AMESBURY HIGH SCHOOL  
AMESBURY, MASSACHUSETTS**

Whether you are entering Amesbury High School for the first time or have been here a year or more you need to know what educational opportunities lay ahead of you. This booklet describes all subjects offered and tells you what you may select and what credit will be granted for each one. Study it carefully before you choose your subjects for the next year.

In selecting subjects you need to review your own plans for your future as to occupation or continued education. You also need to consider your personal interests and aptitudes as shown by your achievement in subjects studied.

Your guidance counselor is trained and experienced in assisting students to select subjects wisely. You should confer with your counselor as well as your parents in deciding which subjects to take next year. Each student will be seen by a counselor to aid in planning and course selection.

**INFORMATION FOR ACADEMIC PLANNING**

The following materials 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 or her full potential. Good planning requires ongoing communication among students, parents, teachers and Guidance. We welcome your questions and encourage individual meetings with your child's guidance counselor as needed.

A student must carry 16 credits (per year), four courses per quarter. In the spring, subjects are selected on registration forms for the following year. The printed course selection form, after completion with a guidance counselor, is taken home for the parent's signature and suggestions. Only after careful consideration by parents and students, should these forms be signed. Subjects should be chosen from the grade to which the pupil will belong. **ONCE SCHOOL BEGINS, NO COURSE CHANGES WILL BE MADE, UNLESS THERE IS A SCHEDULING CONFLICT.**

Students who plan to enter the Massachusetts State College System should be aware that the minimum entrance requirements in courses which must be college preparatory are: ten quarters (four years) of English, nine quarters of Mathematics, seven quarters of Social Sciences (four which are U.S. History), six quarters of the same Foreign Language, five quarters of Laboratory Science, and three quarters of other electives.\*

## REQUIREMENTS FOR GRADUATION – CLASS OF 2016

10 QUARTERS OF ENGLISH 9,10,11,12

9 QUARTERS OF MATH (FOUR QTRS. MUST BE INTEGRATED MATH 1 or 4 QTRS.HON ALG.)

7 QUARTERS OF SCIENCE (THREE QTRS. MUST BE BIOLOGY)

7 QUARTERS OF SOCIAL SCIENCES (2 QTRS.MUST BE MOD. WORLD HIST. & 4 QTRS MUST BE U.S. HIST.)

2 QUARTERS OF FOREIGN LANGUAGE

1 QUARTER OF CHILD DEVELOPMENT

2 QUARTERS OF TECHNOLOGY

1 QUARTER OF FINE ARTS OR HANDS ON\*

1 QUARTER OF HEALTH EDUCATION

3 QUARTERS OF PHYSICAL EDUCATION 9, 10, 11

75 HOURS OF COMMUNITY SERVICE (see page 4)

Fifty six (56) credits for four years are necessary to qualify for a diploma.

\*Subjects that meet requirements for Fine Arts: an Art or Music Course; Subjects that meet requirement for Hands On: All Education Technology (as long as not using it for Technology Requirement), All Consumer and Family Science, Industrial Technology (as long as not using it for Technology Requirement). You only need one credit in either Fine Arts or Hands On to meet the graduation requirement.

### THE FOLLOWING ARE REQUIRED COURSES FOR EACH GRADE

**GRADE 9** English 9 (CP or H)  
Integrated Math 1(CP) or Algebra 1 H  
Biology (CP) A, B & C  
Modern World History (CP)  
Physical Education

**GRADE 10** English 10 (CP, EC or H American Studies)  
U.S History 1 (CP) or American Studies  
Integrated Math 2 (CP) or Algebra 2 H or Geometry H  
Health  
Physical Education

**GRADE 11** English 11 (CP, EC or H American Studies or AP English Language Arts)  
American History 2, American Studies or AP U.S. History  
Child Development  
Physical Education

**GRADE 12** English 12 (CP, H Literature, EC English Comp or AP English Literature)  
CP = College Prep      H = Honor      EC= Early College      AP = Advanced Placement

**ALL COURSES FOR WHICH STUDENTS HAVE SIGNED UP MAY ONLY BE CHANGED IF FIVE CONDITIONS ARE MET. THEY ARE:**

1. The student has seen the teacher for extra help.
2. The student has tried to the best of his/her ability
3. The student has no unexcused absences from class
4. The teacher will indicate in writing that the subject is too difficult for the student
5. The student has obtained permission for the parent in writing.

**ADDITIONAL IMPORTANT CONSIDERATIONS:**

1. Not all courses listed in the Program of Studies will be offered. There are constraints on our course master schedule that we cannot avoid: funding, the number of preparations a teacher can have and the number of students who demand a course. As a result you may have to take a second or third course choice. As you plan your program, plan for contingencies. Think about second and third choices.
2. You cannot choose courses effectively without a goal or purpose. Are you headed for work? College? A training program? While it may be difficult to state precisely what you want to do after high school, you should attempt to set some tentative goals for yourself. 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. A program of studies that adequately 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.

**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 it will be added on the next year's requirements and the student will receive a failing grade for the year. Community Service used for National Honor Society or other organizations will be deducted – NO double dipping! Please refer to the student handbook for more information.

Community Service papers for seniors must be completed and passed in by May 15<sup>th</sup> to count for that current year. The due date for underclassmen is June 10<sup>th</sup>. Community service may be done during the summer or the school year. More information is available in the student handbook.

Incomplete or late forms will not be accepted. Service projects cannot have any other compensation attached such as payment, gift, or credit. Projects must show benefit to the person or agency that they could not do themselves, i.e. shoveling your driveway would **not** be acceptable, and cleaning up at the town parks **would** be acceptable. See Mrs. Furlong during A Block if you have any questions.

### INDIVIDUAL TEACHER GRADING POLICIES

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.

### CLASS RANK PROCEDURES

Amesbury High School uses a weighted ranking system, which is 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

### EXAMPLE

COURSE & LEVEL	GRADE	CREDITS	POINTS	GRADE EQUIV.
AP English	B	4	4.9	19.6
CP Digital Imaging	A+	1	4.3	4.3
CP Psychology	C-	2	2.0	4.0
CP Spanish 2	A	2	4.0	8.0
H Geometry	C	2	3.1	6.2
CP Art 1	D	1	1.4	1.4
Physical Education	P	1	0.0	00.0

12

43.5

43.5 divided by 12 = 3.625 Weighted Grade Point Average



## GRADE EQUIVALENTS

A+ = 97-100	B+ = 87-98	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		
INC=INCOMPLETE	P = PASSING	F = FAILING	
WP = WITHDREW PASS	WF = WITHDREW FAIL	AUD = AUDIT	

## EARLY GRADUATION

If you are a highly motivated student and have met with your counselor for a credit review you may petition Amesbury High School to graduate early. Students must set up a meeting with the Director of Guidance and the Dean of Students before September 30<sup>th</sup> of their senior year. A proposal by the student must be submitted at the time of the meeting.

## WHAT IS EARLY COLLEGE?

Early College is the Partnership between Amesbury High School and Northern Essex Community College that provides students 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 for these programs have been carefully selected and coordinated with the Massachusetts Core. Upon successful completion of Early College in the tenth grade students will receive nine college credits. Their junior year they can earn 12 college credits. Students in their junior year may also take a dual enrollment class depending on their interest's abilities and career plans. Early College is designed for students who want to challenge themselves, improve their communication and writing skills, and who may not have considered themselves a candidate for college, but have the desire and motivation to attend college.

In the sophomore year, the courses that will be integrated from the high school will be English 10 as well as United States History 1. The high school courses will be integrated with three college courses; American Literature 1, United States History and College Success Seminar. In the junior year, courses that will be integrated from the high school are English 11 as well as United States History II. The high school courses will be integrated with four college courses; American Literature II, U.S. History II. Studio Art and Entrepreneurship courses will be semester courses. Students who have been in the Early College Program as sophomores are encouraged to continue. Students that have not started in the Early College Program may apply through their guidance counselor. There will be two professors from Northern Essex Community College as well as an Amesbury High School teacher. Students interested in the program must take the SRI Reading Inventory\* as well as the Accuplacer\* and score into college composition. The Accuplacer will be given to students in April by the high school guidance counselors. Interested students should meet with their assigned guidance counselor

## **ACCUPLACER TEST**

\*Accuplacer is an adaptive test; you do not have to answer as many questions as on a traditional paper and pencil test. The number of questions on the eight tests ranges 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 will be the questions presented to you. Each 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. Northern Essex Community Colleges Web-site [www.necc.edu](http://www.necc.edu)

## **SCHOLASTIC READING INVENTORY**

\*Scholastic Reading Inventory is an objective, research-based assessment of students reading comprehension ability that can be administered to any reader regardless of age and grade level. As a computer adaptive test, SRI is designed for quick administration in an untimed, low pressure environment.

SRI test items do not require prior knowledge of ideas outside the passage, do not test on vocabulary taken out of context, or require formal content, or require formal logic. SRI derives its question bank from authentic passages of literature that students encounter both in and out of school. Test items are drawn from a variety of content areas. SRI provides immediate feedback to students and provides the students with a list of books in their selected areas of interest. Scholastic, Inc. [www.scholastic.com/srireading](http://www.scholastic.com/srireading)

## **STUDENTS PLANNING HIGHER EDUCATION**

Most colleges require candidates to take the scholastic achievement test (SAT 1-Reasoning Test) administered by the College Entrance Examination Board or other similar type entrance tests. 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, we recommend students take the Preliminary Scholastic Aptitude Test (PSAT) in the tenth and eleventh grade.

No set pattern of admission requirements applies to all institutions of higher learning. Information on many colleges is available for students. Guidance Counselors will assist students in selecting colleges. Students who are preparing to enter college should select their sequences from the areas of mathematics, science, and foreign languages with sufficient credits in each area to meet the requirements of the colleges.

## COMPETITIVE COLLEGES

Students planning to go on to competitive colleges after high school graduation are encouraged to take four academic subjects (AP, H, CP) each quarter in addition to any other subjects. As many Advanced Placement or Honors courses a student is capable of successfully completing should be taken. Students must remember that they are competing with others throughout the world to enter very competitive schools. The stronger the academic background the better the chances for acceptance at these schools. Other factors are considered such as summer school attendance in any enrichment programs, co-curricular activities, references, maturity and character.

It is important to browse through catalogs of schools you might be interested in to determine the entrance requirements. It is advisable to take four years of college English and four years of college mathematics. College credits may sometimes be earned at the high school level by taking advanced placement examinations, college level examination program tests and receiving high scores on college entrance exams and SAT II Tests, or Dual Enrollment courses.

## ADVANCED PLACEMENT COURSES

Advanced Placement (AP) – Amesbury High School offers advanced placement level programs in English Literature and Composition, Biology, U.S. History, Calculus AB, Statistics and Studio Art.

AP Programs may lead to college credit and give an opportunity for the student to select other, or additional, areas of study. In fact, satisfactory achievement in at least three AP programs could lead to advanced standing in college.

You must be highly motivated and willing to work at a high level of achievement to take A.P. courses. The College Entrance Examination Board conducts AP Examinations in May. The examination is read by college professors at the Educational Testing Service Office in Princeton, NJ and scored from 1 to 5. The score, 1, means not recommended for college credit. It does not mean you failed. A score of 3 or better is usually required for college credit. You must check with Colleges and Universities that you are applying to for their policies on AP credit. You do not fail this exam; therefore, it can be most beneficial to college preparatory students.

The Amesbury Public Schools will pay one half of the cost of the exam for those receiving a grade average at the end of the third quarter of B or better. **ALL STUDENTS ENROLLED IN AN AP COURSE ARE SUBJECT TO TAKE THE AP EXAM IN MAY.** Budget restrictions may force Amesbury High School to limit the Advanced Placement sections that will be offered. We will continue to offer our current Advanced Placement courses; however, there may be only one section offered for each course.

## ELIGIBILITY FOR INTERSCHOLASTIC ACTIVITIES

Each student's cumulative average must be passing a minimum of three classes out of four in order to be eligible to compete under the Massachusetts Interscholastic Athletic Association Rules. This rule pertains to athletics and other interscholastic programs. Details of these requirements are available in the Athletic Director's Office.

## MCAS REQUIREMENT

All students must pass (score of 220+) the Language Arts and Math Sections of the MCAS tests to be eligible for a diploma. Any student scoring below 240 (Proficient/Advanced is 240+) will have an Educational Proficiency Plan (EPP) 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. Starting with the class of 2010 there is a requirement of 220+ for the Science, Technology and Engineering test and starting with the class of 2014 there will be a requirement of 220+ for U.S. History to receive a Competency Determination (CD). Amesbury High School currently tests Grade 9 in Biology (part of the Grade 9 course of studies and Grade 10 in ELA and Math. The plan is to test the U.S. History in Grade 11.

All students prepare for MCAS tests by participating in their daily reading, reasoning and communication activities in their required English Language Arts 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. Massachusetts is also adding a Science and U.S. History requirement. Students who fail part of grade 7 MCAS (ELA) will be required to take any of these courses determined necessary by the student's profile. Students who fail MCAS in grade 10 are required to attend other MCAS classes that are deemed appropriate to help the student pass the test which they must retake. MCAS materials are also done in regular math classes. MCAS remedial sessions are voluntary but students who fail to attend must accept responsibility if he/she fails the test. Educational Proficiency Programs (EPP), are developed for each student determined to be in need of additional support by previous test scores and grades.

**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.**

## ENGLISH DEPARTMENT

All required English classes are comprehensive courses that include reading literature, improving language arts, writing, speaking and listening skills, and learning proper research methods. Each course has been aligned to meet local, state and national framework standards designed to help students pass the state MCAS exams. All students planning to graduate must pass the MCAS Language Arts exam to receive a diploma. All students are also required to earn English credits each year; a chart that explains numbers of credits is included in the section “Requirements for Graduation.” If a student fails any required course in English Language Arts, s/he must repeat the course (or attend summer school, if eligible\*) before moving on to the next grade level. Students who fail English classes need to take additional time to complete their English credit requirements, or to pass MCAS exams in Language Arts. For a student to be successful in any English course, s/he must meet class attendance and participation expectations to satisfy communication requirements.

\*Summer School is offered at Amesbury High School for students who fail a required English course in grades 9-11, and who need to complete the course requirements to move to the next grade level. Students must have an average of 50 – 59, to be eligible for summer school. Students who do not meet summer school eligibility must repeat the course. Students must pay to enroll in summer school. Additional classes [during vacations] are also offered for students who need remedial help as they prepare for MCAS.

- 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 requirements before leaving school in June and are assessed on their reading. Summer reading lists for each grade are posted on the AHS website, and extra books are available at the Amesbury Public Library.

## COURSE OFFERINGS

All courses in the English Department concentrate on developing student proficiency for the following School Expectations:

### **Academic Expectations:**

- **Access, comprehend, analyze and interpret information.**
- **Organize and convey ideas through communications.**
- **Define problems, develop strategies and evaluate, modify and implement solutions.**
- **Demonstrate the use and application of technology.**

In an effort to meet the individual needs and interests of all students, required courses in English are grouped according to the following standards:

## **H ENGLISH [9-12] AND AP ENGLISH [12]:**

Students will be selected for Honors English in grades 9-12 based on the following criteria: instructor recommendation, standardized test scores, and final average in English. Students entering grade 9 must have the recommendation of their grade 8 instructor based on their ability to communicate effectively; their knowledge of parts of speech and effective sentence structures, rules of capitalization and punctuation; their willingness to read and analyze full-length works of literature; and their scores on grade 7 and 8 MCAS or other standardized tests which indicate that the student has scored above proficient levels. Students enrolling in Honors English in grades 10 – 12 must have achieved a final average of B- in their prior honors English class or the equivalent.

Those eligible to pre-register for Honors or AP must also satisfy additional Summer Reading requirements. Students who are not performing at a proficient level during the first quarter of Honors English or the first semester of AP English will sign a contract which may entail increased tutorial work to achieve proficiency in the subject.

*AP English:* Seniors should enroll in AP English on the basis of test scores (MCAS Advanced or high level of Proficient; SAT Verbal) Honors English grade level B; teacher recommendation and director approval.

**COLLEGE PREPARATORY:** (grades 9-12) This course is designed for those students who plan to further their education or who plan to enter the world of work after high school graduation. The content includes specific skills needed to be Proficient in the business world. The course stresses practice in the language arts skills of reading, listening, writing, and speaking. Readings in various genres will treat contemporary themes and conflicts. Study skills are emphasized. A grade of 60 [passing and credits earned] is required to move to the next grade level.

### **COURSE DESCRIPTIONS BY GRADE LEVEL**

#### **(CP) / (H) LANGUAGE ARTS 9 A and B: TWO CREDITS EACH SEMESTER**

Length of Course: One Semester Each

Grade level: 9

Freshman English classes will, through a variety of genre, explore the theme Overcoming Adversity. Grammar, vocabulary, and literary analysis will be addressed. Students will be assigned a variety of types of writing. Students will be oriented to AHS media center and then required to do a research paper, which includes proper documentation procedures. This course focuses on improving students' skills in literary analysis, including analysis of Shakespeare, as recommended in the state frameworks.

**(CP) SOPHOMORE ENGLISH: COLLEGE PREP AMERICAN LITERATURE I: 2 CREDITS**

Length of Course: One Semester

Grade level: 10

Prerequisite: Successful completion of Freshman English A and B

Students will study the development of American Literature from earliest writings through the 19<sup>th</sup> century in a variety of genre, will analyze and respond critically to their reading, and will communicate effectively in oral and written formats about their reading. Their study of literature will coordinate with American History I. Vocabulary skills will also be emphasized. Students will also concentrate on effective communication skills that are needed to construct and convey meaning in oral and written language. Analysis of media communication and a mandatory research project are included. Preparation for March ELA MCAS is a major focus for all grade 10 students.

**(CP) COLLEGE PREP LANGUAGE ARTS 10 C: 1 CREDIT**

Length of Course; One Quarter

Grade level: 10

Prerequisite: Successful completion of Freshman English A and B

To provide further development of literacy and study skills, all students in sophomore college prep American Literature I are required to take this course if they scored Needs Improvement or below on Grade 8 MCAS to ensure preparation for Proficiency on Grade 10 MCAS as well as preparation for success in college. The course will include development of reading, oral and written communication, and language skills, study techniques, and test-taking strategies.

**(EC) SOPHOMORE EARLY COLLEGE AMERICAN LITERATURE I: FOUR CREDITS**

Length of Course: Full Year

Grade Level: 10

Prerequisite: Accuplacer test. Must place into English Comp, take the SRI and score at grade level reading. Must pass Freshman English

This 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. 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 MCAS Test: vocabulary, grammar, and writing. The year-long course is divided into four quarters and each quarter examines a specific time frame in American literature and history and builds upon skills learned to achieve college success. The quarters are divided into: the Colonial period, the Revolutionary Age, the Early Republic, and the Civil War era.

**(H) SOPHOMORE HONORS AMERICAN STUDIES I:** is combined with U.S. History I as a yearlong course in American Studies. Students interested in this Honors course will be selected by instructors and Directors according to Honors prerequisites [above]. Students will receive 2 credits in history and 2 credits in English.

**(CP) JUNIOR ENGLISH: AMERICAN LITERATURE II: TWO CREDITS**

Length of course: One Semester

Grade level: 11

Prerequisite: Successful completion of Sophomore English

Junior English will study a variety of literary genre, which focus on the development of themes and styles in 20<sup>th</sup> century American Literature. The course will coordinate with American History. Students will also engage in various research topics and improve their oral/written communication skills, especially in preparation for SAT tests.

**(EC) JUNIOR EARLY COLLEGE AMERICAN STUDIES II: FOUR CREDITS**

Length of course: Full Year

Grade level: 11

Prerequisite: Successful completion of Sophomore Early College American Studies I

Early College for juniors will be set up similarly to the sophomore year. This course will be a full-year course. This will be a learning community that will integrate an American Literature 2 course with US History 2 along with a college art class and a technology course for high school and college credit.

**(H) JUNIOR HONORS AMERICAN STUDIES II: FOUR CREDITS  
(2 CREDITS ENGLISH, 2 CREDITS SOCIAL STUDIES)**

Length of course: Full Year

Grade level: 11

This course is combined with American History II for a yearlong course in American Studies from the twentieth century to modern times. Students will be selected for this Honors course by instructors and directors according to honors prerequisites. [See above].

**(H) JUNIOR HONORS AMERICAN LITERATURE II: TWO CREDITS**

Length of course: One Semester

Grade level: 11

Prerequisite: Enrolled in AP US History

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

**(CP) / (H) CONTEMPORARY ENGLISH/RESEARCH 12: TWO CREDITS**

Length of Course: One Semester

Grade level: 12

Prerequisite: Successful completion of Junior English

Quarter 1 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 as well as deliver an oral report that presents their research to a group. Since successful completion of this course demonstrates students' proficiency in STUDENT EXPECTATIONS, students may not remediate any failure of this course with summer school or other out-of-school options if they wish to receive an Amesbury High School diploma. \*Honors section will include more rigorous standards for research as well as for literary analysis.

**(H) WORLD LITERATURE AND WORLD AFFAIRS/RESEARCH: TWO CREDITS**

Length of Course: One Semester

Grade level: 12

Prerequisite: B- in prior course or teacher recommendation

Students who wish to specialize in contemporary literature and world events may take this course as their Senior English required course. In addition to contemporary world readings, students will conduct their independent senior research in an area of world affairs. All other senior English requirements [summer reading, oral and written communication, college preparation skills] will be included in this course.



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

Length of Course: Full Year

Grade level: 12

Prerequisite: Honors English grade 11, B average, teacher recommendation and selection by Director.

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.*

The English Department also offers these ELECTIVES. Electives may not replace required English courses but offer supplementary experiences.

**(EC) ENGLISH COMP 1: 2 CREDITS**

Length of course: One Semester

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. 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.

**(CP) PUBLIC SPEAKING AND COMMUNICATION: ONE CREDIT**

Length of course: One Quarter

Grade level(s): 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) CREATIVE WRITING: ONE CREDIT**

Length of course: One Quarter

Grade level(s): 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) READING AND WRITING THROUGH MYSTERY AND SUSPENSE: ONE CREDIT**

Length of course: One Quarter

Grade level(s): 11-12

This elective course is designed for the student who enjoys reading mystery and suspense and who wishes to expand his/her ability to analyze these genres. Students will study the evolution of these genres by reading novels and short stories by such early and contemporary authors 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) WRITING POETRY: ONE CREDIT**

Length of Course: One Quarter

Grade level: 11/ 12

Course Description: Students will develop poetry writing skills in a workshop setting. Students will explore a variety of styles within the genre of poetry through reading, discussion, and writing. The emphasis will be on the writing process and compiling publishable pieces of poetry.

**(CP) FANTASY LITERATURE: ONE CREDIT**

Length of Course; One Quarter

Grade Level: 11/12

Course Description: 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) JOURNALISM: ONE CREDIT**

Length of Course: One Quarter

Grade Level 11/ 12

Course Description: 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) LITERARY CONNECTIONS ACROSS THE MEDIA: ONE CREDIT**

Length of Course: One Quarter

Grade levels: 11-12

This course will cover various literary conventions such as plot, theme, symbolism and imagery as they are used in media such as song lyrics, movies, and television. The focus will be on the origin and the overall effect each has on the works being studied.

## SCHOOL TO CAREER

The School to Career Program at Amesbury High School is designed to provide students with first-hand knowledge of career paths through exposure to work environments. The program is an integral part of the overall curriculum and ties classroom instruction with supervised activities in the community. A variety of career awareness options are available for each of the four years of the high school experience. Our goal is to provide students with information on possible careers and information on how to pursue those careers. We would also like all students to feel connected to their community and to know the career opportunities that exist in the area.

### Community College Credit for High School Courses

As part of the School to Career Program, Amesbury High School has matched some of its technical courses with courses offered at community colleges in the area. It takes two levels of related courses to qualify for college credit. The community college will grant credit only if the student has achieved a grade of B or better in both levels of the related course. Students must be enrolled at the individual community college.

### Courses articulated with Northern Essex Community College:

AHS's Child Development + Internship in Education =  
NECC's ECE100 Exploring Early Childhood Ed. For 3 credits  
NECC's ECE181 Early Childhood Ed. Field Placement for 1 credit

### Courses articulated with North Shore Community College:

AHS's Child Development + Internship in Elementary Education =  
NSCC's EDE110-Foundations of Early Childhood Ed. For 3 credits  
AHS's Foods and Nutrition I + Foods and Nutrition II =  
NSCC's CFS101 Basic Culinary Techniques for 2 credits

### Courses articulated with Massasoit Community College:

AHS's 3D Animation I + 3D Animation II =  
MCC's ARTG210 (portfolio required) for 3 credits

## PAID INTERNSHIPS

Students will be scheduled for a one week orientation and placement session. Students will secure their internship using the job application process. Students need to accumulate 35 hours to earn one credit. Students are sent into the community to observe, explore, and develop workplace skills at an approved internship site.

## COURSE DESCRIPTIONS

### (CP) PAID INTERNSHIP: ONE CREDIT

Length of course: One Quarter

Appropriate grade level(s) 11, 12

Prerequisite: Students must have earned the credits necessary to be a junior.

Internships are paid or non-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. Students should come to class with two specific career interest areas. Up to thirty-five hours of an unpaid internship can be used to meet the community service requirement.

## MATHEMATICS DEPARTMENT

NOTE: Mathematics courses are sequential. Thus, a certain amount of skill is deemed necessary before advancing to the next level. Prerequisites are established with the goal of preventing students from taking courses for which they are not adequately prepared. The department may waive prerequisites on a case by case basis if there is good reason to believe that the student would succeed in the desired course. With department approval, students may also change levels if another level appears more appropriate.

A typical college preparatory student's schedule would look like this:

Freshman year: CP Integrated Math IA, IB or H Algebra I

Sophomore year: CP Integrated Math IIA, IIB, IIC or H Geometry /H Algebra II \*

Junior Year: CP Integrated Math III or H Introductory Analysis

Senior Year: CP Advanced Math or H Introductory Analysis or AP Statistics

\*Students who wish to take Advanced Placement Calculus during their senior year must take two math courses during one year. This can be done by taking Geometry Honors and Algebra II Honors sophomore year, or taking Algebra II Honors and Introductory Analysis junior year. Students who take Introductory Analysis junior year and do not wish to continue on to Calculus or do not have the required grade often take Statistics. Both Calculus and Statistics are offered at the AP and Honors levels.

### Academic Expectations:

- Access, comprehend, analyze & interpret information
- Define problems, develop strategies, and evaluate, modify and implement solutions
- Demonstrate the use & application of technology

## COLLEGE PREP COURSES

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

Length of course: One Semester Each

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

Prerequisite: None for 1A. Completion of prior course

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.

### **(CP) INTEGRATED MATH IIA, IIB, AND IIC: ONE CREDIT EACH**

Length of course: One Quarter Each

Grade level(s): 10, 11, 12

Prerequisite: Completion of prior course

This series of courses continues the study of algebra, geometry, statistics, probability, and discrete math.

**(CP) INTEGRATED MATH III: TWO CREDITS**

Length of course: One Semester

Grade level(s): 11, 12

Prerequisite: Completion of prior course

This series of course continues the study of algebra, geometry, statistics, probability, and discrete math.

This class replaces Algebra II College.

**(CP) INTEGRATED MATH IV: TWO CREDITS**

Length of course: One Semester

Grade levels: 11, 12

Prerequisite: Completion of prior course

This class is aimed at students who earned “Needs Improvement” on MCAS and therefore need a fourth year of math to satisfy state requirements. The focus of this course is to bring students to the proficiency level in a project based environment what will incorporate real-life skills and technology.

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

Length of course: One Semester

Grade level(s): 11, 12

Prerequisite: Completion of prior course

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

**(CP) TRIGONOMETRY: ONE CREDIT**

Length of course: One Quarter

Appropriate grade level(s): 11, 12

Prerequisite: Completion of prior course

This course develops a thorough understanding of trigonometric functions, their graph relations, identities and equations.

The following college preparatory elective course does not fulfill the math requirements, but do count as credits toward graduation.

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

Length of Course: One Semester

Grade Level: 12

Basic Algebra for College focuses on the topics needed to pass the math portion of the Accuplacer exam, the placement exam required at all Massachusetts State Colleges and many other colleges. 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. Ultimately, the objective of this course would be for students not to need non-remedial math courses at the next level.

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

Length of course: One Quarter

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

The one-quarter elective course 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.

## HONORS/AP COURSES

### **(H) ALGEBRA I: TWO CREDITS EACH SEMESTER**

Length of course: One Semester Each

Grade level(s): 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 attempting this course.

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

Length of course: One Semester

Grade level(s): 10, 11, 12

Prerequisite: B- or better in H Algebra I or teacher recommendation

A challenging treatment of plane, solid and analytic geometry is provided.

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

Length of course: One Semester

Grade level(s): 10, 11, 12

Prerequisite: B- or better in H Algebra I or teacher recommendation

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

### **(H) INTRODUCTORY ANALYSIS: TWO CREDITS**

Length of course: One Semester

Grade level(s): 11, 12

Prerequisite: B- or better in H Algebra II, or teacher recommendation.

A precalculus course including such topics as Algebra of vectors, 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: B- or better in H Algebra II or teacher recommendation

This course will cover most of the same topics in data analysis, regression analysis, and inference as the advanced placement course but with a more experimental emphasis.

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

Length of course: One Semester

Grade level(s): 11, 12

Prerequisite: B- or better in H Algebra II or teacher recommendation

This course covers the basics of differential and integral calculus including max-min problems, related rates, and integration by substitution.

### **(AP) STATISTICS: THREE CREDITS**

Length of course: Three Quarters

Grade level(s): 11, 12

Prerequisite: B- or better in H Algebra II or teacher recommendation.

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 that test in order to receive credit.

**(AP) CALCULUS: FOUR CREDITS**

Length of course: Full Year

Grade level(s): 11, 12

Prerequisite: B- or better in Introductory H Analysis or teacher recommendation.

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.

## SCIENCE DEPARTMENT

### Academic expectations:

- Access, comprehend, analyze and interpret information
- Organize and convey ideas through communications
- Define problems, develop strategies and evaluate, modify and implement solutions
- Demonstrate the use and application of technology

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

Length of course: Three Quarters

Grade level(s): 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.

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

Length of course: Three Quarters

Grade Level(s): 9

Prerequisite: Eighth Grade Science Teacher and Science Director Recommendation

This course is essentially the same, as CP Biology except topics covered in greater depth and at a faster rate.

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

Length of course: Two Quarters

Grade level(s): 11, 12

Prerequisite: Completion of prior course

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 medical fields or pursue further study in science will benefit from this course.

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

Length of Course: Two Quarters

Grade level(s): 11, 12

Prerequisite: B- or better in Hon Biology

This course is an accelerated Anatomy and Physiology course that covers all systems of the human body. Tissues will be discussed in depth and virtual dissections will be done. Anatomical functions will be discussed in much greater detail than CP Anatomy. This course is recommended for all students that may be considering going into a field of medicine.

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

Length of course: Two Quarters, third quarter elective for those interested in science or engineering fields

Grade level(s): 10, 11, 12

Prerequisite: Passing grade CP Integrated Math also must pass A to take B.

College Preparatory Chemistry deals with the changes that take place in substances that make up our environment.

The following topics will be covered: 1. Classification of matter 2. Atomic nature of matter 3. Chemical formulas and equations 4. Inorganic chemistry 5. Mole concept 6. Energy and equilibria 7. Chemical bonding. 8. Stoichiometry



**(CP) CHEMISTRY C: ONE CREDIT**

Length of course: One Quarter, third quarter elective for those interested in science or engineering fields

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

Prerequisite: Must pass prior course

Third quarter Chemistry will be an in depth look of previously taught concepts and topics. Gases, the stoichiometry of gases, nuclear chemistry, and acid/base reactions are studied.

**(H) CHEMISTRY A, B & C: ONE CREDIT EACH QUARTER**

Length of course: Three Quarters

Grade level(s): 10, 11, 12

Prerequisite: Science teacher recommendation

The 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 C. 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) PHYSICS A & B: ONE CREDIT EACH QUARTER**

Length of course: Two Quarters

Grade level(s): 11, 12

Prerequisite: Passing grade in CP Integrated Math II College and must pass A to take B.

CP Physics A follows the same format as CP Physics B with the exception that more mathematics is used to support concepts. The textbook is the same and assignments are rigorously graded for accuracy and precision.

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

Length of course: Two Quarters

Grade level: 11, 12

Prerequisite: Must pass A to take B. Open to juniors and seniors who have received a B- or better in Hon 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 that we study are essentially the same as those in CP1 Physics except that a more rigorous mathematical approach is used. Students entering this course should be very comfortable with math and enjoy problem-solving.

**(AP) BIOLOGY: FOUR CREDITS**

Length of course: Full Year

Grade level(s): 11, 12

Prerequisite: B- or better in three quarters of Honors Biology.

Advanced Placement Biology is a college level biology program. A student, who takes Advanced Placement Biology, must take a national exam administered by the College Entrance Examination Board. If a sufficient grade is obtained on the exam, many colleges and universities will give a year of college credit in biology. This course will meet for four quarters. Honors Chemistry A, B and C is a prerequisite for this course.

**(CP) ASTRONOMY: ONE CREDIT**

Length of course: One Quarter

Grade level(s): 10, 11, 12

Astronomy will investigate the evolution and composition of extraterrestrial objects (planets, stars and galaxies). Emphasis will be placed on the technologies developed to examine these objects. What do we know? What are we still trying to find out? We will look at the Space Program, its past accomplishments, current work, and plans for the future.

**(CP) GEOLOGY: ONE CREDIT**

Length of course: One Quarter

Grade level(s): 10, 11, 12

A survey of the planet earth including its composition, structure and dynamics; and understanding of both internal and surface processes is developed and related to theories of sea floor spreading and crustal movement. In depth investigations will focus on regional geology issues such as local mineralogy and petrology, regional seismology, and local landforms (aspects of glaciology and oceanography will also be highlighted.) Hands-on components will focus on topographic map reading and interpretation of GIS mapping systems as well as identification of rock and mineral samples.

**(CP) METEOROLOGY: ONE CREDIT**

Length of course: One Quarter

Grade level(s): 10, 11, 12

This course focuses on introducing the student to basic concepts involved in the analysis of weather phenomena on a global and local scale. Major topics include heat balance, atmospheric stability, precipitation processes, cyclonic activity, severe weather, weather analysis, and very basic weather forecasting techniques. Studies will include in-depth understanding of a) atmospheric layering b) methods of atmospheric energy transfer c) pressure systems d) atmospheric data map interpretation and e) severe weather development and related topics. Lastly, the course will include an introduction to global climate change and current theories where research will be investigated.

**(CP) OCEANOGRAPHY: ONE CREDIT**

Length of course: One Quarter

Grade level(s): 10, 11, 12

This course will cover the structural and oceanographic setting of continents and ocean basins, plate tectonics, ocean margins, marine sediments, and ocean history. General areas of interest will focus on marine weather, hurricane, waves, tides, and coastal currents and how they are manifested. In depth studies will focus on local coastal processes, tidal processes and environment impacts of human activity.

**(CP) FORENSICS: ONE CREDIT**

Length of course: One Quarter

Grade level(s): 11, 12

Forensics is designed for students who have an interest in crime scene analysis. Students who are interested in a career in medicine or criminal justice would find this course helpful. 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.

**(CP) ENVIRONMENTAL SCIENCE: ONE CREDIT**

Length of course: One Quarter

Grade Level: 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.

**(CP) MARINE BIOLOGY: ONE CREDIT**

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 a dissection. This course recommended for students with a strong background or a strong interest in Biology.

**(CP) FUNDAMENTALS OF ENGINEERING: ONE CREDIT**

Length of course: One Quarter

Grade level(s): 11 & 12 preferred

Prerequisite: Strong interest in science, math, and engineering.

Passing grade in CP Integrated Math 3

Designed for and 11th and 12<sup>th</sup> grade students, 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. This course will require each student 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.

## SOCIAL STUDIES DEPARTMENT

ALL students are required to take two (2) terms of World History by the completion of their freshman year. In addition ALL students will select United States History I and II in the sophomore and junior year. All students will complete World History and United States History by the end of their junior year. Those students electing to take Advanced Placement will be expected to take four (4) quarters sequentially. All students must select at least one (1) elective in their junior or senior year. These electives include the Holocaust, Leadership, Local Connections, Law and Psychology.

### **Academic Expectations:**

- **Access, comprehend, analyze and interpret information**
- **Organize and convey ideas through communications**

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

(Age of Revolution to the Present)

Length of course: One Semester

Grade Level: 9

This course will include the following topics: Age of Revolution, 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. Then postwar rebuilding, and the east/west duels will be considered in both Europe and Asia. The collapse of the Soviet Union will be studied as well as nationalism and human rights. New boundaries in science, technology, and culture and the impact on the world economy will be surveyed.

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

Length of course: One Semester

Grade Level(s): 9

Prerequisites: Recommendation of 8<sup>th</sup> grade instructor.

**HONORS:** Honors World History is for the student who wants an in-depth study of World History from the Age of Revolution to the Present. This is a course conducted at an advanced level with extensive readings, research projects, class discussion, book reports, and independent study. These courses require self-directed students with a strong work ethic. Students who earn a less than proficient grade during the first quarter of any Honors or AP History class will sign a contract which may entail increased tutorial work to achieve proficiency in the subject.

### **(H) AMERICAN STUDIES I: TWO CREDITS**

Length of course: One semester

Grade Level(s): 10

Prerequisite: Final Average of B- or better in CP or Hon Modern World History

H American Studies is for students who want an in-depth study of U.S. History in a course conducted at a college level with extensive readings, research projects, class discussion, book reports, and independent study. These courses require self-directed students with a strong work ethic. Students who earn a less than proficient grade during the first quarter of any Honors or AP History class will sign a contract which may entail increased tutorial work to achieve proficiency in the subject. If this contractual agreement is not met, then the student will be placed in a college prep class.

**Quarter 1:** In depth review of the American Revolution, the early republic, the Constitution, Federalism, 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.

**Quarter 2:** Detailed discussions on the causes and effects of the Civil War, the implications of Reconstruction, industrial expansion up to the Spanish-American War.

**(H) AMERICAN STUDIES II: FOUR CREDITS (TWO SOCIAL STUDIES/TWO ENGLISH)**

Grade Level: 11

Length of course: One year co-taught with the English department

Prerequisite: Grade of B- in Hon American Studies I

**HONORS:** Recommendation of 9<sup>th</sup> or 10<sup>th</sup> grade instructor, and final average of B- or better Honors American Studies I. H American Studies is a co-taught course with the English department. 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 conducted at a college level with extensive readings, research projects, class discussion and independent study. This course requires self-directed students with a strong work ethic. 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: progressivism, 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 formed our present history.

**(CP) UNITED STATES HISTORY 1: TWO CREDITS**

Grade level: 10 & 11

Length of course: One Semester

(Exploration to 1900)

This course for sophomores and juniors 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.

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

Grade level: 10 & 11

Length of course: One Semester

Prerequisite: Passing grade in CP or Hon United States History I (1900- Present)

This course for sophomores and juniors is a detailed investigation of the Depression, The New Deal, and the events leading up to and through end of World War II, an in depth study of the Cold War, The New Frontier, The Great Society, and modern years. The focus of this course will be on people and events that formed our present history.

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

Length of course: Full Year

Grade level(s): 11

Prerequisite: All students must have earned a B- or better average in college or honors English and a B- or better average in grades 9 and 10 in honors social studies to be eligible for this course. A summer assignment is required.

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 an major component of this course. This course is taught based on a College Board approved curriculum. Further information on the specific College Board curriculum requirements may be found on the College Board Website. According to School Committee policy enrollment within this course constitutes an agreement by the student to pay for and participate in the College Board Advanced Placement test for United States History. Scoring well on the Advanced Placement Examination given annually during the third week in May could result in the acceptance of the course for college credits, thereby reducing tuition costs. The Educational Testing Service of Princeton, NJ prepares the examination, under the direction of the College Entrance Examination Board. The Amesbury School Committee will pay one half of the cost of the examination for students who have an average of B or better at the end of the third term.

**(CP) LAW A & B: ONE CREDIT EACH QUARTER**

Length of course: Two Quarters

Grade Level(s): 11, 12

Prerequisite: Passing grade in A to take B

Survey Course Goals: This two-part introductory course presents 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 and criminal cases both past and present. Pupils will engage in weekly discussions of pertinent current events along with civic issues, citizen rights and responsibilities. Students will have access to software programs covering typical legal problems and solutions. If time and conditions allow, the course may include guest speakers and possibly a field trip to a courthouse and/or police station.

**LAW A:** The first part focuses on criminal law and offers an introduction to legal ethics and history, criminal and civil law, as well as the U.S. Constitution and Bill of Rights. Assorted aspects of law enforcement will be covered along with a forensic unit. Students will be required to research and present information about one significant crime, criminal, and/or court case. If time allows, pupils will participate in a debate.

**LAW B:** The second part 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. Students will be required to research and present information about a particular controversial topic in an opposing viewpoints unit. If time allows, pupils will hold a mock trial.

**(CP) LEADERSHIP COURSE: ONE CREDIT**

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. This course will examine leadership from within and the role of emergent leaders as well as assigned leaders on the local, state, national and international levels. It is a study in character, motivation and methodologies requiring pupils 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) LOCAL CONNECTIONS: ONE CREDIT**

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 their genealogical connections and the history of the communities of the lower Merrimack valley. Using various exercises such as interviews and research we will encourage the exploration, documentation, and dissemination of personal family history and/or the study of local people, places, and examine events of the past. 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. Pupils 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) PSYCHOLOGY A & B: ONE CREDIT EACH QUARTER**

Length of course: Two Quarters

Grade level: 12

Prerequisite: Passing grade in A to take B

Survey Course Goals: To gain insight into various schools of psychological thought, this senior college course relates to how people think and act, a study of human behaviors based upon biology and beliefs. Emphasis is placed on learning basic terminology for future study and assorted applications toward self-actualization. The course is designed to offer a comprehensive survey of Psychology for future application and reinforcement designed to help all students focus on an understanding of the "self."

**PSYCHOLOGY A:** This first part of the course is designed to offer students some insight into human behavior and mental processes. Emphasis is placed on such topics as: The History of Psychology, Methodology, Human Developmental Stages, the Human Brain, Sleep, Memory and Learning Styles.

**PSYCHOLOGY B:** This second part of the course is designed to offer students some insights into: personality, intelligence, principles of learning, the thinking process, sensation and perceptions, motivation and emotions, coping with stress and mental disorders and treatments.

Text: "Understanding Psychology" - Kassachau, Glencoe, McGraw-Hill, 2001

**(CP) A STUDY OF THE HOLOCAUST: ONE CREDIT**

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.



## FOREIGN LANGUAGE DEPARTMENT

The aims and objectives of the foreign language program are: (a) to develop proficiency in the four basic skills of listening, speaking, reading and writing; (b) to learn the vocabulary and grammar of the respective language; and (c) to increase knowledge and foster an appreciation of the Hispanic and Francophone worlds. Students are required to complete authentic performance assessments and take a final exam at the end of each semester course. The Massachusetts standards of Communication, Cultures, Connections, Comparisons and Communities are addressed in each of the courses provided.

One semester of a foreign language is required for high school graduation. 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.

The suggested 4-year college sequence: FRENCH or SPANISH Levels 1, 2, 3, 4, 5.

The suggested 2-year college sequence: FRENCH or SPANISH Levels 1, 2, 3, 4

Students interested in entering highly competitive universities are encouraged to study French or Spanish in each year of high school and complete Levels 1- 5, and Level 6 and/or AP, when offered.

### **Academic expectations for all foreign language courses include:**

- **Access, comprehend, analyze and interpret information**
- **Organize and convey ideas through communications**
- **Define problems, develop strategies, and evaluate, modify and implement solutions**
- **Demonstrate the use and application of technology**

### **(CP) FRENCH 1: TWO CREDITS**

Length of course: One Semester

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

Prerequisite: None

To develop the four language skills: listening; speaking, reading and writing. Emphasis is on basic vocabulary, personal interactions, and grammatical and idiomatic structures. Students will gain information about French-speaking civilization, culture, and customs. Speaking French is emphasized. Students are expected to complete authentic performance assessments and the final exam.

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

Length of course: One Quarter

Appropriate grade level(s): 9, 10, 11

Prerequisite: Passing Grade in CP French 1 or 2 or teacher recommendation

This course is open to students who have completed CP French 1/French 2 and wish to continue to French 2/French 3. This course is for students who need extra support to attain functional fluency in listening, speaking, reading, writing and culture. Grammar and vocabulary will be reviewed and students will have the opportunity to communicate on daily life topics. Culture of the francophone world will also be emphasized. Every student is expected to complete a final project.

**(CP) FRENCH 2: TWO CREDITS**

Length of course: One Semester

Grade level(s): 10, 11, 12

Prerequisite: Passing grade in CP French 1 or teacher recommendation.

To further develop the four language skills: listening; speaking, reading, and writing. More extensive grammar and consolidation of language structures are emphasized. Speaking, writing, and cultural activities are further expanded. Speaking and conversing in French with classmates is emphasized. This course is primarily conducted in French. Students are expected to present written and oral reports in French, and complete the final exam.

**(H) FRENCH 2: TWO CREDITS**

Length of course: One Semester

Grade level(s): 10, 11, 12

Prerequisite: Grade of B- or better in CP French 1 or teacher recommendation

This is an accelerated course to further develop the four language skills: listening; speaking, reading, and writing. More extensive grammar and consolidation of language structures are emphasized. Speaking, writing, and cultural activities are further expanded. Speaking and conversing in French with classmates is emphasized. This course is primarily conducted in French. Students are expected to present written and oral reports in French, and complete the final exam.

**(CP) FRENCH 3: TWO CREDITS**

Length of course: One Semester

Grade level(s): 10, 11, 12

Prerequisite: Passing grade in CP French 2 or teacher recommendation

To further develop the four basic skills of listening, speaking, reading and writing. Use of verb tenses is expanded, and greater emphasis is placed on speaking, reading, and writing in relation to cultural topics. Responding and conversing in French with classmates is emphasized. This course is primarily conducted in French. Students are expected to present written and oral reports in French, and complete the final exam.

**(H) FRENCH 3: TWO CREDITS**

Length of course: One Semester

Grade level(s): 10, 11, 12

Prerequisite: Grade of B- or better in H French 2 or teacher recommendation

This is an accelerated course to further develop the four basic skills of listening, speaking, reading and writing. Use of regular and irregular verb tenses is expanded, and greater emphasis is placed on speaking, reading, and writing. Conversing in French with classmates is emphasized. This course is primarily conducted in French. Students are expected to present written, oral and cultural reports in French and complete the final exam.

**(CP) FRENCH 4: TWO CREDITS**

Length of course: One Semester

Grade level(s): 11, 12

Prerequisite: Passing grade in CP French 3 or teacher recommendation.

To develop further 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 French civilization, art and culture. Responding and conversing in French is emphasized. This course is primarily conducted in French. Students are expected to research, write and present a cultural report in French, and complete the final exam.

**(H) FRENCH 4: TWO CREDITS**

Length of course: One Semester

Grade level(s): 11, 12

Prerequisite: Grade of B- or better in H French 3or teacher recommendation

This is an accelerated course 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 French civilization, art and culture Speaking and conversing in French is emphasized. This course is primarily conducted in French. Students are expected to research, write and present a cultural report in French, and complete the final exam.

**(CP) FRENCH 5: TWO CREDITS**

Length of course: One Semester

Grade level(s): 11, 12

Prerequisite: Passing grade in CP French 4 or teacher recommendation.

The goal of this course is to increase proficiency of spoken and written language. Fluent expression in formal and informal communication is stressed. More advanced grammatical and linguistic structures are emphasized. This course is conducted in French. Topics of French art, language and civilization are explored and researched. Students are expected to interview a French speaker, and research, write and present a cultural report in French. All students are expected to complete the final exam.

**(H) FRENCH 5: TWO CREDITS**

Length of course: One Semester

Grade level(s): 11, 12

Prerequisite: Grade of B- or better in H French 4 or teacher recommendation

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. This course is conducted in French. 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.

**(CP) SPANISH 1: TWO CREDITS**

Length of course: One Semester

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

Prerequisite: None

To develop the four language skills: listening, speaking reading and writing. Emphasis is on basic vocabulary, personal interactions, and grammatical and idiomatic structures. Students will gain information about Spanish-speaking civilization, culture, and customs. Accent, pronunciation and speaking Spanish are emphasized. Students are expected to complete authentic performance assessments and the final exam.

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

Length of course: One Quarter

Appropriate grade level(s): 9, 10, 11

Prerequisite: Completion of CP Spanish 1 or 2 or teacher recommendation

This course is open to students who have completed CP Spanish 1 or 2 and wish to continue to Spanish 2 or 3. This course is for students who need extra support to attain functional fluency in listening, speaking, reading, writing and culture. Grammar and vocabulary will be reviewed and students will have the opportunity to communicate on daily life topics. Culture of the Hispanic world will also be emphasized. Every student is expected to complete a final project.

**(CP) SPANISH 2: TWO CREDITS**

Length of course: One Semester

Grade level(s): 10, 11, 12

Prerequisite: Passing grade in CP Spanish 1.

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 2: TWO CREDITS**

Length of course: One Semester

Grade level(s): 10, 11, 12

Prerequisite: Grade of B- in H Spanish or teacher recommendation.

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 3: TWO CREDITS**

Length of course: One Semester

Grade level(s): 10, 11, 12

Prerequisite: Passing grade in CP Spanish 3 or teacher recommendation.

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 3: TWO CREDITS**

Length of course: One Semester

Grade Level(s): 10, 11, 12

Prerequisite: Grade of B- or better in H Spanish 2 or teacher recommendation

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) CONVERSATIONAL SPANISH: ONE CREDIT**

Length of course: One Quarter

Grade level(s): 11, 12

Prerequisite: Passing grade in CP Spanish 3 or a passing grade in CP Spanish 4.

This course is designed for students who wish to refine and strengthen their speaking skills. Content will be based on the student's needs and interests. Basic grammatical concepts, practical vocabulary and phrases, and various aspects of culture and customs will be addressed. Students will be graded on their level of improvement toward becoming more fluent in Spanish. Speaking Spanish is emphasized. Students are expected to complete authentic performance assessments. A portfolio will monitor progress.

**(CP) SPANISH 4: TWO CREDITS**

Length of course: One Semester

Grade level(s): 11, 12

Prerequisite: Passing grade in CP Spanish 3 or teacher recommendation

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 4: TWO CREDITS**

Length of course: One Semester

Grade level(s): 11, 12

Prerequisite: Grade of B- or better in H Spanish 3 or teacher recommendation.

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 5: TWO CREDITS**

Length of course: One Semester

Grade level(s): 11, 12

Prerequisite: Passing grade in CP Spanish 4 or teacher recommendation.

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 5: TWO CREDITS**

Length of course: One Semester

Grade level(s): 11, 12

Prerequisite: Grade of B- or better in H Spanish 4 or teacher recommendation.

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) ADVANCED PLACEMENT SPANISH LANGUAGE**

Length of course: Full Year

Grade level(s): 12

Prerequisite: Grade of B- or better in H Spanish 4, B- or better in CP Spanish 5 or teacher approval

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: 1) to comprehend formal and informal Spanish, 2) to acquire vocabulary and grammatical structures to accurately read newspaper and magazine articles and modern Spanish and Latin-American literature, 3) to compose expository passages, and 4) to express ideas orally with accuracy and fluency. Students are required to take the national AP Spanish Language exam in May.

## FAMILY AND CONSUMER SCIENCE DEPARTMENT

### Academic Expectations:

- **Students will communicate effectively using writing and speaking skills**
- **Students will use a variety of resources to gather and synthesize data**

NOTE: Students taking any course in the Family and Consumer Science Department in which a personal item is made are expected to furnish their own materials. The cost of the food courses is borne by the school.

### HONORS PROGRAM

The Honors Program is an extension of the course offerings that can enrich and expand the scope of learning for the student. The Honors Program offers qualified high school students the opportunity to participate in a variety of course offerings designed to prepare them for post-secondary choices. Honors students will receive the same credits described in the Program of Studies; each course will be weighted at the honors level and students will be required to perform at that level. Students will do additional projects/assignments for honors within the CP class that will count directly into their grade. Students should see their individual class instructor for Honors Contracts, projects/assignments, timetables and details relating to individual courses.

#### **(CP) / (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 principles of effective parenting, prenatal development and care, and childbirth. Students will obtain parenting experience through the Real Care Baby or alternate research project. Students may choose to take Child Development for Honors credit by completing additional assignments in each unit and honors level unit tests. Requirements will be reviewed with students.

**All Clothing and Textile Courses may be taken at the Honors level which requires higher level skills on each project.**

#### **(CP) / (H) CLOTHING AND TEXTILES I: ONE CREDIT**

Length of course: One Quarter

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

This quarter course is designed to give the student 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.

#### **(CP) / (H) CLOTHING AND TEXTILES II: ONE CREDIT**

Length of course: One Quarter

Grade level(s): 10, 11, 12

Prerequisite: 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.

**(CP) / (H) CLOTHING AND TEXTILES III: ONE CREDIT**

Length of course: One Quarter

Grade level(s): 11, 12

Prerequisite: Clothing and Textiles I and 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.

**(CP) / (H) CLOTHING AND TEXTILES IV: ONE CREDIT**

Length of course: One Quarter

Grade level(s): 12

Prerequisite: Clothing and Textiles I, II and 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.

All Foods and Nutrition Courses may be taken at Honors level which requires additional independent work and assignments for each unit.

**(CP) / (H) FOODS AND NUTRITION 1: ONE CREDIT**

Length of course: One Quarter

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

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

**(CP) / (H) FOODS AND NUTRITION II: ONE CREDIT**

Length of course: One Quarter

Grade level(s): 10, 11, 12

Prerequisite: Foods & Nutrition I

The focus of this quarter course is to have students learn to strengthen their 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) / (H) FOODS OF THE WORLD: ONE CREDIT**

Length of course: One Quarter

Grade level(s): 11, 12

Prerequisite: Foods & Nutrition I and Foods & Nutrition II for grade 11. Grade 12 has no prerequisite.

This quarter course is designed to help students develop an 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) / (H) INTERIOR DECORATING: ONE CREDIT**

Length of course: One Quarter

Grade Level(s): 11, 12

This quarter course places its emphasis on developing a greater appreciation of student's present homes from the family living, economic, aesthetic, and practical points of view. Planning a house, elements of design, analysis, and use of home furnishings for enjoyment will be the major areas of study.

**(CP) / (H) FOOD SCIENCE: ONE CREDIT**

Length of course: One quarter

Grade Level(s): 11, 12

This quarter course will center on research, experiments, practical application of data in food preparation. This course would be for any student planning a career in the various aspects of Food Technology, Nutrition, Food Preparation, and for students who want a hand on science lab.

## EDUCATIONAL TECHNOLOGY DEPARTMENT

### Academic Expectations:

- **Access, comprehend, analyze and interpret information**
- **Organize and convey ideas through communication**
- **Define problems, develop strategies and evaluate, modify and implement solutions**
- **Demonstrate the use and application of technology**

### **(CP) ENTREPRENEURSHIP USING TECHNOLOGY 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 (on-line) and students utilize the application of technology in the development of their individual business plans. The course satisfies one technology elective. The course is articulated with Small Business Management and Entrepreneurship- 3 Credits North Shore Community College.

### **(CP) ENTREPRENEURSHIP USING TECHNOLOGY B: ONE CREDIT**

Length of course: One Quarter

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

Prerequisite: Passing grade in CP Entrepreneurship Using Technology A

This course builds upon the successful completion of Entrepreneurship 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) DIGITAL IMAGING TECHNOLOGY I: ONE CREDIT\***

Length of course: One Quarter

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

The successful completion of this course with a B+ or better and overall GPA of C or above can equal a course at North Shore Community College: *for college credit: Introduction to Photoshop# GRA 106*

This course focuses on the use of computerized digital imaging products to enhance still pictures and create computer animated productions. We will explore the use of digital imaging to present ideas. Creation of your own digitally enhanced photo collage is included. Creation of your own computer-animated video is included. Use of photo enhancing products will be explored. Digital photographic techniques will be instructed. The use of digital imaging in multimedia development will be discussed. We will learn how to use a digital camera and flat bed color scanner. Using digital images as communication tools is the overall objective of this course.

**(CP) DIGITAL IMAGING TECHNOLOGY II: ONE CREDIT**

Length of course: One Quarter

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

Prerequisite: Passing grade in CP Digital Imaging I

This course expands upon the knowledge and skills gained in Digital Imaging I to include advanced photo-editing and design skills. Higher-level computer animation skills will also be exercised. This is a great course for students interesting in pursuing photo manipulation and composition and 2 D computer animations in college. Successful completion of this course meets the requirements of articulation with a course Electronic Imaging 3 credits North Shore Community College.

**(CP) INTERNET AND WEB PAGE 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 personal and business web pages and designs. Skills for creating a good looking and professional websites will also be covered. In addition, students will explore the history of computer and Internet development as well as learn about online ethics and proper web-based research techniques.

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

Length of course: One Quarter

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

Prerequisite: Passing grade in CP Digital Imaging I

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

**(CP) 3D COMPUTER ANIMATION: ONE CREDIT**

Length of course: One quarter

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

Prerequisite: Passing grade in CP 3D Computer Modeling

This course is an extension of 3D Computer Modeling. Students will learn how to create animations in 3D space and work with vehicles as well as characters. Techniques on creating realistic animations, conveying weight, lip-syncing, and character rigging will be learned. At the end of the course students will produce their own short film.

**(CP) VIDEO GAME PROGRAMMING: ONE CREDIT**

Length of course: One Quarter

Grade level(s): 10, 11, 12

Students in this course will be utilizing 2D and 3D graphics to program and interactive user experience. The software tools ALICE and Action script will be used to learn the basics of creating a playable video game. Students will also learn about video game development and design and use these skills to create a group based gaming project with a target audience. This is a course for those students interested in computer coding or programming. This course is for those students interested in pursuing the animation and multimedia field in the future.

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

Length of course: One quarter

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

In this course students will learn how to produce and edit their own television shows. Pre-production, production, and post-production editing will be explored. Students will learn how to set up shows, using cameras, microphones, green screens, lights and professional video editing software. Students will also be producing a television show that airs on channel 18.

Max capacity: 16 students.

## **TECHNOLOGY ENGINEERING DEPARTMENT**

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

Length of course: One Quarter

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

Grade 9 and 10 students are encouraged to take this course to prepare them for the Technology Engineering portion of the grade 10 MCAS exam. 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.

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

Length of course: One Quarter

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

Prerequisite: Passing Grade in CP Manufacturing Processes in Wood Technology

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.

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

Length of course: One Quarter

Grade level(s): 10, 11, 12

Prerequisite: Passing grade in CP 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.

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

Length of course: One Quarter

Grade level(s): 10, 11, 12

Prerequisite: Passing grade in CP 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.

College Course Credit at Amesbury High School

\*Students at Amesbury High School can earn free college credit by choosing any of the following course(s) earning a B+ or better in the course and maintaining an overall C or better GPA. These credits earned are tuition free.

Educational Technology Department

*Entrepreneurship Using Technology Part A*

*Digital Imaging I and II*

*Internet and Web Page Development*

## FINE ARTS DEPARTMENT

### FINE ARTS HONORS PROGRAM

The Fine Arts Honors Program is an extension of the course offerings that can enrich and expand the scope of learning for the student. The Honors Program offers qualified high school students the opportunity to participate in a variety of course offerings designed to prepare them for post-secondary choices. Honors students will receive the same credits described in the Program of Studies; each course will be weighted at the honors level and students will be required to perform at that level. Students will do additional projects/assignments for honors within the CP class that will count directly into their grade. Students should see their individual class instructor for Honors Contracts, projects/assignments, timetables and details relating to individual courses. A written contract between the instructor, student and students' parents is mandatory for students' participation in this program.

#### VISUAL ARTS

Art courses at AHS are college-prep studio classes, where the emphasis is on creating visual art and experiencing it through history and aesthetics. Selection for Advanced Studio Arts and/or Independent Study Art is based on an individual contract with the Art Instructor, Art Department Chair and Guidance Department. Selection for (AP) Advanced Placement Studio Art, a four-credit course, is based on an individual contract and will require the written approval of the Art Instructor, Art Department Chair and Guidance Department prior to end of one's junior year of study.

Prerequisite course requirements must be met before higher level classes may be taken unless approved by the Art Instructor and the Department Chair. Course requirements and available credit options will be determined on an individual basis, and specified in a contract between the student and instructor.

Class enrollment limits are based on available student work space and equipment/technology, as well as safety and supervision guidelines.

#### Academic Expectations for Visual Arts

- **Access, comprehend, analyze and interpret information**
- **Organize and convey ideas through communications**
- **Define problems, develop strategies and evaluate, modify and implement solutions**
- **Demonstrate the use and application of technology**

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

Prerequisite Class for all Visual Art Classes

Length of course: One Quarter

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

This foundation course is a prerequisite 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.

This course may be taken for Honors Credit.

Students are required to maintain a sketchbook in this Visual Art Class.

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

Length of course: One Quarter

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

Prerequisite: Passing grade in CP 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.

A class final project consists of a gallery show.

This course may be taken for Honors Credit.

Students are required to maintain a sketchbook in this Visual Art Class.

**(CP) / (H) PRINTMAKING: ONE CREDIT**

Length of course: One Quarter

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

Prerequisite: Passing grade in CP 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.

This course may be taken for Honors Credit.

Students are required to maintain a sketchbook in this Visual Art Class.

**(CP) / (H) PHOTOGRAPHY 1: ONE CREDIT**

Length of course: One Quarter

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

This is a traditional B/W photography course and is the prerequisite for Photography II. 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.

This course may be taken for Honors Credit.

Students are required to maintain a sketchbook in this Visual Art Class.

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

Length of course: One quarter

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

Prerequisite: Passing grade in CP Photography I

This course brings the student beyond the introductory photography course, with emphasis on the quality of one's photographs through four stages: 1-the design concept, 2 –the shoot, which covers location, lighting, props and equipment, 3 –the exposure and development of the film and paper, and 4 –the final presentation and portfolio. Specific photographers and art movements will be researched to assist the students in understanding different areas of photographic study.

A class final project will be a gallery show.

Students may use their own film cameras.

This course may be taken for Honors Credit.

Students are required to maintain a sketchbook in this Visual Art Class.

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

Length of course: One Quarter

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

Prerequisite: Passing grade in CP Photography I or CP Digital Image I

This course brings the student beyond CP Photography I or CP Digital Image Technology through the use of software, digital drawing tablets and alternative printing on a variety of surfaces to create final pieces for presentation or portfolio. 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 may use their own digital cameras, no cell phone cameras.

A class final project will be a gallery show.

This course may be taken for Honors Credit.

Students are required to maintain a sketchbook in this Visual Art Class.

**(CP) / (H) SCULPTURE: ONE CREDIT**

Length of course: One Quarter

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

Prerequisite: Passing grade in CP 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.

A class final project will be a gallery show.

This course may be taken for Honors Credit.

Students are required to maintain a sketchbook in this Visual Art Class.

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

Length of course: One Semester

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

Prerequisite: Passing grade in CP Art I or approval of instructor

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.

A class final project will be a gallery show.

This course may be taken for Honors Credit.

Students are required to maintain a sketchbook in this Visual Art Class.



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

Length of course: One Semester

Grade level(s): 11, 12

Prerequisite: Four quarters of CP Art and approval of instructor

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.

A class final project will be a gallery show.

This course may be taken for Honors Credit.

Students are required to maintain a sketchbook in this Visual Art Class.

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

Length of course: Full Year

Grade level: 12

Prerequisite: Four quarters of CP Art and the approval of the Art instructor

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.

Individual and class projects will be shared with the school community in gallery shows.

Students are required to maintain a sketchbook in this Visual Art Class.

## **PERFORMING ARTS DEPARTMENT**

### **MUSIC COURSES**

#### **Academic Expectations for Music**

- **Organize and convey ideas through communications**
- **Define problems, develop strategies and evaluate, modify and implement solutions**
- **Comprehend, analyze and interpret information**

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

Length of course: Full Year (A Block)

Appropriate grade level(s): 9, 10, and 11, 12

Open to all students with the ability to read music on a band instrument. 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 (A Block)

Appropriate Grade Levels: 9, 10, 11 and 12

Students should be able to sing in tune to be considered for mixed chorus. This is a chorus class open to singers with different levels of experience, both treble and bass voices. Unison, 2, 3, and 4-part music is sung and performed at concerts and at festivals. Preliminary music theory (reading and writing music) is taught. 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) BEGINNING GUITAR: ONE CREDIT**

Length of course: One Quarter

Appropriate grade level(s): 9, 10, and 11, 12

Prerequisite: Open to all students who have no previous experience playing the guitar.

Students will learn beginning guitar technique. 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 CLASS II: ONE CREDIT**

Length of course: One Quarter

Appropriate grade level(s): 9, 10, and 11, 12

Prerequisite: Passing grade in CP Beginning Guitar or approval of Instructor.

This class is designed as a continuation of *Beginning Guitar* 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

Appropriate grade level(s): 9, 10, and 11, 12

Prerequisite: A strong interest in music and a desire to work hard.

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 THEORY II: ONE CREDIT**

Length of course: One Quarter

Appropriate grade level(s): 10, 11, 12

Prerequisite: Passing grade in CP Music Theory 1

This course has the same objectives as Music Theory 1 and is a continuation of material under study in Music Theory 1. Additional study including four-part analysis and harmonization, non-harmonic tones, suspensions, transposition, compositional techniques, conducting, orchestration of instruments and voices will be discussed. Composition using computers, midi and other technology will be introduced.

### **(CP) SONGWRITING: ONE CREDIT**

Length of Course: One Quarter

Appropriate Grade Levels: 10, 11, 12

Prerequisite: Passing grade in CP Music Theory I or the ability to read music, to sing or play an instrument and permission of instructor. The songwriting class studies popular music styles from the past several decades to today. Basic chord progressions, rhyming patterns, poetry, instrumentation and song form will be explored. Projects that demonstrate techniques learned throughout the course are required.

### **(CP) SURVEY OF MODERN MUSIC: ONE CREDIT**

Length of course: One Quarter

Appropriate grade level(s): 9, 10, 11, and 12

Prerequisite: A desire to learn about our musical landscape and heritage.

Guided by the instructor the students will survey major musical developments and influential groups of the Twentieth Century. Topics such as: how to listen to music, the elements of music, famous names, different styles and genres, the effects of media, the Beatles and more will be covered. Students will be required to perform research on selected topics. Two project presentations are required as part of this course.

### **(CP) INTRO TO MUSIC TECHNOLOGY: ONE CREDIT**

Length of Course: One Quarter

This is an introductory first course in music technology. 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. Students will utilize the ear-training program Auralia and the notation program Finale as well as keyboards to master basic concepts. Students will work independently and in small groups to create original electronic compositions. Class participation and presentations are a significant aspect of this course.

## **THEATER**

### **Academic Expectations for Theatre**

- **Access, comprehend, analyze and interpret information**
- **Organize and convey ideas through communications**
- **Define problems, develop strategies and evaluate, modify and implement solutions**

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

Length of Course: One Quarter

Appropriate Grade Levels: 9, 10, 11 and 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: ONE CREDIT**

Length of Course: One Quarter

Appropriate Grade Levels: 9, 10, 11 and 12

Prerequisite: Passing grade in CP Theater 1 or permission of instructor.

Students will continue their theater study with advanced work in the many different aspects of the stage. Students will participate in a major class project by working together to produce, direct and perform a dramatic work.

**(CP) AMERICAN MUSICAL THEATRE: ONE CREDIT**

Length of Course: One quarter

Appropriate Grade Levels: 9, 10, 11 and 12

This is a performance-based class where students will have opportunities to perform, as well as learn about Musical Theatre. This class presents an overview of the history of American musical theater, highlighting the lives and careers of prominent musical theater composers and lyricists. The course will cover the history and transformation of Musical Theatre from early vaudeville and follies revues to the commercial and entertainment force that is today known as Broadway. This course will explore styles, musicians, choreographers, directors and designers from Oklahoma to Wicked to RENT and everything in between.

## PHYSICAL EDUCATION

### Academic Expectations

- Access, comprehend, analyze and interpret information
- Organize and convey ideas through communications
- Define problems, develop strategies and evaluate, modify and implement solutions

**Graduation Requirement:** at least 3 different sections of Physical Education including the two required core courses plus at least one PE Elective.

### REQUIRED COURSES:

Fundamentals of Physical Fitness

Project Adventure

Plus at least 1 PE Elective

## COURSE DESCRIPTIONS

### FUNDAMENTALS OF PHYSICAL FITNESS: ONE CREDIT

Length of Course: One quarter

Grade Level(s): 9, 10, 11

This course is designed to provide students with the basic skills and information needed to begin a personalized exercise program and maintain an active and healthy lifestyle. Students participate in pre and post fitness assessments in which they measure and analyze their own levels of fitness based on the five components of physical fitness: muscular strength, endurance, cardiovascular fitness, flexibility and body composition. In this course, students research the benefits of physical activity, as well as the techniques, principles, and guidelines of exercise to keep them safe and healthy. Throughout this course students participate in weekly fitness program involving elements of cardio, strength and flexibility.

**THIS COURSE IS A PREREQUISITE FOR METHODS AND CAREERS IN EXERCISE SCIENCE.**

## ELECTIVES

### METHODS AND CAREERS IN EXERCISE SCIENCE: ONE CREDIT

Length of Course: One quarter

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

Prerequisite: Passing grade in 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.

### 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, PILATES AND DANCE: ONE CREDIT**

Length of course: One quarter

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

This course is designed to introduce students, safely and accessibly, to the basic postures, breathing techniques and methods for yoga, Pilates and dance. Students will experience the benefits of stretching, moving, and breathing freely as they relieve built up stress, learn to relax, and ultimately get more out of day-to-day life. Additionally, this course helps students learn the beginning skills of dance while improving their technique, poise, self-confidence, and creative ability. Students will choreograph and perform yoga, Pilates and dance routines.

**FITNESS FOR LIFE: ONE CREDIT**

Length of course: One Quarter

Grade Level(s): 11, 12

In Fitness for Life students will learn the benefit of total fitness, including muscular development, cardio vascular 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.

**PROJECT ADVENTURE: ONE CREDIT**

Length of Course: One Quarter

Grade Level(s): 11, 12

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 will also be placed on basic life support/CPR.

**ADAPTIVE PHYSICAL EDUCATION: TWO CREDITS**

Length of Course: One Semester

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

Adapted physical education class stresses developmental and adapted skills. Class activities, which are individualized, include developmental, gross motor, sensory/perceptual motor, physical and health fitness, and recreational/leisure skills and sports.

## HEALTH EDUCATION

### Academic Expectations

- **Access, comprehend, analyze and interpret information**
- **Organize and convey ideas through communications**
- **Define problems, develop strategies and evaluate, modify and implement solutions**

### **(CP) HEALTH: ONE CREDIT**

Length of course: One Quarter

Appropriate grade level: 10

This course is mandatory for all sophomores. 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 COURSE; ONE CREDIT**

Length of course: One Quarter

Grade(s) Level: 11, 12

**PREREQUISITE:** Successful completion of Anatomy & Physiology A & B with an overall average of B- or higher. Interested students must also complete an application and a formal interview from which a student will be chosen. The Athletic Training course 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.

## ACADEMIC SUPPORT

### **LEARNING CENTER: ONE CREDIT PER QUARTER**

Length of course: From one-four quarters

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

Prerequisite: Must have a current Individualized Educational Program (IEP) with direct services indicated outside the general education classroom

The Learning Center at Amesbury High School is designed to provide specially designed instruction while recognizing the individual student's needs. The Center has a strong philosophical belief that inclusive education takes priority over segregated programming whenever possible. Thus, the Learning Center promotes the highest degree of inclusion for all students enrolled in the program. The Learning Center staff also provides support within the regular classroom environment by working cooperatively with the regular education teacher, both in and out of the classroom.

Depending on a student's individual needs, the Learning Center Staff may:

Engage students in activities and provide strategies consistent with the student's learning style to improve study skill areas and support academic efforts.

Explore vocational opportunities with emphasis on school-to-career transition.

Provide appropriate skills necessary for post-secondary studies.

Foster the development of appropriate social skills.

Provide students with approaches for dealing effectively with their lives, through a better understanding of their individual strengths and weaknesses, emotions, and behaviors.

Depending on student needs, credit and length may be adjusted as reflected in the IEP. A student must be evaluated according to the Special Education Evaluation Process and be found eligible for special education services. Requests to initiate this evaluation process generally come from either parents or teachers by making an IT (Intervention Team) Referral but students or other adults may also refer a student for an evaluation. Under this law, parents have the opportunity to take a major role in their son or daughter's program. Additional services available to eligible students by team determination include Physical Therapy, Occupational Therapy, Speech/Language Therapy, Counseling, Adaptive Physical Education, Job Training and Low Vision Therapy/Consultation.



**(CP)SHELTERED ENGLISH 1 (2, 3) ENGLISH COMMUNICATION SKILLS: TWO CREDITS PER SEMESTER**

Length of course: From Two-Four Quarters

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

Can be up to a full year

English communication Skills is a literacy-based English course for students whose native language is not English who are still developing skills in basic interpersonal and written communication. Students practice speaking, listening, reading and writing skills in the context of content-based texts at their individual reading level. Basic research, presentation and computer skills are also part of the curriculum.

**ACADEMIC SUPPORT CLASSES**

These courses are aligned with the Massachusetts English Language Proficiency Benchmarks and Outcomes (ELPBO) as well as the English Curriculum Frameworks.

**(CP) LS SE MATH: TWO CREDITS PER SEMESTER**

Length of course: From Two-Four Quarters

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

A math course designed to meet the individual math needs of students with an IEP. Participation in the course is a Special Education team decision. Students may enroll in this course more than once for credit with a plan to transition into regular education courses. The class is aligned with the Massachusetts Curriculum Frameworks.

**(CP) LS SE ENGLISH: TWO CREDITS PER SEMESTER**

Length of course: From Two-Four Quarters

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

An English course designed to meet the individual English Language Arts needs of students with an IEP. Participation in the course is a Special Education team decision. Students may enroll in this course more than once for credit with a plan to transition into regular education courses. The class is aligned with the Massachusetts Curriculum Frameworks.

**(CP) LS SE HISTORY: TWO CREDITS PER SEMESTER**

Length of course: From Two-Four Quarters

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

A history course designed to meet the individual social studies needs of students with an IEP. Participation in the course is a Special Education team decision. Students may enroll in this course more than once for credit with a plan to transition into regular education courses. The class is aligned with the Massachusetts Curriculum Frameworks.

**(CP) LS SE BIOLOGY: ONE CREDIT PER QUARTER**

Length of course: From One-Three Quarters

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

A biology course designed to meet the individual biology/science needs of students with an IEP. Participation in the course is a Special Education team decision. Students may enroll in this course more than once for credit with a plan to transition into regular education courses. The class is aligned with the Massachusetts Curriculum Frameworks.

## ELECTIVE

### Academic Expectations

- **Access, comprehend, analyze & interpret information**
- **Organize & convey ideas through communication**
- **Define problems, develop strategies, and evaluate, modify and implement solutions**
- **Demonstrate the use & application of technology**

### **(CP) PUBLISHING, LAYOUT AND DESIGN: 2 CREDITS**

Length of Course: One Semester

Grade level: (10, 11, 12)

**PREREQUISITE:** Students must complete an application for approval in the spring.

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.

## **COLLEGE OPPORTUNITIES FOR AMESBURY HIGH SCHOOL STUDENTS**

At Amesbury High School we offer our students the opportunity to take college courses through our local community college for high school and college credit. We have offered juniors and seniors the opportunity to take advantage of this program and take some classes as electives for over 16 years. Students are not allowed to take these courses in lieu of Amesbury High School Graduation requirements. There are several venues that are offered. These options are; take the course at Northern Essex Community College, take a course on site at the high school with a professor from Northern Essex Community College or taking courses on-line. The type of course that is taught on site will depend on student interest and enrollment Taking courses on- line is becoming increasingly popular among our students. Students may also access Mass Colleges on-Line at [www.necc.mass.edu](http://www.necc.mass.edu). This site will allow students to take a survey to find out if they would be a candidate for an on-line course and a listing of all on-line courses that students can access through Massachusetts state colleges. Not only can they take courses through Northern Essex Community College, but have the opportunity to take on-line courses at all of our state colleges and universities. Depending on state funding the course may be funded given the type of course that a student registers for. Unfortunately, this program may not be funded every year; it is based on Massachusetts State's budget. Scholarship assistance is available to students who are unable to pay the fee. Amesbury Educational Foundation, Inc (AEFI) is one source of these funds. There is an additional cost for New Hampshire residents. The cost of courses can change depending on what Northern Essex sets for their tuition. Students need to take an assessment test at Northern Essex before registering for the course and test into English Comp I prior to registering. If you are interested in taking a college course please see your guidance counselor to access all the appropriate paper work. If you have additional questions or concerns please contact me at [exnrm@amesburyma.gov](mailto:exnrm@amesburyma.gov)