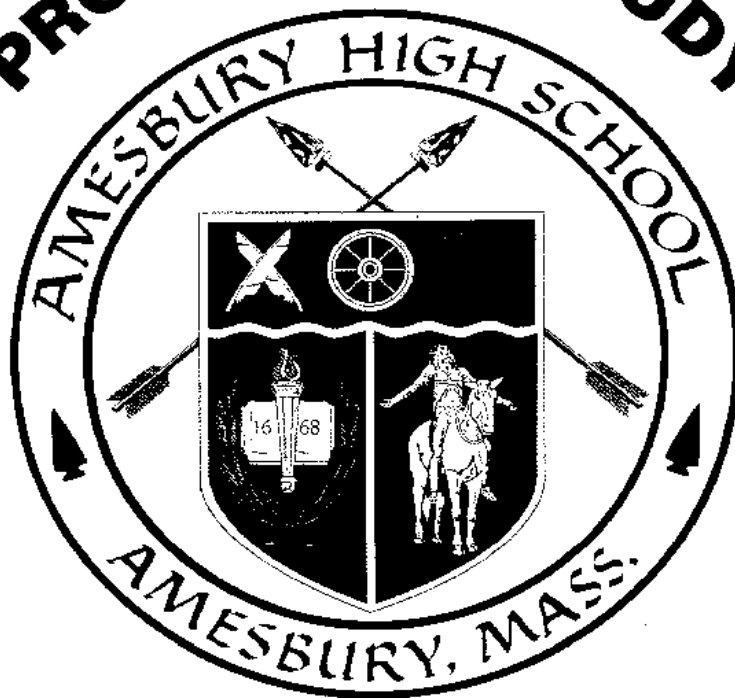


**AMESBURY HIGH SCHOOL  
PROGRAM OF STUDY**



2024-2025

January 2024

Dear Parents, Guardians, and Students,

We are very excited to share our 2024-2025 Program of Studies with you! We encourage you to read through this document and use it as a guide in planning for both next year and beyond. Our schedule has been designed to expand opportunities for all students. As early as freshman year, students have access to both rigorous core courses and relevant, high-interest electives. We understand that the process of selecting courses can be both exciting and overwhelming. To that end, the information in this Program of Studies is intended to assist both the student and families in choosing classes that will not only meet our graduation requirements but that will prepare our students for future success.

This document includes the following:

- Some basic “need to know” information about our graduation requirements, MCAS testing, grading policies, etc.
- Descriptions of all the courses we offer by department, including prerequisites
- Dual enrollment information about our partnerships with Southern New Hampshire University (SNHU) and Northern Essex Community College (NECC)
- Information about our Senior PASS Program - an opportunity for seniors to take college courses, work, and/or intern in spring semester
- Sample grade-level planning grids so students can map out ideas for their four-year plan and be intentional about course selections

Once students have made their course requests for next year, the information is used by the high school administration to make determinations about how many sections of each course will run in order to create the master schedule. Because of the significance of this information, we ask that students take the time to truly consider what they are requesting so that the schedule we build best meets their needs.

The course offerings in the Program of Studies are designed to provide meaningful learning opportunities that contribute to our students becoming college and career ready by the time that they graduate from Amesbury High School. Again, please use this document as a guide, but remember to tap into our human resources for help - particularly our guidance counselors and teachers. They can play a significant role in helping to make course selections. If you have questions during this process, please begin by contacting your student’s guidance counselor. Best of luck with your planning!

Sincerely,

Danielle Ricci  
Principal, Amesbury High School

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

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

**CORE VALUES**

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

**21st CENTURY STUDENT LEARNING EXPECTATIONS**

Academic

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

Social

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

Civic

- Demonstrate civic responsibility by advocating for positive change

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

<b>21<sup>st</sup> Century Expectations</b>	<b>Academic #1</b>	<b>Academic #2</b>	<b>Academic #3</b>	<b>Academic #4</b>	<b>Social #1</b>	<b>Social #2</b>	<b>Civic</b>
<b>English</b>	S	P	S	P	S	S	S
<b>Math</b>	P	S	S	P	S	S	S
<b>STE-Science</b>	P	S	S	P	S	S	S
<b>STE-Technology/ Engineering</b>	S	P	P	S	S	S	S
<b>Social Studies</b>	S	S	P	P	S	S	S
<b>World Languages</b>	S	P	S	P	S	S	S
<b>Family/Consumer Science</b>	P	S	S	P	S	S	S
<b>Physical Education</b>	P	S	S	P	S	S	S
<b>Health</b>	P	S	S	S	S	P	S
<b>Visual Media/Business</b>	S	P	P	S	S	S	S
<b>Fine Arts</b>	S	P	S	S	S	P	S
<b>Performing Arts</b>	S	P	S	S	S	P	S
<b>Community Service</b>	S	S	S	S	P	S	P
<b>Co-curricular Activities</b>	S	S	S	S	P	S	P

## **INFORMATION FOR ACADEMIC PLANNING**

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

A student must carry 24 credits per year, the equivalent of six courses per quarter. In the spring, courses are selected online via the Aspen student portal for the following year. Students can use the planning sheets, included at the end of this document, to map out their intended coursework for their remaining high school years. Course selection and planning are completed with assistance and support from the high school guidance counselors.

Students who plan to enter the Massachusetts State College System in the fall of 2025 should be aware that, per the MA Dept of Higher Education, the minimum academic requirements for college preparatory courses are: four years of English, four years of Mathematics (including math during the final year of high school), three years of Laboratory Science, three years of Social Sciences (including US History), and two years of the same World Language. These requirements are similar to the MassCore requirements (page 11), which are defined by the MA Dept of Elementary and Secondary Education.

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

A Seal of Biliteracy is an additional consideration for some students. The Seal of Biliteracy is for any student who demonstrates proficiency in English and any other language. It does not matter whether the student learned the non-English language at home or learned it at school or in the community. It is a statement of accomplishment that helps to signal evidence of a student's readiness for career and college, and to engage as a global citizen. Students who are interested in earning this recognition should contact their guidance counselor to learn more about the necessary steps.

## **ADDITIONAL IMPORTANT CONSIDERATIONS**

1. Not all courses listed in the Program of Studies will be run. There are constraints on the master schedule that cannot be avoided: funding, the number of preparations a teacher can have, and the number of students who request a course. As a result, students may have to take a second or third course choice, and should think about and plan for contingencies. Students are asked to make a minimum of four alternate course choices when entering selections in the Aspen student portal.
2. You cannot choose courses effectively without a goal or purpose. What are you doing after high school - work? college? a training program? While it may be difficult to state your plans precisely, you should attempt to set some tentative goals. These 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. That may mean mixing courses in ways that may be different from what is usually done.

3. Appropriate choices with respect to level placement are a critical component for a successful high school experience. Prerequisites are established with the goal of preventing students from taking courses for which they are not adequately prepared. A program of studies that challenges a student, but does not overwhelm, provides the ideal setting for student success. This is the central reality that needs to drive student scheduling.

### **SUMMER READING**

To maintain students' literacy skills and to promote a passion for reading for pleasure, all students are required to read books each summer. Students are given the requirements before leaving school in June and are assessed on their reading when they return in September. Summer reading lists for each grade are posted on the AHS website, and extra books are available at the Amesbury Public Library.

### **GRADE LEVEL PROMOTION**

Progress toward graduation requires accumulation of credits. Credits earned from successful completion of a course vary depending on its length: a quarter course earns 1 credit; a semester course earns 2 credits; a yearlong course earns 4 credits.

Students with fewer than 12 credits are classified as grade 9 students. In order to move from one grade to the next, students must meet the following requirements before the start of the next school year.

<b>Promotion to</b>	<b>Credits earned</b>
Grade 10	12, including successful completion of grade 9 English
Grade 11	36, including successful completion of grade 10 English
Grade 12	60, including successful completion of grade 11 English

Students who do not meet the requirements will have their expected year of graduation adjusted in order to provide time for them to meet their graduation requirements.

### **AHS GRADUATION REQUIREMENTS**

In order to graduate from Amesbury High School, students must

1. Earn at least 84 credits, while meeting minimum credit and curriculum requirements
2. Complete 60 hours of Community Service
3. Pass all state required MCAS (Massachusetts Comprehensive Assessment System)

Students who meet all three requirements will receive an Amesbury High School diploma.

Students who meet local graduation requirements (#1 & #2) but do not pass all MCAS (#3) will receive a Certificate of Attainment.

## AHS Credit and Curriculum Graduation Requirements Class of 2025, 2026, 2027, 2028

### ENGLISH

Writing Lab - 1  
Grade 9 English - 4  
Grade 10 English - 4  
Grade 11 English - 4  
Grade 12 English - 2  
**Total Credits: 15**

### MATH

Grade 9 Math - 4 (Algebra I or Geometry)  
Grade 10 Math - 4 (Geometry or Algebra II)  
Grade 11 Math - 4 (Algebra II or Higher Math)  
Math during Senior - 2  
**Total Credits: 14**

### SCIENCE, TECHNOLOGY & ENGINEERING

Biology - 4  
Additional Lab Sciences - 8  
Technology/Engineering - 2

#### **Total Credits: 14**

‡ *Lab Science Technology/Engineering courses can satisfy both requirements; courses are identified in the STE Department section (page 29). A student meeting this criteria would need 12 science credits for graduation.*

### SOCIAL STUDIES

World History - 4  
American Government/US History I - 4  
American Studies or US History II - 4  
^Social Studies Elective - 1

#### **Total Credits: 13**

### WORLD LANGUAGE

Level 1 Language - 2  
Level 2 Language - 2  
**Total Credits: 4**

### WELLNESS

Fundamentals of Movement - 1  
Additional Physical Education - 1  
Health - 1  
Nutrition - 1  
Principles of Nutrition (all) or  
Sports Nutrition (YOG 2025-2027) or  
Psychology of Eating (YOG 2025 only)  
**Total Credits: 4**

### VISUAL MEDIA/PERFORMING ARTS

**Total Credits: 2**

### FINANCIAL LITERACY

*Students must choose one of the following:*

^Economics - 1  
Personal Finance - 1

#### **Total Credits - 1**

*^Economics can satisfy both the social studies elective requirement and the financial literacy requirement.*

**Total Required Course Credits: 67\***  
**Total Required Graduation Credits: 84**  
**Total Available Credits: 96**

#### NOTES:

*\*All Required Course Credits must be completed through programming at Amesbury High School.*

*‡^ For a student who takes a technology/engineering course as a lab science and takes Economics as the social studies elective, the Total Required Course Credits could be as low as 64.*

## **SENIOR PASS: PLAN FOR ALTERNATIVE SPRING SEMESTER**

If a student could potentially meet the required graduation credit minimum and complete all of the graduation requirements by the end of first semester of senior year, the student may indicate interest in participating in PASS as part of the registration process. Pending approval, the student may be given the opportunity to plan for alternative programming during the final semester of senior year.

### **COMMUNITY SERVICE**

Students will be required to complete 15 hours of community service each year. During the fourth quarter, students will receive a Pass/Fail grade for community service. A failing grade will prevent a student from earning honor roll recognition for the fourth quarter. In addition, the missing hours will be added to the hours required for completion in the next academic year. By the time of graduation, all students must complete 60 hours of community service. Any hours completed during an AHS-sponsored Day of Service will count towards an individual student's total community service hours. It is the intention of AHS to develop Days of Service for our whole school community. Please speak to the Community Service Coordinator, the high school administration, or refer to the Student Handbook for more information.

### **MA STATE GRADUATION REQUIREMENTS AND RELATED GUIDANCE\***

\*information taken from <http://www.doe.mass.edu/mcas/graduation.html> Last updated October 12, 2023

#### **Graduation Requirements**

In Massachusetts, public school students must meet both local and state requirements in order to earn a high school diploma. This page addresses state requirements. For local requirements, please contact your high school.

The Massachusetts Education Reform Law of 1993, [G.L. c. 69, § 1D](#), requires that all students meet the [Competency Determination \(CD\) standard](#), which is usually done by earning a passing score on MCAS. This requirement is for all students educated at public expense, including those at public schools, at educational collaboratives and those in approved and unapproved private special education schools.

#### **A. Competency Determination Requirements**

##### **1. CD Requirements**

Students must earn a passing score on the grade 10 MCAS tests in English Language Arts (ELA) and Mathematics, and one of the high school Science and Technology/Engineering (STE) tests to meet their CD requirement.

Students who do not pass the MCAS tests in grade 10 may take retests according to these [participation guidelines](#) in grades 11 and 12 and beyond. Some students may also be able to participate in an [appeal process](#) as described below.

The tables below describe the CD requirements for students in the classes of 2024–2031 and beyond. Please note that some requirements for the classes of 2020–23 were modified due to disruptions during the early part of the COVID-19 pandemic. Also note that, as described in the [Competency Determination regulations](#), students are assigned to an original graduating class based on when they first enter grades 9–



12 in a Massachusetts public school system. That class (e.g., 2023 for a student who entered 9th grade in August 2019) never changes in terms of CD requirements.

<b>Classes of 2024 and 2025*</b>		
<b>Subject</b>	<b>Option 1</b>	<b>Option 2</b>
<b>ELA</b>	Earn a score of <b>472</b> or higher	Earn a score of <b>455–471</b>  and Fulfill the requirements of an <a href="#">Educational Proficiency Plan</a>
<b>Math</b>	Earn a score of <b>486</b> or higher	Earn a score of <b>469–485</b>  and Fulfill the requirements of an <a href="#">Educational Proficiency Plan</a>
<b>STE</b>	Earn a score of <b>220</b> or higher on legacy STE test, or the interim passing standard for next-generation Biology ( <b>467</b> ) or Introductory Physics ( <b>470</b> )	Not applicable (only one option for STE)

\*Please note that the passing standards for the classes of 2024-2025 are set at a level of achievement that has been established as equivalent to the standard on the legacy MCAS tests. Some students in these classes may score in the Not Meeting Expectations level, but their scaled score is high enough to earn the CD in that subject. Please see the [September 22, 2022 edition of the Student Assessment Update](#) for a visual representation of this.

<b>Classes of 2026–2030</b>		
<b>Subject</b>	<b>Option 1</b>	<b>Option 2</b>
<b>ELA</b>	Earn a score of <b>486</b> or higher	Earn a score of <b>470–485</b>  and Fulfill the requirements of an <a href="#">Educational Proficiency Plan</a> (not required to take an MCAS retest or file an appeal)
<b>Math</b>	Earn a score of <b>486</b> or higher	Earn a score of <b>470–485</b>  and Fulfill the requirements of an <a href="#">Educational Proficiency Plan</a> (not required to take an MCAS retest or file an appeal)
<b>STE</b>	Earn a score of <b>470</b> or higher on one of the MCAS STE tests	Not applicable (only one option for STE)

## 2. Educational Proficiency Plans (EPPs)

An [EPP](#) must be developed for students meeting certain scores on the grade 10 MCAS tests in ELA or Math (see the tables in #1 above for the scores for different classes). (STE is not part of the EPP requirement.) The EPP is not required for students in the classes of 2020–2022, who are eligible for the modified CD.

## 3. MCAS Appeals

In addition to the standard MCAS tests and retests, students may earn a Competency Determination (CD) through the [MCAS Performance Appeals process](#). When granted, a performance appeal is not a waiver of CD requirements, but a different means of earning the CD.

If school and district officials believe that there is compelling evidence that a student has demonstrated the attainment of the state's learning standards through coursework but has been unable to meet the minimum score requirements on MCAS, the superintendent may submit a performance appeal to the Commissioner on behalf of the student.

For a student with a disability, the superintendent must file an appeal on behalf of an eligible student with a disability if the parent (or the student who is age 18 or older) requests it. The superintendent may initiate on his or her own an appeal for an eligible student with a disability with the consent of the parent (or the student who is age 18 or older).

## 4. Competency Determination Requirements for Students in Active Military Families

With the enactment of An Act Relative to Veterans' Access, Livelihood, Opportunity, and Resources, also known as the VALOR Act, Massachusetts joined the Interstate Compact on Educational Opportunity for Military Children. We are committed to facilitating the on-time graduation of high school students in military families by providing alternatives to allow these students to earn a high school Competency Determination (CD) in English language arts, mathematics, and science and technology/engineering. View the [CD requirements for students in active military families](#).

### B. Graduation Requirements for Students Receiving Special Education Services

Under state law, all students, including students with disabilities, seeking to earn a high school diploma must meet the Competency Determination (CD) standard, as well as local graduation requirements.

Under the federal Individuals with Disabilities Education Act (IDEA), even if a student with an IEP has met state and local requirements for graduation, a district may not properly graduate the student if the district did not provide a "free appropriate public education" (FAPE) to that student.

For additional information on graduation requirements for students with IEPs, please see [Administrative Advisory SPED 2018-2: Secondary Transition Services and Graduation with a High School Diploma](#).

Students with IEPs who do not meet the state's CD standard will remain eligible to receive educational services until they meet all graduation requirements or turn 22 years of age.

### Certificate of Attainment

Students who have not earned a CD in the required subjects may be eligible to receive a [Certificate of Attainment](#) if they have met all local (but not state) graduation requirements.

## Scholarships Related to MCAS

Two scholarships are available based in part on student performance on the high school MCAS tests in English Language Arts, Mathematics, and Science and Technology/Engineering:

- [John and Abigail Adams Scholarship](#)
- [Stanley Z. Koplik Certificate of Mastery Award](#)

## Other High School Requirements and Guidelines

Massachusetts state law requires the instruction of American history and civics ([G.L. c. 71, § 2](#)) and physical education ([G.L. c. 71, § 3](#)).

[The Massachusetts High School Program of Studies \(MassCore\)](#) is intended to help high school graduates arrive at college or the workplace well prepared and to reduce the number of students taking remedial courses in college. The Department recommends that high school students complete the MassCore program of studies, which is a comprehensive set of subject area courses and units as well as other learning opportunities, before graduating from high school.

The MassCore program includes:

- four years of English;
- four years of mathematics;
- three years of lab-based science;
- three years of history;
- two years of the same foreign language;
- one year of an arts program; and
- five additional "core" courses such as business education, health, and/or technology.

MassCore is just a start; students are also encouraged to pursue additional learning opportunities, including Advanced Placement classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning.

\*information taken from <http://www.doe.mass.edu/mcas/graduation.html>

Last updated October 12, 2023

## WITHDRAWAL POLICY

Since student requests determine the master schedule, students should not make changes to their schedules once school begins. If required, students may make a change to their schedule during the first ten days of the course.

Changes made during the first week (days 1-5) do not require additional paperwork. Changes made during the second week (days 6-10) require completion of a Schedule Change form. The form needs signatures from the student, parent/guardian, teacher, and assistant principal before the change can be made.

Students must make another course selection to replace the course(s) being dropped and are responsible for making up all work missed in the “new” class.

Credit is only awarded for full completion of a course; no partial credit is awarded.

### **Potential transcript impacts of the course change:**

If a student withdraws before the FIRST progress report is issued for a class, the course will not appear on the student’s report card or transcript.

If a student withdraws at the END of a quarter for a semester or full year course, the student will receive the quarter grade for the term completed and a W for the final grade. The quarter grade will be used for Honor Roll eligibility but the course will not be included in the student’s GPA.

If a student is not dropping the course entirely and is only changing course levels, the grades earned will be transferred to the new course which will affect the weight of grades toward GPA.

## GRADING AND GPA CALCULATION PROCEDURES

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

The following may be used:

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

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

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

## WEIGHTED GPA CALCULATION

Beginning with the Class of 2021, class rank is no longer determined. Amesbury High School uses a weighted GPA system as shown below. Pass/Fail and Standard-level courses are not used in calculating GPA. GPA is cumulative for all academic courses taken during the school year, beginning with grade 9. The GPA shown on the transcript does not include the current school year.

	<u>COLLEGE</u>	<u>HONORS</u>	<u>AP</u>
A+	4.3	5.1	6.0
A	4.0	4.9	5.7
A-	3.7	4.6	5.4
B+	3.4	4.3	5.1
B	3.1	4.0	4.9
B-	2.9	3.7	4.5
C+	2.6	3.4	4.3
C	2.3	3.1	4.0
C-	2.0	2.9	3.7
D+	1.7	1.7	1.7
D	1.4	1.4	1.4
D-	1.1	1.1	1.1
F	0.0	0.0	0.0

### TRANSCRIPT EXAMPLE

<u>COURSE &amp; LEVEL</u>	<u>GRADE</u>	<u>CREDITS</u>	<u>POINTS</u>	<u>GRADE EQUIV.</u>
CP Junior English	B	4	3.1	12.4
H Precalculus	A	2	4.9	9.8
AP Statistics	B+	4	5.1	20.4
H Applied Engineering	C+	2	3.4	6.8
H US History II	B+	4	4.3	17.2
AP Psychology	C-	4	3.7	14.8
CP Spanish III	A	2	4.0	8.0
CP Art and Design	D	1	1.4	1.4
Team Sports	P	1	0.0	0.0
		23		90.8

90.8 divided by 23 = 3.9478 Weighted Grade Point Average

### ELIGIBILITY FOR INTERSCHOLASTIC ACTIVITIES

In order to be eligible to compete under the Massachusetts Interscholastic Athletic Association Rules, a student must secure, during the last marking period preceding the contest, passing grades in at least four courses. To be eligible for fall sports, the student is required to have passed and received credit for the equivalent of four traditional year-long major courses. Eligibility shall be determined only on the date when the report card for that marking period has been issued to the parents/guardians of the student. This rule pertains to athletics and other interscholastic programs. Details of these requirements are available in the Athletic Director's Office.

## **WHAT IS DUAL ENROLLMENT?**

There are multiple ways students can receive Dual Enrollment credit. Upon successful completion of the course, credit will be awarded by the college and high school; the courses are included as Honors level on the AHS transcript. Transferability of a particular course and grade vary from college to college. Depending on the college or university's policies, a student could receive: earned grade in a course, credit toward an academic major, or waiver of requirement.

There is a cost associated with many of our partnerships. Guidance counselors can discuss financial responsibilities with students if they choose to enroll in one of the partnership courses. Deadlines to enroll in these partnerships' courses are set by the partnering college and must be adhered to.

### **NORTHERN ESSEX COMMUNITY COLLEGE**

- Grades earned will be on both the AHS and Northern Essex Community College (NECC) transcript.
- In junior year, students can opt to take courses online or on campus at NECC.
- In senior year, students can opt to take courses online, on campus at NECC, or on campus at AHS.

### **SOUTHERN NEW HAMPSHIRE UNIVERSITY**

- Grades earned will be on both the AHS and Southern New Hampshire University (SNHU) transcript.
- Courses are aligned with SNHU curriculum to meet the same content, rigor, and academic standards of the University and are taught by approved instructors who meet SNHU's adjunct faculty requirements.
- In sophomore year, students taking American Government and US History I at the Honors level may have the option to earn college credit for the SNHU equivalent course.
- In junior year, students taking Junior English and US History II at the Honors level may have the option to earn college credit for the respective equivalent SNHU courses.
- In senior year, students taking Senior English at the Honors or AP level may have the option to earn college credit for the equivalent SNHU course.

Interested students should meet with a guidance counselor for more information on any of the partnerships.

## **COLLEGE ENTRANCE EXAMS**

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

## **COMPETITIVE COLLEGES**

No set pattern of admission requirements applies to all institutions of higher learning. It is important to browse through the school's catalog to determine its individual requirements. Students who are preparing

to enter college should select courses with sufficient credits in each subject area to meet the requirements of any college they are interested in.

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

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

### **PREREQUISITES AND COURSE DIFFICULTY**

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

#### **College Prep Courses**

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

- College Prep course prerequisites are typically sequential, based on the information needed for the next level, e.g. completion of CP French I before taking CP French II.

#### **Honors Courses**

The Honors Program is an extension of the course offerings that can enrich and expand the scope of learning for the student. Students will be required to complete additional assignments/projects and will cover material in greater depth and at a faster pace. Students must be willing to work at a higher level of achievement than in a CP course.

- At the discretion of each department, enrollment in an honors course may require a signed contract between the teacher, student and/or student's parents.
- Honors course prerequisites are typically sequential, based on the information needed for the next level, e.g. completion of H Algebra I before taking H Algebra II.
- Students enrolling in Honors courses are strongly recommended to have a final grade average of B (83%) or better in any prerequisite course.
- Students entering 9<sup>th</sup> grade are strongly advised to have their 8<sup>th</sup> grade teacher's recommendation before taking courses for honors credit.

#### **Advanced Placement Courses**

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

- AP English Literature/Composition, AP Calculus AB/BC, AP Statistics, AP Biology, AP Chemistry, AP Physics, AP U.S. History, AP Psychology, AP Spanish Language/Culture, and/or

AP Art and Design may require additional work during the summer before the start of the school year.

- Any summer assignments are provided to all students who have the course in their requests for the next school year before the current school year ends.
- These summer assignments are part of the student's grade in the course. If enrolled in the course, the summer work is required, regardless of when the course is added to the student's schedule.
- Students who add the course at the end of the summer, as part of the conflict resolution process, are still required to complete the summer assignment and will need to speak to the instructor directly regarding due dates.
- Students enrolling in Advanced Placement courses are strongly recommended to have a final grade average of B (83%) or better in any prerequisite course.
- Students must be willing to commit to the yearlong course and are required to take the AP exam in May in order to receive AP credit. A student who does not take the AP Test will not receive AP credit for the course. Failure to take the AP exam will result in the course being included as Honors level on the student's transcript and in GPA calculation.

For the 2024-2025 school year, Amesbury High School will offer advanced placement level programs in English Literature and Composition, Statistics, Calculus AB, Calculus BC, Biology, Chemistry, Physics, U.S. History, Psychology, and Art and Design. The course material taught reflects the requirements of the College Board; please view the College Board website for details ([www.collegeboard.org](http://www.collegeboard.org)). Although programs may be offered, budget restrictions and student requests may limit the number of sections run for each course.

The College Entrance Examination Board conducts AP examinations in May. The examination is read by college professors at the Educational Testing Service office in Princeton, NJ and scored from 1 to 5. A score of 1 means not recommended for college credit; it does not mean failure. A satisfactory score of 3 or better is usually required to receive college credit. Students must check with the Colleges and Universities that they are applying to for their policies on AP credit.

### **CLASS SIZE**

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



## ENGLISH DEPARTMENT

### Academic Expectations:

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

## COURSE DESCRIPTIONS

### **WRITING LAB: ONE CREDIT**

Length of course: One quarter

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

This course will provide each student with the foundational writing skills necessary within a high school environment. All student-written papers will be conferenced with the teacher and/or fellow students and then rewritten. Students will self-evaluate their writing for structure, content, grammar, usage, mechanics, overall effectiveness, and growth. This course is a graduation requirement and grading will be done on a competency-based scale (P or F). **If a junior or senior coming in from a new school has a B- (80%) or better in all English classes from the sending school, Writing Lab will be waived.**

### **(CP) FRESHMAN ENGLISH: FOUR CREDITS**

### **(H) FRESHMAN ENGLISH: FOUR CREDITS**

Length of course: Full year

Grade level: 9

Grade nine students will continue their study of literature, the writing process, and the English language. The writing program requires students to complete extensive literary analysis based on the short and long works of literature. Students will be oriented to the Roland H. Woodwell Library Media Center and required to compose a research paper following proper MLA guidelines. Students will read several novels, develop art and media projects, and present information orally. All students will learn vocabulary, grammar, usage, and mechanics in both the context of their own reading and writing and through practice exercises.

The curriculum for honors students includes additional expectations such as faster pacing, more advanced writing skills, and more challenging assessments. It is strongly advised that students have their 8<sup>th</sup> grade ELA teacher recommendation and demonstrate advanced literacy skills before taking this course.

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

### **(H) SOPHOMORE ENGLISH: FOUR CREDITS**

Length of course: Full year

Grade level: 10

Prerequisite: credit earned for Freshman English, strongly recommended final grade of B (83%) or better in Freshman English and teacher recommendation for students wishing to take the course for Honors credit. This course is a comprehensive genre study of primarily American literature that builds on students' learning from Freshman English. The course will cover novels, dramas, short stories, nonfiction, and poetry. Throughout the year, students will also independently read and respond to books of their choice. Class reading will often be paired with thematically-connected writing assignments that serve as an opportunity to hone knowledge of vocabulary and grammar. A major writing component of the course will be an independent research project on a contemporary social issue. Additionally, students will develop their speaking and listening skills through activities such as oral presentations, small group and class discussions. A course-long focus will be preparation for the MCAS.

### **(CP) JUNIOR ENGLISH: FOUR CREDITS**

Length of course: Full year

Grade level: 11

Prerequisite: credit earned for Sophomore English

This course is an examination of 20<sup>th</sup> century American literature. The course consists of six units that include: Jazz Age/Harlem Renaissance; Great Depression/New Deal eras; WWII; Cold War (1945-1960); Great Society - Post-Cold War (1960-1990); and Contemporary America (1990-present day). This course is conducted with readings of novels, short stories, plays, and primary source documents. Research projects, oral presentations, class discussions, and independent study will also be integrated. Students will receive comprehensive skills in writing, grammar, and SAT test-taking strategies.

### **(H) JUNIOR ENGLISH: FOUR CREDITS**

Length of course: Full year

Grade level: 11

Prerequisite: credit earned for Sophomore English, strongly recommended final grade of B (83%) or better in Sophomore English and teacher recommendation

This course is an examination of 20<sup>th</sup> and 21<sup>st</sup> century American literature. The course consists of six units that include: Jazz Age/Harlem Renaissance; Great Depression/New Deal eras; WWII; Cold War (1945-1960); Great Society - Post-Cold War (1960-1990); and Contemporary America (1990-present day). The focus of this course will be on people and events that formed our literature. This course is conducted with extensive readings of novels, short stories, plays, and primary source documents. Research projects, oral presentations, class discussions, and independent study will also be integrated. Students will receive comprehensive skills in writing, grammar, and SAT test-taking strategies.

\*Students taking this course may have the option to earn college credit through Southern New Hampshire University (SNHU); the syllabus for this course has been approved by SNHU.\*

### **(H) AMERICAN STUDIES: EIGHT CREDITS**

Length of course: Full year

Grade level: 11

Prerequisite: teacher recommendation for both H Junior English **and** H US History II

Students who are recommended for and take both H Junior English **and** H US History II will be enrolled in H American Studies.

This is a co-taught course by the English and Social Studies departments. It is an examination of the connections of American literature and history in the 20th and 21st centuries. The course consists of six units that include: Jazz Age/Harlem Renaissance; Great Depression/New Deal eras; WWII; Cold War (1945-1960); Great Society - Post-Cold War (1960-1990); and Contemporary America (1990-present day). The focus of this course will be on people and events that formed our literature and history. This course is conducted with extensive readings of novels, short stories, plays, and primary source documents. Research projects, oral presentations, seminars, and independent study will also be integrated. Students will receive comprehensive skills in writing, grammar, and SAT test-taking strategies.

\*Students taking this course may have the option to earn college credit through Southern New Hampshire University (SNHU); the syllabus for this course has been approved by SNHU.\*

Only students taking CP US History II or AP U.S. History will be permitted to remain in the standalone H Junior English.

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

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

Length of course: One semester

Grade level: 12

Prerequisite: credit earned for Junior English

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

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

Length of course: One semester

Grade level: 12

Prerequisite: credit earned for Junior English, strongly recommended final grade of B (83%) or better in Junior English and teacher recommendation

Students who wish to specialize in in-depth literary analysis within a variety of genres in contemporary literature and world events may take this course as their Senior English course. Students will prepare a written paper that meets acceptable MLA standards and deliver an oral report that presents their research to a group and demonstrates appropriate use of technology. All other senior English requirements (summer reading, oral and written communication, college preparation skills) will be included in this course.

\*Students taking this course may have the option to earn college credit through Southern New Hampshire University (SNHU); the syllabus for this course has been approved by SNHU.\*

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

Length of course: Full year

Grade level: 12

Prerequisite: credit earned for Junior English, strongly recommended final grade of B (83%) or better in junior English. If assigned, a summer assignment is required.

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.*

\*Students taking this course may have the option to earn college credit through Southern New Hampshire University (SNHU); the syllabus for this course has been approved by SNHU.\*

## **ENGLISH LANGUAGE DEVELOPMENT COURSE DESCRIPTIONS**

### **ENGLISH LANGUAGE DEVELOPMENT LEVEL 1: ONE CREDIT PER QUARTER**

Length of course: From one to four quarters

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

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

### **ENGLISH LANGUAGE DEVELOPMENT LEVEL 2: ONE CREDIT PER QUARTER**

Length of course: From one to four quarters

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

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

### **ENGLISH LANGUAGE DEVELOPMENT LEVEL 3: ONE CREDIT PER QUARTER**

Length of course: From one to four quarters

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

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

### **ENGLISH LANGUAGE DEVELOPMENT LEVEL 4: ONE CREDIT PER QUARTER**

Length of course: From one to four quarters

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

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

## ELECTIVE DESCRIPTIONS

Electives offer supplementary experiences; credits earned from electives may not replace courses and/or minimum credits required for graduation. Elective courses have limited assignments outside of the classroom with no extensive writing pieces.

### **(H) RESEARCH METHODS: ONE CREDIT**

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: Students must first meet with the teacher to review their proposal. Recommended students will be provided to the Guidance Department, which will then enter the course request.

This course is designed for students intending to complete a Capstone Senior Research Project.

**TIME FOR READING: ONE CREDIT** *Rotating elective, not being offered for the 2024-2025 school year*

Length of course: One quarter

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

This reading elective course is designed for students who would benefit from time to read during the school day. The student must be motivated to use the class time to complete reading of many varieties. This reading might include literature assigned in other classes (such as English or history classes), books for pleasure, or informational texts in print or online for research or project purposes. With the guidance of the teacher, each student will set reading goals and keep a written journal of reading accomplishments each day throughout the quarter. Embedded in this course will also be instructional reading strategies like determining central ideas and using textual evidence to support an argument or opinion. By the end of the course, the goal is for students to strengthen literacy skills and to become more confident, avid readers. Grading will be done on a competency-based scale (P or F).

**(CP) CREATIVE WRITING: ONE CREDIT** *Rotating elective, not being offered for the 2024-2025 school year*

Length of course: One quarter

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

This course is designed for students who enjoy fiction writing for pleasure. Students will write daily in a variety of short story genres while working to improve their skills and expand their control of voice and style. Students will receive instruction on style and technique. Writing, reading, and sharing short stories is expected, and the instructor will act as a facilitator and mentor in this process. The course will be conducted as a writing workshop in which students collaborate with peers and use their feedback to take risks in their own writing. Students will compile short stories in a personal portfolio.

**(CP) WRITING POETRY: ONE CREDIT** *Rotating elective, offered for the 2024-2025 school year*

Length of course: One quarter

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

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

**(CP) SPORTS LITERATURE: ONE CREDIT** *Rotating elective, not being offered for the 2024-2025 school year*

Length of course: One quarter

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

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

**(CP) POWER OF PERSUASION: BRANDING, INFLUENCING, MARKETING: ONE CREDIT** *Rotating elective, offered for the 2024-2025 school year*

Length of course: One quarter

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

We are all influenced every day - in social media, communications, design, marketing, art, and business. This course in media literacy will empower students to investigate, write about, and discuss the hidden and overt persuasion that exists in this world to help them make more informed decisions at home, school, work, stores, or the polls. Students will read media messages in various forms and examine them through a critical lens as a consumer, worker, and citizen. How do messages influence thoughts, feelings, and behavior? Students will examine how different people receive the same media message in different ways and how media messages are often designed to gain profit and/or power. Students will consider how to design and distribute their own messages.

**(CP) TEDx AMESBURY: ONE CREDIT** *Rotating elective, offered for the 2024-2025 school year*

Length of course: One quarter

Grade level(s): 10, 11, 12

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

**(CP) LEADERSHIP IN SPORTS: ONE CREDIT** *Rotating elective, not being offered for the 2024-2025 school year*

Length of course: One quarter

Grade level(s): 10, 11, 12

Leadership is not a line on a resume; it is not a title, position, or rank. Leadership is a process, an action. In this course students will learn about different leadership styles through the lens of athletics, in hopes of developing themselves as true leaders. The world of sports is rife with great leaders. This course will explore how leadership manifests itself on the field and from the sidelines, and how that may transfer to other aspects of life. Students will study leaders from a wide range of sports and levels, possibly including John Wooden, Bill Belichick, Pat Summit, Derek Jeter, Tom Brady, Serena Williams, and more. Students will learn about the relationship between leaders and followers and the importance of conflict resolution and team dynamics, and they'll discover how they can lead others to make a difference. With the lessons learned

from past leaders and knowledge gained about leadership concepts, students will work to develop their own personal leadership philosophy. Much of this course will be interactive and dedicated to practicing the skills needed to demonstrate leadership. In addition, students will strengthen mastery of communication and critical thinking skills.

**(CP) HEROES AND DEMONS: ONE CREDIT** *Rotating elective, not being offered for the 2024-2025 school year*

Length of course: One quarter

Grade level(s): 10, 11, 12

Fans of Harry Potter and The Lord of the Rings will enjoy this exploration of a few of the major texts in the British tradition of literature. Throughout the course, we trace how the concepts of good and evil have evolved over time. Units include explorations of the hero in Beowulf, chivalry in Sir Gawain and the Green Knight, a classic villain in Shakespeare's Othello, and an epic treatment of Satan in Paradise Lost. This course relies heavily on graphic novel and film versions of these texts. Assessments are not writing based, but instead are creative projects that let students choose how they want to show their learning. This course is highly recommended for any student considering becoming an English major in college.

**(CP) IS THERE REALLY "JUSTICE FOR ALL"?: ONE CREDIT** *Rotating elective, offered for the 2024-2025 school year*

Length of course: One quarter

Grade level(s): 10, 11, 12

Examining social inequity through a multimedia experience, this course is an opportunity for students to investigate contemporary social issues and discuss their impacts on social perspectives and norms. The course will focus on broadening awareness of social injustice, factors that influence social inequality, and opportunities to create change. An essential objective in learning about social injustice is to educate people and expand anti-bias behaviors, multicultural perspectives, and social justice awareness - thereby reducing conflict through changing people's understandings, attitudes, and behaviors.

**(CP) TRUE CRIME: ONE CREDIT** *Rotating elective, offered for the 2024-2025 school year*

Length of course: One quarter

Grade level(s): 11, 12

This course is a study of creative nonfiction in the form of the novel, In Cold Blood, by Truman Capote as well as podcasts such as "Crime Junkie," "Serial," "Lore," and "Dateline." Capote's 1966 novel chronicles the Clutter family murder in Kansas and the resulting trial of the assailants; it sparked society's fascination with serial crimes, sociopathy, and criminal psychology. We will explore modern day podcasts, social media posts and forums, as well as documentaries, films, and other books that investigate achieving justice for unsolved crimes and how justice was served in those that have been solved. We will discuss why we as human beings are drawn to these stories, and will learn about the victims as well as the assailants from a human standpoint. Students will journal their reactions to the cases, writing reaction essays after reading independently, and discussing these with classmates.

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

## MATHEMATICS DEPARTMENT

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

### **Academic Expectations:**

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

## **COURSE DESCRIPTIONS**

### **(CP) INTEGRATED ALGEBRA I: FOUR CREDITS**

Length of course: Full year

Grade level(s): 9

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 equations in two variables, and basic geometry of lengths and areas. This series of courses is designed to cover many of the topics required for the state competency test in mathematics.

### **(H) ALGEBRA I: FOUR CREDITS**

Length of course: Full year

Grade level: 9

This course is designed for those students who have completed a full year of pre-Algebra and wish to pursue the more difficult and faster paced honors sequence in mathematics. Some topics include linear, quadratic, exponential, absolute value, and piecewise functions; transformations of graphs; and solving multi-step equations for all types of functions.

It is strongly advised that students have their 8<sup>th</sup> grade math teacher recommendation before taking this course.

### **(CP) INTEGRATED GEOMETRY: FOUR CREDITS**

Length of course: Full year

Grade level(s): 10

Prerequisite: credit earned for Algebra I

This course continues the study of number and quantity, algebra, functions, including quadratics, geometry, statistics and probability, all including applicable modeling, that began in CP Integrated Algebra I.

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

Length of course: Full year

Grade level(s): 9, 10, 11

Prerequisite: credit earned for H Algebra I, strongly recommended final grade of B (83%) or better in H Algebra I and teacher recommendation

In this course, students will engage in activities that allow them to create understanding of common geometric figures in two dimensions. Students will use the tools of geometry to develop, verify, and prove geometric principles and relationships. Inductive and deductive skills are used in problem solving



situations, and applications to the real world are stressed. It also emphasizes writing proofs to solve (prove) properties of geometric figures. Topics include: points, lines, planes; rays and angles; congruent triangles; parallel lines; quadrilaterals; transformations; area; similarity; right triangles and trigonometry; circles; volume and surface area of 3D figures.

### **(CP) INTEGRATED ALGEBRA II: FOUR CREDITS**

Length of course: Full year

Grade level(s): 11

Prerequisite: credit earned for Integrated Geometry

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

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

Length of course: Full year

Grade level(s): 10, 11

Prerequisite: credit earned for H Algebra I, strongly recommended final grade of B (83%) or better in H Algebra I and teacher recommendation

A challenging treatment of Algebra II in terms of speed and depth is provided, continuing the study of quadratics, polynomials, radical and rational expressions and equations, and includes exponential and logarithmic functions, sequences, series, and probability.

### **(CP) ALGEBRA AND TRIGONOMETRY: TWO CREDITS**

Length of course: One semester

Grade level(s): 12

Prerequisite: credit earned for CP Integrated or H Algebra II

This college preparatory course expands on advanced algebra topics such as logarithms and polynomial functions, with a strong focus on trigonometry.

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

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for H Algebra II, strongly recommended final grade of B (83%) or better in H Algebra II and teacher recommendation

This course includes topics such as algebra of functions; analytic geometry; circular and trigonometric functions, their graphs, identities, equations and inverses; Logarithms; and Polynomial functions. There is a strong focus on trigonometry.

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

Length of course: One semester

Grade level(s): 11, 12

People encounter statistical claims every day but do they really understand what they mean? If you are looking for a course with practical applications then this is it. The emphasis of this course is not on computation - which is mostly done on a calculator - but high on interpretation of what the numbers really mean. Many college majors which have nothing to do with math still use statistics. This is a basic introduction.

**(H) STATISTICS: FOUR CREDITS**

Length of course: Full year

Grade level(s): 11, 12

Prerequisite: credit earned for CP Integrated or H Algebra II, strongly recommended final grade of B (83%) or better in Algebra II and teacher recommendation

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

**(AP) STATISTICS: FOUR CREDITS**

Length of course: Full year

Grade level(s): 11, 12

Prerequisite: credit earned for H Algebra II, strongly recommended final grade of B (83%) or better in H Algebra II. If assigned, a summer assignment is required.

This class will prepare students for the AP Statistics exam given by the College Board. Students taking this class will be required to take the AP Statistics Exam in May in order to receive credit. Topics covered include exploring one and two variable data, collecting data, probability, probability distributions, random variables, sampling distributions, and inferences for categorical and quantitative data. *This course has been audited and approved by the College Board.*

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

Length of course: One semester

Grade level(s): 12

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

**(H) CALCULUS: TWO CREDITS**

Length of course: One semester

Grade level(s): 12

Prerequisite: credit earned for H Precalculus, strongly recommended final grade of B (83%) or better in H Precalculus and teacher recommendation

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

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

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

Length of course: Full year

Grade level(s): 12

Prerequisite: credit earned for H Precalculus, strongly recommended final grade of B (83%) or better in H Precalculus. If assigned, a summer assignment is required.

AP 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 May in order to receive credit. *This course has been audited and approved by the College Board.*

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

Length of course: One semester

Grade level(s): 12

Prerequisite: credit for AP Calculus AB or enrolled in AP Calculus AB

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

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## ELECTIVE DESCRIPTIONS

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

### **(CP) NUMBER SYSTEMS/HISTORY OF MATHEMATICS: ONE CREDIT** *Rotating elective, offered for the 2024-2025 school year*

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for H Algebra I or CP Integrated Geometry

This elective will focus on the evolution of the different number systems developed throughout history, and how they evolved into the number systems we use today. Numbers systems covered will include, but are not limited to, the ancient Egyptian number system, the Mayan number system, the Babylonian number system, and the binary number system.

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

Length of course: One quarter

Grade level(s): 11, 12

This one quarter elective addresses five main categories of personal finance:

1. Cash Flow - paychecks, bank accounts, budgeting, tracking and reconciling a checking account
2. Taxes - federal and state income, property, sales, specific items (vehicles, gasoline, etc.), etc.
3. Savings & Investments - stocks, bonds, money market accounts, CDs, mutual funds, ETFs, real estate
4. Debt & Credit - credit scoring, credit bureaus, loans (especially for vehicles & residences), credit cards, etc.
5. Insurance - vehicle, renters, homeowners, health, disability, life, etc.

### **(H) PERSONAL FINANCE AND INVESTMENTS II: ONE CREDIT** *Rotating elective, not being offered for the 2024-2025 school year*

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: credit earned for CP Personal Finance and Investments, strongly recommended final grade of B (83%) or better in CP Personal Finance and Investments

This elective goes into greater depth, providing for exploration of advanced topics within the five main categories of personal finance: Cash Flow, Taxes, Savings & Investments, Debt & Credit, and Insurance.

## SCIENCE, TECHNOLOGY, AND ENGINEERING (STE) DEPARTMENT

### SCIENCE COURSE DESCRIPTIONS: LAB SCIENCES

#### Academic Expectations:

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

#### **(CP) BIOLOGY: FOUR CREDITS**

#### **(H) BIOLOGY: FOUR CREDITS**

Length of course: Full year

Grade level: 9

Biology will cover the following topics: cell theory, biochemistry, genetics and classification, evolution, ecology, human anatomy and physiology. Demonstrations, laboratory investigations and models are utilized to supplement and reinforce learning.

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

#### **(AP) BIOLOGY: FOUR CREDITS**

Length of course: Full year

Grade level(s): 11, 12

Prerequisite: credit earned for H Biology and H Chemistry, strongly recommended final grade average of B (83%) or better in all prerequisite courses. If assigned, a summer assignment is required.

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

#### **(CP) CHEMISTRY: FOUR CREDITS**

Length of course: Full year

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Algebra I

Chemistry deals with the changes that take place in substances that make up our environment. The following topics will be covered: classification of matter, atomic nature of matter, chemical formulas and equations, mole concept, energy, chemical bonding, and stoichiometry. Students will have opportunities for practical applications of chemistry.

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

Length of course: Full year

Grade level(s): 10, 11, 12

Prerequisite: credit earned for H Biology and credit earned for Algebra I, strongly recommended final grade average of B (83%) or better in all prerequisite courses and teacher recommendation

Students taking this course need to have a strong knowledge and background in math. Honors level covers many of the same topics as CP, but at a faster pace and more emphasis on the math concepts. Honors Chemistry is strongly recommended for any student pursuing a career in science, health or engineering.

**(AP) CHEMISTRY: FOUR CREDITS**

Length of course: Full year

Grade level(s): 11, 12

Prerequisite: Credit earned for H Chemistry. Credit earned for H Algebra II OR must be enrolled in H Algebra II. Strongly recommended final grade average of B (83%) or better in all prerequisite courses. If assigned, a summer assignment is required.

An advanced course for students considering a degree in the sciences, especially life sciences. This AP Chemistry course will coordinate content, inquiry, and reasoning through a thorough treatment of chemistry topics as outlined by the AP College Board. This course is for students who excelled in Honors Chemistry and want to study chemistry in greater depth. Students will develop advanced inquiry and reasoning skills through hands-on laboratory investigations, and data analysis. All students are required to take the Advanced Placement Exam in May. *This course has been audited and approved by the College Board.*

**(CP) ANATOMY & PHYSIOLOGY: TWO CREDITS**

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Biology

This course will develop and research the link between structure and function in the human body. Students who have an interest in the human body and its functions will benefit from this course.

**(H) ANATOMY & PHYSIOLOGY: FOUR CREDITS**

Length of course: Full year

Grade level(s): 11, 12

Prerequisite: credit earned for Biology, strongly recommended final grade average of B (83%) or better in Biology and teacher recommendation

This course will develop and fully research the link between structure and function in the human body. Honors level classes are accelerated and cover all systems of the human body in much greater detail. Tissues will be discussed in depth. Students who wish to enter a field of medicine, health or pursue further study in exercise science will benefit from this course.

**(CP) PHYSICS: FOUR CREDITS**

Length of course: Full year

Grade level(s): 11, 12

Prerequisite: credit earned for Geometry

This course is designed to provide an introductory survey of the general principles of high school level physics, with an emphasis on both development and application of qualitative and quantitative models of real-world phenomena. Students will study one-dimensional motion, forces, energy, and momentum, as well as waves, electrostatics, direct-current circuits, and thermo-physics. Class time will include a blend of hands-on investigations, problem solving practice, and lecture notes, while homework will include tasks to help synthesize learning from the day.

**(H) PHYSICS: FOUR CREDITS**

Length of course: Full year

Grade level(s): 11, 12

Prerequisite: credit earned for H Algebra II, strongly recommended final grade average of B (83%) or better in H Algebra II and teacher recommendation

This course is designed to provide a thorough survey of the general principles of high school level physics, with an emphasis on techniques that allow mathematical modeling of real-world phenomena. Students will

study one-dimensional, two-dimensional, and rotational motion, forces, energy, and momentum, as well as waves, electrostatics, direct-current circuits, thermo-physics, and optics. Class time will include a blend of hands-on investigations, problem solving practice, and lecture notes, while homework will include tasks to help synthesize learning from the day.

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

Length of course: Full year

Grade level(s): 11, 12

Prerequisite: credit earned for H Algebra II, strongly recommended final grade of B (83%) or better in H Algebra II. If assigned, a summer assignment is required.

AP Physics 1 is an algebra-based, college-level course that mirrors a typical first semester college physics course covering: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, and fluids. Students cultivate their understanding of these topics through inquiry-based investigations as they prepare for the Advanced Placement exam in May. Strongly recommended for anyone taking AP Calculus or anyone interested in studying pre-medicine, science, engineering, or math in college. *This course has been audited and approved by the College Board.*

Note: Students do not need to have taken a previous Physics course to enroll in this course.

## **LAB SCIENCES: ADDITIONAL OPTIONS**

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

Length of course: One semester

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: atmospheric layering, methods of atmospheric energy transfer, pressure systems, atmospheric data map interpretation, and 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) MARINE BIOLOGY: TWO CREDITS**

Length of course: One semester

Grade level(s): 10, 11, 12

Marine Biology will take a look at the producers (mainly algae) and the major 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. Labs and dissections will be key components of this course. This course is recommended for students with a strong background or a strong interest in Biology.

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

Length of course: One semester

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) FORENSICS: TWO CREDITS**

Length of course: One semester

Grade level(s): 11, 12

Forensics is designed for students who have an interest in crime scene and evidence analysis. It incorporates concepts from Biology, Chemistry, Physics, Law and Psychology. Students will participate in a variety of laboratory investigations two to three times a week, allowing students to earn lab science credit. Students who wish to enter the field of criminal justice or pursue further study in analytical science will benefit from this course.

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## SCIENCE COURSE DESCRIPTIONS: ELECTIVES

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

### **(CP) INTRODUCTION TO HEALTH CARE: ONE CREDIT**

Length of course: One quarter

Grade level(s): 9, 10

This course is designed to introduce students to career pathways within a multitude of healthcare fields. This is a course that allows for exploration of career options and work environment opportunities, as well as providing a foundation for higher-level course offerings.

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

Length of course: One quarter

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

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

### **(CP) GLOBAL ISSUES IN SCIENCE: ONE CREDIT** *Rotating elective, not being offered for the 2024-2025 school year*

Length of course: One quarter

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

This course will explore the interconnectedness of Earth's major systems: water, atmosphere, and earth, and the human impact. Students will increase their understanding of complex global issues, develop knowledge of the sciences as it relates to global issues, explore approaches to and solutions for global issues, and develop skills and confidence in applying knowledge to complex issues. This course will be project-based and will require students to engage in conversations around topics such as energy, climate change, food security and farming, pollution, sustainability, and availability of clean drinking water.

### **(CP) ASTRONOMY: ONE CREDIT** *Rotating elective, offered for the 2024-2025 school year*

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) BOTANY: ONE CREDIT** *Rotating elective, offered for the 2024-2025 school year*

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Biology, strongly recommended final grade of B (83%) or better in Biology  
This elective course explores the science of plants and the impact they have on our world. Major topics include the classification and evolution of plants, plant structure and hormones, the alternation of generations life cycle, and photosynthesis. This class also includes hands-on projects, such as identifying plant species and exploring hydroponic techniques.

**(CP) LET THERE BE LIGHT-THE POWER OF CIRCUITS: ONE CREDIT** *Rotating elective, not being offered for the 2024-2025 school year*

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Algebra I, strongly recommended final grade of B (83%) or better in Algebra I

This course is designed to introduce students to the behavior of electrical charge, electrical current, and electromagnetism. Students will bridge the gap between a theoretical understanding of electricity to a practical one, with plenty of labs and demonstrations to go along with concepts and calculations on paper. Lab possibilities include learning how to wire series and parallel circuits, adding a light fixture in your house, and building an electromagnet, electric motor, generator, and speaker. A useful starter course for future electricians, engineers, or anyone curious about the building blocks of all modern technology.

**(H) ALLIED HEALTH: ONE CREDIT**

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: credit earned for Anatomy & Physiology, strongly recommended final grade average of B (83%) or better in Anatomy & Physiology

This course is designed to teach the basic theory and skill competencies necessary for entry-level acceptance to a wide variety of Allied Health degree programs/occupations or certificate programs. This course is open to students with a strong interest in an allied health profession which may include, but is not limited to: athletic training, dental hygiene, cardiovascular technology, medical assisting, speech-language pathology and physical therapy. Curriculum includes medical terminology, history of medicine, medical ethics, patient confidentiality, pathophysiology, universal precautions/OSHA, documentation, public speaking, communication skills/professionalism, emergency medical responder, allergens, basic patient care, assessing vital signs, first aid, CPR, kinesiology, disease, cultural diversity, psychology, basic neurological evaluation, & anatomy and physiology.

**(H) GREEN CHEMISTRY: ONE CREDIT** *Rotating elective, not being offered for the 2024-2025 school year*

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: credit earned for Chemistry, strongly recommended final grade of B (83%) or better in Chemistry

Green Chemistry is designed for students who have an interest in chemistry, biology, sustainability, and the environment. Through hands-on experiential learning, students will investigate the chemical processes and chemical products that are involved in our everyday lives. Students will examine, evaluate, and apply the principles of green chemistry that focus on reducing and/or eliminating the use or creation of hazardous substances in our community and environment.

## TECHNOLOGY COURSE DESCRIPTIONS: COMPUTER SCIENCE

### Academic Expectations:

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

### **(CP) COMPUTER SOFTWARE AND APPLICATION: ONE CREDIT**

Length of course: One quarter

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

In this fast-paced course, students will have an opportunity to explore multiple open-source and web-based applications. From basic programming to desktop publishing and 3D modeling, students will discover a wealth of software tools to expand their skill set. They will learn basic PC troubleshooting, build virtual PCs, use spreadsheets, edit images, design a basic web page, create storyboards, and use a virtual circuit board. Whether you are a novice or an experienced computer user, this course offers something for everyone. Get ready to discover new software applications, hone your skills and unleash your creativity!

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

Length of course: One quarter

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

Using Blender, an open-source 3D modeling package, students will learn the basics of creating shapes, adding materials/textures, using lighting and rendering. Students will acquire skills that are necessary for movie and video game development. This course is appropriate for students with no experience in three-dimensional design or digital media authoring tools.

### **(H) 3D COMPUTER MODELING II: ONE CREDIT**

Length of course: One quarter

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

Prerequisite: credit earned for 3D Computer Modeling I

Designed as the next step for those who have completed 3D Computer Modeling I, this course focuses on expanding students' proficiency in Blender. Delving into the creation of detailed 3D animated scenes, students will draw inspiration from beloved scenes in well-known movies and TV shows. At the end of the course, students will compile their impressive animations into an engaging demo reel.

### **(CP) INTRODUCTION TO COMPUTER PROGRAMMING: ONE CREDIT**

Length of course: One quarter

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

This course provides students with an introduction to computer programming concepts and principles using a block based visual programming language developed by the MIT Media Lab. Students will design, program, and create several playable video games by the end of the quarter. This course is appropriate for students with no previous programming experience.

### **(H) COMPUTER PROGRAMMING II: ONE CREDIT**

Length of course: One quarter

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

Prerequisite: credit earned for Introduction to Computer Programming

This course provides students with an introduction to object-oriented programming. Students will explore computer concepts and implement programming procedures using Python, an object-oriented language. Career opportunities and other computer programming languages will also be explored. This is a course for any students interested in computer science.

### **(H) COMPUTER PROGRAMMING III: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Computer Programming II

In this self-paced course, students will explore concepts and implement programming procedures using Java. A class based, object-oriented programming language used in many popular applications. This is a course for any students interested in computer science.

### **(CP) VIDEO PRODUCTION I: ONE CREDIT**

Length of course: One quarter

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

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

### **(H) VIDEO PRODUCTION II: ONE CREDIT**

Length of course: One quarter

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

Prerequisite: credit earned for Video Production I

In this class, which is an extension of Video Production I, students will be engaged in producing school bulletins for the school community. A focus will be placed on detailed scripting and storyboarding techniques. Through this course, students will continue to explore studio operations and equipment. They will have the opportunity to experiment with complex camera shots involving multiple cameras. Moreover, they will discover advanced editing techniques using Adobe Premiere. Students will also get the chance to explore podcast creation with OBS Studio. Additionally, they have an opportunity to help with Amesbury Community Television productions and other school-related projects.

## **ENGINEERING COURSE DESCRIPTIONS**

### **Academic Expectations:**

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

### **(CP) EXPLORING ENGINEERING: ONE CREDIT**

Length of course: One quarter

Grade level: 9

The goal of this course is to provide 9<sup>th</sup> grade students with an idea of what engineering is and help explore options in the field of engineering. The course explores the different disciplines of engineering and provides students with a broad background in different areas of engineering. Aspects of civil, electrical, environmental, mechanical, and industrial engineering will be addressed in this course through lecture and hands-on activities. Class time will be spent in both the science wing and technology wing to complete project work. A unit in robotics will be covered as well as an introduction to SolidWorks computer-aided design (CAD) programming. This course will prepare students for upper level offerings in our engineering department.

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

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Algebra I

The major focus of this course is to expose students to the engineering design process (EDP), research and analysis, teamwork, communication methods, engineering standards and competencies, and technical documentation using Engineering Notebooks. Students will be introduced to orthographic and isometric sketching, measurement, electronic fundamentals, digital concepts, robotics, prototyping, problem-solving, history of engineering during the US Space Race, workplace safety, and use of powered machinery.

### **(H) ENGINEERING CAD I: TWO CREDITS\*/counts toward Lab Science requirement**

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for CP Integrated Geometry and Fundamentals of Engineering, or must be enrolled in H Geometry

This is an introductory course that introduces students to mechanical drafting and design concepts, using solid modeling software "SolidWorks". Major focuses of this class are: parametric technology, sketches, drawings, 3D printed parts, extrudes, equation driven dimensions, dimensions, mass properties, materials, planes, assemblies and mates. This course is designed for a student interested in pursuing further education in Engineering or Engineering Technology.

### **(H) ENGINEERING CAD II: TWO CREDITS\*/counts toward Lab Science requirement**

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Engineering CAD I

This is the second class needed in preparation for become a Certified SolidWorks Associate (CSWA). This course involves further exploration in designing advanced parts and advanced assemblies. Students are required to design and produce a virtual, multi-part automated assembly. At the completion of this course, students will be prepared for successful completion of the CSWA exam.

### **(H) ARCHITECTURAL CAD: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Engineering CAD 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. Students will use Revit by AutoDesk as their design software.

### **(H) APPLIED ENGINEERING: TWO CREDITS\*/counts toward Lab Science requirement**

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for H Engineering CAD I or must be enrolled in H Geometry

The major focus of this course is to expose students to a systematic approach to problem solving using the Engineering Design Process (EDP) while introducing students to additive (3D printing) and subtractive (CNC milling) manufacturing hardware and software. Students will apply academic knowledge and soft-skills in teamwork and technical communication to meet engineering standards. Students will be introduced to simple electronic circuit design, powered manufacturing machinery, 3D solid modeling design software

“SolidWorks”, 3D printing, CNC design software “VCarve”, and other technical tools used to develop solutions- to solve problems related to mechanical engineering. The learning goals for this course include independent study skills that students will need in postsecondary education and careers in engineering and engineering technology.

### **(CP) INTRODUCTION TO ROBOTICS: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Algebra I

In this introductory course, students will spend their time designing, constructing, and programming a VEX, Intelitek or Parallax robot. Students will be expected to research various programs and files and implement this code to solve their individual programming needs. Students will also use solid modeling software (SolidWorks) to design and produce 3D printed parts that may be necessary to construct the robot. Students will use Robot C Graphical or Blockly-Prop programming language (drag and drop) and later “Robot C for VEX.” Designed for the student who plans to attend an Engineering or Engineering Technology program at a two or four-year College or university. Lab time outside of class should be anticipated.

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

Length of course: One quarter

Grade level(s): 10, 11, 12

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

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

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Manufacturing Technology I and Engineering CAD I

In this advanced course, students will continue the skills they have learned in Manufacturing Technology and Engineering CAD. The course is designed to meet the individual needs of the students through advanced manufacturing construction techniques. Emphasis is placed on the students’ choice of project design. In this course the students will be learning advanced procedures using the CNC machines along with the design software to create their projects. Students will have the opportunity to use a wide range of different materials and supplies used in the Manufacturing Industry.

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

Length of course: One quarter

Grade level(s): 10, 11, 12

Students will be introduced to skills, knowledge and environments of the residential 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.

**(H) CONSTRUCTION TECHNOLOGY II: ONE CREDIT**

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: credit earned in Construction Technology I and Algebra II

In this course, students will be introduced to residential site preparation, foundation layout, land elevations, and contour lines. Students will survey the school property and develop a plot plan.

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## SOCIAL STUDIES DEPARTMENT

### Academic Expectations:

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

## COURSE DESCRIPTIONS

### **(CP) WORLD HISTORY: FOUR CREDITS**

### **(H) WORLD HISTORY: FOUR CREDITS**

Length of course: Full year

Grade level: 9

Throughout this course, students will explore the significant social, economic, and political changes the world experienced from the 6<sup>th</sup> century to the 20<sup>th</sup> century. Themes will include but are not limited to religions, revolutions in politics, art, economics, and society, Imperialism, and the origins of Global Conflict. Through these studies, students will learn of the evolution of various cultures and political ideologies. Students will learn analytical skills and be encouraged to think critically to develop and support their own opinions. The class will work together following the AHS student goals and the Massachusetts Frameworks to improve students' critique, analysis, organization, research, and writing skills.

It is strongly advised that students have their 8<sup>th</sup> grade social studies teacher recommendation before taking this course for Honors credit.

### **(CP) AMERICAN GOVERNMENT AND UNITED STATES HISTORY I: FOUR CREDITS**

### **(H) AMERICAN GOVERNMENT AND UNITED STATES HISTORY I: FOUR CREDITS\***

Length of course: Full year

Grade level: 10

Prerequisite: credit earned for World History; strongly recommended final grade of B (83%) or better in World History and teacher recommendation for students wishing to take the course for Honors credit

This course is a review of the American Revolution, the early republic, an in-depth study of American government, expansion and conflict, early 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, later Industrialization, World War I, and domestic policy up to 1920.

\*Students taking this course at the Honors level may have the option to earn college credit through Southern New Hampshire University (SNHU).\*

### **(CP) UNITED STATES HISTORY II: FOUR CREDITS**

Length of course: Full year

Grade level: 11

Prerequisite: credit earned for American Gov't/US History I

This course is an examination of the 20<sup>th</sup> century and the United States establishing its global identity. The course consists of six units that include Jazz Age/Harlem Renaissance; Great Depression/New Deal eras; WWII; Cold War (1945-1960); Great Society - Post-Cold War (1960-1990); Contemporary America (1990-present day). The focus of this course will be on people and events that formed our present history.



### **(H) UNITED STATES HISTORY II: FOUR CREDITS**

Length of course: Full year

Grade level: 11

Prerequisite: credit earned for American Gov't/US History I, strongly recommended final grade of B (83%) or better in American Gov't/US History I and teacher recommendation

This course is an examination of the 20<sup>th</sup> century and the United States establishing its global identity. The course consists of six units that include Jazz Age/Harlem Renaissance; Great Depression/New Deal eras; WWII; Cold War (1945-1960); Great Society - Post-Cold War (1960-1990); Contemporary America (1990-present day). The focus of this course will be on people and events that formed our present history. This course is conducted with extensive readings of primary source documents that complement the eras of history. Research projects, oral presentations, class discussions, and independent study will also be integrated.

\*Students taking this course may have the option to earn college credit through Southern New Hampshire University (SNHU).\*

### **(H) AMERICAN STUDIES: EIGHT CREDITS**

Length of course: Full year

Grade level: 11

Prerequisite: teacher recommendation for both H US History II **and** H Junior English

Students who are recommended for and take both H US History II **and** H Junior English will be enrolled in H American Studies. This is a co-taught course by the English and Social Studies departments. See full course description on page 18.

\*Students taking this course may have the option to earn college credit through Southern New Hampshire University (SNHU); the syllabus for this course has been approved by SNHU.\*

Only students taking CP Junior English will be permitted to remain in the standalone H US History II.

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

Length of course: Full year

Grade level(s): 11, 12

Prerequisite: credit earned for Sophomore English and American Gov't/United States History I, strongly recommended final grade of B (83%) or better in all prerequisite courses and teacher recommendation. If assigned, 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 a major component of this course. Students taking this class will be required to take the Advanced Placement Test in order to receive credit. *This course has been audited and approved by the College Board.*

\*Students taking this course may have the option to earn college credit through Southern New Hampshire University (SNHU).\*

## ELECTIVE DESCRIPTIONS

It is a Social Studies graduation requirement that all students must complete at least one social studies non-core content elective, usually during junior or senior year. AP United States History does not satisfy this elective requirement.

### **(CP) GLOBAL GEOGRAPHY: ONE CREDIT**

Length of course: One quarter

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

This course is ideal for those curious about our world. The course concentrates on developing geographic skills and concepts so that students can ask questions about the world and then gather, organize, analyze and apply the geographic information. For example, students will study world population growth and distribution, patterns of migration, how climate affects human habitation and distribution, and how people use resources. This class will guide students through topics, research, and the resources offered by National Geographic.

### **(CP) HISTORY THROUGH HOLLYWOOD: ONE CREDIT** *Rotating elective, offered for the 2024-2025 school year.*

Length of course: One quarter

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

Are the liberties taken by Hollywood directors to appeal to a mass audience worth the possible historical inaccuracies or is the risk of promoting misunderstandings among the general public too great? In this course, students will study history through the lens of film. Students will research the actual historical events and compare them to their portrayal through film.

***NOTE: This course may contain graphic and emotional materials.***

### **(CP) COMMUNITY ACTION LAB: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11, 12

Community Action Lab challenges students to be active, productive, and responsible participants in the civic life of Amesbury and the greater Commonwealth of Massachusetts. This one-quarter course covers the founding principles and governmental structures of the state and Amesbury, protocols around governance, citizen engagement, voting, and civic responsibilities. Students will participate in a process of identifying a communal issue important to them, then learn how to utilize action civics to affect positive outcomes to resolve the issue. Depending on the quarter, each class may send a delegation to the Massachusetts State House to present their work in a statewide Civics Day.

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

Length of course: One quarter

Grade level(s): 10, 11, 12

This survey course focuses on both criminal and civil law and offers an introduction to legal ethics and history. This will include criminal law, as well as the U.S. Constitution and Bill of Rights, and civil law with torts, personal and property laws, contracts, wills, civil rights, consumer rights, credit, controversial topics, and Supreme Court decisions. Assorted aspects of law enforcement will be covered along with a brief forensic unit. During this introductory course, students will be presented with various aspects of the law and the role it plays within our lives. Along with the study of legal terminology, students will examine various criminal cases both past and present. Students will engage in weekly discussions of pertinent current events along with citizen rights and responsibilities.

**(CP) INTRODUCTION TO ANTHROPOLOGY – LOCAL EDITION: ONE CREDIT** *Rotating elective, offered for the 2024-2025 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

Anthropology is the study of what makes us human. In this introductory course, students will use the tools of anthropologists to better understand how societies develop and create the human experience around us. Through the lens of local history, students will examine how biology, culture, and language influence humans living in the past and in the present. Topics of emphasis will include early human origins, Native American culture, New England archeology, and contemporary human diversity.

**(CP) ART HISTORY: ONE CREDIT** *Rotating elective, not being offered for the 2024-2025 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for World History

This course explores world cultures and historical events through art, including but not limited to paintings, pottery, sculptures, and architecture. Students will be introduced to ancient art, medieval art, the Italian Renaissance, Islamic Art, Neoclassicism, Romanticism, and Modern Art movements such as Dadaism and surrealism. Through these movements, students will analyze art in order to understand the history and culture of the place and time, building and practicing visual analysis skills. This course will include an extensive amount of writing in order to visually analyze art and architecture through the centuries.

**(CP) CONTEMPORARY WORLD HISTORY: ONE CREDIT** *Rotating elective, offered for the 2024-2025 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

This course will cover topics involving our modern world. In particular, focus will be placed on global dynamics. The content of this course varies based on current events and student interests.

**(CP) PSYCHOLOGY: TWO CREDITS**

Length of course: One semester

Grade level(s): 10, 11, 12

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

**(AP) PSYCHOLOGY: FOUR CREDITS**

Length of course: Full year

Grade level(s): 11, 12

Prerequisite: credit earned for H sophomore or junior English, strongly recommended final grade of B (83%) in either pre-requisite course. If assigned, a summer assignment is required.

This is a full-year course that focuses on the history of psychology, its research methods, the biological bases of behavior, sensation and perception, states of consciousness, personality, learning, cognition, testing and individual differences, development, psychological disorders, treatments, motivation and emotion, and social psychology. The AP Psychology course stresses critical thinking, reading, and writing within the context of scientific methodology and questioning. The course is intended to provide the scope and level of academic accomplishment expected in a college introductory psychology class. In addition, this course aims to instill knowledge, skills, and attitudes to apply to our own lives. Students taking this class at the AP level will be required to take the Advanced Placement Test in order to receive credit. *This course has been audited and approved by the College Board.*

**(CP) ECONOMICS: ONE CREDIT**

Length of course: One quarter

Grade level(s): 11, 12

This course is an introduction for students who are considering studying business in college. The objective is to create an understanding of what economics is and how economists think. This course will cover the following ideas: scarcity, choices, costs and benefits, unintended effects, supply and demand, competition, market systems, labor, employment, and wages. The class will also offer an examination of a country's GDP, fiscal policies, and taxing. Students will come to understand the unique way economists think.

**(CP) CONTEMPORARY AMERICAN POLITICS: ONE CREDIT** *Rotating elective, offered for the 2024-2025 school year.*

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: credit earned for American Gov't/US History I

This course is designed to help prepare students to become civically engaged and knowledgeable voters. The general topics that will be covered include: current events, local, state, & national politics, media literacy, social media literacy, how to assess multiple viewpoints, and how to navigate difficult conversations. Specific topics will vary based on current issues and trends.

***NOTE: This course contains potentially controversial and/or contentious materials. It is designed for the mature audience.***

**(CP) HOLOCAUST STUDIES: TWO CREDITS** *Rotating elective, offered for 2024-2025 school year.*

Length of course: One semester

Grade level(s): 11, 12

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

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

## WORLD LANGUAGE DEPARTMENT

### **Academic Expectations:**

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

### **COURSE DESCRIPTIONS: FRENCH**

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

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

Length of course: One semester

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

This introductory course assumes the student has no prior knowledge of French. Students will develop elementary reading, writing, and grammar with a focus on basic vocabulary, personal interactions, and grammatical and idiomatic expressions. Students will explore many aspects of French culture, civilization, and customs. Students are expected to complete authentic performance assessments and a final comprehensive exam. By the end of the course, students will be able to greet people in French, talk about the weather and discuss their likes and dislikes, order a basic meal at a cafe, and talk about present tense activities in French. This course is partially conducted in French.

It is strongly advised that students have their 8<sup>th</sup> grade language teacher recommendation before taking this course for Honors credit.

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

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for French I

This course is a continuation of CP French I with more emphasis now being given to the four basic skills: listening, speaking, reading, and writing. Students are required to speak and converse in French daily. Emphasis is placed on conversational speaking skills and writing skills through French dialogues and reports as more extensive grammar is introduced. By the end of this level, students possess the listening, speaking, reading, and writing skills necessary to handle simple, everyday tasks. Students are exposed to more cultural activities. Students are expected to complete authentic assessments and complete the final comprehensive assessment. By the end of this course, students will be able to converse in the present, future and past tenses, discuss their clothes, describe their dream home and explain their favorite pastimes. By the end of the semester, this course is primarily conducted in French.

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

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for French I, strongly recommended final grade of B (83%) or better in French I and teacher recommendation

This course contains the same core material of CP French II and may run concurrently with a CP course. In the honors section, students are expected to complete the CP course with additional requirements in literature and google classroom lessons/assessments to explore linguistic points more deeply than in the CP course. Greater evidence of grammatical accuracy will be required in all basic oral and written constructions through differentiated honors rubrics that are more rigorous. Students are expected to complete the same authentic assessments and complete the final comprehensive assessment as the CP students. However,

honors students will be expected to complete additional essays and performance assessments in H French II. This section of the course is designed for the highly motivated and skilled world language student who plans to continue studying French at advanced levels. By the end of the semester, this course is primarily conducted in French.

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

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for French II

This course is a continuation of CP French II with more emphasis now being given to the four basic skills, listening, speaking, reading, and writing, in relation to cultural topics. This course begins with a review of all the fundamental structures of the language such as past, present and future tenses. Students will expand their linguistic competence by learning more intermediate grammar such as the conditional and imperfect verb tenses, pronouns, and reflexive verbs. Students will develop intermediate to advanced vocabulary through reading short stories, poems, and articles related to culture and grammar topics. Students are expected to complete authentic assessments and complete the final comprehensive assessment. This course is primarily conducted in French, and students are expected to speak primarily in French.

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

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for French II, strongly recommended final grade of B (83%) or better in French II and teacher recommendation

This course contains the same core material of CP French III and may run concurrently with a CP course. In the honors section, students are expected to complete the CP course with additional requirements in French literature and Google classroom lessons/assessments to explore linguistic patterns beyond the CP course. Greater evidence of grammatical accuracy will be required in all oral and written constructions through differentiated honors rubrics that are more rigorous. Students are expected to complete the same authentic assessments and complete the final comprehensive assessment as the CP students. However, honors students will also be expected to complete an additional research project and presentation in the target language as well as an additional performance assessment. This section of the course is designed for the highly motivated and skilled world language student who plans to continue studying French at advanced levels. This course is primarily conducted in French, and students are expected to speak primarily in French.

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

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for French III

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

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

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for French III, strongly recommended final grade of B (83%) or better in French III and teacher recommendation

This course is a continuation of the advanced work begun in H French III. There will be a basic review of the fundamental language structures, but with a decided increase in acquiring and refining advanced verb tenses such as the conditional, conditional past and pluperfect tenses. Students will complete many independent learning opportunities in Google classroom, research projects, French readings, a weekly journal in French, presentations in the target language, performance assessments as well as a final comprehensive assessment. Rubrics will be more rigorous than in the CP French IV course. This course is designed for the highly motivated, highly skilled world language student who plans to continue studying French at advanced levels. This course is primarily conducted in French, and students are expected to speak in the target language.

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

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for French IV

This is the last course in the CP French sequence. The goal of this course is to increase proficiency of spoken and written language and to challenge students to display their linguistic skills in formal and informal settings. Advanced grammar and composition are stressed as students explore the subjunctive moods. Students review essential grammar in depth, read a number of short stories, write reports, and keep a weekly journal in French. Topics of French art, language, and civilization are emphasized through research and presentation in the target language. Students are expected to complete authentic assessments, independent google classroom lessons, research projects, performance assessments and complete a final comprehensive assessment. This course is conducted entirely in French, and students are expected to speak in the target language.

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

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for French IV, strongly recommended final grade of B (83%) or better in French IV and teacher recommendation

This course may run concurrently with CP French V and/or AP French. The goal of this course is to increase proficiency in spoken and written language and to challenge students to display their linguistic skills in formal and informal settings. Advanced grammar and composition are stressed as students master the subjunctive moods in French. Students review essential grammar in depth, read a number of short stories, write reports, and keep a weekly journal in French. Topics of French art, language, and civilization are emphasized through research and presentation in the target language. Students are expected to complete authentic assessments, independent google classroom lessons, research projects, performance assessments and complete a final comprehensive assessment. Students are expected to complete an interview of a French speaker, and research, write, and present a literary/cultural report in French. All students are expected to complete the final exam. This course is conducted entirely in French, and students are expected to speak in the target language.

**(AP) FRENCH: FOUR CREDITS** *Not offered for the 2024-2025 school year*

Length of course: Full year

Grade level(s): 11, 12

Prerequisite: credit earned for French IV, strongly recommended final grade of B (83%) or better in French IV and teacher recommendation. If assigned, a summer assignment is required.

This is a full year course taught primarily in French that will further develop students' French language skills and knowledge of the cultures in French-speaking parts of the world. Students will practice communicating in French and study real-life materials such as newspaper articles, films, music, and books. Students in this course will be able to understand and apply their knowledge of French in reading, writing, listening and speaking. Students will also be able to hold conversations in real-life situations and write stories, letters, emails, essays, and other texts in French. At the end of the course students are required to take the Advanced Placement Exam in May. *This course is pending audit and approval by the College Board.*

### **COURSE DESCRIPTIONS: SPANISH**

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

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

Length of course: One semester

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

This introductory course assumes the student has no prior knowledge of Spanish. In this course students will develop the four language skills: listening, speaking, reading, and writing. Extensive grammar and consolidation of language structures are emphasized. Speaking, written, and cultural activities are introduced. Accent, pronunciation and speaking Spanish are emphasized. Students are expected to complete authentic performance assessments and the final exam.

It is strongly advised that students have their 8<sup>th</sup> grade language teacher recommendation before taking this course for Honors credit.

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

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

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Spanish I, strongly recommended final grade of B (83%) or better in Spanish I and teacher recommendation for students wishing to take the course for Honors credit

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.



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

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Spanish II, strongly recommended final grade of B (83%) or better in Spanish II and teacher recommendation for students wishing to take the course for Honors credit

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

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

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for Spanish III

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

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

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for Spanish III, strongly recommended final grade of B (83%) or better in Spanish III and 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 V: TWO CREDITS**

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for Spanish IV

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

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

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: credit earned for Spanish IV, strongly recommended final grade of B (83%) or better in Spanish IV and teacher recommendation

This course may run concurrently with CP Spanish V and/or AP Spanish. 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. 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. This course is conducted in Spanish.

**(AP) SPANISH LANGUAGE AND CULTURE: FOUR CREDITS** *Not offered for the 2024-2025 school year*

Length of course: Full year

Grade level(s): 11, 12

Prerequisite: credit earned for Spanish IV, strongly recommended final grade of B (83%) or better in Spanish IV and teacher recommendation. If assigned, a summer assignment is required.

This is a full year course taught primarily in Spanish that will further develop students' Spanish language skills and knowledge of the cultures in Spanish-speaking parts of the world. Students will practice communicating in Spanish and study real-life materials such as newspaper articles, films, music, and books. Students in this course will be able to understand and apply their knowledge of Spanish in reading, writing, listening and speaking. Students will also be able to hold conversations in real-life situations and write stories, letters, emails, essays, and other texts in Spanish. At the end of the course students are required to take the Advanced Placement Exam in May. *This course has been audited and approved by the College Board.*

**ELECTIVE DESCRIPTIONS**

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

**(CP) FRENCH CULTURE THROUGH FILM: ONE CREDIT**

Length of course: One quarter

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

This class is an introduction to French culture and the Francophone world. We will explore the customs and traditions of multiple French speaking countries such as France, Canada and the Democratic Republic of Congo through film.

**(CP) HISPANIC CULTURE THROUGH FILM: ONE CREDIT**

Length of course: One quarter

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

This class is an introduction to Hispanic culture and the Spanish speaking world. We will explore the customs and traditions of multiple Spanish speaking countries by 'visiting' Spain, Mexico, and the countries of Central & South America.

## WELLNESS DEPARTMENT

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

#### **Academic Expectations:**

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

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

Length of course: One quarter

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

This course will expose students to the components and lifelong benefits of sound nutrition and wellness. These practices empower them to apply these principles in their everyday lives. Topics include: impact of daily nutrition and wellness practices, lifelong health and wellness; physical, social, and psychological aspects of healthy nutrition and wellness choices; selection and preparation of nutritious meals and snacks; exploration of restricted diets including vegetarian, vegan, and pescetarian. Laboratory experiences which emphasize both nutrition and wellness practices are required components of this course. This course is designed to improve and increase the knowledge of good nutrition and food choices.

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

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Principles of Nutrition or Sports Nutrition

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

#### **(H) FOODS II: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Foods I, strongly recommended final grade of B (83%) or better in Foods I

The focus of this quarter course is to strengthen students' decision-making and creativity in the choice and preparation of foods. They will also practice good management of time, money, and energy in relation 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) CLOTHING & TEXTILES I: ONE CREDIT**

Length of course: One quarter

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

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

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

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

Length of course: One quarter

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

Prerequisite: credit earned for Clothing & Textiles I, strongly recommended final grade of B (83%) or better in Clothing & Textiles I

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

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

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

Length of course: One quarter

Grade level(s): 10, 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 a research project.

## **COURSE DESCRIPTIONS: PHYSICAL EDUCATION**

### **Academic Expectations:**

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

### **FUNDAMENTALS OF MOVEMENT: ONE CREDIT**

Length of course: One quarter

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

Fundamentals of Movement is designed to generate mindful movement health as a foundation on which fitness can be built. Through movement screens and assessments students will work towards restoring and improving fundamental movement patterns and quality of movement as they progress to more mature movement patterns. Through the study of mindfulness students will learn the basics of mindfulness meditation and explore the relationship between sport, movement, and exercise. Students will also learn how to work with thoughts, feelings and emotions.

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

Length of course: One quarter

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

This course provides students with an overview of various lifelong sports. Students learn not only the history, rules, and guidelines of each sport, but practice specific skills related to each. Students also learn about sportsmanship and teamwork. In addition, students study elements of personal fitness, goal setting, and sport safety.

**TEAM SPORTS: ONE CREDIT**

Length of course: One quarter

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

This highly active PE course is designed to focus on competitive team sports. There will be an emphasis on sportsmanship, team building skills and respect for rules. The class will be centered around traditional team sports and will give students an opportunity to play, coach and officiate the sports.

**YOGA 101: ONE CREDIT**

Length of course: One quarter

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

This course has three main aims: to help students develop a daily practice of self-care; to help students develop resiliency; and to help students to strengthen their body and mind. Each day, students will develop a daily practice of self-care through participating in daily mindfulness meditation and breathing exercises. Students will use yoga sequences to build strength and flexibility, creating psychological resilience and emotional awareness. No homework will be given for this course. All assessments are scaled to each student's unique abilities.

**YOGA PHILOSOPHY: ONE CREDIT**

Length of course: One quarter

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

Through daily breathwork, meditation, and yoga, this course aims to bring the understanding of yogic philosophy off the mats and into the everyday world. In this course, we will learn how yoga philosophy applies to modern life and how it has the potential to teach us how to have healthier, happier, more fulfilling lives. No homework will be given for this course. All assessments are scaled to each student's unique abilities.

**HYBRID YOGA: ONE CREDIT**

Length of course: One quarter

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

Hybrid yoga is the combination of the practice of yoga implemented into various styles of traditional exercises. Each day, students will develop a daily practice of self-care through participating in daily mindfulness meditation and breathing exercises. Students will participate in a variety of “yoga hybrids” such as, but not limited to, pilates, barre, and dynamic yoga (aka “Crossfit” yoga, recovery stretching) to build strength and flexibility. No homework will be given for this course. All assessments are scaled to each student's unique abilities.

**WEIGHT TRAINING I: ONE CREDIT**

Length of course: One quarter

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

Prerequisite: credit earned for Fundamentals of Movement

Students will learn the benefits of total fitness, including muscular development, cardiovascular exercise, flexibility and nutritional benefits. Students will be introduced to a number of different exercise techniques while developing and implementing a personal fitness program.

**WEIGHT TRAINING II: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Weight Training I

In this course, students will advance their knowledge of fitness, sports nutrition and workout regiments learned from Weight Training I. Using their own metrics and nutritional plan along with their prior knowledge, students will create their own comprehensive workout plan that they develop over the quarter. In addition, students will learn to apply Olympic lifts to their workout plans, while also learning different concepts from Crossfit training.

**POWER, SPEED, AGILITY & ENDURANCE: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: Weight Training I

Throughout this course students will participate in a comprehensive strength and conditioning program. Program emphasis is on developing knowledge and skills relative to movement prep, strength, power, speed, agility, endurance, flexibility and mobility, while reducing the likelihood of injury. Students will enhance their athleticism by implementing the latest cutting edge training methods and fundamental scientific principles. This course will introduce and enhance student's knowledge of CrossFit training techniques, Olympic movements, and help improve athletic performance and develop skill related components of fitness. Though this course has an athletic focus, it is open to any student wishing to improve their current level of fitness.

**PARTNERS IN PHYSICAL EDUCATION: ONE CREDIT**

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: credit earned for two PE courses, one of which must be Fundamentals of Movement; students must also complete an application for approval in the spring. Students are selected in the spring by a committee which includes the advisor teacher of the course, the Life Skills and ASD room teachers, and any other people the teacher feels will be helpful in the selection process. Selected students will be provided to the Guidance Department, which will then enter the course request.

This course is designed for juniors and seniors interested in going into the fields of physical education, coaching, exercise science, or other related fields. Students in this course will help design exercise programming, provide feedback for other students regarding technique, and will help to facilitate a variety of lifetime activities. Students must be interested in a related field and obtain approval from a Physical Education Teacher before enrolling.

## COURSE DESCRIPTIONS: HEALTH EDUCATION

### Academic Expectations:

- Problem solve by interpreting, evaluating, and implementing solutions

### Social Expectations:

- Make positive contributions in their community

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

Length of course: One quarter

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

In this course, students will study issues that contribute to a healthy lifestyle. The main focus of the course is making responsible choices and decisions in a variety of situations. Some topics covered in this course include: wellness, decision making, self-esteem and mental health, substance abuse, and sexual health.

### **(CP) INTRODUCTION TO SPORTS MEDICINE: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Biology

This course is designed for students interested in pursuing careers in fields such as: athletic training, physical therapy, orthopedics, medicine, fitness, physiology of exercise, kinesiology, and strength and conditioning as well as other related fields. It includes theory and practical applications in the following areas: prevention, treatment, and rehabilitation of sports injuries, increased athletic performance, taping and wrapping of injuries, first aid, emergency procedures, protective equipment and sports medicine careers.

### **(H) ATHLETIC TRAINING: ONE CREDIT** *Not offered for the 2024-2025 school year*

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: credit earned for Introduction to Sports Medicine

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

## VISUAL MEDIA & PERFORMING ARTS DEPARTMENT

### COURSE DESCRIPTIONS: BUSINESS

#### Academic Expectations:

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

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

Length of course: One quarter

Grade level(s): 11, 12

This is an introductory course designed to help students become small business owners. Students will be instructed in the basic operation of a business. The course is case-based, which means students will apply what they are learning to problems and issues faced by real businesses in the community. The course is competency-based which means students will be graded on their plans, presentations, and other demonstrations of skill, in addition to traditional tests. Students will work individually and in teams. The course uses technology to deliver the curriculum and students utilize the application of technology in the development of their individual business plans. The course also focuses a large part of the curriculum on the design and development of a Business Plan. Students will collaborate with the Design for Business class to help design their brand identity through the creation of a unique business logo, flyer, business card, and a web page.

#### **(H) MARKETING: ONE CREDIT** *Not being offered for the 2024-2025 school year*

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: credit earned for Small Business Planning and Management

This course builds upon Small Business Planning/Mgmt and focuses on fine tuning a business plan to include managerial styles, hiring strategies, and exit strategies. Introduces the role of marketing in business and other organizations. Basic theory and terminology are examined with emphasis on the four major principles of marketing: product, price, promotion, and place. This course will seek articulation in the future to match a local community college marketing course.

#### **(H) EVENTS MARKETING AND ADVERTISING: ONE CREDIT** *Not being offered for the 2024-2025 school year*

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: credit earned for Small Business Planning and Management

Introduction to the planning, creation, and use of advertising. Explores the role of advertising in our economy and its specific use in marketing a new product. Includes marketing/advertising for events and organizations around the school to help promote fundraisers, activities, contests, etc. through a variety of techniques and schemes.



## **COURSE DESCRIPTIONS: VISUAL MEDIA**

### **Academic Expectations:**

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

### **(CP) VISUAL MEDIA I: ONE CREDIT**

Length of course: One quarter

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

This introductory course explores a variety of digital tools and programs in order to create media projects for print and animation. Students learn techniques in Adobe Photoshop, Illustrator, and Animator in order to produce digital photo manipulations, graphic designs, and animation shorts. Short term projects accompanied by demonstrations in the first half of the course give students the necessary skills in order to become more independent in the later half, when they create a long-term project for animation. This project-based course is packed with problem-solving activities that gives students the opportunity to explore which type of Visual Media they would like to pursue.

### **(H) VISUAL MEDIA II: ONE CREDIT**

Length of course: One quarter

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

Prerequisite: credit earned for Visual Media I

This course expands upon the knowledge and skills gained in Visual Media I to include higher level photo-editing, digital illustration, and animation skills. Students are required to develop a high-level of motivation for independent long-term projects. Students will also have more choice in which type of media they want to work with while they sharpen their problem-solving skills and build an online portfolio that they can take with them.

### **(CP) DIGITAL PHOTOGRAPHY I: ONE CREDIT**

Length of course: One quarter

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

This introductory course teaches students various compositional and special effects techniques using both a DSLR camera and phone camera. Students will study the rules of composition to capture visually appealing images. They will research historic and contemporary photographers to learn about different styles. Students will learn the basics of manual camera settings in order to gain creative control in their work. Students can expect to take some photos in class as well as out of class in order to create variety in their work. Beginner to intermediate photo editing techniques will be practiced using Adobe Photoshop in the Mac lab. Students will leave the course with both the necessary technical skills to operate a DSLR and apply basic and creative edits to their images.

### **(H) DIGITAL PHOTOGRAPHY II: ONE CREDIT**

Length of course: One quarter

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

Prerequisite: credit earned for Digital Photography I

Students build upon their skills from Digital Photo I by applying advanced editing techniques in Photoshop and advanced manual camera setting to produce creative images. Students collaborate during photoshoots, each playing the role of director, model, and camera-person. Students are required to display mature behavior while on photo shoots and must have permission to leave school grounds in order to obtain a variety of subject matter.

**(CP) DESIGN FOR BUSINESS & THE WEB: ONE CREDIT**

Length of course: One quarter

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

This design course teaches students how to create vector graphics using Adobe Illustrator and websites using web builders. In the first half of the course, focus is placed on learning how to use Illustrator and various techniques for designing logos. In the later half, students collaborate with the Business class on a long-term project, in which they are paired with clients whom they design logos and websites for. Maintaining a good client relationship and communication is also in focus during this unit. At the end of the course, students become familiar with basic HTML coding through short tutorials and assignments. Other computer related topics include: Internet laws, ethics, and cyber security.

**(CP) EVENTS PHOTO AND LAYOUT EDITING: ONE CREDIT**

Length of course: One quarter

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

This is a hands-on project-based course that teaches students how to use a DSLR camera and publications software to layout pages for the school newspaper and/or Yearbook. Students work with real deadlines in a collaborative environment. Emphasis will be placed on taking images at school events, however, all editing and layout design will be done in the class time. If you like attending school events with a task at hand, then this course is for you. It provides students with opportunities to be active in the school community, build a resume, and be part of a team. There are also many opportunities for earning community service credits by additional contributions to the school newspaper and or yearbook. Students are welcome to sign-up for the school newspaper organization and Yearbook class as well, however it is not required for this course.

**NOTE: Students will need to commit to a number of school events, which will take place outside of regular school hours.**

**(CP) PUBLISHING, LAYOUT AND DESIGN I: (H) PUBLISHING, LAYOUT AND DESIGN II: TWO CREDITS**

Length of course: One semester

Grade level(s): 10, 11, 12

Length of course: One semester

Grade level(s): 11, 12

Prerequisite: Students must complete an application for approval in the spring. Students selected as editors/ staff members will be provided to the Guidance Department which will then enter the course request. The course will be entered as CP the first time taken, and as H for any subsequent enrollments.

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. 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.

## COURSE DESCRIPTIONS: ART AND DESIGN

### Academic Expectations:

- Communicate effectively in written, oral, and visual forms

### Social Expectations:

- Make positive contributions in their community

### **(CP) ART AND DESIGN: ONE CREDIT**

Length of course: One quarter

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

This course is an introduction to the basic concepts in the Visual Arts and the different ways in which visual media is made. The Elements of Art and the Principles of Design will guide development of work. The curriculum focuses on the basic skills and techniques of the specific studio courses offered in the program, which include: Drawing, Painting, Printmaking, Photography, Sculpture and Ceramics.

### **(H) DRAWING: ONE CREDIT**

Length of course: One quarter

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

Prerequisite: credit earned for Art and Design, strongly recommended final grade of B (83%) or better in Art and Design

Drawing is fundamental to most media in the visual arts. A sound knowledge base and proficiency is critical when developing skills in other types of art making. This course will examine the various ways of mark-making and how they are applied to subjects such as line, gestural, figure, observational, perspective, and technical drawing. Students are required to have and maintain a sketchbook for weekly assignments.

### **(H) PAINTING: ONE CREDIT**

Length of course: One quarter

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

Prerequisite: credit earned for Art and Design, strongly recommended final grade of B (83%) or better in Art and Design

This course is an introduction to the various approaches and techniques used when applying paint to a surface. Brushstroke and the various ways in which they are used to create imagery will be the main focus. Works will mirror the different styles and movements practiced throughout art's history, such as realism, surrealism, and abstract expressionism. Students are required to have and maintain a sketchbook for weekly assignments.

### **(H) PRINTMAKING: ONE CREDIT**

Length of course: One quarter

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

Prerequisite: credit earned for Art and Design, strongly recommended final grade of B (83%) or better in Art and Design

This course will further develop students' knowledge base and skill set in the media of printmaking. Students will create works of art using collagraphs, linoleum block, wood block and screen printing. Designs will be applied to various surfaces such as paper, cardstock, and fabric. Students will begin making monochromatic, or achromatic prints, and advance to reductive block prints and multicolor screen prints. Students are required to have and maintain a sketchbook for weekly assignments.

### **(H) SCULPTURE AND CERAMICS: ONE CREDIT**

Length of course: One quarter

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

Prerequisite: credit earned for Art and Design, strongly recommended final grade of B (83%) or better in Art and Design

The Sculpture and Ceramics course focuses on the techniques and skills in building three-dimensional works. The curriculum will alternate between sculptural projects and ceramic creations. Installation, additive, and abstract will be projects created in sculpture. Ceramics will explore different types of handbuilding, along with the subtractive process, cast and mold, and the wheel. Students are required to have and maintain a sketchbook for weekly assignments.

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

Length of course: One quarter

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

Prerequisite: credit earned for Art and Design, strongly recommended final grade of B (83%) or better in Art and Design

This is a traditional black and white photography course using 35mm SLR film cameras. The curriculum introduces students to the history of photography and basic functions of a 35mm SLR film camera. Students will learn how to properly expose and develop film, and create B&W prints using darkroom enlargers and chemical processing. The curriculum will focus on historical and biographical information regarding the evolution of photography and prominent photographers, along with the techniques and elements that create aesthetic images. Students are required to have and maintain a 3-ring binder for weekly assignments and for organizing negatives and prints. A 35mm SLR film camera will be provided for use in this course, however students may use their own 35mm SLR film cameras if preferred.

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

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Film Photography I, strongly recommended final grade of B (83%) or better in Film Photography I

This level 2 course builds upon the knowledge acquired in Film Photography I. Students will become proficient in advanced techniques such as multiple exposure, toning, dodging and burning, vignette, and superimposition. Students will assemble bi-weekly exhibitions exploring topics and themes of their choice. Students are required to have and maintain a 3-ring binder for weekly assignments and for organizing negatives and prints. A 35mm SLR film camera will be provided for use in this course, however students may use their own 35mm SLR film cameras if preferred.

### **(AP) ART AND DESIGN: FOUR CREDITS**

Length of course: Full year

Grade level: 12

Prerequisite: credit earned for four courses (one of which must be CP Art and Design) from Visual Media or Art and Design courses, strongly recommended final grade of B (83%) or better in all prerequisite courses and instructor review of student portfolio. If assigned, a summer assignment is required.

AP Art and Design is the most advanced course in the Art program and designed for the senior planning to major or minor in Art in college. Assignments will resemble those of a typical undergraduate art program and will be submitted to the AP Art and Design Exam 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. Students are required to maintain a sketchbook and individual and class projects will be shared with the school community in gallery shows. *This course has been audited and approved by the College Board.*

## COURSE DESCRIPTIONS: PERFORMING ARTS: MUSIC

### Academic Expectations:

- Communicate effectively in written, oral, and visual forms

### Social Expectations:

- Make positive contributions in their community

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

Length of course: One semester/Full year

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

Prerequisite for H Band: credit earned for CP Band

Band is designed to help young musicians improve their playing ability and skills while also providing opportunities to perform in a rock-style band. Students may choose to learn guitar, bass, drums/percussion, piano keyboard, or any other musical instrument in a fun and supportive environment. It is recommended that students have some prior knowledge of reading music or playing an instrument. Participation in rehearsals and performances during and after the school day will be required.

Students in Honors will help choose music and assist less experienced students.

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

Length of course: One semester/Full year

Grade level(s): 10, 11, 12

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

Length of course: One semester/Full year

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

Prerequisite for H Chorus: credit earned for CP Chorus

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

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

Length of course: One semester/Full year

Grade level(s): 10, 11, 12

### **(CP) PIANO LAB I: ONE CREDIT**

Length of course: One quarter

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

This course is designed for students who would like to develop basic piano playing skills or expand on their existing skills. Students will develop effective practice techniques and will prepare and perform music appropriate to their own skill level. Students will also gain a basic understanding of musical notation, chords, different musical styles and genres, and different composers. Students will be encouraged to use their creativity to compose, improvise and to perform alone and with others.

**(H) PIANO LAB II: ONE CREDIT**

Length of course: One quarter

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

Prerequisite: credit earned for CP Piano Lab I

This course is a continuation of CP Piano Lab I. Students will prepare and perform music appropriate to their skill level. Students will continue to advance their understanding of musical notation, chords, different musical styles and genres, and different composers.

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

Length of course: One quarter

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

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

**(H) GUITAR LAB II: ONE CREDIT**

Length of course: One quarter

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

Prerequisite: credit earned for CP Guitar Lab I

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

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

Length of course: One quarter

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

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

**(H) MUSIC LAB: ONE CREDIT**

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Piano Lab, Guitar Lab, Music Theory and Composition, Chorus or Band OR teacher recommendation for student taking lessons outside of school

This course is for students to advance their piano, guitar, vocal, and/or instrument playing ability. Students will spend the majority of this class in private practice under the direct coaching of the teacher. Other aspects of the class include composing music, playing in an ensemble with other students, and working on musicianship skills. Students will begin working at their current level of performance, develop performance goals, and work to reach those goals during the quarter.

## **COURSE DESCRIPTIONS: PERFORMING ARTS: THEATER**

### **Academic Expectations:**

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

### **Social Expectations:**

- **Make positive contributions in their community**

### **(CP) MUSIC IN FILM: ONE CREDIT**

Length of course: One quarter

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

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

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

Length of course: One quarter

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

Students study dramatic theory, acting, dramatic writing, theatre history, 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.

**Amesbury High School  
Four-Year Plan Worksheet  
GRADE 9**

**BRAINSTORM:** What is required for you this year? What subjects are your strengths? Are there subjects that you struggle with? What are your interest areas? What classes do you enjoy? Dislike? Do you have any idea what you might want to pursue in college or your career? Are there any types of courses you'd like to try that you've never been able to?

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Block 1</b>	_____ English (Level)	-----	-----	----->
<b>Block 2</b>	_____ Math (Level)	-----	-----	----->
<b>Block 3</b>	_____ World (Level)	History-----	-----	----->
<b>Block 4</b>	_____ Biology (Level)	-----	-----	----->
<b>Block 5</b>	_____ World (Level) Spanish	Language-----> or French?	Writing Lab	Fundamentals of Movement
<b>Block 6</b>				



**Amesbury High School  
Four-Year Plan Worksheet  
GRADE 10**

**BRAINSTORM:** What is required for you this year? What subjects are your strengths? Are there subjects that you struggle with? What are your interest areas? What classes do you enjoy? Dislike? Do you have any idea what you might want to pursue in college or your career? Are there any types of courses you'd like to try that you've never been able to?

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Block 1</b>	_____ English (Level)	-----	-----	----->
<b>Block 2</b>	_____ Math (Level)	-----	-----	----->
<b>Block 3</b>	_____ US History (Level)	I/ Government----	-----	----->
<b>Block 4</b>	_____ Lab Science (Level)	----->		
<b>Block 5</b>	_____ World (Level) Spanish	Language-----> or French?		
<b>Block 6</b>				

**Amesbury High School  
Four-Year Plan Worksheet  
GRADE 11**

**BRAINSTORM:** What is required for you this year? What subjects are your strengths? Are there subjects that you struggle with? What are your interest areas? What classes do you enjoy? Dislike? Do you have any idea what you might want to pursue in college or your career? Are there any types of courses you'd like to try that you've never been able to?

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Block 1</b>	_____ English (Level)	-----	-----	----->
<b>Block 2</b>	_____ Math (Level)	-----	-----	----->
<b>Block 3</b>	_____ History (Level)	-----	-----	----->
<b>Block 4</b>	_____ Lab Science (Level)	----->		
<b>Block 5</b>				
<b>Block 6</b>				

**Amesbury High School  
Four-Year Plan Worksheet  
GRADE 12**

**BRAINSTORM:** What is required for you this year? What subjects are your strengths? Are there subjects that you struggle with? What are your interest areas? What classes do you enjoy? Dislike? Do you have any idea what you might want to pursue in college or your career? Are there any types of courses you'd like to try that you've never been able to?

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>Block 1</b>	_____ English (Level)	----->		
<b>Block 2</b>	_____ Math (Level)	----->		
<b>Block 3</b>				
<b>Block 4</b>				
<b>Block 5</b>				
<b>Block 6</b>				