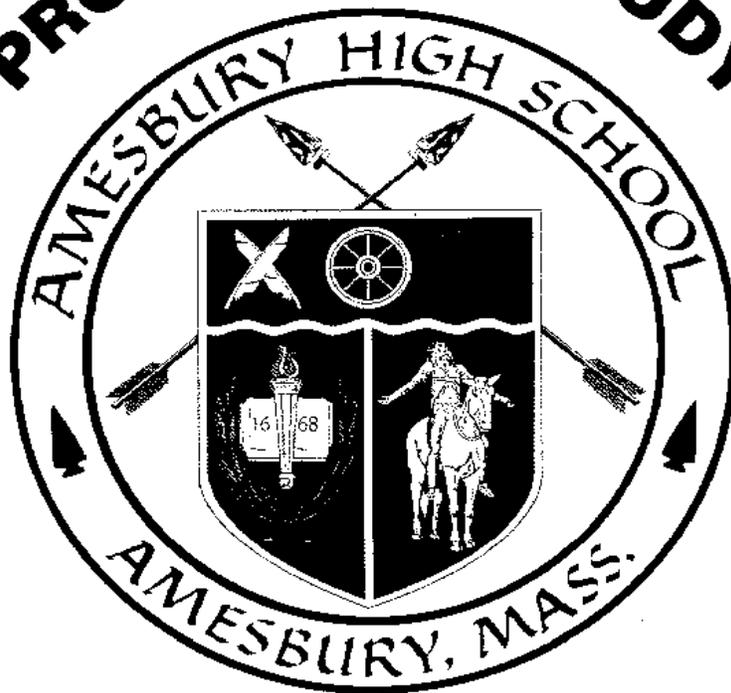


**AMESBURY HIGH SCHOOL
PROGRAM OF STUDY**



2020-2021

February 2020

Dear Parents, Guardians, and Students,

We are very excited to share our 2020-2021 Program of Studies with you. As you know, for the '20-'21 school year, our students will now have six blocks each day as opposed to four. With this change, students will now have the opportunity to take a greater variety of core and elective courses. In our new schedule, the length of many courses has changed. We encourage you to read through the Program of Studies to view the expanded offerings available to students of all grade levels. Even freshman will have room in their schedules to take non-core courses. 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 parent in choosing classes that will not only meet our graduation requirements but that will prepare our students for future success. Within this document, there are suggested progressions for each department and level to assist our families in making the best decisions possible.

With the new schedule, juniors and seniors will have increased access to dual enrollment courses through our partners, Southern New Hampshire University and Northern Essex Community College. This year, we have included grade level planning sheets to help families plan out intended course work for their high school years. Our hope is that students will use these forms to be thoughtful, and intentional, in the courses they select while at AHS. In addition to our Dual Enrollment opportunities, seniors are able to take advantage of our PASS (Plan for an Alternative Spring Semester) Program. This individualized plan allows students who have completed all of their graduation requirements, including community service, to design their spring semester. Some PASS options include taking courses on the Northern Essex Haverhill Campus, completing an internship of a student's choosing, creating a schedule that combines high school and college courses, and joining the workforce full time. Mapping out an intended schedule will help students meet the qualifications to participate in this program.

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 you take the time to truly consider what you are requesting. Given that the master schedule is driven by student requests, once the master schedule is created, it is very difficult to make changes without significantly impacting other students and teachers.

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. If you have questions, while you are reviewing the course offerings, please feel free to reach out to our Guidance Department, so that they may clarify and assist you in this process.

Sincerely,

Elizabeth McAndrews
Principal, Amesbury High School

TABLE OF CONTENTS

BELIEFS ON LEARNING AND CORE VALUES	4
21st CENTURY STUDENT LEARNING EXPECTATIONS	4
INFORMATION FOR ACADEMIC PLANNING	5
ADDITIONAL IMPORTANT CONSIDERATIONS	6
SUMMER READING	6
AHS REQUIREMENTS FOR GRADUATION	7
COMMUNITY SERVICE	7
SENIOR PASS: PLAN FOR ALTERNATIVE SPRING SEMESTER	7
MA GRADUATION REQUIREMENTS AND RELATED GUIDANCE	12
WITHDRAWAL POLICY	15
GRADING AND GPA CALCULATION PROCEDURES	16
ELIGIBILITY FOR INTERSCHOLASTIC ACTIVITIES	17
WHAT IS DUAL ENROLLMENT?	18
COLLEGE ENTRANCE EXAMS	18
COMPETITIVE COLLEGES	19
PREREQUISITES AND COURSE DIFFICULTY	19
ENGLISH DEPARTMENT	21
MATHEMATICS DEPARTMENT	28
SCIENCE, TECHNOLOGY, AND ENGINEERING DEPARTMENT	32
SOCIAL STUDIES DEPARTMENT	41
WORLD LANGUAGE DEPARTMENT	46
WELLNESS DEPARTMENT	51
VISUAL MEDIA AND PERFORMING ARTS DEPARTMENT	57
AHS PLANNING WORKSHEETS	63

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.

21stCentury Expectations	Academic #1	Academic #2	Academic #3	Academic #4	Social #1	Social #2	Civic
English	S	P	S	P	S	S	S
Math	P	S	S	P	S	S	S
Science/Technology/ Engineering	P	S	S	P	S	S	S
Social Studies	S	S	P	P	S	S	S
World Languages	S	P	S	P	S	S	S
Family/Consumer Science	P	S	S	P	S	S	S
Physical Education	P	S	S	P	S	S	S
Health	P	S	S	S	S	P	S
Visual Media/Business	S	P	P	S	S	S	S
Engineering	S	P	P	S	S	S	S
Fine Arts	S	P	S	S	S	P	S
Performing Arts	S	P	S	S	S	P	S
Community Service	S	S	S	S	P	S	P
Co-curricular Activities	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. Course selection is completed with assistance from the high school guidance counselors. Courses should be chosen from the grade to which the student will belong.

Students who plan to enter the Massachusetts State College System in the fall of 2021 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, two years of Social Sciences (including US History), two years of the same World Language, and two years of other electives. These requirements are similar to the MassCore requirements, which are defined by the MA Dept of Elementary and Secondary Education.

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

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

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.

Included at the end of this document is a series of planning sheets for each grade level. Students can use these to map out the intended coursework for the remainder of their high school years. Guidance counselors will provide support and assistance for students in developing these maps.

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; think about other choices and plan for contingencies. Students are able to make alternate course choices when entering course selections in the Aspen student portal.
2. You cannot choose courses effectively without a goal or purpose. Where are you going after high school - work? college? a training program? While it may be difficult to state your plans precisely, you should attempt to set some tentative goals. Your goals should provide direction for your high school program. If you are uncertain, it is best to try to select a program that will give you the greatest number of options in your future planning. Your final program should reflect the objectives and needs you have. 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. Students who register for Honors or AP English classes must also satisfy additional Summer Reading requirements.

AHS REQUIREMENTS FOR GRADUATION

With the roll out of the schedule change, the graduation requirements for each class are different. Beginning with the Class of 2024, students will be required to meet the new graduation requirements. The Classes of 2023, 2022, and 2021 will follow requirements tailored to their experiences at Amesbury High School. To that end, a separate table with graduation requirements for each class has been included.

COMMUNITY SERVICE

For the Classes of 2021, 2022, and 2023, the community service graduation requirement will remain the same and will be measured in the following way: A minimum of 10 hours must be completed each year. For those hours, a student will receive a Pass/Fail grade given during the fourth quarter of each year. If the ten hours are not completed, those missing hours will be added to the next year's requirements and the student will receive a failing grade for the year which will appear on his/her fourth quarter report card. This grade will prevent the student from earning honor roll recognition in the fourth quarter. In addition to completing ten hours each year, a student must complete an additional 35 hours over the four high school years. Thus, by the time of graduation, all students must complete 75 hours of community service.

Beginning with the Class of 2024, 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 AHS-sponsored Days of Service will not 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.

SENIOR PASS: PLAN FOR ALTERNATIVE SPRING SEMESTER

If a student is on track to complete all of his/her graduation requirements prior to the end of senior year, he/she may petition administration for a credit review and apply to participate in the Senior PASS Program. A pre-approval meeting must be set up by September 30th of the student's senior year with the student's guidance counselor and the Assistant Principal of Curriculum. Pending approval, the student may be given the opportunity to plan for alternative programming during his/her final semester.

AHS Graduation Requirements Class of 2024

ENGLISH

Grade 9 English - 4
Grade 9 Writing Lab - 1
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)
Senior Year Math - 2
Total Credits: 14

SCIENCE, TECHNOLOGY & ENGINEERING

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

Total Credits: 14*

**Technology/Engineering courses taken as a lab science can satisfy both requirements; courses are identified in the STE Department section of the Program of Studies. 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: History - 4
^Social Studies Elective - 1

Total Credits: 13

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

WELLNESS

Fundamentals of Movement - 1
Additional Physical Education - 1
Health - 1
Principles of Nutrition, Sports Nutrition, or Psychology of Eating - 1
Total Credits: 4

WORLD LANGUAGE

Level 1 Language - 2
Level 2 Language - 2
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

COMMUNITY SERVICE

60 hours (15 per year)

<p>Total Required Course Credits: 67* Total Required Graduation Credits: 84 Total Available Credits: 96</p>
--

**NOTE: For a student who takes a technology/engineering course as a lab science and takes Economics as the social studies elective, this number could be as low as 64.*

AHS Graduation Requirements

Class of 2023

ENGLISH

Grade 9 English - 4
Grade 10 English - 4
Grade 11 English - 4
Grade 12 English - 2
Total Credits: 14

MATH

Grade 9 Math - 4 (Algebra I)
Grade 10 Math - 4 (Geometry)
Grade 11 Math - 4 (Algebra II or Higher Math)
Senior Year Math - 2
Total Credits: 14
**Math must be taken each year, including at least two credits during senior year*

SCIENCE, TECHNOLOGY & ENGINEERING

Biology - 3
Additional Lab Sciences - 8
Visual Media/Technology/Engineering - 2
Total Credits: 13

SOCIAL STUDIES

Modern World History - 2
American Government/US History I - 4
American Studies: History - 4
Social Studies Elective - 1
Total Credits: 11

WELLNESS

Fundamentals of Movement - 1
Additional Physical Education - 1
Health - 1
Child Development, Principles of Nutrition, Sports Nutrition, or Psychology of Eating - 1
Total Credits: 4

WORLD LANGUAGE

Level 1 Language - 2
Total Credits: 2

VISUAL MEDIA/PERFORMING ARTS (Hands On)

Total Credits: 1

COMMUNITY SERVICE

75 hours (10 per year for P/F grade)

Total Required Course Credits: 59
Total Required Graduation Credits: 76
Total Available Credits: 88

AHS Graduation Requirements Class of 2022

ENGLISH

Grade 9 English - 4
Grade 10 English - 2
Grade 11 English - 4
Grade 12 English - 2

Total Credits: 12

MATH

Grade 9 Math - 4 (Algebra I)
Grade 10 Math - 3 (Geometry and/or Algebra II)
Grade 11 Math - 2 (Algebra II or Higher Math)
Senior Year Math - 2

Total Credits: 11

**Math must be taken each year, including at least two credits during senior year*

SCIENCE, TECHNOLOGY & ENGINEERING

Biology - 3
Additional Lab Sciences - 6
Visual Media/Technology/Engineering - 2

Total Credits: 11

SOCIAL STUDIES

Modern World History - 2
US History I - 2
American Studies: History - 4
Social Studies Elective - 1

Total Credits: 9

WELLNESS

Fundamentals of Movement - 1
Additional Physical Education - 1
Health - 1
Child Development, Principles of Nutrition, Sports Nutrition, or Psychology of Eating - 1

Total Credits: 4

WORLD LANGUAGE

Level 1 Language - 2

Total Credits: 2

VISUAL MEDIA/PERFORMING ARTS (Hands On)

Total Credits: 1

COMMUNITY SERVICE

75 hours (10 per year for P/F grade)

<p>Total Required Course Credits: 50 Total Required Graduation Credits: 68 Total Available Credits: 80</p>

AHS Graduation Requirements

Class of 2021

ENGLISH

Grade 9 English - 4
Grade 10 English - 2
Grade 11 English - 2
Grade 12 English - 2

Total Credits: 10

MATH

Grade 9 Math - 4 (Algebra I)
Grade 10 Math - 3 (Geometry and/or Algebra II)
Grade 11 Math - 2 (Algebra II or Higher Math)
Senior Year Math - 2

Total Credits: 11

**Math must be taken each year, including at least two credits during senior year*

SCIENCE, TECHNOLOGY & ENGINEERING

Biology - 3
Additional Lab Sciences - 4
Visual Media/Technology/Engineering - 2

Total Credits: 9

SOCIAL STUDIES

Modern World History - 2
US History I - 2
US History II - 2
Social Studies Elective - 1

Total Credits: 7

WELLNESS

Fundamentals of Movement - 1
Additional Physical Education - 2
Health - 1
Child Development, Principles of Nutrition, Sports Nutrition, or Psychology of Eating - 1

Total Credits: 5

WORLD LANGUAGE

Level 1 Language - 2

Total Credits: 2

VISUAL MEDIA/PERFORMING ARTS (Hands On)

Total Credits: 1

COMMUNITY SERVICE

75 hours (10 per year for P/F grade)

<p>Total Required Course Credits: 45 Total Required Graduation Credits: 60 Total Available Credits: 72</p>

MA GRADUATION REQUIREMENTS AND RELATED GUIDANCE*

*information in this section was taken from <http://www.doe.mass.edu/mcas/graduation.html>

I. GRADUATION REQUIREMENTS

A. Background Information

The Massachusetts Education Reform Law of 1993, state law, G.L. c. 69, § 1D, requires that all students who are seeking to earn a high school diploma, including students educated at public expense in educational collaboratives and approved and unapproved private special education schools within and outside the state, must meet the Competency Determination (CD) standard, in addition to meeting all local graduation requirements.

B. Competency Determination Requirements

1. CD Requirements

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

Because of the transition to the next-generation MCAS tests, there are currently different CD requirements depending on the student's original class, as shown in the table below. Requirements for the classes of 2021 - 2023 reflect an interim passing standard for ELA and Mathematics defining a level of achievement on the new tests that is similar to the standard on the legacy tests. Information on future classes will be provided at a later time. Note that students in the classes of 2021 - 2023 may be in the "Not Meeting Expectations" level (440–469) but still earn their CD.

Students may fulfill the CD requirements through the standard MCAS tests or the MCAS Alternate Assessment. 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. Retests in 2019-2020 are reported on the legacy scale (200–280).

	Class of 2020		Classes of 2021-2023	
	Option 1	Option 2	Option 1	Option 2
ELA	Earn a score of 240 or higher	Earn a score between 220 and 238 and Fulfill the requirements of an Educational Proficiency Plan	Earn a score of 472 or higher	Earn a score between 455 and 471 and Fulfill the requirements of an Educational Proficiency Plan
Math	Earn a score of 240 or higher	Earn a score between 220 and 238 and Fulfill the requirements of an Educational Proficiency Plan	Earn a score of 486 or higher	Earn a score between 469 and 485 and Fulfill the requirements an Educational Proficiency Plan
STE	Earn a score of 220 or higher	N/A	Earn a score of 220 or higher	N/A

2. Educational Proficiency Plans (EPPs)

An EPP must be developed for any student who does not meet or exceed the Proficient level (a minimum scaled score of 240) or next-generation equivalent on the grade 10 ELA and/or Mathematics tests.

Each EPP includes, at a minimum:

- a review of the student's strengths and weaknesses, based on MCAS and other assessment results, coursework, grades, and teacher input;
- the courses the student will be required to take and successfully complete in grades 11 and 12; and
- a description of the assessments the school will administer on a regular basis to determine whether the student is moving toward Proficiency.

C. Competency Determination Requirements for Students in Active Military Families

With the enactment of Chapter 108 of the Acts of 2012, 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. In accordance with the VALOR Act, the Massachusetts Department of Elementary and Secondary Education (Department) is 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.

D. Graduation Requirements for Displaced Puerto Rico Students

View the graduation requirements for displaced Puerto Rico high school students at <http://www.doe.mass.edu/commissioner/spec-advisories/gradreqs-pr-students.html>.

E. Graduation Requirements for Students Receiving Special Education Services

Massachusetts authorizes one regular high school diploma for all publicly funded students, including students with Individualized Education Programs (IEPs). Under state law, all students seeking to earn a high school diploma must meet the Competency Determination (CD) standard, as well as local graduation requirements. Massachusetts state law does not, however, require that a diploma *must* be issued to a student who has achieved a CD and completed local graduation requirements. Rather, these two conditions are prerequisites for graduation.

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 twenty-two years of age.

F. MCAS Appeals

In addition to the standard MCAS tests, retests, and alternate assessment competency portfolios, students may earn a Competency Determination (CD) through the MCAS Performance Appeals process. The Board established this process in 2002 for students who have been unable to demonstrate the required performance level on MCAS tests to show through their coursework that they have the knowledge and skills to meet or exceed the passing standard. When granted, a performance appeal is not a waiver of CD requirements, but an optional 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, the superintendent may submit a performance appeal to the Commissioner on behalf of the student.

Before a performance appeal will be considered, evidence must be presented to show that the student meets performance appeal eligibility guidelines. The Commissioner has the authority to waive one or more of the eligibility requirements if there are extenuating circumstances such as serious illness or other hardship. In these cases, the superintendent must submit a written justification for a waiver of eligibility requirements.

II. 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 the state's) graduation requirements.

III. 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 with Distinction Award

IV. 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 also includes additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning.

WITHDRAWAL POLICY

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

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

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

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

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

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

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

GRADING AND GPA CALCULATION PROCEDURES

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

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

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

WEIGHTED GPA CALCULATION

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

	<u>COLLEGE</u>	<u>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 & LEVEL</u>	<u>GRADE</u>	<u>CREDITS</u>	<u>POINTS</u>	<u>GRADE EQUIV.</u>
H American Studies: English	B	4	4.0	16.0
H Precalculus	A	2	4.9	9.8
AP Statistics	B+	4	5.1	20.4
CP Environmental Science	C	1	2.3	2.3
H Applied Engineering	C+	2	3.4	6.8
H American Studies: History	B+	4	4.3	8.6
CP Psychology	C-	2	2.0	4.0
CP Spanish III	A	2	4.0	8.0
CP Portfolio I	D	1	1.4	1.4
CP Visual Media I	A-	1	3.7	3.7
Adventure Learning	P	1	0.0	0.0
		23		81.0

81.0 divided by 23 = 3.5217 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. The student must pass at least sixteen credits during the year to be eligible to participate in fall sports. 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 pathways students can take for Dual Enrollment Credit starting in sophomore year. Upon successful completion of the course, credit will be awarded by the college and high school. 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 a Northern Essex Community College transcript.
- Students interested in the program must take the Accuplacer test and score into College Composition. The Accuplacer will be given to students in the spring of freshman year.
- In sophomore year, students can opt to take an American Literature class.
- In senior year, students can opt to take English Composition I and English Composition II.
- In addition, students can also opt to take courses in STEM, Business, Education, and/or Criminal Justice pathways, which could lead them to identify a career pathway that they are interested in. Students will have opportunities to enroll in courses for a specific pathway starting in their junior and senior years.

SOUTHERN NEW HAMPSHIRE UNIVERSITY

- Grades earned will be on a Southern New Hampshire University 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 can opt to take United States History I.
- In junior year, students can opt to take Introduction to American Literature and United States History II.
- Students enrolled in Advanced Placement United States History can enroll in United States History I (fall semester) and United States History II (spring semester).

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

COLLEGE ENTRANCE EXAMS

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

COMPETITIVE COLLEGES

No set pattern of admission requirements applies to all institutions of higher learning. It is important to browse through 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 English courses require additional summer reading.
- 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 entering 9th grade are strongly advised to have their 8th 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 Biology, AP Chemistry, AP U.S. History and AP Studio Art require additional work during the summer before the start of the school year.

- 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 subject to the AP exam in May in order to receive AP credit.

For the 2020-2021 school year, Amesbury High School offers advanced placement level programs in English Literature and Composition, Statistics, Calculus AB, Calculus BC, Biology, Chemistry, Physics, U.S. History, and Studio Art. The course material taught reflects the requirements of the College Board; please view the College Board website for details (www.collegeboard.org). While all programs are offered each year, budget restrictions and student requests may limit the number of sections run for each course.

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

CLASS SIZE

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

ENGLISH DEPARTMENT

Academic Expectations:

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

COURSE DESCRIPTIONS

(CP) FRESHMAN ENGLISH: 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 read for class. Students will be oriented to the Roland H. Woodwell Library Media Center and then required to do a research paper, which includes proper documentation procedures. Students will research, develop art and media projects, present information orally, and refine compositions throughout the year. All students will learn vocabulary, grammar, usage, and mechanics in both the context of their own reading and writing and through practice exercises.

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

FRESHMAN WRITING LAB: ONE CREDIT

Length of course: One quarter

Grade level: 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, rewritten and reevaluated in terms of structure, content, grammar, usage, mechanics, overall effectiveness, and on the progress made by students in relation to composition skills. Grading will be done on a competency based scale (P or F).

(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 for students wishing to take the course for Honors credit

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

(CP) AMERICAN STUDIES: ENGLISH: FOUR CREDITS

(H) AMERICAN STUDIES: 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 for students wishing to take the course for Honors credit

American Studies is a co-taught course by the English and Social Studies departments. This course is an examination of the 20th century and the United States establishing its global identity beginning with the Spanish-American War. The course consists of six units that include: the Introduction of the American Dream; World War I; the Depression Era and The New Deal; World War II; the Cold War: Post-World War II 1945-1960; and the Great Society to Present: 1960-today. The focus of this course will be on people and events that formed our present history. This course is conducted with extensive readings of novels, short stories, plays, and primary source documents that complement the eras of history so students can see the spiraling connections of how history influences literature and literature influences history. Research projects, oral presentations, class discussions, and independent study will also be integrated. Students will receive comprehensive skills in writing, grammar, and SAT test-taking strategies.

Students taking this course may have the option to earn college credit.

(H) JUNIOR ENGLISH: FOUR CREDITS

Length of course: Full year

Grade level: 11

Prerequisite: credit earned for Sophomore English and must be enrolled in AP U.S. History, strongly recommended final grade of B (83%) or better in Sophomore English

Students will study 20th century American literature while they are studying U.S. History in their AP History course. 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.

Since successful completion of any senior English course demonstrates students' proficiency in the 21st 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

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 required 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.

(H) DE ENGLISH COMPOSITION I & II: TWO CREDITS

Length of course: One semester

Grade level: 12

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

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

(AP) LITERATURE/COMPOSITION: FOUR CREDITS

Length of course: Full year

Grade level: 12

Prerequisite: credit earned for Junior English, strongly recommended final grade of B (83%) or better in junior English. 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.*

ENGLISH LANGUAGE PROFICIENCY COURSE DESCRIPTIONS

ENGLISH PROFICIENCY LEVEL 1: ONE CREDIT PER QUARTER

Length of course: From one to four quarters

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

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

ENGLISH PROFICIENCY LEVEL 2: ONE CREDIT PER QUARTER

Length of course: From one to four quarters

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

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

ENGLISH PROFICIENCY LEVEL 3: ONE CREDIT PER QUARTER

Length of course: From one to four quarters

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

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

ENGLISH PROFICIENCY LEVEL 4: ONE CREDIT PER QUARTER

Length of course: From one to four quarters

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

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

ELECTIVE DESCRIPTIONS

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

(CP) READING AND WRITING THROUGH MYSTERY AND SUSPENSE: ONE CREDIT

Rotating elective, offered for the 2020-2021 school year.

Length of course: One quarter

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

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

(CP) CREATIVE WRITING: ONE CREDIT *Rotating elective, offered for the 2020-2021 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 2020-2021 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) FANTASY LITERATURE: ONE CREDIT *Rotating elective, offered for the 2020-2021 school year.*

Length of course: One quarter

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

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

(CP) JOURNALISM: ONE CREDIT *Rotating elective, offered for the 2020-2021 school year.*

Length of course: One quarter

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

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

(CP) BRIT LIT'S GREATEST HITS – A SURVEY OF BRITISH LITERATURE: ONE CREDIT

Rotating elective, offered for the 2020-2021 school year.

Length of course: One quarter

Grade level(s): 10, 11, 12

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

(CP) TEDx AMESBURY: ONE CREDIT *Rotating elective, offered for the 2020-2021 school year.*

Length of course: One quarter

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

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

(CP) SPORTS LITERATURE: ONE CREDIT *Rotating elective, offered for the 2019-2020 school year.*

Length of course: One quarter

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

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

(CP) POWER OF PERSUASION: MEDIA LITERACY: ONE CREDIT

Length of course: One quarter

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

How are words, images, and sounds used by the media to persuade and influence people's perceptions and beliefs? In this course, students will explore what it means to be media literate and media conscious. The goal is to empower students to make informed decisions at school, home, work, stores, or polls. Students will read media messages in the following forms: television, movies, art, online videos, magazines, commercials, newspapers, and literature. To examine the multitude of daily media messages through a critical lens is important to life as a consumer, worker, and citizen. Once a message is decoded, how does it influence thoughts, feelings, and behavior? What are the effects media has on body image, gender identity, and substance use, for example? 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. Students will discuss and write about print, visual, audio, interactive, and digital texts.

TIME FOR READING: ONE CREDIT

Length of course: One quarter

Grade levels(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) EXAMINING SOCIAL INJUSTICE: ONE CREDIT

Length of course: One quarter

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

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

Length of course: One quarter

Grade level: 11, 12

Prerequisite: Permission from instructors.

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

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 and quadratic equations in two variables and basic geometry of lengths, volume and surface area. This series of courses is designed to cover all the topics required for the state competency test in mathematics.

(H) ALGEBRA 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, radical, and piecewise functions; transformations of graphs; statistics; and solving multi-step equations for all types of functions.

It is strongly advised that students have their 8th grade 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 series of courses extends the study of number and quantity, algebra, functions, 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

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

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 Integrated Algebra I and 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

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) PRECALCULUS: TWO CREDITS

Length of course: One semester

Grade level(s): 12

Prerequisite: credit earned for Integrated Algebra II

This college preparatory course expands on advanced algebra topics such as logarithms, functions, and 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

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.

(CP) STATISTICS: TWO CREDITS

Length of course: One semester

Grade levels(s): 11, 12

Prerequisite: credit earned for Algebra II

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 H Algebra II, strongly recommended final grade of B (83%) or better in H Algebra II

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

(AP) STATISTICS: 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

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

(CP) SENIOR MATH: TWO CREDITS

Length of course: One semester

Grade level(s): 12

Prerequisite: credit earned for Integrated Algebra II

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

(H) CALCULUS: TWO CREDITS

Length of course: One semester

Grade level(s): 12

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

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

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

(AP) CALCULUS AB: FOUR CREDITS

Length of course: Full year

Grade level(s): 12

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

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: Must be enrolled in AP Calculus AB

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

ELECTIVE DESCRIPTIONS

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

(CP) SAT PREP: ONE CREDIT *Rotating elective, offered for the 2020-2021 school year.*

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: credit earned for Algebra I

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

(CP) PERSONAL FINANCE AND INVESTMENTS I: ONE CREDIT

Length of course: One quarter

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

Length of course: One quarter

Grade level(s): 10, 11, 12 (geared toward 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 one quarter elective goes into greater depth and provides for exploration of more 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

Academic Expectations:

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

SCIENCE COURSE DESCRIPTIONS: LAB SCIENCES

(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 8th grade 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 pre-requisite courses. 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

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 and H Algebra II, strongly recommended final grade average of B (83%) or better in all pre-requisite courses

An advanced course for students considering college majors in science or engineering. This advanced course in chemistry 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

(H) ANATOMY & PHYSIOLOGY: TWO CREDITS

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Biology

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

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

(CP) APPLIED PHYSICS: FOUR CREDITS

Length of course: Full year

Grade level(s): 11, 12

Prerequisite: credit earned for Geometry

This course is designed to expose students to the fundamental principles of high school level physics, with an emphasis on the practical application of those concepts. Students will alternate time between the traditional classroom – exploring ideas like acceleration, force, momentum, energy, voltage, and frequency – and the engineering lab, where the practical applications come to life using SolidWorks (CAD software), 3D printers, CNC machines, and basic tools and machinery. Topics will include, but are not limited to: car crashes, gear systems, heat exchangers, electrical circuits, speakers, and more.

(H) PHYSICS: FOUR CREDITS

Length of course: Full year

Grade level(s): 11, 12

Prerequisite: must be enrolled in H Precalculus or credit earned for H Precalculus

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

(AP) PHYSICS 1: FOUR CREDITS

Length of course: Full year

Grade level(s): 12

Prerequisite: must be enrolled in Calculus or credit earned for H Precalculus, strongly recommended final grade of B (83%) or better in H Precalculus

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

(CP) MARINE BIOLOGY: TWO CREDITS

Length of course: One semester

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

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

(CP) METEOROLOGY: TWO CREDITS

Length of course: One semester

Grade level(s): 9, 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) 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) ASTRONOMY: TWO CREDITS

Length of course: One semester

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.

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) ENVIRONMENTAL SCIENCE: ONE CREDIT *Rotating elective, offered for the 2020-2021 school year.*

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) FORENSICS I: ONE CREDIT *Rotating elective, offered for the 2020-2021 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

Forensics is designed for students who have an interest in crime scene 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.

(H) FORENSICS II: ONE CREDIT *Rotating elective, offered for the 2020-2021 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

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

Forensics II is designed for students who wish to pursue a deeper exploration into the topic presented in Forensics I as well as learn additional evidence analysis techniques. Students will participate in a variety of laboratory investigations two to three times a week.

(H) ALLIED HEALTH: ONE CREDIT *Rotating elective, offered for the 2020-2021 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for 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 an interest for an allied health profession which may include, but is not limited to: athletic training, dental hygiene, cardiovascular technology, speech-language pathology and physical therapy. Curriculum includes medical terminology, history of medicine, medical ethics, patient confidentiality, pathophysiology, universal precautions/OSHA, documentation, public speaking, introduction to health professions, 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, offered for the 2020-2021 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, and sustainability. 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.

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

This fast paced course provides students with an opportunity to explore numerous open source, Web-based and existing software applications. This includes software for Windows, Linux, iOS and Android platforms. Students will problem solve by investigating new programs/apps, troubleshoot, produce a training tutorial, and learn new skills with current software.

(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 current movie and video game development. At the end of the course, students will produce a demo reel of their creations. 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

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

(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 orientated 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 and instructor approval

The main focus of this course is producing a show that would air on Amesbury Community Television. Working collaboratively, students will compose scripts, film and edit segments that will appear on Educational Access Channel 18. Students will increase their understanding of studio operations and equipment. Other obligations include assisting with various 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) PRINCIPLES OF TECHNOLOGY: ONE CREDIT

Length of course: One quarter

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

Student can take before or in place of "Fundamentals of Engineering", but not after.

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

(CP) MANUFACTURING PROCESSES IN WOOD: ONE CREDIT

Length of course: One quarter

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

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

(CP) CONSTRUCTION TECHNOLOGY I: ONE CREDIT

Length of course: One quarter

Grade level(s): 10, 11, 12

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

(H) CONSTRUCTION TECHNOLOGY II: SURVEYING: ONE CREDIT

Length of course: One quarter

Grade levels(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.

(CP) TECHNICAL DRAFTING AND DESIGN I: TWO CREDITS*

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Geometry or must be enrolled in Geometry

This course counts as a Lab Science for the Class of 2024.

This is an introductory course that involves the students in mechanical drafting and design concepts, skills, procedures and terminology used today in industry. The course is designed for those students interested in obtaining a career in engineering or engineering technology. The students will use both conventional drafting tools and Computer Aided Drafting (CAD) equipment.

(H) ADVANCED MANUFACTURING TECHNOLOGY: ONE CREDIT

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Manufacturing Processes in Wood and Technical Drafting & Design I

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

(H) TECHNICAL DRAFTING AND DESIGN II: TWO CREDITS*

Length of course: One semester

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Technical Drafting and Design I

This course counts as a Lab Science for the Class of 2024.

This course is designed for the engineering-engineering/technology minded student who wishes to further explore Technical Drafting. Computer Aided Drafting (CAD), using SolidWorks, will be the major focus of this class. Students will be exposed to SolidWorks parametric technology, create sketches, drawings, 3D printed parts, extrudes, equations, dimensions, mass properties, materials, planes, mates and assemblies.

(H) TECHNICAL DRAFTING AND DESIGN III: ONE CREDIT

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: credit earned for Technical Drafting and Design II

This course is the third course in sequence required to earn a CSWA Certificate. A Certified SolidWorks Associate (CSWA) is an individual that has successfully passed SolidWorks fundamental skills examination. Each CSWA has proven their ability to design parts and assemblies using a variety of core features in SolidWorks. At the completion of this course, students will be prepared for successful completion of the CSWA exam.

(H) ARCHITECTURAL DRAFTING AND DESIGN: ONE CREDIT

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Technical Drafting and Design I

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

(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 the quarter designing, constructing, and programming the VEX robots. 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” programming language (drag and drop) and later “Robot C for VEX.” This course is 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) FUNDAMENTALS OF ENGINEERING: ONE CREDIT

Length of course: One quarter

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

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

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 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) APPLIED ENGINEERING: TWO CREDITS*

Length of course: One semester

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

Prerequisite: credit earned for Fundamentals of Engineering

This course counts as a Lab Science for the Class of 2024.

The major focus of this course is to expose students to autonomous robotics (hardware and software design) while using the Engineering Design Process for concrete problem-solving. Students will apply academic knowledge and soft-skills in teamwork and technical communication to meet engineering standards. Students will use simple electronic circuit design, powered manufacturing machinery, 3D solid modeling design software, 3D printing, and other technical tools to develop solutions to solve proposed robotic engineering problems. The learning goals for this course include independent study skills that students will need in postsecondary education and careers in engineering and engineering technology.

Blank Space

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 6th century to the 20th century. Studies will include but are not limited to religions, Medieval Kingdoms, Enlightenment, revolutions in politics, art, economics, and society, Imperialism, Global Conflict, and origins of the Cold War. 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.

(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 Modern World History

This course is a review of the American Revolution, the early republic, an in-depth study of American government, expansion and conflict, industrialization and the north/south economic systems. The new immigrants and western migration of people will be studied as well as the causes of the Civil War, Reconstruction, Urbanization, Industrialization, and domestic policy up to 1920.

(CP) AMERICAN STUDIES: HISTORY: FOUR CREDITS

(H) AMERICAN STUDIES: HISTORY: FOUR CREDITS

Length of course: Full year

Grade level: 11

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

American Studies is a co-taught course by the English and Social Studies departments. This course is an examination of the 20th century and the United States establishing its global identity beginning with the Spanish-American War. The course consists of six units that include: the Introduction of the American Dream; World War I; the Depression Era and The New Deal; World War II; the Cold War: Post-World War II 1945-1960; and the Great Society to Present: 1960-today. The focus of this course will be on people and events that formed our present history. This course is conducted with extensive readings of novels, short stories, plays, and primary source documents that complement the eras of history so students can see the spiraling connections of how history influences literature and literature influences history. Research projects, oral presentations, class discussions, and independent study will also be integrated. Students will receive comprehensive skills in writing, grammar, and SAT test-taking strategies.

Students taking this course may have the option to earn college credit.

(AP) UNITED STATES HISTORY: FOUR CREDITS

Length of course: Full year

Grade level(s): 11, 12

Prerequisite: credit earned for Sophomore English and United States History I, strongly recommended final grade of B (83%) or better in all pre-requisite courses. 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.

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) CRIMINAL LAW: ONE CREDIT *Rotating elective, offered for the 2020-2021 school year.*

Length of course: One quarter

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

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

(CP) CIVIL LAW: ONE CREDIT *Rotating elective, offered for the 2020-2021 school year.*

Length of course: One quarter

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

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

(CP) LEADERSHIP SEMINAR: ONE CREDIT *Rotating elective, offered for the 2020-2021 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

This course is designed to explore leadership traits and strategies for success used by leaders. It is a study in character, motivation and methodologies requiring students to explore possibilities and encourage personal growth. The course will focus on effective methods of leadership, critical thinking skills, decision-

making, and the impact of the individual in making changes within our society. It will draw upon historical examples and discuss current day issues in an attempt to emphasize solutions, personal achievement and confidence. Some in class activities will focus on group work to display useful leadership solutions. Other out of class exercises will be required to demonstrate group problem-solving and effective use of skills and application of the decision making process.

(CP) LOCAL CONNECTIONS: ONE CREDIT *Rotating elective, offered for the 2020-2021 school year.*

Length of course: One quarter

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

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

(CP) HOLOCAUST STUDIES: ONE CREDIT *Rotating elective, not being offered for the 2020-2021 school year.*

Length of course: One quarter

Grade level: 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.

(CP) CONTEMPORARY WORLD HISTORY: ONE CREDIT *Rotating elective, offered for the 2020-2021 school year.*

Length of course: One quarter

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

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

(CP) ECONOMICS: ONE CREDIT *Rotating elective, offered for the 2020-2021 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

This course is intended as an introduction for students who may be considering studying business in college. The objective is to create an understanding of what economics is and how economists think. This course will cover the following ideas: scarcity, choices, costs and benefits, unintended effects, supply and demand, competition, market systems, labor, employment, 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) PSYCHOLOGY: TWO CREDITS *Rotating elective, offered for the 2020-2021 school year.*

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.

(CP) ART HISTORY: ONE CREDIT *Rotating elective, offered for the 2020-2021 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Modern 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 and the Carolingian Renaissance, the Italian Renaissance, Islamic Art, Neo-Classicism, 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) NATIVE AMERICAN STUDIES: ONE CREDIT *Rotating elective, not offered for the 2020-2021 school year.*

Length of course: One quarter

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

The overall purpose of this course is to give students insight into the diversity and complexities of Native American culture through an interdisciplinary study of topics such as: history, politics, economics and social systems, art and literature. This study will focus on Native American groups within the Continental United States with an emphasis on the New England Region. Students will understand that Native Americans had already developed independent thriving societies well before European colonization. Students will examine the history of the relationship between the US government and various tribes as well as the many positive contributions Native American culture has given to our world today.

(CP) STONES, BONES, AND US – An Introduction to Anthropology: ONE CREDIT *Rotating elective, offered for the 2020-2021 school year.*

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Modern World History

Anthropology is the study of humankind, of ancient and modern people and their ways of living. This introductory course offers a broad selection of topics that provide a greater perspective in relation to world-wide diverse cultures and beliefs from prehistory to the current era. It involves the development of human societies from the Paleolithic to the Neolithic onward. Topics include human evolutionary theory, origins

of hominids and Homo Sapiens, and the impact of geographic influences on physical and cultural development. Students will study archaeological methods and research to explore early human development; students will also study economic, social, political, and intellectual influences and varied cultural belief systems, (e.g. familial ties, rituals and traditions) while examining assorted world mythologies, philosophies and world religions.

Through the comparative studies of diverse human populations and cultures, the study of Anthropology can foster principles for self-understanding and comprehension of our world today. It can improve analytical and critical thinking skills, develop capacities around argumentation; it can foster decision-making leadership skills by encouraging the interpretation and understanding of various perspectives in the total human experience. The wide-reaching course goals and expected outcomes can prepare pupils for the future while considering past and present people, places and events in the grand array of the human experience.

(CP) HISTORY THROUGH HOLLYWOOD: ONE CREDIT *Rotating elective, offered for the 2020-2021 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.

(CP) GLOBAL GEOGRAPHY: ONE CREDIT *Rotating elective, not being offered for the 2020-2021 school year.*

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.

(CP) WOMEN'S STUDIES: ONE CREDIT *Rotating elective, not being offered for the 2020-2021 school year.*

Length of course: One quarter

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

This course explores the history of women's experience in American society. The course is taught thematically with topics ranging from, but not limited to, politics, labor, reproductive rights, military, education, sport and media/image. Women's Studies offers an examination of the women's America from the women's perspective. Additional goals include the enhancement of the women's sense of self, the elimination of sexism, a deepening awareness of the effects of gender for both sexes, and an increased respect among women and between women and men.

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.

(CP) FRENCH II: TWO CREDITS

Length of course: One semester

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

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

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

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

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

This course comprises the same core material as CP French V and may run concurrently with a CP French V. 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 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. Rubrics are differentiated and more challenging than in the CP section. Honors students are expected to complete and additional 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.

COURSE DESCRIPTIONS: SPANISH

(CP) EXPLORATION OF SPANISH LANGUAGE AND CULTURE: TWO CREDITS

Length of course: One semester

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

This course will explore the Spanish speaking world, customs, traditions and basic conversational skills. The course is intended for students who have never been exposed to a world language. Students will begin with the basics including alphabet, numbers, colors, and weather.

(CP) SPANISH I: TWO CREDITS

(H) SPANISH I: TWO CREDITS

Length of course: One semester

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

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

(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 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 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

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

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

ELECTIVE DESCRIPTIONS

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

(CP) FRENCH CUISINE AND CULTURE: ONE CREDIT

Length of course: One quarter

Grade levels(s): 10, 11, 12

Prerequisite: Credit earned for at least one language course

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. While learning about French culture, we will experience French cuisine and its effect on the rest of the world.

(CP) HISPANIC CUISINE AND CULTURE: ONE CREDIT

Length of course: One quarter

Grade levels(s): 10, 11, 12

Prerequisite: Credit earned for at least one language course

Learn about the amazing cuisine from all of the Spanish speaking countries and the history behind the dishes. You will be learning how to make the dishes and experimenting with new ingredients. While we learn about each of the dishes we will also discuss the countries rich history and traditions.

WELLNESS DEPARTMENT

Academic Expectations:

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

Social Expectations:

- **Make positive contributions in their community**

COURSE DESCRIPTIONS: FAMILY AND CONSUMER SCIENCE

(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) SPORTS NUTRITION: ONE CREDIT

Length of course: One quarter

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

This course will explore nutritional requirements for athletes including topics such as: how does food affect your performance, eating for endurance, strength, competition in addition to the importance hydration. The course will investigate and compare supplements – are they really needed? This course is project and lab based where healthy recipes will be prepared in each unit.

(CP) PSYCHOLOGY OF EATING: ONE CREDIT

Length of course: One quarter

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

What influences our eating? Students will have the opportunity to explore the type of eater they are. Emotional, stress, habitual, energy, and mindful eating habits will be considered. Eating behaviors, healthy eating habits and eating disorders will be discussed. This course is project and lab based. Healthy recipes will be prepared in each unit.

(H) FOOD SCIENCE: ONE CREDIT

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Principles of Nutrition, Sports Nutrition, or Psychology of Eating, strongly recommended final grade of B (83%) or better in pre-requisite course

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

(CP) 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.

(H) CLOTHING & TEXTILES III: ONE CREDIT

Length of course: One quarter

Grade level(s): 10, 11, 12

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

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

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

(H) CLOTHING & TEXTILES IV: ONE CREDIT

Length of course: One quarter

Grade level(s): 10, 11, 12

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

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

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

(CP) FOODS I: ONE CREDIT

Length of course: One quarter

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

Prerequisite: credit earned for Principles of Nutrition, Sports Nutrition, or Psychology of Eating

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

(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 relationship to food. Specialized cooking techniques will be practiced through laboratory experiences and the preparation of a guest meal. The concepts of health and good nutrition will be emphasized.

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

(CP) 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.

(H) CHILD DEVELOPMENT: ONE CREDIT ** only offered for the Class of 2021

Length of course: One quarter

Grade level: 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 weekly observation/ participation visits at Cashman Elementary School. Students will have a biography to read that augments topics discussed in class. Students are expected to have research skills: MLA format for work cited, internal citations, primary source selection.

COURSE DESCRIPTIONS: PHYSICAL EDUCATION**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. Students conduct a pre- and post- fitness assessment, as well as participate in weekly physical activity.

YOGA/MINDFULNESS I: ONE CREDIT

Length of course: One quarter

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

Prerequisite: credit earned for Fundamentals of Movement

This course is designed to introduce students to the basic postures, breathing techniques and methods used in yoga, yoga fusion, and mindful movement patterns. Students will experience the benefits of stretching, strengthening, and increasing their heart rate as they develop both their yoga and mindfulness practices. Creative movement will be explored through participating and choreographing yoga routines to music. Through the study of mindfulness, students will explore; techniques for dealing with thoughts, meeting and navigating intense emotions, cultivating positive states of mind and building resiliency. Students will develop and implement a personal mindfulness practice to deepen self-awareness and increase overall well-being.

YOGA/MINDFULNESS II: ONE CREDIT

Length of course: One quarter

Grade level(s): 10, 11, 12

Prerequisite: credit earned for Yoga/Mindfulness I

Take a deeper look into the yoga from an authentic, fitness-appropriate perspective. This course takes a deeper look at yoga postures discussed in “Yoga/Mindfulness I” while addressing the eight limbs of yoga. Coursework will require a deeper level of understanding of a variety of yoga poses, as well as mastery of the fitness skills required to perform these poses and maintain a safe yoga practice. Students will explore creative movement and through participating and choreographing yoga routines to music. Students will deepen their knowledge of mindfulness techniques and develop and implement a personal mindfulness practice.

FITNESS FOR LIFE: 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 benefit 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.

ADVENTURE LEARNING: ONE CREDIT

Length of course: One quarter

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

Prerequisite: credit earned for Fundamentals of Movement

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

MINDFUL RUNNING: ONE CREDIT *Rotating elective, not being offered for the 2020-2021 school year.*

Length of course: One quarter

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

Prerequisite: credit earned for Fundamentals of Movement

This course develops cardiovascular conditioning and fitness through running. It enables students to gain awareness of the importance of proper running techniques/postural alignment, including progressive resistance training and conditioning for the purpose of training for a race. Injury prevention, rehabilitation and rehabilitation are strongly emphasized. Nutrition and concepts of fitness are also covered.

POWER, SPEED, AGILITY AND ENDURANCE: ONE CREDIT *Rotating elective, offered for the 2020-2021 school year.*

Length of course: One quarter

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

Prerequisite: credit earned for Fundamentals of Movement

Throughout this course students will participate and develop a comprehensive strength and conditioning program. Program emphasis is on developing knowledge and skills relative to movement prep, strength and 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 prepare students for U.S. military fitness tests, enhance athletic performance and improve the 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. Through the practice of mindfulness students will learn how to focus more effectively, worry less, be more present, and increase their ability to respond and react quickly.

TAI CHI/QIGONG CROSS TRAINING: ONE CREDIT

Length of course: One quarter

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

Tai Chi/ Qigong Cross Training is a modified fitness program based yoga combined with martial arts movements. Tai Chi is known as slow-motion exercise, tai chi encourages slow and deliberate body movements accompanied by deep breathing. Tai Chi/ Qigong Cross Training is a program for preserving fine health, flexibility and dexterity. It pertains to mindfulness meditation, movement, standing postures and stretching for internal strengthening of the musculoskeletal system which establishes power, strength and balance.

COURSE DESCRIPTIONS: HEALTH EDUCATION

(CP) HEALTH: ONE CREDIT

Length of course: One quarter

Grade level: 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, nutrition, mental health, substance abuse, and sexual health.

(CP) ATHLETIC TRAINING I: ONE CREDIT

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: credit earned for Anatomy & Physiology

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

(H) ATHLETIC TRAINING II: ONE CREDIT

Length of course: One quarter

Grade level(s): 11, 12

Prerequisite: credit earned for Athletic Training I

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

Blank Space

VISUAL MEDIA & PERFORMING ARTS DEPARTMENT

Academic Expectations:

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

COURSE DESCRIPTIONS: BUSINESS

(CP) SMALL BUSINESS PLANNING AND MANAGEMENT: ONE CREDIT

Length of course: One quarter

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

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

Length of course: One quarter

Grade level(s): 9, 10, 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

Length of course: One quarter

Grade level(s): 9, 10, 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. Advertising careers will also be explored.

COURSE DESCRIPTIONS: VISUAL MEDIA

(CP) VISUAL MEDIA TECHNOLOGY 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, animation, and video. Students learn techniques in Adobe Photoshop, Illustrator, Animator, and iMovie in order to produce digital photo manipulations, graphic designs, animation, and film 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 two long-term projects for animation and video production. 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 TECHNOLOGY II: ONE CREDIT

Length of course: One quarter

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

Prerequisite: credit earned for Visual Media Technology 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.

(H) ADVANCED DIGITAL PHOTOGRAPHY: ONE CREDIT

Length of course: One quarter

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

Prerequisite: credit earned for Visual Media Technology I

Students learn how to use DSLR camera settings, photography composition techniques, and editing programs in order to produce unique photographs. Students collaborate during photoshoots, each playing the role of director, model, and camera-person. Various photographers and styles are researched and practiced and Adobe Photoshop is used to create special effects. Students may bring their own camera or use the school's. The cameras require manual settings: point and shoot cameras and cell phone cameras do not meet the course objectives. 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 course gives students an introduction to web design through the exploration of various online web builders and basic HTML coding. Students first learn how to use graphic design programs in order to create layouts based around the principles of web design which is then followed by a logo design unit. The long-term project is a collaboration with the Small Business Planning and Management class in which students are paired with clients to design logos and websites that will be presented by the business teams. Other computer related topics such as Internet laws, ethics, and cyber security are studied.

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

Length of course: One semester

Grade level(s): 10, 11, 12

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

Length of course: One semester

Grade level(s): 11, 12

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

Academic Expectations:

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

Social Expectations:

- **Make positive contributions in their community**

EXPRESSIVE DESIGN: ONE CREDIT

Length of course: One quarter

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

Expressive Design is a comprehensive examination of the Elements of Art and Principles of Design through project-based learning. Students will explore the ideas of abstraction and self-expression in 2D and 3D mediums like drawing, painting, photography, and sculpture. Basic technique and skill will provide students with the sound understanding of the visual world. Focus will be placed on the student's involvement in the art process and classroom routines. Grading will be done on a competency-based scale (P or F). Students are required to have and maintain a 3-ring binder for related resources and a sketchbook for weekly assignments.

(CP) PORTFOLIO I: ONE CREDIT

Length of course: One quarter

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

Portfolio I is the foundation and prerequisite for all courses on the Portfolio Pathway in the Art program. The curriculum focuses on understanding how the Elements of Art and the Principles of Design are manipulated by visual artists. These concepts will be translated through historical studies of artists, their respective art movements, and coinciding summative projects which include drawing, painting, printmaking, sculpture, and black and white photography. The week long units require a higher level of self-motivation and perseverance. Upon completion of this course, students will exhibit a complete body of work that will demonstrate skill, technique, and craftsmanship. Students are required to have a 3-ring binder for related resources, as well as 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 Expressive Design or Portfolio I

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) PORTFOLIO II: TWO CREDITS

Length of course: One semester

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

Prerequisite: credit earned for Portfolio I or teacher approval post-Expressive Design completion

This course will continue to develop the technical skill and knowledge acquired in Portfolio I within Two Dimensional mediums. Drawing, painting, and printmaking units will focus on the application and use of materials, art history, comprehension of the Elements of Art, and integration of the Principles of Design. Upon completion of this course students will have compiled a complete portfolio that will be presented for review. Students are required to have and maintain a 3-ring binder for related resources, as well as a sketchbook for weekly assignments.

(AP) STUDIO ART: FOUR CREDITS

Length of course: Full year

Grade level: 12

Prerequisite: credit earned for Portfolio II, strongly recommended final grade of B (83%) or better in Portfolio II. A summer assignment is required.

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

COURSE DESCRIPTIONS: PERFORMING ARTS: MUSIC

(CP) BAND I: FOUR CREDITS

Length of course: Full year

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

(H) BAND II: FOUR CREDITS

Length of course: Full year

Grade level(s): 10, 11, 12

(H) BAND III: FOUR CREDITS

Length of course: Full year

Grade level(s): 11, 12

(H) BAND IV: FOUR CREDITS

Length of course: Full year

Grade level(s): 12

Prerequisite for Band II-IV: Students must have successfully completed the prior level before enrolling in the next, be musically fluent on their instrument and able to read music.

Open to all students with the ability to read music for a band instrument. The Band does numerous public performances throughout the year. The PEP Band and Marching Band will perform as an adjunct function of the band. Community Service credit is available and is arranged by the instructor. Throughout the year, students are expected to participate in performances that may occur after school or evening times. Quarterly playing exams will be part of the grade.

(CP) CHORUS I: FOUR CREDITS

Length of course: Full year

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

(H) CHORUS II: FOUR CREDITS

Length of course: Full year

Grade level(s): 10, 11, 12

(H) CHORUS III: FOUR CREDITS

Length of course: Full year

Grade level(s): 11, 12

(H) CHORUS IV: FOUR CREDITS

Length of course: Full year

Grade level(s): 12

Prerequisite for Chorus II-IV: Students must have successfully completed the prior level before enrolling in the next

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

(CP) PIANO LAB: 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.

(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 Guitar I

This class is designed as a continuation of Guitar I for students with basic playing and music reading skills. Students will be exposed to various styles of guitar literature with emphasis on note reading, advanced chord forms, plectrum and 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 I: ONE CREDIT

Length of course: One quarter

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

This course is strongly recommended for those considering further study of music at the college level or those with a strong desire to learn how to write music. Students will be encouraged to develop their creative

talents by listening to music, analyzing music and notating music. Emphasis is placed on key signatures, intervals and scales as the building blocks of creative music composition.

(CP) MUSIC TECHNOLOGY AND COMPOSITION: ONE CREDIT

Length of course: One quarter

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

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

COURSE DESCRIPTIONS: PERFORMING ARTS: THEATER

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

(H) ADVANCED ACTING/MUSICAL THEATER: ONE CREDIT

Length of course: One quarter

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

Prerequisite: credit earned for Theatre I

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

**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
Block 1	_____ English (Level)	-----	-----	----->
Block 2	_____ Math (Level)	-----	-----	----->
Block 3	_____ World (Level)	History-----	-----	----->
Block 4	_____ Biology (Level)	-----	-----	----->
Block 5	_____ World (Level) Spanish	Language-----> or French?	Freshman Writing Lab	
Block 6				

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

**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
Block 1	_____ English (Level)	-----	-----	----->
Block 2	_____ Math (Level)	-----	-----	----->
Block 3	_____ History (Level)	-----	-----	----->
Block 4	_____ Lab Science (Level)	----->		
Block 5				
Block 6				

**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
Block 1	_____English (Level)	----->		
Block 2	_____Math (Level)	----->		
Block 3				
Block 4				
Block 5				
Block 6				