

**Shrewsbury High School  
Shrewsbury, Massachusetts**

# **Program of Studies**

## **2025-2026**



### **SHREWSBURY HIGH SCHOOL MISSION STATEMENT**

*The Shrewsbury High School community provides challenging, diverse learning opportunities, promotes creativity and independent thinking and empowers students to become capable, caring, and active contributors to the world in which they live.*



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***Shrewsbury High School  
75 Cypress Ave  
Shrewsbury, Massachusetts***

***Message from the Principal***

Dear Students and Parents,

I am pleased to present the 2025-2026 Shrewsbury High School Program of Studies, a comprehensive guide to shaping a meaningful and fulfilling high school experience. At Shrewsbury High School, we are deeply committed to preparing students for the future by emphasizing career exploration through our curricular offerings and fostering character development through our 21st Century Learning Expectations.

Choosing a challenging and appropriate course of study is a vital step in your high school experience. Our extensive selection of courses includes both required classes for graduation and a diverse range of electives designed to align with personal interests and future aspirations. In recent years, we've introduced courses specifically tailored to help students explore career pathways—whether entering the workforce directly after high school or pursuing further education in college or university. These opportunities are designed to provide enriching experiences, allowing students to engage with their passions and discover potential career trajectories.

Our academic and elective programs are carefully aligned with the Massachusetts Curriculum Frameworks, ensuring students meet the rigorous standards of the Massachusetts Comprehensive Assessment System (MCAS). Embedded within every course are the principles of our 21st Century Learning Expectations—outlined on page 3 of this booklet—which serve as a cornerstone for academic, civic, and social growth. These expectations define the skills and qualities we aim for all Shrewsbury High School graduates to master, equipping them for success in an evolving global landscape.

We encourage you to take the time to thoroughly review this booklet and consult with teachers, counselors, and department directors for additional guidance and clarification. By thoughtfully selecting courses that challenge and inspire you, your high school experience will be both rewarding and memorable.

We look forward to supporting you as you plan for success at Shrewsbury High School and beyond.

Sincerely,

Todd H. Bazydlo  
Principal



## **Shrewsbury High School Mission Statement**

The Shrewsbury High School community provides challenging, diverse learning opportunities; promotes creativity and independent thinking; and empowers students to become capable, caring, and active contributors to the world in which they live.

### **Shrewsbury High School's Core Values**

The Shrewsbury High School community has worked to identify our school's core values and beliefs. A committee of students, staff and parents utilized current educational research to identify and highlight the core values, beliefs and 21st-century learning expectations that help drive our educational programming. The work of the committee and faculty resulted in the identification of our Core Values and Beliefs which are: Life-Long/Reflective Learners, Equity, Advocacy, Dedication, Empathy, Responsibility/Respect and identified the 21st-century skills that all Shrewsbury High School students will demonstrate upon graduation. We have shared our values in an acronym L.E.A.D.E.R to help ensure that all students can easily identify our school community's values and beliefs regarding their education.

#### **Life-Long/Reflective Learners**

#### **Equity**

#### **Advocacy**

#### **Dedication**

#### **Empathy**

#### **Responsibility/Respect**

### **21<sup>st</sup> Century Learning Expectations**

**Academic Expectations:** Students at Shrewsbury High School will:

1. Apply critical thinking to solve problems.
2. Apply creativity to formulate work and express themselves in a variety of ways.
3. Exhibit effective communication skills.
4. Access, analyze and demonstrate an appropriate and varied use of information literacy and technology skills.
5. Develop and maintain health, wellness, fitness, and self-advocacy.

**Social Expectations:** Students at Shrewsbury High School will:

6. Demonstrate personal responsibility.
7. Show respect for all individuals through collaborative and cooperative opportunities.

**Civic Expectations:** Students at Shrewsbury High School will:

8. Exhibit a commitment to community involvement.



## **Shrewsbury Public Schools Statement of Non-Discrimination**

The Shrewsbury Public Schools are required by the Massachusetts Department of Education to publish an annual statement of non-discrimination. This notice serves to meet that requirement.

The Massachusetts Equal Educational Opportunity statute, General Laws Chapter 76, § 5, ensures that all students have the right to equal educational opportunities in public schools. The Shrewsbury Public School District is committed to ensuring equal educational opportunities for all students and does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation or disability.

The Shrewsbury Public Schools are in compliance with state and federal laws prohibiting discrimination and harassment. The following laws apply:

**Massachusetts General Law Chapter 76, § 5**, which states, "No person shall be excluded from or discriminated against in the admission to a public school or in obtaining the advantages, privileges, and course of study of such public school on account of race, color, sex, religion, national origin or sexual orientation."

**Title IX of the Educational Amendments of 1972**, is a federal statute which states, in part, "No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program receiving federal assistance." This requirement not to discriminate in educational programs and activities also extends to employment. The Title IX Coordinator is the Executive Director of Human Resources and can be reached at (508) 841-8400.

**Title VI of the Civil Rights Act of 1964**, provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving federal financial assistance. Title VI provides for equal access and prohibits discrimination in the assignment of students to classes. It also prohibits discrimination in ability grouping or tracking students.

The Shrewsbury School Committee Policies #316 and #645 deal directly with the issues of harassment. Copies of these policies are available in the principal's office at each school or through the Superintendent's Office, located at 100 Maple Avenue, Shrewsbury, MA 01545. Further information may be obtained by contacting the Executive Director of Human Resources at (508) 841-8400.

The following grievance procedure which was approved by the Shrewsbury School Committee is to be used for all issues relating to harassment or discrimination involving students and/or staff:



- The Shrewsbury Public Schools does not and will not knowingly discriminate against any student or employee on the basis of race, color, sex, religion, national origin, sexual orientation or disability. All reports of harassment or discrimination will be taken seriously and investigated in a timely fashion. Reports will be held in the utmost confidence.
- Any individual who believes he/she has been the subject of harassment or discrimination should immediately report the incident, either verbally or in writing to an administrator, adjustment counselor, guidance counselor, or teacher. The principal must be notified in all cases of harassment or discrimination. All cases of harassment involving a staff member will be reported to the Executive Director of Human Resources.
  - An administrator will first meet with the parties involved in an attempt to resolve the issue informally.
  - If the complainant is unable to meet with the alleged harasser, the administrator, teacher, or counselor may assist the complainant in drafting a letter clearly describing the incident (behavior, where and when it occurred), how the complainant felt, and a request that the behavior stop immediately.
  - Any letter should be signed by the complainant, sent to the alleged harasser and is kept on file by the school administrator.
  - The alleged harasser may be encouraged to apologize, personally or by letter or to write a letter refuting the allegations.
- In cases of alleged harassment requiring formal investigations, the following shall be implemented.
  - The complainant shall have the support of a staff member of his/her choice and the alleged harasser will also have the opportunity to select representation (union representative, attorney, teacher, etc). An administrator from the appropriate level will complete an investigation promptly and make a decision regarding the allegations.
- In serious cases where alleged harassment does not stop following a warning, appropriate disciplinary sanction may be imposed, up to and including suspension or dismissal.
  - If the conduct violates the law the incident will be reported to the appropriate authorities by the school administration.
  - Retaliation or threats of retaliation are unlawful and will not be tolerated.
  - In all cases of harassment or discrimination, the investigating administrator will make a final disposition and issue a written report, which will be maintained in the school's files.
- If the complainant cannot utilize the procedure detailed above because the alleged harasser is involved in the procedure, the complainant should contact the Superintendent of Schools. Complaints about the Superintendent of Schools should be made to the Chairperson of the School Committee.

**Section 504 of the Rehabilitation Act of 1973** is a federal statute which states, in part, "No otherwise qualified individual shall solely on the basis of handicap, be excluded from participation in, be denied benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance." This requirement not to discriminate in educational



programs and activities also extends to employment. Each school has a designated Section 504 Coordinator. Initial inquiries relating to Section 504 should be directed to the building-based Section 504 Coordinator who can be contacted through the principal's office. Further information may be requested by contacting the Asst. Superintendent for Student Services at (508) 841-8660.

The following grievance procedure should be used to report discrimination under Section 504 of the Rehabilitation Acts of 1973:

- To fulfill its obligation under Section 504, the Shrewsbury Public Schools recognizes a responsibility to avoid discrimination in policies and practices regarding personnel and students. No discrimination against a person with a disability will knowingly be permitted in any of the programs or activities of the Shrewsbury Public Schools.
- The school district has a specific requirement under the Rehabilitation Act of 1973, which includes the responsibility to identify, evaluate and if the child is determined to be eligible under Section 504, to afford access to free and appropriate educational services. Questions about eligibility or services should be first directed to the building-based coordinator.
- If a parent or guardian disagrees with the determination made by the professional staff of the school, he/she has a right to a hearing, first with the district's Section 504 Coordinator, and secondly with an impartial hearing officer. The district's Section 504 Coordinator can be reached at 15 Parker Road, Shrewsbury, MA 01545 or by phone at (508) 841-8660.
- All grievances will be heard in a timely manner by the district's Section 504 Coordinator, who will provide a written report of the district's findings. If a parent or guardian is unsatisfied with the results of the review they may appeal to the Superintendent of Schools.
- For grievances not resolved at the Superintendent's level, a review by an impartial hearing officer may be scheduled.

Individuals with grievances are not required to use the Shrewsbury Public Schools' grievance procedure. Written complaints may be filed with the following agencies:

Massachusetts Department of Education

75 Pleasant Street

Malden, MA 02148-5023 (781) 338-3000

United States Department of Education

Region 1 – Office of Civil Rights

John W. McCormack Post Office and Courthouse – Room 222

Boston, MA 02109-4557 (617) 223-9662

Equal Employment Opportunity Commission

One Congress Street

Boston, MA 02114 (617) 565-3200

Massachusetts Commission Against Discrimination

One Ashburton Place, Room 601

Boston, MA 02108 (617) 727-3990



# General Information

## Demographic Profile

Shrewsbury is principally a residential town with a population of 37,000; however, there is a significant amount of industry and business in the community. The public school system includes a pre-school, five elementary schools, two middle schools (grades 5/6 and 7/8) and one high school (grades 9 through 12). Shrewsbury is located in central Massachusetts, five miles east of Worcester and thirty-five miles west of Boston. Shrewsbury High is a four-year comprehensive high school housing approximately 1850 students. The school is accredited by the New England Association of Schools and Colleges (NEASC).

## How to Plan a Program

Planning an educational program is an ongoing process and should involve the student, parents, teachers and school counselors. Course selection marks the beginning of responsible decision-making for many students. Parents should be involved in giving both help and direction as a student works through his/her decision. A major part of the process of course selection involves the gathering of information. Classroom teachers and school counselors are valuable resources at this stage.

The Program of Studies has been prepared with students in mind. Read it first to obtain information on the entire high school curriculum and then read the booklet a second time, more carefully, to obtain specific information on those courses which are either required for next year or those in which you have a particular interest and will elect.

Classroom teachers have in-depth knowledge of the content of various courses taught within their department. In addition, they are usually aware of the level of expectation within each course. Because they know students well and the kind of work individuals are capable of, teachers can make valid recommendations as to which courses to take within the department.

School counselors have a broad overview of the entire curriculum. Besides having a strong sense of the student's performance and ability level, counselors are very aware of the courses necessary to fulfill graduation requirements. In addition, counselors are able to provide advice about the kind of program and courses, which will be helpful to students as they prepare to pursue post-high school plans. Final placement can be discussed with the appropriate counselor and department director. **Not all student choices can be accommodated within scheduling constraints and school placement policies. The principal will make final decisions on placement.**

## Graduation Requirements

To earn a diploma from Shrewsbury High School, a student must earn a minimum of 105 credits and meet local criteria satisfactorily. In addition, students must complete coursework aligned with state academic standards and curriculum frameworks in English Language Arts, Mathematics, and at least one Science discipline (Biology, Introductory Physics, Chemistry, or Technology/Engineering)



in order to earn the Commonwealth of Massachusetts state competency determination. This state competency determination was previously met through passing the high school-level state MCAS tests in English Language Arts, Mathematics, and Science/Engineering. Additional information regarding the requirements for meeting the competency determination through coursework will be provided once determined.

The specific distribution requirements that must be fulfilled for graduation and are listed below.

All students must earn at least the following credits:

20 credits in English	10 credits in Physical Education
15 credits in Social Sciences	3.75 credits in Health
15 credits in Math	2.5 credits in Fine or Performing Arts
15 credits in Science	23.75 credits in Electives

Within the stated credits, students must earn a specific number of credits in the following courses:

<b>Subject Area</b>	<b>Total # of Credits Required for Graduation</b>	<b>Specific Courses Required for Graduation</b>
English	20	English 9—5 credits
		English 10—5 credits
		English 11—5 credits
		English 12—5 credits
Social Sciences	15	U.S. History I—5 credits
		U.S. History II—5 credits
Math	15*	*four years of math is required for acceptance into Massachusetts public university or colleges
Science	15	---
Health	3.75	Health 9: Wellness – 1.25 credits Health 10: Healthy Living – 1.25 credits Health 11: Lifelong Health – 1.25 credits
Physical Education	10	Grade 9 PE—2.5 credits
		Grade 10 PE—2.5 credits
		Grade 11 PE—2.5 credits
		Grade 12 PE—2.5 credits (*1.25 for Seniors who participate in an a school sponsored internship)
Fine or Performing Arts	2.5	---
Electives	23.75	---



A semester of work in a course that meets daily earns 2.5 credits; a full year's work in a course that meets every day earns 5 credits. Freshmen and sophomores must carry a minimum of 31.25 credits. Juniors must carry a minimum of 31.25 credits and seniors must carry a minimum of 30 credits.

Only credits earned in grades 9-12 may be applied to graduation requirements. In order to participate in graduation, **ALL** requirements must be met. In addition, a senior must remain in good standing throughout senior year and pass four full credit courses (2.5 credits per semester) for the second semester. Courses that are graded on a Pass/Fail basis are not included toward the four unless stipulated on an IEP or by prior administrative agreement. Seniors who do not successfully complete the requirements for a diploma are not allowed to participate in the graduation ceremony.

### Promotion Policy

In order to continue with the class, students must earn the following credit

To be considered a <b>sophomore</b>	A student must earn <b>21</b> credits
To be considered a <b>junior</b>	A student must earn <b>45</b> credits
To be considered a <b>senior</b>	A student must earn <b>73</b> credits

Students repeating freshman year may be promoted to sophomore year at the end of the first semester if they have earned 33 credits. Those students repeating sophomore year may be promoted to the junior year at the end of the first semester if they have earned 59 credits. Students repeating junior year may be promoted to the senior year by earning 89 credits by the end of the first semester.

### Repeating Courses

Students may repeat courses for the following reasons:

- Failures
  - Both grades (the failing grade as well as the new grade) will appear on the transcript and will be counted towards GPA.
- Poor Grades
  - Both grades (the lower grade as well as the new grade) will appear on the transcript, and both grades will count towards GPA.

### Summer School/Credit Recovery

Summer School/Credit Recovery may be offered to provide students with the opportunity to make up failed courses.

- Students must attain a minimum grade of C- in the summer school/credit recovery course in order to receive credit.
- All summer school/credit recovery courses will be considered equivalent to one semester of work (worth 2.5 credits).



- Make-up should be done during the summer school session following the academic year in which the course was taken. No sequential courses may be taken prior to passing the prerequisite. Students failing one semester of English must make it up during summer school (if teacher approved) or during the academic year immediately following the failure. Whenever two semesters of English credit are outstanding, the student may *not* go on to the next year of English. He/she/they must make up both semesters of English at that point.
- A student must have the approval of the counselor and administrator to attend summer school/credit recovery program. He/she/they must maintain good attendance, make a reasonable effort, and exhibit acceptable behavior in the failed class. Administrators will review cases on appeal with the department director.

To discuss course offerings and the selection process, please make an appointment with your school counselor:

Lee Diamantopoulos	508-841-8852	Email: ldiamantopoulos@shrewsbury.k12.ma.us
Susan Eriole	508-841-8830	Email: serieole@shrewsbury.k12.ma.us
Angie Flynn	508-841-8824	Email: aflynn@shrewsbury.k12.ma.us
Frank Flynn	508-841-8851	Email: fflynn@shrewsbury.k12.ma.us
Jammie Lussier	508-841-8827	Email: jlussier@shrewsbury.k12.ma.us
Jessica Rice	508-841-8834	Email: jrice@shrewsbury.k12.ma.us
Greg Soboff	508-841-8715	Email: gsoboff@shrewsbury.k12.ma.us
Tammy Yeung	508-841-8818	Email: tyeung@shrewsbury.k12.ma.us

### Course Levels

All placements are designed to provide the maximum intellectual challenge for each student. The school makes placement decisions on the basis of aptitude as determined by standardized testing, past academic performance, and teacher recommendations. Placement assumes that ability will allow success, but normal student effort is also assumed; low grades are not automatically a basis for dropping levels. It is also assumed that students and teachers will anticipate upward movements in level placements based on intellectual growth over years of schooling. Placement levels may vary in different subject areas.

### Advanced Placement (AP):

AP courses are college-level classes that follow a specific, College Board approved curriculum taught by Shrewsbury High School staff. Courses are designed for the maximum challenge of the most intellectually curious students. Very substantial initiative and independent work is the norm. Students are expected to take the AP examination.



**Honors:**

Where Advanced Placement is not available, honors is the highest level in intellectual challenge. Substantial initiative and independent work is the norm.

**A Level:**

The largest grouping of students in the high school is A Level. Courses require a moderate to extensive intellectual development and outside preparation. These courses are designed to prepare students for college and the world of work.

**Grade Point Average/Class Rank**

Grade point average is calculated from the total number of quality points a student earns. The grades received in the course taken and the level of the courses determines quality points. Shrewsbury High School does not report class rank to colleges and universities. Students' weighted grade point average is reported on the transcript and to colleges/universities.

Calculation of the valedictorian and salutatorian is based on the top two highest weighted grade point averages. In order to be considered for Valedictorian and/or Salutatorian, students must be enrolled as a Shrewsbury High School student for 8 consecutive semesters. Final determination of these distinctions will be made at the conclusion of quarter 3 of students' senior year.

**Course Levels/Quality Points**

Grade	AP	Honors	A Level
A+	5.7	5.2	4.7
A	5.3	4.8	4.3
A-	5.0	4.5	4.0
B+	4.7	4.2	3.7
B	4.3	3.8	3.3
B-	4.0	3.5	3.0
C+	3.7	3.2	2.7
C	3.3	2.8	2.3
C-	3.0	2.5	2.0
D+	2.7	2.2	1.7
D	2.3	1.8	1.3
D-	2.0	1.5	1.0
F	0	0	0



The semester grade is an average of the two-term grades added to the semester exam. The weight of the semester/final exam is 10% of a student's semester grade.

### **Course Commitment**

Allocation of staff, rooms, and the number of sections offered are determined by the number of student requests received for a specific course; therefore, students selecting full-year courses are committed and expected to remain in the course for the entire year. Exceptions are permitted under certain circumstances. Also, students selecting semester courses are committed to remaining in these courses for the semester scheduled.

### **Recommended Program**

The "best" schedule is the one that includes a comprehensive educational plan linked with career awareness and exploration. SHS offers students' applied academic courses, workplace, and school-based learning, occupational and technical courses, career pathways, field studies and internships. Our curriculum will effectively prepare students to live and work in a highly technical society through meaningful educational and career preparation.

### **College Preparatory Program**

As suggested earlier, school counselors can provide sound advice about an appropriate college preparatory program. Generally speaking, students should enroll for the most rigorous level of classes that they can handle. Each year students should be taking "major" courses in the liberal arts: English, mathematics, languages, social studies and science. In addition to these solid academic courses, students should also take the opportunity to broaden their scope and satisfy their interests by taking electives in the areas of family and consumer science, art, music, engineering, technology, and media.

### **College preparatory academic courses should include:**

- **English:** courses in composition and literature that will include the development of reading, writing and comprehension skills.
- **Mathematics:** courses in algebra, geometry, advanced math. Students considering attending a Massachusetts state university are required to take four years of math as prescribed by the Massachusetts Board of Higher Education. Additionally, students who plan to major in math, science or engineering, should take a fourth year of math, including calculus.
- **Science:** courses in biology, chemistry and physics.
- **History/Social Sciences:** challenging advanced electives in human and social development.
- **World Language:** colleges and universities look for students to take a minimum of two years of the same world language. Highly selective colleges look favorably upon four years of study.
- **Related Electives:** to broaden the depth and scope of a student's educational background. Examples of these courses include child development, art, music, T.V. or technology.



### **Two-Year Technical/Junior/Community College**

Students planning post-high school education at a two-year college should follow the same prescribed program as for the four-year college.

### **School-to-Career**

Students planning to join the workforce full-time immediately upon graduation, in an entry-level position, should plan their high school program not only to satisfy graduation requirements but also to take advantage of courses that will provide marketable work-based competencies or participate in a career pathway. Courses from Family & Consumer Science, Technology, Media(TV production), business, music/art departments, Internships, Cooperative Work Study and/or Job Shadowing, are strongly recommended.

### **Computer Access**

Shrewsbury High School fully embraces the guiding principle that technology enhances teaching and learning. In support of this belief, SHS has increased access to technology by providing each student an iPad and maintaining several computing areas. Access to computers can be found in the media center and computer labs, and teachers have access to department laptop carts. These labs are scheduled by teachers and/or departments in order to teach entire classes a particular application or to hold workshops. Daily after-school access is available in the computer labs until 2:50 pm and in the media center until 3:20 pm.

### **Tutoring Services**

Peer tutoring is designed for students who need extra help in a subject. Tutors help support 9th and 10th graders with content, organization, and study skills. Peer tutors are National Honor Society members or students in grades 11-12 who have been recommended by their teachers. Tutoring sessions take place in departmental areas or media center during the student's study period; tutoring continues for as long as needed. Students are referred by a teacher, counselor, administrator, or parent. Please contact the school counseling office for more information about the program.

### **School Psychologists**

School Psychologist Counseling Services are available to all students in order to help them cope better with personal issues that may jeopardize healthy adolescent development. Students may make appointments directly with the school psychologists or through school administrators, teachers, school nurses, parents, or counseling staff.

#### **School Psychologists:**

Mrs. Michelle LeMay (508) 841-8850

Dr. Nicole Meuse (508) 841-8775

### **Massachusetts Seal of Biliteracy**

Shrewsbury Public Schools in collaboration with the SHS World Language Department recognize students who attain high functional and academic levels of proficiency in English and another language. Whether that language is studied at SHS or is a Home/Heritage Language, Shrewsbury High School awards the Massachusetts Seal of Biliteracy and/or Seal of Biliteracy with Distinction



on student diplomas and transcripts to any senior meeting the qualifying criteria in English and another language. This credential is worth college credit at participating universities and is the only legal means to certify proficiency in another language. For more information, please visit <https://www.doe.mass.edu/scholarships/biliteracy/> or contact the SPS World Language Director and Seal of Biliteracy Coordinator, Mr. Kenneth Almeida (508-841-8838).

### **School Counseling Department**

The SHS School Counseling Department supports the American School Counseling Association national standards and the Massachusetts Model for school counseling by providing academic, career, and personal/social development including post-secondary support for all students at SHS. School counseling programming is delivered to students in grades 9-12 through a classroom developmental guidance curriculum, individual meetings, and various group activities.

#### **Seminars**

School counselors design, plan, and deliver a developmental school counseling curriculum through group seminars. Counselors will use a career and college program to help students in every step of their post-secondary planning.

#### **Grade 9**

Students participate in a three-day curriculum that assists students through the transition of high school by addressing the culture of SHS through its Core Values and understanding how to navigate SHS academically and personally to achieve success. Students are also introduced to our career and college search program.

#### **Grade 10**

Students participate in a three-day curriculum understanding personal academic goals and school resources available to support their goals. In addition, students will develop a personal in-depth career exploration. Students complete a financial planning activity and are also introduced to Test Prep for access to SAT and ACT preparation.

#### **Grade 11**

Students participate in a three-day junior planning seminar. Juniors begin the post-secondary planning research process by utilizing our career and college program in preparation for Junior Planning Night for students and parents/guardians. During semester two, counselors will meet with juniors to discuss post-high school planning and the college search process.

#### **Grade 12**

Students participate in a two-day post-planning application workshop including a stress education and management workshop with counselors. Individual meetings are planned for personalized planning throughout the college and post-planning application process. Additionally, various evening programs are presented to students and parents/guardians on the application process and financial aid.



### **Special Education Services**

Shrewsbury High School is committed to providing comprehensive programs for students with disabilities. The high school subscribes to the philosophy that all students can learn and that the purpose of special education is to minimize the impact of disability and maximize student ability to achieve success in the least restrictive environment with the greatest access to the general curriculum.

A teacher, parent, social worker, and/or physician may refer students for evaluation. Following a referral, students are determined to be eligible for special education services when all three of the following conditions are met:

1. A student has a documented disability
2. A student is not making effective progress as a result of that disability
3. A student requires specialized instruction or related services in order to access the general curriculum

For further information regarding procedures and programs, please contact the Special Education Department Director.

#### **Director of Special Education:**

Mrs. Meghan deLeon (508-841-8828)

### **Library Media Services**

The Library Media Program at Shrewsbury High School provides experiences which help students become independent, self-sufficient learners and researchers by offering instruction and guidance in the use of our extensive reference collection, both in print and electronic media. The program also fosters an enjoyment of literature and an appreciation of varied literary genres.

Research activities are embedded into the curriculum where the media specialist and the teacher work collaboratively to assist the students. Students also visit the media center during directed study periods to work independently or in small groups. The media center and multimedia function presentation room are available for students' daily use. The Media Center is open daily until 3:20 p.m.

#### **Media Center Staff:**

Emily Bredberg, Media Specialist (508-841-8821)

### **School Nurses**

The school nurses strengthen and facilitate the educational process by improving and protecting the health of children. The major focus of school nursing services is the prevention of illness and disability, and the early detection and correction of health problems.

#### **School Nurses:**

Kayleigh Webert (508-841-8768)

Pam Johnson (508-841-8822)

Michelle Rogers (508-841-8822)



## Information on Health & Sexuality Education

There are a variety of courses offered at Shrewsbury High School that include information with reference to sexuality and human growth and development. These programs have been developed by our professional staff and endorsed by the Health Education Advisory Council. The overall goal is to promote the health and well being of our students and to help them make wise and informed decisions during their teenage years and beyond.

Sexuality education is a component within the Health, Science, Social Studies, and Family and Consumer Science Departments. Topics such as puberty; dating; relationships and communication skills; pregnancy; birth control; abortion; sexual orientation; prevention of HIV/AIDS and other sexually transmitted diseases; and prevention of sexual abuse are included. The specific courses that include these topics are listed below. Parents are welcome to review the materials for these curricula. Please contact the appropriate dept director to arrange a convenient time and location.

During the instruction, students will be able to ask questions, which will be answered factually and in an age-appropriate manner. Each student's privacy will be respected, and no one will be put on the spot to ask or answer questions or reveal personal information. Material will be presented in a balanced, factual way that makes clear that people may have strong religious and moral beliefs about issues such as birth control and abortion, and that these beliefs must be respected.

Under Massachusetts law MA G.L. C. 71 §32A and School Committee policy, a parent may exempt a child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To receive an exemption, simply send a letter requesting an exemption for your child to the principal. No student who is exempted from this portion of the curriculum will be penalized. The school will provide an alternative assignment to students who are exempted.

Courses including sexuality education and human sexuality issues are as follows:

Health Education	Human Reproduction; Conception; Contraception; Sexually Transmitted Diseases; HIV/AIDS; Sexual Orientation; Relationships; Abuse
Human Body Systems Principles of Biomedical Science	Introduction to Bioethics; Population Control and Birth Control; Abortion; HIV/AIDS
Biology (All levels)	Human Reproduction
Psychology	Development; Motivation (four main areas: sexuality, hunger, Achievement, and the need to belong)
AP Psychology	Biological Bases of Behavior; Motivation and Emotion; Physical and Cognitive Development; Social Development; Social Psychology; Psychological Disorders



Child Development	Teen Pregnancy and Parenthood; Prenatal Development; Preparing for Birth; The Baby's Arrival; Special Challenges for Children; Understanding the Behaviors of Children
Early Childhood Education	Guiding Children's Safety; Understanding Four and Five - Year - Olds; Guiding Storytelling Experiences



## **Special Programs**

Shrewsbury High School is a comprehensive public high school and as such its curricular offerings are designed to meet the needs of most students. There are times, however, when a student needs special programs or courses. Shrewsbury High School has several programs that may meet the needs of these students. For more specific information, it is important that students discuss these options with their guidance counselors to find out about enrolling in these special programs.

### **Course Offerings:**

Academic Support	Job Shadowing Program
Cooperative Work-Study Program	SHS Capstone Exhibition Honors
Learning Skills	Virtual High School
World of Work	Vocational Exploration
Mobile On-Site Vocational Education (MOVE)	Career Pathways

### **Academic Support (9507)**                      Grade (s): 9-12

Prerequisite: Permission of Instructor

Academic Support is a supportive academic environment designed to assist students to succeed in a regular education program. Support is provided to enhance organizational skills, study skills, and expectations of the academic classroom and teachers. The goal of this course is to help students to develop the necessary skills for continued achievement in high school. This course meets for 6 days during the 7-day cycle.

### **SHS Capstone Exhibition Honors (9504)**

Elective              Full Year      Grade (s): Grade 11 Semester 2 continuing through Grade 12, Semester 1

Prerequisite: Permission from the coordinator

The intent of this program is to allow a select number of juniors and seniors to engage in Project-Based Learning in an area of personal interest. Students will pursue an independent project over the course of the spring of their junior year and the fall of their senior year. The project may center around any of the major academic disciplines, art, music, technology, exercise/fitness, mindfulness, writing, or performance, to name a few. Students may also consider an internship or paid employment as part of their project. The required public exhibition will be evidence of a student's learning over the course of the year; it will celebrate that learning and showcase a final product that enables students to share their experience with a larger audience. Additionally, students will demonstrate their ability to problem solve, organize time and resources, communicate effectively and reflect on themselves as a learner. Students will be required to demonstrate competence through the creation of a portfolio, exhibition, and reflective journal. Students will be required to meet performance benchmarks to remain in the program. Benchmark assessments will be made by a faculty mentor. Removal from the program is at the discretion of the faculty coordinator; decisions may be appealed to the principal. Students must apply by the end of sophomore year to be considered for this program.



### **Virtual High School**

Elective                      Semester or Full Year    Grade(s) 11-12                      A Level, Honors or AP

Virtual High School is a worldwide leader in offering high school courses in an online format. At Shrewsbury High School students can choose from over 200-semester courses and 7 full-year Advanced Placement courses. Some of the more popular courses include Criminology, Investing in the Stock Market, Business & Personal Law, Forensic Science, Art History, and Pre-Veterinary Medicine. Popular Advanced Placement courses include AP Economics (Micro & Macro), AP Government & Politics, AP Art History, and AP Computer Science. VHS students should be motivated, independent learners who can budget their time effectively, enjoy working independently, and want to use current information and communication technologies. Students have a designated class time as they would with any other elective. Check out Virtual High School by visiting the website at [www.govhs.org](http://www.govhs.org) where you can follow the academic link to the course catalog and a demo net course.

### **Job Shadowing Program (9974) - non credit bearing**

Elective                      Grade(s): 10-12

The Job Shadowing Program provides students with opportunities to explore occupations of interest to them. On an individual basis, students visit an adult at work for one day to gain first-hand familiarity with careers of interest to them. Students may identify their own sponsor for this program. Each job shadowing student may visit one work site per semester. Please see the CTE Coordinator for required forms and procedures.

### **Cooperative Work Study Program (9989/10 credits), (9990/15 credits)**

Elective                      Grade(s): 11-12

Prerequisite: Permission of CTE Coordinator, School Counselor, and Grade Administrator

Cooperative Work-Study Program is occupation-oriented paid work experience. It gives students an opportunity to integrate on-the-job experience with their potential chosen career pathway. Students will work to improve industry-based skills and knowledge with skills already developed in school. This program allows students to attend school and work in a related business during work-study periods, in the afternoon and evening. Students are required to complete an application process that will include the CTE Coordinator, school counselor, and the grade administrator approval to enroll. Students will be required to meet with the program coordinator quarterly to develop a portfolio of vocational materials, comply with program guidelines, and act in a responsible manner to be successful in this program. Credit will be based on a period (s) assigned and grading is Pass/Fail.

### **Internship**

**(10 or 15 credits)- add**

Elective                      Grade: 12

Prerequisite: Permission of CTE Coordinator, School Counselor, and Grade Administrator

Internships give students an opportunity to integrate on-the-job experience with their chosen career pathway. Students will work to improve industry-based skills and knowledge with skills already developed in school. Students are required to complete an application that will include the



CTE Coordinator, school counselor, and the grade administrator approval to enroll. Students will be required to attend meetings, complete a digital portfolio of work, and attend an internship showcase as scheduled. Any student enrolled in an internship is expected to follow all SHS policies and procedures at their scheduled work site. Internships are required for students in one of the 6 Career Pathways at SHS and will be given first priority. Credit will be based on a period (s) assigned and grading is Pass/Fail.

### **Learning Skills (9/10, 11/12) (9901)**

Prerequisite: Permission of Instructor

The Learning Skills course is designed to provide students with skills that are necessary to be successful in high school, as well as to prepare students to transition to post-secondary settings (work, college, adult living, etc). Students receive instruction individually and/or in small groups according to students' individual learning styles. Learning Skills lessons are designed to teach executive functioning, study techniques, career planning, self-advocacy, and self-determination skills. In addition, students will be provided with instruction to develop compensatory strategy skills that will assist them in becoming independent learners. Students complete a minimum of four activities in the following domains each academic school year as determined by teacher assessment: goal setting and planning, academics and career skills, and self-determination.

### **Vocational Exploration (9914)**

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences, is designed to improve the student's functional job experience within the Shrewsbury High School environment, with explicit teacher instruction and feedback. Skills targeted include initiating communication, appropriately asking for help, accepting feedback professionally, independent problem solving, and building task acquisition skills. Job tasks have included distributing copied worksheets to teacher mailboxes, organizing and delivering supplies throughout the school, cleaning glasses and measuring them in a lensometer, and window cleaning all of which are meaningful skills that students can bring to other job positions and add to their resume. In addition, this course includes an online component to complete a number of vocation-related lessons related to job-related skills such as communication and problem solving.

### **World of Work (9916)**

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences, is designed to improve the student's completion of a variety of vocational routines or tasks. These activities include but are not limited to: reading recipes, preparing food items, stocking items, laundry, loading and unloading the dishwasher. In addition, students will complete a variety of interest inventories to then explore preferences for tasks and settings. In addition, when appropriate students will attend community-based learning activities within the structure of the school day that focuses on money skills, communication skills, interpersonal skills, and foundational math skills.



### **Mobile On-Site Vocational Education (MOVE) (9920)**

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences, is designed to provide integrated employment experience in community settings with support. Students travel to a local business, where they complete a variety of skills including but not limited to housekeeping, gardening, clerical tasks, basic food prep, and organization of common areas of the business. Students rotate through each work area on a weekly basis. There are a variety of short-term activities combined with regular long-term projects throughout the year, planned and implemented in partnership with the business management. Students work with a site supervisor, special education teacher, and instructional aides. Skills targeted are individualized but may include, communication with support staff and customers, self advocacy, accepting feedback professionally, independent problem solving, following a list of professional rules, building task acquisition skills, and maintenance of mandated work attire. Students also develop resumes and participate in mock interviews.

### **Career Pathways Program**

Prerequisite: Completion of application

The Pathways program was created in response to the growing demand of the regional labor market and students' limited of access to vocational-technical programming. The Pathways program allows students to explore potential career interests by focusing on a particular area of study to help prepare them for making a decision to enter the workforce or attend college or university. Students interested in the Pathway program must complete an application and select one of the six pathways to study. Students who participate in 3 courses of a specialized pathway will receive a certificate designating their pathway of study. Students who complete a 4-year Pathway, including participation in an internship, work-study experience, or capstone project will be given a certificate of distinction in that Pathway. Enrollment into the Pathway program is limited and in the event student demand exceeds capacity, enrollment will be determined by a lottery system. All other students will have the opportunity to participate in a single pathway course as their elective after those committed to following a pathway have been scheduled. Additionally, we have increased our Project Lead the Way (PLTW) course offerings to help us expand into new areas. PLTW is an innovative project based curriculum that empowers students to develop and apply in-demand skills by exploring real-world challenges.

Career Pathways course descriptions can be found in each department's section of the Program of Studies. Listed below are the Career Pathways sequencing of courses by discipline:

1. Business
  - a) Introduction to Business (semester course)
  - b) Marketing (semester course)
  - c) Personal Finance (semester course)
  - d) Accounting (semester course)
2. Childcare & Child Development
  - a) Child Development I (semester course)
  - b) Child Development II (semester course)



- c) Early Childhood Education (semester course)
  - d) Advanced Early Childhood Education (full year course)
3. Computer Science
- a) Introduction to Web Design (semester course)
  - b) PLTW: Computer Science Principles (full-year course)
  - c) PLTW: Cybersecurity (full-year course) and/or PLTW: Computer Science A (full-year course)
4. TV Production & Film
- a) Introduction to TV Production & Film (semester course)
  - b) TV Production & Film 2 (semester course)
  - c) TV Production & Film 3 (semester course)
  - d) Advanced TV Production & Film (full year course) and/or Broadcast Journalism & TV Production for Morning Announcements (full year course)
5. Engineering: Manufacturing
- a) PLTW: Introduction to Engineering Design (IED)
  - b) PLTW: Computer Integrated Manufacturing (CIM)
  - c) PLTW: Principles of Engineering (POE)
  - d) Industry internship /Capstone Project
6. Life Sciences: Bio-Medical Industry
- a) PLTW: Principles of Biomedical Science (PBS)
  - b) PLTW: Human Body Systems (HB)
  - c) PLTW: Medical Interventions (MI)
  - d) Industry internship /Capstone project



## English Department

Mrs. Liza Trombley, Director

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The English program is designed to meet students' individual needs and to help them acquire effective communication skills. Students are enrolled in an English class each year and must successfully complete four years in order to meet graduation requirements. Each year's course offerings build upon skills acquired during previous years. Listening, reading, speaking, thinking, research and writing skills are emphasized each year; thus, students are challenged to support their opinions with specific details from their reading and observations. There are varying levels of English for each grade. Students are placed at a level most appropriate for them based on teacher recommendation, past and present academic performance, and future goals.

The English Department's curriculum is developed and continually refined in accordance with the Common Core State Standards' *Ten Guiding Principles for English Language Arts Programs in Massachusetts*. The *Guiding Principles* dictate that an effective English Language Arts and literacy curriculum: draws on literature in order to develop students' understanding of their literary heritage; draws on informational texts and multimedia in order to build academic vocabulary and strong content knowledge; develops students' oral language and literacy through appropriately challenging learning; emphasizes writing arguments, explanatory/informative texts, and narratives; holds high expectations for all students; provides explicit skill instruction in reading and writing; builds on language, experiences, knowledge, and interests that students bring to school; nurtures students' sense of their common ground as present or future American citizens and prepares them to participate responsibly in our schools and civic life; reaches out to families and communities in order to sustain a literate society. Throughout the four years of English, the Department collectively strives to meet these goals.

### Course Offerings:

English 9	Advanced Placement English (Literature)
English 10	Advanced Placement English (Language)
English 11 or English 11: American Studies	Introduction to World Mythology
English 12	Creative Writing

### English 9 (9A-1204, 9 Honors-1207)

*Meets Expectations for Student Learning: 1,2,3,4,6,7*

Required      Full Year      Grade: 9      A level or Honors

Prerequisite: Past academic performance and teacher recommendation

Ninth grade English is a college preparatory course in which students read, discuss, and write about various literary genres, including such works as Shakespeare's *Romeo and Juliet*, Steinbeck's *Of Mice and Men* or *The Pearl*, and Cisneros' *The House on Mango Street*. In addition to these canonical texts,



students are also introduced to BIPOC authors and contemporary titles that address the issues facing our world. Students complete a research unit; acquire new vocabulary; in the study of grammar, students focus on parts of speech, parts of a sentence, and phrases. Writing encompasses the requirements of the State Frameworks, including analytical writing, persuasive writing, narrative writing, and expository writing. There is an emphasis on providing apt textual references to support ideas in both writing and discussion. Honors level students will be required to produce some lengthier writing assignments. Emphasis will also be placed on non-written communication skills such as speaking and listening.

### **English 10 (10A-1205, 10 Honors-1208)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7*

Required      Full Year      Grade: 10      A Level or Honors

Prerequisite: Past academic performance and teacher recommendation

Tenth grade English is a college preparatory course which reviews and strengthens previously acquired language skills while introducing more sophisticated concepts. Students analyze the elements of fiction in such works as Shakespeare's *Julius Caesar* or *Twelfth Night* and Lee's *To Kill a Mockingbird*. The study of multicultural literature continues with numerous poems and nonfiction pieces, as well as novels. Students continue to be exposed to BIPOC authors, and contemporary titles that address the issues facing our world. Extensive work on writing effective strategies continues, and there is an emphasis on framing and writing long compositions, which include specific references to literature students have already read. The focus in grammar is on the clause and intensive study of mechanics. Writing focuses on diction (effective, appropriate, rich vocabulary), coherency, organization, and thoughtful commentary about textual evidence.

### **English 11 (11A-1235, 11 Honors-1236)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7*

Required      Full Year      Grade: 11      A Level or Honors

Eleventh grade English is a college preparatory course that applies previously learned skills to the study of American Literature. Particular attention will be paid to the historical context in which the work was written and/or set. Students will read and analyze seminal works such as *Their Eyes Were Watching God*, *The Great Gatsby*, *The Catcher in the Rye*, and *The Crucible*. Students will also read and analyze short stories, poetry, and non-fiction from the American literary canon. In addition to these canonical texts, students continue their study of diverse authors, and contemporary titles that address the issues facing our country and the world. Each student will learn the techniques of doing research using both traditional and technological methods and will produce several short research papers and projects. Students will develop critical reading, vocabulary, and writing skills as they prepare for the SAT exam in May. The college essay is introduced in a unit on narrative writing.

### **English 11: American Studies (11A-1224, 11 Honors-1225)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7*

Required      Full Year      Grade: 11      A Level or Honors

Prerequisite: Teacher recommendation



American Studies includes not only the content and skills of English 11 and U. S. History II but also builds upon them by focusing on the relationship between the two content areas. Classes are scheduled during consecutive periods to facilitate daily collaborative learning and common assessments. Students enrolled in American Studies will be expected to work with a variety of learners as well as take personal responsibility for their learning. The English component will pay attention will be paid to the historical context in which the work was written and/or set. Students will read and analyze seminal works such as *Their Eyes Were Watching God*, *The Great Gatsby*, *The Catcher in the Rye*, and *The Crucible*. Students will also read and analyze short stories, poetry, and non-fiction from the American literary canon. In addition to these canonical texts, students continue their study of diverse authors, and contemporary titles that address the issues facing our country and the world. Each student will learn the techniques of doing research using both traditional and technological methods and will produce several short research papers and projects. Students will develop critical reading, vocabulary, and writing skills as they prepare for the SAT exam in May. The college essay is introduced in a unit on narrative writing. *Students who register for this course must also register for US History II: American Studies at the same level.*

### **Advanced Placement English Language (1212)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7*

Required      Full Year      Grade: 11      Advanced Placement

Prerequisite: Teacher recommendation; past academic performance; writing sample; practice test

Advanced Placement Language and Composition (11th grade) is a college-level course in effective writing and critical reading. Writing skills are analyzed in a systematic way by studying a variety of nonfiction prose. Students assess prose writing by examining an author's use of diction, syntax, tone, structure, purpose, and meaning. Attention will be centered on developing a personal rhetorical style that cultivates strong persuasive writing skills. Students will analyze writings through close reading drills, and the lessons learned will be transferred to their own writing. Emphasis will be focused on knowing how to select and use appropriate modes of writing. Successful completion of summer work is required. Students are expected to take the Advanced Placement Exam in May.

### **English 12      (12A-1206, 12H-209)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7*

Required      Full Year      Grade: 12      A Level or Honors

Prerequisite: Past academic performance and teacher recommendation

Twelfth grade English is a college preparatory course that focuses on elements of British Literature as well as high-interest texts from the Americas and beyond. Literature is analyzed through many lenses, allowing teachers to highlight their areas of expertise, interest, and past teaching experiences. Students are afforded a wide array of focused instruction, and are exposed to literature, (and related writings, art pieces, journalism, and film), focused on the humanities, social issues, women's studies, and drama, to name a few. The curriculum includes the literary analysis of either Shakespeare's *Macbeth* or *Hamlet*, among other typically anthologized works; it also includes more contemporary pieces; we strive to highlight a diverse authorship and selection of literature.. The interpretive aspects of symbolism, theme, figurative language, and style are emphasized.



Students are encouraged to make connections to their own lives and the world they live in today. In writing, students produce progressively longer and more sophisticated expository writing, with explicit instruction around transitions, tone, and rhetorical strategies such as repetition, understatement, and varied syntax. Work on the research paper and research project is continued. During the first semester, the personal narrative is an area of focus. Vocabulary study continues, and the study of grammar culminates with a focus on usage.

### **Advanced Placement English Literature (1211)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7*

Required      Full Year      Grade: 12      Advanced Placement

Prerequisite: Teacher recommendation; past academic performance; writing sample; practice test

This is a college-level course for students in their last year of high school who have an interest in English and are recommended by their Grade 11 English teachers. The course combines lectures, seminars, and critical papers based on readings from major American, British, and world authors. Emphasis is placed on critical reading, class discussion, and analytical writing with the goal of increasing students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. Successful completion of summer work is required. Students are expected to take the Advanced Placement Exam in May.

### **Introduction to World Mythology (1258)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7*

Elective      Semester      Grades 10-12      A Level or Honors

This introduction to world mythology course will examine the beliefs, cultural norms, and historical context behind various ancient myths and legends, emphasizing the ways in which these ancient myths and legends continue to give insight into human relationships, the human condition, the nature and perception of reality. As a survey course, students will analyze and explore the basic origins of Greek, Norse, Egyptian, and Celtic myths and legends, reinforcing an understanding of common and notable gods and goddesses, analyzing the purpose, function, and cross-cultural connections of mythology, as well as the various themes, narratives, and mythical elements that provide a lasting impact to the modern world. Open to grades 10-12, Honor or A level credit options.

### **Creative Writing (1213)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7*

Elective      Semester      Grades 10-12      A Level or Honors

The purpose of this course is to expose students to various types of non-technical writing, such as poetry, drama, and short fictional and nonfictional narratives. We will study famous pieces, and students will also practice their own creative writing skills through daily journal prompts, specific technique exercises, and writing workshops that walk them through pre-writing activities, drafting, editing, and feedback. Grades will be based on completion of imitation assignments, progress made between drafts, participation, and self-reflective pieces. The semester will culminate in a portfolio submission, which will include the full process of several major works as well as a reflection of the student's writing experiences. Open to grades 10-12, Honor or A level credit options.



**Essential English 9/10 (9903)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7*

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences, is designed to improve the student's reading comprehension and writing skills through the analysis of novels, short stories, poems, nonfiction texts, and plays. Students will build upon previously acquired skills to enhance their use of grammar and vocabulary. Writing assignments will focus on thematic development, sentence and paragraph structure, use of supporting details and word choice. In addition, some assignments will include group and individual presentations designed to enhance students' presentation skills as well as their ability to collaborate and communicate effectively with classmates.

**Essential English 11/12 (9903)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7*

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences is designed to further develop the students ability to read, discuss, and write about various literary genres. Students will participate in a study of diverse authors, and contemporary titles that address the issues facing our country and the world. Students will develop an understanding of the connection between historical events and literature of the time. Through a variety of methodologies, students will learn new vocabulary words from their readings, and consistent review of the conventions of writing will be provided. Each student will learn the techniques of doing research using both traditional and technological methods. Students will demonstrate mastery in subject matter by producing several research papers and projects.



## English Language Education Department

Ms. Christina Manos, Director

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The English Language Education (ELE) Department is a district department administering programs for English learners (ELs) in Grades K-12. The department's goal is to enable students to develop English language proficiency and achieve content-area standards, while simultaneously valuing their native languages and cultural backgrounds. At Shrewsbury High School, ELE course offerings are determined by the student's English language proficiency level. Courses align with the five performance levels, determined by the state English Language Development Standards. Instruction is designed to improve English language development in the four language domains, listening, speaking, reading, and writing, as well as enable students to learn grade-appropriate content. The ELE department also offers an internship elective for students, in grades 10-12, to work collaboratively with their peers who are learning English. Foreign language skills or bilingual skills are not required, but are certainly useful. Former ELs are eligible for this internship.

### Course Offerings:

ELE English I	ELE U.S. Culture & History I
ELE English II	ELE U.S. Culture & History II
ELE English III	ELE Academic Support
ELE English IV	ELE Internship for non-ELLs
ELE Newcomer Language & Skills	

### **ELE English I A/B (9516A/9516B)**

*Meets Expectations for Student Learning: 1,2,3, 4, 6, 7*

Required      Full Year      Grade: 9-12      English Proficiency: level 1

This course is designed for students who have minimal English literacy skills. Students needing this course have not yet developed simple written and spoken communication in English. Instruction focuses on increasing English vocabulary, so students will begin to be able to read and write in English.

### **ELE English II A/B (9517A/9517B)**

*Meets Expectations for Student Learning: 1,2, 3,4, 6, 7*

Required      Full Year      Grade: 9-12      English Proficiency: level 2

This course is designed for students who have developed simple written and spoken English. Students in this course are able to read and comprehend below grade-level text. Students will read, discuss, and write about various literary genres, such as short stories, nonfiction, myths, folktales, poetry, and dramatic literature. Students will also read a novel.



**ELE English III A/B (9518A/9518B)**

*Meets Expectations for Student Learning: 1,2,3,4 6,7*

Required      Full Year      Grade: 9-12      English Proficiency: level 3

This course is designed for students who are able to communicate in English, but have not yet acquired the academic language needed for success in mainstream English classes. Students in this course are able to read and comprehend texts of limited linguistic complexity, as well as write short, simple paragraphs with limited detail and linguistic complexity relative to their native English-speaking peers. Students will read, discuss, and write about various literary genres, such as short stories, nonfiction, poetry, and legends, myths, & fables. Students will also read a drama and a novel.

**ELE English IVA/B (9522A/9522B)**

*Meets Expectations for Student Learning: 1,2 3,4,6,7*

Required      Full Year      Grade: 9-12      English Proficiency: level 4

This course is designed for students who are able to communicate in English and have begun utilizing grade-level academic language. Students in this course are able to read and comprehend texts almost at grade level, as well as write short, detailed compositions. Students are also able to edit their writing. Students will read, discuss, and write about various literary genres, such as short stories, narrative nonfiction, and poetry. Students will read a drama, as well as one to two novels.

**ELE U.S. History & Culture I A/B (9519TA/9519TB)**

*Meets Expectations for Student Learning: 1,2, 3,4, 6, 7*

Elective      Full Year      Grade: 9-12      English Proficiency: level 1 and 2

This course is designed for students who have developed simple written and spoken English. Newcomer English students will also benefit from literacy instruction exploring American History. Students will learn about the pre-Colonial Era, settling the English colonies, the War for Independence, and life in America during the 1800s. Students will also learn about American holidays and customs, the democratic tradition, and civic responsibilities.

**ELE U.S. History & Culture II A/B (9520TA/9520TB)**

*Meets Expectations for Student Learning: 1,2, 3, 4, 6, 7*

Elective      Full Year      Grade: 9-12      English Proficiency: level 3 and 4

This course is designed for students who have developed written and spoken English, with some academic language proficiency. The goal of the course is to develop students' understanding of important events in American History and provide background schema for Social Sciences courses required for graduation. Students will learn about pre-colonial exploration, the English colonies, the American Revolution, the Constitution, the newly formed United States, the Industrial Revolution, the Civil War, and Reconstruction.

**ELE Newcomer Language & Skills (9535)**

*Meets Expectations for Student Learning: 1,2, 3, 4, 6, 7*

Elective      Full Year      Grade: 9-12      English Proficiency: level 1 and 2



This course is designed for newcomer students with little or no prior experience in US schools who are at the entering or emerging level of English development based on the *WIDA English Language Proficiency Levels*. The course will provide direct instruction of literacy, numeracy, content area background knowledge, academic vocabulary and school culture, including but not limited to school skills and expected behaviors in the U.S.

### **ELE Academic Support (9508)**

*Meets Expectations for Student Learning: 1,3,6, 7, 8*

Elective          Full Year          Grade: 9-12          English Proficiency: all levels

This class gives students an opportunity to achieve success in their content area classes, as well as master academic English skills. This class offers students time and support to navigate the linguistic demands and cultural differences of required content class textbooks and assignments. Students are expected to use the class to conduct research, work collaboratively with peers or work independently on assignments, and/or receive instruction from the ESL teacher.

### **ELE Internship (9525)**

*Meets Expectations for Student Learning: 1, 3,6, 7, 8*

Elective          Semester          Grade: 10-12          **Students who are not learning English**

Students will be assigned by the department director to work in ELE Academic Support as an assistant to the ESL teacher. Interns will assist in their assigned classes by helping English language learners as directed by the ESL teacher. The ESL teacher may also ask interns to create study guides or review materials with or for ELLs. Students who participate in this program will meet with their cooperating ESL teacher and will complete monthly feedback forms. The P/F grade for this internship will be determined by attendance and the feedback forms completed by both the ESL teacher and the intern. Foreign language skills or bilingual skills are not required, but are certainly useful.



# Family and Consumer Sciences Department

Dr. Erica Pratt, Director

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The Family and Consumer Science Program strives to encourage the development of each individual student to their fullest potential. There is no greater way to improve society than to improve each family's home life. This is especially pertinent as the basis of our curriculum reflects the core of daily living. By offering courses in child growth and development, consumer education, food and nutrition and personal growth, we attempt to give each student self-esteem, confidence, and awareness of others, in order to become a responsible contributor to society. Our Family and Consumer Sciences courses are aligned with the Family and Consumer Science National Standards. Resource Management expands personal advocacy beyond consumer health. It includes managing home, consumer, workplace and environmental resources, which is the consumer education connection with topics such as child development, food science, nutrition and sports nutrition.

## Course Offerings:

Focus on Foods	Child Development I
Foods of the World	Child Development II
Baking and Pastry Arts	Child Development II Honors
Mediterranean Cuisine	Early Childhood Education
Leadership in Cooking	Early Childhood Education Honors
Interior Design	Advanced Early Childhood Education

### Focus on Foods (5410)

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective Semester Grades: 9-12 A Level Prerequisite: None

Students will learn the basic technology of food preparation and be able to identify, understand, analyze, and evaluate food choices. Emphasis will be placed on safety and sanitation in food preparation. Units covered will include quick breads, yeast breads, eggs, pies/pastry, and fruits and vegetables.

### Foods of the World (5425T) **NOTE: This Course will not run in 25-26**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective Semester Grades: 9-12 A Level Prerequisite: Focus on Foods

Students will explore the cuisines and cultures of various countries around the world.. Influences of geography, climate, and culture will be studied. Additional food preparation and techniques will be explored.

### Baking and Pastry Arts (5428)

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective Semester Grades: 9-12 A Level Prerequisite: Focus on Foods



Students will explore advanced techniques of baking and pastry arts. Delicious breads, confections, pastries, cakes, cookies, and plated desserts will be made. Students will gain an understanding of the ingredients, methods and cake decorating skills used to create these products.

### **Mediterranean Cuisine (5427)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Semester                      Grades: 9-12                      A Level                      Prerequisite: Focus on Foods  
Students will explore the cuisines and cultures of Mediterranean countries. Influence of geography, climate, and culture will be studied. Additional food preparation and techniques will be explored. Students should be open to sampling ethnic foods.

### **Leadership in Cooking (5411)**                      Prerequisite: Focus on Foods or Teacher Recommendation

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Semester                      Grades 10-12                      A Level  
Students under the direction of the teacher will serve as peer partners and experience collaboration across basic cooking, nutrition, and kitchen safety. Students will gain valuable experiences while working in a diverse setting that fosters leadership & teamwork in a safe and inclusive environment.

### **Interior Design (5430T)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Semester                      Grades: 9-12                      A Level                      Prerequisite: None  
This course exposes students to the elements, principles, and goals of interior design, as well as concepts related to types of housing styles, and locations. In addition to gaining exposure to this career field, students will complete projects to demonstrate their understanding of concepts related to the course.

### **Child Development I (5440)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Semester                      Grades: 10-11                      A Level                      Prerequisite: None  
The course presents a fundamental knowledge of human growth and development to help one understand oneself and others. The focus is on gaining an understanding of children and the role that family plays in their lives. Emphasis is on skills essential to establishing a positive environment for maximizing a child's development physically, intellectually, emotionally and socially. Participation with the children in our Little Colonials Preschool supports our classroom learning.

### **Child Development II (5450)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Semester                      Grades: 10-11                      A Level                      Prerequisite: Child Development I  
This course focuses on the early stages of development from conception through early childhood which includes reproduction and birth. An in-depth study of the four areas of development helps students understand what needs to be considered to maximize a child's potential. Consideration is also given to the responsibilities of caregivers, issues related to health and safety of the young child,



and the special challenges that may be faced. Participation in both the Little Colonials' Preschool and Baby Think It Over Project offer experiences that help to connect academic and life skills.

### **Child Development II Honors (5482)**

*Meets Expectations for Student Learning: 1,3,7,8*

Elective      Semester      Grades: 10-11      Honors      Prerequisite: Child Development I & Teacher Recommendation

Students will be expected to incorporate service credits to their Child Development II course work. Reflections must be passed in with a signed service verification sheet. Students will also complete one independent research project.

### **Early Childhood Education (5460)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective      Full Year      Grades: 11-12      A Level      Prerequisite: Child Development I and II

Students will coordinate their study of Early Childhood Education by participating in our on-site Little Colonials preschool lab. The students will focus on the entire operation of the preschool, including such topics as developing an appropriate environment, safety, health, routines and nutrition for children. The course will offer in-depth information on planning and implementing activities for children along with providing students with foundational work skills, techniques for guiding the behavior of children and guidelines for developing effective observation skills.

### **Early Childhood Education Honors (5481)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective      Full Year      Grades: 11-12      Honors      Prerequisite: Child Development I and II & Teacher Recommendation

Students will coordinate their study of early childhood education by participating in an onsite preschool lab. Students will be required to complete four collaborative projects and three research projects. The students will assist with the facilitation of the entire operation of the preschool. The course will require in-depth planning and implementing activities for children along with providing students with foundational work skills, techniques for guiding the behavior of children and guidelines for developing effective observation skills. For honors credit, the student must execute a written agreement with the instructor for additional independent outside work.

### **Advanced Early Childhood Education (5493)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective      Full Year      Grades: 12      A Level      Prerequisite: Early Childhood Education

This course provides students opportunities to apply skills and knowledge of the principles of Early Childhood Education in a practical setting. Students will focus on developing lesson plans and creating learning opportunities for elementary aged students in preschool or extended day and enrichment programs. It is anticipated that this course will align with the requirements for a college level course and provide opportunities for dual enrollment students. A final capstone project will be assigned.



# Health and Physical Education Department

Dr. Erica Pratt, Director

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Health Education at SHS incorporates standards and content outlined in the MA Comprehensive Health Curriculum Frameworks and provides opportunities for all students to develop and demonstrate health-related knowledge, attitudes, and practices. Lessons integrate the physical, mental, emotional, and social dimensions of health. This instruction is part of a sequential program designed to reinforce knowledge & positive attitudes to contribute to optimum health and wellness. Physical education is an integral part of the total education of the student, contributing to the physical development of the individual through promotion and appreciation of physical fitness and activity. Lessons are developed as a planned sequence of learning experiences designed to fulfill the growth, development, and behavior needs of each student. We recognize the unique opportunity physical education has to contribute to social and emotional development, opportunities for positive peer group interaction, good sportsmanship, and proper self-discipline and control.

## Course Offerings:

Health 9: Wellness	Physical Education Level 1
Health 10: Healthy Living	Physical Education Level 2
Health 11: Lifelong Health	Leadership in Physical Education
Global Health	Officiating
	Sports Management and Athletic Leadership

### Health 9: Wellness (9016T)

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Required Semester Grade: 9 A Level Prerequisite: None

The Wellness course is a graduation requirement for all freshmen. Emphasis is placed on health-related skills of analyzing influences, interpersonal communication, and decision making. The core content includes: Mental/emotional health including anti-bullying, substance abuse prevention focusing on addiction and current drug trends, sexuality focusing on reproduction and contraception. This course meets for 3 days during the 7-day rotation.

### Health 10: Healthy Living (9017T)

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Required Semester Grade 10 Prerequisite: Health 9

The Healthy Living course is a graduation requirement for all sophomores. Emphasis is placed on health-related skills of analyzing influences, goal setting, advocacy, and self-management. The core content includes: CPR/AED and first aid training, nutrition including personal diet analysis and healthy choices, and anti-bullying. This course meets for 3 days during the 7-day rotation.

### Health 11: Lifelong Health (9018TT)

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*



Required      Semester      Grade: 11      A Level      Prerequisite: Health 10

The Lifelong Health course is a graduation requirement for all juniors. Emphasis is placed on the health-related skills of accessing information, advocacy, interpersonal communication. The core content includes: Lifestyle and infectious disease prevention, bullying prevention, and lifelong health skills. This course meets for 3 days during the 7-day rotation.

### **Global Health (9120)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective      Semester      Grade: 12      Prerequisite: Health 9,10, and 11

Students interested in fields of medicine, environmental, and influencing public policy would benefit greatly from this course. Global Health is a multidisciplinary field that involves a blend of health and social sciences, such as biology, medicine, epidemiology, environmental science, anthropology, economics, and sociology. Students will have the opportunity to examine infectious diseases, lifestyle diseases, and mental illness while considering how society and culture influence our health. They will investigate barriers to solving global health issues, as well as explore solutions for improved global health. Potential topics include CVD, diabetes, and the obesity epidemic; HIV/AIDS, malaria, influenza, and tuberculosis; stress, depression, and anxiety; food supply, safety, and nutrition; and environmental and societal factors, such as climate change, big industry, economic disparities, and water availability. Students will analyze the relative importance of issues and practicality of solutions with discussion, debate, and position papers. Students who want to take this course for honors credit must execute a written agreement with the teacher for additional work. This course meets for 3 days of the 7-day rotation.

## **Physical Education 9-12**

Physical Education is a required subject for all SHS students in every grade and must be passed each semester for graduation. Students in grades 9-12 are scheduled to take Level 1 (9 & 10th grade) and Level 2 (11 & 12th grade) physical education classes. The physical fitness levels of students are assessed and recorded each year in a pre-test and post-test format. Skill competencies, written assignments and class evaluations are incorporated into the units. Each grade level is expected to show proficiency in the activities that are important for their personal development at the appropriate stage.

### **Physical Education Level 1 (9109)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Required      Year      Grade(s): 9 and 10      A Level      Prerequisite: None

Physical Education Level 1 is a required course for 9th and 10th grade students and satisfies, in part, the physical education requirement for graduation. This course will allow students to progress through several lifetime, fitness and adventure content areas throughout the semester. This course meets for 3 days during the 7-day rotation.



### **Physical Education Level 2 (9110)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Required Year Grade(s): 11 and 12 A Level Prerequisite: Level 1 Physical Education

Physical Education Level 2 is a required course for 11th and 12th grade students and satisfies, in part, the physical education requirement for graduation. This course will allow students to progress through several lifetime, fitness and adventure content areas throughout the semester. This course meets for 3 days during the 7-day rotation.

### **Leadership in Physical Education (9122)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective Semester Grade(s): 9-12 Prerequisite: Teacher Recommendation

This elective course may be taken to meet, in part, a student's minimal physical education requirement or as an additional elective course. Students under the direction of the Physical Education teachers and support staff, serve as peer partners in a unified physical education setting. Students have the opportunity to develop knowledge & skills that promote PE, wellness, sports & recreation activities for all abilities that can be incorporated into a physically active lifestyle. Students will gain valuable physical activity experiences while working in a diverse setting that fosters leadership & teamwork in an inclusive environment. This course meets 3 days during the 7-day rotation.

### **Officiating (9210)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective Semester Grades 11 & 12 Prerequisite: Level 1 Physical Education

This hybrid style course will include opportunities for students to acquire officiating experience and training. The study of various sports and their rules (eg. soccer, field hockey, lacrosse, football, volleyball, basketball, etc) according to the NFHS will be presented. Practice sessions will occur within the context of the course and physical education classes. Students will be eligible to take officiating exams aligned with their sport of choice. This course will meet 3 days of 7-day rotation and fulfills the Physical Education requirement.

### **Sports Management and Athletic Leadership (9211)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective Semester Grades 11 & 12 Prerequisite: Level 1 Physical Education

This course will present special topics within sport management and athletic leadership. Topics will include athletic management/leadership, athletic training, sports nutrition, sport psychology, strength and conditioning, film and video production, coaching and fundraising. Students will complete a culminating portfolio project for credit. This course will meet 3 days of 7-day rotation and fulfills the Physical Education requirement.



# Technology, Media, & Business

Ms. Shawna Powers, Director

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The Technology, Media, & Business department provides students with opportunities to explore a variety of courses in technology, media, and business, some of which are directly related to specific careers. In each course, we work to encourage the development of each individual student to their fullest potential by providing students with opportunities to think critically, problem solve, create, and collaborate. We aim to help all students to become competent, responsible contributors to our society.

Within our course offerings, there are a few pathways that interested students may want to follow. For students with a strong interest in television and film production, we offer a series of courses: Introduction to Television Production & Film, TV Production & Film II, TV Production & Film III, Broadcast Journalism & TV Production for Morning Announcements, and Advanced Television & Film Production. For students with a strong interest in coding and computer science, we offer Web Design, Computer Science Principles, Cybersecurity, and Computer Science A. For students with a strong interest in Business, we offer Introduction to Business, Marketing, Personal Finance, and Accounting. Please note that some courses require a prerequisite.

Courses Available at Each Grade Level			
Grade 9	Grade 10	Grade 11	Grade 12
Intro to Computer Applications Intro to Web Design	Intro to Computer Applications Intro to Web Design PLTW Computer Science Principles (FY) PLTW Cybersecurity (FY) PLTW Computer Science A (FY)	Intro to Web Design PLTW Computer Science Principles (FY) PLTW Cybersecurity (FY) PLTW Computer Science A (FY)	Intro to Web Design PLTW Computer Science Principles (FY) PLTW Cybersecurity (FY) PLTW Computer Science A (FY)
Intro to TV Production & Film TV & Film II	Intro to TV Production & Film TV & Film II TV & Film III	Intro to TV Production & Film TV & Film II TV & Film III Broadcast Journalism & TV Production for Morning Announcements (FY) Advanced TV & Film (FY)	Intro to TV Production & Film TV & Film II TV & Film III Broadcast Journalism & TV Production for Morning Announcements (FY) Advanced TV & Film (FY)
Intro to Business	Intro to Business Marketing Personal Finance Accounting  TMB Internship	Intro to Business Marketing Personal Finance Accounting  TMB Internship	Intro to Business Marketing Personal Finance Accounting  TMB Internship



**Course Offerings:**

Intro to Computer Applications (semester)	Intro to Web Design (semester)
PLTW Computer Science Principles (full year)	PLTW Cybersecurity (full year)
PLTW Computer Science A (full year)	Intro to Television Production & Film (semester)
Television Production & Film II (semester)	Television Production & Film III (semester)
Advanced Television & Film Production (full year)	Broadcast Journalism & TV Production for Morning Announcements (full year)
Introduction to Business (semester)	Personal Finance (semester)
Accounting (semester)	Marketing (semester)
TMB Internship (semester)	

**Introduction to Computer Applications (7345)**

Meets Expectations for Student Learning: 1,2,3,4,6,7

Elective Semester Grade 9-10 A Level

This course will enable students to develop computer skills that they can apply in other academic course areas as well as in advanced technology courses and in life beyond high school. Emphasis will be placed on the role of computers as tools that enable us to communicate more effectively, conduct research more efficiently, and increase productivity. Students will be introduced to a broad range of computer technology. Students will learn about file management, word processing, effective use of email, spreadsheet creation, presentation creation, collaboration tools, and troubleshooting. Course content will include the legal and ethical issues involved with computer and technology use. No prior knowledge or experience is required. This course meets for 3 days during the 7-day rotation (opposite PE or Wellness).

**Introduction to Web Design (7319T)**

*Meets Expectations for Student Learning: 1,3,4,5,6,7,8*

Elective Semester Grades: 9-12 A Level

Have you ever thought about being a Web Designer or Web Developer? Are you creative? Would you like to learn how to code? This course blends creativity with coding. In this course, you will gain an understanding of web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining websites. If you are interested in Internet technologies, visual design, and digital communications, this course is for you! You will learn to create web page content, plan a website, and incorporate creative design principles to bring personal web pages to life. Throughout the course you will work both individually and in groups to create a website with multiple pages and functions. You will learn to code in HTML, CSS, and JavaScript for your



webpages. No previous experience is required. This course satisfies the arts graduation requirement.

### **Project Lead the Way Cybersecurity (7417)**

*Meets Expectations for Student Learning: 1,2,3,4,7,8*

Elective                      Full Year                      Grades: 10-12                      A Level

The digital world continues to grow along with information online. Would you like to gain skills that are valuable as a digital citizen in any field? This course will expose students to the rapidly growing and far-reaching field of cybersecurity. You will learn foundational cybersecurity topics such as personal security, system security, network fundamentals and cryptography. You will engage in problem-based learning, where you will act as a cybersecurity expert and examine the ways computers, networks and people can be exploited by hackers. You will identify cybersecurity threats and learn how to protect against them, and you will learn how to detect and respond to intrusions. You will learn how organizations protect themselves, and you will learn about the range of careers that exist in this high demand field. Whether exploring a career in this growing field or wanting to gain digital skills to protect one's own personal information, you will gain valuable skills for our ever evolving digital world. No previous experience required.

### **Project Lead the Way Computer Science Principles Honors (7333)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7*

Elective                      Full Year                      Grades: 10-12                      Honors Level

This is an introductory course designed to develop computational thinking and introduce you to professional coding tools that foster creativity and collaboration. You will use Python as a primary tool. You will create programs that make drawings and graphical user interfaces (GUIs) using Python and two different graphic modules. You will also learn to uncover patterns in data, protect data, and explore how the Internet connects the world in which we live. No previous experience required.

### **Project Lead the Way Computer Science A Honors (7340)**

*Meets Expectations for Student Learning: 1,2,3,4,7,8*

Elective                      Full Year                      Grades: 10-12                      Honors Level

Prerequisite: Instructor Approval

This course will enable you to cultivate your understanding of coding through analyzing, writing, and testing code as you explore concepts like modularity, variables, and control structures. Fundamental topics in the course include the design and development of solutions that use control-structures, data structures, and object-oriented programming using the Java programming language, the analysis of potential solutions, and the ethical and social implications of computing systems.

### **Introduction to Television Production and Film (7401)**

*Meets Expectations for Student Learning: 1,3,4,5,6,7,8*

Elective                      Semester                      Grades: 9-12                      A Level

Have you ever wanted to learn how to edit film? Or use a video camera? Write a script? Direct? Produce? Put on a live TV show? Then this semester course is for you! This is an introductory



course that explores the industry of TV Production and Film in our very own TV studio here at SHS. Students will learn the fundamentals of camera skills, storyboarding, script writing, video producing, and computer editing. The class is hands-on and enables students to participate in a variety of video projects as well as live studio productions. No previous experience is required.

### **Television Production and Film II (7403)**

*Meets Expectations for Student Learning: 1,3,4,5,6,7,8*

Elective                      Semester                      Grades: 9-12                      A Level or Honors

Prerequisite: Introduction to Television Production

Did you take Intro TV Production and Film? Then you are ready to further develop your skills by taking this semester course in our live TV studio at SHS. Students will continue to learn, practice and master the fundamentals of TV and film production, including writing, camera work, producing, and computer editing skills. Cooperative teamwork and strong organizational skills are essential. After-school and live productions continue to be an integral part of the program. Students will be required to record events during after school and evening hours several times throughout the semester. In advance of completing their first after-hours recording, each student will be required to complete a training module on the use and care of camera equipment and provide their signature to indicate that they have acquired the necessary skills to safely handle the equipment. This course satisfies the arts graduation requirement.

### **Television Production and Film III (7422)**

*Meets Expectations for Student Learning: 1,3,4,5,6,7,8*

Elective                      Semester                      Grades: 10-12                      A Level or Honors

Prerequisite: Television and Production II

Lights, camera, action! This course is designed for students who want to further their skills and education in TV and film production. You will continue to work on producing live TV shows in our studio as well as creating your own original video ideas. In this class, you will refine already acquired skills such as filming, directing, script writing, storyboarding, and editing. After-school and live productions continue to be an integral part of the program. Students will be required to record events during after school and evening hours several times throughout the semester. In advance of completing their first after-hours recording, each student will be required to complete a training module on the use and care of camera equipment and provide their signature to indicate that they have acquired the necessary skills to safely handle the equipment. This course satisfies the arts graduation requirement.

### **Advanced Television Production and Film (A-7409, H-7405T)**

*Meets Expectations for Student Learning: 1,3,4,5,6,7,8*

Elective                      Full Year                      Grades: 11-12                      A Level or Honors

Prerequisite: Introduction to Television Production and Film, Television Production and Film II, Television Production and Film III, or Instructor Approval

This full year course is designed for students who want to take their TV and film production skills to the next level and possibly pursue the field in college. The class builds on the fundamental skills



acquired in Intro to TV and Film, TV and Film Production II, and TV and Film Production III, and it provides a predominately hands-on learning experience. Students have freedom in deciding the focus of their projects and are empowered to become independent thinkers and creators. Students will participate in endeavors such as live TV productions, making school-related videos, producing short films, and entering video film contests. Students will participate in the monthly show which will be filmed outside of the school day. Many of the projects in this class are student-led with the teacher acting as a mentor. Students will be required to record events during after school and evening hours several times throughout the year. In advance of completing their first after -hours recording, each student will be required to complete a training module on the use and care of camera equipment and provide their signature to indicate that they have acquired the necessary skills to safely handle the equipment. This course satisfies the arts graduation requirement.

### **Broadcast Journalism & TV Production for Morning Announcements**

*Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective Full Year Grades 11, 12 A Level or Honors

Prerequisite: Intro TV & Instructor Approval

Do you enjoy watching the video announcements to start your school day? Would you like to help create the video announcements? Have you already taken Intro TV and enjoyed it? If so, this is a course for you. With an emphasis on broadcast and digital news gathering, this course provides students with experiential learning opportunities to develop their video production skills. Students focus on audio, composition, lighting, sequencing, and editing through the lens of journalism as they gain real world experience filming the announcements that the whole school watches. Students will be expected to demonstrate the ability to work independently and direct their own learning. Students will participate in the monthly show which will be filmed outside of the school day. Students will be required to record events during after school and evening hours several times throughout the school year. In advance of completing their first after -hours recording, each student will be required to complete a training module on the use and care of camera equipment and provide their signature to indicate that they have acquired the necessary skills to safely handle the equipment.

### **Introduction to Business (7423)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective

Semester

Grades: 9-12

A Level

Do you want to learn more about business principles to become a more educated consumer or to become a future business owner? Do you have an interest in business but don't know what field of business to pursue? If so, this course is for you! This course will provide a basic introduction to the business world and the various areas in this field. In this course, you will learn about various business concentrations including business ownership and management, finance, accounting, digital marketing, e-commerce, business ethics, entrepreneurship, branding, and business ethics. This course will focus on the practical application of business techniques. This course will provide students with a solid foundation to pursue other business classes in high school and beyond.



### **Marketing (7424)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective Semester Grades: 10-12 A Level

Are you interested in learning more about the diverse world of marketing? Marketing continually evolves to capture the attention of consumers so organizations can deliver on their business plans. This course will dive deeper into various marketing strategies including promotional strategies, marketing research, brand management, merchandising, and influencer marketing. You will learn about primary marketing concepts including the marketing environment, consumer behavior, social responsibility, global considerations, ethics and the impact of technology and social media platforms. You will analyze marketing strategies and utilize your learnings to develop your own marketing plans.

### **Personal Finance (7421)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective Semester Grades: 10-12 A Level

Do you want to feel more confident about managing money and learn how to plan for your financial success? Personal Finance will provide you with an overview of financial concepts, focusing on skills and information needed to manage your own finances. This course will enable you to make informed personal financial decisions by learning about topics such as budgeting and money management, savings and investment strategies, consumer credit, and types of loans. You will develop and analyze financial plans and scenarios, enabling you to understand how to achieve short and long term financial goals. The understanding of financial literacy that you develop in this course will help you to become a financially responsible individual.

### **Accounting (2024)**

*Meets Expectations for Student Learning: 1,2,3,4,7,8*

Elective Semester Grades 10-12 Honors Level

Accounting is the language of business. Are you interested in learning how accounting is used to communicate financial information? Accounting provides information to investors and decision-makers and tells a story about the financial health of a business. In this course, you will learn principles that are necessary for understanding financial statements and records. As you learn these concepts, you will use spreadsheets and a computer application that will enable you to use automated accounting software to practice these skills through organizing, recording, and analyzing financial information.

### **Technology, Media, & Business Internship (9972)**

*Meets Expectations for Student Learning: 1,2,3,4,7,8*

Elective Semester Grades: 10-12 A Level

Prerequisites: Teacher Recommendation and Director Approval

Interns may serve as teaching assistants in courses they have already taken and demonstrated success in, or they may work to support the Media Center, TV Studio, or IT Department. The teacher may ask interns to facilitate work with individuals or small groups of students, create review and/or enrichment materials with or for students, or participate in various projects to support the department. Students who participate in this program will meet with their cooperating teacher regularly to reflect upon their performance. The grade for this class will be pass/fail.



## Mathematics Department

Ms. Amy Marie Prior, Director

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An understanding of mathematics is vitally important to developing critical thinking and problem-solving skills and, therefore, students are encouraged to take a rigorous course of high school math. Algebra and Geometry are the foundation for all other mathematics studies, so it is important for students to work diligently to achieve a sound understanding of these subjects. Our program is designed to meet the diverse needs of the learners at SHS to provide all students with the opportunity for success. All of the math courses in our programs are college preparatory courses aligned with the standards set forth by the Massachusetts Curriculum Frameworks and help ensure students perform well on statewide assessments. Senior electives include Advanced Placement courses in Calculus (AB and BC) and Statistics. Other electives for seniors include Mathematical Modeling Honors, Advanced Quantitative Reasoning (A-level & Honors), Calculus Honors, and Functions & Trigonometry. We also offer an enrichment opportunity in the Math Internship for advanced juniors and seniors to work as teacher assistants in underclassmen classes.

The SHS Mathematics Department curriculum connects the Standards for Mathematical Practice to the Standards for Mathematical Content as set by the Massachusetts Frameworks. Reading, writing & speaking in mathematical terms are important aspects of all courses. Students are taught to read mathematical explanations and are encouraged to communicate in mathematical terms, both orally and in writing, to justify and explain solutions. Problem-solving is the central focus and is discussed in real-world context. This involves posing and defining problems, considering different strategies and finding appropriate mathematical models that make sense in the situation. Skills are taught through applications and connections to other curriculum areas, as well as through the integration of mathematical topics. Technology is incorporated into all courses through the use of various software applications and graphing calculators. Our goal is to empower students to develop as practitioners of math through thinking, reasoning, persevering, collaborating, and making connections when solving problems.

### Course Offerings:

Foundations of Algebra & Geometry I	PreCalculus
Algebra and Geometry I	PreCalculus Honors
Algebra and Geometry II	Research Methods & PreCalculus Honors
Algebra & Geometry IIB	Advanced Quantitative Reasoning
Algebra and Geometry II Honors	Advanced Quantitative Reasoning Honors
Research Methods and Algebra & Geometry II Honors	Calculus Honors
Advanced Math I	Advanced Placement Statistics
Advanced Math IB	Advanced Placement Calculus AB
Advanced Math I Honors	Advanced Placement Calculus BC
Research Methods and Advanced Math I Honors	Math Internship
Functions & Trigonometry	Mathematical Modeling Honors



### **Foundations of Algebra and Geometry I (2010T)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Full Year                      Grades: 9-12                      A Level

Prerequisite: Teacher recommendation

This course will investigate and build upon the basic foundations of Algebra and Geometry in an approach that will enable students to make the connections necessary to apply their skills in a variety of application-based problems. The units of study will include patterns in data, patterns of change, linear functions, patterns in shape, and exponential functions. Important ideas are continually revisited for students to make connections and develop a lasting understanding of the mathematics they are studying. Students who are successful in this course will be expected to enroll in Algebra & Geometry I in their next course. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A scientific calculator is recommended because it is used extensively.

### **Algebra and Geometry I (2010)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Full Year                      Grades: 9-12                      A Level

Prerequisite: Teacher recommendation

This course will continue to investigate and build upon the basic foundations of Algebra and Geometry in an approach that will enable students to make the connections necessary to apply their skills in a variety of application-based problems. The units of study will include patterns in data, patterns of change, linear functions, patterns in shape, and exponential functions. Important ideas are continually revisited for students to make connections and develop a lasting understanding of the mathematics they are studying. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A scientific calculator is recommended because it is used extensively.

### **Algebra and Geometry II (2011)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Full Year                      Grades: 9-12                      A Level

Prerequisite: Past academic performance in Honors Algebra, Algebra I or Algebra & Geometry I and teacher recommendation.

This course is a continuation of the Algebra and Geometry I course. The units of study will include The Real Number System, Functions, Equations and Systems, Coordinate Methods, Regression and Correlation, Quadratic and other Non-Linear Functions and Equations, Probability and Trigonometry. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A scientific calculator is recommended because it is used



extensively. Students who have completed Algebra and Geometry I or a full year Algebra I course must complete this course before continuing on to Advanced Math I.

### **Algebra and Geometry IIB (2011B)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Full Year                      Grades: 10-12                      B Level

Prerequisite: Past academic performance in Algebra or Algebra & Geometry I and teacher recommendation.

This course is a continuation of the Algebra and Geometry I course. The units of study will include The Real Number System, Functions, Equations and Systems, Coordinate Methods, Regression and Correlation, Quadratic and other Non-Linear Functions and Equations, Probability, Trigonometry. The students in this course will be a part of an Algebra and Geometry II class, however, the standards within the curriculum to be completed for mastery have been modified. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A scientific calculator is recommended because it is used extensively. Students who have completed Algebra and Geometry I or a full year Algebra I course must complete this course before continuing on to Adv Math IB.

### **Algebra and Geometry II Honors (2032)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Full Year                      Grades: 9-12                      Honors

Prerequisite: Past academic performance in Honors Algebra, Algebra I or Algebra & Geometry I and teacher recommendation. A placement test may be used.

This course will investigate and build upon topics in Advanced Algebra and Geometry. The units of study will include Functions, Equations and Systems, Coordinate Methods, Regression and Correlation, Quadratic and other Non-Linear Functions and Equations, Probability, and Trigonometry. Students who have completed Algebra and Geometry I or a full year Algebra I course must complete this course before continuing on to Advanced Math I Honors. The students in the Honors level course are expected to develop independent thinking skills as they approach new situations and investigate topics in depth. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A scientific calculator is recommended because it is used extensively.

### **Research Methods and Algebra & Geometry II Honors (2035)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Full Year                      Grade: 9                      Honors

Prerequisite: Teacher recommendation. Must also be enrolled in Research Methods and Introductory Physics Honors or Research Methods and Biology Honors.



This course will investigate and build upon topics in Advanced Algebra and Geometry. The units of study will include Functions, Equations and Systems, Coordinate Methods, Regression and Correlation, Quadratic and other Non-Linear Functions and Equations, Probability and Trigonometry. Students who have completed Algebra and Geometry I or a full year Algebra I course must complete this course before continuing on to Advanced Math I Honors. Students in the Honors level course are expected to develop independent thinking skills as they approach new situations and investigate topics in depth. This course will also incorporate research methods in Math and Science. Students will be required to complete a yearlong research project in the field of Math and/or Science under the guidance of their teachers. Students who sign up for this course must also sign up for Research Topics & Honors Biology. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A scientific calculator is recommended because it is used extensively.

### **Advanced Math I (2014)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Full Year                      Grades: 10-12                      A Level

Prerequisite: Algebra & Geometry I and II and teacher recommendation.

This higher-level mathematics course will further the study of topics in Advanced Algebra, Geometry and Trigonometry to prepare students for the study of Pre-calculus and Calculus. The units of study will include Reasoning and Proof, Inequalities and Linear Programming, Similarity and Congruence, Polynomial and Rational Functions, Circles and Circular Functions, Modeling Sequential Change, and Inverse functions. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A scientific calculator is recommended because it is used extensively.

### **Advanced Math IB (2014B)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Full Year                      Grades: 10-12                      B Level

Prerequisite: Algebra & Geometry I and II or IIB and teacher recommendation.

This higher-level mathematics course will further the study of topics in Advanced Algebra, Geometry and Trigonometry to prepare students for the study of Pre-calculus and Calculus. The units of study will include Reasoning and Proof, Inequalities and Linear Programming, Similarity and Congruence, Polynomial and Rational Functions, Circles and Circular Functions, Modeling Sequential Change, and Inverse functions. The students in this course will be a part of an Advanced Math I class, however, the standards within the curriculum to be completed for mastery have been modified. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand



their knowledge of the course content. A scientific calculator is recommended because it is used extensively.

### **Advanced Math I Honors (2028)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Full Year                      Grades: 10-12                      Honors

Prerequisite: Past academic performance in Honors Algebra & Geometry II or Algebra & Geometry II and teacher recommendation. A placement test may be used

This higher-level mathematics course will further the study of topics in Advanced Algebra, Geometry and Trigonometry to prepare students for the study of pre-calculus and Calculus. The units of study will include Reasoning and Proof, Inequalities and Linear Programming, Similarity and Congruence, Polynomial and Rational Functions, Circles and Circular Functions, Modeling Sequential Change, and Inverse functions. Students in the Honors level course are expected to develop independent thinking skills as they approach new situations and investigate topics in depth. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A scientific calculator is recommended because it is used extensively.

### **Research Methods and Advanced Math I Honors (2031)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Full Year                      Grades: 10-12                      Honors

Prerequisite: Past academic performance in Honors Algebra & Geometry II and teacher recommendation. Must also be enrolled in Research Topics and Honors Chemistry. A placement test may be used.

This higher-level mathematics course will further the study of topics in Advanced Algebra, Geometry and Trigonometry to prepare students for the study of PreCalculus and Calculus. The units of study will include Reasoning and Proof, Inequalities and Linear Programming, Similarity and Congruence, Polynomial and Rational Functions, Circles and Circular Functions, Modeling Sequential Change, and Inverse functions. Students in the Honors level course are expected to develop independent thinking skills as they approach new situations and investigate topics in depth. This course will also incorporate research methods in Math and Science. Students will be required to complete a yearlong research project in the field of Math and/or Science under the guidance of their teachers. Students who sign up for this course must also sign up for Research Topics & Honors Chemistry. This course will use ALEKS software to support students' work with the course curriculum as well as their work on cumulative math review topics. ALEKS will create a learning path for students based on their performance and work in ALEKS will help to remediate or expand their knowledge of the course content. A scientific calculator is recommended because it is used extensively.

### **Functions & Trigonometry (2036)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*



Elective                      Full Year                      Grades: 11-12                      A Level

Prerequisite: Past academic performance in Algebra & Geometry II and Advanced Math I or Algebra & Geometry IIB and Advanced Math IB and teacher recommendation.

This course in higher-level mathematics will continue to explore multivariable models, formalization of the concept of functions, function notation, domain and range. Students will use linear, exponential, quadratic and other polynomial functions to model situations. Trigonometric and logarithmic models will also be studied. This course will prepare students for Pre-Calculus or college level mathematics courses. Additionally, the curriculum topics will be supplemented by web-based practice of skills necessary for college placement exams. A scientific calculator is recommended because it is used extensively.

### **Research Methods & Pre-Calculus Honors (2045)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Full Year                      Grades: 11-12                      Honors

Prerequisite: Past academic performance in Honors Advanced Math I or Advanced Math I and teacher recommendation. Must also be enrolled in Research Topics and Honors Chemistry. A placement test may be used.

This Pre-Calculus course formalizes and extends important mathematical ideas drawn from the four strands of Algebra and Functions, Geometry and Trigonometry, Statistics and Probability and Discrete Mathematics. The focus will be on the Mathematics needed to be successful in college mathematics, Statistics, or Calculus courses. Topics studied will include the fundamental concepts underlying calculus and their applications including: rate of change, modeling motion, logarithmic, polynomial, and rational functions. Emphasis will also be placed on manipulating symbolic representations of polynomial, rational, exponential, logarithmic, and trigonometric functions. Students who successfully complete this rigorous course are ready for Advanced Placement Calculus AB, Advanced Placement Calculus BC, or Advanced Placement Statistics. This course will also incorporate research methods in Math and Science. Students will be required to complete a yearlong research project in the field of Math and/or Science under the guidance of their teachers. A graphing calculator (TI-83 or TI-84) is recommended.

### **PreCalculus (2017T)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Full Year                      Grades: 11-12                      A Level

Prerequisite: Past academic performance in Advanced Math I, Honors Advanced Math I, or Advanced Math IB & Functions & Trigonometry and teacher recommendation.

This Pre-Calculus course formalizes and extends important mathematical ideas drawn from the four strands of Algebra and Functions, Geometry and Trigonometry, Statistics and Probability and Discrete Mathematics. Focus will be on the Mathematics needed to be successful in college mathematics, Statistics, or Calculus courses. Topics will include the fundamental concepts underlying calculus and their applications including: rate of change, modeling motion, logarithmic, polynomial, and rational functions. Emphasis will also be placed on manipulating symbolic representations of polynomial, rational, exponential, logarithmic, & trigonometric functions. Graphing calculator (TI-83 or TI-84) is highly recommended.



### **PreCalculus Honors (2018TT)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Full Year                      Grades: 11-12                      Honors

Prerequisite: Past academic performance in Algebra & Geometry II/Advanced Math I Honors, Advanced Math I Honors or Advanced Math I and teacher recommendation. A placement test may be used.

This Pre-Calculus course formalizes and extends important mathematical ideas drawn from the four strands of Algebra and Functions, Geometry and Trigonometry, Statistics and Probability and Discrete Mathematics. The focus will be on the Mathematics needed to be successful in college mathematics, Statistics, or Calculus courses. Topics studied will include the fundamental concepts underlying calculus and their applications including: rate of change, modeling motion, logarithmic, polynomial, and rational functions. Emphasis will also be placed on manipulating symbolic representations of polynomial, rational, exponential, logarithmic, and trigonometric functions. Students who successfully complete this rigorous course are ready for Advanced Placement Calculus AB, Advanced Placement Calculus BC, or Advanced Placement Statistics. A graphing calculator (TI-83 or TI-84) is highly recommended.

### **Advanced Quantitative Reasoning (2037T)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Full Year                      Grade: 12                      A-level

Prerequisite: Advanced Math I and PreCalculus or Advanced Math I and Functions & Trigonometry and teacher recommendation.

This course offers a problem-based curriculum using a range of applied contexts while helping students develop college and career readiness skills such as collaborating, conducting research, and making presentations. We will build on, reinforce, and extend what students have learned in previous math courses, as well as cover a range of new mathematics topics, including probability, data science and statistical studies, finance, functions, and numerical analysis. Additionally, the curriculum topics will be supplemented by web-based practice of skills necessary for college placement exams.

### **Advanced Quantitative Reasoning Honors (2038T)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Full Year                      Grade: 12                      Honors

Prerequisite: PreCalculus or Pre-Calculus Honors and teacher recommendation.

This course offers a project-based curriculum using a range of applied contexts while helping students develop college and career readiness skills such as collaborating, conducting research, and making presentations. This course is for advanced seniors who are interested in exploring how to analyze, think critically about and reason with data. There are a lot of careers that students will study in college that require them to manage and make interpretations about data. This course will support students to make models, interpretations and predictions for problems that are relevant in a wide variety of applications. Additionally, the curriculum topics will be supplemented by web-based practice of skills necessary for college placement exams.



### **Calculus Honors (2021)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Full Year                      Grade: 12                      Honors

Prerequisite: Past academic performance in PreCalculus or PreCalculus Honors and teacher recommendation. A placement test may be used.

A firm foundation in calculus is necessary for pursuing careers in science, mathematics, business, and some social sciences. This course is designed for advanced seniors who want to continue their studies along the Calculus pathway, but are not interested in taking an Advanced Placement Exam. The student must have a strong background in trigonometry, coordinates, graphs, lines, functions, and algebraic manipulations. Topics include: functions and limits, differentiation, applications of differentiation, integration, applications of the definite integral, logarithmic and exponential functions, inverse and hyperbolic functions, and techniques of integration. Graphing calculator (TI-83 or TI-84) is highly recommended because it is used extensively. Summer work to review prerequisite material may be assigned (recommended but not required).

### **Advanced Placement Statistics (2023)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Full Year                      Grade: 11-12                      Advanced Placement

Prerequisite: Past academic performance in Advanced Math I Honors, PreCalculus Honors or PreCalculus, strong teacher recommendation, successful completion of summer work.

This course will investigate the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The four major conceptual themes are: 1) Exploring Data: Interpreting and analyzing graphical displays and descriptive statistics, 2) Sampling & Experimentation: Planning and conducting observational studies and experiments, 3) Probability and Simulation: Exploring random phenomena, and 4) Statistical Inference: Estimating population parameters and testing hypotheses. Summer work and an end-of-year project are required. Students are expected to take the AP exam in the spring. The focus throughout the year will be on preparation for the AP exam, with the goal of completing the curriculum with the rigor of a college level course. The TI-83/84 graphing calculator will be used extensively.

### **Advanced Placement Calculus AB (2022)**

*Meets Expectations for Student Learning: 1,2,3,4,7,8*

Elective                      Full Year                      Grade: 12                      Advanced Placement

Prerequisite: Past academic performance in PreCalculus Honors, strong teacher recommendation, and successful completion of summer work. A placement test may be used.

A firm foundation in calculus is necessary for pursuing careers in science, mathematics, business, and some social sciences. AP Calculus should provide the building materials for success on the advanced placement exam, thus enabling those students who successfully complete this course to begin their college careers on firm footing. In order to have a successful year students must understand that calculus will involve a great deal of their time and energy during the year and in preparation for the AP exam. Topics to be studied include polynomial, trigonometric, logarithmic, and exponential functions and their graphs; limits; differentiation; integration; applications of each



of these; definite integrals; and techniques of integration. A TI83 or TI84 graphing calculator is required. Summer reading and/or a special project may be required. Students are expected to take the Advanced Placement Exam in May.

### **Advanced Placement Calculus BC (2025)**

*Meets Expectations for Student Learning: 1,2,3,4,7,8*

Elective                      Full Year                      Grade: 12                      Advanced Placement

Prerequisite: Past academic performance in PreCalculus Honors, strong teacher recommendation, and successful completion of summer work. A placement test may be used.

A firm foundation in calculus is necessary for pursuing careers in science, mathematics, business, and some social sciences. AP Calculus BC should provide the building materials for success on the advanced placement exam, thus enabling those students who successfully complete this course to begin their college careers on firm footing. In order to have a successful year, students must understand that calculus will involve a great deal of their time and energy during the year and in preparation for the AP exam. Topics to be studied include polynomial, trigonometric, logarithmic, and exponential functions and their graphs; polar and parametric curves; limits; differentiation; integration; applications of each of these; definite integrals; basic and advanced techniques of integration; series. Summer reading and/or a special project may be required. Students are expected to take the Advanced Placement Exam in May. A graphing calculator (TI-83 or TI-84) is highly recommended because it is used extensively.

### **Mathematical Modeling Honors (2039)**

*Meets Expectations for Student Learning: 1,2,3,4,5,6,7*

Elective                      Full Year                      Grade: 12                      Honors

Prerequisite: Completed or currently taking an AP Calculus course.

This course will introduce topics typically studied in undergraduate mathematics courses, such as Advanced Problem Solving, Number Theory and Linear Algebra. The course will be centered around problem-based learning where students will collaborate about and investigate topics through open-ended problem solving and computer simulations (using a software program such as Mathematica). Students will develop and use mathematical models to approach real-world problems across discipline areas. This course is meant for students who enjoy solving **challenging** mathematical problems and who are interested in learning strategies and background information for solving these problems. This course is for seniors who are currently enrolled in an AP Calculus course or for students who have already completed an AP Calculus course.

### **Math Internship (2026)**

*Meets Expectations for Student Learning: 1,2,3,4,7,8*

Elective                      Semester                      Grades: 10-12                      A Level

Prerequisite: Past academic performance in Advanced Math I, Advanced Math I Honors, PreCalculus or PreCalculus Honors and strong teacher recommendation.

Students will be assigned by the department director to work in an underclassmen class as an assistant to the teacher in that class. Interns will assist in their assigned class by helping students as needed with their questions on class work. The teacher may ask interns to facilitate work with



small groups of students or create study guides and review materials with or for students. The intern may also assist students with the creation and organization of their notebooks and mathematics toolkits. Students who participate in this program will meet with their cooperating teacher and will complete monthly feedback forms. The grade for this class will be a pass/fail grade determined by attendance and the feedback forms completed by both the teacher and student.

### **Essential Math 9/10 (9902)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7*

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences, is designed to improve the student's critical thinking and reasoning skills to master a variety of concepts and independent life skills related to practical math applications. Students will demonstrate acquisition of skills by applying their knowledge to varied practical math and consumer math concepts including rational numbers, percents, decimals, and word problems. Important ideas are regularly reviewed and include Patterns of Change, Linear Models, Patterns in Data and Geometry.

### **Essential Math 11/12 (9902)**

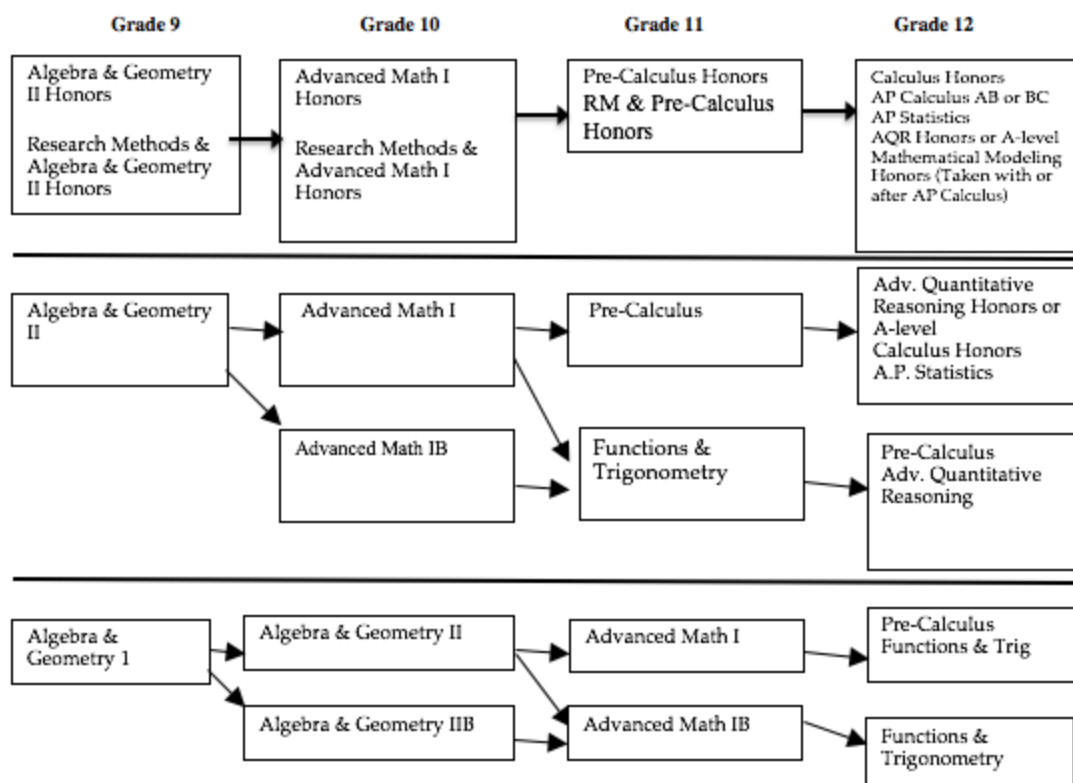
*Meets Expectations for Student Learning: 1,2,3,4,6,7*

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences, is designed to improve the student's critical thinking and reasoning skills to master a variety of concepts and independent life skills related to practical math applications. Students will apply their knowledge to varied practical math and consumer math concepts including whole numbers, percents, decimals, and word problems. Students will be introduced and exposed to areas that include banking, budgeting, money application and salary, job exploration, career development, job attainment, basic skills needed on the job, and skills related to self-development and other necessary life skills.



### Mathematics Course Offerings and Possible Sequences



**Note :** If a student is not achieving in the honors program, their teacher can recommend a move to the equivalent course in the A-level program **for the following year** and they can subsequently progress through the A-Level program. Alternately, if a student is excelling in the A-level program, their teacher can recommend a move to the equivalent course in the honors program **for the following year**, and they can subsequently progress through the honors program.



# Performing Arts Department

Mr. Tom O'Toole, Director

Phone: 508-841-8826 Email: [totoole@shrewsbury.k12.ma.us](mailto:totoole@shrewsbury.k12.ma.us)

The vision of the Shrewsbury High School Performing Arts Department is to instill in our students and community a life-long passion for the performing arts that promotes personal and professional artistic interests beyond high school graduation.

The mission of the Shrewsbury High School Performing Arts Department is to provide a creative curriculum with engaging, collaborative and inclusive opportunities that will inspire critical artistic thought and a personal passion for every student enrolled in a performing arts course.

## Course Offerings:

Grade 9	Grade 10	Grade 11	Grade 12
* needs teacher/director approval (S) = Semester Course			
Performance Courses			
Freshman Choir	Mixed Choir	Mixed Choir	Mixed Choir
Concert Band	Mixed Choir Honors*	Mixed Choir Honors*	Mixed Choir Honors*
Concert Orchestra	Treble Choir*	Treble Choir*	Treble Choir*
	Chamber Choir*	Chamber Choir*	Chamber Choir*
	Concert Band	Concert Band	Concert Band
	Wind Ensemble*	Wind Ensemble*	Wind Ensemble*
	Jazz Band*	Jazz Band*	Jazz Band*
	Concert Orchestra	Concert Orchestra	Concert Orchestra
	Chamber Orchestra*	Chamber Orchestra*	Chamber Orchestra*
Non-Performance Courses			
World Drumming (S)	World Drumming (S)	World Drumming (S)	World Drumming (S)
Introduction to Guitar* (S)	Introduction to Guitar (S)	Introduction to Guitar (S)	Introduction to Guitar (S)
Techniques of Music Theory I (S)	Guitar 2* (S)	Guitar 2* (S)	Guitar 2* (S)
Music Technology (S)	Techniques of Music Theory I (S)	Techniques of Music Theory I (S)	Techniques of Music Theory I (S)
History of Rock and Roll (S)	Music Technology (S)	Music Technology (S)	Music Technology (S)
Theater Arts I (S)	History of Rock and Roll (S)	History of Rock and Roll (S)	History of Rock and Roll (S)
Voice in Acting (S)	Theater Arts I (S)	Theater Arts I (S)	Theater Arts I (S)
Theatrical Design (S)	Theater Arts II (S)	Theater Arts II (S)	Theater Arts II (S)
	Voice in Acting (S)	Voice in Acting (S)	Voice in Acting (S)
	Theatrical Design (S)	Theatrical Design (S)	Theatrical Design (S)
	Introduction to Piano (S)	AP Music Theory*	AP Music Theory*
		Introduction to Piano (S)	Introduction to Piano (S)



Possible Four-Year Performing Arts Experience Examples. There are many more combinations.

Path	Grade 9	Grade 10	Grade 11	Grade 12
Ensembles	Recommended Ensemble (band, chorus or orchestra)	Recommended Ensemble	Recommended Ensemble, Semester Electives, AP Music	Recommended Ensemble, Semester Electives, AP Music
Theatre	Theatre Arts 1	Theater Arts 2	Theatrical Design	Voice in Acting
Non-Performing	World Drumming Intro to Guitar	Guitar Ensemble Tech. of Music Theory 1, Intro to Piano	History of Rock and Roll, Music Technology	AP Music Theory, Songwriting

### **Concert Orchestra (A-6000)**

*Meets Expectations for Student Learning 1,2,3,4,5,6,7,8*

Elective

Full Year

Grades: 9-12

A Level

Prerequisite: This course is available for all students who have had experience with a middle school or high school orchestra or equivalent, private instruction, or by special permission of the instructor. Concert Orchestra is a performance course available for violinists, violists, cellists, and bassists. This class explores concepts in musicianship, ear training, theory, music literacy, musical terminology, and music history as well as leadership qualities. String-specific skills such as bow management, shifting, vibrato, and tone production will also be explored. Students in the Concert Orchestra will rehearse and perform quality orchestra literature from a variety of genres. The Concert Orchestra performs in two school concerts throughout the year. Students are encouraged to audition for MMEA festivals. Performances are an important component of this course and students are required to participate as part of their commitment to this group and part of their assessment.

### **Chamber Orchestra Honors (H-6026)**

*Meets Expectations for Student Learning 1,2,3,4,5,6,7,8*

Elective

Full Year

Grades: 10-12

Honors

Prerequisite: Placement by audition. A student must have taken Concert Orchestra to be eligible for Chamber Orchestra Honors, have had previous experience with a high school honors orchestra, or been given special permission from the instructor. Chamber Orchestra Honors is designed to develop a student's highest musical potential through performing advanced quality orchestra literature from a variety of genres. Advanced concepts in ear training, theory, music literacy, musical terminology, music history, and leadership will be explored. Advanced string-specific skills such as bow management, shifting, vibrato, and tone production will also be explored. The



orchestra/ensemble performs for three school concerts throughout the year and often prepares for an additional three to four performances outside of school. Students are encouraged to audition for MMEA festivals. Additional performances/rehearsals and assignments are important components of this course level and students are required to participate as part of their commitment to this group and part of their evaluation.

### **Concert Band (6001)**

*Meets Expectations for Student Learning 1,2,3,4,5,6,7,8*

Elective

Full Year

Grades: 9-12

A Level Prerequisite:

This course is available for all students who have had experience with a middle school or high school band or equivalent, private instruction, or with special permission from the instructor.

Concert Band is a performance course available for percussionists, brass, and woodwind players. This class explores concepts in musicianship, ear training, theory, music literacy, musical terminology, and music history as well as teaching leadership qualities. Students in the Concert Band will rehearse and perform quality wind band literature. Students are encouraged to audition for MMEA Festivals. Performances are an important component of this course and students are required to participate as part of their commitment to this group and part of their assessment. All students in the Concert Band and Wind Ensemble join together to create the SHS Pep Band. The Pep Band plays at all home football games (one excused absence is permitted), approximately eight home basketball games (three excused absences are permitted) plus the Spirit of Shrewsbury and Memorial Day parades. These are outstanding opportunities for the students to share their musicianship with the community.

### **Wind Ensemble Honors (6002)**

*Meets Expectations for Student Learning 1,2,3,4,5,6,7*

Elective

Full Year

Grades: 10-12

Honors

Prerequisite: Placement by audition. A student must have taken Concert Band to be eligible for Wind Ensemble Honors, have had previous experience with a high school honors band, or been given special permission from the instructor.

Honors Wind Ensemble is designed to develop a student's highest musical potential through performing advanced quality literature in the wind band repertoire. Advanced concepts in ear training, theory, music literacy, musical terminology, and music history will be explored. The organization performs for school concerts throughout the year and often prepares for other venues. Students are encouraged to audition for Central District and All-State Music Festivals. This course meets four days per cycle. Additional performances/rehearsals and assignments are important components of this course level and students are required to participate as part of their commitment to this group and part of their evaluation. All students in the Concert Band and Wind Ensemble join together to create the SHS Pep Band. The Pep Band plays at all home football games (one excused absence is permitted), approximately eight home basketball games (three excused absences are permitted) plus the Spirit of Shrewsbury and Memorial Day parades. These are outstanding opportunities for the students to share their musicianship with the community.



**Jazz Band Rhythm Section Honors (6003T)**

*Meets Expectations for Student Learning 1,2,3,4,5,6,7,8*

Elective

Full Year

Grades: 10-12

Honors

Placement by audition. A student must have had previous experience with a jazz band or been given special permission from the instructor.

This section of Jazz Band Honors is for guitarists, pianists, bassists, vibraphonists, and jazz drummers only (all wind players should choose between Jazz Band Honors/Wind Ensemble Honors and Jazz Band Honors/Concert Band Honors). Students participating in Jazz Band will play the music of studio, dance, jazz and rock bands. Pop-ballads, Latin, jazz, and rock concert arrangements are rehearsed and performed. Activities include reading from sheet music, analyzing melodic lines, jazz rhythms and chord progressions, and improvisation. This is a course intended primarily for band members. Any interested guitar, bass and keyboard players must audition for the instructor prior to acceptance. All rhythm, (including percussion), are limited to two per instrument. The organization performs for school concerts throughout the year, and often prepares for other venues: Students are encouraged to audition for MMEA Festivals. Additional performances/rehearsals and assignments are important components of this course level and students are required to participate as part of their commitment to this group and part of their evaluation. This course meets two days per cycle. \*All content and requirements previously described for Honors Jazz Band and Honors Wind Ensemble apply.

**Jazz Band Honors/Wind Ensemble Honors (6035)**

*Meets Expectations for Student Learning 1,2,3,4,5,6,7,8*

Elective

Full Year

Grades: 10-12

Honors

Placement by audition. A student must have taken Concert Band to be eligible for Jazz Band Honors/Wind Ensemble Honors, have had previous experience with a high school honors band or jazz band, or been given special permission from the instructor.

This section of Jazz Band Honors/Wind Ensemble Honors is for wind players only (all rhythm section players should choose Jazz Band Rhythm Section Honors). Students participating in this accelerated course will rehearse and prepare quality literature for the full year, meeting 6 days per cycle. \*All content and requirements previously described for Honors Wind Ensemble apply.

**World Drumming (6055)**

*Meets Expectations for Student Learning 1,2,3,4,5,6,7,8*

Elective

Semester

Grade: 9-12

A Level

World drumming is a one-semester course focusing on the exploration of percussion instruments and traditions from a variety of cultures from around the world. In this course, students will use hands-on participation to communicate through percussion instruments, perform in drum circles, compose their own drum grooves, and provide accompaniment for other arts. A majority of the activities will focus on the West African, Caribbean, and Indian music traditions, and also songs that are sung along with the drumming. No drumming experience is required. Grading will be based on class performance, playing evaluation, and written tests.



**Introduction to Guitar (6038)**

*Meets Expectations for Student Learning 1,2,3,4,5,6,7*

Elective                                      Semester                      Grades: 9-12                      A Level

Intro to Guitar is a one-semester course designed to enhance students' appreciation for music through playing the guitar. The course will cover the basics of the instrument and an application of essential music theory fundamentals including music notation, chord symbols, and tablature. Students will study the role of the guitar in various genres including classical, blues, jazz, rock, and popular music.

**Introduction to Piano (6099)**

*Meets Expectations for Student Learning 1,2,3,4,5,6,7*

Elective                                      Semester                      Grades: 10-12                      A Level

Intro to Piano is a semester course designed for students who have little or no prior piano instruction and would like to learn how to play basic piano. The course will include familiarization with the keyboard, music notation and reading, basic elements of music theory/major scales, single-hand melodies, and chord accompaniment. Students will be working individually to develop piano technique and perform basic solo pieces by the end of the semester.

**Guitar 2 (6075)**

*Meets Expectations for Student Learning 1,2,3,4,5,6,7*

Elective                                      Semester                      Grades: 9-12                      A Level

**Prerequisite:** Successful completion of Introduction to Guitar or with permission of the instructor through demonstrated proficiency in reading standard music notation. Guitar 2 is a continuation of the *Introduction to Guitar* course and will allow students to continue developing their individual guitar skills. Students will also have the experience of playing guitar ensemble music as duets, trios, and quartets. utilizing an expanded range of notes and rhythms. Students will develop an understanding of basic concepts of music theory through performing.

**Freshman Choir (6004T)**

*Meets Expectations for Student Learning 1,2,3,4,5,6,7,8*

Elective                                      Full Year                                      Grade: 9                                      A Level

This course is available for all freshmen who have a desire to sing. This class explores vocal techniques with an emphasis on breath control, diction, vowel placement, posture, and intonation. Students in Freshmen Choir will rehearse and perform quality choral literature from a variety of genres and composers. This group performs for school concerts throughout the year. Students are encouraged to audition for MMEA music festivals. Performances are an integral component of this course and students are required to participate as part of their commitment to this group and part of their evaluation.

**Mixed Choir (6005T)**

*Meets Expectations for Student Learning 1,2,3,4,5,6,7,8*

Elective                                      Full Year                                      Grades: 10 -12                                      A Level



Students are selected for participation by audition to ensure a well-balanced ensemble. Mixed Choir is designed to develop a student's highest musical potential with an emphasis placed on advanced vocal skills and SATB (Soprano, Alto Tenor and Bass voiced) literature. Students in Mixed Choir will rehearse and perform quality choral literature from a variety of genres and composers. This group performs for school concerts throughout the year. Students are encouraged to audition for MMEA festivals. Performances are an important component of this course and students are required to participate as part of their commitment to this group and part of their evaluation.

### **Mixed Choir Honors (6059)**

*Meets Expectations for Student Learning 1,2,3,4,5,6,7,8*

Elective	Full Year	Grades: 10 -12	Honors
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Prerequisite: Placement by audition. A student must have taken Freshman choir to be eligible for sophomore year, one year of an SHS choir, or by special permission of the instructor. Students are selected for participation by audition to ensure a well-balanced ensemble. Mixed Choir Honors is designed to develop a student's highest musical potential with an emphasis placed on advanced vocal skills and SATB (Soprano, Alto Tenor and Bass voiced) literature, both accompanied and unaccompanied. Advanced concepts of tone, ear training, musicianship, and a cappella skills will be explored. Students in Mixed Choir Honors will rehearse and perform quality choral literature from a variety of genres and composers. This group performs for school concerts throughout the year. Students are encouraged to audition for MMEA festivals. Additional performances/rehearsals, small group assessments, and classwork/assignments are important components of this course level and students are required to participate as part of their commitment to this group and part of their evaluation.

### **Treble Choir Honors (6037)**

*Meets Expectations for Student Learning 1,2,3,4,5,6,7,8*

Elective	Full Year	Grades: 10-12	Honors
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Prerequisite: Placement by audition. A student must have taken Freshman choir to be eligible for sophomore year, one year of an SHS choir, or by special permission of the instructor. Students are selected for participation by audition to ensure a well-balanced ensemble. Treble Choir Honors is designed to develop a student's highest musical potential with an emphasis placed on advanced vocal skills and treble voice literature. Advanced concepts of tone, ear training, musicianship, and a cappella skills will be explored. Students in Treble Choir Honors will rehearse and perform quality choral literature from a variety of genres and composers. This group performs for school concerts throughout the year, and often prepares for other venues. Students are encouraged to audition for MMEA festivals. Additional performances/rehearsals, small group assessments, and classwork/assignments are important components of this course level and students are required to participate as part of their commitment to this group and part of their evaluation.

### **Chamber Choir Honors (6006)**

*Meets Expectations for Student Learning 1,2,3,4,5,6,7,8*

Elective	Full Year	Grades: 10-12	Honors
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Prerequisite: Placement by audition. A student must have taken Freshman choir to be eligible for sophomore year, one year of an SHS choir, or by special permission of the instructor. Students are selected for participation by audition to ensure a well-balanced ensemble. Chamber Choir Honors is designed to develop a student's highest musical potential with an emphasis placed on advanced vocal skills and SATB (Soprano, Alto Tenor and Bass voiced) literature with divisi. Advanced concepts of tone, ear training, musicianship, and a cappella skills will be explored. Students in Chamber Choir Honors will rehearse and perform quality choral literature from a variety of genres and composers. This group performs for school concerts. Students are encouraged to audition for MMEA festivals. This group performs for numerous community events and performances. School performances, outside performances, small group assessments, and classwork/assignments are an integral component of this course level and students are required to participate as part of their commitment to this group and part of their evaluation.

### **Techniques of Music Theory I (6007)**

*Meets Expectations for Student Learning 1,2,6,7,8*

Elective                      Semester              Grades: 9-12                      A Level

Prerequisite: Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.

Techniques of Music Theory is designed to introduce and improve skills of rhythmic and melodic sight-reading, ear training, and solfege, (sight-singing). Additionally, this course will introduce the tools and vocabulary necessary for composing and analyzing music, and students will be taught basic piano skills. Students will be exposed to the realm of electronic music and composition through the use of the computer and synthesizer at the MIDI (musical instrument digital interface) workstation. This is a valuable course for any student who wishes to continue studying music after high school.

### **Advanced Placement Music Theory (6042)**

*Meets Expectations for Student Learning 1,2,6,7,8*

Elective                      Full Year              Grades: 10-12                      Advanced Placement

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance. Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.

The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. The development of aural skills is a primary objective. Performance is also part of the learning process, with students learning to accurately sing short melodies from printed music. Students understand basic concepts and terminology by listening to and performing a wide



variety of music. Students will also be able to write and analyze four-part vocal works in the style of the Common Practice period. Notational skills, speed, and fluency with basic materials are emphasized. Students are expected to take the Advanced Placement Exam in May.

### **History of Rock and Roll (6063T)**

*Meets Expectations for Student Learning 1,2,3,4,5,6,7*

Elective                      Semester              Grades: 9-12                      A Level

Prerequisite: None

*History of American Music: Rock and Roll* is designed to explore one of our country's most powerful art forms. From its roots in blues, country, gospel, and R&B, Rock and Roll and its successor forms have touched all facets of our lives, private and public for over five decades. Rock and Roll is experienced not simply as a culture or sound, but also in cinematic and television culture, as well as literature, fashion, politics, dance, and more.

### **Music Technology (6008T)**

*Meets Expectations for Student Learning 2,3,4,6,7*

Elective                      Semester              Grades: 9-12                      A Level

Music Technology is a fine arts-science course that will familiarize students with the principles and practices used in manipulating sound and music production. A variety of technology including the latest version of Apple's Logic Pro 10 professional music production software and MIDI controllers will be explored and utilized throughout the course. The process of mastering multi-tracked recordings will be developed, as will skills of sequencing and music composition through the use of the MIDI workstation. Students will be exposed to editing, recording, mashups, and basic film scoring. Students will create an online portfolio of recorded works.

### **Theatre Arts I (6011)**

*Meets Expectations for Student Learning 1,2,3,4,5,6,7*

Elective                      Semester              Grades: 9-12                      A Level

Theatre Arts I is a course designed to enhance the principles of theatre. Students will also learn the basic approach to working comfortably on the stage through warm-ups, monologues, scene work, and improvisation. Basic techniques of movement, voice projection, character development, and performance will be taught.

### **Theatre Arts II (6040) Not offered in 2025-26**

*Meets Expectations for Student Learning 1,2,3, 4, 5,6,7*

Elective                      Semester              Grades: 10-12                      A Level

Prerequisite: Theatre Arts I or on teacher's recommendation.

Theatre Arts II is a course designed to expand on the principles of theatre. Students will continue to explore character development through monologues and scenes, as well as explore how theatre has evolved to the present day. There are several performance opportunities for the students throughout the semester.



**Voice in Acting (6056) NOT OFFERED IN 2025-2026***Meets Expectations for Student Learning 1,2,3,4,5,6,7*

Elective                      Semester                      Grades: 9-12                      A Level

This class is an exploration of the student's voice. The main focus of the class is the learning of voice work as a preparation for performance (musical, theatrical, or class presentation) – a series of exercises designed to liberate the speaking voice from habitual psychophysical tension and develop vocal range, stamina, clarity, power and sensitivity to impulse. Work will include discovery of sound in the body, awareness and opening of the channel (jaw, tongue, and soft palate), exploration of resonance, vocal freedom and range, isolating and strengthening resonating chambers and articulation exercises. Group and individual exercises designed to stimulate and develop the imagination, physical and sensory awareness, creativity and capacity for ensemble work will be practiced as a basis for vocal presence. Text work will include a monologue from a published play, poetry or a published musical theatre solo.

**Theatrical Design (6034T) Meets Expectation for Student Learning 1,2,3,4,6,7,8**

Elective                      Semester                      Grades: 9-12                      A Level

Theatrical Design will explore the design process of a show including set design, lighting design, costume/make-up design. Students will learn how to read and analyze a play for specific design elements. Students will design for two classroom productions selected by the instructor. No prior theatre knowledge is needed to register for this course. Students will be introduced to professional resources in the theatrical field.



## Science & Engineering Department

Mr. Dave Hruskoci, Director

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### Science

In this academic area, students learn more than the basic knowledge about specific sciences; students learn the lifelong skill of approaching a problem in a scientific manner. In our technology-based society with its rapid rate of change, having a solid science background will be an essential asset for students to make informed decisions.

Using the *Massachusetts Science and Technology/Engineering High School Standards, Next Generation Standards, and Common Core Standards* as guides for teaching practices, the Science & Engineering Department: (1) Builds on students' curiosity and existing knowledge by modeling questioning along with making connections between the present science course and ideas carried over from earlier studies and experiences. (2) Expands the inquiry approach to laboratory investigations. Often, investigations are open-ended, allowing students to move in directions that develop as students generate questions and find ways to answer their own questions. (3) Develops habits of mind that emphasize respect for evidence, persistence, open-mindedness and awareness of the effects of our actions on the surroundings in which we live. (4) Integrates technology, science, mathematics and human affairs to investigate complex problems faced in today's world. (5) Emphasizes the applications of all areas of science to our students' lives.

Students in ninth grade will take a discipline-specific Massachusetts Comprehensive Assessment System (MCAS) exam based on their enrollment in either Introductory Physics or Biology.

Full Year Core Courses	Enhanced Full Year Courses
Intro Physics – A Level	Environmental Science – A Level / Honors
Intro Physics – Honors Level	Human Anatomy & Physiology – Honors level
Biology – Lab Level	AP Biology
Biology – A Level	AP Chemistry
Biology – Honors Level	AP Environmental Science
Biology – Honors Level Research Methods	AP Physics 1
Chemistry – Lab Level	AP physics 2
Chemistry – A Level	
Chemistry - Honors level	Enhanced Semester Courses
Chemistry - Honors level Research Methods	
Physics – A Level	Astronomy - A level / Honors
Physics – Honors level	Oceanography - A level / Honors



## Career Pathway

### Focus: Bio-Medical Industry

The science department offers the following courses to students interested in pursuing a 12th grade work-study internship with potential for full-time entry-level, career-based employment beyond high school in the BioMedical Industry. The following courses are from the national *Project Lead the Way* curriculum. These courses offer a rigorous introduction to, exploration of, and career-preparation for Biomedical Industry careers and post-graduation academic pursuits.

Year	Course / Experience
9th grade	Principles of Biomedical Science (PBS)
10th grade	Human Body Systems (HB)
11th grade	Medical Interventions (MI)
12th grade	Industry internship / work-study

#### Introductory Physics (3011)

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grades: 9-10                      A Level

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance.

Introductory Physics is a conceptual and mathematical study of fundamental physical laws that govern our universe. Skills in laboratory procedures, quantitative manipulations, graphical interpretations, and scientific habits of mind are developed. Course topics include forces and motion, energy and momentum, heat, waves and electromagnetism. Teachers emphasize the close association between science and technologies and integrate appropriate technology applications. This course is considered lab science.

#### Introductory Physics Honors (3012)

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grades: 9-10                      Honors

Prerequisite: Algebra I or Algebra/Geometry I - Course placement is based on the teacher's recommendation and past academic performance.

This course is for students who are recommended for an Honors level science course in grade 9, but will not be concurrently enrolled in Honors Algebra & Geometry II (or a higher level math course). Honors Introductory Physics is a study of the fundamental physical laws that govern our universe, stressing both concept and mathematical interpretation. Skills in laboratory procedures, quantitative manipulations, graphical interpretations, and scientific habits of mind are developed and applied. Course topics include forces and motion, energy and momentum, heat, waves and electromagnetism. Teachers emphasize the relationship between evidence and models, and integrate appropriate technology applications. Students are expected to complete additional



projects or conduct additional research that compliments their work in class. This course is considered a lab science.

### **Lab Biology (3018T)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grades: 10-12                      B Level

Prerequisite: Introductory Physics and teacher recommendation.

This course is designed to give students an introduction to the most essential concepts related to ecology, chemistry of life, cell structure and function, genetics, evolution and biodiversity, as well as selected topics in anatomy and physiology. Practical laboratory exercises following the scientific method will provide students with experiences in biological problem solving. These exercises are designed to reinforce the material taught & discussed in class. Course is considered a lab science.

### **Biology (3019)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grades: 10-12                      A Level

Prerequisite: Introductory Physics and teacher recommendation.

Biology is designed to give students an introduction to ecology, chemistry of life, cell structure and function, genetics, evolution and biodiversity, as well as selected topics in anatomy and physiology. Practical laboratory exercises following the scientific method will provide the student with experiences in biological problem solving. These exercises are designed to reinforce the material taught and discussed in class. This course is considered a lab science.

### **Biology Honors (3020)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grades: 9-11                      Honors

For Grade 9 students: Co-requisite = Honors Algebra & Geometry II (or higher level math course), teacher recommendation and past academic performance. For grades 10-12 students: prerequisite = teacher recommendation and past academic performance. Honors Biology is a course designed for students who demonstrate high academic achievement and motivation in science and mathematics. Students will be expected to complete a significant amount of reading and writing assignments, as well as quantitative and qualitative analysis of laboratory work. Topics emphasized include ecology, chemistry of life, cell structure and function, genetics, evolution and biodiversity, as well as selected topics in anatomy and physiology. An independent or team research project will be completed. This course is considered a lab science.

### **Research Methods and Biology Honors (3058)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grades: 9                      Honors

Co-requisite: Research Methods Honors Algebra and Geometry II. Course placement is based on the teacher's recommendation and past academic performance.

Students will be required to complete a year-long independent research project in the field of science and/or math under the guidance of their teachers. Students who sign up for this course



must also sign up for Research Methods & Honors Algebra and Geometry II. This course covers the same curriculum content as Honors Biology with an added emphasis on integrating concepts from Honors Algebra and Geometry II with scientific data developed in and out of the classroom. Note: this course meets for an extra period two days out of the 7-day cycle only during first semester. All research methods students are expected to participate in the school science fair which takes place in February. This course is considered a lab science.

### **Lab Chemistry (3024)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grades: 11-12                      B Level

Prerequisite: Teacher recommendation.

This class is designed to give students an introduction to the most essential concepts related to the structure and composition of substances and the changes the substances undergo. Topics include properties of matter, atomic structure, bonding, reactions, basic stoichiometry, gases, solutions, and acids and bases. Emphasis is placed on experimentation, use of scientific method and applications of chemistry to the world. Daily assignments and activities engage students in the application of chemistry, making attendance imperative. This course is considered a lab science.

### **Chemistry (3025)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grades: 10-12                      A Level

Prerequisite: A level Algebra & Geometry II (or higher) and Teacher recommendation.

Chemistry is the science dealing with the structure and composition of substances and the mechanisms by which changes in composition occur. Topics include properties of matter, atomic structure, periodicity, chemical bonding, reactions and stoichiometry, behavior of gases, solutions, acids and bases, and selected topics in equilibrium, kinetics, thermochemistry, and electrochemistry. Emphasis is placed on experimentation, use of the scientific method, problem solving and the applications of chemistry to the world. Daily assignments and activities engage students in the applications of chemistry. This course is considered a lab science.

### **Chemistry Honors (3026)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grades: 10-12                      Honors

For grade 10 students: prerequisite = Honors Algebra/Geometry II or co-enrollment in Honors Advanced Math 1 (or higher), and teacher recommendation. For grade 11-12 students: Prerequisite = Honors Adv. Math 1 or co-enrollment in Honors Pre-Calc (or higher).

Honors Chemistry is designed to prepare students for AP Chemistry. This course addresses the structure and composition of substances and the mechanisms by which changes in composition occur. Content focuses on similar topics as those addressed in A level Chemistry, but coverage is in greater depth, and at a faster pace compared to the A level course. Topics include properties of matter, atomic structure, periodicity, chemical bonding, reactions and stoichiometry, behavior of gases, solutions, acids and bases, equilibrium, kinetics, and thermochemistry. Emphasis is placed on experimentation, use of the scientific method, problem solving and the applications of chemistry to



the world. A high level of self-discipline is required for the completion of independent assignments. Strong mathematical reasoning is essential for success in this course. This course is a lab science.

### **Research Methods and Chemistry Honors (3038)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year              Grades: 10-11                      Honors

Co-requisite: Research Methods Honors Advanced Math 1, and teacher recommendation.

Students will be required to complete a yearlong research project in the fields of science, engineering or math under the guidance of their teachers. Students who sign up for this course must also sign up for Research Methods & Honors Advanced Math I. This course covers the same content as Honors Chemistry. Note: this course meets for an extra period two days out of the 7-day cycle only during 1<sup>st</sup> semester. All research methods students are expected to participate in the school science fair which takes place in February. This course is considered a lab science.

### **Physics (3015)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year              Grades: 11-12                      A Level

Prerequisite: A level Advanced Math I and teacher recommendation.

Physics is a course that builds students' conceptual understanding of physical principles and complements this understanding with mathematical applications. Students considering a career in any scientific field will benefit from having physics at the high school level prior to encountering it for the first time in college. Topics include forces and motion, energy and momentum, waves, light and sound, and electricity. This course includes training in reasoning, as well as instruction in the concepts of physics. There will be project-based experiences as well as traditional laboratory work requiring both traditional methods and computer-assisted data acquisition and analysis techniques. This course is considered a lab science.

### **Physics Honors (3016)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year              Grades: 11-12                      Honors

Prerequisite: Honors Advanced Math I

Honors Physics is a course that builds students' conceptual understanding of physical principles and complements this understanding with mathematical applications. Areas covered in this course are: vectors vs. scalars, graphical analysis of motion, mechanics: kinematics and dynamics, conservation of momentum, conservation of energy, circular motion, the universal law of gravitation, planetary motion, waves: light and sound, electrostatics, basic DC electricity, and magnetism. An inquiry approach is taken with laboratory work. Laboratory experiences will include traditional and computer-assisted data acquisition and analysis techniques. A high level of self-discipline is required for the completion of independent assignments. Strong mathematical reasoning is essential for success in this course. This course is considered a lab science.

### **Environmental Science (A-3041F, H-3048F)**



*Meets Expectations for Student Learning: 1-7*

Elective                      Full Year                      Grades: 11-12                      A Level

Prerequisite: Biology and Chemistry and teacher recommendation.

In this course students study the connection between the human population and the use of the Earth's resources. Topics include fresh water sources and pollution, air quality and climate change, land use and agriculture, renewable and non-renewable resources, waste, recycling and governmental policy (both domestic and internationally). Students will participate in and complete selected research projects and laboratory investigations that require a basic understanding of chemistry (the periodic table and reactions) and ecology (biomes and diversity). Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats. This course is considered a lab science.

### **Human Anatomy and Physiology Honors (3022T)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grades: 11-12                      Honors

Prerequisite: Honors Biology and Chemistry (A level or Honors) and teacher recommendation.

This is a rigorous course for students interested in any healthcare field, scientific research or biology in general. Learning experiences are designed to explore the anatomy (structure) and physiology (function) of each of the systems in the human body, as well as topics such as nutrition and exercise as they relate to physiology. The laboratory component of this course includes a significant amount of animal dissection in order to model the anatomy of the human body. These dissections are important as they provide hands-on learning experiences that allow students to practice the skill of applying content to the real world. Students who may be uncomfortable with the graphic nature of studying organ tissues up close should strongly consider whether or not this is an appropriate course selection. This course is considered a lab science.

### **Advanced Placement Physics 1 (3071)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grades: 12                      Advanced Placement

Prerequisite: Honors Physics or any AP Science (Bio, Chem, Environmental). And Honors Pre-Calculus, And teacher recommendation.

Advanced Placement Physics 1 is an algebra-based, introductory college-level physics course. The course covers Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, power, mechanical waves, sound and an introduction to electric circuits. See <http://apcentral.collegeboard.com> for more information. Students need to be proficient with algebra and trigonometry for this course. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students are expected to take the AP Physics 1 version of the Advanced Placement Exam in May. A summer assignment is required. This course is considered a lab science.



### **Advanced Placement Physics C (3017T)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grade: 12                      Advanced Placement

Prerequisite: Honors Physics or any AP Science (Bio, Chem, Environmental). Co-requisite: AP Calculus BC or higher. And teacher recommendation

This course in mechanics is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation. Topics include: kinematics, Newton's laws, work, energy, power, systems of particles and linear momentum, rotation, oscillations, and gravitation. Students are expected to take the AP Physics C - Mechanics version of the Advanced Placement Exam in May. Course is considered a Lab science.

### **Advanced Placement Biology (3021)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grades: 11-12                      Advanced Placement

Prerequisite: Honors Biology and Honors Chemistry and teacher recommendation.

This course is designed to be the equivalent of a first year college biology course given to science majors (see <http://apcentral.collegeboard.com>). By achieving a certain proficiency on the Advanced Placement examination given in May, credit may be granted at a number of colleges. Using a college textbook, the course is a fast-paced and in-depth study of the fundamentals of biology and focuses on the requirements established by the College Board. A minimum of eight inquiry-based laboratory experiments will be completed during the year. Each lab involves considerable analysis of data. Summer reading and/or a special project are required. Students are expected to take the Advanced Placement Exam in May. This course is an excellent review for material on the SAT II. This course is considered a lab science.

### **Advanced Placement Chemistry (3027)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grades: 11-12                      Advanced Placement

Prerequisite: Honors Chemistry and Honors Advanced Math 1 (or higher math course), teacher recommendation and past academic performance.

Advanced Placement Chemistry is designed to be the equivalent of a rigorous college general chemistry course and focuses on the requirements established by the College Board

(See <http://apcentral.collegeboard.com>). Emphasis will be on the quantitative reasoning and problem-solving skills necessary to explain chemical phenomena and enable predictions. Topics include: solution and gas stoichiometry, modern atomic theory, chemical bonding, chemical kinetics, thermochemistry and thermodynamics, chemical equilibrium, reaction prediction and electrochemistry. Laboratory work largely focuses on structured, guided and open inquiry-based experiments. AP Students will be expected to write explanations to non-quantitative questions based on their developed knowledge of chemical principles, and to conduct mathematical manipulations in preparation for the AP Chemistry exam given in May. Summer work and/or a special project may be required. The course can be taken in either the junior or senior year.



Students are expected to take the Advanced Placement Exam in May. Note: this course meets for an extra period two-days out of a 7-day cycle. This course is considered a lab science.

### **Advanced Placement Environmental Science (3030)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grades: 11-12                      Advanced Placement

Prerequisite: Honors Biology and Chemistry and teacher recommendation.

This course is designed to be the equivalent of a one semester, introductory college course in environmental science. (see <http://apcentral.collegeboard.com>). By achieving a certain proficiency on the Advanced Placement examination given in May, credit may be granted at a number of colleges. The course is a fast-paced and in-depth study of Environmental Science and focuses on the requirements established by the College Board. Topics include: Earth systems and resources, the living world, populations, land & water use, energy resources & consumption, pollution, and global changes. This course includes field lab investigations. Summer work and/or a special project may be required. Students are expected to take the Advanced Placement Exam in May. This course is considered a lab science.

### **Principles of Biomedical Science (3075)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grades: 9-12                      A Level

Prerequisite grade 9,10: Biology or co-enrollment in Biology. Grade 9 students must be committed to the BioMedical Career Prep Pathway. Course placement is based on the teacher's recommendation and past academic performance.

Prerequisite grade 11,12: Course placement is based on the teacher's recommendation and past academic performance.

This course incorporates a significant amount of self-directed independent work and research with a project-based learning approach. In this Project Lead The Way course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems. This course is considered a lab science.

### **Human Body Systems (3076)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grades: 10-12                      A Level

Prerequisite grade 10: Principles of BioMed and teacher recommendation.

Prerequisite grade 11,12: Course placement is based on the teacher's recommendation and past academic performance.

In this *Project Lead the Way* course, students experience real-world scenarios and cases to see medicine in action – as they diagnose and provide treatment and rehabilitation to patients at an outpatient center, keep clients safe and healthy on adventure medicine trips in remote locations,



and work in a research center to design laboratory investigations to explore development and aging. In this class, students will build organs and tissues on a skeletal manikin, work through real world cases, perform dissections, and act as biomedical professionals to solve medical mysteries. This course is considered a lab science.

### **Medical Interventions (3079)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Full Year                      Grades: 11-12                      A Level

In this PLTW course, students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community. Each problem is staged as a mission – a unique set of tasks the students must work through to achieve their desired objective. This is the 3<sup>rd</sup> course in the Bio Medical Pathway program. 11<sup>th</sup> and 12<sup>th</sup> grade who are not in the Bio Medical pathway are still encouraged to take this course – but should be aware that PLTW courses require a significant amount of self-motivation and independence while working as a team. Regular attendance is essential to be successful in this course. This course is considered a lab science.

### **Oceanography (A-3068, H-3070)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Semester                      Grades: 11-12                      A Level or Honors

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance.

In this course students explore the physical and biological features of Earth's oceans. Topics include the ecology of various aquatic ecosystems, ocean chemistry, tidal mechanics, marine life, threats to our oceans, and conservation of the oceans. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats. This course is considered a semester lab science.

### **Astronomy (A-3013T, H-3049)**

*Meets Expectations for Student-Learning: 1-7*

Elective                      Semester                      Grades: 11-12                      A Level or Honors

A level Prerequisite: Teacher recommendation.

Honors level Prerequisite: Functions and Trig. or Pre-Calculus and teacher recommendation

In this course students study the structure of our solar system, galaxy and the universe. Students research the various contributions that ancient civilizations have made to the field of astronomy and how increased technology throughout history has helped our knowledge and understanding of the origins and structures of planets, stars, galaxies and the universe. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats. Honors students are also required to



attend 2 evening observations at the high school and complete 1 long-term independent observation experiment per quarter. This course is considered a semester lab science.

### **Foundations of Biology (3075)**

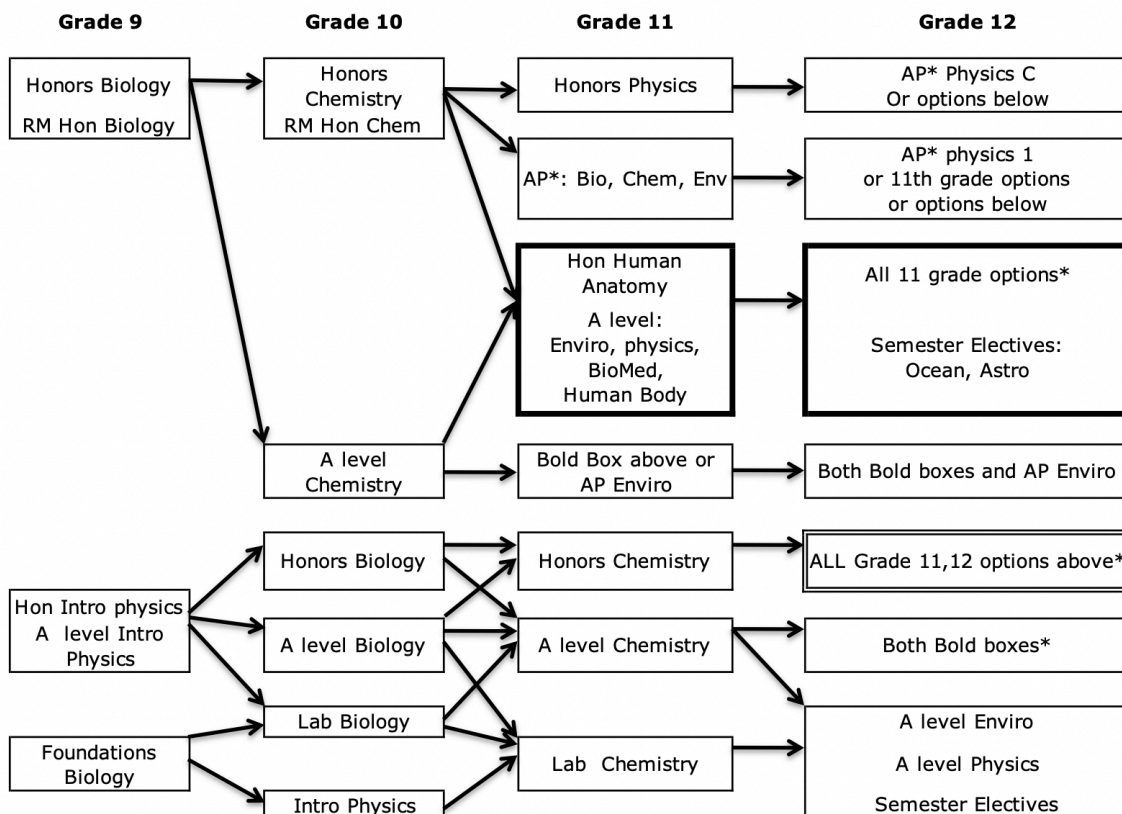
*Meets Expectations for Student Learning: 1,2,3,4,6,7*

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences is designed to provide students with a two-year study of the MA State Frameworks Biology Curriculum. The course is designed to give students an introduction to ecology, chemistry of life, cell structure and function, genetics, evolution and biodiversity. Students recommended to take this course in 9th grade will advance to Lab Biology in grade 10. This course is considered a lab science.



## Science Course Offerings and the Most Common Sequences



\* Please refer to specific course Descriptions for pre-requisite and co-requisite information

## Engineering

Students in engineering classes learn how technology draws from science and mathematics to fashion products that solve practical problems encountered in our lives. Whether the student is learning about established practices or developing new technological processes, the engineering protocol plays an important role. This protocol includes:

- Identifying a need that can be addressed by technological inventions or innovations.
- Using mathematical and scientific background along with creativity to fashion solutions that address the need.
- Visualizing solutions in graphical form in two and three dimensions.
- Building prototypes to test and redesign based on the outcome of preliminary testing results.
- Making engineering presentations of the solution.
- Considering the societal impacts and tradeoffs of the new technology.

The varied course selections offered in Engineering provide all students with opportunities to explore technology, solve problems, develop effective and safe work habits, gain an appreciation for the engineering design process, work cooperatively with others and apply knowledge in a practical



manner. Four important areas of Engineering are emphasized: 1) communication, 2) design 3)/manufacturing and 4) power/energy/transportation.

The Engineering department offers three courses from the national *Project Lead the Way* curriculum. These courses offer a rigorous introduction to, and exploration of, the field of engineering.

#### Course Offerings:

Introduction to Engineering Design (IED)
Computer Integrated Manufacturing, Honors (CIM)
Principles of Engineering, Honors (POE)

### Career Pathway Focus: Manufacturing

The engineering department offers the following courses to students interested in pursuing a 12th grade work-study internship with potential for full-time entry-level, career-based employment beyond high school in the manufacturing Industry. The following courses are from the national *Project Lead the Way* curriculum. These courses offer a rigorous introduction to, exploration of, and career-preparation for manufacturing careers and post-graduation academic pursuits.

Year	Course / Experience
9th grade	Introduction to Engineering Design (IED)
10th grade	Computer Integrated Manufacturing (CIM)
11th grade	Principles of Engineering (POE)
12th grade	Industry internship / work-study

#### Introduction to Engineering Design (IED) (5229T)

*Meets Expectation for Students Learning: 1-7*

Elective                      Full Year                      Grades: 9-12                      A Level

Prerequisite: Algebra I or Algebra/Geometry I

Using the nationally recognized *Project Lead the Way* hands-on curriculum, students will explore the Engineering Design Cycle in problem-based projects. They will also learn to use sophisticated three-dimensional modeling software to create and communicate the details of their products. Emphasis is placed on analyzing potential solutions and communicating ideas to others. This engineering course is designed to enable students to explore the field as a career choice and provides the rigorous, relevant training required to excel in any related post-secondary program.



This course is recommended as the first course in the *Project Lead the Way* engineering sequence and can fulfill part of the science credit requirement for graduation. This is the 1st course in the Engineering career pathway program.

### **Computer Integrated Manufacturing (CIM)**

*Meets Expectation for Students Learning: 1-7*

Elective                      Full Year                      Grades: 10-12                      Honors

In this PLTW course Students build upon their Computer Aided Design (CAD) experience through the use of Computer Aided Manufacturing (CAM) software. CAM transforms a digital design into a program that a Computer Numerical Controlled (CNC) mill uses to transform a block of raw material into a product designed by the student. Students learn and apply concepts related to integrating robotic systems such as Automated Guided Vehicles (AGV) and robotic arms into manufacturing systems. Throughout the course students learn about manufacturing processes and systems. This course culminates with a capstone project where students design, build, program, and present a manufacturing system model capable of creating a product. This course can fulfill part of the science credit requirement for graduation. This is the 3rd course in the Engineering career pathway program.

### **Principles of Engineering (POE) (5228)**

*Meets Expectation for Students Learning: 1-7*

Elective                      Full Year                      Grades: 11-12                      Honors

Prerequisite: Advanced Math 1

Using the nationally recognized Project Lead the Way hands-on curriculum, students explore the wide variety of engineering and technology principles in the areas such as product design, mechanisms, robotics, energy, electrical systems, and infrastructure. Using activities, projects and problem solving, students investigate the integration of math, science, and technology in engineering applications. This engineering course is designed to enable students to explore the field as a career choice and provides the rigorous, relevant training required to excel in any related post-secondary program. This course can fulfill part of the science credit requirement for graduation. This is the 2nd course in the Engineering career pathway program.



## Social Sciences Department

Ms. Jennifer DiFrancesca, Director

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The Social Sciences are rooted in a diverse but common heritage, and together they offer insights into the nature and causes of political affairs, social and economic patterns, and human behavior. Critical inquiry about man, society, and history generates a broad awareness and deeper understanding of the human experience. The social sciences encourage students to develop an interdisciplinary perspective of the world around them through the study of history, literature, economics, society, philosophy, and psychology.

In all of the courses offered by the SHS Social Sciences Department, students are provided with challenging and diverse learning opportunities, which encourage them to explore their role in and relationship to their local community, country and the world. Students also examine issues of individualism, socio-economic class, race, nationalism and globalization. In addition, students will develop their ability to research effectively, think critically and to express their ideas in written, visual and oral formats. Our goal as Social Science teachers is to empower students to be active, capable and caring contributors to the world in which they live.

World Civilizations, United States History I and United States History II are aligned with the content, Standards of Practice and Guiding Principles outlined in the *Massachusetts History and Social Science Frameworks*. The elective courses offered by the Social Sciences Department are also aligned with the Standards of Practice and Guiding Principles of the *Massachusetts History and Social Science Frameworks*.

### Course Offerings:

World Civilizations	American Government
U.S. History I	Economics
U.S. History II	Law
U.S. History II: American Studies	Global Studies
Advanced Placement United States History	Pop Culture
Advanced Placement Comparative Government & Politics	Psychology
Advanced Placement Human Geography	Sociology
Advanced Placement Psychology	Sports in America
Social Science Internship	World Religions
	The World at War



**World Civilizations (4019)**

*Meets Expectations for Student-Learning: 1,2,3,4,6,7*

Required      Full Year      Grade: 9      A Level

This course examines world history from the 1500s through the 21st century. In the first semester, students will investigate world religions, absolute monarchs, the revolutions of the 1800s, and the industrial revolution as well as 19th century imperialism and resistance. In the second semester, students will examine world events including World War I, the rise of facism, World War II, the Cold War and 20th century independence movements. Throughout the year, students will examine the social, economic, religious, political, and technological factors that have shaped world history and connect their learning to current events. Students will develop skills related to primary sources, research, discussion, reading, and writing. Assessment strategies will include written and oral presentations, objective questions, open-response questions, and research projects.

**U.S. History I (A-4036, Honors-4018)**

*Meets Expectations for Student-Learning: 1,2,3,4,6,7*

Required      Full Year      Grade: 10      A Level or Honors

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance.

This is the first year of a two-year course in American history. Following a chronological approach, the course examines the development and evolution of the United States from the 1600s through the late 1800s. The core content is the same for both the Honors and A-level courses, however, the pace and focus on skills will be different. For example, honors level students will read more in-depth primary and secondary source documents, as well as participate in more independent learning. All students will continue to develop their skills related to primary sources, research, discussion, reading, writing, and connecting to current events. Assessment strategies for all students will include written and oral presentations, objective questions, open-response questions, and research projects.

**Essential History 9/10 (9906)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7*

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences is designed to align with the curriculum of US History I. The goal of this class is to teach students the fundamentals needed in order to be successful in a social sciences class. In this course, students will study American history from the 1700s through the late 1800s. The pace and focus on skills will be adapted to meet the specific needs of each student.

**U.S. History II (A-4021T, Honors-4017T)**

*Meets Expectations for Student-Learning: 1,2,3,4,6,7*

Required      Full Year      Grade: 11      A Level or Honors

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance.



This is the second year of a two-year course in American history. Following a chronological approach, the course examines the development and evolution of the United States from the late 1800s through the 21st century. During the second semester of the course, students will engage in the six stages of a Civics Action Project as identified by the Massachusetts Department of Elementary & Secondary Education. The core content is the same for both the Honors and A-level courses, however, the pace and focus on skills will be different. For example, honors level students will read more in-depth primary and secondary source documents, as well as participate in more independent learning. All students will continue to develop their skills related to primary sources, research, discussion, reading, writing, and connecting to current events. Assessment strategies for all students will include written and oral presentations, objective questions, open-response questions, and research projects.

### **U.S. History II: American Studies (A-4034, Honors-4035)**

*Meets Expectations for Student-Learning: 1,2,3,4,6,7*

Required      Full Year      Grade: 11      A Level or Honors

Prerequisite: Course placement is based on the teacher's recommendation.

This is the second year of a two-year course in American history that aligns with the U.S. History II course described above. Additionally, American Studies includes not only the content and skills of English 11 and U. S. History II but also builds upon them by focusing on the relationship between the two content areas. Classes are scheduled during consecutive periods to facilitate daily collaborative learning and common assessments. Students enrolled in American Studies will be expected to work with a variety of learners as well as take personal responsibility for their learning. *Students who register for this course must also register for English 11: American Studies at the same level.*

### **Essential History 11/12 (9906)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7*

Prerequisite: Permission of Instructor

This course, which features smaller class sizes and more individualized learning experiences is designed to align with the curriculum of US History II including completing the six stages of a Civics Action Project as identified by the Massachusetts Department of Elementary & Secondary Education. The pace and focus on skills will be adapted to meet the specific needs of each student.

### **Advanced Placement United States History (4013)**

*Meets Expectations for Student-Learning: 1,2,3,4,6,7*

Elective      Full Year      Grade: 11      Advanced Placement

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance.

AP US History is designed to provide students with the analytical skills and factual knowledge necessary to analyze United States history from the 1500s through the 21st century. It is also designed to prepare students for college by making demands upon them equivalent to those made by full-year introductory college courses. Solid reasoning and writing skills, along with a willingness to devote considerable time to studying, are necessary to succeed. A variety of



approaches will be used to analyze American politics, society, economics, and history. Students will use a college-level textbook, read extensive primary and secondary sources, and demonstrate their ability to learn independently. This course meets the College Board's expectations for an AP US History course. This course fulfills the US History II requirement for eleventh graders and will include the Civics Action Project identified by the Massachusetts Department of Elementary & Secondary Education. Students are expected to successfully complete the summer work and take the Advanced Placement Exam in May.

### **American Government (A-4039, Honors-4041)**

*Meets Expectations for Student-Learning: 1,2,3,4,6,7*

Elective                      Semester                      Grades: 10-12                      A Level or Honors

This course is designed to provide students with an understanding of the structure, purpose, principles, and practices of American government at the local, state and national levels. Students will investigate their rights and responsibilities as American citizens and how they can exercise these rights and responsibilities at different levels through current issues, class discussions, and guest speakers. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning including student choice. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats

### **Economics (A-4026, Honors-4071)**

*Meets Expectations for Student-Learning: 1,2,3,4,6,7*

Elective                      Semester                      Grades: 10-12                      A Level or Honors

This course is designed to provide students with an introduction to economics. Students will examine topics such as scarcity, supply and demand, market structures, the role of government, personal finance, and the role of financial institutions. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning including student choice. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

### **Law (A-4094AT, Honors-4094HT)**

*Meets Expectations for Student-Learning: 1,2,3,4,6,7*

Elective                      Semester                      Grades: 10-12                      A Level or Honors

This course will introduce students to the United States justice system through an examination of Constitutional, civil and criminal law. Students will gain a deeper understanding of the law through an examination of case studies, current issues, participation in mock trials as well as discussions with guest speakers. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers, and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning. Honors students will be expected to



do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

### **Global Studies (A-4031, Honors-4073)**

*Meets Expectations for Student-Learning: 1,2,3,4,6,7*

Elective              Full Year or Semester              Grades: 10-12              A Level or Honors

This course will provide students opportunities to explore issues related to the United Nations Sustainable Development Goals. Topics of study may include the experiences of indigenous peoples, climate change, genocide, urbanization and issues related to poverty and inequality. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning, especially student choice and a public product. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

### **Pop Culture (A-4093A, Honors-4093H)**

*Meets Expectations for Student-Learning: 1,2,3,4,6,7*

Elective              Semester              Grades: 10-12              A Level or Honors

This course will provide students an opportunity to examine how popular culture has both shaped and been shaped by American politics, economics, society and technology in the 20<sup>th</sup> and 21<sup>st</sup> centuries. Students will also examine the role of individuals, including themselves, as creators and consumers of pop culture, including TV, movies, fashion, comics, art, and music. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers, and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

### **Psychology (A-4011, Honors-4023)**

*Meets Expectations for Student-Learning: 1,2,3,4,6,7*

Elective              Semester              Grades: 12              A Level or Honors

Students who have taken a semester of Psychology are not eligible to take AP Psychology.

Psychology students will explore human behavior and the mind including social psychology, adolescence, methods of research, consciousness, learning, neuroscience, personality, abnormal behavior and therapy. Classes will include a combination of discussions, lectures, films, and presentations. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

### **Sociology (A-4010, Honors-4069)**

*Meets Expectations for Student-Learning: 1,2,3,4,6,7*



Elective                      Semester                      Grades: 11-12                      A Level or Honors

Students will explore human society in a variety of ways. This will involve the investigation of social institutions as well as social group dynamics and organization. Sociological research will be used throughout the course to conduct surveys, interviews, and studies. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

### **Sports in America (A-4042A, Honors-4042H)**

*Meets Expectations for Student-Learning: 1,2,3,4,6,7*

Elective                      Semester                      Grades: 10-12                      A Level or Honors

This course will provide students an opportunity to do an in-depth analysis of the role of sports in America including the evolution of sports and how they have both reflected and responded to developments in United States history. Students will also investigate the psychology of sports including leadership, team dynamics, and individual competition. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning including a public product. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

### **World Religions (A-4060, Honors-4061)**

*Meets Expectations for Student-Learning: 1,2,3,4,6,7*

Elective                      Semester                      Grades: 10-12                      A Level or Honors

Students will explore the history, structure, beliefs, and traditions of a variety of religions including but not limited to Judaism, Christianity, Islam, Hinduism, Buddhism, Daoism, Confucianism, and Shintoism. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning including student choice. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

### **The World at War (A-4087, Honors-4091)**

*Meets Expectations for Student-Learning: 1,2,3,4,6,7*

Elective                      Semester                      Grades: 10-12                      A Level or Honors

This course will provide students an opportunity to investigate the causes, courses, and consequences of military conflicts from World War I to the present. Class discussions, guest speakers and research will provide students the opportunity to explore and analyze not only the events of the wars but also on the governments, economies, and societies that created and were created by these conflicts. Throughout the semester, students will be expected to demonstrate growth as critical thinkers, readers and writers as well as their ability to take personal responsibility for their learning when engaged in aspects of Project Based Learning including



student choice. Honors students will be expected to do extensive and sustained independent research and analysis outside of class and present their findings in written, visual and oral formats.

### **Advanced Placement Comparative Government & Politics (4102)**

*Meets Expectations for Student-Learning: 1,2,3,4,6,7*

Elective                      Full Year                      Grade: 12                      Advanced Placement

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance.

AP Comparative Government & Politics will introduce students to the diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. Students will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence based arguments. The reading, writing, and discussions are aligned with those of a college Social Science course. Students will read extensively and take responsibility for their own learning. Students are expected to successfully complete the summer work and take the AP exam in May.

### **Advanced Placement Human Geography (4072)**

*Meets Expectations for Student-Learning: 1,2,3,4,6,7*

Elective                      Full Year                      Grade: 12                      Advanced Placement

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance.

AP Human Geography will introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students will investigate geographic concepts, population trends, cultural patterns and processes, political organization of spaces, agricultural and rural land use, industrialization and economic development, cities, and urban land use. Throughout the course, students will develop and refine their ability to understand how cultural landscapes and regions emerge; use maps and other spatial data to pose and solve problems; identify and analyze the local, regional, national and global factors that influence a phenomena; and understand the ways in which events and processes operating in one place influence those operating at other places. The reading, writing, and discussions are aligned with those of a college Social Science course. Students will read extensively and take responsibility for their own learning. Students are expected to successfully complete the summer work and take the AP exam in May.

### **Advanced Placement Psychology (4012)**

*Meets Expectations for Student-Learning: 1,2,3,4,6,7*

Elective                      Full Year                      Grade: 12                      Advanced Placement

Prerequisite: Course placement is based on the teacher's recommendation and past academic performance.



AP Psychology is the equivalent of a college introductory psychology course. It will explore human behavior and the mind by addressing such questions as: "What makes us who we are? What are the biological bases of behavior? How do we learn? What are sensation and perception? What is adolescence? What is mental illness and how is it treated? What motivates people?" Classes will include a combination of discussions, lectures, films, and presentations. A variety of theories will be examined including Freud, Skinner, Piaget, and Kagan. Students will develop a better understanding of themselves and the forces acting upon them, as well as improve their critical thinking and writing skills. This course meets the College Board's expectations for an AP Psychology course. The reading, writing, and discussions are aligned with those of a college Psychology course. Students will read extensively in a college level textbook and take responsibility for their own learning. Students are expected to successfully complete the summer work and take the Advanced Placement Exam in May.

### **Social Science Internship (4030)**

*Meets Expectations for Student-Learning: 3,4,6,7,8*

Elective                      Semester                      Grades: 11-12                      A Level

Prerequisites: Teacher Recommendation and director approval

Students will be assigned by the department director to work in a World Civilizations or US History I class as an assistant to the teacher in that class. Interns will help students with class work, including projects, in-class activities and other assignments. Interns will be expected to facilitate work with small groups of students or create study guides and review materials with or for students. Interns will also assist students with the organization of their notebooks, test preparation, projects and long-term planning. Students who participate in this program will meet with their cooperating teacher and/or the director on a weekly basis. Interns will also complete a written reflection at the end of each quarter. The grade for this class will be a pass/fail grade and determined by attendance, written reflections, weekly meetings and contributions to the class.



# Visual Arts Department

Ms. Pamela LeBlanc, Director

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The Visual Arts Program provides students with the opportunity to work with a wide variety of materials in order to develop their skills, perceptions, and creativity. Each course is designed to introduce or master skills from earlier training, as well as to develop a knowledge base of various artists and art movements. Some courses require a prerequisite. Students looking to take the Studio I and Digital Studio Art courses are required to take one *semester of Art Intro or Creative Sketchbooks*. All *Studio level* courses provide students with concepts and skills to build a portfolio for college.

**For the serious art student, we recommend following the 4-year Art Experience track.**

	Grade 9	Grade 10	Grade 11	Grade 12
<b>4-year Art Experience</b>	* Art Intro (Semester) ~ OR ~ *Creative Sketchbooks  Studio I (Semester 2)	Studio I (Semester)  In addition to Studio I, students could take iPad Studio Art Using Procreate (formally Digital Studio Art) as well as other <i>art electives</i>	Studio II (Full Year)	AP Studio Art: Drawing
<b>Semester and Full Year offerings</b>	Art Intro Studio I (Semester 2)  Ceramics I Ceramics II  Character Design and Intro to Animation  Creative Sketchbooks  Introduction to Photoshop & Graphic Design (formally Digital Art & Design)  iPad Studio Art Using Procreate (formally Digital Studio Art)  Mixed Media  Sculpture & 3D Design (formally Sculpture and Installation)	Art Intro Studio I  Ceramics I Ceramics II Honors Ceramics III Honors  Character Design and Intro to Animation  Creative Sketchbooks  Darkroom Photography II  Introduction to Photoshop & Graphic Design (formally Digital Art & Design)  iPad Studio Art Using Procreate (formally Digital Studio Art)  Mixed Media  Sculpture & 3D Design (formally Sculpture and Installation)  Traditional & Digital Photography	Art Intro Studio I Studio II (FY)  Ceramics I Ceramics II Honors Ceramics III Honors  Character Design and Intro to Animation  Creative Sketchbooks  Darkroom Photography II  Introduction to Photoshop & Graphic Design (formally Digital Art & Design)  iPad Studio Art Using Procreate (formally Digital Studio Art)  Mixed Media  Sculpture & 3D Design (formally Sculpture and Installation) Traditional & Digital Photography	Art Intro Studio I Studio II AP Drawing  Ceramics I Ceramics II Honors Ceramics III Honors  Character Design and Intro to Animation  Creative Sketchbooks  Darkroom Photography II  Introduction to Photoshop & Graphic Design (formally Digital Art & Design)  iPad Studio Art Using Procreate (formally Digital Studio Art)  Mixed Media  Sculpture & 3D Design (formally Sculpture and Installation) Traditional & Digital Photography



All courses offered in the Visual Arts Department incorporate standards-based instruction and learning that meets the Massachusetts Creative Arts Curriculum Frameworks. "Learning in, about and through the arts develops each learner's capacity to make meaning from experience, to respond, creatively and to contribute to society."

### Course Offerings:

Art Intro	Creative Sketchbooks	Sculpture & 3D Design (formally Sculpture & Installation)
Ceramics I	Darkroom Photography II *	Studio I *
Ceramics II Honors* ( A level or Honors)	Introduction to Photoshop & Graphic Design (formally Digital Art and Design)	Studio II: Honors Portfolio *
Ceramics III Honors * ( A level or Honors)	iPad Studio Art Using Procreate * (formally Digital Studio I)	AP Drawing *
Character Design and Intro to Animation	Mixed Media	Traditional & Digital Photography

\*Are courses that require a prerequisite

### Art Intro (6500)

*Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective Semester Grades: 9-12 A Level

Maybe you are intimidated by drawing and/or painting or maybe you are looking to improve your drawing/painting skills. Either way, Art Intro is for you! In this course you will cover the basics with step by step instruction, understand the importance of observing and studying, drafting and revising, while exploring a variety of art materials. End result, students will understand how to create the illusion of three-dimensional imagery through shading, color and perspective. This is the prerequisite course for *Studio I*.

### Ceramics I (6506)

*Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective Semester Grades: 9-12 A Level

Come explore the world of clay in Ceramics I! This is an introductory class which goes over the basics of working with clay and glaze, handbuilding techniques and how to use the potter's wheel. Some of the projects created will include tiles, slab boxes, teapots and functional objects such as bowls and cups. Whether you are new to clay or have been to Claytime, *Ceramics I* will get you feeling confident about making and glazing clay objects. *A materials fee may be assessed.*

### Ceramics II (6528T/ 6542)

*Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective Semester Grades: 9-12 A Level or Honors

Prerequisite: Ceramics I \*Teacher signature required

Ceramics II builds on the knowledge you gain in Ceramics I, improves your clay skills and pushes the boundaries with your ideas. Some of the projects include both wheel thrown and handbuilt components, creating sculptures from clay forms made on the wheel and working on expanding your glazing and design skills. If you like Ceramics II & Sculpture why not try Ceramics III where you



can spend more time on independent work. *Honors students will be expected to do an extensive and sustained independent project where a work of art is produced based on their research.*

### **Ceramics III (6529T/ 6543)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective                      Semester                      Grades: 10-12                      A Level or Honors

Prerequisite: Ceramics II \*Teacher signature required

Did Ceramics I and II inspire you to want more clay? In Ceramics III we explore creating large handbuilt ceramic sculptures and expand our wheel working skills. Students work independently researching and developing their projects, drafting ideas and creating mock-up designs. Attention to detail and pushing your limits will be required. *Honors students will be expected to do an extensive and sustained independent project where a work of art is produced based on their research.*

### **Character Design and Intro to Animation (6537)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective                      Semester                      Grades: 9-12                      A Level

Do you want to learn more about character design and animation? In this class, students will focus on the pre-production process, designing characters, creatures, environments, props, and illustrations/paintings. Skills learned in this course are foundational still-image practices used for future animation processes. *\*\*In this course, students will not be creating animations using movement and/or film.*

### **Creative Sketchbooks (6518T)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective                      Semester                      Grades: 9-12                      A Level

Do you like to doodle, journal, and draw? Do you want to explore new materials? Then this is a class for you! This class is a mix of abstract and realistic projects done in a sketchbook, using all kinds of materials, such as drawing, painting, and collaging. Projects will be quicker and more experimental however, students will still learn the foundational drawing techniques and understand the importance of observation. While most projects stay within the sketchbook, some projects may expand beyond. This is the prerequisite course for *Studio I*.

### **Darkroom Photography II (6535)**

*Meets Expectations for Student Learning: 1,3,4,6,7,8,9*

Elective                      Semester                      Grades: 10-12                      A Level

Prerequisite: Traditional & Digital Photography \*Teacher signature required

Do you love to take photos and want to learn even more about film photography? This class will expand on your use of the 35mm film camera. Students will be using the darkroom to create traditional black and white prints and will be experimenting with a variety of techniques to enhance images. Students will shoot a variety of subjects including portraits, landscapes, still life, candid, close-ups and will work towards developing a cohesive body of work in their own distinct style. Students will continue to learn about composition and the history of photography.

### **Introduction to Photoshop & Graphic Design (Formally Digital Art & Design (6540)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective                      Semester                      Grades: 9-12                      A Level



Do you love technology? Would you like to learn how to use Adobe Photoshop and get your art requirement at the same time? No need for any prior drawing experience. This is an art course that uses technology as a medium. Students learn the basics of Adobe Photoshop while learning artistic concepts and graphic design. Students in this course learn about famous artists, art techniques, as well as basic layout and design skills. Adobe Photoshop does more than manipulate photos, it is also a program with drawing, painting and typographic capabilities.

### **iPad Studio Art Using Procreate (Formally Digital Studio Art (6541)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective                      Semester                      Grades: 9-12                      A Level

Prerequisite: Art Intro or Creative Sketchbooks \*Teacher signature required

Do you enjoy drawing on your iPad? Do you want to learn more about digital drawing capabilities? There is an increased use of digital art at both the college and professional industry level. This course will introduce students to the program Procreate where they will utilize various brushes and techniques within the program to create unique designs that mimic real world art materials to create digital illustrations. Students will use both the iPad and an Apple Pencil for creating.

### **Mixed Media (6524)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective                      Semester                      Grades: 9-12                      A Level

Do you feel intimidated when it comes to a traditional art class? Do you want to try working more experimentally? Take risks, try new techniques and embrace the happy accidents! In Mixed Media you will use traditional drawing, painting and printmaking materials in combination with collage & assemblage methods, allowing you to experiment & explore the process of creating a finished piece.

### **Sculpture & 3D Design (formally Sculpture & Installation) (6533T)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective                      Semester                      Grade: 9-12                      A Level

Do you like working with your hands and using tools? Do you like art that doesn't just hang on the wall? Sculpture and 3D Design will explore a variety of mediums including plaster, wire, wood, cardboard and found objects. We explore relief sculpture, free standing work, planning out installations and how to display works. Students will work independently and collaboratively with peers to produce work.

### **Studio I (6511T)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective                      Semester                      Grades: 9-12                      A Level

Prerequisite: Art Intro or Creative Sketchbooks \*Teacher signature required

Are you looking to delve a little deeper with materials and techniques? Are you looking to start building a portfolio? Studio I is the course for that! During the semester, students will continue to build on concepts and skills, while being challenged to think more independently and creatively.

### **Studio II: Honors (6516)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective                      Full Year                      Grades: 11-12                      Honors



Prerequisite: Studio I \*Teacher signature required

Looking to build a portfolio? Studio II is where you want to be. This class explores a variety of media and subject matter in drawing and painting that will be looked for when applying to college. Artists will create works that are both guided and open-ended, showing one's individual style, creativity and self-expression.

### **Advanced Placement Art/Drawing (6514T)**

*Meets Expectations for Student Learning: 1,2,3,4,6,7,8*

Elective

Full Year

Grade: 12

Advanced Placement

Prerequisite: Studio II and portfolio assessment by faculty and director. Summer assignments required. \*Teacher signature required.

This class is for the serious art student who can work independently with some guidance from the instructor to refine and apply skills and ideas to produce high quality art. The AP portfolio will contain 15 pieces of art that demonstrate investigation, experimentation and revision. Students will also submit typed responses to prompts, providing information about the process for which they created their work. Students are to complete the summer work and keep up with the pace and deadlines of the course to successfully complete the AP Drawing Exam in May.

*A materials fee may be applied for portfolio preparation.*

### **Traditional & Digital Photography (6507TT)**

*Meets Expectations for Student Learning: 1,3,4,6,7,8,9*

Elective

Semester

Grades: 10-12

A Level

Do you love to take photos and want to learn more about photography? This class covers the ins and outs of using both digital and 35mm film cameras. Students will be using a darkroom to print traditional black and white prints as well as learning Adobe Photoshop and Adobe Lightroom to manipulate and enhance their photos. Students will be spending an equal amount of time in the darkroom and the computer lab. Students shoot a variety of subjects including portraits, landscapes, still life, candid, close-ups and experiment with their film negatives and computer files to create captivating images. We learn about composition, using a tripod and the history of photography.

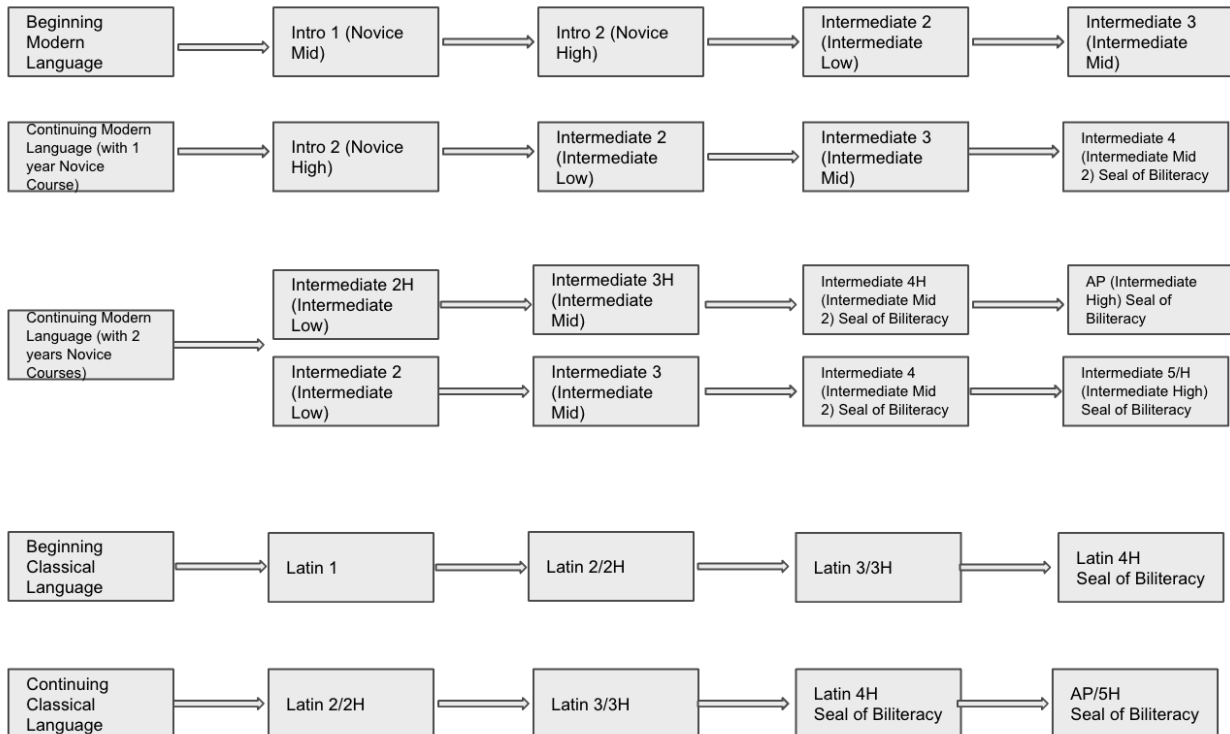


# World Languages Department

Mr. Kenneth A. Almeida, Director

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The World Language Program at Shrewsbury High School believes that all students are capable of learning a language. Our goals are to move students along the proficiency ladder in Modern Languages, and for our Classical Languages, students will be provided with the skills to interpret and develop an understanding and appreciation of Latin Literature while learning how Latin connects to Modern English.





**Course Offerings:**

Introductory French 1	Heritage Portuguese 1
Introductory French 2	Heritage Portuguese 2/2H
Intermediate French 2	Heritage Portuguese 3/3H
Intermediate French 2 Honors	Heritage Portuguese 4/4H
Intermediate French 3	Latin 1
Intermediate French 3 Honors	Latin 2
Intermediate French 4	Latin 2 Honors
Intermediate French 4 Honors	Latin 3
Intermediate French 5	Latin 3 Honors
Intermediate French 5 Honors	Latin 4 Honors
Advanced Placement French	Advanced Placement Latin: Vergil and Caesar/Latin 5 Honors
Introductory Spanish 1	Introductory Mandarin Chinese 1
Heritage Spanish 1	Intermediate Mandarin Chinese 2
Heritage Spanish 2/2H	Intermediate Mandarin Chinese 2 Honors
Introductory Spanish 2	Intermediate Mandarin Chinese 3
Intermediate Spanish 3	Intermediate Mandarin Chinese 3 Honors
Intermediate Spanish 3 Honors	Intermediate Mandarin Chinese 4
Intermediate Spanish 3	Intermediate Mandarin Chinese 4 Honors
Intermediate Spanish 3 Honors	Intermediate Mandarin Chinese 5
Intermediate Spanish 4	Intermediate Mandarin Chinese 5 Honors
Intermediate Spanish 4 Honors	Advanced Placement Mandarin Chinese
Intermediate Spanish 5	Introduction to Linguistics 1/1H
Intermediate Spanish 5 Honors	Introduction to Linguistics 2/2H
Advanced Placement Spanish	

**Introductory French 1 (8010T)***Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 9-12                      A Level

The target for this course is Novice Mid. Students will begin to develop proficiency as they study the themes of welcoming, personal interests, school life, family and weekend life. The course will be taught 50-75% in the target language.

**Introductory French 2 (8011TT)***Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 9-12                      A Level

Prerequisite: Introductory French 1 or Prior Course at Novice Level

The target for this course is Novice High. This course is the second year of the two year novice sequence and satisfies the second year of language study for college entry. It is designed specifically



for students who need a modified pace but wish to complete two years of French. Focus will be on thematic vocabulary and reinforcement of novice grammatical structures. Students will continue to learn to speak, read, and write about topics pertinent to their lives and will reinforce their knowledge of the present tense from Intro 1 (or equivalent) and build on those skills. The target for this course is novice high. The Course will be taught 50-75% of the target language.

### **Intermediate French 2 (8012T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 9-12                      A Level

Prerequisite: Successful completion of Introductory 2 or equivalent novice course and teacher recommendation.

The target for the course is Intermediate Low. Students will continue to hone listening, speaking, writing and reading skills. Culture is woven into the curriculum via textbook readings, class discussions, videos, and language lab activities. The target for this course is intermediate low. This course will be conducted 90% in the target language.

### **Intermediate French 2 Honors (8045T)**

*Meets*

*Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 9-12                      Honors

Prerequisite: Demonstrated some Intermediate language skills at the novice level and teacher recommendation.

The target for the course is Intermediate Low. Students will continue to develop the skills of speaking, listening, writing and reading. Students will be expected to focus on grammar accuracy while meeting the appropriate proficiency targets. Culture is woven into the curriculum via readings, class discussions, videos, and language lab activities. The target for this course is intermediate low. This course will be taught 90% in the target language.

### **Intermediate French 3 (8013T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 10-12                      A Level

Prerequisite: Demonstrated competency with Intermediate 2 language skills and teacher recommendation.

The target for the course is beginning level Intermediate Mid. Students will be exploring topics outside of their personal lives and honing on communication skills using those themes. The ability to narrate and manipulate various time frames will be practiced. This course will be taught 90% in the target language.

### **Intermediate French 3 Honors (8015T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 10-12                      Honors

Prerequisite: Demonstrated advanced competency with Intermediate 2 Honors language skills and The target for the course is beginning level Intermediate Mid. This course will prepare students to approach the advanced low ACTFL proficiency benchmark by the use of historical and



contemporary themes This course is conducted primarily in French and is intended for students who wish to pursue AP French. The class will be conducted entirely in the target language.

### **Intermediate French 4(8014T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective Full Year Grades: 11-12 A Level

Prerequisite: Demonstrated competency with Intermediate 3 language skills and teacher recommendation.

The target for this class is Intermediate Mid. This course begins to push students towards the ACTFL Intermediate High proficiency level as more sophisticated expressions are learned. Students will continue to improve upon listening comprehension and oral expression, and they will hone their reading skills. This course will be conducted 90% in the target language.

### **Intermediate French 4 Honors (8016T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective Full Year Grades: 11-12 Honors

Prerequisite: Demonstrated advanced competency with Intermediate 3 language skills and teacher recommendation.

The target for this course is intermediate mid. This course is intended for those students who are preparing for entry into Advanced Placement French the following year. Emphasis is placed on developing accuracy in both oral and written expression with more complex and finite grammar. Students will read authentic literature including 'Le Petit Prince.' Students will begin learning the skills required for success on the AP French language and culture exam offered by College Board. This course is conducted entirely in the target language.

### **Intermediate French 5 (8017T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective Full Year Grade: 12 A Level

Prerequisite: Demonstrated competency with Intermediate 4 language skills and teacher recommendation.

The target for this course is Intermediate High. This course is intended for those advanced students who enjoy learning French and wish to continue to practice their oral and written skills. It is primarily a literature and culture course with a review of all grammar. Contemporary literature and short readings will be read and discussed. The cultural focus will be on French-speaking countries around the globe. This course will be conducted entirely in the target language.

### **Intermediate French V Honors (8044T)**

*Meets expectations for Student Learning: 1, 2,3,4,7*

Elective Full Year Grade 12 Honors

Prerequisite: Demonstrated advanced competency with Intermediate IV language skills and teacher recommendation.

The target for this course is Intermediate High. This course is designed for honors students who wish to continue the study of French but opt not to take the French AP exam. Students will continue



to practice their oral and written skills. Emphasis in this course is placed on accuracy in both oral and written expression, as more complex grammar is introduced. Contemporary literature and short readings will be read and discussed in seminar style. The cultural focus will be on French-speaking countries around the globe. The class is conducted entirely in French.

### **Advanced Placement French (8018)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 11 -12                      Advanced Placement

Prerequisite: Demonstrated excellence in Intermediate 4 Honors level and strong teacher recommendation.

This course is intended for students who have attained a high degree of proficiency in French and who are interested in completing studies comparable in content and difficulty to a full-year college-level course. This course is designed to provide students with a communicative ability in the French language. The course objectives are to develop the ability to understand spoken French in various contexts, and to develop French vocabulary sufficient for reading newspapers and magazine articles, literary texts and other non-technical writings without dependence on a dictionary. Students will also develop the ability to express themselves in French, both orally and in writing, with reasonable fluency, coherence, and accuracy. Students are expected to take the Advanced Placement Exam in May. This course is conducted entirely in French.

### **Heritage Spanish 1 (8069)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 9-12                      A Level or Honors

Prerequisite: Placement test.

This course is designed specifically for students whose first language may be Spanish or who are bilingual. The course will focus on contemporary issues in the US and Hispanic worlds and how one's language forms one's identity. Students will be assessed on points of view in spoken and written Spanish.

### **Heritage Spanish 2/2Honors (8072/8072T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 10-12                      A Level or Honors

Prerequisite: Successful completion of Heritage Spanish 1. This course is designed specifically for students whose first language may be Spanish or who are bilingual. The course will explore literature, history, and art through a Hispanic lens. Students will be assessed on points of view in spoken and written Spanish.

### **Introductory Spanish 1 (8020T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 9-12                      A Level

The target for this course is Novice Mid. Students will begin to develop proficiency as they study the themes of welcoming, personal interests, school life, family and weekend life. The course will be taught 50-75% in the target language.



### **Introductory Spanish 2 (8025T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 9-12                      A Level

Prerequisite: Introductory Spanish 1 or Prior Course at Novice Level and teacher recommendation.

The target for this course is novice high. This course is the second year of the two year novice sequence and satisfies the second year of language study for college entry. It is designed specifically for students who need a modified pace but wish to complete two years of Spanish. Focus will be on thematic vocabulary and reinforcement of novice grammatical structures. Students will continue to learn to speak, read, and write about topics pertinent to their lives and will reinforce their knowledge of the present tense from Intro 1 (or equivalent) and build on those skills. The Course will be taught 50-75% of the target language.

### **Intermediate Spanish 2 (8022T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 9-12                      A Level

Prerequisite: Successful completion of Introductory 2 or equivalent novice course and teacher recommendation.

The target for this course is Intermediate Low. Students will continue to hone listening, speaking, writing and reading skills. Hispanic culture is woven into the curriculum via readings, class discussions, videos, and language lab activities. The target for this course is intermediate low. This course will be taught 90% in target language.

### **Intermediate Spanish 2 Honors (8046T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 9-12                      Honors

Prerequisite: Exceeding all academic expectations in Novice Level course and teacher recommendation

The target for this course is Intermediate Low. Students will continue to develop the skills of speaking, listening, writing and reading. Students will be expected to focus on grammar accuracy while meeting the appropriate proficiency targets. Hispanic culture is woven into the curriculum via textbook readings, class discussions, videos, and language lab activities. This course will be taught 90% in the target language.

### **Intermediate Spanish 3 (8023T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 10-12                      A Level

Prerequisite: Demonstrated competency with Intermediate 2 language skills and teacher recommendation.

The target for this course is beginning level Intermediate Mid. Students will be exploring topics outside of their personal lives and honing on communication skills using those themes. The ability to narrate and manipulate various time frames will be practiced. This course will be taught 90% in the target language.



**Intermediate Spanish 3 Honors (8026T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year              Grades: 10-12                      Honors

Prerequisite: Demonstrated advanced competency with Intermediate 2 language skills and teacher recommendation.

The target for the course is beginning Intermediate Mid. This course will prepare students to approach the advanced low ACTFL proficiency benchmark by the use of historical and contemporary themes. This course is conducted primarily in Spanish and is intended for students who wish to pursue AP Spanish. The target for the course is intermediate mid. The class will be conducted entirely in the target language.

**Intermediate Spanish 4 (8024T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year              Grades: 11-12                      A Level

Prerequisite: Demonstrated competency with Intermediate 3 language skills and teacher recommendation.

The target for this class is intermediate mid. This course begins to push students towards the ACTFL Intermediate High proficiency level. Advanced grammatical structures will be presented through real world and cultural topics. Students will communicate perspectives in art, health, immigration and folktales. This class is conducted 90% in the target language.

**Intermediate Spanish 4 Honors (8027T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year              Grades: 11-12                      Honors

Prerequisite: Demonstrated advanced competency with Intermediate Honors Level 3 language skills and teacher recommendation.

The target for this class is Intermediate Mid. This course is designed for those students who enjoy speaking, writing, listening and reading in Spanish and are preparing for entry into Advanced Placement Spanish. Emphasis is on the use of proper grammar, but instruction is through active language. Students will engage in conversations, presentations, readings, aural/listening activities and writing assignments that are generated from personal and current themes. Authentic literature and visual materials are used to teach cultural, historical and current events which are also included to enhance the curriculum. The class is taught entirely in the target language.

**Intermediate Spanish 5 (8038T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year              Grade: 12                      A Level

Prerequisite: Demonstrated competency with Intermediate Level 4 language skills and teacher recommendation.

This course is intended for those advanced students who enjoy learning Spanish and wish to continue to practice their oral and written skills. This course reviews grammar and incorporates authentic literature and culture from the Hispanic world. Written and speaking assignments will



focus on themes from the readings as well as on personal topics and current issues. The culture and the history of Spain will be explored with projects related to aspects of Spanish life. Class discussions, oral presentations, and conversations will improve speaking proficiency in the target language. The target for this class is intermediate high. The class is conducted entirely in the target language.

### **Intermediate Spanish 5 Honors (8028T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 12                      Honors

Prerequisite: Demonstrated advanced competency with Intermediate Level 4 language skills and teacher recommendation.

The target for this class is intermediate high. This course is designed for advanced students who wish to continue the study of Spanish but opt not to take the Spanish AP exam. Authentic literature is used including short stories, short novels, plays, and poetry. Films and videos that parallel the curriculum are shown. The cultural focus is on Spanish-speaking countries and includes music, dance and current news events. This class is conducted entirely in the target language.

### **Advanced Placement Spanish Language and Culture (8029)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 11-12                      Advanced Placement

Prerequisite: Demonstrated excellence in Intermediate Honors 4 level and strong teacher recommendation.

This course is designed for those students who have attained a high degree of proficiency in Spanish and who are interested in completing studies comparable in content and difficulty to a full-year college-level course. The goal of the course is to prepare the student for the Spanish AP Language examination by emphasizing the basic objectives of proficiency in listening, speaking, reading and writing. All forms of writing and speaking are emphasized (interpersonal and presentational), especially the directed and the open-ended question. Students hone listening and speaking skills through repeated practice in the form of dialogues, interviews, and directed questions. Interpretive reading is also used to practice for the exam, and grammar is reviewed, fine-tuned and applied in authentic communicative situations. Students are expected to take the Advanced Placement Exam in May. This class is conducted entirely in Spanish.

### **Heritage Portuguese 1 (8070)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 9-12                      A Level

Prerequisite: Placement test.

This course is designed specifically for students whose home language is Portuguese but need to develop literacy skills and grammatical knowledge of the Portuguese Language. The course will focus on contemporary issues in the US and Lusophone worlds and how one's language forms one's identity. Students will be assessed on points of view in spoken and written Portuguese.



### **Heritage Portuguese 2/2 Honors (8071/8071T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 10-12                      A Level or Honors

Prerequisite: Successful completion of Heritage Portuguese I or demonstrated literacy and writing skills via Placement Exam. This course is designed specifically for students whose first language is Portuguese or who are bilingual. The course will explore literature, history, and art through a Lusophone lens. Students will be assessed on points of view in spoken and written Portuguese.

### **Heritage Portuguese 3/3 Honors (8074/8074T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 10-12                      A Level or Honors

Prerequisite: Successful completion of Heritage Portuguese II. This course is a continuation of the Heritage Portuguese sequence. Students will explore the different text types in literature from a cultural perspective. Emphasis will be placed on interpretation and analysis of literary works.

### **Heritage Portuguese 4/4 Honors (8075/8075T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 10-12                      A Level or Honors

Prerequisite: Successful completion of Heritage Portuguese III. This course is a continuation of the Heritage Portuguese sequence. Students will examine some classical Portuguese and Brazilian literature as well as the history of Brazil and how that history is reflected in the literature.

### **Latin 1 (8039)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 9-12                      A Level

Latin 1 is a beginning course with emphasis on pronunciation, vocabulary, grammar, and reading skills. Emphasis is also placed on Roman life and culture, the permanent value of the Latin language, and the social values of the classical period. The study of English derivatives from Latin roots will increase the student's working vocabulary. A deeper understanding of English grammar is a logical outcome of this course.

### **Latin 2 (8031)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 9-12                      A Level

Prerequisite: Demonstrated competency with Level 1 language skills and teacher recommendation. The content of Latin 2 has been selected and arranged in such a way as to further the student's grasp of linguistic concepts and cultural phenomena of ancient Rome. After a review of the vocabulary, forms, and grammar constructions from Latin I, students study significant cultural practices of the Romans and more complex aspects of the language. Students will further develop reading and translating skills with special attention given to word order and sentence structure. The continued study of English derivatives from Latin roots will increase the student's working vocabulary.



### **Latin 2 Honors (8034)**

*Meets Expectations for Student Learning 1,2,3,4,7*

Elective: Full year Grades: 10-12 Honors

Prerequisite: Demonstrated advanced competency with Level 1 language skills and teacher recommendation.

This course is designed to mirror the curriculum of Latin 2 at a faster pace. After a review of the vocabulary, forms and grammar constructions from Latin 1, students study significant events in Roman history and more complex aspects of the language. Students will further develop reading and translating skills with special attention given to word order and sentence structure. Honors students also will have additional independent or collaborative assignments. The continued study of English derivatives from Latin roots will increase the student's working vocabulary.

### **Latin 3 (8041)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective Full Year Grades: 10-12 A Level

Prerequisite: Demonstrated competency with Level 2 language skills and teacher recommendation.

This course provides adapted readings from classical literature as well as more complex grammar patterns. Students will read selections from authors of the first century B.C.E., including Cicero and Petronius, with special emphasis on the historical prose of Caesar

### **Latin 3 Honors (8032)**

*Meets Expectations for Student Learning 1,2,3,4,7*

Elective: Full year Grades: 10-12 Honors

Prerequisite: Demonstrated advanced competency with Level 2 language skills and teacher recommendation.

This course is designed to mirror the curriculum of Latin 3 at a faster pace. Students will hone reading and writing skills through more challenging translations, oral presentations, and collaborative projects. Literature selections emphasize prose from authors of the first century B.C.E.

### **Latin 4 Honors (8033)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective Full Year Grades: 11-12 Honors

Prerequisite: Demonstrated advanced competency with Level 3 Honors language skills and teacher recommendation.

The focus of this course will be on learning to read, translate and critique Latin poetry. Works of Ovid and Catullus will be studied along with an introduction to the "Aeneid" of Vergil. By the end of the year, students will have an understanding of Latin poetry, both "Elegiac and Epic" and will have been exposed to the 'golden age' of Latin poetry.

### **Advanced Placement Latin: Vergil and Caesar (8042)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective Full Year Grades: 11-12 Advanced Placement

Prerequisite: Demonstrated excellence in Honors 4 level and strong teacher recommendation.



This course is designed for those students who have attained a high degree of mastery in translating Latin literature. The goal is to prepare the student for the Advanced Placement Latin Vergil and Caesar exam by emphasizing the literal translation of Latin epic poetry and prose. In addition, a major emphasis will be placed on analyzing, discussing and writing critical essays on Latin poetry and Caesar's *De Bello Gallico*. Fundamentals of Latin grammar will be reviewed in conjunction with a thorough exploration of the history of the Early Empire. Summer reading and/or a special project may be required. Students are expected to take the Advanced Placement exam in May.

### **Introductory Mandarin Chinese 1 (8050T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full year                      Grades: 9-12                      A Level

The target for this course is Novice Mid. Students will begin to develop proficiency as they study the themes of welcoming, personal interests, school life, family and weekend life. The course will be taught 50-75% in the target language.

### **Intermediate Mandarin Chinese 2(8051T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full year                      Grades: 9-12                      A Level

Prerequisite: Demonstrated competency with Level 1 language skills and teacher recommendation. The target of this course is Intermediate Low. This course is a continuation of the middle school program of Mandarin Chinese. Students will continue to work to hone speaking, listening and writing skills as they acquire more characters and more sophisticated patterns of expression. Students will also learn about the history, geography and cultural differences of the Chinese people. This course will be taught 90% in the target language.

### **Intermediate Mandarin Chinese 2 Honors (8060T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full year                      Grades: 9-12                      Honors

Prerequisite: Demonstrated advanced competency with Level I language skills and teacher recommendation.

The target of this course is Intermediate Low. This course is a continuation of the middle school program and is designed to mirror the curriculum of Mandarin Chinese 2 at a faster pace. Students will continue to work to hone speaking, listening and writing skills as they acquire more characters and more sophisticated patterns of expression. Students will also learn about the history, geography and cultural differences of the Chinese people. Additional assignments and projects will be required. This course will be taught 90% in the target language.

### **Intermediate Mandarin Chinese 3 (8053T)**

*Meets Expectations for Student Learning: 1, 2,3,4,7*

Elective                      Full year                      Grades: 10-12                      A Level

Prerequisite: Demonstrated competency with Level 2 language skills and teacher recommendation. The target of this course is beginning Intermediate Mid. This course is designed for those students who have demonstrated an interest in the language and have acquired communicative competency



with the fundamental skills. Oral, aural and written skills will continue to be emphasized. The class will consist of higher-level listening, reading, speaking, and writing exercises as well as using advanced grammatical structures and higher-level vocabulary lists. This course will be taught 90% in the target language.

### **Intermediate Mandarin Chinese 3 Honors (8054T)**

*Meets Expectations for Student Learning: 1, 2,3,4,7*

Elective                      Full year              Grades: 10-12              Honors

Prerequisite: Demonstrated advanced competency with Level 2 language skills and teacher recommendation.

The target of this course is beginning Intermediate Mid. This course is designed to further prepare the student for real-life interactions using the Chinese language. Oral, aural and written skills will continue to be emphasized. The class will consist of higher-level listening, reading, speaking, and writing exercises as well as using advanced grammatical structures and higher-level vocabulary lists. Students are strongly encouraged to speak Chinese in the classroom as much as possible when dealing with each other or with the teacher. Additional assignments and projects will be required. This course will be taught 90% in the target language.

### **Intermediate Mandarin Chinese 4 (8055T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year              Grades: 11-12              A Level

Prerequisite: Demonstrated competency with Level III language skills and teacher recommendation.

The target of this course is Intermediate Mid. This course extends the student's ability for proficiency in communication as more sophisticated expressions and additional characters are introduced. Students will continue to hone listening, speaking, reading and writing skills. Students learn how to communicate in a variety of real-life situations and acquire further tools for self-expression. This course will be taught entirely in the target language.

### **Intermediate Mandarin Chinese 4 Honors (8056T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year              Grades: 11-12              Honors

Prerequisite: Demonstrated advanced competency with Level III language skills and teacher recommendation.

The target of this course is Intermediate Mid. This course extends the student's ability for proficiency in communication as more sophisticated expressions and additional characters are introduced. Students will continue to hone listening, speaking, reading and writing skills. Students learn how to communicate in a variety of real-life situations. Additional assignments and projects will be required. This course will be taught entirely in the target language.

### **Intermediate Mandarin Chinese 5 (8057T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year              Grade 12              A Level



Prerequisite: Demonstrated competency with Level 4 language skills and teacher recommendation.

The target of this course is Intermediate High. This course is intended for those students who wish to advance their speaking, listening, reading and writing skills to the next level. Students expand their repertoire of characters and acquire further tools for nuanced communication. This course will be taught entirely in the target language.

### **Intermediate Mandarin Chinese 5 Honors (8059T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grade 12                      Honors

Prerequisite: Demonstrated advanced competency with Level 4 language skills and teacher recommendation.

The target of this course is Intermediate High. This course is intended for those students who have achieved a high degree of proficiency in Mandarin Chinese and wish to advance their speaking, listening, reading and writing skills to the next level. Students expand their repertoire of characters and acquire further tools for nuanced communication. Additional assignments and projects will be required. This course will be taught entirely in the target language.

### **Advanced Placement Mandarin Chinese Language and Culture (8066)**

*Meets*

*Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full Year                      Grades: 11-12                      Advanced Placement

Prerequisite: Demonstrated excellence in Honors IV level and strong teacher recommendation.

This course is designed for those students who have attained a high degree of proficiency in Mandarin Chinese and who are interested in completing studies comparable in content and difficulty to a full-year college-level course. The goal of the course is to prepare the student for the Mandarin Chinese AP Language examination by emphasizing the basic objectives of proficiency in listening, speaking, reading and writing. All forms of writing are emphasized, especially the directed and the open-ended question. Weekly journals and critical writing pieces are included. Students hone listening and speaking skills through repeated practice in the form of dialogues, skits, interviews, and directed questions. Picture sequences are also used to practice for the exam, and grammar is reviewed, fine-tuned and applied in authentic communicative situations. Students are expected to take the Advanced Placement Exam in May. This class is conducted entirely in Mandarin Chinese.

### **Introduction to Linguistics 1 (8068) 1 Honors (8068T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective                      Full year                      Grades: 9-12                      A Level or Honors

Prerequisite: Director approval. This course will explore the methods and findings in the field of modern linguistics, the study of language. The curriculum will address each branch of linguistics: phonology, morphology, syntax, and semantics. Students will gain and demonstrate knowledge of the precepts of each of these disciplines, read and explore the relevant body of research in each field, and design and complete a project or experiment that demonstrates an understanding of the material and its relevance.



**Introduction to Linguistics 2 (8073) 2 Honors (8073T)**

*Meets Expectations for Student Learning: 1,2,3,4,7*

Elective

Full year

Grades: 10-12

A Level or Honors

Prerequisite: Successful completion of Introduction to Linguistics 1 and teacher recommendation.

This course will continue to explore the methods and findings in the field of modern linguistics, the study of language. The curriculum will address further aspects of linguistics, particularly morphosyntax, syntax, and semantics. Students will gain and demonstrate knowledge in each of these disciplines, read and explore the relevant body of research in each field, and design and complete a project or experiment that demonstrates an understanding of the material and its relevance.