HOOSAC VALLEY HIGH SCHOOL

PROGRAM OF STUDIES

Administration
Mrs. Colleen Byrd, Principal
Mrs. Molly Meczywor, Dean of Students
Mrs. Holly Field, Secretary

125 Savoy Rd.
Cheshire, MA 01225
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Website: hv.acrsd.net
Program of Studies Introduction

School Counselor Mission

The mission of the school-counseling department is to provide a comprehensive and developmental school counseling program of services that promote the academic, social/emotional, and career potential of all students. Through collaboration, counseling, advocacy, and systematic change, counselors will maximize student potential in achieving personal excellence, to become lifelong learners and responsible community members.

It is the goal of the Hoosac Valley School Counseling Department to facilitate our school mission. With this objective in mind, the School Counseling Department functions under the following program objectives:

1. Fosters relationships with students that encourage the development of trust and open communication.
2. Utilizes the appropriate techniques to help students define their issues and concerns, develop strategies to resolve them and assists in implementation of these strategies.
3. Communicates and consults effectively with referral sources within the school and community on behalf of students.
4. Assists students in understanding the relationship between school and the world of work.
5. Assists students in career exploration using a variety of college and other post-secondary resource materials (printed, Internet, computer-generated and other).
6. Assists students in applying to college and understands the college application and financial aid process.
7. Writes clear and concise letters of recommendation.
8. Explains academic requirements and scheduling procedures.
9. Participates in and/or coordinates school group counseling activities such as college fairs, financial aid seminars, SAT and other testing opportunities.
10. Develops educational proficiency plans (EPP).
11. Provides individual and group counseling.
12. Leads developmental school counseling programs and activities such as college and career readiness, stress management and study skills.
13. Uses research data to improve the effectiveness of the school counseling program.
14. School adjustment counselors (SAC), both middle and high are available to meet with students to discuss matters at any level of urgency. SAC offices are not located in the guidance suite and are instead located among the classrooms. Students may contact the school adjustment counselors directly or through the school counseling secretary in the guidance suite.

School Counseling Staff

Mrs. Megan Sookey, School Counselor  Grade 8-12  A-K
Ms. Jordan Carlotto, School Counselor  Grade 8-12  L-Z
Mrs. Loriann Moro, School Adjustment Counselor  Grade 8-12  All
Mrs. Ursula Nowak, Secretary  Grade 8-12  All
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GRADUATION REQUIREMENTS (2016 and Beyond)

The following are the Graduation Requirements, as adopted by the Adams-Cheshire Regional School District, for all students who graduate from Hoosac Valley High School in the year 2016 and beyond.

1. One Credit will be granted for each class period per week, except in Physical Education where ONE credit is granted per year.
2. Every student is required to take **five and a half classes each year**. Along with the five and 1/2, all must participate in Physical Education unless excused in writing by a doctor.

   **The following are required:**
   
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9, 10, 11, 12</td>
<td>20</td>
</tr>
<tr>
<td>*Social Studies</td>
<td>15/20</td>
</tr>
<tr>
<td>*Science</td>
<td>15/20</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>5</td>
</tr>
<tr>
<td>Computers</td>
<td>2.5</td>
</tr>
<tr>
<td>Health</td>
<td>1-2.5</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>4</td>
</tr>
<tr>
<td>Arts (Visual or Performing)</td>
<td>5</td>
</tr>
</tbody>
</table>

   * Students must take three years of Social Studies and four years of Science or the reverse or three and one half years of both to satisfy the graduation requirements for these areas.

3. In addition to the above requirements, electives must be chosen to fulfill the 112.5 credit requirement for graduation.
4. Credits are awarded through a combination of grades and attendance. Please refer to student handbook for more information on attendance policy.
5. To be considered a Sophomore a student must have earned a minimum of 26 credits; a Junior must have 54.5 and a senior must have 82.5

   CP Classes receive +2 quality points
   Honors Classes receive +4 quality points
   AP Classes receive +6 quality points

MCAS GRADUATION REQUIREMENTS

- Students must score at least 240 (proficient) on both the math and ELA portions of the 10th grade MCAS or retake exams, or score at least 220 (Needs Improvement) on both exams and complete an Educational Proficiency Plan (EPP) to earn a high school diploma in Massachusetts.
- Passing grade (220 or better) on the science portion of the MCAS exam.
- Students on Educational Proficiency Plans must successfully complete Algebra II for Math and/or 4 years of English for ELA. Certificates of Attainment will be granted to students who meet all other graduation requirements except passing scores on the MCAS.
COLLEGE ADMISSIONS REQUIREMENTS

High school graduation requirements are different than four-year college admission requirements. The following table lists admission requirements for the Massachusetts State University System. For more information, please go to: http://www.mass.edu/shared/documents/admissions/admissionsstandards.pdf

### Admissions Requirements for the Massachusetts State University System

<table>
<thead>
<tr>
<th>Requirement for College Freshmen Entering...</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017 and beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 courses (Algebra I and II and Geometry or Trigonometry or comparable coursework)</td>
<td>4 Courses (Algebra I and II and Geometry or Trigonometry or comparable coursework including mathematics during the final year of high school)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td>3 courses (drawn from Natural Science and/or Physical Science and/or Technology/Engineering; including 2 courses with laboratory work); Technology/engineering courses must be designated as science courses (taken for science credit) by the high school</td>
<td>3 courses (drawn from Natural Science and/or Physical Science and/or Technology/Engineering), including 3 courses with laboratory work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>2 courses (including 1 course in U.S. History)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>2 courses (in a single language)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>2 courses (from the above subjects or from the Arts &amp; Humanities or Computer Sciences)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Admissions Standards for the Massachusetts State University System and the University of Massachusetts, August 2013.
GRADING INFORMATION

Hoosac Valley High School uses a numerical grading system based on the 100-point scale.

Grade Range: 0-100
Lowest Passing Grade: 65

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99</td>
</tr>
<tr>
<td>A</td>
<td>96</td>
</tr>
<tr>
<td>A-</td>
<td>92</td>
</tr>
<tr>
<td>B+</td>
<td>88</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>B-</td>
<td>82</td>
</tr>
<tr>
<td>C+</td>
<td>78</td>
</tr>
<tr>
<td>C</td>
<td>75</td>
</tr>
<tr>
<td>C-</td>
<td>72</td>
</tr>
<tr>
<td>D+</td>
<td>68</td>
</tr>
<tr>
<td>D/-</td>
<td>65</td>
</tr>
</tbody>
</table>

For your reference, a GPA conversion chart for a 4.0 scale is listed below:

<table>
<thead>
<tr>
<th>Score</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>4.3</td>
</tr>
<tr>
<td>99</td>
<td>4.3</td>
</tr>
<tr>
<td>98</td>
<td>4.2</td>
</tr>
<tr>
<td>97</td>
<td>4.2</td>
</tr>
<tr>
<td>96</td>
<td>4.1</td>
</tr>
<tr>
<td>95</td>
<td>4.0</td>
</tr>
<tr>
<td>94</td>
<td>4.0</td>
</tr>
<tr>
<td>93</td>
<td>3.9</td>
</tr>
<tr>
<td>92</td>
<td>3.8</td>
</tr>
<tr>
<td>91</td>
<td>3.7</td>
</tr>
<tr>
<td>90</td>
<td>3.6</td>
</tr>
<tr>
<td>89</td>
<td>3.4</td>
</tr>
<tr>
<td>88</td>
<td>3.3</td>
</tr>
<tr>
<td>87</td>
<td>3.2</td>
</tr>
<tr>
<td>86</td>
<td>3.1</td>
</tr>
<tr>
<td>85</td>
<td>3.0</td>
</tr>
<tr>
<td>84</td>
<td>2.9</td>
</tr>
<tr>
<td>83</td>
<td>2.8</td>
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<tr>
<td>82</td>
<td>2.7</td>
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<tr>
<td>81</td>
<td>2.6</td>
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<tr>
<td>80</td>
<td>2.4</td>
</tr>
<tr>
<td>79</td>
<td>2.3</td>
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<tr>
<td>78</td>
<td>2.2</td>
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<tr>
<td>77</td>
<td>2.1</td>
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<tr>
<td>76</td>
<td>2.0</td>
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<tr>
<td>75</td>
<td>1.9</td>
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<tr>
<td>74</td>
<td>1.8</td>
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<td>73</td>
<td>1.7</td>
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<tr>
<td>72</td>
<td>1.6</td>
</tr>
<tr>
<td>71</td>
<td>1.4</td>
</tr>
<tr>
<td>70</td>
<td>1.3</td>
</tr>
<tr>
<td>69</td>
<td>1.2</td>
</tr>
<tr>
<td>68</td>
<td>1.1</td>
</tr>
<tr>
<td>67</td>
<td>0.9</td>
</tr>
<tr>
<td>66</td>
<td>0.8</td>
</tr>
<tr>
<td>65</td>
<td>0.7</td>
</tr>
<tr>
<td>64</td>
<td>0.0</td>
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<tr>
<td>63</td>
<td></td>
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<tr>
<td>62</td>
<td></td>
</tr>
<tr>
<td>61</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>
The following grading system is used at Hoosac Valley Middle and High School:

1. Term grades and the final grade shall be recorded as a numerical average unless otherwise specified.
2. For 9, 10, 11 and 12th grade students; the final exam mark shall count as one-fifth of the final grade. In special cases, projects may be substituted for final exams.
3. The yearly average for each subject will be the numerical average of the four marking periods and the final exam or projects.
4. The passing grade shall be a mark of 65 or above.
5. The grading procedure provides for a mark based upon effort, participation and attendance as well as upon the mathematical percentage obtained from test results. A marking period is approximately nine weeks long.

Honor Roll (9, 10, 11 and 12th)

1. Honor Roll is determined at the end of each marking period by averaging unweighted academic grades according to the point system below. Physical Education is not calculated as part of the average. To determine qualifications for honor roll, multiply the grade for the course by the number of credits it is worth. The total number of grade points should then be divided by the total number of credits.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Honors</td>
<td>90-100</td>
</tr>
<tr>
<td>Honors</td>
<td>85-89.9999</td>
</tr>
</tbody>
</table>

No grade in any class may be below an 80
Averages for determining high honors and honors will not be rounded up.

2. Quality points are as follows:
   - CP Classes receive +2 quality points
   - Honors Classes receive +4 quality points
   - AP Classes receive +6 quality points

3. Graduation with High Honors (90% unweighted); graduating with Honors (85% unweighted)
SCHEDULING INFORMATION

Student schedules for a school year are generated in the spring of the previous year. Schedule changes must be made during the summer prior to the start of semester one, and in December, prior to the start of semester two. After the semester begins, students have two weeks to change their schedule. They must make an appointment with the school counselor. Any schedule changes after the second week of school for year long courses, second week of each semester for ½ year courses, must be teacher initiated and be approved by the school counselor and Principal.

WP (withdraw pass): If permission is granted for a student to withdraw from a course after the official two week drop/add period, students may receive a WP if they transfer into a comparable course.

WF (withdraw fail): If permission is granted for a student to withdraw from a course either with no comparable substitution or after the add/drop period into the course, the student will receive a WF.

Course Changes
Course changes will not be made without very good reason, and in a timely fashion. Only under exceptional circumstances will the Principal approve changes to be made after school has begun in the fall. Indiscriminate change is disruptive to students and to the educational program. Personality conflict between student and teacher is not a valid reason for a course change. If you believe you have good reason for requesting a change, discuss the matter with your teacher and secure from your school counselor a Course Change Form. Exceptions to these procedures may be made at the discretion of the Principal.

1. School Committee rules require that all students carry five major subjects or four in combination with courses in Work Study.
2. Course changes after two weeks into a class are strongly discouraged. In most cases these changes will not be made until the close of the current grading period.
3. No course may be dropped after the second marking period in the case of full year courses or after the first marking period in the case of semester classes.
4. When a student desires to withdraw from a course he/she should obtain a Course Change Form from the School Counseling Office. It is then the student’s responsibility to obtain the following signatures for approval or denial of the course change: their teacher, their parent/guardian and the Principal. When this has been accomplished, the student will make an appointment with his/her counselor and deliver the Course Change Form to that counselor.
5. Advanced Placement courses can only be dropped by August 1st of the upcoming school year.
6. Students recommended for intensive level courses may not drop the course. Likewise, students that are not recommended for an intensive course may not add the course.
7. Transfer of a course: All course changes within the first marking term will result in a transfer of grade and attendance to the new class. The new teacher using the transfer grade and any grades received after the transfer will average the student’s quarter grade.
(Example: Lit and Comp CP to Lit and Comp H)
8. Please note: All course changes are subject to availability of classes and the class enrollment.

Withdrawal from a course will result in the following:

<table>
<thead>
<tr>
<th>One Semester Course</th>
<th>1-2 weeks</th>
<th>4-20 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>1-2 weeks</td>
<td>4-20 weeks</td>
</tr>
<tr>
<td>Grade</td>
<td>No record</td>
<td>Grade at time of withdrawal</td>
</tr>
</tbody>
</table>
**Full Year Course**

<table>
<thead>
<tr>
<th>Time</th>
<th>1-2 weeks</th>
<th>4-40 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>No record</td>
<td>Grade at time of withdrawal</td>
</tr>
</tbody>
</table>

**Level Changes**
A student must receive a recommendation from her/his teacher for placement in a College Preparatory, Honors or AP courses (once scheduled). A student who is not recommended for a specific course level may request an override of the teacher recommendation by completing the override process using the appropriate Course Change Form. The Course Change Form requires teacher recommendation, parental approval, school counselor and principal approval.

Level changes include but may not be limited to:
- H → AP
- AP → H
- CP → H
- H → CP
- (l) → CP

**Placement in 9th Grade Honors**
9th grade honors placement in major subjects is based on a combination of criteria: 8th grade teacher recommendation, class prerequisites and the student’s grade average in 8th grade core subjects.

**College Credit Opportunities**
Students have the opportunity to enroll full-time at local colleges and may use those credits to fulfill HVHS graduation requirements. If funding becomes reinstated, juniors and seniors, who have at least an 85% average, applying for Dual Enrollment courses at Berkshire Community College, Massachusetts College of Liberal arts, or any other approved post secondary institution, must follow the guidelines below:
1. If your Dual Enrollment plan is intended to satisfy a graduation requirement, prior approval from the administration is required. Example: Senior English requirements for HVMHS would require 2 appropriate courses at BCC or MCLA equaling or exceeding the 5 required credits.
2. Dual Enrollment courses do count toward the student’s G.P.A and Class Rank.
3. Juniors can apply for one course and seniors can apply for two courses.
4. Juniors must earn a B or better in a dual enrollment course in order to continue with dual enrollment courses their senior year.

Students interested in pursuing dual enrollment must meet with their Guidance Counselor in the spring preceding the year in which they want to enroll. All students will complete an application and review program requirements.

**A BRIDGE TO COLLEGE**
Berkshire County high school seniors, who are Massachusetts’ residents, may enroll in one Berkshire Community College (BCC) credit course, free of charge, per semester. BCC will waive tuition and fees. Students will only pay for books and transportation. Students may take any course, at BCC’s main campus, South County Center, or at McCann Technical High School, including online course offerings, for which they meet the prerequisites.

**MCLA DUAL ENROLLMENT**
Berkshire County high school students seeking further challenge can earn free MCLA credit through the Dual Enrollment Program. The college has an established program which allows qualified high school
students to take a transferable, introductory college course at MCLA. The student would take the course at no cost.

**BENEFITS**
- Earn college credit at no cost
- Enroll in a future college course that can be transferred to another school, or start on an MCLA/BCC degree
- Prepares students for the rigors of a college level class and environment
- Explore new opportunities in an academic field of their interest
- Strengthen student’s high school transcript and college application
- Inspires colleges aspirations

**Advanced Placement**
Advanced Placement courses offer HVHS students the chance to participate in college-level courses while in high school.

You might think that AP classes are tough, and you might be right. But that doesn’t mean that you aren’t up to the task. If you are willing to work hard, you’ll find that the qualities you use in other parts of your life can help you achieve your goals. AP brings the college experience to your high school with the opportunity to earn college credit at thousands of universities. More students are ready for AP than you’d think. Students with basic skills needed for success in the discipline and a desire to challenge her or himself with a rigorous course of student are encouraged to consider registering for one or more AP courses.

**BENEFITS**
- Stand out in the college admissions process
- Earn college credits
- Skip introductory classes
- Build college skills
- Save money

**Online Courses/Plato Courses**
Hoosac Valley students may take online courses for Hoosac Valley credit under these conditions:
1. An equivalent course is not offered at HVMHS
2. Due to a scheduling conflict, a student is unable to take a required course for graduation.
3. To make up a failed course, providing the summer school criteria of passing two academic quarters of the original course has been met (in special circumstances this may be waived by the principal.)
4. All online courses must be approved prior to student enrollment by the principal in order to receive Hoosac Valley credit for the course(s).

**Summer School**
Summer School, at a cost to the student, will be made available to students who have failed courses. To be eligible for summer school, a student must have passed a minimum of two quarters during the year in a full year course and one quarter in a half-year course. Courses are offered in English, Math, Science and Social Studies.
Work Study/Internship
The Work Study Program is a cooperative effort between the high school and employers in the community under which senior students combine schoolwork with part-time employment. With parent/guardian approval, a student may apply for Work Study, taking a minimum of five classes per trimester and then spending the remainder of the school day as an employee in business or industry. Students interested in this option should contact their guidance counselor. Once students are enrolled in Work Study, they are required to document at least 3 days of work per week (Monday to Friday) and submit time cards, signed by their supervisors, every week. If a student requests Work Study but does not have 3 days of employment, s/he will be placed in a study or an open elective course. For those students participating in this internship because it is a possible career path, students will receive 2.5 academic credits per semester for satisfactorily completing their internship including a final project. In order to be eligible for the internship, students must have an approved site and completed contract handed into the Guidance Department prior to the beginning of the semester.

Sample Schedules

Grade 9
Modern Algebra I
World History
Biology
Lit and Comp I
Spanish I
Computers/Exploring Art
P.E./Health/Study Hall

Grade 10
Modern Geometry
United States History I
Chemistry
Lit and Comp II
Spanish II
Computers/Exploring Art
P.E./ Study Hall

Grade 11
Modern Algebra II
United States History II
Physics
American Lit
Spanish III
Psychology/Current Events
P.E./ Study Hall

Grade 12
Alg III/Trigonometry
British Literature
Science and/or History Elective
Other Electives
P.E./ Study Hall

It is required that all students planning to attend four-year colleges complete a minimum of 2 years of a foreign language.

Course Level Definitions

Advanced Placement (AP) These courses are the most academically demanding levels possible. Successful completion may lead to college credit.

Honors (H) These courses require a high level of academic maturity, interest, ability, reading, intellectual curiosity and the ability to study and work independently. The pace is rigorous

College Preparatory (CP) A course in which college bound high school students may better meet the more rigorous scholastic requirements for entry into colleges and universities.

Intensive (I) Students are recommended for this level based on performance, grades, etc.
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Level</th>
<th>Department Course Title</th>
<th># Of Credits</th>
<th>Semester/Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ENGLISH (Mass Media Communications)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS014</td>
<td>N/A</td>
<td>ELA Core 8</td>
<td>0</td>
<td>Full</td>
</tr>
<tr>
<td>M001</td>
<td>N/A</td>
<td>Strategies for Success</td>
<td>0</td>
<td>Full</td>
</tr>
<tr>
<td>MS003</td>
<td>N/A</td>
<td>Social Skills + Media</td>
<td>0</td>
<td>Full</td>
</tr>
<tr>
<td>110</td>
<td>H</td>
<td>Literature and Composition I</td>
<td>5</td>
<td>Full</td>
</tr>
<tr>
<td>111</td>
<td>CP</td>
<td>Literature and Composition I</td>
<td>5</td>
<td>Full</td>
</tr>
<tr>
<td>119</td>
<td>(I)</td>
<td>Literature and Composition I</td>
<td>5</td>
<td>Full</td>
</tr>
<tr>
<td>120</td>
<td>H</td>
<td>Literature and Composition II</td>
<td>5</td>
<td>Full</td>
</tr>
<tr>
<td>121</td>
<td>CP</td>
<td>Literature and Composition II</td>
<td>5</td>
<td>Full</td>
</tr>
<tr>
<td>129</td>
<td>(I)</td>
<td>Literature and Composition II</td>
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<td>Full</td>
</tr>
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<td>131</td>
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<td>American Literature</td>
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<td>132</td>
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<td>Full</td>
</tr>
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<td>133</td>
<td>AP</td>
<td>English Language and Composition</td>
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<td>Full</td>
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<td>141</td>
<td>CP</td>
<td>British Literature</td>
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**SCIENCE (Science Exploration)**

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### FOREIGN LANGUAGE

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### VISUAL, PERFORMING AND TECHNICAL ARTS (Mass Media Communications)

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<td>MS061</td>
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<td>MS063</td>
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### HEALTH AND FITNESS (Science Exploration)

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### WORK STUDY/INTERNSHIP

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COURSE DESCRIPTIONS
ENGLISH

To meet graduation requirements, all students must take four years of English.

110 LITERATURE AND COMPOSITION I H (Grade 9)  5 Credits
Successful completion of this course allows students to select Honors and Advanced Placement courses in Grades 10, 11 and 12. This course is offered for highly motivated students who, through discussion and writing, show exceptional insight into literary characters and situations in various genres. Students’ writing should reflect analytical and critical thinking, good sentence structure, vocabulary, and mechanics. Grammar is reviewed and introduced as needed. Three to five outside reading assignments are required, as well as completion of an MLA style research paper.

Freshman Honors Placement:
*Select high school staff will scrutinize
1  Student’s standardized test scores
2  Grades (90 or better in 8th grade English)
3  Placement test given in early spring.
4  8th grade teacher recommendation

PREREQUISITE Summer reading and paper (completed by first day of school)

111 LITERATURE AND COMPOSITION I CP (Grade 9)  5 Credits
This course provides students with the opportunity to refine essential writing skills in the area of organization, sentence structure, vocabulary and mechanics. The study of various genres of literature enables the student to develop insight, analysis and critical thinking skills. Strategies are incorporated to foster comprehension and encourage constructive response either personal or literary. They also encourage the growth of skills needed by students to become independent readers. Grammar is reviewed and taught. Several outside reading assignments are required. A research paper using MLA format will also be covered.

119 LITERATURE AND COMPOSITION I (I) (Grade 9)  5 Credits
This ninth grade course provides basic and practical aspects of English for the non-college bound student. An overview of various genres of literature are explored and analyzed, thus increasing comprehension and cultivating the habit of reading for learning and enjoyment. The student will also understand and will identify literary terms and techniques, thus increasing his/her vocabulary and gaining an appreciation of the author’s skills.
Basic writing skills are developed in relation to the material read, emphasizing spelling, vocabulary, mechanics and sentence structure in writing open response questions and compositions. Expressing ideas clearly in oral and written assignments is a major objective of this course, which does fulfill the requirements of the state’s frameworks. The research paper will also be covered.
Students are placed in this course through teacher and guidance recommendations.

120 LITERATURE AND COMPOSITION II H (Grade 10)  5 Credits
Successful completion of this course allows students to select Honors or Advanced placement courses in grades 11 and 12. This tenth grade course is offered to the student who has a good understanding of elementary concepts in literature and language and is ready for abstract and more sophisticated aspects. Analytical and critical papers regarding theme, setting, and characters are among those required. Students’ writings should reflect good sentence structure, diction and mechanics. Planning and outlining essays and critical papers are introduced and developed. Grammar is reviewed as needed. Four to five outside reading assignments are required. Throughout this course, students will explore issues of multiculturalism and
diversity.

**PREREQUISITE** Teacher recommendation and one of the following:
1. Student must have a 90 average or better in a ninth grade CP class.
2. Student must have an 85 average or better in ninth grade Honors class.
3. Student must maintain an average of 85 in order to remain in honors.

**121 LITERATURE AND COMPOSITION II CP (Grade 10) 5 Credits**
This course is offered for students interested in developing essential writing skills with emphasis on organization, outlining, paragraphing, sentence structure, vocabulary and mechanics. Literature is the basis for analyzing author’s techniques, understanding literary terms, following logical plot developments, and recognizing themes. Grammar is taught as needed. Three to four outside reading assignments are required. 
**Prerequisite:** Successful completion of Course III (CP) (Lit Comp 1) or teacher recommendation for 119

**129 LITERATURE AND COMPOSITION II (I) (Grade 10) 5 Credits**
This course provides students who are not planning to pursue academic study beyond high school with a basic program in grammar, syntax, world literature, and composition. Through the study of the mechanics of grammar including sentence structure and paragraph writing, the students will be able to write a 5-paragraph essay with a clear focus, coherent organization, and sufficient detail. Through analyzing various literary genres, students should develop an appreciation of the elements of the short story, the elements of drama, the purpose of nonfiction, the poet’s use of literary devices, and the style of the classical and modern novelist. Throughout this course, emphasis will be placed on the relevance of the work being studied to the students’ lives and world in which they live. This course meets all requirements of the Massachusetts English Language Arts Curriculum Frameworks. Students are placed in this course through teacher and guidance recommendations.

**131 AMERICAN LITERATURE CP (Grade 11) 5 Credits**
This course provides a survey of the development of American literature with an emphasis on major writers. Improvement and growth in writing skills is developed through the writing of critical and analytical papers, including research papers. Grammar is reviewed in the context of SAT preparation.

**PREREQUISITE** Successful completion of 121 or teacher recommendation from 129

**132 AMERICAN LITERATURE (I) (Grade 11) 5 Credits**
This course provides literature, which is read for comprehension and analysis. It offers students the opportunity to understand the various elements of literature, and to recognize many literary devices and figures of speech. It enables students to relate literary works to life situations. This course also provides the student with fundamentals of business communications. Punctuation, spelling, vocabulary as well as mechanics of grammar and paragraph writing are reviewed, stressing usage, punctuation, spelling, and vocabulary. In addition, students learn to fill in application forms, to write resumes, and to write various types of business letters.

**133 AP ENGLISH LANGUAGE AND COMPOSITION (Grade 11) 5 Credits**
An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.
141 BRITISH LITERATURE CP (Grade 12) 5 Credits
The broad outlines of English literature from its beginning through the modern period supply the student with a basis for appreciating and understanding the major writers. Emphasis is also placed on studying and comprehending the development of the English language through its various stages. Each unit incorporates a comprehensive historical background essential for the study and knowledge of a particular time period. Several multicultural writers are recognized to understand better the pluralistic nature of Britain, to appreciate connections between cultures, and, ultimately, to view our own nation’s diversity as a rich source. Through critical papers, oral reports and discussions, students should show an appreciation of the literary works studied as contributions to our cultural heritage.

PREREQUISITE: Teacher recommendation and successful completion of 131 or teacher recommendation from 132

143 BRITISH LITERATURE (!) (Grade 12) 5 Credits
This course is designed for the students who are bound for community colleges, technical schools, the military, or employment. It provides these students with the fundamentals of literary analysis, writing, advanced grammar, usage, punctuation, and communication skills. Some important authors will be studied. Writing assignments include narrative, opinion, and persuasive essays, as well as business letters. Research writing and methods of documentation are explored. This course fulfills the requirements as stated in the state’s frameworks.

150 ENGLISH LITERATURE AP (Grade 12) 5 Credits
The purpose of this course is to prepare students for the Advanced Placement test in English through developing critical standards for independent appreciation of any literary work. Analysis includes an awareness of language, understanding of the writer’s’ craft and an increased sensitivity to literature as a shared experience based on the writings of British, American, and World authors.

ENGLISH ELECTIVE (S)

109 DRAMA (Grades 9-12) 2.5 Credits
This intro to theatre course will expose students to the process of creating theatre including dramatic literature, acting techniques, set design, marketing and costumes. Students will have opportunities to view and perform live theatre with play readings, improvisation and vocal expressions.

159 STORYPATHING (Grade 9) 2.5 Credits

160 POP CULTURE (Grades 9-12) 2.5 Credits
We live in a society that is saturated in the media generated by popular culture. The average individual encounters 3,000 advertisements per day. A young person growing up in America over the last several decades had already viewed 10 million advertisements by the time they turned 18. Americans spend over six hours every day watching TV, surfing the Internet, or accessing videos on mobile devices. This rate has been on an upward trajectory as new technology has allowed access of high quality streaming audio and video almost anywhere. The web of information from science fiction that is both ubiquitous and instantly accessible is, in many ways, a reality.

Popular culture is often absorbed without thinking critically about its content or consequences. This is remarkable given the enormous impact it has on our lives, our identities and our consciousness. We often do not stop to think or question the underlying assumptions of popular culture, nor do we think about for what or
whom such assumptions or content may support. Questions of power and ideology are deeply interwoven in popular culture despite their seeming absence. Additionally, popular culture has an incredible impact on how we view ourselves as individuals and in relation to others.

Popular culture has shifted radically over the last several decades. Indeed, the 20th century and the beginning of the 21st century have been marked by a continuous and arguably accelerating shift in cultural practices and the mental environment. Somewhat counter-intuitively the nature of this shift has masked the stark nature of the changes in the cultural landscape. What does it mean to spend over a third of our waking hours absorbing media that did not exist for our grandparents in their youth? How does social networking shift the nature of our social interactions? How has this affected the mental environment? What impact has this had on our society and social relations? How, if at all, has this privileged certain groups of people or changed power relations? Have these changes had a democratic or anti-democratic effect?

These are examples of the types of questions that this class will examine as we engage in critical thinking about popular culture. We will explore the discipline of cultural studies and different approaches to examining popular culture. These tools will allow us to begin to unpack the underlying assumptions of the popular culture we consume on a daily basis and begin to examine underlying issues of power and ideology. Lastly, it will allow us to reflect upon the contemporary state of popular culture, its change over the decades, and what impacts these have had on us both individually and socially.

162 CREATIVE WRITING: NON-FICTION (Grades 9-12) 2.5 Credits
This course will focus on character and plot development through multiple genres (narratives, Choose Your Own Adventure, etc.) and reading fiction through the lens of “Read Like a Writer.”

163 CREATIVE WRITING: FICTION (Grades 9-12) 2.5 Credits
This course will focus on developing “you” as a character through memoir, autobiography, nonfiction narratives, poetry, and other genres, and reading nonfiction through the lens of “Read Like a Writer.”

SOCIAL STUDIES

To meet graduation requirements, all students must take four years of social studies and three years of science or vice versa.

200 MODERN WORLD HISTORY H (Grade 9) 5 Credits
This MODERN WORLD HISTORY course, beginning with the Age of Reason and ending with the present day, will cover a host of historical concepts such as war, revolution, reform, balance of power, economic materialism, socialism, capitalism, along with a construct that evaluates the human struggle with power for the “top down” as well as “bottom up.” This is a challenging program that requires a high level of writing skills linked to a high level of reading comprehension. Library research, handouts, computer skills as well as the use of paperbacks are fundamental in course appreciation. Students will be encouraged to present papers, prepare orals and engage in historical projects. Historical projects may include research from the Internet and CD-ROMs.

PREREQUISITE Students will be admitted to this course based on the English writing test, standardized test scores, and teacher recommendations.

202 MODERN WORLD HISTORY CP (Grade 9) 5 Credits
This MODERN WORLD HISTORY course, beginning with the Age of Reason and ending with the present day, will cover a host of historical concepts such as war, revolution, reform, balance of power, economic materialism, socialism,
capitalism, along with a construct that evaluates the human struggle with power for the “top down” as well as “bottom up.” Emphasis will be placed upon writing, reading, research, oral preparation as well as appropriate computer usage, Historical projects will be encouraged. The Internet and use of CD-ROMs will be part of the course.

210 WORLD HISTORY AP (Grades 10-12) 5 Credits
AP World History focuses on developing students’ abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation across different periods and regions. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

AP World History Course Content
The AP World History course is structured around themes and concepts in six different chronological periods from approximately 8000 BCE to the present:

- Technological and Environmental Transformations (to c. 600 BCE)
- Organization and Reorganization of Human Societies (c. 600 BCE to c. 600 CE)
- Regional and Transregional Interactions (c. 600 CE to c. 1450)
- Global Interactions (c. 1450 to c. 1750)
- Industrialization and Global Integration (c. 1750 to c. 1900)
- Accelerating Global Change and Realignments (c. 1900 to the Present)

216 U.S. HISTORY I CP (Grade 10) 5 Credits
The Revolution through Reconstruction, 1763-1877
Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution, as well as, the consequences of the Revolution, including the writing and key ideas of the U.S Constitution. Students also study the basic framework of American democracy and the basic concepts of American government such as popular sovereignty, federalism, separation of powers, and individual rights. Students study America’s westward expansion, the establishment of political parties and economic and social change. Finally, students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. Emphasis will be placed upon writing, reading, research, oral preparation as well as appropriate computer usage. Historical projects will be encouraged. Internet use will be encouraged.

217 U.S. HISTORY I H (Grade 10) 5 Credits
The Revolution through Reconstruction, 1763-1877
Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S Constitution. Students also study the basic framework of American democracy and the basic concepts of American government such as popular sovereignty, federalism, separation of powers, and individual rights. Students study America’s westward expansion, the establishment of political parties and economic and social change. Finally, students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. This is a challenging program that requires a high level of writing skills linked to a high level of reading comprehension.
Library research, handouts, computer skills as well as use of paperbacks are fundamental in course application. Students will be encouraged to present papers, prepare orals and engage in historical projects. Historical projects may include research from the Internet and CD-ROM’s

**PREREQUISITE**: Students need a minimum GPA of 85 from a previous Honors program or a GPA of 90 from a College Prep program. Teacher approval will be required.

**230 U.S. HISTORY II H (Grade 11) 5 Credits**
Reconstruction to the Present, 1877 to Present
Students will analyze the causes and consequences of the Industrial Revolution and America’s growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America’s entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America. This is not a strictly lecture-based course, but a challenging, interactive, ever evolving presentation through various styles of instruction and learning.

**PREREQUISITE**
1. Sophomore Honors History with at least an 85 average
2. Sophomore CP History with at least a 90 average and teacher’s recommendation.

Students with an average below 90 must have a recommendation from the sophomore history instructor and/or approval of the junior class instructor.

**231 U.S. HISTORY II CP (Grade 11) 5 Credits**
Reconstruction to the Present, 1877 to Present
Students will analyze the causes and consequences of the Industrial Revolution and America’s growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America’s entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America. Students will be expected to draw conclusions based upon research and present them in oral or written form with intelligent positions. The use of various types of technology to access information will also be stressed.

**PREREQUISITE** Successful completion of the sophomore level history or permission of the junior class instructor

**239 U.S. HISTORY II (I) (Grade 11) 5 Credits**
Reconstruction to the Present, 1877 to Present
Students will analyze the causes and consequences of the Industrial Revolution and America’s growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America’s entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America. This course is designed for students planning an alternative to post-high school college.

**PREREQUISITE** Successful completion of the sophomore level history or permission of the junior class instructor
240 UNITED STATES HISTORY AP (Grade 10-12) 5 Credits
The Advanced Placement United States History course is offered to select 10th and 11th grade students. The aim of this course is to provide the student with a learning experience comparable to a college introductory course in American History. To receive Advanced Placement college credit, the student will be required to take and pass the national A.P. exam in May. This course will use chronological and thematic coverage of topics beginning with precontact of the Americas and include topics such as the Colonial Period, the pre-Civil War era, the Civil War and Reconstruction, Industrial America and Immigration, the World Wars, Depression and New Deal, domestic and foreign affairs of the Cold War period and concerns of the Post Cold War era. Requirements will include several outside readings per term, a research paper as well as other red papers, oral presentations, panel discussions and debates. Admission to the course will require a recommendation from the freshman or sophomore history instructor testifying to the student’s level of motivation and self-discipline, successful completion of previous Social Studies classes and a demonstration of advanced writing skills or permission of the AP instructor. Students will be expected to complete an extensive list of summer projects in preparation for the beginning of the course. This is a rapid paced, college-level seminar style course.

249 U.S HISTORY I (I) (Grade 10) 5 Credits
The Revolution through Reconstruction, 1763-1877
Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution, as well as, the consequences of the Revolution, including the writing and key ideas of the U.S Constitution. Students also study the basic framework of American democracy and the basic concepts of American government such as popular sovereignty, federalism, separation of powers, and individual rights. Students study America’s westward expansion, the establishment of political parties and economic and social change. Finally, students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. Emphasis will be placed upon writing, reading, research, oral preparation as well as appropriate computer usage. Historical projects will be encouraged. Internet use will be encouraged.

252 HUMAN GEOGRAPHY AP (Grade 9) 5 Credits
The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

Goals of AP Human Geography
Upon successful completion of the course, students will be able to
- Interpret maps and analyze geospatial data;
- Understand and explain the implications of associations and networks among phenomena in places;
- Recognize and interpret the relationships among patterns and processes at different scales of analysis;
- Define regions and evaluate the regionalization process; and
- Characterize and analyze changing interconnections among places.
SOCIAL STUDIES ELECTIVES

160 POP CULTURE (Grades 9-12)  2.5 Credits
We live in a society that is saturated in the media generated by popular culture. The average individual encounters 3,000 advertisements per day. A young person growing up in America over the last several decades had already viewed 10 million advertisements by the time they turned 18. Americans spend over six hours every day watching TV, surfing the Internet, or accessing videos on mobile devices. This rate has been on an upward trajectory as new technology has allowed access of high quality streaming audio and video almost anywhere. The web of information from science fiction that is both ubiquitous and instantly accessible is, in many ways, a reality.

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218 INTRODUCTION TO AMERICAN MUSIC (Grades 9-12)  2.5 Credits
Students will explore the history of American roots music from 1900 to the present, focusing on several traditional genres, including blues, country, folk, and Americana.
The class will mainly consist of the extensive listening of songs, as well as short readings, films, discussions and critiques, and guest performances.
The only prerequisite is an interest in music.

246 GENDER STUDIES Grades (11-12)  2.5 Credits
This interdisciplinary course explores the field of inequity and difference. Where do we see inequity? How prevalent is it? There is a focus on women and the LGBTQ community as well as an exploration of cultural concepts. In addition, students will be exposed to positive examples of individuals who chose to challenge
oppression and who, while perhaps forgotten by history, are to be recognized and celebrated for his or her contributions.

249 SOCIOLOGY (Grades 9-12) 2.5 Credits
Sociology is an elective course designed to familiarize students with various cultures and the problems resulting from people living in groups. This course covers such topics as culture, subcultures, social institutions, collective behavior, social change, social deviation, the family, religion, racial and ethnic minorities, poverty, and crime. The latter portion of this course deals specifically with the pressing problems of our society, their causes, and possible solutions.

260 PSYCHOLOGY AP Grades (10-12) 5 Credits
This full-year course will introduce the student to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students will be exposed to the major figures, theories, and subfields (consciousness, learning, personality, cognition, etc.) within psychology through various instructional methods. Students will also familiarize themselves with the types and methods of psychological research, identify and distinguish between the distinct aspects of human behavior and cognition, identify various psychological disorders and treatments, and critically analyze and review the latest advances in the field. The aim of this course is to provide an educational experience equivalent to that obtained in most introductory college psychology courses. It is required that students will take the AP psychology exam.

261 CURRENT EVENTS (Grades 10-12) 2.5 Credits
Many adolescents don’t know a lot about what’s going on in the world today. Faced with a barrage of information from a vast array of media sources, it is often confusing for students to gain a competent understanding of world events. This class will focus on the social, political, cultural, economic and geographical aspects of contemporary events in relation to the students’ lives and the world they live in today. The course will also provide the students with the opportunity to be exposed to current events on the local, county, state, and international levels and increase their understanding of today’s world. Students will read, research, explore diverse current events from various perspectives and be prepared to discuss them in a seminar type setting. The historical perspective of topics will also be a component of this class.

262 PHILOSOPHY (Grades 11-12) 2.5 Credits
Philosophy teaches students how to pose meaningful questions, inspect and think about their deeply held beliefs, and work out their own ideas with care and rigor. Philosophy connects to all the other subjects: its fundamental questions apply to all disciplines and address the full range of human experience.

The fundamental questions or central themes to be studied include:
Ethics
Political Philosophy
Free Will & Determinism
Philosophy of Mind
Epistemology
Philosophy of Religion

267 ADOLESCENT DEVELOPMENT (Grades 11-12) 2.5 Credits
This course is an introduction to the theoretical concepts and methodological approaches in child and adolescent development. Developmental processes through maturation and learning will be examined.
Different theoretical perspectives (biological, cognitive, social, behavioral, emotional, and evolutionary) will be explored and relevant research discussed.

**268 ABNORMAL PSYCHOLOGY (Grades 11-12) 2.5 Credits**

Abnormal psychology involves understanding the nature, causes, and treatment of different mental disorders. This course will be a broad survey of mental health problems, including anxiety disorders, depression, psychosis, eating disorders, and personality disorders. Students will develop critical thinking skills as applied to theories, assessment, and treatments related to each disorder.

**MATH**

*Four years of high school math are required. Grade eight Algebra I does not count as one of the math courses.*

**MS048 ALGEBRA I CP (Grade 8) 5 Credits**

This course is designed for students who rate high in mathematical ability, aptitude and interest. The course requires an excellent performance in 7th grade math and a teacher recommendation is required. This course proceeds at a very rapid pace and is designed to bridge the gap between middle school and high school. 

**PREREQUISITE:** Completion of Math Core 7 at 90% or higher, teacher recommendation and administration approval.

**411 MODERN ALGEBRA I CP (Grade 9) 5 Credits**

The college preparatory course is designed to bridge the gap between middle school and high school. This course will cover the Algebraic concepts of linear equations, functions, inequalities and systems, exponents and exponential functions, quadratic expressions and equations. This course provides a sound foundation for advanced study in mathematics. An emphasis on MCAS prep will also be addressed. (A teacher recommendation is required.) Students successfully completing Math I and/or Math II may qualify for Algebra I based on teacher recommendation.

**412 ALGEBRA-1A I (Grade 9) 5 Credits**

This course is designed to bridge the gap between middle school and high school. Students will review basic prerequisite skills from Pre-Algebra and learn Algebra concepts including solutions to equations and inequalities, as well as graphing linear equations. Problem solving strategies are emphasized. The course is intended to assist the non-mathematics-oriented student gain confidence and become successful. An emphasis on MCAS prep will also be addressed. Teacher and guidance recommendation is required. Qualifying students in Math 1 could, with a teacher’s recommendation and a grade of 90 or above, be eligible for CP Algebra I next year.

**420 MODERN GEOMETRY H (Grade 9/10) 5 Credits**

This course is designed for students who rate high in mathematical ability, aptitude and interest. The course requires an excellent performance in Algebra I and a teacher recommendation is required. This course proceeds at a very rapid pace and includes topics of geometry such as basic definitions, reasoning and proof, parallel and perpendicular lines, congruency, similarity, relationships in triangles, quadrilaterals, area, volume
and surface area. Students must be demonstrated problem solvers, self-motivated learners, independent workers, and have excellent reading skills.  

**PREREQUISITE:** Completion of 411 Algebra I CP at 90% or higher and a teacher recommendation.

### 421 MODERN GEOMETRY CP (Grade 9/10) 5 Credits

This is a college preparatory course for students who have successfully completed a year’s work in Algebra I. This course includes topics of geometry such as basic definitions, reasoning and proof, parallel and perpendicular lines, congruency, similarity, relationships in triangles, quadrilaterals, area, volume and surface area. Concepts and inference patterns from logic are presented to help the student understand the structures of proof and to assist him/her in presenting his/her own mathematical proofs. Intuitive and inductive methods are used as a supplement to deductive reasoning. An emphasis on MCAS prep will also be addressed.  

**PREREQUISITE:** Completion of 411 Algebra I CP

### 422 GEOMETRY I (Grades 10, 11, 12) 5 Credits

This course is designed to build upon the Algebraic skills learned in Math 1. Students will learn continue to learn the Algebra concepts discussed in Math 1. Students will also learn the Geometric concepts such as: inductive reasoning, deductive reasoning about polygons, polyhedrons, circles, and parallel lines and basic Statistical concepts. Problem solving strategies are emphasized. The course is intended to assist the non-mathematics-oriented student gain confidence and become successful. An emphasis on MCAS prep will also be addressed. Teacher and guidance recommendation is required.  

**PREREQUISITE:** Completion of 412 Math I or 411 Algebra I CP

### 423 ALGEBRA-1B (Grades 10, 11)  5 Credits

### 430 MODERN ALGEBRA II H (Grades 10, 11)  5 Credits

This course is designed for students who rate high in mathematical ability, aptitude and interest, have completed Algebra I and Geometry with a high level of performance and have successfully completed the summer review assignment. This course includes the Algebra II concepts of linear relations and functions, systems of equations and inequalities, quadratic functions and relations, polynomial functions, inverse and radical functions and relations and exponential and logarithmic functions and relations. Students must be demonstrated problem solvers, self-motivated learners, independent workers, and have excellent reading skills. An emphasis on MCAS prep will also be addressed.  

**PREREQUISITE:** Completion of 420 Geometry H at 85% or higher and teacher recommendation

### 431 MODERN ALGEBRA II CP (Grades 10, 11, 12)  5 Credits

This is a college preparatory course for students who have successfully completed a year’s work in Algebra I and Geometry. This course includes the Algebra II concepts of linear relations and functions, systems of equations and inequalities, quadratic functions and relations, polynomial functions, inverse and radical functions and relations. This course provides a sound foundation for advanced study in mathematics. An
emphasis on MCAS and SAT prep will also be addressed. Students successfully completing Math I, Math II and
Math III may qualify for Algebra II based on teacher recommendation.

**PREREQUISITE:** Successful completion of 421 Geometry CP

**432 PROBABILITY AND STATISTICS CP (Grade 12) 5 Credits**
This is a college preparatory course for students who have successfully completed Modern Algebra II. Topics
that will be covered include: statistics, sample data, analyzing data, probabilities of simple and multiple
events, conditional probability, independence, random variables and probability functions, normal distribution
(the bell curve) binomial distribution, poisson distribution, sampling, estimation techniques, hypothesis testing,
linear correlation and regression, the Chi-Square distribution, and analysis of variance.

**PREREQUISITE:** Successful completion of Algebra II.

**433 ALGEBRA 11-C (Grades 11-12) 5 Credits**
This integrated course is designed to further build upon the Algebraic, Geometric and Statistical skills learned
in Math 1 & 2 with an emphasis on preparing the student for the Accuplacer exam. Topics to be addressed
include: Arithmetic, basic College-Level Math, and Elementary Algebra. Problem solving strategies are
emphasized. The course is intended to assist the non-mathematics-oriented student gain confidence and
become successful taking college placement exams such as the Accuplacer.

**PREREQUISITE:** Successful completion of courses 422 MATH II or 421 Geometry CP

**440 PRE-CALCULUS AND TRIGONOMETRY H (Grades 10-12) 5 Credits**
This course is intended for students who have a thorough knowledge of Geometry and Algebra. Topics include:
power, polynomial, rational, exponential, logarithmic, and trigonometric functions from a Calculus perspective.
This course will also focus on analytical Trigonometry and matrices. This course is intended to prepare
students for Calculus. Students must have achieved a **PREREQUISITE:** Completion of 430 Algebra II H at 85%
or higher and teacher recommendation

**441 ALGEBRA III AND TRIGONOMETRY CP (Grades 11-12) 5 Credits**
This is a college preparatory course for students who have successfully completed a year’s work in Algebra I,
Geometry, and Algebra II. This course begins with a review of Algebra II concepts including: linear, quadratic,
polynomial, inverse, and radical functions and relations. Additional algebraic concepts of exponential,
logarithmic, and rational functions and relations will be explored in the first half of the year and trigonometric
functions, identities and equations will be covered in the second half of the year. An emphasis on SAT prep will
also be addressed.

**PREREQUISITE:** Successful completion of 431 Algebra II CP

**450 CALCULUS AP (Grade 12) 5 Credits**
This course is for students who intend to take the advanced placement calculus test for college credit.
Students should have a thorough knowledge of algebra, geometry, trigonometry and elementary functions in
order to succeed in this college level course. General theory and techniques of calculus are studied, along with their applications.

**PREREQUISITE:** Completion of 440 Pre-Calculus and Trigonometry H at 85% or higher and teacher recommendation

### 451 PROBABILITY AND STATISTICS H (Grade 11 & 12) 5 Credits
This fast paced honors course is for students who have successfully completed Honors Algebra II or Algebra II CP with teacher recommendation. Topics that will be covered include: statistics, sample data, analyzing data, probabilities of simple and multiple events, conditional probability, independence, random variables and probability functions, normal distribution (the bell curve) binomial distribution, Poisson distribution, sampling, estimation techniques, hypothesis testing, linear correlation and regression, the Chi-Square distribution, and analysis of variance.

**PREREQUISITE:** Successful completion of Honors Algebra II or Algebra II CP with teacher recommendation

### 452 STATISTICS AP (Grade 11 & 12) 5 Credits
The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

**Prerequisite**
Students must have taken second-year algebra before enrolling in AP Statistics.

**Goals of AP Statistics**
Students who are enrolled in AP Statistics are expected to
- Describe patterns and departures from patterns;
- Plan and conduct a study;
- Explore random phenomena using probability and simulation; and
- Estimate population parameters and test hypotheses.

### 622 ACCOUNTING CP (Grade 12) 5 Credits
Students will learn basic accounting skills. Lessons include: learning how to create and analyze financial statements, record keeping for a business, and using a checking account. Areas of interest will include journalizing, posting to a ledger, worksheets, balance sheets, financial statements, adjusting and closing entries, purchases and cash payments, payroll taxes, and reports for different types of businesses. Some assignments will be done using accounting software to help reinforce skills learned. A financial analysis project will also be required.

**PREREQUISITE:** students must have already completed three years of math, including up to 431 Algebra II CP or 433 Math III.
SCIENCE

To meet graduation requirements, all students must take four years of science and three years of social studies or vice versa. All science courses have been aligned with the M.C.A.S. science frameworks.

308 BIOLOGY H (Grade 9) 7 Credits
Biology honors is a ninth grade survey course. Its major objective is to introduce the student to the concepts of biology by investigating the following disciplines of this science: cell biology, taxonomy, genetics, phylogeny, anatomy, ecology, evolution, basic chemistry, etc. The student considering this course should have demonstrated an interest and ability in previous science courses. Objectively, the ability to express oneself concisely, the safe and proper use of lab equipment, and a knowledge of the metric system are skills which the student should have upon entering this course. Honors biology meets seven periods per week, including two double laboratory periods.

**PREREQUISITE** 90 or greater in 8th grade math and 8th grade science.

321 BIOLOGY CP (Grade 9) 5 Credits
Biology CP is suggested for those students who plan to further their academic education, and whose past performance has indicated a scientific capability. The students are expected to employ the lab techniques, metric system, and charting and graphing skills. Biology I is a survey course dealing with the chemistry, physics, and characteristics of life, mechanisms of heredity, evolution, adaptations, speciation and diversity.

**PREREQUISITE** 70 or greater in previous science class and previous science teacher recommendation.

328 BIOLOGY (I) (Grade 9) 5 Credits
This course is offered to freshmen students. It is a survey course designed to acquaint students with concepts related to the living environment and to prepare them for their tenth grade Biology MCAS. Topics covered in this course include: The Chemistry of Life, Cell Biology, and Ecology. Scientific Inquiry is used throughout the course as a means to enhance hands-on laboratory and field experiences. This course meets five times per week. If a student does well in Life Science I, they can proceed to Biology CP.

**PREREQUISITE** Teacher recommendation.

330 CHEMISTRY H (Grade 10) 7 Credits
This course is intended for mature, highly motivated and self-disciplined students who will be majoring in science or a science related field in college. It is an exceptionally comprehensive course that encompasses all of the major branches of chemistry and has as its central theme the analysis of the descriptive and quantitative behavior of electrons. A solid foundation is established for college level work, and students should expect a rigorous treatment of concepts ranging from quantum mechanics to electrochemistry. Quantitative manipulations are stressed and students will be expected to devote considerable time and effort in the mastery of a considerable body of subject matter. The presentation of course material includes five formal lecture-discussion periods and two double laboratory periods each week. Reports for laboratory experience are mandatory for course credit. This course meets seven times each week, including two double laboratory
periods.

**PREREQUISITE** 90 or greater in previous CP or 85 or greater in previous Honors or previous science teacher’s recommendation. In addition 85 or better in Algebra I.

**331 CHEMISTRY CP (Grade 10) 5 Credits**
This course is intended for students who may be majoring in science or a science related field in college, but who are not certain of their choice of major. This is a comprehensive course covering material similar to the honors level, but the material is presented using a less rigorous and slower paced approach. The quantity of material covered, and the depth with which it is treated, is determined on a yearly basis. The course is structured to meet the needs of the students taking the course. It is determined by the caliber of the student and the student’s motivation. Students who require a more extensive treatment of the subject should take the honors level course. The presentation of course material includes five formal lecture-discussion and laboratory periods each week. Reports for laboratory experience are mandatory for course credit.

**PREREQUISITE** 70 or greater in previous CP, 70 or greater in previous Honors, 90 or greater in previous Descriptive or with previous science teacher recommendation. In addition, 75 or better in previous Algebra.

**333 HUMAN BODY SYSTEMS H (Grades 11 or 12) 5 Credits**
This course is an elective science. Candidates must have achieved at least a B average in Biology I and have the recommendation of their sophomore year Science teacher.
An innate curiosity sincere interest and willingness to memorize are characteristics demanded by this course of study. A complete survey of the eleven body systems through lecture, demonstration and laboratory work constitute the core of this curriculum.

Any student considering a health related profession should elect this offering.

**PREREQUISITE** 80 or greater in previous science CP, 70 or greater in previous science Honors, 90 or greater in previous science Descriptive or with previous science teacher’s recommendation.

**334 PHYSICS AP (Grade 11 or 12) 7 Credits**
This is an algebra-based introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

**PREREQUISITE.** No prior coursework in physics is necessary

  Algebra I, Geometry

**Concurrent Courses:** Algebra II or an equivalent course

**339 CHEMISTRY (I) (Grade 10) 5 Credits**
This course is designed to meet the needs of those students who will continue their education beyond high school but whose interests and strengths lie in the humanities. It also meets the needs of the well-motivated non-college bound student. Descriptive chemistry will provide the basics of the nature and properties of matter with emphasis placed on the conceptual rather than theoretical or mathematical relationships. Laboratory experiences are provided during scheduled class periods.

**PREREQUISITE** Teacher recommendation

**340 PHYSICS H (Grades 11 or 12) 5 Credits**
Physics is directed at providing students with a comprehensive look at a variety of important physical concepts. The two major areas of study in this course are: (1) Newtonian mechanics (2) Energy (including work
and power). The student is expected to perform effectively in the laboratory as well as in the classroom as emphasis is placed on laboratory experiences. Much of the course content deals with problem solving and the determination of physics principles from laboratory data. Students should have advanced knowledge of basic mathematical relationships.

PREREQUISITE: 90 or greater in previous CP or 85 or greater in previous Honors or previous science teacher’s recommendation.

341 PHYSICS CP (Grades 11 or 12) 5 Credits
Physics is directed at providing students with a comprehensive look at a variety of important physical concepts. The two major areas of study in this course are: (1) Newtonian mechanics (2) Energy (including work and power). The student is expected to perform effectively in the laboratory as well as in the classroom as emphasis is placed on laboratory experiences. Much of the course content deals with problem solving and the determination of physics principles from laboratory data. Students should have a good insight into basic mathematical relationships.

PREREQUISITE: 70 or greater in previous science CP, 70 or greater in previous science Honors, 90 or greater in previous science Descriptive or with previous science teacher’s recommendation.

349 PHYSICS I (Grades 11 or 12) 5 Credits
Descriptive physics will provide the basics of the structure of matter and energy with emphasis placed on conceptual relationships. The topics covered in this class parallel those in the Physics Honors and Physics courses. Laboratory experiences represent approximately one third of the course content. This course meets five times each week.

PREREQUISITE: Teacher recommendation.

350 BIOLOGY AP (Grades 11 or 12) 7 Credits
Must be taken concurrently with Physics or after passing physics. AP Biology is an elective senior year science. This course is the equivalent of a college level biology survey. Some colleges and universities grant credit for this course upon successful completion of the Advanced Placement Exam given in May.
To qualify for this program, students must have achieved a level of work as a sophomore in Biology I Honors and have the recommendation of a committee composed of Science teachers aware of their ability level

PREREQUISITE: 90 or greater in Chemistry-CP and Anatomy and Physiology (if taken) or 85 or greater in Chemistry-Honors and Anatomy and Physiology (if taken) and a previous science teacher’s recommendation. Although not required, it is highly recommended that this course be taken concurrently with Physics.

351 CHEMISTRY AP (Grades 11 or 12) 7 Credits
Advanced placement chemistry is designed to be the equivalent of a full year college level course with laboratory experiments for 11th and 12th grade students who intend to take the AP Chemistry exam. The course is to be taken only after the successful completion of a first year course in chemistry. The AP Chemistry course is structured around the six big ideas articulated in the Chemistry curriculum framework provided by the College Board. A special emphasis will be placed on the seven science practices, which capture important aspects of work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills. Students are expected to spend extensive time studying in groups, solving problems, and doing laboratory work. AP Chemistry aims to provide students with the framework, factual knowledge, and analytical skills necessary to deal critically with the theoretical aspects of chemistry. Students are provided with opportunity to meet the learning objectives within each of the big ideas described in the Curriculum Framework on the College Board website. The course provides students the opportunity to connect their scientific knowledge to major societal and/or technological components in order to help them become
scientically literate citizens. The science practices for AP Chemistry are designed to get the students to think and act like scientists by applying the seven Science Practices. Students will have the opportunity to do five college labs at Williams College. Students are required to keep a notebook of all their laboratory experiences.

This course meets 5 days per week. Three of the classes are single 48 minute periods, while the other two classes are double periods (96 minutes).

Course Goals
• Students will develop study skills and work ethic necessary to succeed in college
• Students will strengthen problem solving and mathematical skills
• Students will perform hands-on laboratory experiments that will help develop technical laboratory and mathematical skills associated with the interpretation and analysis of data
• Students will be prepared for the 21st century college and career goals
• Prepare for and take the Advanced Placement Chemistry Exam in May

**PREREQUISITE:** Chemistry

### SCIENCE ELECTIVES

**362 ENVIRONMENTAL SCIENCE (Grades 11-12) 5 Credits**
The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.

The following themes provide a foundation for the structure of the AP Environmental Science course. 1. Science is a process. • Science is a method of learning more about the world. • Science constantly changes the way we understand the world.
2. Energy conversions underlie all ecological processes. • Energy cannot be created; it must come from somewhere. • As energy flows through systems, at each step more of it becomes unusable.
3. The Earth itself is one interconnected system. • Natural systems change over time and space. • Biogeochemical systems vary in ability to recover from disturbances.
4. Humans alter natural systems. • Humans have had an impact on the environment for millions of years. • Technology and population growth have enabled humans to increase both the rate and scale of their impact on the environment.
5. Environmental problems have a cultural and social context. • Understanding the role of cultural, social, and economic factors is vital to the development of solutions.
6. Human survival depends on developing practices that will achieve sustainable systems. • A suitable combination of conservation and development is required. • Management of common resources is essential.

**Prerequisite:** 2 years of science labs

363 PRINCIPLES OF BIOMEDICAL SCIENCE (Grades 9-10) 5 Credits
Introductory course for PLTW Biomedical Science Program
PBS is an introductory course for the PLTW Biomedical Science program. Throughout the year students will investigate the concepts of biology and medicine as they explore health conditions including, heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They will determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports,
investigate medical history, and explore medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. Key biological concepts including maintenance of homeostasis in the body, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum.

This is a rigorous course designed for students who are mature and interested in the material.

323 OUTDOOR LEADERSHIP (Grades 9-10) 2.5 Credits
Outdoor leadership introduces the skills necessary for effective outdoor recreation leadership. Students will learn to work together through team building exercises, including participation in low and high ropes courses. They will also learn outdoor recreation skills such as trip planning, first aid, navigation, and environmental concerns (such as “leave no trace” principles and practices). Most class sessions are in an outdoor setting on school property. Other outdoor excursions may include a paddling or rafting experience and a backpacking/camping, which promotes application of learned skills in a wilderness setting.

366 LAND USE PLANNING (Grades 9-10) 2.5 Credits

367 GEOGRAPHICAL AND GEOLOGICAL LANDFORMS (Grades 9-10) 2.5 Credits

368 FORESTRY AND WILDLIFE MANAGEMENT (Grades 9-10) 2.5 Credits
A course that prepares students for activities in the conservation and/or improvement of natural resources such as oil, water, air, forest, fish, and wildlife for economic and recreational purposes. Prerequisite: Biology

Course Goals:
Students will develop an understanding and appreciation for New England’s natural resource systems and conservation management, to include the unique history of the New England Forests, from pre-colonial to present. Students will analyze and comprehend forest management practices, stream & water management, hunter education, and fisheries and wildlife management.

378 INTRO TO S.T.E.M. (Grades 9-12) 2.5 Credits
This ½ year course is designed to give students an opportunity to learn more about the variety of fields of study that focus on Technology (Robotics) and Engineering while utilizing Science and Math. Students will develop skills in research and analysis, teamwork, technical writing, as well as problem solving through activities, projects, and problem-based learning. Projects and problems focus may include building/using programmable ‘robots’, using C.A.D. to create models, and finding environmentally conscious solutions or technology.

841 SPACE AND EARTH SCIENCE (Grades 9-12) 2.5 Credits
This course will cover current understandings of cosmology, from the Big Bang to the ultimate fate of the Universe. Students will also learn about Earth’s large-scale system interactions within the field of geology, oceanography, and meteorology. Find the answer to questions like... Why do we have rivers or mountains or flat land as far as the eye can see? What makes weather extreme - causing hurricanes, blizzards, earthquakes, or even tsunamis?
There are several small projects involved, minimal time outdoors, and some observations made though the school’s telescope.

718 TIMBER FRAMING (Grades 9-12) 2.5 Credits
A half year elective in which students will learn about the centuries old art of timber frame construction. Students will be introduced to the math, science, and history behind the craft through classroom activities and lecture. They will then spend 12 weeks in the shop designing and building a small timber frame shed using hand tools. The building will be erected on the campus of HVMHS and sold locally.

891 SPORTS SCIENCE (Grades 9-12) 2.5 Credits
The course will cover units on the physics of football, soccer, basketball, lacrosse, baseball and golf. Additional units will cover nutrition, strength and agility training, endurance training, and common sports injuries. Students will perform a lot of physical demonstrations and will be expected to complete several projects and presentations.

WORLD LANGUAGE

508 SPANISH I (Grade 9) 5 Credits
This first year language course introduces the students to language and the culture of the Spanish-speaking countries around the world. Using multimedia, ancillary materials, as well as regular textbooks, the students develop and practice the four skills of reading, writing, listening, and speaking in Spanish.

523 SPANISH II (Grade 10) 5 Credits
Spanish II is a continuation of Spanish I as it further builds communication skills of listening, speaking, reading, and writing. Students are encouraged to use Spanish in class as they examine and even recreate the daily routines of contemporary Hispanic life. Readings, recordings, and videos supplement vocabulary and grammar development.

533 SPANISH III (Grade 11) 5 Credits
Spanish III students continue to expand their knowledge of Hispanic daily life and customs and further develop their foreign language skills. The students explore Spanish history and culture through literature, art, and films. Prerequisite: Average of 80 in Spanish II and/or departmental approval.

Four-year colleges require a minimum of 2 years of a foreign language.

VISUAL, PERFORMING, TECHNICAL ARVTS AND COMMUNICATION

153 MASS MEDIA COMMUNICATIONS (Grades 9-12) 2.5 Credits
This class will explore the transmission of information to large numbers of people through the mass media, including newspapers, magazines, television, radio, film, websites, and any technology that allows for the dissemination of information to the public. Students will explore news reports, books, movies, television programs, music videos, advertisements, and articles in magazines and newspapers and on websites (to name a few), that lend themselves to how communications are delivered. Students, who study Mass Communications can go on to careers in advertising, internal and external communications and public relations, electronic media, journalism, telecommunications and visual communications.
154 PUBLIC RELATIONS (Grades 9-12) 2.5 Credits
A study of the principles and processes of oral communication with emphasis on speech design and delivery. Critical thought will be developed through analysis of current and historical speeches. Students will also gain insights into how entrepreneurship, ethical frameworks and globalization provide key components shaping the current practice of public relations.

155 JOURNALISM (Grades 9-12) 2.5 Credits
Journalistic writing and production will be the focus of this course. The class will produce stories for print and broadcast, and most stories will focus on members of the school community, reflecting on issues that impact the student body. This is a writing, performing, and technical course. It is expected that students will leave the course with writing, producing, editing and publishing skills that introduce them to the world of Journalism. Students will consider the power of the written word, law and ethics, freedom and responsibilities, and writing various forms of stories.

641 COMPUTER APPLICATIONS (Grades 9-10) 2.5 Credits
This course is designed to prepare students for school and work using computer concepts and applications. The course covers word processing, spreadsheets, presentation software, file management and Internet search skills, editing. Each class will begin with students practicing keyboarding skills. Students will also learn about the business world and how all these tools can be used in it. Students will learn how to build a their resume, create business memos, letters, and reports, and other tools needed in a business/technology. No prerequisites.

689 INTRO TO JAVA (Grades 9-12) 2.5 Credits
The CodeHS introduction to computer science curriculum teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. Once students complete the CodeHS Introduction to Computer Science course, they will have learned material equivalent to a semester college introductory course in Computer Science and be able to program in JavaScript.

812 INTRODUCTION TO ART (Grades 9-12) 2.5 Credits
The course introduces students to the Elements of Art and Principles of Design while developing drawing skills and painting techniques. Studio experiences in the classroom will give students opportunities to experience a variety of media (pencil, pen, ink, charcoal, pastel, watercolor, and tempera paint) while developing student’s individual style and creative problem solving skills. Students will demonstrate their ability to respond, analyze and interpret their own artwork and the work of others through discussions, critiques, and writings.

814 CERAMICS (Grades 10-12) 2.5 Credits
This course serves as a introductory to the exploration of the art of clay. Studio experiences in the classroom will give students opportunities to learn techniques such as; pinch work, coiling, slab, sculpting, and wheel throwing. Students will also experiment with different glazing techniques such as; under-glozing, sgraffito, marbling, and traditional brush application. Focus is placed on design and craftsmanship. Students will demonstrate their ability to respond, analyze and interpret their own artwork and the work of others through discussions, critiques, and writings.

821 3D DESIGN (Grades 9-12) 2.5 Credits
Prerequisite: Introduction to Art
This advanced-level course in three-dimensional art places emphasis on developing a greater depth of understanding of art, and application of the Elements of Art and Principles of Design to their work through a variety of media. Materials explored in the art studio include but are not limited to; clay, plaster, wire, wood, and foil. Each student will demonstrate progress over time by developing a body of work and organizing a portfolio. Students will continue to master their ability to respond, to analyze, and to interpret their own artwork and the work of others through discussions, critiques, and writings.

822 2D DESIGN (Grades 9-12) 2.5 Credits
Prerequisite: Introduction to Art
This advanced-level course in two-dimensional art places emphasis on developing a greater depth of understanding of art, and application of the Elements of Art and Principles of Design to their work through a variety of media. Studio experiences include drawing, printmaking, and painting. Each student will demonstrate progress over time by developing a body of work and organizing a portfolio. Students will continue to master their ability to respond, to analyze, and to interpret their own artwork and the work of others through discussions, critiques, and writings.

831 ADVANCED STUDIO ART (Grades 11-12) 2.5 Credits
Prerequisite: Exploring Art and Paint and Draw
This advanced level course is designed for students who are seriously interested in the practical experience of art. Advanced Studio Art students are expected to become independent thinkers and to apply their knowledge (gained from previous introductory and advanced courses) of Elements and Principles of Art to their work (regardless of media) in order to demonstrate mastery of advanced level design skills and concepts. Ongoing critical analysis through group and individual critiques provide students with opportunities to learn to analyze their own work and their peers' work. Students will be required to submit portfolios (10-15 pieces) for evaluation at the end of the semester.

218 INTRODUCTION TO AMERICAN MUSIC (Grades 9-12) 2.5 Credits
Students will explore the history of American roots music from 1900 to the present, focusing on several traditional genres, including blues, country, folk, and Americana. The class will mainly consist of the extensive listening of songs, as well as short readings, films, discussions and critiques, and guest performances. The only prerequisite is an interest in music.

843 JAZZ ENSEMBLE (Grades 9-12) 2.5 Credits
Jazz Ensemble is open to all students with director approval. The class meets on a daily basis during Zero Period from 7:00-7:40 A.M. Music played in Jazz Ensemble will represent a wide variety of styles ranging from the earliest big band styles up to the most current jazz trends, including rock, Latin and Fusion styles. Preparation for public performance is a regular part of class work. Students will also be required to do assignments pertaining to Jazz theory such as sight-reading, scales, intervals and improvisation. This class may be repeated for credit.

849 BAND (Grades 9-12) 5 Credits
Band is open to all interested students with previous ensemble experience. Students with no previous band experience may be allowed to take band with the director’s approval. Music played in band will represent a wide variety of styles ranging from traditional marches to progressively graded transcripts from all period of music. Emphasis is placed on music reading, interpretation and individual development of instrumental
technique. Students will also be required to do assignments pertaining to music theory as it relates to band such as: sight reading, scales, intervals and playing tests. Small group lessons that meet on a weekly basis are also part of the program. Participation in the marching band for home football games, and parades is required and is a regular part of class work primarily in the fall. Preparation for public performances is a regular part of class work. This class may be repeated for credit.

851 ZERO PERIOD CHORUS (Grades 9-12) 1.5 Credits
The class meets every day for the entire year from 7:00 – 7:40 a.m. Chorus is open to all interested students in grades 9 -12. The class meets every day during zero period for the entire year from 7:00 – 7:40 a.m. Students are required to sing in class and preparation for public performances is a regular part of class work. Students will also be required to do assignments pertaining to music theory as it applies to vocal music such as: sight singing, vocalizing, scales and intervals. This class may be repeated for credit.

871 LATIN AMERICAN MUSIC (Grades 9-12) 2.5 Credits
There is a growing national and international demand for Latin American and U.S. Latino popular music, as well as repeated waves of Latin dance “crazes.” This course will provide an interdisciplinary scholarly study of music from Latin America, the Caribbean, and the United States. We will learn about the many musical genres associated with specific countries and ethnic groups and discuss their influence on Latin American culture. We will explore everything from salsa, cumbia to reggaeton!

HEALTH AND FITNESS

314 HEALTH (Grades 9-12) 1-2.5 Credits

969 PHYSICAL EDUCATION (S1) 1 Credit
Two days of 8th grade physical education

970 PHYSICAL EDUCATION (S2) 1 Credit
One day of freshmen and sophomore physical education

OTHER

994 Internship (Grade 12) 2.5 credits
The internship program is an individualized career education opportunity that offers our students hands-on experience and insight into a particular profession. It is coordinated and supervised by the Guidance Department. For those students participating in this internship because it is a possible career path, students will receive 2.5 academic credits per semester for satisfactorily completing their internship. This includes keeping a journal, submitting documentation of their weekly hours, attendance, any additional assignments given and employer evaluation.

In order to be eligible for the internship, students must have an approved site and completed contract handed into the Guidance Department prior to the beginning of the semester. Students will also be responsible for completing a final project related to their placement site.

999 Work-Study (Grade 12) 0 credits
The work-study program is an individualized career education opportunity that offers our students hands-on experience and insight into a particular profession. It is coordinated and supervised by the Guidance Department. In order to be eligible for work-study, students must have an approved site and completed contract handed into the Guidance Department prior to the beginning of the semester.

In most cases, a student enrolled in the work-study program works at their current job such as Big Y, Walmart, etc.

Senior students are eligible for internship programs within the county. Students must carry a senior course load of five academic subjects each semester plus physical education. Students need to have a junior record of 10 percent or less absenteeism, be passing all of their courses and maintain a record clear of recent suspensions. Internships are also for students in their third, fourth or fifth year with an established individualized education plan (IEP).

Students will be responsible for his/her own transportation to and from the school and the designated work site. Hoosac Valley High School does not provide a salary therefore some internships will be non-paying while other jobs will compensate accordingly by the employer.

**995 DUAL ENROLLMENT MCLA (Grades 10-12) 2.5 Credits**

In collaboration with MCLA, HVMHS offers students an opportunity to earn college credits. This course is an introduction to computer science.
COURSE CHANGE FORM

Dear Parent/Guardian,

I have recently met with your student to discuss his/her academic program. During this meeting, your student expressed concern over one or more of his/her courses. He/she does not desire to take the course that was recommended. However, I cannot grant the request for this change without the input from the current teacher along with the approval of both you and the school’s principal.

Please complete this form and have your student return it immediately to Guidance. Until we receive the appropriate signature your student’s schedule will NOT be changed.

I have reviewed my student’s ___________________________ (name) recommended course(s). I am aware that my student was recommended to take the following ___________________________ (current course). My student and I have discussed this recommendation. However, we are requesting that he/she not be registered for this course.

• We understand that the possibility exists that admission to a college could be negatively influenced by his/her decision to take a lower level course than was recommended. ☐

• We understand that his/her grade could be affected by taking a course above the level recommended. ☐

• We understand that current grades will transfer to the new course. ☐

Instead, please register him/her for the following course(s): _______________ (desired course)

Please explain the reason for requesting the change (parent and/or student must answer):

___________________________________________________________________________________________________________________________________________________________________________________________________________________________

Parent/Guardian Signature ____________________________ Date ______________

Student Signature ____________________________ Date ______________

Current teacher’s input:

___________________________________________________________________________________________________________________________________________________________________________________________________________________________

Current Course Grade __________ Teacher Signature/Date __________________________
Potential Teacher ____________________________ Date ________________

Principal Signature/Date _____________________ Approved ___ Yes ___ No □
This does not guarantee it will fit into your student’s schedule.

• THE ENTIRE FORM MUST BE COMPLETED BEFORE RETURNING TO THE COUNSELOR. □
• NO CHANGE WILL BE MADE UNTIL ALL SIGNATURES ARE OBTAINED AND FINAL APPROVAL IS GRANTED. □