

ASHLAND HIGH SCHOOL

PROGRAM OF STUDIES



2017-2018

U.S. News & World Report

“America’s Best High Schools” (1999, 2008, 2012, 2013, 2014, 2015, & 2016)

2016 Silver Medal School

REVISED 9/26/17

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English - Susanne Bronstein
World Languages – Lauren Wolfe
Mathematics - Michael Shennett
Sciences - Colleen Sherman
Social Studies - Michael Wurster
Unified Arts – Chad McGowan

Dear Student

This Program of Studies has been prepared to assist you in planning your academic program here at Ashland High School. Please review course options and prerequisites very carefully. Your educational program requires responsible decision-making. As part of the course selection process, use teachers and school counselors as resources—they know you and can make valid recommendations. You should also work closely with your parents.

Gather information about courses. Your teachers and fellow students can provide valuable insight into courses for you. Talk with them about courses described in the program of studies. They will have in-depth knowledge of the expectations for each course.

This process will ensure a strong start for the next academic year. We want you to succeed. Select courses wisely.

Sincerely

Kelley St. Coeur, Principal
Lauren Carreiro, Dean of Academics and Activities
Paul Massalski, Dean of Student Services
Brian Garrigan, Guidance Department Liaison

The Ashland Public Schools ensure equal employment and educational opportunities for its employees and students and does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation or disability and homelessness.

ACCREDITATION STATEMENT

Ashland High School is accredited by the New England Association of School and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one that has available the necessary resources to achieve its stated purpose through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, of the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the Association at 3 Burlington Woods Drive, Suite 100 Burlington, Massachusetts 01803 (781)-425-7700.

**ASHLAND SCHOOL COMMITTEE
ASHLAND, MASSACHUSETTS 01721**

VISION STATEMENT

The Ashland Public Schools will be a model district that embraces the academic and social-emotional growth of all students through a supportive, collaborative and challenging experience. Our students will develop into life-long learners who will contribute positively to society.

MISSION STATEMENT

Our mission is to provide a safe, engaging, and inclusive learning environment, empowering every student to acquire and develop the necessary skills and knowledge to become active, caring, and passionate life-long learners and citizens in an evolving and diverse world.

To accomplish this mission, Ashland Public Schools:

- Will improve student achievement for all students while closing the achievement gaps for our students of color, low-income status, ethnicity, English language learners and students with disabilities through targeted instruction and curriculum.
- Will ensure student success by supporting students, faculty, staff, and parents to develop strategies, skills, and tools necessary to maintain a healthy physical and mental well-being.
- Will create a district environment based on collaboration, respect, and open lines of communication through partnerships with parents, businesses, and the entire Ashland community.
- Will support educators in their continual effort to improve instruction and student achievement through targeted professional development, focusing on best practices, use of data, productive collaboration, and sensitivity to the needs of every student.
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ASHLAND’S EDUCATIONAL VALUES

Our core values are the behaviors, attitudes, beliefs, and commitments that we must exhibit to fulfill the District’s vision. These values are understood and shared by every member of the District; our values are “what we stand for.” They guide our action, focus our energies, and act as an anchor point for all our plans.

- **Safety:** We believe in providing safe and supportive learning environments and facilities, which address the varied social, emotional, and health needs of all students and staff.
- **Responsibility:** We believe in the importance of individual and group accountability to make thoughtful, appropriate decisions that produce positive results for all.
- **Respect:** We believe in the inherent value of all: including oneself, one’s peers, and all who are part of our community and greater global society.
- **Excellence:** We believe as individuals, schools, and a community, in the cultivation of an environment in which each member is supported in achieving his/her greatest potential.
- **Integrity:** We believe in making decisions that uphold the values of honesty, decency, and sincerity in all our actions.

ASHLAND HIGH SCHOOL MISSION

Ashland High School provides a safe, supportive learning environment by empowering individuals to be respectful, responsible and active partners as they develop life-long learning skills.

CORE VALUES

- **Respect**
- **Responsibility**
- **Involvement**
- **Integrity**
- **Achievement**

We believe that our commitment to education is a shared, community responsibility. We value the family's role in the educational process and actively seek that involvement in our school. Our efforts to include the community in the educational preparation of our students are enhanced through business partnerships, college affiliations, and alliances with local resource and service agencies. In order to provide an appropriate education for all students at Ashland High School, we believe the following expectations are essential:

Expectations for Students:

Academic Expectations

Through an interactive curriculum, students at Ashland High School will be able to:

- Speak effectively
- Write effectively
- Access, comprehend, and interpret information
- Think critically and problem solve
- Design and create effectively

Social Expectations

Members of the Ashland High School will demonstrate:

- respect for individual differences
- a commitment to being organized, responsible, productive, and punctual
- a responsibility for their own behavior
- a commitment to school through shared decision-making
- a commitment to community involvement
- an ability to resolve conflicts without resorting to the use of violence

Expectations for School and Community:

Ashland High School's faculty and staff, as well as the community of Ashland, will provide:

- an atmosphere that promotes and encourages academic achievement, wide-spread participation in the arts and athletics, and the completion of a high school education
- a clean, safe, and well-equipped educational facility
- a productive and supportive learning environment
- teaching strategies that address student learning styles

- a learning environment exhibiting a variety of ongoing assessment methods
- access to community resources and services within the school setting
- an opportunity to explore career and educational pathways
- a partnership between the school and family to improve daily attendance

HOW TO PLAN A PROGRAM

Planning an educational program is an ongoing process and should involve adults who know the student best, including parents, teachers, and guidance counselors.

1. **Work Together to Select Courses**—High School course selection marks the beginning of responsible decision-making for many students. Parents should be involved in giving both help and direction as a student works through his/her decision.
2. **Gather Information**—A major part of the process of course selection involves the gathering of information. Classroom teachers and guidance counselors are valuable resources at this stage.

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

The classroom teacher has in-depth knowledge of the content of various courses taught within his/her department. IN ADDITION, HE/SHE IS USUALLY AWARE OF THE LEVEL OF EXPECTATION WITHIN EACH COURSE. Knowing you as a student and the kind of work of which you are capable, your teacher can make valid recommendations as to which courses to take within the department.

The guidance counselor has a broad overview of the entire curriculum. Besides having a strong sense of the student's performance and ability level, the counselor is very much aware of courses necessary to fulfill graduation requirements. The guidance counselor can also provide good advice about the kind of program and courses which will be helpful as you prepare yourself to pursue post-high school plans, whether these be a four/two year college/technical school or immediate entry into the world of work. A student conference can be arranged by coming to the guidance office to make an appointment. A parent/counselor conference can be arranged by calling the school at 508-881-0176. Final placement can be discussed with the principal. Not all student choices can be accommodated within scheduling constraints and school placement policies. **Final decisions on placement will be made by the principal.**

MINIMUM GRADUATION REQUIREMENTS

Graduation credit requirements 23.00 credits

The following minimum distributions must be achieved in each area to earn an AHS diploma:

English —must include one credit of American Literature.	4 credits
Social Studies —including one course in World History, Early American History and Modern American History.	3 credits
World Language (must be in the same language)	2 credits
Mathematics	3 credits
Science	3 credits
Physical Education/Wellness (minimum .25 credit each year)	1 credit
Fine and Unified Arts	1 credit
Electives	6 credits
Community service requirement must be completed by the end of their junior year in order for seniors to obtain senior privileges.	25 hours

Total: 23.00 credits

Seniors are required to carry a minimum of 6 credits per year.

Freshmen and sophomores are required to carry a minimum of 6.5 credits per year

Students are reminded that college or university acceptance standards may be higher than the minimum graduation requirements. Please check with your guidance counselor to familiarize yourself with these standards.

Promotion Policy

1. Students must pass four major academic courses at the 8th grade level to be promoted to the 9th grade. Two of the four courses must be English Language Arts and Mathematics.
2. Students failing three courses must take two in summer school and achieve a passing grade of 60.
3. Students failing two courses must take one course in summer school and achieve a passing grade of 60.

The following minimum requirements must be met for entrance to grades 10, 11, and 12

Grade 10 -- 6 credits
Grade 11 -- 12 credits
Grade 12 -- 18 credits

At the end of the second quarter, senior students in junior homerooms who failed to earn sufficient credits to be in a senior homeroom will be moved to a senior homeroom provided that they are passing all courses required for graduation.

CRITERIA FOR COLLEGE ENTRANCE

College entrance requirements are different at nearly every school. As a guideline, colleges and universities usually consider the following factors in order of priority:

1. Scholastic record
 - a. difficulty of curriculum
 - b. grades
2. Rank in class
3. Grade point average
4. Results of College Board Entrance Examinations (Scholastic Aptitude Test, SAT II, and writing samples) and/or American College Testing results.
5. Recommendation of the teachers, and/or counselor on matters such as character, personality traits, and ability for the applicant to perform college work
6. Extra-curricular activities, including part-time employment
7. Community service

SCHEDULE CHANGES

The course selection process should be a cooperative venture among the student, the parent, the teacher, and the counselor. It is expected that when course selections are made, students will make a commitment to their choices. If dropping a class is necessary, details and timelines are as follows:

1. Student/parent-initiated schedule changes for semester or year-long courses must be made within **the first 10 school days of the start of the class**. Any changes made after this time will result in a “withdraw/pass” (WP = 60+) or “withdraw/fail” (WF = <60) on the official transcript.
2. For the purpose of GPA and rank, a “WP” will be unweighted and not affect GPA and class rank, and a “WF” will be averaged as a 50 for the purpose of GPA and class rank.
3. Students who withdraw from a class must continue to maintain a course load that will potentially earn a minimum of 5 ½ credits for the year, 5 for seniors. Any course that is dropped bringing the course load below this threshold will be recorded as a “WF”, even if it was otherwise a “WP.”
4. Any full year class dropped after the last day of first semester will be recorded as a “WF.” Likewise, any semester class dropped after the last day of 1st or 3rd quarter, will result in the class being recorded as “WF.” Any grade of “WF” will be treated as an “F” for the purpose of co-curricular eligibility.
5. Any student whose potential credits for the year drop below 5 will not be considered full-time students and will therefore be ineligible for co-curricular activities.

COURSE LEVELS

All placements are designed to provide maximum intellectual challenge for each student. The school makes placement decisions on the basis of aptitude as determined by standardized testing, past academic performance, and teacher recommendations. Placement assumes that ability will allow success, but normal student effort is also assumed; low grades are not automatically a basis for dropping levels. It is also assumed that students and teachers will anticipate upward movements in level placements based on intellectual growth over years of schooling. Placement levels may vary in different subject areas, and trial attempts at upward placement are encouraged. All course levels are designed to challenge, promote critical thought, and provide opportunities to problem solve. The professional staff at Ashland High School is committed to the following: all students, upon graduation, will be expected to demonstrate that they can synthesize, organize, and apply knowledge to complex and real life situations, and are fully prepared for post-secondary education and/or work. Course levels are designated as follows:

Level 4 Advanced Placement: A one-year course that ends with a nationally standardized examination that leads to advanced standing and/or credit in college.

Level 3 Honors: An intense course that demands much independent learning as well as critical, creative, and analytical thinking.

Level 2 College Prep 2: A standard college preparatory level course which require a moderate to extensive engagement and outside preparation. These courses are designed to prepare students for college-level work. Students are assumed to be self -motivating.

Level 1 College Prep 1: Courses are student-oriented and characterized by lively classroom discussion, group projects, skill acquisition and homework appropriate for high school graduation. These courses prepare students for college-level work.

Level 0 Un-weighted: Represents courses that are not computed into GPA.

COURSE LEVEL PLACEMENT

Students will be placed in core class levels based on their performance the previous year in the same discipline, as recommended by teachers, counselors, and department chairs. As a general principle, a grade of 85 the previous year will determine a student’s eligibility for Honors and Advanced Placement classes. Parents may override this placement decision by completing the “Parent/Student Override Form”, available through discussion with the classroom teacher in the course they are wishing to override.

GRADE POINT AVERAGE AND CLASS RANK

The grade point average (GPA) is a cumulative computation of a student's academic standing. Students will have their GPA calculated in order to place them in a weighted decile ranking system. Decile rank is a performance rating on a scale of one to ten where each number corresponds to an increment of ten percentage points. Students will be provided their GPA and decile rank at the end of their sophomore year as a part of the grading system. To be included in the decile ranking system, students must have completed a minimum of four semesters at Ashland High School.

The GPA is computed using the following formula:

The weighted grade value of the final numerical grade of each course times the number of each credit of each course determines the GPA of each course.

The overall GPA is calculated by finding the sum of all individual weighted grade levels divided by the total credits of all courses (passed and failed).

The calculation of GPA includes only weighted courses at levels 2—4.

WEIGHTED RANK BASED ON 4.0 SCALE

Letter Grade	Numeric Grade	College Prep	Honors	AP
A+	100	4.5	5.0	5.5
A+	99	4.4	4.9	5.4
A+	98	4.3	4.8	5.3
A+	97	4.2	4.7	5.2
A	96	4.1	4.6	5.1
A	95	4.0	4.5	5.0
A	94	3.9	4.4	4.9
A-	93	3.8	4.3	4.8
A-	92	3.7	4.2	4.7
A-	91	3.6	4.1	4.6
A-	90	3.5	4.0	4.5
B+	89	3.4	3.9	4.4
B+	88	3.3	3.8	4.3
B+	87	3.2	3.7	4.2
B	86	3.1	3.6	4.1
B	85	3.0	3.5	4.0
B	84	2.9	3.4	3.9
B-	83	2.8	3.3	3.8
B-	82	2.7	3.2	3.7
B-	81	2.6	3.1	3.6
B-	80	2.5	3.0	3.5
C+	79	2.4	2.9	3.4
C+	78	2.3	2.8	3.3
C+	77	2.2	2.7	3.2
C	76	2.1	2.6	3.1
C	75	2.0	2.5	3.0
C	74	1.9	2.4	2.9
C-	73	1.8	2.3	2.8
C-	72	1.7	2.2	2.7
C-	71	1.6	2.1	2.6
C-	70	1.5	2.0	2.5
D+	69	1.4	1.9	2.4
D+	68	1.3	1.8	2.3
D+	67	1.2	1.7	2.3
D	66	1.1	1.6	2.1
D	65	1.0	1.5	2.0
D	64	0.9	1.4	1.9
D-	63	0.8	1.3	1.8
D-	62	0.7	1.2	1.7
D-	61	0.6	1.1	1.6
D-	60	0.5	1.0	1.5
F		0.0	0.0	0.0

ADVANCED PLACEMENT

The Advanced Placement (AP) Program is a cooperative educational endeavor between high schools and colleges, and is based on the principle that many students are capable of completing college level studies in secondary school. The majority of US high schools participate in the AP program, and more than a thousand colleges grant advanced standing and/or credits to students presenting satisfactory examination grades. Ashland High School offers Advanced Placement courses in the areas of English Language and Composition, English Literature and Composition, Calculus, Statistics, Modern American History, European History, US Government and Politics, Psychology, Chemistry, Biology, Environmental Science, French and Spanish.

Ashland High School students who are interested in AP classes should do the following if they plan to take an AP Course:

1. Earn a minimum grade of 85 the year before in the same discipline as the desired AP class.
2. Sign up for an AP class during course registration.
3. Pay for the exam on time, and take it on its scheduled date in May.
4. Students will receive their test results in July. Scores will also be sent to Ashland High School and any colleges designated by the student.

AP TEST POLICY

Students who register for an Advanced Placement class are expected to take the AP exam in May. This is a requirement in all AP courses. These exams cost approximately \$90.00 per test. Some financial assistance is available for those students who are unable to afford the test fee. Please see your counselor for more information on test fee waivers. Students who are enrolled in an AP class at AHS and decline to take the AP exam will be required to take a final examination in that course and receive honors weighted credit.

COURSE COMMITMENT

Allocation of staff, rooms, and the number of sections offered is determined by the number of student requests received for a specific course, therefore, students selecting full year courses are committed to remain in the course for the entire year. Also, students selecting semester courses are committed to remain in these courses for the semester scheduled.

COURSE AUDIT

Audit approval to enroll in any class for zero credit and no weight must be approved within the first two weeks of the course by the teacher, counselor, parent, and student.

PREPARING FOR COLLEGE

As suggested earlier, guidance counselors can provide sound advice about the most appropriate program of study. Generally speaking, you should enroll in the most rigorous level of classes that you are capable of. Each year you should be taking at least five “major” courses in the liberal arts: English, mathematics, world languages, social studies, and science. In addition to these solid academic courses, you should also take the opportunity to broaden your scope and satisfy your interests by taking electives in the areas of art, music, theater arts, and technology.

College preparatory academic courses should include:

English: courses in composition and literature that will include the development of reading, writing, and comprehension skills.

Mathematics: courses in algebra, geometry, advanced math. Students considering a major in math, science, architecture, or engineering should consider a fifth year of math, including calculus.

Science: courses in physical science, biology, environmental science, chemistry, or physics.

History/Social Sciences: including challenging advanced electives in human and social development.

World Language: two years of the same world language is the minimum language requirement. More are strongly recommended. Highly selective colleges look favorably upon four years.

Related Electives: to broaden the depth and scope of the student's educational background. Examples of these course areas include dramatics, art, music, and technology.

Two-Year Technical/Junior/Community College

Students planning a post-high school education at a two-year college should seek the advice of their guidance counselor and enroll in college preparatory courses. Students with a GPA less than a 2.0 should consider the joint admissions program at the community college level as their first choice.

A CHECKLIST OF EVENTS FOR COLLEGE-BOUND STUDENTS

Students planning to go to college should begin working closely with their counselor early in their high school career. Counselors will assist with directions and help answer questions.

Freshman/Sophomore Years

Take a strong college-preparatory curriculum.

Become familiar with counselors and services at Ashland High School.

Become involved in sports and/or activities.

Achieve academically.

Take the PSAT/NMSQT for practice your sophomore and junior years.

Junior Year

October - Take the PSAT/NMSQT (Preliminary Scholastic Aptitude Test).

April - Visit college campuses, take college tours.

May- Take the SAT Reasoning Test or the ACT.

June - Take SAT Subject Tests in appropriate subject areas for selective colleges.

Spring -Visit college campuses and attend information sessions and college tours.

Summer - Request admission and financial aid information from prospective colleges.

Senior Year

September - Complete senior survey, register for October or November SAT or ACT and/or Subject Tests, attend AHS mini-college fairs; schedule interviews; visit colleges. Attend college information workshop with parents.

October - Take SAT/ACT; narrow down and stratify college choices; ask for recommendations from counselors, teachers, supervisors; register for December SAT/ACT and or Subject Tests.

November - Take SAT; finalize college choices; fill out applications, write essays.

December - Take the SAT/ACT and/or Subject Tests; pick up Financial Aid Forms; submit applications to the counseling office for a transcript, recommendations, essays, etc.; register for January SAT/ACT, if necessary; attend Financial Aid Night with parents.

January - Begin assembling Financial Aid Form information with parents; take SAT/ACT, if necessary.

January/February - Mail completed Financial Aid Information.

March/April - Check with guidance about available scholarships, complete applications; make final college choice by May 1; respond to all college acceptances; give guidance a copy of all college acceptance letters.

TRANSCRIPT and RECORDS REQUEST FOR COLLEGE

Seniors must return a “Records Release Form”, available in the guidance office, to the guidance secretary for each college they are applying to.

CONFIDENTIALITY WAIVER

Most colleges require a student to waive or not waive their right to confidentiality on the college application itself. Colleges recommend it is in the student’s best interest to waive this right.

TEACHER AND COUNSELOR COLLEGE RECOMMENDATION LETTERS

Seniors should ideally ask teachers and counselors for letters of recommendation in September, well before their college application deadlines. They are encouraged to give as much information about themselves as possible, which includes a biography sheet and the “Information for Teacher Recommendations” form, available from the guidance office. If required, students must also give teachers a copy of the “Teacher Evaluation Form” and their counselor a copy of the “Secondary School Report” from their Common Application. They must also give teachers and/or their counselor any other institutional teacher recommendation forms from their colleges, if required. To ensure confidentiality, teachers at AHS mail recommendation letters directly to colleges, therefore, students must also give teachers the “Request for Recommendation Form”, available in the guidance office, and a stamped envelope addressed to each college admissions office. For counselor recommendation letters, seniors fill out and return the “Student Self-Assessment for College Recommendation” form available in the guidance office, to their counselor early senior year. Parents are welcome to supply supplementary information with the optional “Parent Response Form”, also available in the guidance office. It is highly recommended that students and their families check with college admissions offices to verify completion of the application file, which includes receipt of teacher recommendations, transcripts and supportive documentation.

STUDENT SERVICES

The guidance department is committed to providing a comprehensive counseling and guidance program that includes the following components: group and individual planning, proactive and responsive services, and system support.

Guidance services, in both individual and group settings, are available for every student in the school. These services include:

- Assistance with educational planning
- Interpretation of test scores
- Occupational information
- Career information
- Adjustment counseling
- Study Skills help
- Help with home, school and/or social concerns

DIRECTED STUDIES

In compliance with the Massachusetts Education Reform Act of 1992, program offerings at Ashland High School will provide a minimum of 990 hours of structured learning time for all students. Consequently, all classroom time is structured with teachers and students present. Directed study halls will be used for academic endeavors only. All students should come prepared for the directed study hall with academic work. Passes will only be honored to attend other academic areas such as the academic support center, guidance department, library, independent study, technology-assisted learning, and presentations by persons other than teachers, school to career programs and statewide student performance assessments.

MAINTENANCE OF HIGH SCHOOL RECORDS

Ashland High School maintains students' records during the period of enrollment. In accordance with the Department of Education's regulations (603 CMR 23.00), the High School keeps a temporary file for five years including: health and immunization records, official transcript, report cards, all 766 information, etc. After five years all information is destroyed except the official transcript, which is maintained for 60 years. Parents may request their student's records, excluding the transcript, at the end of the five-year period following the student's year of graduation. (603 CMR 23.10)

ENGLISH

ENGLISH CURRICULUM 2017– 2018

COURSE INFORMATION			GRADE(S)			
#	Name	Level	9	10	11	12
0110	Freshman English	College Prep 1	X			
0120	Freshman English	College Prep 2	X			
0130	Freshman English	Honors	X			
0210	Sophomore English	College Prep 1		X		
0220	Sophomore English	College Prep 2		X		
0230	Sophomore English	Honors		X		
0311	American Literature	College Prep 1			X	
0352	American Literature	College Prep 2			X	
0353	American Literature	Honors			X	
0334	AP English Language and Composition	AP			X	
0410	Senior English	College Prep 1				X
0360	Senior English	College Prep 2				X
0430	Senior English	Honors				X
0440	AP English Literature & Composition	AP				X
0108	ELL Support		X	X	X	X
0109	ELL Literacy Beginner		X	X	X	X
0111	ELL Literacy Intermediate		X	X	X	X

ENGLISH DEPARTMENT

0110 FRESHMAN ENGLISH College Prep 1

1 credit

This course seeks to strengthen comprehension, basic syntax, and writing skills. Pace and individualization are established according to student needs. Texts will likely include *To Kill a Mockingbird*, *Of Mice and Men*, excerpts from *The Bible*, *Fahrenheit 451*, *Julius Caesar*, excerpts from *The Odyssey*, and *Animal Farm*.

(Full year course, open to grade 9)

0120 FRESHMAN ENGLISH College Prep 2

1 credit

This course emphasizes reading comprehension, writing, speaking, and vocabulary skills. Reading will stress drama and the novel—both contemporary and classic. Emphasizing written expression, logical development of ideas, supporting details, and a conclusion, students will write frequently. Weekly vocabulary assignments seek to enlarge the student's vocabulary. Formal grammar will be reviewed and continued. Texts will likely include *To Kill a Mockingbird*, *Of Mice and Men*, excerpts from *The Bible*, *Fahrenheit 451*, *Julius Caesar*, *The Odyssey*, and *Animal Farm*.

(Full year course, open to grade 9)

0130 FRESHMAN ENGLISH Honors

1 credit

In addition to working on basic freshman objectives, this freshman course challenges students to develop more mature reading, writing, discussion, and thinking skills. Students work intensively with more demanding concepts and materials. Honors level students are expected to produce additional assignments including textual analysis, presentations, essays or other outside research based assessments. Texts will likely include *To Kill a Mockingbird*, *Of Mice and Men*, excerpts from *The Bible*, *Fahrenheit 451*, *Julius Caesar*, *The Odyssey*, *Picture of Dorian Gray*, *Old Man and the Sea*, *Doctor Faustus*, and *Animal Farm*.

(Full year course, open to grade 9)

0210 SOPHOMORE ENGLISH College Prep 1

1 credit

In this course, emphasis is given to comprehending different genres through in-class and outside readings by focusing on theme and genre. Titles will likely include *Lord of the Flies*, *The Pearl*, *Antigone*, *The Bean Trees*, *Ethan Frome*, and *Macbeth*. Writing is geared to specific questions based on readings to assess both writing ability and understanding of content.

(Full year course, open to grade 10)

0220 SOPHOMORE ENGLISH College Prep 2

1 credit

This course will continue the process of developing basic skills emphasized in grade 9: reading comprehension, writing to the subject/question, grammar, vocabulary expansion, and research skills. Focus will be directed toward specific genres such as short story, poetry, novel, drama with an increasing analytic approach to understanding literature and students' written interpretations. Titles will likely include *Lord of the Flies*, *Ethan Frome*, *Frankenstein*, *Macbeth*, *Antigone*, and *Friday Night Lights*.

(Full year course, open to grade 10)

0230 SOPHOMORE ENGLISH Honors

1 credit

This course will continue the process of developing basic skills emphasized in grade 9: reading comprehension, writing to the subject/question, grammar, and vocabulary expansion. Focus will be directed toward specific genres such as short story, poetry, novel, drama with an increasing analytic approach to understanding literature and students' written interpretations. All students will complete a literary research paper. Honors level students are expected to produce additional requirements including, but not limited to, textual analysis, presentations, essays or other outside research based assessments. Titles will likely include *Lord of the Flies*, *Ethan Frome*, *Frankenstein*, *Macbeth*, *Antigone*, and *Friday Night Lights*, *Tale of Two Cities*, and *Metamorphosis*.

(Full year course, open to grade 10)

0311 AMERICAN LITERATURE College Prep 1 1 credit

This course will continue the process of developing basic skills emphasized in grade 9: reading comprehension, writing to the subject/question, grammar, and vocabulary expansion. Focus will be directed toward specific genres such as short story, poetry, novel, drama with an increasing analytic approach to understanding literature and students' written interpretations. All students will complete a literary research paper. Honors level students are expected to produce additional requirements including, but not limited to, textual analysis, presentations, essays or other outside research based assessments. Titles will likely include *Lord of the Flies*, *Ethan Frome*, *Frankenstein*, *Macbeth*, *Antigone*, and *Friday Night Lights*, *Tale of Two Cities*, and *Metamorphosis*.

(Full year course, open to grade 11)

0352 AMERICAN LITERATURE College Prep 2 1 credit

This course is designed to cover literature from 1500 through contemporary writing. Contributing voices include the explorers, Native American, Puritans, the Founding Fathers, realism, naturalism and the Harlem Renaissance. Some specific authors include Columbus, Edwards, Jefferson, Thoreau. Titles will likely include *The Crucible*, *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, *The Great Gatsby*, *In Cold Blood*, and *Slaughterhouse-Five*.

(Full year course, open to grade 11)

0353 AMERICAN LITERATURE Honors 1 credit

This course is designed to cover literature from 1500 through contemporary writing. Contributing voices include the explorers, Native American, Puritans, the Founding Fathers, realism, naturalism and the Harlem Renaissance. Some specific authors include Columbus, Edwards, Jefferson, Thoreau. Titles will likely include *The Crucible*, *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, *The Awakening*, *The Great Gatsby*, *Song of Solomon*, *In Cold Blood*, *Slaughterhouse-Five*, and *Joy Luck Club*. Honors level students are expected to produce additional assignments including textual analysis, presentations, essays and research based assessments.

(Full year course, open to grade 11)

0334 AP ENGLISH LANGUAGE AND COMPOSITION Advanced Placement 1 credit

Advanced Placement Language and Composition is a college-level course that will prepare students to take the Advanced Placement Language and Composition Test. Students will be asked to write in a variety of forms: rhetorical analysis, argument, and synthesis. Because this course is designed for the junior year, the literary focus will be on American Literature and will include texts such as *The Scarlet Letter*, *In Cold Blood*, *The Great Gatsby*, *The Adventures of Huckleberry Finn*, *Slaughterhouse-Five*, *Song of Solomon*, and speeches and essays by American authors. Students who do not take the AP Exam will receive Honors credit.

(Full year course, open to grade 11)

0410 SENIOR ENGLISH College Prep 1 1 credit

This course focuses on a variety of topics. The class will read a number of different styles of books including short stories, plays, and novels. Titles will likely include, *The Things They Carried*, *Hamlet*, *The Call of the Wild*, *Into Thin Air*, *Who's Afraid of Virginia Woolf*, *Nickel and Dime*, and *Twelve Angry Men*. In addition to literature, the class will work on a variety of writing assignments that will be given to assess writing abilities and to test understanding of material covered in class. These will range from short paragraph assignments to full length essays. The class will also complete a research project. (Full year course, open to grade 12)

0360 SENIOR ENGLISH College Prep 2 1 credit

Students will read for both comprehension and to demonstrate understanding of deeper themes and issues. Texts may include *Hamlet*, *The Catcher in the Rye*, *One Flew Over the Cuckoo's Nest*, *Nickel and Dime*, *Who's Afraid of Virginia Woolf*, *A Streetcar Named Desire*, *Into Thin Air*. In addition to literature, the class will work on a variety of writing assignments that will be given to assess writing abilities and to test understanding of material covered in class. These will range from short paragraph assignments to full length essays. The class will also complete a research project. (Full year course, open to grade 12)

0430 SENIOR ENGLISH Honors**1 credit**

Students will read for both comprehension and to demonstrate understanding of deeper themes and issues. Texts may include *Hamlet*, *The Color Purple*, *Things Fall Apart*, *Siddhartha*, *Rosencrantz and Guildenstern are Dead*, *Dracula*, *No Exit*, *Waiting for Godot*, *The Woman in the Dunes*, *The Princess Bride*, and *Nickel and Dimed*. In addition to literature, the class will work on a variety of writing assignments that will be given to assess writing abilities and to test understanding of material covered in class. These will range from short paragraph assignments to full length essays. The class will also complete a research project. Honors level students are expected to produce assignments including textual analysis, presentations, essays and research based assessments.
(Full year course, open to grade 12)

0440 AP ENGLISH LITERATURE & COMPOSITION Advanced Placement**1 credit**

This course is designed as the equivalent of a college level English course and prepares students to take the Advanced Placement Literature and Composition Test. Students will be asked to write regularly, analyzing both prose and poetry and writing longer thesis driven process essays. Reading includes novels, poetry, and drama, and the selections span from contemporary to classic. Some of the titles include: *Hamlet*, *One Flew over the Cuckoo's Nest*, *The Wasteland*, *Lysistrata*, *Equus*, *The Stranger*, *Crime and Punishment*, *Heart of Darkness*, *Things Fall Apart*, *1984*, *Brave New World*, and *The Handmaid's Tale*. Students who do not take the AP Exam will receive Honors credit.
(Full year course, open to grade 12)

0109 ELL LITERACY BEGINNER**1 credit**

This course is designed for non-English speakers and limited-English speakers who are in their first years in a U.S. high school. The focus is on grammar and vocabulary development, as well as reading, writing, listening and speaking skills. The goal of this course is for students to be able to effectively communicate their academic and social needs, and to gain the skills necessary to succeed in the mainstream classroom. The curriculum is based on the standards and assessments issued by the WIDA English Language Consortium and Proficiency Standards.

0111 ELL LITERACY INTERMEDIATE**1 credit**

This course is designed for intermediate to advanced English language learners. The focus is on more complex grammar and vocabulary development, as well expanded reading, writing, listening and speaking skills. The goal of this course is for students to be able to effectively communicate their language abilities in the academic setting, and to improve their skills necessary to succeed in the mainstream classroom. The curriculum is based on the standards and assessments issued by the WIDA English Language Consortium and Proficiency Standards.

SOCIAL STUDIES

SOCIAL STUDIES CURRICULUM 2017– 2018

COURSE INFORMATION			GRADE(S)			
#	Name	Level	9	10	11	12
1110	World History	College Prep 1	X			
1120	World History	College Prep 2	X			
1130	World History	Honors	X			
1440	AP World History	AP				X
1210	Early American History	College Prep 1		X		
1220	Early American History	College Prep 2		X		
1230	Early American History	Honors		X		
1310	Modern American History	College Prep 1			X	
1320	Modern American History	College Prep 2			X	
1330	Modern American History	Honors			X	
1441	AP U.S. History	AP			X	X
1324	Psychology I	College Prep 2			X	X
1331	Psychology II	College Prep 2			X	X
1334	Psychology Honors	Honors			X	X
1345	AP Psychology	AP			X	X
1442	AP European History	AP		X	X	X
1443	AP Art History	AP			X	X
1445	Civics, Citizenship and Government	College Prep 2		X	X	X
1327	Current Events	College Prep 2		X	X	X
1446	Economics - Micro	College Prep 2		X	X	X
1532	Economics - Macro	College Prep 2		X	X	X
1450	Modern Issues: The Twenty-First Century in Context	Honors		X	X	X
1421	History of Genocide	College Prep 2		X	X	X
1346	Women's Studies	College Prep 2		X	X	X
1325	Sociology	College Prep 2		X	X	X

SOCIAL STUDIES DEPARTMENT

1110 WORLD HISTORY College Prep 1

1 credit

This course will provide an emphasis on the basic skills while studying world history spanning from the Age of Absolute Monarchs in Europe to the late Twentieth Century. Students will examine historical themes by studying political cartoons, maps, and primary source documents. The main focus will be on establishing a global awareness.

Prerequisite: teacher recommendation.

(Full year course, open to grade 9)

1120 WORLD HISTORY College Prep 2

1 credit

The intent of this course is to provide a strong background study of world history spanning from the Age of Absolute Monarchs in Europe to the late Twentieth Century. It is intended for those students who will continue to pursue a college preparatory course of studies in high school, and are preparing to enter college after graduation.

Prerequisite: teacher recommendation.

(Full year course, open to grade 9)

1130 WORLD HISTORY Honors

1 credit

This course is an intensive study of the history of world history spanning from the Age of Absolute Monarchs in Europe to the late Twentieth Century. The intent of this course is to offer an accelerated course for students who have academic ability that greatly exceeds the norm for most college bound students. Students must be capable of advanced abstract thinking and superior reading and writing abilities.

Prerequisite: teacher recommendation.

(Full year course, open to grade 9)

1440 AP WORLD HISTORY Advanced Placement

1 credit

This course is designed to prepare the student to take the World History AP Examination. It will analyze the factors and events that have shaped World History from roughly 8000 B.C.E. through the modern day. Reading, writing techniques, and testing will employ methods designed to prepare the student for post-secondary education. This course is taught at the college level and is intended to prepare the student for the intensive exam. **All students enrolled in this course will be required to take the AP exam.**

Prerequisite: A grade of 90 or better in Honors-level Modern American and Early American History and/or teacher recommendation.

(Full year course, open to grade 12)

1210 EARLY AMERICAN HISTORY College Prep 1

1 credit

This course will provide the student with an understanding and appreciation of the early history of America from colonization to the Civil War, and the post-Reconstruction. Emphasis will be on continued development of basic skills while studying the history of this period.

Prerequisite: teacher recommendation.

(Full year course, open to grade 10)

1220 EARLY AMERICAN HISTORY College Prep 2

1 credit

A survey of American and European history from colonization and the founding of the American Republic, its National Period, Civil War, and the post-Reconstruction. This course links events in Europe and the United States analyzing their impact on the early history of America. This course is intended for students who intend to pursue a college education. This course satisfies the sophomore history requirement.

Prerequisite: teacher recommendation.

(Full year course, open to grade 10)

1230 EARLY AMERICAN HISTORY Honors

1 credit

An intensive and coordinated study of American and European history from the period of colonization through the Civil War, and the post-Reconstruction. This course will link events in Europe and the United States and analyze their impact on the early history of America. This course will fulfill the sophomore history requirement. Prerequisite: A grade of 88 or better in World History and teacher recommendation

(Full year course, open to grade 10)

1310 MODERN AMERICAN HISTORY College Prep 1

1 credit

This course will present a survey of American history from 1900 to the present. The emphasis throughout this course will be on developing critical thinking skills necessary for assuming the responsibilities of citizenship. The purpose of this course is to enable the student to analyze the factors that have contributed to the development of Modern America and to understand the United States' role and position in today's world.

Prerequisite: teacher recommendation.

(Full year course, open to grade 11)

1320 MODERN AMERICAN HISTORY College Prep 2

1 credit

A survey of American history from 1900 to the present, the purpose of this course is to enable the student to analyze the factors that contributed to the development of modern America and to understand the United States' role and position in today's world. This course is intended for juniors who plan to pursue a college education.

Prerequisite: teacher recommendation.

(Full year course, open to grade 11)

1330 MODERN AMERICAN HISTORY Honors

1 credit

This course is designed for the advanced student to analyze the factors that have influenced Modern America and to develop an understanding of the United States in today's world. Readings, writings, and testing will assume that students have already achieved exceptional skills. This course satisfies the junior history requirement. Prerequisite: A grade of 88 or better in Early American History Honors and teacher recommendation.

(Full year course, open to grade 11)

1441 AP U.S. HISTORY Advanced Placement

1 credit

This course is designed to prepare the student to take the American History AP Examination. It will analyze the factors and events that have shaped America from its origins to the present. Extensive readings and exceptional writing abilities are required for this course. This is a college level course and students are expected to work at a fast pace. This course satisfies the junior Honors level history requirement. It may also be taken as a senior elective. Prerequisite: A grade of 90 or better in American History and/or teacher recommendation. **All students enrolled in this course will be required to take the AP Exam.**

(Full year course, open to grade 11, 12)

1324 PSYCHOLOGY I College Prep 2

.5 credit

This course offers an introduction to the description and understanding of human behavior and mental processes. It examines similarities and diversity, expanding on events that are an integral part of daily life. Information learned in this course will not only offer insight to everyday situations, but also serve as a "springboard" for further study of the subject in college. The course will cover, but is not limited to: a history of psychology, research methods, the biological basis for behavior, sensation and perception, consciousness, and developments that take place during adolescence.

(Semester course, open to grades 11, 12)

1331 PSYCHOLOGY II College Prep 2**.5 credit**

This course offers investigation into the understanding of human behavior and mental processes in several new and ever-developing areas. The course will introduce study and research of: learning, memory, intelligence, motivation, emotion, stress and its effects on health, personality, psychological disorders and therapies, and social psychology.

(Semester course, open to grades 11, 12)

1334 PSYCHOLOGY**Honors****1 credit**

A year-long course for the advanced student, this course offers an introduction to the description and understanding of human behavior and mental processes. It examines similarities and diversity, expanding on events that are an integral part of daily life. Information learned in this course will not only offer insight to everyday situations, but also serve as a “springboard” for further study of the subject in college. The course will cover, but is not limited to: a history of psychology, fields and perspectives of psychology, noteworthy psychologists, research methods, the biological basis for behavior, sensation and perception, consciousness, learning, memory, intelligence, and the physical, social, and identity developments that take place during infancy, childhood, adolescence, and adulthood.

(Semester course, open to grades 11, 12)

1345 AP PSYCHOLOGY Advanced Placement**1 credit**

Designed for students who wish to study human behavior and mental processes at the level of a college introductory course, this course stresses the scientific approach to the study of psychology. Students who take this course will be prepared to take the AP examination, administered in May. Beginning in January, AP Psychology students will conduct their own original research and submit their findings in a formal paper upon completion of the course. The course will cover, but is not limited to: a history of psychology, fields and perspectives of psychology, noteworthy psychologists, research methods, the biological basis for behavior, sensation and perception, consciousness, learning, memory, intelligence, and the physical, social, and identity developments that take place during infancy, childhood, adolescence, and adulthood. All students enrolled in this course will be required to take the AP Exam. Prerequisite: 90 or better in history class and/or teacher recommendation.

(Semester course, open to grades 11, 12)

1442 AP EUROPEAN HISTORY Advanced Placement**1 credit**

This course is designed to prepare the student to take the European History AP Examination. It will analyze the factors and events that have shaped modern day Europe. Reading, writing techniques, and testing will employ methods designed to prepare the student for post-secondary education. This course is taught at the college level and is intended to prepare the student for the intensive exam. **All students enrolled in this course will be required to take the AP Exam.** Prerequisite: A grade of 90 or better in Honors-level World History or American History and/or teacher recommendation.

(Full year course, open to grades 10, 11, 12)

1443 AP ART HISTORY Advanced Placement**1 credit**

AP Art History is considered an introductory college art history survey and involves high-level critical thinking as students learn about the diverse historical and cultural contexts of architecture, sculpture, painting and other media. AP Art History allows students to examine and critically analyze major forms of artistic expression from the past from a variety of cultures, emphasizing how and why works of art function in context. This course is taught at the college level and is intended to prepare the student for the intensive exam. **All students enrolled in this course will be required to take the AP Exam.** Prerequisite: A grade of 90 or better in Honors-level US History and/or teacher recommendation.

(Full year course, open to grade 12)

1445 CIVICS, CITIZENSHIP AND GOVERNMENT College Prep 2 .5 credit
Civics class provides an analysis of the responsibility of each citizen's involvement in government and in society. Students will examine fundamental constitutional principles, rights and responsibilities of citizenship, and the governmental institutions. It is intended to explore the development, functions, processes and direction of American politics and our system of government.

(Semester course, open to grades 10, 11, 12)

1327 CURRENT EVENTS College Prep 2 .5 credit
This course will examine the issues America faces at home and abroad in the current year, while placing those issues in the context of civic responsibility and citizenship. Critical thinking regarding contemporary issues will be the focus of this elective. Prerequisites: successful completion of sophomore history requirements. This course does not substitute for the junior requirement of Modern American History.

(Semester course, open to grades 10, 11, 12)

1446 ECONOMICS: Microeconomics College Prep 2 .5 credit
Economics I covers fundamental economic concepts such as scarcity, economic systems, types of business organizations, supply and demand, and market structures. It looks at the individual and economics. Relevant current issues are an active part of the course. This is a semester long course open to juniors and seniors.

(Semester course, open to grades 10, 11, 12)

1532 ECONOMICS II: Macroeconomics College Prep 2 .5 credit
Economics II picks up where Economics I leaves off. It covers economics at the societal level. Topics include employment, government, banking, economic performance, international trade, and the environment. Relevant current issues are an active part of the course. This is a semester long course open to juniors and seniors.

(Semester course, open to grades 10, 11, 12)

1450 MODERN ISSUES: THE TWENTY-FIRST CENTURY Honors 1 credit
Modern Issues: The Twenty-First Century is an honors level elective that examines "Hot Spot" locations around the globe, putting those situations in historical context. Planned units include Putin's Russia, Israel and Palestine, ISIS and the Middle East, North Korea, Colombia, and the European Union. As an honors level class, both traditional assessments and creative group projects will be used.

(Full year course, open to grades 10, 11, 12)

1421 A HISTORY OF GENOCIDE College Prep 2/Honors .5 Credit
This course will examine the concept of genocide in recent history. While the main focus will be on the Nazi Holocaust against the Jews, other events such as the Armenian and Rwandan genocides will be studied. Students will learn about related social science issues and other current issues. This course has online and face-to-face components. Honors level will require more research and writing.

(Semester course, open to grades 10, 11, 12)

1346 WOMEN'S STUDIES**College Prep 2****.5 Credit**

Women's Studies explores the many ways in which women have participated in the evolution of current culture, history and society. Topics include the biopsychosocial understanding of gender throughout the world; division of labor and wage gaps; women pioneers and entrepreneurs; health and reproductive rights; and associations between gender, race, class and ethnicity. While a brief history of women is examined, the central portion of the course examines both the accomplishments of and issues faced by contemporary women worldwide. In culmination, students will promote a women's support organization by offering a presentation including (but not limited to) its leaders and origins, principal and subordinate goals; corresponding statistics; personal stories; location (of organization and beneficiaries); reasons that it is a noble organization to support, how to help, and contact information

(Semester course, open to grades 11, 12)

1325 SOCIOLOGY**College Prep 2****.5 Credit**

Sociology is the study of human social behavior. It covers subjects such as culture, the life cycle, deviance and social control, the family, politics and economics. It integrates both history and current events. It provides an excellent background for many fields of study including law, medicine, economics, and education. Studying taking Psychology are strongly recommended to also take Sociology as a companion course. Sociology is also a good general college preparation course for any student. CP2 level open to grades 10, 11, and 12.

(Semester course, open to grades 10, 11, 12)

SCIENCE

SCIENCE CURRICULUM 2017-2018

COURSE INFORMATION			GRADE(S)			
#	Name	Level	9	10	11	12
2220	Biology	College Prep 2		X		
2230	Biology	Honors	X	X		
2240	AP Biology	AP			X	X
2210	Applications of Biology I	College Prep 1	X	X		
2211	Applications of Biology II	College Prep 1		X	X	
2320	Chemistry	College Prep 2		X	X	X
2330	Chemistry	Honors		X	X	X
2340	AP Chemistry	AP			X	X
2523	Introduction to Marine Biology (Sem.) <i>Marine Biology Ecosystems</i>	College Prep 2 Elective		X	X	X
2524	Introduction to Marine Biology (Sem.) <i>Marine Biology Organisms</i>	College Prep 2 Elective		X	X	X
2531	Anatomy and Physiology	Honors		X	X	X
2420	Physics	College Prep 2			X	X
2430	Physics	Honors			X	X
2440	AP Physics 2	AP			X	X
2241	Environmental Science	College Prep 2	X	X	X	X
2244	AP Environmental Science	AP		X	X	X
7116	Engineering the Future	College Prep 2		X	X	X
7670	Robotics I	College Prep 2	X	X	X	X
7269	Robotics II	College Prep 2	X	X	X	X

SCIENCE DEPARTMENT

2220 BIOLOGY College Prep 2 Lab Science 1.25 credits

This college preparatory course will blend both the descriptive and discovery approaches to biological science. The relationship between organisms and their environment and the classification of organisms will be stressed. The course will concern itself with cellular structure and function, evolution, and will emphasize unity through diversity and the transfer of energy through living systems. First hand experiments are used to reinforce concepts. This work will involve dissection and some experimental work of a chemical nature. Students are expected to write complete lab reports in an organized format.

Prerequisite: teacher recommendation (Full year course, open to grade 10)

2230 BIOLOGY Honors Lab Science 1.25 credits

This course offers a discovery approach to biology as well as emphasizing analysis of new information and making connections among science concepts, technology, and society. Inquiry methods of investigation are used in a laboratory setting with hands-on experiments to reinforce concepts. This work involves preparation of slides, use of microscopes, and dissection. Students independently employ critical thinking to analyze data and apply biology concepts to new situations to solve problems. Students are expected to write complete lab reports in an organized format.

Prerequisite: Algebra I Honors or taken concurrently with teacher recommendation.

(Full year course, open to grades 9, 10)

2240 AP BIOLOGY Advanced Placement Lab Science 1.50 credits

This course is taught at a college level and is equivalent to a first-year college course in biology. The course follows the National Advanced Placement Biology curriculum. Emphasis will be on biochemistry, genetics, and evolution during the first semester and anatomy, physiology, and environmental studies during the second semester. Students will be expected to do considerable independent work and take the AP exam in biology.

Prerequisite: A grade of 84 or better in Chemistry Honors and Biology Honors and teacher recommendation. All students enrolled in this course will be required to take the AP Exam.

(Full year course, open to grades 11, 12)

2210 APPLICATIONS OF BIOLOGY I College Prep 1 Lab Science 1 credit

This practical course offers students an opportunity to advance in science. Through this course students will gain insight into the fact that all organisms, including themselves, carry out the same life functions within the environment. Problem solving techniques are an integral part of this course. Skills such as measurement, organization, classification, and interpretation of charts and graphs are stressed.

Connections across the curriculum are made and current topics are emphasized in order to familiarize students with consumer awareness and ethical issues that relate to biology.

Prerequisite: teacher recommendation (Full year course, open to grades 9, 10)

2211 APPLICATIONS OF BIOLOGY II College Prep 1 Lab Science 1 credit

This course offers students an opportunity to continue their studies in biology. After completing level one, which emphasizes the cellular and genetic aspects of biology, this course continues with an in depth study of animal and plant kingdoms. Emphasis will be placed on the classification of organisms and their relationship to the environment. Laboratory activities will include dissections and examination of preserved and live specimens in order to demonstrate the correlation between structure and function in living organisms. This course is open to students who have passed Biology I or upon teacher recommendation (Full year course, open to grades 10, 11)

2320 CHEMISTRY College Prep 2**Lab Science****1.25 credits**

This course is an introduction to the basic concepts of chemistry for the college bound student. Topics included are: measurement, classification of matter, chemical nomenclature, the mole concept, problem solving, atomic structure and the periodic table, states of matter, the gas laws, solutions, equilibrium, acids and bases, oxidation/reduction, chemical kinetics, nuclear changes and radioactivity. Laboratory experiments are performed throughout the course to introduce and reinforce the chemical concepts studied and allow the student to observe and experience chemistry in action.

Prerequisite: Algebra I, Algebra II is required which may be taken concurrently, a grade of 74 or better in previous science and teacher recommendation. (Full year course, open to grades 10, 11, 12)

2330 CHEMISTRY Honors**Lab Science****1.25 credits**

This honors course offers an analytical and mathematical introduction to chemistry. The topics included in the course are: measurement, states of matter, atomic structure, the periodic table, chemical nomenclature and reactions, the mole concept, problem solving, gas laws, solutions, equilibrium, acids and bases, oxidation/reduction, chemical kinetics, nuclear changes and radioactivity. Laboratory experiments challenge the students to apply concepts learned in class to explain experimental data, *and* to discover chemical relationships before learning about them in class. This honors course emphasizes critical thinking and analytical reasoning in descriptive chemistry, problem solving and experimentation.

Prerequisite: Algebra I and Algebra II which may be taken concurrently, a grade of 85 or better in previous honors science and teacher recommendation.

(Full year course, open to grades 10, 11, 12)

2340 AP CHEMISTRY Advanced Placement**Lab Science****1.5 credits**

The Advanced Placement Chemistry course is designed to be the equivalent of the general chemistry course taken in the first year of college. The college course in general chemistry qualitatively examines concepts in greater depth and detail and quantitatively examines chemical problems in advanced mathematical concepts. The topics of the course include: Structure of matter: atomic; chemical bonding and nuclear chemistry; states of matter: gases, liquids, solids, solutions; Reactions: types, stoichiometry, equilibrium, kinetics, thermodynamics; and Descriptive chemistry: chemical reactivity, relationships and organic chemistry. This course will allow the student to pursue college level chemistry while still in high school and receive credit from participating colleges. Prerequisites: A grade of 84 or better in Chemistry Honors and teacher recommendation. All students enrolled in this course will be required to take the AP Exam. (Full year course, open to grades 11, 12)

2523 INTRODUCTION TO MARINE BIOLOGY**Marine Biology I: Marine Ecosystems College Prep 2****.5 credit**

This course is an introduction to marine science through the study of marine ecosystems. Students will study the ecosystems of the open ocean, the deep ocean, hydrothermal vents, coral reefs, salt marshes, and the rocky intertidal. The physical and geological aspects of marine science will also be covered. Human impact to marine ecosystems will be a theme throughout the course. Students will complete an independent research project each term. This course is designed as the first of two semesters in marine biology, but can be taken individually. Prerequisite: A grade of 74 or better in Biology and teacher recommendation

(Semester course, open to grades 10, 11, 12)

2524 INTRODUCTION TO MARINE BIOLOGY

Marine Biology II: Marine Organisms College Prep 2 Lab Science .5 credit

This course is designed as the second semester in marine biology, but can be taken without Marine Biology I. This course will cover all of the organisms of the marine environment including marine algae, invertebrates, fish, birds, and mammals. Students will study the biology of the organisms and how they are adapted to their marine environments. The course will include many laboratory exercises and dissections and an independent research project each term. Prerequisite: A grade of 74 or better in Biology and teacher recommendation
(Semester course, open to grades 10, 11, 12)

2531 ANATOMY AND PHYSIOLOGY Honors Lab Science 1.25 credits

This college preparatory course is recommended for students interested in careers in medicine, science, and physical education. It is an advanced course in human biology which incorporates many activities. The structure (anatomy) and the function (physiology) of human cells, organs, and systems are extensively covered. Other mammalian species are used for the study of comparative anatomy. Organ dissection is an integral part of this course.

Prerequisite: Algebra I or II, Geometry, a grade of 80 or better in Chemistry H or Biology H, and teacher recommendation.
(Full year course, open to grades 10, 11, 12)

2420 PHYSICS College Prep 2 Lab Science 1.25 credits

College preparatory physics is a survey course for college-bound students. The student applies algebra, trigonometry, and geometrical principles to the study of Newtonian mechanics, wave motion, basic electricity and magnetism, the properties of light, atomic structure, and radioactivity. Prerequisite: Algebra I and II, Geometry, a grade greater than 74 in Chemistry and/or teacher recommendation

(Full year course, open to grades 11, 12)

2430 PHYSICS Honors Lab Science 1.25 credits

Honors physics is survey course fully preparing the student for a calculus based University physics course. The course progresses from an in depth study of Newtonian mechanics to the study of wave motion, the basics of electricity and magnetism, the study of light, and an overview of modern physics. Laboratory exercises are used throughout the course to reinforce the physical theories studied. The course uses a discovery approach method, with an emphasis on theory and applied mathematics. Although not required, applications of calculus are introduced. Prerequisite: A grade greater than 84 in Honors Chemistry and/or teacher recommendation.

(Full year course, open to grades 11, 12)

2440 AP PHYSICS 2 Advanced Placement Lab Science 1.5 credits

AP physics is an intense course preparing the students for the AP Physics 2 exam. The course will review many topics from honors physics: Newtonian mechanics, work, energy, power, and waves. Although a review of the topics the level of difficulty is significantly increased. The additional topics covered for the AP Physics 2 exam include: fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. The students must form a deep understanding of all topics and their relationships to one another. Laboratory exercises are used throughout the course to reinforce the physical theories studied. The student is expected to write comprehensive laboratory reports using computers and appropriate application software.

Prerequisite: Honors Physics and/or the recommendation from an AP Physical Science teacher. All students enrolled in this course will be required to take the AP Exam.

(Full year course, open to grades 11, 12)

2241 ENVIRONMENTAL SCIENCE College Prep 2 Lab Science 1 credit

This course provides in depth study into ecology and human impact on our planet. The course focuses on ecology, climate, population biology, natural resources and our use of these resources, solid waste, air pollution and global climate change, and energy including fossil fuels, nuclear energy, and alternative energy. Environmental science is an interdisciplinary subject which emphasizes the biological sciences, but also includes physical and chemical sciences as well as the economic, social, and political aspects of environmental issues. Lab experiments and data activities will be used to reinforce all concepts.

(Full year course, open to all grades)

2244 AP ENVIRONMENTAL SCIENCE Advanced Placement Lab Science 1.5 credit

This course is taught at a college level and is equivalent to a first-year college course in environmental science. The course follows the National Advanced Placement Environmental Science curriculum. Major topics include ecological and energy principles, population dynamics, natural resources and human impact, energy including fossil fuels, nuclear energy, alternative energy, and solid and hazardous waste. Students will be expected to do considerable lab work, independent work, and take the AP exam in Environmental Science.

Prerequisite: A grade of 84 or better in Chemistry Honors or Biology Honors and teacher recommendation. All students enrolled in this course will be required to take the AP Exam.

(Full year course, open to grades 10, 11, 12)

7116 ENGINEERING THE FUTURE College Prep 2 Lab Science 1 credit

Engineering the future is a year- long course designed to assist students in learning how science and math (Algebra and Geometry) are used in solving hands-on design activities. Students will also examine how everyone is affected by changes in technology and how people influence future technological development by the choices they make as workers, consumers and citizens.

Prerequisite: Successful completion of Algebra I and Geometry

(Full year course, open to grades 10, 11, 12)

7670 ROBOTICS I College Prep 2 .5 credit

Students will study various electronic and mechanical systems, in conjunction with the programming necessary to design and build basic structures and machines. Students will explore using a combination of construction materials and programmable robotics controllers. Students will apply their knowledge of mathematics and science in order to solve various problems with the machines and robots they build and program.

Prerequisites: None

(Semester course, open to all grades)

7269 ROBOTICS II College Prep 2 .5 credit

Using advanced microprocessors, C programming language along with touch, sonar, color vision, and infrared sensors, students will design, build, test and evaluate complex autonomous robots to solve open-ended and multifaceted problems. Students will explore system engineering, devising solutions to problems that require systems of robots. The use of the engineering design process, mechanical engineering, and computer programming are just a few of the topics which will be covered.

Prerequisites: Completion of Robotics 1 with a 70% or better

(Semester course, open to all grades)

MATHEMATICS

MATHEMATICS CURRICULUM 2017– 2018

COURSE INFORMATION			GRADE(S)			
#	Name	Level	9	10	11	12
3110	Concepts of Algebra and Geometry I	College Prep 1	X			
3120	Algebra I	College Prep 2	X	X	X	X
3210	Concepts of Geometry and Algebra II	College Prep 1		X		
3310	Concepts III	College Prep 1			X	X
3132	Geometry	College Prep 1		X	X	X
3131	Geometry	College Prep 2		X	X	X
3130	Geometry	Honors	X	X		
3225	Algebra II	College Prep 1			X	X
3220	Algebra II	College Prep 2		X	X	X
3230	Algebra II	Honors		X	X	
3510	Precalculus	College Prep 2			X	X
3530	Precalculus	Honors			X	X
3321	Probability and Statistics	College Prep 2			X	X
3422	Topics in Math	College Prep 2			X	X
3506	Discrete Mathematics	College Prep 2			X	X
3140	Mathematics of Investing	College Prep 2			X	X
3430	Calculus	Honors			X	X
3440	AP Calculus	AP			X	X
3340	AP Statistics	AP			X	X
7280	Exploring Computer Science Part A	College Prep 2	X	X	X	X
7281	Exploring Computer Science Part B	College Prep 2	X	X	X	X
7283	AP Computer Science Principles	AP		X	X	X

MATHEMATICS DEPARTMENT

3110 CONCEPTS OF ALGEBRA AND GEOMETRY I College Prep 1 1 credit

This course is the first of a two-year sequence, which covers an overview of fundamental algebraic and geometric principles. The course integrates arithmetic, algebra, and geometry to show the connections among the disciplines. Specific topics include: evaluating expressions, solving equations and inequalities, special pairs of angles, graphing, percents, slope and the equation of a line, an intro to polygons, geometric transformations, basic probability, and square roots.

Prerequisite: Teacher recommendation.

(Full year course, open to grade 9)

3120 ALGEBRA I College Prep 2 1 credit

This is a comprehensive Algebra 1 course where algebraic concepts are introduced and applied to verbal problems and their solutions. Critical thinking skills are developed and emphasized throughout the course. Course content: real numbers, variables, and expressions; linear equations/inequalities/functions and their graphs; graphing relations and functions; systems of sentences; exponents/radicals and exponential functions, polynomials and factoring, functions and rational expressions; quadratics; statistics and data; and probability.

Prerequisite: A grade of 90 or better in 8th grade Pre-Algebra Concepts, 75 or better in 8th grade PreAlgebra, or 70 or better in 8th grade Algebra.

(Full year course, open to all grades)

3210 CONCEPTS OF GEOMETRY AND ALGEBRA II College Prep 1 1 credit

This is the second course of a two-year sequence, which covers an overview of fundamental algebraic and geometric principles. The course will build upon the mathematical foundations developed in course I to introduce more sophisticated concepts and problem solving strategies.

Prerequisite: Completion of Concepts I or equivalent and teacher recommendation.

(Full year course, open to grade 10)

3310 CONCEPTS III College Prep 1 1 credit

This is the third course of the concepts sequence, which covers an overview of fundamental algebraic principles and topics. The course will build upon the mathematical foundations developed in courses I and II to introduce more sophisticated concepts and problem solving strategies. Content includes: linear equations/inequalities/functions and their graphs; systems of equations; quadratics, factoring, and polynomials; graphing relations and functions; exponents/radicals and exponential functions; rational expressions and functions; statistics and data; and probability.

Prerequisite: Completion of Concepts II or equivalent and teacher recommendation.

(Full year course, open to grades 11 and 12)

3132 GEOMETRY College Prep 1 1 credit

This course will cover an overview of the fundamental terms and properties of geometry. Topics will include: lines, angles, triangles, congruency, polygons, circles, areas, solids, volumes, similarity, and right triangle trigonometry. Throughout the course, there will also be a review of algebraic principles and an integration of those principles with geometry.

Prerequisite: Students enrolling in this course need to have passed Algebra I CP or equivalent and teacher recommendation.

(Full year course, open to grades 10, 11, 12)

3131 GEOMETRY College Prep 2**1 credit**

A one-year integrated mathematics course designed to prepare and motivate students for success in future mathematics courses. The link between algebra and geometry will be emphasized throughout. Students will discover important geometric properties for themselves through inductive reasoning and a hands-on approach. Both algebraic and geometric models will be introduced and further developed throughout the course. Proof will be developed slowly using various proof formats. Transformational and coordinate geometry will be introduced and used appropriately.

Prerequisite: A grade of 75 or better in Algebra I CP2 and teacher recommendation.

(Full year course, open to grades 10, 11, 12)

3130 GEOMETRY Honors**1 credit**

This course investigates the basic structure of Euclidean Geometry and the development of formal proofs. It allows for growth in understanding the process of deductive reasoning, applies algebraic methods to solving geometric problems, studies coordinate geometry and explores non-Euclidean geometries. As the first course in our sequence for AP Calculus, topics include properties of regular polygons, similarity and congruence in polygons, circles, parallel lines and solids.

Prerequisite: A grade of 85 or better in 8th grade Algebra or 90 or better in Algebra I CP2 and teacher recommendation.

(Full year course, open to grades 9, 10)

3225 ALGEBRA II College Prep 1**1 credit**

The aim of this course is to develop new concepts based upon the student's previous experience in mathematics. This course progresses in depth from first-degree equations to quadratic functions, with great importance placed on functions and graphing, especially quadratics. Course content: polynomials and factoring, rational expressions, real exponents, coordinate geometry relations and functions, systems of sentences and quadratic functions.

Prerequisite: Completion of Concepts II or Geometry CP and teacher recommendation.

(Full year course, open to grades 11 and 12)

3220 ALGEBRA II College Prep 2**1 credit**

This course builds upon the mathematics studied in algebra one and geometry and helps the students to develop a deeper understanding of algebra. The course focuses on manipulation of algebraic expressions, techniques of solving algebraic equations, and graphing functions, including linear, quadratic, polynomial, radical, rational, exponential, logarithmic, trigonometric and piecewise. Additional topics include sequences and series and statistics.

Prerequisite: Completion of Geometry and a grade of 75 or better in Algebra I CP2 or Geometry CP2 and teacher recommendation.

(Full year course, open to grades 10, 11, 12)

3230 ALGEBRA II Honors**1 credit**

This course is designed to help the student acquire more skills and to develop a deeper understanding of algebra. The course stresses the importance of previously learned concepts in the development of new skills and applications. Course content: number systems, relations and functions, matrices, systems, quadratics, polynomial and rational functions, exponential and logarithmic functions, sequences and series, conic sections, probability and statistics. A TI83 graphing calculator is recommended.

Prerequisite: A grade of 85 or better in Geometry Honors and teacher recommendation.

(Full year course, open to grade 10,11)

3510 PRECALCULUS College Prep 2**1 credit**

Studies include trigonometry of the right triangle and oblique triangles, special angles, identities and trigonometric equations, graphs, inverse functions, complex numbers and vectors. Topics in intermediate algebra include polynomials, functions, exponential functions and logarithms, conic section, and sequences and series.

Prerequisite: A grade of 85 or better in Algebra II CP2 or 60 or better in Algebra II Honors and teacher recommendation.
(Full year course, open to grades 11, 12)

3530 PRECALCULUS Honors**1 credit**

This course continues where Algebra II (Honors) terminates and parallels topics from Pre-Calculus (College Prep). The areas of concentration are: circular and trigonometric functions, applications of triangles, complex numbers, polynomial functions, curve sketching, theory of equations, sequences and series, matrices, quadratic systems and probability. A brief introduction to limits and differential calculus will also be included. The use of the graphing calculator is employed throughout the course.

Prerequisite: A grade of 85 or better in Algebra II Honors or a grade of 95 or better in Algebra II – CP2 and teacher recommendation.
(Full year course, open to grades 11, 12)

3321 PROBABILITY and STATISTICS College Prep 2**.5 credit**

Learn how to tabulate and analyze statistics from areas such as sports, gambling, and politics. Then, using these statistics and the laws of probability, predict the future. See the real power of this mathematical tool by way of analyzing raw data and then reaching conclusions based upon the results. Topics in this area include: mean, median, mode, grouped and ungrouped data, standard deviation, normal curve, correlation, and applications. The use of the graphing calculator and computer will be utilized where applicable.

Prerequisite: A grade of 75 or better in Algebra II CP2 or 85 or better in Algebra II CP1 and teacher recommendation.

(Semester course open to grades 11, 12 with priority to 12th grade)

3422 TOPICS IN MATH (Algebra III) College Prep 2**.5 credit**

The aim of this course is to further develop algebraic concepts for students planning to attend a four year college. This course further examines topics in math including functions, polynomials, conic sections, sequences and series, matrices, exponents and logarithms and right triangle trigonometry.

Prerequisite: A grade of 75 or better in Algebra II CP2 or 85 or better in Algebra II CP1 and teacher recommendation.
(Semester course open to grades 11 and 12)

*** Cannot be taken after successful completion of Precalculus**

3506 DISCRETE MATHEMATICS College Prep 2**.5 credit**

This course will focus on discrete topics within mathematics and logical reasoning skills. Core content includes: set theory, logic, combinatorics, graph theory, number theory, election theory, and matrices.

Prerequisite: Successful completion of Algebra II and teacher recommendation.
(Semester course open to grades 11 and 12)

3140 MATHEMATICS OF INVESTING College Prep 2**.5 credit**

Students will examine real world financial issues by applying learned investment strategies and math analysis. This course will take a project-based approach in which students will develop investment strategies through simulated investments in the stock market, loans through banks, and debt from credit and credit cards. Students will identify contemporary issues or problems and build their knowledge using both text-based and electronic-based data. Financial analysis work will involve standard business mathematics formulas, conjectures will need full documentation to support all assumptions, and projections will require a solid, accurate application of mathematics. This course relies heavily on applying mathematics in a real-world environment and the numbers must substantiate every aspect. This course will examine how contemporary knowledge of markets and money management will be used to make sound personal and business financial decisions.

Prerequisite: Successful completion of Algebra II and teacher recommendation.

(Half year course, open to grades 11, 12)

(Priority is given to 12th grade. (It is recommended that students have a solid base of computer skills, in particular Microsoft Word, Excel and Web-based search engines.)

3430 CALCULUS Honors**1 credit**

A full year course designed to give advanced students a college level course centered around differential and integral calculus. Course content: functions, limits, derivatives, applications, integration, applications of definite integral, transcendental functions, and methods of integration.

Prerequisite: A grade of 85 or better in Precalculus CP2 or 75 or better in Precalculus Honors and teacher recommendation.

(Full year course, open to grades 11, 12)

3440 AP CALCULUS Advanced Placement**1 credit**

The AP course is a more intense study of calculus than Calculus Honors and will place more demands on the students. The content will conform to the guidelines established by the AP Commission. It is equivalent to a first year college level course. Students are expected to do a considerable amount of independent work. Students must take the AP exam in order to receive AP credit for the course. A TI-83 graphing calculator is recommended. Prerequisite: A grade of 85 or better in Precalculus Honors and teacher recommendation.

All students enrolled in this course will be required to take the AP Exam.

(Full year course, open to grades 11, 12)

3340 AP STATISTICS Advanced Placement**1 credit**

The contents of this course will conform to the guidelines established by the AP Commission. It is equivalent to a first year college level course. Students are expected to do a considerable amount of independent work. Students must take the AP exam in order to receive AP credit for the course. A TI-83 graphing calculator is recommended.

Prerequisite: A grade of 85 or better in Algebra II Honors or 85 or better in Precalculus CP2 and teacher recommendation. **All students enrolled in this course will be required to take the AP Exam.**

(Full year course, open to grades 11, 12)

7280 EXPLORING COMPUTER SCIENCE –PART A College Prep 2

.5 credit

Exploring Computer Science - Part A is part 1 of a yearlong series consisting of 3 units, approximately 6 weeks each. Units utilize a variety of tools/platforms, and culminate with final projects around the following topics: Computers, problem solving, and web design. This course is designed to introduce students to the basics of computer science and requires no prior knowledge of computer hardware or software.

Prerequisite: None

(Semester course, open to all grades)

7281 EXPLORING COMPUTER SCIENCE –PART B College Prep 2

.5 credit

Exploring Computer Science - Part B is part 2 of a yearlong series consisting of 3 units, approximately 6 weeks each. Units utilize a variety of tools/platforms, and culminate with final projects around the following topics: Programming, Computing and Data Analysis, Robotics. This course is designed to introduce students to the basics of computer science and requires no prior knowledge of computer hardware or software.

Prerequisite: Successful completion of Exploring Computer Science Part A or Introduction to Web Design

(Semester course, open to all grades)

7283 AP COMPUTER SCIENCE PRINCIPLES Advanced Placement

1 credit

AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. The course is unique in its focus on fostering students to **be creative**. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using simulations to explore questions that interest them. The course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts.

Prerequisite: Successful completion of Exploring Computer Science Part A and B or teacher recommendation

(Full year, open to grades 10, 11, 12)

WORLD LANGUAGE

WORLD LANGUAGE CURRICULUM 2017-2018

#	Name	Level	9	10	11	12
4121	French I	College Prep 2	X	X	X	X
4122	French II	College Prep 2	X	X	X	X
4132	French II	Honors	X	X	X	X
4123	French III	College Prep 2		X	X	X
4133	French III	Honors		X	X	X
4124	French IV	College Prep 2			X	X
4134	French IV	Honors			X	X
4125	French V	College Prep 2				X
4137	French V	Honors				X
4144	AP French Language & Culture	AP				X
4221	Spanish I	College Prep 2	X	X	X	X
4222	Spanish II	College Prep 2	X	X	X	X
4232	Spanish II	Honors	X	X	X	X
4223	Spanish III	College Prep 2		X	X	X
4233	Spanish III	Honors		X	X	X
4224	Spanish IV	College Prep 2			X	X
4234	Spanish IV	Honors			X	X
4225	Spanish V	College Prep 2				X
4244	AP Spanish Language and Culture	AP				X

Advancement through World Language Courses

Recommendations for continuing with the study of the target language

Honors sequence

8th to 9th 2H: 90% or better, and recommendation of teacher (refer to Letter from AMS to parents)

2H to 3H: 84% or better, and recommendation of teacher

3H to 4H: 80% or better, and recommendation of teacher

4H to 5H: 80% or better, and recommendation of teacher

AP: 80% or better, and recommendation of teacher

Students in the Honors level foreign language classes should exhibit the following characteristics in class:

- homework is always completed and is well done
- the student is engaged in the class and participates willingly
- the student speaks the target language in the classroom 95% of the time
- the student follows instructions in the language lab
- the student exhibits enthusiasm for the target language and language study

CP2 sequence

8th to 1CP2: A grade less than 70%; the student demonstrates a lack of understanding of the language

8th to 2 CP2: 70% to 89%, and recommendation of teacher

2 CP2 to 3 CP2: 70% or better, and recommendation of teacher

3 CP2 to 4 CP2: 70% or better, and recommendation of teacher

4 CP2 to 5 CP2: 70% or better, and recommendation of teacher

Students in College Preparatory level 2 of foreign language class should exhibit the following characteristics:

- homework is completed so that the student may participate in class
- the student is expected to be engaged in class work during class
- the student is expected to volunteer
- the student should regularly attempt to speak the target language in class
- the student is expected to behave appropriately in class and in the language lab at all times

Some students may move from CP2 level to the honors level if they learn the material completed by the honors class, take the final exam of that level and earn a grade of 85% or better.

WORLD LANGUAGE DEPARTMENT

4121 FRENCH I College Prep 2

1 credit

This class is for all students wanting to start a new language or review the first level of French in high school. Students will learn and practice the basic structure of the language with hands-on activities and communicative activities, integrating art, music, history, geography, and culture. The four skills of language acquisition, listening, speaking, reading and writing, will form the basic structure of this class. Students enrolled in this course will be prepared for French II College Prep 2. (Full year course, open to all grades)

4122 FRENCH II College Prep 2

1 credit

Beginning with a review of French I, French II College Prep further develops the oral and written communication skills in the target language through classroom dialogues, oral drills, and paragraph writing. The reading of short passages and stories develops reading skills in students while expanding the students' cultural and literary awareness. This course is also designed to strengthen cultural awareness through the study of current events, art, food, music and the everyday customs of the French-speaking world. This course is similar to French II Honors but students will gain a more basic understanding of French II level concepts. Students who do not complete this course with a 70 or better will not be recommended to continue on to French III College Prep 2.

Prerequisite: A grade of 70 or better in French I College Prep 2 (Full year course, open to all grades)

4132 FRENCH II Honors

1 credit

This course reviews the grammatical structures studied in French I and introduces more complex grammar points and vocabulary. Emphasis is placed on the strengthening of oral communication through classroom drills, discussions, and through the use of the language lab. Literary selections will be read and discussed. Shorter hands-on projects are going to enhance the students' exposure to the cultures of different French-speaking cities such as Dakar and Nice. The target language is going to be used in the classroom at least 95% of the time for oral communication and students will write in the target language all the times.

Prerequisite: A grade of 90 or better in French I or equivalent and teacher recommendation.

(Full year course, open all grades)

4123 FRENCH III College Prep 2

1 credit

Beginning with a review of French II, French III College Prep further develops communication skills in the target language through the reading of a short novel, viewing of authentic film and journal writing exercises. Students will acquire new vocabulary and grammar abilities and apply their knowledge while expanding their cultural awareness. Projects include the study of cultural products, practices and perspectives of the people of Rennes and Nice. The expectation is that students will communicate in the target language with each other and the teacher as much as possible.

Prerequisite: A grade of 70 or better in French II College Prep 2 or grade of 60 or better in French II Honors or equivalent and teacher recommendation

(Full year course, open to grades 10, 11, 12)

4133 FRENCH III Honors**1 credit**

This course is a fast-paced advanced continuation of linguistic skills, vocabulary grammar and the study of cultural topics from the French-speaking world. Maintaining the goal of language proficiency, students will continue to improve on writing skills, listening comprehension and reading comprehension. Vocabulary will be strengthened through classroom discussions and frequent readings and videos. Projects include the study of cultural products, practices and perspectives of the people of France and the greater francophone world (including Western Europe, Northern and Western Africa, the Antilles, and other countries in the diaspora of *la Francophonie*.) The class will be conducted in French; students are expected to speak the target language the majority of the time.

Prerequisite: A grade of 84 or better in French II Honors or equivalent and teacher recommendation

(Full year course, open to grades 10, 11, 12)

4124 FRENCH IV College Prep 2**1 credit**

This course is for students who have successfully completed the third year French course at the high school level. Upon successful completion of this course, students should be able to communicate effectively by speaking and writing, express their thoughts, feelings, and opinions, understand spoken French in a variety of contexts and read a variety of printed materials. Students actively use French to communicate with each other and with the teacher in the target language. The focus of this course is the cultural topics and social issues from the French-speaking world. Coursework will include the study of a variety of multi-cultural readings and films from Francophone countries, and the study of art and artists from the French speaking world. The art project will culminate in a trip to the art museums in New York City. The course also includes a review of grammatical concepts presented in the curriculum of the first three years. Through this study students will broaden their horizons and become proficient language speakers and educated citizens of the global community.

Prerequisite: A grade of 70 or better in French III CP or equivalent and teacher recommendation.

(Full year course, open to grades 11, 12)

4134 FRENCH IV Honors**1 credit**

The primary goal of French IV Honors is to integrate language and culture using the four skills of language acquisition (reading, writing, speaking, and listening). Grammar will be reviewed in context to facilitate content understanding. Emphasis is placed upon classroom discussion and written commentaries in the language. Themed units focus on cross-cultural comparisons, social issues from the French-speaking world and the study of art and artists from the French speaking world. The art project will culminate in a trip to the art museums in New York City. Students are exposed to the cultures of Africa and other French speaking countries through a variety of resources, such as films, Internet, magazines, literature, and individual research and presentations. Students shall always respond in French to their teacher's questions in French. Furthermore, students are expected to engage consistently with French and to participate in oral discussions about culture, media, and literature in the target language.

Prerequisite: A grade of 80 or better in French III Honors or equivalent and teacher recommendation

(Full year course, open to grades 11, 12)

4125 FRENCH V College Prep 2**1 credit**

This course is for students who have successfully completed the fourth year French course at the high school level. It will look at contemporary French society by reading current literature and viewing current films from among the thirty-three French speaking countries of the world. Students will use the language learned in previous courses to speak and write in the target language at all times. The use of the current news reports will be included to study ongoing daily events occurring world-wide. There will be grammar review as needed.

Students shall always respond in French to their teacher's questions in French. Furthermore, students are expected to engage consistently with French and to participate in oral discussions about culture, media, and literature in the target language.

Prerequisite: A grade of 70 or better in French IV CP2 or equivalent and teacher recommendation.

(Full year course, open to grade 12)

4137 FRENCH V Honors

1 credit

This course is for students who have successfully completed the French IV Honors. It will look at contemporary French society by reading current literature and viewing current films from among the thirty-three French-speaking countries of the world. Students will use the language learned in previous courses to speak and write in the target language at all times. The use of the current news reports will be included to study ongoing daily events occurring world-wide. There will be grammar review as needed and will be conducted at an honors pace. Students shall always respond in French to their teacher's questions in French. Furthermore, students are expected to engage consistently with French and to participate in oral discussions about culture, media, and literature in the target language.

Prerequisite: A grade of 80 or better in French IV Honors

(Full year course, open to grade 12)

AP FRENCH LANGUAGE AND CULTURE

Advanced Placement

1 credit

AP French Language and Culture is a challenging and target language-intensive course designed to replicate the setting of a college language seminar. Students of AP French shall refine their advanced knowledge of grammar, vocabulary, and language structures all while emphasizing oral output. Students will learn to understand world literature and culture not only through the analysis of written texts, but also by way of observing and critically commenting on media sources of all types, such as podcasts, interviews, and films. These materials, which are authentic, shall prepare students to succeed on the AP exam, but beyond this, students shall refine the control they have over their oral and written language so as to pursue further university study in French. As a class, students will converse in the target language, elaborate journalistic and interpersonal texts such as emails, record themselves in the language laboratory, and improve their listening comprehension skills so as to be cognizant of the myriad of accents, dialects, and phonological and written traits of the worldwide French dialects of *la Francophonie*, or the French speaking world. The course is designed to include the six common themes of all AP World language exams and courses: the family and communities, science and technology, beauty and aesthetics, global challenges, public and private identities, and contemporary life. This course is destined for self-motivated students willing to grapple with intellectual challenges.

Grammar and cultural topics will all be taught and reviewed in French.

Prerequisite: A grade of 80 or better in French IV Honors

(Full year course, open to grade 12)

4221 SPANISH I College Prep 2

1 credit

This class is for all students wanting to start a new language or review the first level of Spanish in high school. Students will learn and practice the basic structure of the language with hands-on activities and communicative activities, integrating art, music, science, history, geography, and culture. Students will compare their life and daily routines to that of Spanish-speaking young people. The four skills of language acquisition, listening, speaking, reading and writing, will form the basic structure of this class. Students enrolled in this course will be prepared for Spanish II College Prep 2.

(Full year course, open to all grades)

4222 SPANISH II College Prep 2**1 credit**

Beginning with a review of Spanish I, Spanish II College Prep further develops the oral and written communication skills in the target language through classroom dialogues, oral drills, and paragraph writing. The reading of short passages and stories develops reading skills in students while expanding the students' cultural and literary awareness. This course is also designed to strengthen cultural awareness through the study of current events, art, food, music and the everyday customs of "el mundo hispano." This course is similar to Spanish II Honors but students will gain a more basic understanding of Spanish II level concepts. Students who do not complete this course with a 70 or better will not be recommended to continue on to Spanish III College Prep 2.

Prerequisite: A grade of 70 or better in Spanish I College Prep or equivalent and teacher recommendation
(Full year course, open to all grades)

4232 SPANISH II Honors**1 credit**

This course reviews materials learned in Spanish I and introduces new vocabulary, structure and grammar using communication skills within contemporary, cultural settings. The four skills of language acquisition (listening, speaking, reading and writing) will drive this class. Speaking and listening skills will be strengthened by individual and group work (interviews, debates, etc.) Writing skills continue to be developed through the advanced study of grammar and the art of writing compositions and summaries. Reading skills will be strengthened through the use of weekly reading assignments and online material. Students are often immersed in Spanish culture and language through the use of speaking excerpts from authentic Spanish speakers, visuals and realia. The class will be mainly taught in Spanish; students will be encouraged to speak in Spanish as much as possible.

Prerequisite: A grade of 90 or better in Spanish I or equivalent and teacher recommendation.
(Full year course, open to all grades)

4223 SPANISH III College Prep 2**1 credit**

Beginning with a review of Spanish II, Spanish III College Prep further develops communication skills in the target language through the reading of a short novel, viewing of authentic film and journal writing exercises. Students will acquire new vocabulary and grammar abilities and apply their knowledge while expanding their cultural awareness. The expectation is that students will communicate in the target language with each other and the teacher as much as possible. Prerequisite: A grade of 70 or better in Spanish II College Prep or equivalent
(Full year course, open to all grades)

Prerequisite: A grade of 70 or better in Spanish II College Prep or equivalent

(Full year course, open to grades 10, 11, 12)

4233 SPANISH III Honors**1 credit**

This course is a fast-paced advanced continuation of linguistic skills, vocabulary grammar and the study of cultural topics from the Spanish-speaking world. Maintaining the goal of language proficiency, students will continue to improve on writing skills, listening comprehension and reading comprehension. The study of idiomatic expressions and reading will be emphasized. Cultural topics such as Day of the Dead, the history of Mexico, the study of Caribbean and Central American countries, and short stories from Spain will be studied. Vocabulary building, grammar review and verb tense study will prepare students for the College Board SAT II Exam and the Spanish Language and Culture Advanced Placement Exam. The class will be conducted in Spanish; students are expected to speak the target language the majority of the time.

Prerequisite: A grade of 84 or better in Spanish II Honors and equivalent and teacher recommendation

(Full year course, open to grades 10, 11, 12)

4224 SPANISH IV College Prep 2**1 credit**

This course is for students who have successfully completed the third year Spanish course at the high school level. Upon successful completion of this course, students should be able to communicate effectively by speaking and writing, express their thoughts, feelings, and opinions, understand spoken Spanish in a variety of contexts and read a variety of printed materials. English is rarely spoken and the expectation is that students will communicate with each other and the teacher in the target language. The focus of this course is the cultural topics and social issues from the Spanish-speaking world. Coursework will include the study of the “dirty war” in Argentina, pressing global environmental issues, the history of Spanish- American music and the study of art and artists from the Spanish speaking world. The art project will culminate in a trip to the art museums in New York City. The course also includes a review of grammatical concepts presented in the curriculum of the first three years. Through this study students will broaden their horizons and become proficient language speakers and educated citizens of the global community.

Prerequisite: A grade of 70 or better in Spanish III College Prep or equivalent and teacher recommendation.
(Full year course, open to grades 11, 12)

4234 SPANISH IV Honors**1 credit**

The primary goal of Spanish IV Honors is to integrate language and culture using the four skills of language acquisition (reading, writing, speaking, and listening). Grammar will be reviewed in context to facilitate content understanding. Emphasis is placed upon classroom discussion and written commentaries in the language. Themed units focus on cross-cultural comparisons, social issues from the Spanish-speaking world and the study of art and artists from the Spanish-speaking world. The art project will culminate in a trip to the art museums in New York City. Students are exposed to the cultures of Latin America through a variety of resources, such as films, Internet, magazines, literature, and individual research and presentations. Students shall always respond in Spanish to their teacher’s questions in Spanish. Furthermore, students are expected to engage consistently with Spanish and to participate in oral discussions about culture, media, and literature in the target language.

Prerequisite: A grade of 80 or better in Spanish III Honors or equivalent and teacher recommendation
(Full year course, open to grades 11, 12)

4225 SPANISH V College Prep 2**1 credit**

This course is for students who have successfully completed the fourth year Spanish course at the high school level. Upon successful completion of this course, students should be able to communicate effectively by speaking and writing, express their thoughts, feelings, and opinions, understand spoken Spanish in a variety of contexts and read a variety of printed materials, including those that contain unfamiliar vocabulary. Students actively use Spanish to communicate with each other and with the teacher in the target language.. The focus of this course is on reading and discussing authentic pieces (or excerpts) of literature by well-known Hispanic authors and related cultural topics. This course includes a review of grammatical concepts presented in the curriculum of the first four years. Some of the finer points of grammar are introduced. Students will view and analyze films, study the history of Latin American countries and discuss social issues of the Hispanic world. Through this study students will broaden their horizons and become proficient language speakers and educated citizens of the global community. Students shall always respond in Spanish to their teacher’s questions in Spanish. Furthermore, students are expected to engage consistently with Spanish and to participate in oral discussions about culture, media, and literature in the target language.

Prerequisite: A grade of 70 better in Spanish IV College Prep or equivalent and teacher recommendation.
(Full year course, open to grade 12)

4244 AP SPANISH LANGUAGE AND CULTURE Advanced Placement

1 credit

AP Spanish Language and Culture is a challenging and target language-intensive course designed to replicate the setting of a college language seminar. Students of AP Spanish shall refine their advanced knowledge of grammar, vocabulary, and language structures all while emphasizing oral output. Students will learn to understand world literature and culture not only through the analysis of written texts, but also by way of observing and critically commenting on media sources of all types, such as podcasts, interviews, and films. These materials, which are authentic, shall prepare students to succeed on the AP exam, but beyond this, students shall refine the control they have over their oral and written language so as to pursue further university study in Spanish. As a class, students will converse in the target language, elaborate journalistic and interpersonal texts such as emails, record themselves in the language laboratory, and improve their listening comprehension skills so as to be cognizant of the myriad of accents, dialects, and phonological and written traits of the worldwide Spanish dialects of *el mundo hispano*, or the Spanish speaking world. The course is designed to include the six common themes of all AP World language exams and courses: the family and communities, science and technology, beauty and aesthetics, global challenges, public and private identities, and contemporary life. This course is destined for self-motivated students willing to grapple with intellectual challenges.

Grammar and cultural topics will all be taught and reviewed in Spanish.

Prerequisite: A grade of 80 or better in Spanish IV Honors

(Full year course, open to grade 12)

ASHLAND WELLNESS DEPARTMENT

HEALTH AND WELLNESS CURRICULUM 2017- 2018

#	Name	Level	9	10	11	12
5000	Introduction to Wellness	Un-weighted	X			
5014	Introduction to Wellness II	Un-weighted		X		
5002	Self- Defense for Women	Un-weighted			X	X
5003	Yoga/Pilates	Un-weighted			X	X
5005	Nutrition	Un-weighted			X	X
5009	Territorial Games	Un-weighted			X	X
5010	Introduction to Student Leadership	Un-weighted			X	X
5011	Personal Fitness	Un-weighted			X	X
5015	Personal Fitness II	Un-weighted			X	X

The Wellness program is designed to provide students with a comprehensive health/fitness education through both required and elective course offerings. Each course reflects a commitment to help students seek a balance between the expression of individuality, a responsible concern for the needs of others, and the opportunity to examine and monitor personal wellness toward the pursuit of a healthy lifestyle.

GRADUATION REQUIREMENT: 1.0 credit

9th Grade Year (Mandatory)

.50 credit in Introduction To Wellness

10th Grade Year (Mandatory)

.25 credit in Introduction to Muscular and Cardiovascular Fitness

11th and 12th Grade Year(s)

.25 credit options exist in the following courses (Personal Fitness, Nutrition, Yoga/Pilates, Territorial Games, Self-Defense for Women, or Introduction to Student Leadership)

Students are required to take one health or wellness class during their junior and senior year. Students who have attained the necessary graduation credit requirement may seek a waiver for health and wellness courses if they participate and complete a season of athletic competition. Students who do not compete on an Ashland High Varsity athletic team are required to take a health and wellness course in their junior and senior year. (Please see Policy and attached waiver application.)

Grading:

P-Pass- Meets Course Requirements

F-Fail-No credit given-Course Requirements Not Met

Inc.-Incomplete; to be made up during the next semester

Physical Education/ Wellness Graduation Requirement (Amendment to SC Policy AC 3.8)

Ashland High School students are required to complete 1 credit of physical education/wellness. This must include the freshman and sophomore wellness classes. Freshman wellness accounts for .50 credits and sophomore wellness accounts for .25 credits. Students must then obtain .25 credits of physical education/wellness in order to meet the graduation requirements.

The state of Massachusetts requires students to be offered physical education for all twelve years in public schools. Students who participate on athletic teams can have this requirement waived by local districts.

Exemption to the Physical Education/ Wellness Graduation Requirement

Beginning with the 2014-2015 school year, students in grades 11-12 of Ashland High School who successfully complete one full season of Ashland High School varsity interscholastic athletics (*see approved athletic teams below*) or cheerleading may be excused from taking physical education classes for that particular year.

Waiver Application/Request Requirements

- A student must be a varsity athlete in 11th or 12th grade
- The student must participate in a sport during the Fall or Winter Season or Spring Season of their junior year
- The student must complete the Waiver Application Form the day after the varsity team is established
- The Waiver Application Form must be signed by the student, parent and coach before approval is given by the athletic director and principal
- The student must be at practices or games each day of the season unless an excused absence is provided per the student handbook
- If a student leaves the program for any reason, he/she will be required to return to the regular Health/Wellness class immediately.

Impact on Graduation Requirements

Those students excused from taking high school physical education/wellness courses their junior or senior year are still required to meet the graduation credit requirement of 1 credit in physical education/wellness.

Successful Completion of a Season

Successful completion of a season, in the case of interscholastic athletics and cheerleading, means that a student has completed all required activities and is a member in good standing of the team or group and is eligible for end of season awards/recognition.

Approved Athletic Teams

Basketball	Track – Indoor/Outdoor Tennis
Cheerleading	
Cross Country	Ice Hockey
Field Hockey	Soccer
Baseball	Swimming/Diving
Football	Volleyball
Golf	Wrestling
Gymnastics	
Softball	
Lacrosse	

2017-2018 Physical Education/ Wellness Waiver Application/Request

(This form must be completed, signed and returned by the due date before approval will be considered.)

TO BE COMPLETED BY STUDENT

The Physical Education/ Wellness Waiver is an approved substitution for the state mandated physical education requirement. This waiver will be considered for high school juniors and seniors who are varsity athletes only during the approved season of play. The student MUST meet the requirement set forth by Ashland High School and the Ashland School Committee.

STUDENT NAME _____

VARSIY SPORT _____

I AM REQUESTING TO BE WAIVED FROM THE PHYSICAL EDUCATION/ WELLNESS REQUIREMENT FOR: (PLEASE CHECK ONE)

- _____ Fall Season (Must be submitted by August 15)
_____ Winter Season (Must be submitted by November 15)
_____ Spring Season (Must be submitted by March 1)

I have read the guidelines for the Health/Wellness Waiver and comply to those regulations.

Student's Signature _____

Parent/Guardian Signature _____

Coach Signature _____

APPROVED _____ NOT APPROVED _____
Athletic Director _____

Principal _____

File will be kept with student's guidance counselor and an official letter from the athletic director will verify completion of waiver requirements at the end of each season.

WELLNESS DEPARTMENT

5000 INTRODUCTION TO WELLNESS I

.5 credit

(9th Grade Requirement)

The intent of this course is to give students a basic understanding of wellness concepts, to assess personal life-styles, understand human needs, and develop goals for growth. Students will learn the importance of self-acceptance and self-responsibility in the wellness process as well as understanding the risk-taking and compulsive/addictive life patterns. The course will show the impact each component (intellectual, physical, environmental, social, emotional, leisure, spiritual) has on the others, emphasizing the need for balance. Using self-evaluation and cooperative group work, students will practice skills in goal-setting and behavior change. Students will also be introduced to physical education with team based athletics. Topics covered include: Bullying, Wellness Models, Alcohol and Drug Education, Sex Education, Technology Driven Society. This will be a half year course. (Meets 6xs per cycle)

5014 INTRODUCTION TO WELLNESS II

.25 credit

(10th Grade Requirement)

This is the second portion of Wellness and is designed to introduce students to the benefits, methods, and safety precautions relative to cardiovascular fitness and musculoskeletal growth and development. Topics covered will include Nutrition basics, benefits of fitness including fundamental principles needed to reduce the risk of health disease, basic anatomy and physiology of the cardiovascular system, leadership as well as stress management.

Students will be provided an introduction to the proper use of the cardiovascular equipment in the Fitness Center as well as educated on the correct form and technique when training with selected machines and weights. This course will incorporate use of the weight room as well as cardiovascular team based sports. This is a half year course. (Meets 3x per cycle)

5002 SELF- DEFENSE FOR WOMEN

.25 credit

This program is geared to educating young women in the area of personal safety. Students will learn strategies in handling difficult situations while alone and in a group setting. Students will learn basic self-defense techniques using awareness and physical self-defense strategies. The self-defense program will include educational components comprised of lecture, discussion, physical resistive strategies and simulation at the end of the course

5003 YOGA/PILATES

.25 credit

This course will cover the basic knowledge, attitudes and concentration necessary to benefit from yoga exercises. Flexibility, balance, body alignment will be a part of each exercise session. Students will practice the skills of proper breathing/relaxation techniques as a form of stress management and relaxation. Pilates is an exercise system that is focused on building strength without bulk, improving flexibility and agility, and helping to prevent injury. It involves a series of controlled movements that engage both body and mind. The outcome of Pilates training is a balanced body which is strong and supple, flat stomach, balanced legs, and a strong back.

5005 NUTRITION

.25 credit

This course will introduce students to the essential components of a healthful diet. Topics to be addressed will include basic anatomy and physiology of the digestive system, essential nutrients, nutrition for active individuals, eating choices, food culture and consumer skills.

5009 TERRITORIAL GAMES**.25 credit**

This course provides students with an opportunity to incorporate physical activity and leisure experiences into their lifestyle through game play and practice. Focus units include flag football, rugby, ultimate Frisbee and basketball. Skills and common concepts of each territorial game will be presented and developed through practice and game play. Students of all skill and experience levels are encouraged to enroll in this course provided that they are willing to take a social risk as they participate in this fun-filled wellness course.

5010 INTRODUCTION TO STUDENT LEADERSHIP**.25 credit**

This course introduces students to fundamental skills, methods, and concepts relating to leadership. Topics include creating SMART goals, core values, character building, team building, communication, different leadership styles, public speaking, etc. Students are expected to apply their learning in school as well as their community. Students are assessed on their involvement in school and in the community as well as several group projects.

5011 PERSONAL FITNESS**.25 credit**

This course builds on the Intro to Muscular Fitness and Cardiovascular Fitness content. Continued emphasis will be placed on properly applied progressive resistance exercise using selectorized machines and free weights. Students will also become familiar with more advanced methods of strength and cardiovascular conditioning exercises. Each student will design his or her own personal fitness program appropriate to their individual goals and needs. Students will self-assess their levels of physical fitness and work to improve those levels each day in class.

5015 PERSONAL FITNESS II**.25 credit**

Designed for the serious student or athlete concerned with physical fitness. This class centers on the philosophy of hard work. It involves the use of weight training, plyometrics and skill work designed to custom fit the student interests. This class will be offered to juniors and seniors and it requires approval by a Wellness educator. Prerequisite: Freshman & Sophomore Wellness

UNIFIED ARTS DEPARTMENT

UNIFIED ARTS CURRICULUM 2017- 2018

COURSE INFORMATION			GRADE(S)			
#	Name	Level	9	10	11	12
8105	Introduction to Graphic Design	College Prep 2	X	X	X	X
8106	Advanced Graphic Design in 2-D & 3-D	College Prep 2	X	X	X	X
8138	Introduction to Art Foundations	College Prep 2	X	X	X	X
8139	Advanced Art Foundations	College Prep 2	X	X	X	X
8121	Introduction to Drawing	College Prep 2	X	X	X	X
8122	Advanced Drawing	College Prep 2	X	X	X	X
8140	Introduction to Painting	College Prep 2	X	X	X	X
8141	Advanced Painting	College Prep 2	X	X	X	X
8143	Studio Art: 2-D	College Prep 2		X	X	X
8160	Introduction to Clay and Sculpture	College Prep 2	X	X	X	X
8161	Advanced Clay and Sculpture	College Prep 2	X	X	X	X
8164	Studio Art: 3-D	College Prep 2		X	X	X
8116	Portfolio Preparation	Honors			X	X
8170	AP Studio Art: General Portfolio and Drawing Portfolio	AP			X	X

Studio, Honors and AP Level Course Note:

Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning. This means that you will need a high level of self-discipline to succeed. These expectations will be made clear for you and the teacher will work continuously with you on the achievement of your goals, but they will ultimately be your goal.

UNIFIED ARTS DEPARTMENT

8105 INTRODUCTION TO GRAPHIC DESIGN College Prep 2 .5 credit

This course introduces students to the world of graphic design based on the concepts of typography, layout design, image-making and image manipulation. The student will learn to convert rough ideas into polished and engaging designs. Adobe Illustrator, Adobe PhotoShop and digital photography will be explored. This is a beginning course in graphic design with no prior experience required.

Prerequisite: None (Semester course, open to all grades)

8106 ADVANCED GRAPHIC DESIGN IN 2-D & 3-D College Prep 2 .5 credit

Using the skills and programs learned in Graphic Design I, students will continue their study into graphic design with a focus on logo design and an introduction into 3D graphic production. Students will create designs for 3D printing or routing with our state of the art equipment. Projects will include jewelry, engraving, game pieces or small sculptures.

Prerequisite: Successful completion of Graphic Design I. Students may take this course multiple times for credit. (Semester course, open to all grades)

8138 INTRODUCTION TO ART FOUNDATIONS College Prep 2 .5 credit

This course is an introduction to the art world and non-traditional/alternative art forms that explore collage, found objects, and metal while learning the principles of art and design. Students will be using these principles to create meaning and expression in their artwork that communicates their intentions. We will explore the creative application and interplay of these materials while learning about artists who use many of the materials and processes covered in this course. (Semester course, open to all grades)

8139 ADVANCED ART FOUNDATIONS College Prep 2 .5 credit

Through a survey of basic media in a studio environment, students will acquire a better working knowledge of the fundamental principles of visual art and familiarize themselves with the basic vocabulary necessary to communicate their creative process and thinking. Art Fundamentals 2 exposes students to a variety of visual arts disciplines including design, drawing, collage, and painting (sculpture is included when time permits), exploring the creative application and interplay of these materials while learning about artists who use many of the materials and processes covered in this course.

Prerequisite: Art Foundations I (Semester course, open to all grades)

8121 INTRODUCTION TO DRAWING College Prep 2 .5 credit

This art course is open to students curious about the process of drawing and its applications. Drawing is a fundamental part of making art at all levels from beginner to advanced. It's a skill that is universal and is applied in many facets of life in and out of the art classroom. In this two term course we will be exploring shape, line, texture, color and perspective. Projects will display distinctive techniques and processes combined with innovative project ideas. This is an ideal course for the students who are interested in exploring their creative side for the first time and students that have a keen interest in art. (Semester course, open to all grades)

8122 ADVANCED DRAWING College Prep 2

.5 credit

A course that is a continuation of Drawing 1 or Art 1&2, in which students increase his/her understanding and creative usage of the materials, concepts, and technical processes of drawing and printmaking. The student will *begin* to focus on projects of their own interest concentrating on a specific medium for the second half of the semester. Prerequisite: Drawing 1 or Art Foundation 2 (Semester course, open to all grades)

8140 INTRODUCTION TO PAINTING College Prep 2

.5 credit

Expanding upon concepts learned in Drawing or Art Foundations, students will learn about color, value, brushwork, composition and expressive elements that are all components of a painting with great meaning and relevance. Developing visual literacy, understanding the presence of art in culture and the impact of art upon the world, will all be used as inspiration in projects. (Semester course, open to all grades)

8141 ADVANCED PAINTING College Prep 2

.5 credit

This course is a continuation of the introductory painting class and explains in greater depth the concepts of composition and color. Students will be expected to find a concentration area (medium and/or thematic) for the second half of the semester and create a series of paintings using a particular medium.

Prerequisite: Drawing 1 or Painting 1 (Semester course, open to all grades)

8143 STUDIO ART: 2-D College Prep 2

1 credit

In this course students demonstrate proficiency in the conceptual development of content in drawing. The course directive is for students to focus on creating self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio.

Students will produce works that show evidence of developing craftsmanship and quality in the composition.

Through the critique process, students will evaluate and respond to their own work and that of their peers.

Through a focused investigation of traditional techniques, historical and cultural models, individual expressive goals, students will begin to develop a personal artistic style.

Prerequisite: Successful completion of 1 year of any art discipline (Full year course, open to grades 10, 11, 12)

8160 INTRODUCTION TO CLAY AND SCULPTURE College Prep 2

.5 credit

Students will explore the basic processes of pottery, construction methods, and decoration techniques while learning about artifacts from many times, places and cultures. In this project-oriented course, students will demonstrate their knowledge of basic clay hand building and decoration using techniques such as; (pinch, coil, slab, wheel). (Semester course, open to all grades)

8161 ADVANCED CLAY AND SCULPTURE College Prep 2

.5 credit

In Clay 2, students will further their technical exploration of hand building construction and wheel methods.

Students will work in conjunction with the instructor to plan and create a series of projects that show a

continuing growth in process, form, and surface decoration. (Semester course, open to all grades)

8164 STUDIO ART: 3-D College Prep 2

1 credit

In this course students demonstrate proficiency in the conceptual development of content in drawing, painting, foundation, or graphic design OR in ceramics or sculpture courses. The course directive is for students to focus on creating self-directed or collaborative 2-D or 3-D artwork suitable for inclusion in a portfolio. Students will produce works that show evidence of developing craftsmanship and quality in the compositional and structural Elements and Principles of Art. Through the critique process, students will evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, individual expressive goals, students will begin to develop a personal artistic style.

Prerequisite: Successful completion of 1 year of any art discipline (Full year course, open to grades 10, 11, 12)

8116 PORTFOLIO PREPARATION College Prep 2

1 credit

A full year course in which, students will use prior, current, and future artwork to develop a portfolio for future experiences beyond high school. This course specifically targets any gaps that students are missing in their greater body of artwork. Projects developed in this class will focus on areas of need as well as preparation and presentation techniques. Students will be required to present their portfolio to the instructor at the end of the school year showing a balanced and appropriate portfolio.

Prerequisite: Instructor approval (Full year course, open to grades 11, 12)

8170 AP STUDIO ART: 2 Dimensional, 3 Dimensional and DRAWING PORTFOLIO

1 credit

The AP Program in Studio Art is intended for highly motivated students who are seriously interested in the study of art. Most AP students will probably have had previous training in art, but such training is not a prerequisite for entering the program any more than it is for entering the introductory course in college. Students should, however, be made aware that AP work involves significantly more commitment and accomplishment than the typical high school course and that the program is not for the casually interested.

Advanced Placement Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. The Development Committee in Advanced Placement Studio Art has chosen to suggest guidelines for the submission of an AP portfolio rather than to delineate a specific course. The portfolios are designed to allow freedom in structuring AP Studio Art courses while keeping in mind that the quality and breadth of the work should reflect first-year college-level standards. Therefore, the major responsibility for creating an AP course in art and preparing work to submit for evaluation belongs to the participating teachers and students.

The course will address three major concerns that are constants in the teaching of art:

1. A sense of quality in the student's work
2. The student's concentration on a particular visual interest or problem
3. The student's need for breadth of experience in the formal, technical, and expressive means of the artist.

Prerequisite: Instructor approval (Full year course, open to grades 11, 12)

TECHNOLOGY

TECHNOLOGY CURRICULUM 2017 -2018

COURSE INFORMATION

GRADE(S)

#	Name	Level	9	10	11	12
7280	Exploring Computer Science Part A	College Prep 2	X	X	X	X
7281	Exploring Computer Science Part B	College Prep 2	X	X	X	X
7286	Game Design – Part A	College Prep 2	X	X	X	X
7287	Game Design – Part B	College Prep 2	X	X	X	X
7283	AP Computer Science Principles	AP		X	X	X
8132	Student Technology Support Team	Honors		X	X	X

TECHNOLOGY

7280 EXPLORING COMPUTER SCIENCE –Part A College Prep 2 .5 credit

Exploring Computer Science - Part A contains 3 units of the 6 unit yearlong course. The units which utilize a variety of tools and platforms culminate with final projects around the following topics: computers, problem solving, web design and intro to programming. The Exploring Computer Science series is designed so that no prior knowledge in computer science is needed.

Prerequisites: None

(Semester course, open to all grades)

7281 EXPLORING COMPUTER SCIENCE –Part B College Prep 2 .5 credit

Exploring Computer Science - Part B contains 3 units of a yearlong series consisting of 6 units. Units utilize a variety of tools and platforms, and culminate with final projects around the following topics: Programming, creative design, computing and data analysis and robotics. The Exploring Computer Science series is designed so that no prior knowledge in computer science is needed.

Prerequisites: Completion of Exploring Computer Science Part A with a 70% or better

(Semester course, open to all grades)

7286 GAME DESIGN- Part A College Prep 2 .5 credit

Use your interests in playing games to fuel your curiosity of learning how to make games. This course is for all students at AHS, and does not require any prior programming knowledge. In this course, students will study the fundamental concepts of game design, and game development. In this semester long course, students will develop basic skills in designing characters, creating original game spaces, and programming.

Prerequisites: None

(Semester course, open to all grades)

7287 GAME DESIGN- Part B College Prep 2 .5 credit

This course is a continuation of Game Design Part A. Students will use what they have learned about basic game design to develop a fully functional game for Android systems. Students will study character and scenery design as well as gameplay and development strategies. Working with other students and the teacher, students will have a chance to challenge their own skills and create games that mimic and yet expand upon existing games or game genres. Students will study game play from various 2D games as they move to complete their own complex game environment.

Prerequisites: Completion of Game Design Part A with a 70% or better (Semester course, open to all grades)

7282 AP COMPUTER SCIENCE PRINCIPLES Advanced Placement 1 credit

AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. The course is unique in its focus on fostering students to be creative. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using simulations to explore questions that interest them. The course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts.

Prerequisite: Completion of Exploring Computer Science Part A and B (85% or better) or teacher recommendation

(Full year, open to grades 10, 11, 12)

8132 STUDENT TECHNOLOGY ASSIST TEAM Honors

.5 credit

This course is intended to improve student technology skills through a variety of school wide tasks. Students will assist teachers in troubleshooting technology issues as well as help teachers implement the use of new technologies as needed. Students will be responsible for running the high school help desk school, managing an independent computer science project and providing weekly written blogs and video productions for personal reflection and community learning.

Prerequisite: Teacher approval.

(Semester course, open to grades 10, 11, 12)

MUSIC

MUSIC CURRICULUM 2017-2018

COURSE INFORMATION			GRADES			
#	Name	Level	9	10	11	12
8215	Percussion Ensemble	College Prep 2	X	X	X	X
8220	Introduction to Guitar Ensemble	College Prep 2	X	X	X	X
8223	Adv. Guitar Ensemble	College Prep 2	X	X	X	X
8241	Concert Choir	College Prep 2	X	X	X	X
8242	Concert Choir	Honors	X	X	X	X
8280	Concert Band	College Prep 2	X	X	X	X
8290	Concert Band	Honors	X	X	X	X
8211	Introduction to Music Theory	Honors	X	X	X	X
8212	Advanced Music Theory	Honors	X	X	X	X
8233	Introduction to Piano Lab	College Prep 2	X	X	X	X
8234	Advanced Piano Lab	College Prep 2	X	X	X	X
8243	Choral Piano Accompanist	Honors	X	X	X	X
8216	Movies & Music	College Prep 2	X	X	X	X
8431	Musical Theater	College Prep 2	X	X	X	X

MUSIC DEPARTMENT

8215 PERCUSSION ENSEMBLE

College Prep 2

1 credit

The Percussion Ensemble is designed to cover the fundamentals of playing percussion instruments and the application of musicianship skill to the genre. It is designed to improve the playing skills, technique, and knowledge in the areas of mallet percussion, timpani, snare, and battery. Emphasis is placed on the continuation of skill development and to prepare the student for participation in the Concert Band. The Percussion Ensemble is an auxiliary group and an extension of the Concert Band program. It is a performance-based class and extra rehearsals may be required and all performances are mandatory. Previous experience with percussion instruments and reading music is recommended but not required.

Prerequisite: Audition and instructor permission.

(Full year course, open to all grades)

8220 INTRODUCTION TO GUITAR ENSEMBLE

College Prep 2

.5 credit

In this semester course students will play acoustic guitars and will learn basic chords and strumming patterns. Students will play a variety of musical styles and will be expected to perform in class on a regular basis. Instruction will be given in basic music notation and guitar tablature. No prior knowledge of guitar is necessary but it is recommended that students have access to a guitar at home in order to practice.

Prerequisite: None

(Semester course, open to all grades)

8223 ADVANCED GUITAR ENSEMBLE

College Prep 2

.5 credit

For students who have satisfactorily completed Guitar I or permission from the instructor. This course will teach advanced note reading and rhythms as well as finger picking, ensemble playing and basic song writing.

(Semester course, open to all grades)

8241 CONCERT CHOIR

College Prep 2

1 credit

This course is offered to those students who enjoy music and singing. No prior experience is necessary. Members will be instructed in the production of the voice, vocal technique, as well as tone quality, phrasing, articulation, and artistic interpretation. Students will develop music literacy skills and learn to sight read. This course will offer experiences in many styles, so as to foster a greater appreciation for music. Students will perform in the winter, March, and pops night concerts. Opportunities will be provided for district and all-state auditions.

(Full year course, open to all grades)

8242 CONCERT CHOIR

Honors

1 credit

Students choosing Honors Concert Choir will enroll in Concert Choir and complete the course requirements for Concert Choir (CP2). Honors Concert Choir will be offered to students who want to be challenged and excel at a high level. Instruction will be based on standard additional requirements and may include but are not limited to the following:

- Participate in the Central District Choral Audition
- Solo and Ensemble Night
- Research Projects
- Complete Level 3 of the Choral Musicianship Test

Acceptance into the Honor's Program is at the director's discretion. (Full year course, open to all grades)

8280 CONCERT BAND College Prep 2**1 credit**

The Concert Band is a full year course open to all students possessing intermediate to advanced skills on woodwind, brass, and percussion instruments. Students who do not perform at the intermediate skill level need permission of the instructor to register. Students in the Concert Band will study and perform music with an emphasis on developing technical ability, knowledge of phrasing, tone, balance, rhythmic accuracy, musical interpretation and other concepts as outlined in the National Standards for Music Education. The goal is to foster an appreciation for ensemble playing while developing the skills of the individual musician. This is a performance-based class and extra rehearsals may be required. Performances are considered culminating experiences without equivalent substitutes and are therefore mandatory. (Full year course, open to all grades)

8290 CONCERT BAND Honors**1 credit**

The Honors Concert Band is a full year course open to all students possessing advanced skills on woodwind, brass, and percussion instruments. Students must be enrolled in Concert Band and must complete all class requirements of Concert Band (CP2). Additional requirements include but are not limited to the following:

- Participate in Central District Auditions
- Perform in both Solo and Small Ensemble Groups
- Participate in the Middle School Mentoring Project
- Term Projects

Students enrolled in the Honors Concert Band are very strongly encouraged to take private lessons with a qualified instructor on their instrument. Acceptance into the Honors Program is at the director's discretion and may require an audition. Incoming Freshmen will need a recommendation from their Band Director and will need to audition for the High School Director. (Full year course, open to all grades)

8211 INTRODUCTION TO MUSIC THEORY Honors**1 credit**

Students enrolled in Music Theory and Composition I will learn the basic organizational components of music and music composition. Students will acquire the skills of writing and analyzing music and will develop their aural skills. Students will understand the organization and structure of music and will use this knowledge to compose music. Students will acquire skills in ear training, musical notation, interval recognition, chord structure, harmonic progression, and musical form. Examples from music literature will be analyzed to see how music theory functions in music of all styles. Prior musical experience and basic note-reading skills are not required. (Full year course, open to all grades)

8233 INTRODUCTION TO PIANO LAB College Prep 2**.5 credit**

This course is designed for students with little or no experience with piano. The concepts of reading and performing standard notation, basic level piano repertoire, and technique will be presented. (Semester course, open to all grades)

8234 ADVANCED PIANO LAB College Prep 2**.5 credit**

This class is offered to students who have satisfactorily completed Piano Lab I with a B- or better or with the permission of the instructor. It will be a continuation of the concepts presented in Piano Lab I with an emphasis on more advanced piano literature. (Semester course, open to all grades)

8243 CHORAL PIANO ACCOMPANIST Honors

1 Credit

At least two years or more of private piano lessons are required. Interested students will play an “audition” for the teacher. This audition will include a piece of piano music that the student has polished and performed in a recital. Interested students must be comfortable performing in front of people. Students will work closely with the Choral Conductor to establish tempos, stylistic details, and dynamics of the choral pieces. The pianist will be required to attend any and all concerts (3 per year) and any trips that the school music department takes to various competitions.

Prerequisite: Teacher permission is required

(Full year course, open to all grades)

8216 MOVIES AND MUSIC

.5 credit

Over the duration of this course, you will watch scenes from over 70 films from the early silent films through the first “talkies” to the Golden Era and Post-war Era films before arriving at modern, contemporary films. You will also have the opportunity to view 5 representative films in their entirety – one from each of the eras. By the end of the course, you will be able to recognize the particular musical style of film composers like Miklós Rózsa, Bernard Herrmann, Elmer Bernstein, Jerry Goldsmith, Philip Glass, Danny Elfman, and John Williams. Moreover, students will be able to understand and analyze how music affects a scene and have an appreciation for how and why the composer chose the music he did.

Prerequisite: None

(Semester course, open to all grades)

8431 MUSICAL THEATER

College Prep 2

.5 credit

This course is designed to introduce students to the history and culture of Musical Theater and its presence in American Society. Students will learn about styles and genres of musical theater and the many composers and playwrights involved. A major project will be for the students to research a show of their choice and present it to the class. Students will also receive coaching on audition preparation and singing techniques. At the end of the course, students will come together and perform one song from a show in a recital setting in the high school auditorium. No prerequisites though some previous singing experience can be helpful.

(Semester course, open to all grades)

DRAMA PROGRAM

The focus of the Ashland High School Drama Program: to enhance student education by developing skills that promote success in today's world. Skills include: effective communication, leadership, self-confidence, and self-discipline.

DRAMA CURRICULUM 2017-2018

#	Name	Level	GRADE(S)			
			9	10	11	12
8341	Theater Arts I	College Prep 2	X	X	X	X
8342	Theater Arts II	College Prep 2		X	X	X
8321	Directing Workshop	Honors				X
8333	Advanced Acting	Honors			X	X

8341 THEATER ARTS I College Prep 2 1 credit

Using a fast paced workshop format, Theater Arts I focuses on developing creativity and improving communication skills. Students develop theatre abilities through games, improvisation and playwriting. Learning is collaborative and process-oriented. Students engage in critical evaluation of own work and the work of others. No experience necessary.

Prerequisite: None

(Full year course, open to all grades)

8342 THEATER ARTS II College Prep 2 1 credit

Theater Arts II focuses on advanced improvisation and scene-study. These acting methods help students achieve the knowledge needed to improve performance. Students engage in critical evaluation of own work and the work of others.

Prerequisite: Theater Arts I recommended, instructor's permission required.

(Full year course, open to grade 10, 11, 12 priority given to grade 10)

8321 DIRECTING WORKSHOP Honors 1 credit

This course is for those students who wish to develop directing and leadership skills. Each student will select, direct and produce short plays for informal performances. Students may, with permission from the instructor, present productions for formal audiences. Directors use Advanced Acting students as actors, as well as act in peers' productions. Students engage in critical evaluation of own work and the work of others.

Prerequisite: Theater Arts I, Theater Arts II, and Advance Acting recommended, instructor's permission required.

(Full year course, open to grade 12)

8333 ADVANCED ACTING HONORS Honors**1 credit**

This course is for students interested in an intense focus on performance preparation. Students will rehearse and perform various short plays directed by Honors Directing Students. Learning is collaborative and product-oriented. Students will also undergo an in-depth study of monologues. Students engage in a critical evaluation of own work and the work of others. The instructor provides interested students coaching in developing an acting portfolio.

Prerequisites: Theater Arts I and Theater Arts II recommended, instructor permission required. Open to 11th and 12th grade students.

SPECIAL EDUCATION DEPARTMENT

The Special Education Department at Ashland High School provides individualized instruction for students with disabilities in grades 9-12 in basic academic areas. Students are enrolled in Resource and Academic Support courses upon recommendation of the Special Education TEAM. Parents or students (if over 18 years of age) indicate approval by acceptance of an Individualized Education Plan (IEP) developed on an annual basis, with a complete reevaluation every three years. Classes are limited to 9-12 students based upon staffing and student needs. The curriculum for each student is individualized and reflected by the goals and objectives in the IEP. Additional supportive services, in the form of assessment and consultation, are provided by related service providers, to help students benefit from their instructional program in special education. Since the program and schedules are designed to meet individual needs of disabled students, only a general description of courses is provided below.

0501 RESOURCE ENGLISH**1 credit**

Instruction is designed to remediate basic writing, vocabulary, speaking, and listening skills. Reading will incorporate literature and vocabulary from regular education English classes when skill level is appropriate, and stress the mechanics of written expression. The curriculum is sequential and students move into regular English classes as they develop the necessary prerequisite skills.

3501 RESOURCE MATHEMATICS**1 credit**

This course is designed for students lacking the computation and problem solving skills to succeed in the basic math courses offered within the regular education program. The curriculum focuses upon strengthening the students' computation skills by using the correct order of operations to solve equations involving whole numbers, fractions, and decimals. It also introduces students to basic geometric formulas and concepts. Additionally, it provides students with various strategies to use in order to solve word problems, as well as instruction on how to use a calculator as a tool to assist in strengthening computation skills. The objective of this curriculum is to prepare students to enter the inclusion Concepts of Algebra and Geometry math program.