

**SOUTHWICK-TOLLAND REGIONAL  
HIGH SCHOOL**

**PROGRAM OF STUDIES**

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**2014-2015**

### *Non-Discrimination Commitment*

*The Southwick-Tolland Regional School District, 86 Powder Mill Road, Southwick, MA is committed to maintain and promote a policy of nondiscrimination on the basis of race, creed, religion, color, gender, sexual orientation, age, disability, veteran status, marital status and national origin. This policy incorporates by reference and where applicable the requirement of Title II of the American with Disabilities Act, Title VI of the Civil Rights of 1964 as amended; the Civil Rights Restoration Act of 1988; the Civil Rights Act of 1991; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and pertinent statutes, regulations and executive orders; directives of the Massachusetts Department of Education, and other applicable local, state and federal statutes.*

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# FOREWORD

To Parents and Students:

This Program of Studies is designed to help students, and their parents, make educated choices about the courses they will take in the 2014-2015 school year. It will also assist students in planning a comprehensive program for their four years at the high school. The first section of the booklet provides information about our academic policies, including graduation requirements. The second section details the course offerings for each of our departments. I urge you to pay close attention to the academic levels of courses and any prerequisites for a particular course.

We strive to provide a rigorous and challenging educational experience for each student -- one that will lead the student to grow and learn in ways that are appropriate to his or her needs and abilities. Students who are considering post secondary education at a two or four year college should pay particular attention to designing a challenging academic program. I particularly call your attention to the Four-year Plan Worksheet in the back of this booklet. Students and parents should use this form, as they work with their guidance counselors, to formalize a comprehensive four year list of courses. We strongly urge students and parents to develop a four-year plan that includes upper level (including A.P. where appropriate) courses and a strong precollege program.

Courses should be selected with care. We build a master schedule and make decisions regarding teacher assignments, number of course sections, and the allocation of other resources based on student selections. Teachers in each department will be making course recommendations for individual students. We urge you to follow these recommendations. There will be a chance for students and parents to review their proposed schedule this spring, but once the schedules are set, changes become difficult and cause imbalance to the entire program. We must limit changes in course selections to those necessary due to irresolvable conflicts, course cancellations, or failures in prerequisite courses.

All students are encouraged to discuss their proposed course selections with a guidance counselor and your teachers in order to make final decisions.

I look forward to a productive and challenging academic year!

Respectfully,

Pamela C. Hunter  
Principal

## **S.T.R.H.S. Core Values and Beliefs About Learning**

The Southwick-Tolland Regional High School learning community believes that our school must...

- challenge all students to excel and become confident, engaged learners through the establishment of high academic standards
- promote the academic, emotional, social, and physical growth of students while encouraging responsible citizenship
- work together with families and the community to actively promote quality education
- provide a safe environment fostering a culture of civility, creativity, and respect for diversity
- provide students with quality facilities, relevant materials, and personalized instruction in order to promote excellence in education

Consistent with these beliefs, Southwick-Tolland Regional High School strives to provide a safe, supportive, respectful environment dedicated to the academic, personal, and cultural evolution of every student.

## **S.T.R.H.S. 21<sup>st</sup> Century Learning Expectations**

*In preparation for becoming productive 21<sup>st</sup> century citizens, all students at Southwick-Tolland Regional High School will:*

1. Read, write, and communicate effectively.
2. Acquire, process, apply, and integrate knowledge using a variety of resources, including technologies.
3. Use critical and creative thinking skills to identify, define, analyze, and solve problems.
4. Develop and demonstrate personal, educational, social, and civic responsibility within a diverse society.

Our Expectations are designed to cover the wide range of courses and learning experiences of our students. To guide implementation of the expectations, each department has taken responsibility for directly addressing at least one of the 21<sup>st</sup> Century Learning Expectations. These are listed in each department's section of this document.

Assessments based on these Expectations are administered in each course every semester. These assessments are graded with our school-wide rubrics to gauge each student's progress on mastering these Expectations. Reports of these assessments are given to students and parents and rubric scores are reported for each course in semester report cards.

# GENERAL INFORMATION

## PLANNING YOUR HIGH SCHOOL PROGRAM

Choosing the right program is an important decision and one that should be made with a great deal of serious thought. Whether your final decision is for immediate employment or for further education, a high school diploma is a necessity.

Before deciding upon the specific subjects to include in your next year's program, you and your parents should consider very carefully your future goals. Each subject you select should contribute something toward the fulfillment of these goals. Select subjects on the basis of your interests, special abilities and your scholastic record up to the present. Choose subjects that will benefit **YOU** and avoid being influenced by the choices your friends make.

At Southwick-Tolland Regional High School you will have the opportunity to select your program of studies from different subject areas without being confined to a single curriculum. Your program should be an individual one that will benefit you. Naturally, you will be expected to include in your program certain subjects which are considered basic to a well-rounded high school education.

It is the responsibility of every student intent upon continuing his/her education to spend some time in researching the offerings, characteristics and requirements of various schools or colleges in order to make a sound decision in the choice of the school. Those students who plan to enter the world of work may find the career and occupational information, available in the Guidance Department, a source of help in pursuing a specific interest and goal.

## GENERAL REMARKS

1. All programs must have the approval of the Guidance Director.
2. All elective courses are subject to satisfactory enrollment.
3. Students should choose electives at the grade level for which they are listed, although upper class students may choose lower class electives.
4. Students must pass English in order to enroll in the next English course in the sequence, i.e. English 9 must be passed to enroll in English 10.
5. In order to elect an independent study course, the student must have the approval of the department chair, guidance director and principal.
6. Advanced Placement (Honors) Courses are designed to challenge and meet the needs of the academically strong and highly motivated students. These offerings are selective in nature. The quality and quantity of student work are important factors in meeting with success in an Advanced Placement program. Such courses are differentially weighted in computing class standing. AP credit will not be granted to students who do not complete the full course and take the AP exam.
7. Homework, when assigned, is considered essential to academic success and the learning process. To be effective, homework should be completed on time and as an independent activity. Teachers will set course-related policies regarding grading homework assignments.
8. A student who plans to participate in full graduation ceremonies must take four full courses in each semester of his/her senior year.
9. A minimum grade of 45 must be obtained in a course before a student will be allowed to retake that course for credit in summer school.

## GRADUATION REQUIREMENTS (Policy IKF)

In order to graduate from Southwick-Tolland Regional High School, a student must have earned at least 150 credits. Course requirements are the following:

Students must successfully complete:

<u>COURSE(S)</u>	<u>Credits</u>
English	25
Social Studies	20
Science ( <i>5 Biology</i> )	15
Mathematics	15
Foreign Language	10
Applied Arts ( <i>5 Computer</i> )	10
Fine Arts	10
Physical Education*	12.5-15
Health	5
	<hr/>
	<b>Required Credits:</b> 125
Electives	25
	<hr/>
	<b>TOTAL CREDITS TO GRADUATE: 150</b>

**\*Beginning with the 2012-13 school year, all students must take PE every year 9-12.**

## MCAS

In addition, the Massachusetts Department of Elementary and Secondary Education requires that all students pass the MCAS exams in English, Math and Science at a score of 220 in order to graduate with a competency determination. Students who score between 220-238 on ELA or Math MCAS must complete an Educational Proficiency Plan. Students who meet the district graduation requirements and have not passed the MCAS exams will receive a certificate of attainment. Students on an EPP must take and pass the final exam in the EPP subject.

To participate in the Graduation Ceremony, a student must be receiving a diploma, certificate of attainment or a special education certificate of completion (Exception: Foreign Exchange students may participate and receive a certificate of attendance).

Early Graduation: A student, who has completed the courses required for graduation, passed the MCAS exams and who has earned the required number of credits for graduation by the end of the junior year may apply for early graduation. Written permission for early graduation must be secured from parents/guardians, the guidance counselor and the principal and be submitted for approval to the Superintendent of Schools. Notice of the request for early graduation must be submitted to administration no later than one semester prior to the graduation date.

Credit for Foreign Study: Students who are away for a term or year to participate in a student exchange program or otherwise study abroad may receive credits toward high school graduation when (1) study plans are approved in advance by the school administration; and (2) the institution where the study occurred submits a record of the student's work. In these instances, the principal and student's guidance counselor will evaluate the work and assign credit for it according to standards prevailing in Southwick-Tolland Regional High School.

## ELIGIBILITY FOR CLASS MEMBERSHIP

Under normal circumstances, students will remain with their designated graduation class throughout their four high school years. This in no way guarantees graduation, but, hopefully, provides an incentive to graduate with the student's respective class. However, if a student, through lack of earned credits, removes himself/herself from the possibility of graduating with his/her designated class, the student may then be reassigned to the next appropriate graduating class. A student who plans to participate in full graduation ceremonies must take four full courses in each semester of his/her senior year.

Class Membership	Sophomore credits	30
	Junior credits	70
	Senior credits	110

## COURSE LEVELS

- Level 1 – Honors/Advanced Placement
- Level 2 - Accelerated Courses
- Level 3 - College Prep
- Level 4 - Special Education/Basic

## CLASS RANK QUALITY VALUE

The following information is used in assigning quality points to the individual student's record for the purpose of calculating GPA and rank-in-class.

1. Credit value for academic subjects:
  - Honors/Level 1 = 1.10
  - Accelerated/Level 2 = 1.05
  - College Prep/Level 3 = 1.0
  - Basic/Level 4 = 1.0
2. Semester credit value = Semester credits of course divided by five.
3. Formula for Class Rank Average
  - a. Student's grade (X) credit value (X) semester credit value = class credit
  - b. Total class credits (divided by) total semester credit values = class rank
4. Final senior rank is established at the conclusion of the third marking period.
5. Students not receiving a high school diploma will not be ranked.
6. Transfer students must be enrolled by the end of first term of junior year to be ranked.

## HONOR ROLL \* Honor Roll is based on a minimum of four courses.

All subjects, including minors, are included in numerical average to determine Honor Roll. Formula:

1. Grade in each Course x Credits per Course = Points
2. Total Points ÷ Total Credits = Average

HIGH HONORS: Numerical Average of 93 or higher, with no grade lower than an 85.

HONORS: Numeral Average of 85 or higher, with no grade lower than a 75.

## PROGRAM CHANGES

Students are discouraged from making changes in their academic schedule. No schedule changes will be made after the third week in a semester.

However, a change may be made if there is an ability level change in a course and is agreed upon by the student, parent, guidance counselor, and teachers. Schedule changes that do meet this condition will result in a "W" (withdrawn) for the course which is dropped, and won't be computed in the student's GPA.

## FINAL EXAMINATIONS

Normally, all students are required to take final examinations in order to receive a grade for the semester and year. Waivers for exams will be granted at the discretion of the administration. Final exams count for 20% of the final grade for the course.

## PROGRESS REPORTS/EDLINE

Progress Reports are issued during each marking period in mid-October, December, March and May to inform parents. STRHS uses the online program Edline to post grades. Access codes are available from the main office.

## REPORT CARDS

Report cards are issued four times a year. Numerical grades are as outlined below:

93-100 .....A	78-79 .....C+	0-64 .....F
90-92 .....A- Outstanding	73-77 .....C Average	W..... Withdrawal
88-89 .....B+	70-72 .....C-	I ..... Incomplete
83-87 .....B Above Average	68-69 .....D+	
80-82 .....B-	65-67 .....D	

## MAKE-UP FOR GRADUATION CREDITS

Circumstances sometimes occur that make it necessary for a student to make up credits in order to qualify for a diploma after his class has formally graduated. The following guidelines will be used to assure equal treatment:

1. The candidate must arrange with the Guidance Department a makeup program that will include academic experience equal to those required for graduation.
2. All courses must be in schools or programs acceptable to Southwick- Tolland Regional High School for credit.
3. A maximum of two summer makeup courses will be allowed during the summer immediately following the senior year.
4. Any exceptions to the above regulations are a matter of administrative decision.

## MAKE-UP WORK

Incomplete work at the end of a marking period must be made up within two weeks (10 school days) or a failing grade will be recorded in the student's record unless special circumstances prevail and an extension of time is approved by the Guidance Office. Incompletes are issued to transfer students and those who have been absent due to illness. Work must be made up in order to obtain a grade for a particular marking period.

## FRESHMAN ACADEMY

Our "Freshman Academy" provides a stronger transition experience for freshmen as well as continuity and support as students start their high school careers. We want each student to have a rigorous and challenging program of study to enhance his or her readiness for college and post-secondary opportunities.

The main components of the Freshman Academy:

1. Students will be grouped into smaller learning communities, based on their **linked English 9 and World History II classes**. This will facilitate communication between teachers and students/parents, including more frequent progress reports during the year and opportunities for interdisciplinary lessons and collaboration
2. Our **Ninth Grade counselor** model is in place, so that students will have a counselor focused strictly on their needs. This will include freshman scheduling and orientation activities.
3. Enhanced **Orientation** program in the spring (tours and information sessions) and an afternoon/evening Freshman Orientation in August before school starts. Student Ambassadors will help to run tours, and provide program support, in conjunction with an advisor. Clubs and sports information will be made available to freshmen and parents. Summer Reading will also be emphasized.
4. A **Freshman Advisory** period will run throughout the year, about every two weeks, and will function as the student's homeroom. Each Advisory will be run by a teacher assisted by trained Student Ambassadors and will discuss issues related to high school success, such as homework, goal-setting, peer pressure and related topics. Our Expectations for Student Learning will guide some of these discussions. Many of the activities will be team-building and character-building activities. Use of the Agenda book and related resources will be highlighted.



# GUIDANCE SERVICES

Guidance services are available for every student in the school. The Guidance Office consists of a suite located adjacent to the Main and Health Offices. The primary function of the Guidance Office is to help coordinate the transition, orientation and placement of each student in the school and plan for his/her future. Counselors are available to assist students so that educational and vocational planning will be based upon sound information. The Guidance Office is the place where students can go to talk about themselves. If a student wishes to meet with a counselor, he/she should obtain a pass from the guidance secretary or counselor directly.

**Expectation for Student Learning addressed in the Guidance Department: #4 Develop and demonstrate personal, educational, social, and civic responsibility within a diverse society.**

**Guidance Counselors:** All students at Southwick-Tolland Regional High School are assigned to a guidance counselor based upon the following grade and alphabetical breakdown:

<b>Marcy Coviello, Director</b>	Gr. 10-12	Last Names I-L
<b>Rachel Deery, Counselor</b>	Gr. 10-12	Last Names A-H
<b>Mary Downie, Counselor</b>	Gr. 10-12	Last Names M-Z
<b>Constance Rota, Counselor</b>	All Grade 9	Last Names A-Z
<b>Kathryn Chandler, Career Facilitator</b>	Gr. 9-12	Last Names A-Z

Services that counselors provide include educational planning, occupational and career exploration, test administration and interpretation, personal and or small group counseling and referrals for services outside of school.

In addition to these guidance counselors, other services include:

**School Adjustment Counselor:** The role of school adjustment counselor is to provide students with an environment in which they can express their social, emotional, and academic needs in order to successfully transition throughout their school career. Students receive direct service individually and in groups as needed.

**Career Facilitator/School to Career Coordinator:** The career facilitator, an extension of the guidance department, works in cooperation with the Business Education Alliance (a group made up of business people and educators), in order to extend such opportunities as career exploration, job shadows, field trips and diversified learning experiences (an internship program and seminars) to interested students. Students can investigate various career clusters through actual hands on experiences that complement their area of study. The Career Facilitator also teaches in selected grade 9, 10, 11 classes, introducing all students to career training.

## GUIDANCE RESOURCE MATERIALS

If interested in college, students may want to review the many college catalogues and handbooks on file in the Guidance Office. Also available to the entire student body are extensive resources for career and occupational exploration. Students interested in military options can also find appropriate resource materials. Students are encouraged to utilize these resources before or after school, during lunch/activity period or by permission of subject teacher.

## CAREER CRUISING

Career Cruising is a web-based computer program. It has been designed with one goal in mind: to help students plan their future. With exceptional assessment tools, detailed occupation profiles and comprehensive post-secondary education information, students move seamlessly through the career exploration and planning process. At the same time, you have access to the real-time information and statistics you need to track your students' progress and achievement. Guidance staff and Career Facilitator can provide access and information to students. This program will be used with students starting in 9<sup>th</sup> grade. College career planning in 11<sup>th</sup>/12<sup>th</sup> grade will also utilize this resource, including college search and applications.

This career exploration system is available for use in the Guidance Office, in the Library, and on the computer network. This extensive computer system offers programs in the following areas:

- 1. Occupational Exploration**
- 2. Occupational Information**
- 3. College Search**
- 4. College Information**
- 5. Financial Aid Information**

Since college admission is a highly selective process, students may want to discuss the requirements of a particular college with their guidance counselor. Some colleges require only Aptitude Examinations, while others have their own examination. Whatever the case may be, the recommendation of the school is an important factor in college acceptance. A student's counselor will help him/her determine the qualifications needed for the school of your choice.

## **CAREER CENTER**

In collaboration with the Lower Pioneer Valley School to Career Local Partnership, Southwick-Tolland's Career Center offers students access to an interlinked computer system loaded with relevant software, a TV/VCR unit with a comprehensive career video library, and a wide variety of printed resources for students and parents. The career center is also linked via the internet to the One Stop Career Center affording students (and the community) access to their enormous database of job opportunities.

## **STANDARDIZED TESTING PROGRAM**

The guidance department currently supervises and administers the following testing programs: The Preliminary Scholastic Assessment Test (P.S.A.T.), the Armed Services Vocational Aptitude Battery (A.S.V.A.B.) and the Massachusetts Comprehensive Assessment System Tests (M.C.A.S.). Information regarding S.A.T. and ACT testing for college admission is available in the Guidance Office. We conduct Accuplacer in conjunction with community colleges.

## **SCHOLARSHIP INFORMATION**

Materials on scholarships and financial aid are located in the Guidance Department. Local and area scholarship information is also available through Guidance. College Financial Aid Offices provide scholarship information to students upon request. An annual Financial Aid Night is held during either December or January.

## **TAKING COLLEGE COURSES**

A student who wishes to take courses at a local college for credit (not through the Dual Enrollment Program) must :

1. Notify his/her guidance counselor one term prior to the anticipated enrollment.
2. Have at least an eighty five (85) cumulative grade point average.
3. Submit a signed parental release.
4. Demonstrate proficiency or advanced standing on the MCAS.
5. Have not exceeded the attendance policy.
6. Provide the school both mid-term and final grades at the same time that grades are issued at Southwick-Tolland Regional High School.
7. Provide a confirmation of acceptance from the college that you are eligible to take the course and receive college credit.

All students must take a minimum of four courses at Southwick-Tolland Regional High School and/or the college. If a student wishes to take one or more courses outside of Southwick-Tolland Regional High School, approval of the Principal or Guidance Director is required. In addition, any student spending more than seventy-five (75) percent of his/her time outside of this school is ineligible to hold elected office.

## **EARLY ADMISSIONS TO COLLEGE**

All requests for early college admission will be considered on an individual basis according to the following guidelines:

1. A conference between the school, the student and parents must take place prior to any formal request for early admission.
2. The student must submit a request the June 1st preceding his/her senior year.
3. Acceptance by accredited school must accompany the application for release from Southwick-Tolland Regional High School.
4. The applicant must have a 85 grade point average.
5. The applicant must submit a signed parental release.
6. The applicant must have a minimum of at least 110 credits at the end of the junior year and he/she must meet all graduation requirements through grade 11.
7. A diploma will be granted upon the successful completion of a year's work (full-time) on the college level.
8. Acceptance into the program is subject to the approval of the Principal.

## **DUAL ENROLLMENT PROGRAM**

**Purpose:** To provide qualified junior and senior year students in the Southwick-Tolland Regional High School an opportunity to participate in courses at area colleges which will allow these students to earn dual credit at both secondary and college level.

**Definition:** Currently enrolled Massachusetts public and non-public high school juniors and seniors who are in good academic standing at their high school, who have met the MCAS requirement(s) and/or who have been recommended by high school principals, guidance counselors and/or teachers, will be eligible for consideration to enroll full-time or take individual courses at Massachusetts public institutions of higher education. Students participating in dual enrollment may earn credit(s) that meet requirements for high school graduation and higher education matriculation. Students must demonstrate the ability to benefit from college-level course work.

**Eligibility:** Enrollment is open to junior and senior year students that are in good school standing

- Demonstrated ability to do college level work
- Accumulated G.P.A. of 85 or better. Exceptions may be considered under unique circumstances.
- Must earn B or better in all college-level course work to continue in dual enrollment program.

- Recommended by principal and a guidance counselor or teacher.
- Must meet pertinent higher education admission requirements and individual course requirements at perspective college or university
- Meet course pre-requisites at post-secondary public institution
- Written approval by parent or guardian
- Student must be enrolled in a minimum of 4 major courses at S.T.R.H.S to be eligible for college enrollment
- Be highly recommended for continuation by appropriate high school and higher education personnel in order to remain eligible for dual enrollment participation

**Programs:**

Opportunities shall be applicable for both academic and occupational college level course work.

Dual enrollment shall not apply to developmental courses offered at local colleges and universities.

Higher education institutions may provide courses to high school students that will aid in the growth or progress of the student or offer courses and programs of study that may not be available at the high school.

**Grades:**

- High school students accepted into college-level work shall receive both high school credit toward graduation and college credit.
- At the discretion of the high school, college level course work may be treated at the honors level.
- Students must provide a transcript report to the high school Guidance Office in order to receive academic credit.
- In order to be eligible for Honor Roll or Renaissance, students must secure a numeric mid-term grade from their professor(s) and submit it to guidance.

All students enrolled on a dual enrollment basis are responsible for their own transportation, tuition, fees, textbooks, and instructional materials. Students who qualify for graduation from Southwick-Tolland Regional High School through participation in dual enrollment may participate in the senior activities for their graduating class providing all other obligations have been met. Any extenuating circumstances will be handled on an individual basis.

Numerical equivalent used for letter grades received from college courses is as follows:

A=96	B-=82	D+=69
A-=92	C+=79	D=66
B+=89	C=76	F=50
B=86	C-=72	

**INDEPENDENT STUDY**

**Prerequisites: Application procedure and final approval of the Principal**

Independent study is only available on the rare occasion when a student at Southwick Tolland Regional High School has either exhausted all the offerings in a particular department or has irreconcilable schedule difficulties, and can demonstrate a record of accomplishment in a field of study that warrants further in-depth study. A student must apply to the principal for approval of an independent study course using an application procedure which is available in guidance. The criteria for independent study will include the student's record of accomplishment, and the seriousness of purpose and rationale for the course of study being proposed. Approval for independent study will be on a case by case basis at the discretion of the principal in consultation with guidance and the relevant teaching staff.

# SOUTHWICK-TOLLAND REGIONAL HIGH SCHOOL

## Basic High School Graduation Plan

Grade 9	CR	Grade 10	CR	Grade 11	CR	Grade 12	CR
English .....	5	English .....	5	English .....	5	English .....	5
World Hist II .....	5	U.S. History I .....	5	U.S. History II .....	5	Amer. Gov't .....	5
Math .....	5	Math .....	5	Math .....	5	Math/Elective .....	5
Found. Science/Bio.....	5	Biology .....	5	Science .....	5	Science/Elective .....	5
Physical Ed. ....	2	Physical Ed. ....	3	Physical Ed .....	5	For Lang/Elective.....	5
Health .....	3	Health .....	2	For. Lang/Elective.....	5	Fine or App Art/Elective... 5	
For. Language ..	5	Sp/Wr/Res*/Elective ... 5					
Applied Art .....	5	For. Language .....	5	Fine Art .....	5	PE/Elective .....	5
Elective .....	5	For. Language .....	5	Sp/Wr/Res*.....	5	Elective .....	5
		Fine or App. Art .....	5				

\* Speaking/Writing/Research

## Pre-Liberal Arts Selective College Plan

Grade 9	CR	Grade 10	CR	Grade 11	CR	Grade 12	CR
English .....	5	English .....	5	English .....	5	English .....	5
World Hist II .....	5	U.S. History I .....	5	U.S. History II .....	5	Amer. Gov't .....	5
Alg I V-I .....	5	Geometry .....	5	Algebra II .....	5	Math .....	5
Fd. Science/Biology ... 5							
Physical Ed. ....	2	Biology/Science..... 5					
Health .....	3	For. Lang .....	5	Chemistry/Science..... 5			
Alg I V2.. .....	5	Physical Ed. ....	3	For. Lang .....	5	Physics/Science .....	5
For. Language .....	5	Health .....	2	Physical Ed. ....	5	For. Lang .....	5
Information Tech. .... 5							
		Sp/Wr/Res* .....	5	Elective .....	5	PE/Elective .....	5
		Elective .....	5	Elective .....	5	Elective .....	5

\* Speaking/Writing/Research

## MINIMUM REQUIREMENTS

### STRHS High School Graduation:

- 5 English
- 4 Social Studies
- 3 Science
- 3 Math
- 2 Foreign Language
- 2 Applied Arts
- 2 Fine Arts
- 4 PE/Health

### Mass. State College Minimum Required Academic Units:

- 4 English
- 2 History/Social Studies
- 3 Science (2 Labs) Including Engineering Design
- 3 Math (Algebra I & II/Geometry)  
Must include Math In Junior or Senior year
- 2 Foreign Language

# COURSES BY LEVEL

**HONORS (H)**

**ACCELERATED (A)**

**COLLEGE PREP (CP)**

AP English 12	English 9, 10, 11, 12 Speaking, Writing & Research	English 9, 10, 11, 12 Speaking, Writing & Research Creative Writing Journalism Writing for Publication SAT Prep
AP U.S. History AP Government & Politics: US	World History II U.S. History I & II American Government Psychology/Sociology Modern European History	Contemporary World Issues World History II U. S. History I & II American Government Psychology/Sociology Facing History and Ourselves
AP Calculus	Pre-Calculus Advanced Math Algebra II Geometry	Algebra I Volumes 1 & 2 Geometry Algebra Concepts Algebra II Geometry Concepts SAT Prep MCAS Concepts Integrated Math I, II, III
AP Biology AP Chemistry	Biology Chemistry Physics Anatomy & Physiology	Biology Chemistry Environmental Science Forensic Science Foundations of Science Physics
French V AP Spanish	French I, II, III, IV Spanish II, III, IV	Spanish Bridge Spanish I, II
	Accounting II	Accounting I Financial Literacy Economics/Entrep.
	Computer Programming Advanced Computer Programming	Information Technology Innovative Computer Applications
		Child Study I & II Foods & Nutrition I & II Food Catering & International Cuisine
	Architectural Design Adv. Technical Communications Engineering Design	Explorations in Technology Materials I, II & III Graphic Communications II & III Home Maintenance Building Construction
	Portfolio Prep	Visual Arts Exploration Drawing I Advanced Drawing & Painting 3-D Design I & II Mixed Media
	Vocal Ensemble IV Concert Band IV	20 <sup>th</sup> Century Music Music Appreciation Music Theory & Technology Vocal Ensemble I, II, & III Concert Band I, II, & III
	Theater Arts II	Theater Arts I & II Voice for the Stage Film Studies Dance I & II Cultural & Social Dance
		P.E. 9, 10, 11/PE Wellness 12 General Health Contemporary Health Issues Independent & Family Living
AP Virtual High School	Virtual High School	Diversified Learning Experience Vocational/Tech Ed. Virtual High School

# APPLIED ARTS DEPARTMENT

**Graduation requirements: all students must pass two courses in Applied Arts.**

**Expectation for Student Learning addressed in Applied Arts: #2 Acquire, process, apply, integrate knowledge using a variety of resources, including technology.**

## The Business Education Program

Business Education is a specialized area of instruction which assists students in acquiring the skills and techniques which they will need to survive in our technological age. The Business Department offers students preparation for success in their personal and working lives after graduation.

By electing courses in the Business Department, students are able to develop a better understanding of our economic world through the study of economics, accounting practices, business mathematics, personal finance and office practices. Our career oriented programs in word processing and advanced accounting prepare students to enter the workforce on a full-time career basis directly after graduation.

All Business Courses are full semester, five credit classes.

### ACCOUNTING I CP (503)

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: None**

**May be used as a 3rd math course requirement if MCAS has been passed or Geometry has been completed.**

Accounting I provides students with a background in basic accounting procedures. The course is for students who have a variety of career objectives: vocational preparation for an accounting career, accounting knowledge and skills for a business career, or a foundation on which to continue studying business at the college level. Students will learn the complete accounting cycle using both manual and computerized methods. Computer projects will be completed to simulate a business environment in which each student will prepare the accounting records of a business including the financial statements. Students are also introduced to banking, credit and income tax form preparation. Accounting careers will be discussed throughout the course.

**5 Credits**

**Open To: Juniors/Seniors**

### ACCOUNTING II A (506)

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: Successful Completion of Accounting I**

**May be used as a 3rd math course requirement if MCAS has been passed or Geometry has been completed.**

Accounting II provides the student with advanced knowledge and skills in preparing and understanding financial records. Students will study the accounting systems for partnerships and corporations using first a manual system and then a computerized system. Spreadsheet and accounting software will be used to study sales tax, depreciation, loans, and other advanced accounting concepts. Accounting is considered the language of business and there is a growing demand for persons with strong accounting knowledge and computer training. A variety of career paths will be explored.

**5 Credits**

**Open To: Juniors/Seniors**

### ECONOMICS & ENTREPRENEURSHIP (509)

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisites: None**

Students will study the roles of the entrepreneur, the consumer, business, labor and government from both a micro and macro economic perspective. In addition, the student will be given the opportunity to learn how to start and operate a small business. A business consultant will visit the class weekly to advise students. A computer simulation will provide an opportunity for teamwork while reinforcing economic concepts involving the economic principles involved in operating business. Curriculum will follow guidelines from the National Council on Economic Education, Junior Achievement, and the National Foundation for Teaching Entrepreneurship, Inc.

**5 Credits**

**Open To: Sophomores, Juniors and Seniors**

### FINANCIAL LITERACY (510)

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: Information Technology**

**May be used as a 3rd math course requirement if MCAS has been passed or Geometry has been completed.**

This elective course will include topics and skill development in areas such as money management, saving and investing, spending and credit, inflation and purchasing power, factors affecting income, entrepreneurship, taxes and government services, social security and medicare. To compete in today's world, students will need to have an understanding of these topics and an understanding of how our economic system works, personally, nationally, and internationally.

**5 Credits**

**Open To: Juniors and Seniors**

# Computer Science & Information Technology Program

The Computer Science Program is designed to provide the student with the essential skills to become capable information technology users, information seekers, analyzers, evaluators, problem-solvers and decision-makers, creative and effective users of productivity tools, communicators, collaborators, publishers, producers, and informed, responsible, and contributing citizens of the information age. All computer science and information technology classes are hands-on, conducted in IBM Novel networked computer laboratories.

**Information Technology is a graduation requirement for all students.**

**Expectation for Student Learning addressed in the Computer Science and Information Technology Department: #2 Acquire, process, apply, integrate knowledge using a variety of resources, including technology.**

## **INFORMATION TECHNOLOGY (519)**

**When given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisites: None**

**Open To: All Students**

Information Technology is a hands-on integrated program, with instructional emphasis on active, hands-on learning designed to implement the Massachusetts Curriculum Frameworks, the Massachusetts Comprehensive Assessment System (MCAS) and the SCANS report (U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills.)

The Microsoft Office Professional will be introduced and used to complete classroom learning projects designed to learn skills involving composing at the keyboard., grammar and punctuation, letter, report and resume writing, communication and presentation skills, number usage, symbols, problem solving using spreadsheet math operations, algebra, functions and formulas, ergonomics and other health issues. An introduction to database concepts and academic research using the world wide web will enable students to complete a comprehensive research project. Instructional emphasis will be on active learning involving demonstration, practice, creativity and skill building.

In conjunction with the Career Facilitator, all students complete an extensive career exploration project, including a major research report and presentation, interview and possible job shadow. All students are introduced to Career Cruising.

## **COMPUTER PROGRAMMING A (518)**

**When given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisites: None**

**Open To: All Students**

No previous programming experience is required for this course, which is a comprehensive introduction to creating web pages. HTML5 and CSS languages will be utilized in creating Web pages suitable for course work, professional purposes, and personal use. An exercise-oriented approach will allow students to learn by example. A brief introduction to Java will be included and integrated into web page development.

## **ADVANCED COMPUTER PROGRAMMING A (521)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: Computer Prog. or Permission of Teacher**

**Open To: Soph., Jrs., Seniors**

Developed for high school computer science students, this course will apply computer science concepts using C++ with hands on exercises integrated into the development of realistic programs, problems and interdisciplinary projects. Course curriculum will include control structures, functions, arrays, pointers and strings, classes and data abstraction.

# Family and Consumer Sciences

The Family and Consumer Sciences Program consists of two areas of study - Child Development and Foods and Nutrition. The Child Development program offers a study of preschoolers including student development in classroom management, curriculum development and hands on experience in an in-house preschool if available. Additional opportunities to work with young children (First and Second Grades) at Woodland as a classroom aide/student teacher or work with local child care organizations maybe available for individuals contemplating early education as a career. Students who enjoy working with children, and students who are interested in the teaching profession, areas of special education, or a career in child psychology would benefit from these courses. The Foods and Nutrition program is a lab-based program emphasizing food preparation, food technology, and creativity. Each course focuses on the relationship of foods and nutrition to improved health and general well-being. Students who enjoy learning about food varieties, cooking techniques, and are interested in food service careers would benefit from these courses. Opportunities will be provided for students to creatively plan and operate "mock" theme restaurants during Foods II and Food Catering/International Cuisine courses.

## **CHILD STUDY LAB I (524)**

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: None**

This introductory course provides students an opportunity to explore a variety of career options working with children. A play group may be organized with the students taking an active part as student teachers after the completion of basic child development course work and subject to availability of a preschool program. Curriculum covered would focus on developmental issues of children from preschool to early elementary grades. The course covers writing and implementing lesson plans, as well as goal setting and the development of learning centers. Students would apply the basic educational teaching concepts learned in the introduction course and apply them during student teaching experiences. Guest speakers, field trips, special events and opportunities for extended classroom experiences working with children are an additional part of this course.

**5 Credits**

**Open To: Juniors & Seniors**

## **CHILD STUDY LAB II (527)**

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: Child Study Lab I**

Child Study Lab II is an advanced course in child development for those students interested in a career in education, child psychology, or social work. The course involves advanced writing and implementing lesson plans, goal-setting, and preparing learning centers for children ages 3-5. Students will work with their peers when critiquing these skills. The course provides career training for entry level day care or nursery school workers as well as allowing numerous extended classroom opportunities for specialized interests; i.e. the study of handicapped children. Field trips, special events (yearbook preparation, graduation) and opportunities for extended classroom experiences working with children are an additional part of this course. Students may work with school-based or local child care programs if available.

**5 Credits**

**Open To: Juniors & Seniors**

## **FOODS AND NUTRITION I (530)**

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: None**

**May be offered to seniors only as a 2.5 credit, one-term elective opposite PE/Wellness 12**

Foods and Nutrition I includes the study and use of small equipment, food safety and preservation, recipe reading, and food preparation. Additional course topics include the science of nutrition and basic nutritional needs as well as eating disorders and the nutritional concerns that accompany them. Students will have numerous food preparation lab opportunities to create recipes from all food groups.

**5 Credits**

**Open to Juniors & Seniors**

## **FOODS AND NUTRITION II (533)**

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: Foods I**

Foods and Nutrition II incorporates a study of nutrition and special diets relative to health requirements for diabetics, coronary, and pregnancy cases, as well as the elderly. Advanced food preparation techniques will be studied and utilized as students plan, prepare and serve lunch to "customers" in a program that familiarizes them with food service opportunities in the world of work. A more detailed application of techniques and a variety of equipment use, as well as special lab-based projects (i.e.: demonstrations or catering opportunities) are course requirements.

**5 Credits**

**Open To: Seniors**

## **FOOD CATERING/INTERNATIONAL CUISINES (536)**

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: Foods I and II**

Food Catering and International Cuisines provides two mini units during a half year. During the first half course advanced food catering techniques will be taught, such as the art of hot and cold garnishing, cake decorating, candy making, etc. Catering is geared to meet the needs of the serious foods and nutrition students interested in learning about career opportunities. Students would provide service to school at various catered functions (i.e. Open House). The second half of the course would focus on cuisine study including ethnic food areas such as Mexican, Japanese, Chinese, Italian. Students would study cultural food stuffs and special cooking techniques associated with various countries.

**5 Credits**

**Open To: Seniors**



# Technology Education Program

The Technology Education Program is designed to develop student interest in various career pursuits, while also practicing relevant technical skills. Opportunities are provided in the areas of Manufacturing, Construction, Graphic, Technical Communications and Pre-Engineering use the modular lab. Though exploratory in nature, the program provides practical experience for those students who are interested in or are planning to pursue an industrial or technical career. Emphasis is placed on a knowledge of materials, the proper use of tools and machines, quality work, problem solving, critical thinking, and understanding of industry and technology. Depending on the course, the program provides a background in technical and architectural drawing, as well as blueprint reading and measuring. Machine operations in wood and metal are stressed with emphasis placed on workmanship, accuracy, and safety. Basic and advanced graphic communications are pursued in areas from photography to desktop publishing and various methods of printing and production. The student who chooses to follow the full sequence in a given area, will have the background and knowledge required for further technical training or industrial acceptance.

## **EXPLORATIONS IN TECHNOLOGY (542)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: None**

**Open To: All Students**

Explorations in Technology will provide students with a brief experience in each of the four primary areas within the Technology Education Department. The student will rotate between graphic communications, manufacturing/construction, technical communications, and pre-engineering (modular lab) during the semester. This broad based exposure to Technology Education will not only result in better rounded students but also allow for more informed future course and career selections. Explorations in Technology is a prerequisite for all courses in Technology Education for freshman and sophomores.

## **WOOD MANUFACTURING TECHNOLOGY 1 (548)**

**When Given: Fall/Spring Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: Explorations In Technologies Recommended**

**Open To: All Students**

Wood Manufacturing Technology I is an introduction to the basic concepts of manufacturing and safe operation of machine tools. Topics covered include proper use of measuring tools, setup, and operation of machine tools to accurately and efficiently produce parts for a manufactured prototype. Students will demonstrate mastery of the six manufacturing processes (including molding, forming, separation, conditioning, assembling, and finishing) through the construction of several prototypes. An emphasis is placed on technical drawing and sketching in creating customized student designed products. Students will also complete individual wood projects of their own design.

## **WOOD MANUFACTURING TECHNOLOGY II (551)**

**When Given: Fall/Spring Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: Manufacturing Technology I**

**Open To: Soph., Juniors & Seniors**

This course continues to develop student knowledge of Wood Manufacturing Technology. The six manufacturing processes are reinforced through advanced projects and mass production techniques. Quality control, assembly line manufacturing, and customer design-build lessons will provide students real work production experience. In addition to designing and constructing more extensive individual projects, students may also have the opportunity to build full-scale projects in the community.

## **GRAPHIC COMMUNICATIONS II (557)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: Explorations in Technology**

**Open To: Soph., Juniors & Seniors**

**Open To: May be offered to seniors only as a 2.5 credit, one-term elective opposite PE/Wellness 12**

Graphic Communications II covers information and practice relating to multi-color printing, typography, layout and screen printing. This course offers an introduction to desktop publishing and image manipulation, image scanning, digital photography and color separations. Desktop publishing and computer graphics are stressed using Apple Macintosh computers with Adobe software for logo design, business cards, letterheads, brochure design, newsletters, etc. Also, the screen printing process techniques are introduced using both hand-cut and indirect photographic emulsion for multicolor printing.

## **GRAPHIC COMMUNICATIONS III (560)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: Graphic Communications II**

**Open To: Soph., Juniors and Seniors**

Graphic Communications III will cover advanced information and practice relating to computer graphics and desktop publishing. The students will work in the more advanced computer layout and design applications, producing flyers, booklets and computer generated artwork. Students will also have an opportunity to pursue such topics as animation and filmmaking. The student will also be introduced to basic digital camera techniques and image manipulation along with photo design and composition. Advanced silk-screen printing is continued this year with emphasis on production and involving photographic techniques. Career opportunities are stressed; students are encouraged to participate in job shadows and internships.

**ENGINEERING DESIGN/COMPUTER AIDED DESIGN (CAD) (563)(LAB)****ARCHITECTURAL DESIGN/COMPUTER AIDED DESIGN (CAD) A (566)****When Given: Full Semester, 5 periods per week****Prerequisite: Explorations in Technology or With Instructor's Approval****5 Credits****Open To: Sophomores, Juniors and Seniors**

Engineering Design students will utilize the engineering design process to solve product design problems or product/prototype needs. Students will explore the fundamentals of design while solving design problems both individually and in design teams. Learning will be accomplished through hands on activities resulting in models, prototypes and experiments. The class will work with mechanical and electromechanical drive systems, fluid/pneumatic controls and a variety of structural applications. Topics in current bioengineering subject areas will be explored. Students will also have an opportunity to explore areas of engineering that interest them. Students will use sketching and drawing techniques as well as using Cadkey 19 (computer aided design software) to convey design solutions and students ideas. Subject matter and course materials subject to change based on what students express as an interest in and adhering to the 2011 state standards for science, technology and engineering. This course counts as a lab science for college admissions in Massachusetts.

Architectural Design students will explore the world of architecture and design. Students will learn the history of architecture design through research. Students will pursue modern and contemporary methods of designing for the future of structures through architectural paper folding/modeling techniques. The function, location, construction and style of architecture are planned and drawn by the student. He/She plans and designs all details of their dream home as a course requirement. Models of homes, made to scale, are a part of the course. Students will use Data Cad 10 (computer aided design software) to convey their ideas.

**HOME MAINTENANCE (572)****When Given: Full Semester, 5 Periods Per Week****Prerequisite: None****5 Credits****Open To: All Students**

This elective is available to all students and is designed to give the student a basic knowledge of various house systems. This course will combine basic theory with hands on experience. Instruction will include among other things house wiring, plumbing, construction/framing, floor and wall coverings, and appliance repair. This course will enable the student to repair many residential systems and will prepare students as future home owners; the skills developed in this class could translate into employment opportunities. Simulated and actual repairs will be made in and around the school for practical experience.

**BUILDING CONSTRUCTION (575)****When Given: Full Semester, 5 Periods Per Week****Prerequisite: Explorations in Technology for freshman and sophomores and none for juniors and seniors****5 Credits****Open To: All Students**

This course will focus on common building practices and techniques applicable to residential construction. Students will experience firsthand, all phases of construction by actually building scaled models (ex. small shed, deck, gazebo or other small out building). The student will follow a project from start to finish, beginning with basic design considerations. Topics will include estimating, ordering of materials, nomenclature, tools/techniques, hardware, trim and finish, to on-site completion; will be the focus of discussions and further research. Safe and proper use of hand and power tools will be emphasized through various required student projects in which the students will interpret pre-made design plans. Students will be introduced to state and federal building codes. Full scale projects for the school or community may also be designed and built by the class.

# ENGLISH DEPARTMENT

**Graduation Requirements: All students must pass five courses of English, including English 9, 10, 11, 12 and Speaking Writing Research.**

**Primary Expectation for Student Learning addressed in the English Department: #1 Read, write, communicate effectively.**

The English Department strives to teach and challenge all students to develop their skills in reading and effective communication, both orally and in writing. Each year, students build on these skills in alignment with Common Core standards. Critical thinking skills are strengthened as they acquire and process knowledge and express their ideas in a variety of ways including through the utilization of computers and other technologies. Students are given the opportunity to cultivate their appreciation of literature as well as the cultural and historical periods related to the specific readings being studied; through this process, they are encouraged to explore the universal themes and messages that connect both ancient and contemporary works to their own life experience.

Summer Reading: In an effort to foster independent reading outside of school, students select a book of their choice to complete during the summer break. Completion of a mandatory “book billboard,” due immediately following the start of the school year, constitutes a portion of one term’s grade for each required (non-elective) English course. For this and most major assignments, school-wide rubrics delineate 21<sup>st</sup> century learning expectations that are being assessed, aiding in students’ accountability for their academic success.

As much as possible, the department seeks to meet the individual needs of each student over a four-year period. The material covered and instructional methods in each class reflect the needs of the individual learners. Students who wish to challenge themselves and are motivated to pursue a more in-depth exploration of the author’s craft in literature may opt to enroll in the Advanced Placement Literature course during senior year. Pre-AP skills are incorporated into courses earlier in the sequence to prepare students interested in working at the college level during senior year.

Core courses in English are both challenging and sequential in nature. It is our belief that students who, because they have failed one of these courses, choose to take more than one English course at the same time are setting themselves up for failure. For these reasons, we recommend the following policy regarding English course failures:

If a student fails a freshman or sophomore English course, that individual must pass the failed course before going into the next course in the sequence.

Students who have failed with a grade of 45 to 64 may attend summer school or take the English course in the next semester.

Students who have not attained a minimum of 45 are expected repeat the failed course.

In the senior year, a student who has failed an English course earlier in the sequence may take junior and senior English courses *concurrently* in order to graduate on time.

## **ENGLISH 9 A (001)**

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: None**

**5 Credits**

**Open to: Freshmen**

English 9A is a rigorous course designed for students who are able to read well and work independently as they study the build on the basic communication skills of reading, writing, speaking and listening. Students explore a variety of literary genres with a strong emphasis on short and long fiction and drama. Synthesis of ideas acquired through reading and discussion will utilize the writing process, with completion of five-paragraph critical and analytical essays and works aimed at creative self-expression. The course includes the study of grammar, a comprehensive vocabulary program, at least one extensive research project with an oral presentation component. Paired with WHIA in Freshman Academy.

## **ENGLISH 9 (006)**

**When given: Full Semester, 5 Periods Per Week**

**Prerequisite: None**

**5 Credits**

**Open to: Freshmen**

In English 9, individuals study the basic communication skills of reading, writing, speaking and listening. Students explore a variety of literary genres with a strong emphasis on short and long fiction and drama. Synthesis of ideas acquired through reading and discussion will utilize the writing process, with completion of five-paragraph critical and analytical essays and works aimed at creative self-expression. The course includes the study of grammar, a comprehensive vocabulary program, and at least one extensive research project with an oral presentation component. Paired with WHII in Freshman Advisory.

**ENGLISH 10A (010)****When Given: Full Semester, 5 Periods Per Week****5 Credits****Prerequisite: Grade of 85 or above in previous English class and teacher recommendation****Open to: Sophomores**

English 10A is a rigorous course designed for college-bound students. It focuses on selections taken from World and American Literature with an emphasis on analysis and critical thinking. Students read from a wide selection of fiction, nonfiction, drama and poetry. They are expected to have a knowledge of literary techniques, basic grammar principles and the components of a five-paragraph essay. They are required to work independently, to evaluate selections, to deliver oral presentations and to present research materials. Students review and expand their knowledge of formal writing techniques, process writing, and critical writing skills. They continue with a comprehensive vocabulary program and skills development in preparation for formal assessments required for graduation.

**ENGLISH 10 (015)****When Given: Full Semester, 5 Periods of Week****5 Credits****Prerequisite: English 9****Open To: Sophomores**

Building on the students' experiences in English 9, the English 10 course seeks to add greater depth to the four communication skills. Students learn to read for inferences and interpretation along with comprehension. Descriptive, narrative, expository, and persuasive essays provide a focus for the course. As a product of the writing process, written work will continue to develop their skills on five-paragraph essays, short research projects, and creative writing. Oral presentations and active class participation are key elements in the course. Students expand their vocabulary through a continuing formal vocabulary program and from context. Grammar principles are reviewed and expanded. Skills development is a major focus as students prepare for formal assessments required for graduation.

**ENGLISH 11A (020)****When Given: Full Semester, 5 Periods Per Week****5 Credits****Prerequisite: Grade of 85 or above in English 10 and teacher recommendation****Open To: Juniors**

English 11A is a course designed for college-bound students. It focuses on major works in various genres of American Literature and requires close reading and critical thinking skills in both class discussion and in writing about literature. Students are required to utilize literary terms to analyze and evaluate short stories, novels, plays and poems. Students review and expand process writing skills, moving beyond the standard five-paragraph essay and incorporating textual support and source documentation. Study of vocabulary in context and from a prescribed vocabulary program is an important component of the course, including significant preparation for the verbal SAT. Independent reading and writing assignments will be assigned. Poetic forms are reviewed and introduced, and oral communication skills are reinforced. Another major component of the course is a research paper, usually on a literary topic, including review and further development of bibliography, note taking and essay writing skills. The school Library/Media Center will be used, along with outside resources.

**ENGLISH 11 (025)****When Given: Full Semester, 5 Periods Per Week****5 credits****Prerequisite: English 10****Open To: Juniors**

In English 11, students study various genres of American Literature as it has evolved over the years, utilizing literary terms to discuss and critically evaluate short stories, novels, plays, and poems. Process writing techniques build upon earlier skills to leading to the construction of polished, multi-paragraph essays incorporating textual support and source documentation. Vocabulary development continues, with attention to vocabulary in context, a prescribed list of words, and SAT preparation.

**ENGLISH 12A (027)****When Given: Full Semester, 5 Periods Per Week****5 Credits****Prerequisite: English 9, 10, & 11 (Grade of 85 or above English 11 and teacher recommendation)****Open To: Seniors**

English 12A focuses on classic works of British literature from the Anglo-Saxon period to the twentieth century. Students explore genres including fiction, drama, poetry, and nonfiction and respond to their readings through written reflection and class discussion. As a literature-based survey course, students prepare critical essays, engage in scholarly research, complete a college admissions essay, and construct original pieces of creative writing in a variety of styles. They also continue to develop their grammar skills and vocabulary through the study of words drawn from the context of their readings and an ongoing comprehensive program.

**ENGLISH 12 (029)****When Given: Full Semester, 5 Periods Per Week****5 Credits****Prerequisite: English 9, 10, & 11****Open To: Seniors**

This course focuses on the works of twentieth-century authors, poets, and playwrights. Students read writers of fiction and nonfiction drawn from American, British, and World Literature and examine contemporary issues. Students read extensively and write critical and creative papers in response to their reading. They complete oral presentations and at least one research project to connect with key themes. They continue to develop their vocabulary by working with a comprehensive vocabulary program and words drawn from the context of their readings.

## **ADVANCED PLACEMENT ENGLISH LITERATURE H (030)**

**When Given: Full Year, 5 Periods Per Week**

**10 Credits**

**Prerequisite: English 9, 10, & 11 and grade of 85 or above**

**Open To: Seniors**

The AP English class offers individuals the opportunity to read extensively and write critically on works drawn from the plays of ancient Greece to twentieth-century World Literature. The course focuses on the historical and literary development of three genres: fiction, drama, and poetry. Students can expect to read one work of high literary merit and write one critical paper every two weeks. They are required to complete at least one independent research project. Among the writers who may be studied in the course are Homer, Sophocles, Shakespeare, Hardy, Conrad, Dostoyevsky, Bronte, Camus, Williams, Elliot, Joyce and Steinbeck. Students will be expected to complete an assignment over the summer which will be due the first week of class. The course requires students to take the Advanced Placement English Literature Exam in May.

## **SPEAKING, WRITING, RESEARCH A (031)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: English 9**

**Open To: Sophomores (recommended), Juniors and Seniors**

Speaking, Writing, Research A (Accelerated) offers students the opportunity to develop their communication and thinking skills. By reading, listening, viewing, writing and analyzing speeches and other selected nonfiction, students increase their critical thinking skills in terms of understanding the message and recognizing the methods used to convey the message to a specific audience. Speaking skills are developed as students construct and deliver various types of speeches along with other oral presentations. To understand the vital link between speaking and writing, students write numerous essays, particularly persuasive essays. Speaking and writing competitions and independent projects are required components of this course. Students utilize technology to construct and deliver various types of speeches and other oral presentations. Various research techniques are used for an extensive multi-genre research paper on a specific topic. College research methods and bibliography skills are emphasized. This course is designed for the individual seeking to strengthen his/her language arts skills before entering college or the business world.

## **SPEAKING, WRITING, RESEARCH CP (032)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: English 9**

**Open To: Sophomores (recommended), Juniors and Seniors**

Speaking, Writing, Research offers students the opportunity to develop communication and thinking skills. By reading, listening, viewing, writing and analyzing speeches and other selected nonfiction, students increase their critical thinking skills in terms of understanding the message and recognizing the methods used to convey the message **to a specific audience**. Speaking skills are developed as students construct and deliver various types of speeches along with other oral presentations. To understand the vital link between speaking and writing, students write numerous essays, particularly persuasive essays. Speaking and writing competitions and independent projects are required components of this course. Students utilize technology to construct and deliver various types of speeches and other oral presentations. Various research techniques are used for an extensive **multi-genre** research paper on a specific topic. This course is designed for the individual seeking to strengthen his/her language arts skills before entering college or the business world.

## **ENGLISH LANGUAGE DEVELOPMENT (B) (077)**

**Prerequisite: Identified as Limited English Proficient and Teacher Recommendation** **5 Credits**

This class is designed for English Language Learners. Students will follow a curriculum that includes listening, speaking, reading, and writing to improve their English language proficiency. Students will build and explore mainstream English classroom vocabulary and conceptual skills. Course objectives will meet a combination of Massachusetts Content Curriculum Frameworks and the Massachusetts English Language Proficiency Benchmarks and Outcomes (ELPBO) for ELL students in grades 9 through 12. This class may be taken as an elective course which provides academic credit toward graduation requirements.

Other English electives which may be used to fulfill Fine Art requirement for graduation:

## **CREATIVE WRITING (035)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: English 9 & 10**

**Open To: Sophomores, Juniors and Seniors**

This course offers students the opportunity to improve their self-expression through the written word. Creative writing skills will be studied and developed through assignments on a variety of topics in numerous formats and genres. Students will also complete critical writing assignments based on their responses to poetry, short stories and essays. Strategies for sharing and editing work will include a standard writer's workshop in which students learn the how to give and receive effective and efficient feedback. Individual portfolios will be maintained, and group anthologies will be developed, with one goal as publication in Probe, the school's literary magazine. Although this course does not satisfy the English requirement, it may be taken as an English elective and it does contribute to satisfying the fine arts requirement. It may be offered in alternate years.

## **WRITING FOR PUBLICATION (060)**

**When Given: Full Semester or Full Year, 5 Periods Per Week**

**Prerequisite: Academic Average of "C" or Better**

**5 or 10 Credits**

**Open To: Juniors/Seniors**

Writing for Publication introduces the student to the fundamentals of publication, journalism and preparation. A practical application of the course involves the actual planning and production of the school year book, the SCANNER. Skills learned in this course include copywriting, memo writing, editing, proof reading, research, business communication, and small and large group organization. These skills are applied as students work on the compilation of yearbook content. Layout, design and planning are studied with a focus on coordinating visual and written material for effective communication. Continuity, design, and coordination are taught as students organize, prepare, makeup, copy, read, and proofread the pages for the yearbook. Writing for Publication is intended as an enrichment elective taken in addition to the English requirement and maybe used once to satisfy fine or applied arts requirement. May be repeated for credit.

## **JOURNALISM (065)**

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: None**

**5 Credits**

**Open To: Juniors/Seniors**

Students learn to use a journalistic style of writing as they prepare various writing assignments for this course. They also investigate good journalism by reading criticism and outstanding examples of journalism. The course holds as one of its goals the development of young writers who will contribute to and manage the school paper, THE SPECTATOR. Journalism is intended as an enrichment elective taken in addition to the English requirement. It may be used to satisfy the fine arts requirement.

# **FINE ARTS DEPARTMENT**

**Graduation requirements: all students must pass two courses in Fine Arts.**

**Expectation for Student Learning addressed in the Fine Arts Department: #2 Acquire, process, apply, integrate knowledge using a variety of resources, including technology.**

## **The Art Program**

Each day students are bombarded with images that are designed to inform, influence, and entertain them. The Art Program assists students in acquiring the skills which they need to interpret the world around them. Students selecting art courses will develop an appreciation and understanding of other cultures through art history readings, presentations, and art production. Art courses help students learn to identify, analyze and solve problems through the application of art elements, principles of design, media processes, and techniques. Additionally visual arts activities provide opportunities for students to explore and express ideas about themselves and the world by developing their own personal imagery. The Art Department offers students preparation to study Visual Arts in college or in their personal endeavors after graduation. Any students considering an art or art related career should begin to take art courses as soon as possible in order to develop a competitive portfolio required by college art programs. Examples of art careers include Architecture, Interior Design, Fashion Design, Graphics, Photography, Industrial Design, Automobile Design, Medical or Technical Illustrator, Furniture Design, Animation, Web Design, Illustration, K-12 Art Education and Museum Education.

## **VISUAL ARTS EXPLORATION (600)**

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: None**

**5 Credits**

**Open To: All Students**

This course is designed to introduce students to basic 2-D design and drawing. Emphasis is placed on developing an understanding of art elements and principles. Art history, criticism, and analysis of art are interrelated with art experiences when appropriate. Students will discover opportunities for career development and see how art functions in our culture. Reading, writing, complementary assignments, and homework will be part of the course content. At the end of the semester students will complete a comprehensive written exam or research project. Student work will be displayed throughout the semester and at the bi-annual Winter/Spring Concert and Art Show.

## **DRAWING I (603)**

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: Visual Arts Exploration**

**5 Credits**

**Open To: All Students**

This is a course designed to provide students with daily exercises in drawing from direct observation. Assignments may include drawing from still life, portrait, figure, landscape, nature, and interiors. Students will use a variety of materials to explore art elements and principles. There will be an emphasis on good composition, professional presentation, and developing a personal style. Drawing is a valuable course for students taking any other art course, and it is a pre-requisite for Advanced Visual Arts, Reading, complementary assignments, and homework will be part of the course content. At the end of the semester students will complete a comprehensive written exam or research project. Student work will be displayed throughout the semester and at the bi-annual Winter/Spring Concert and Art Show.

## **ADVANCED ART (605)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: 90 average in Visual Arts Exploration & Drawing I & teacher recommendation** **Open to: Juniors & Seniors**

This course is open to juniors and seniors preparing to study art in college. The course offers students the opportunity to develop skills in order to solve advanced drawing problems that may include landscapes, interiors, still lifes, architecture, figures and the portrait. Drawing media may include pencil, colored pencils, charcoal, ink, oil pastel, chalk pastel, mixed media, watercolor and acrylic paint. Students will be required to keep a sketchbook, do outside readings and complete a research project. Student work will be displayed throughout the semester and at the bi-annual Winter/Spring Concert and Art Show.

## **3-D DESIGN I CERAMICS AND SCULPTURE (615)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: Visual Arts Exploration**

**Open To: All Students**

This is an introductory course to Ceramics (Pottery) and Sculpture. The majority of the coursework will focus on clay construction. Students will learn basic information about clay formation, properties of clay, glazes, and kiln firing techniques. Students will master hand-building techniques, including pinch, coil, and slab as well as a variety of surface treatments. Students will complete a research project based on the study of traditional contemporary clay artists. If time permits, students will be introduced to other new and traditional 3-D Design materials and techniques. Students will be required to incorporate Color Theory, Drawing and Design Skills to prepare and complete their projects. Reading, complementary assignments, and homework will be part of the course content. Students will complete a comprehensive written exam at the end of the semester. Student work will be displayed throughout the semester and at the bi-annual Winter/Spring Concert and Art Show.

## **3-D DESIGN II CERAMICS AND SCULPTURE (621)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: Visual Arts Exploration, 3-D Design I**

**Open To: Sophomores,  
Juniors, and Seniors**

This course is a continuation of 3-D Design I. It will require students to use advanced clay construction techniques to create functional and sculptural pieces. There will be an emphasis on developing good craftsmanship. In order for students to create quality work, a continuation of drawing and design skills will be required to prepare and complete assignments. Students will be exposed to ancient and contemporary clay techniques with art history readings, complementary assignments and homework being a part of the course. Various new and traditional sculpting materials, other than clay, will be included if time permits. All students will complete a written research project at the end of the semester. Student work will be displayed throughout the semester and at the bi-annual Winter/Spring Concert and Art Show.

## **GRAPHIC DESIGN AND ILLUSTRATION (622)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: Visual Arts Exploration and Drawing I**

**Open To: Juniors and Seniors**

Graphic Design and Illustration is open to students who have completed Visual Arts Exploration and Drawing I. This course will help prepare students to study Graphic Design or Illustration in college. There will be an emphasis on learning about historical and contemporary media and how these images are used to sell products and/or ideas. Students will explore a variety of media and techniques such as pen and ink, printmaking, and mixed media. Areas of study may include: Logo Design, Packaging, Political Cartoons, and Book Illustration. Research, readings, written assignments, and a "thumbnail" sketch book as well as homework assignments will be part of the course content. At the end of the semester students will complete a comprehensive written exam or research project. Student work will be displayed throughout the semester and at the bi-annual Winter/Spring Concert and Art Show.

## **PORTFOLIO PREP A (627)**

**When Given: Fall Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: 90 average in Visual Arts Exploration, Drawing I, Advanced Drawing & Painting, and 3-D Design and recommendation.**

**Open To: Seniors Only**

This course is open to seniors preparing to study art in college. When students have completed Visual Arts Exploration, Drawing I, Advanced Visual Arts course offerings within the department, they will be eligible to take the portfolio course. Depending on enrollment this class may be offered concurrently within the Advanced Visual Arts course. Students will be required to spend time completing works from still lifes, figures, architecture, landscapes and self portraits to prepare a competitive portfolio required for college admission. Students will be required to keep a sketchbook and complete art assignments for homework. Career opportunities are explored and students are guided in a choice of schools. Students will be responsible for researching the portfolio requirements of the colleges they plan to apply to and for creating slides or CD's of their work for their portfolio. Student work will be displayed throughout the semester and at the bi-annual winter/spring concert and art show.

# Music Program

Music courses are offered as electives. A student may participate in any one or more programs.

## **MUSIC APPRECIATION (633)**

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: None**

**5 Credits**

**Open To: All Students**

Open to all students who wish to learn the basics in music. Emphasis will be on past and current trends. Students will gain a basic knowledge of music fundamentals as well as an introduction of music history, music theory and performance. Students will also begin ear training. This course is recommended for students who wish to learn about music but have had little or no training in the field.

## **20<sup>TH</sup> CENTURY MUSIC (635)**

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: Music Appreciation recommended**

**5 Credits**

**Open To: Juniors and Seniors**

The goals of this elective course are to develop listening skills to identify 20<sup>th</sup> C. musical terms, styles and musicians; learn basic musical theory behind the various styles of 20<sup>th</sup> C. music; understand and discuss examples of how social and economic changes impacted or were reflected by music; understand the role of race, gender and sexual orientation as well as other social factors, in the development of 20<sup>th</sup> C. music. Topics will range from classical music of the early 20<sup>th</sup> Century, through the Jazz era, blues, rock and folk movements, as well as contemporary and late 20<sup>th</sup> C. music forms such as funk, disco, rap and others. There will be extensive reading and listening assignments, as well as opportunities to perform. There will also be the possibility of interdisciplinary and multi-media projects. Students with an interest in music as a career or avocation are encouraged to enroll.

## **MUSIC THEORY (637)**

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: One Prior Music Course**

**5 Credits**

**Open To: Sophomores, Juniors and Seniors**

The music theory course will focus in depth on such musical elements as notation, harmony rhythm, sight reading, score analysis, jazz theory, conducting and composition. Throughout this course, students will gain an understanding of the theoretical aspects of music. They will use the skills they develop toward an original musical composition which we will be working on and revising throughout the course. The final evaluation for the course will be based on a composition recital where the student's original work will be premiered. This course is strongly recommended for music students looking to go on to college for a degree in music or those with an interest in pursuing a career in music.

## **VOCAL ENSEMBLE I (639)**

**When Given: Full Year/Modified Block**

**Prerequisite: None**

**5 Credits**

**Open To: All Students**

Students will perform a varied repertoire of vocal music both accompanied and a cappella as well as participate in the annual music festival trip. Students will demonstrate the ability to read a vocal music score by describing how the elements of music are used. Students will be required to perform a short musical excerpt. In the years that chorus camp is held, students will be required to attend. Student singing will be evaluated individually for voice development with literature rated on levels 1-4. Students will be required to write a short research paper each term in order to understand music in relation to other arts, history and culture.

## **VOCAL ENSEMBLE II (640)**

**When Given: Full Year/Modified Block**

**Prerequisite: Vocal Ensemble I**

**5 Credits**

**Open To: Sophomores, Juniors and Seniors**

Students will perform a varied repertoire of vocal music both accompanied and a cappella as well as participate in the annual music festival trip. Students will demonstrate the ability to read a vocal music score by describing how the elements of music are used. Students will be required to perform a short musical excerpt. In the years that chorus camp is held, students will be required to attend. Student singing will be evaluated individually for voice development with literature rated on levels 1-4. Students will be required to write a short research paper each term in order to understand music in relation to other arts, history and culture.

## **VOCAL ENSEMBLE III (641)**

**When Given: Full Year/Modified Block**

**Prerequisite: Vocal Ensemble II**

**5 Credits**

**Open To: Juniors & Seniors**

Students will perform a varied repertoire of vocal music both accompanied and a cappella as well as participate in the annual music festival trip. Students will demonstrate the ability to read a vocal music score by describing how the elements of music are used. Students will be required to perform a short musical excerpt. In the years that chorus camp is held, students will be required to attend. Student singing will be evaluated individually for voice development with literature rated on levels 1-4. Students will be required to write a short research paper each term in order to understand music in relation to other arts, history and culture.



**VOCAL ENSEMBLE IV A (642)****When Given: Full Year/Modified Block****Prerequisite: Vocal Ensemble III****5 Credits****Open To: Seniors**

Students will perform a varied repertoire of vocal music both accompanied and a cappella as well as participate in the annual music festival trip. Students will demonstrate the ability to read a vocal music score by describing how the elements of music are used. Students will be required to perform a short musical excerpt. In the years that chorus camp is held, students will be required to attend. Student singing will be evaluated individually for voice development with literature rated on levels 4-6. Students will be required to write a short research paper each term in order to understand music in relation to other arts, history and culture.

**CONCERT BAND I (645)****When Given: Full Year/Modified Block****Prerequisite: One Year Study of a Band Instrument****5 Credits****Open To: All Students**

Students will perform a varied repertoire of instrumental music as well as participate in the annual music festival trip. Students will demonstrate the ability to read an instrumental music score by describing how the elements of music are used. Students will be required to perform a short musical excerpt. In the years that band camp is held, students will be required to attend. Student performance will be evaluated individually for skill development with literature rated on levels 1-4. Students will be required to write a short research paper each term in order to understand music in relation to other arts, history and culture.

**CONCERT BAND II (646)****When Given: Full Year/Modified Block****Prerequisite: Concert Band I****5 Credits****Open To: Sophomores, Juniors and Seniors**

Students will perform a varied repertoire of instrumental music as well as participate in the annual music festival trip. Students will demonstrate the ability to read an instrumental music score by describing how the elements of music are used. Students will be required to perform a short musical excerpt. In the years that band camp is held, students will be required to attend. Student performance will be evaluated individually for skill development with literature rated on levels 1-4. Students will be required to write a short research paper each term in order to understand music in relation to other arts, history and culture.

**CONCERT BAND III (647)****When Given: Full Year/Modified Block****Prerequisite: Concert Band II****5 Credits****Open To: Juniors & Seniors**

Students will perform a varied repertoire of instrumental music as well as participate in the annual music festival trip. Students will demonstrate the ability to read an instrumental music score by describing how the elements of music are used. Students will be required to perform a short musical excerpt. In the years that band camp is held, students will be required to attend. Student performance will be evaluated individually for skill development with literature rated on levels 1-4. Students will be required to write a short research paper each term in order to understand music in relation to other arts, history and culture.

**CONCERT BAND IV A (648)****When Given: Full Year/Modified Block****Prerequisite: Concert Band III****5 Credits****Open To: Seniors**

Students will perform a varied repertoire of instrumental music as well as participate in the annual music festival trip. Students will demonstrate the ability to read an instrumental music score by describing how the elements of music are used. Students will be required to perform a short musical excerpt. In the years that band camp is held, students will be required to attend. Student performance will be evaluated individually for skill development with literature rated on levels 4-6. Students will be required to write a short research paper each term in order to understand music in relation to other arts, history and culture.

# Theater Arts & Film Studies Program

The Performing Arts Department and Film Studies Program has multiple goals. Course offerings include Theater Arts I, Theater Arts II, Voice for the Stage, and Film Studies. The Performing Arts and Film Studies courses provide students with an opportunity to develop student interest in performance, film analysis, and careers in the arts.

As stated in the Southwick-Tolland Regional High School mission statement, the Performing Arts Program strives to provide a safe, supportive and respectful environment dedicated to the academic, personal, and cultural evolution of every student. Furthermore, course work will encourage students to read, write, and communicate effectively in English. Research projects and various units of study will expose students to foreign culture while encouraging the students to explore, experience, and appreciate theater and film as viable art forms. The curriculum will challenge students to utilize technologies, to strengthen problem-solving skills, and to explore and express ideas through the arts. Each student will be required to attend class and participate regularly in order to acquire the appropriate knowledge and skills for success in the course.

## **THEATER ARTS I (650)**

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: None**

**5 Credits**

**Open To: All Students**

This comprehensive course will focus on the world of Theater Arts as a creative and educational process. The introductory course is structured to include lecture, class participation, discussion, journal writing, examinations, quizzes and performance in order to expose students to a variety of learning techniques. Theater Arts I is designed to encourage students to begin to develop an acting technique, vocal expression, body movement and design skills. Units may include improvisation, theater history, scene design, lighting design, costume design, make-up design, mime and pantomime, careers in the theater and acting techniques.

## **THEATER ARTS II (A) (651)**

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: Theater Arts I**

**5 Credits**

**Open To: All Students**

This comprehensive course is a continuation of Theater Arts I. The course will focus on advanced acting, acting theory, play production and the world of Theater Arts as a creative and educational process. The course is structured to include lecture, class participation, discussion, journal writing, examinations, quizzes and performance in order to expose students to a variety of learning techniques. Theater Arts II will challenge students to further develop an acting technique, vocal expression, body movement skills and a broader knowledge of the world of Theater Arts. Units may include puppetry, children's theater, mask making, audition techniques, classical theater and play production.

## **VOICE FOR THE STAGE (652)**

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: None**

**5 Credits**

**Open To: All Students**

This course will focus on freeing the natural voice. The course will help students view their voice as a total instrument which can be developed and strengthened in order to convey basic emotional needs. Rather than developing a vocal technique, the course will focus on the voice's natural qualities and the removal of inhibitions and emotional blocks. The course is aimed to help boost the student's confidence level and to provide the student with better self-expression skills. Course work will include text analysis, monologue interpretation, vocal expression, vocal projection, audition techniques, and interview skills for the professional world.

## **FILM STUDIES (653)**

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: None**

**5 Credits**

**Open To: All Students**

This course is for the contemporary student who wishes to study, analyze and interpret the history of film. This course will present age appropriate and subject appropriate classic and contemporary films. The course will address cultural perspectives, diversity issues, and historical implications. This class will enable the student to view film with a critical eye and not merely as a mode of entertainment. The course will also introduce students to careers in the film industry. Units may include silent film, directing, acting, screenwriting, film noir, the western, romantic comedy, special effects, the musical, foreign film, and animation. In addition to viewing films, students may have the opportunity to write and create their own short film projects.

# FOREIGN LANGUAGE DEPARTMENT

**Foreign Language Graduation Requirement: All students (unless waived by Administration) must pass two sequential courses of one foreign language.**

**Expectation for Student Learning addressed in Foreign Language: #1 Read, write and communicate effectively.**

As stated in our school Mission and Expectations for Student Learning, we recognize the need for all students to develop communication skills in a second language as part of their academic, social and cultural evolution. The Foreign Language Program will give students the opportunity to learn French and Spanish through a variety of courses and sequences in accordance with both the Common Core and the American Council Teachers of Foreign Languages (ACTFL). Presently a series of five levels are offered in these languages.

All students enrolling in any Foreign Language class should expect to show their proficiency in speaking, listening, reading and writing as well as an appreciation and understanding of the cultures where their chosen language is used. Learning a second language is a commitment to a certain amount of memorization, a willingness to cooperate with classmates, an acceptance of differences and a **desire to communicate with other people in the target language.**

## **FRENCH I (410)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: None**

**Open To: All Students**

This course is for the student who has had little or no background in the study of French. It explores the structure of the language, models correct pronunciation and gives the student a working vocabulary for everyday themes such as greetings, school, family, and clothing. Students will listen, speak, read, and write in French, while experiencing various aspects of life in the francophone world. Students need to have organized study skills and a willingness to be open to new ideas and activities.

## **FRENCH II (415)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: Grade of "75" in French I Recommended, FR I Teacher approval. Open To: All Students**

This course is designed for the student who already has an elementary background in French. Students expand on their basic skills in speaking, listening, reading and writing using a variety of topics including family life, going shopping, school and related activities, and travel within the context of a variety of settings representative of the French speaking world. Students need to have organized study skills and a willingness to be open to new ideas and activities.

## **FRENCH IIIA (420)**

**When Given: Full Semester 5 periods per week**

**5 Credits**

**Prerequisite: Grade of 75 in French II Recommended**

**Open To: All Students**

Students selecting this course should have a thorough grasp of the basic structures, competence in speaking and writing short paragraphs, and comprehension of spoken and written French within various contexts. These contexts will be further expanded to include talking about the past, activities shared with friends during free time and discussions about life and problems in the future.

## **FRENCH IVA (425)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: Grade of 85 in French III Recommended**

**Open To: All Students**

Students electing this course should be functioning in French at an intermediate-low level of proficiency i.e. speaking and writing paragraph-length passages and comprehending spoken and written French within an increasing variety of contexts. These contexts will be further expanded to include living and traveling, matters of opinion, current issues and philosophies/ ideas of the French speaking world.

## **FRENCH V H (430)**

**When Given: Full Semester , 5 Periods Per Week**

**5 Credits**

**Prerequisite: Grade of 85 in French IV Recommended**

**Open To: All Students**

French V is a literature based course for students who wish to expand their vocabulary base and communicative/cultural competency in French. Students will work cooperatively to hone their writing and speaking skills and to improve their accuracy.

**SPANISH I (432)****When Given: Full Semester, 5 Periods Per Week****Prerequisite: None****5 credits****Open To: All Students**

This course is an introduction to Spanish for the student who has had little or no background in the language. Students acquire basic skills in speaking, listening, reading and writing using a variety of topics including greetings, school, family, shopping, and other everyday activities within the context of a variety of settings representative of the Spanish speaking world. Students will do in-depth independent research on countries in the Spanish speaking world. Students need to have organized study skills and a willingness to be open to new ideas and activities.

**SPANISH BRIDGE (440)****When Given: 5 Periods Per Week****Pre-requisite: Spanish 1 (CP) or Spanish I (A)****5 Credits****Open To: Grade 9 or with permission**

This course is intended to provide additional opportunities for students who do not achieve the 75 level required for advancement to Spanish II or who require reinforcement of their skills before continuing with the next course. College-bound students should follow this course with Spanish II.

**SPANISH II (442)****When Given: Full Semester, 5 Periods Per Week****Prerequisite: Grade of "75" in Spanish I Recommended, SP I Teacher approval. Open To: All Students****5 Credits**

This course continues the presentation of basic language structures. Students expand on their basic skills in speaking, listening, reading and writing using a variety of topics including friends, travel, hobbies, school, shopping, etc. within the context of a variety of settings representative of the Spanish speaking world. Students need to have organized study skills and a willingness to be open to new ideas and activities.

**SPANISH IIIA (450)****When Given: Full Semester, 5 Periods Per Week****Prerequisite: Grade of "75" in Spanish II Recommended****5 Credits****Open To: All Students**

This course focuses on an in-depth reinforcement of the skills acquired in Spanish I and II, as well as developing more advanced levels of language competence. Listening, speaking, reading, and writing are integrated in order to fully accomplish this goal. The expanded contexts of this skill development include summer activities, healthy living, the future, meals, history, and art.

**SPANISH IVA (455)****When Given: Full Semester, 5 Periods Per Week****Prerequisite: Grade of "85" in Spanish III Recommended****5 Credits****Open To: All Students**

Students electing this course should be functioning in Spanish at an intermediate-low level of proficiency, i.e. speaking and writing paragraph-length passages and comprehending spoken and written Spanish within an increasing variety of contexts. These contexts will be further expanded to include living and traveling in Spain and other Spanish-speaking lands, friends and dating, media, stereotypes, cultural diversity, current and future events and philosophies/ideas. This course is considered AP prep.

**ADVANCED PLACEMENT SPANISH LANGUAGE H (462)****When Given: Full Year, 5 Periods Per Week****Prerequisite: Grade of 85 in Spanish IV and Dept. Chair Approval****10 Credits****Open To: All students**

The AP Spanish course offers students the opportunity to increase their knowledge of Spanish in both written and spoken expression. Students will study current topics from both Spain and Latin America such as the modern Hispanic family, immigration, health, and economic issues. They will study Spanish using a variety of media sources such as podcasts, magazine or newspaper articles. They will use Spanish to write both formal and informal letters and to synthesize information. Students will engage in spontaneous interpersonal oral expression as well as presentational and interpretive communication. Students need to commit to a high level of performance that includes nightly homework, short and long term assignments over weekends and vacations and frequent cumulative assessments. Spanish will be used exclusively by the teacher and students as the language of the class. Students will be expected to complete an assignment over the summer which will be due the first week of class. The course requires students to take the Advanced Placement Spanish exam in May.

**SPANISH V (H) (460)****When Given: Full Semester, 5 Periods Per Week****Prerequisite: Grade of "85" in Spanish IV (A)****5 Credits****Open To: All Students**

This course takes all the knowledge and skills acquired in previous years of Spanish study and expands upon them. Students should develop a greater mastery of Spanish in all its aspects in order to be able to comprehend and enjoy the subtleties of Spanish while communicating with native speakers.

# MATHEMATICS DEPARTMENT

**Mathematics Requirement for graduation: All students must pass three courses in math. The math department recommends these 15 credits include Algebra I, Algebra II and Geometry for MCAS and SAT purposes.**

**Expectation for Student Learning addressed in the Mathematics Program:#3 Use critical and creative thinking skills to identify, define, analyze and solve problems.**

The Mathematics Program is designed to provide a sequence of integrated courses to develop the academic growth of all students. Students are expected to:

- read, write and communicate effectively in mathematics
- use calculators, computers and technologies effectively
- identify, define, analyze and solve problems
- explore, acquire, process, apply and integrate mathematical concepts and data

## **INTEGRATED MATHEMATICS III (209)**

**When Given: Full Semester, 5 Periods Per Week**

**5 credits**

**Placement: Teacher Recommendation Only**

This course is a continuation, as well as reinforcement, of the topics in Integrated Mathematics 1 and 2. It is designed to reinforce algebra and geometry skills. Topics include operations with polynomials, rational expressions, right triangles (introduction to trigonometry), circles, area and volume of polygons and three-dimensional objects. Students will relate these concepts to measurement, statistics and probability with real world applications. Students will complete MCAS appeal portfolios as needed.

## **ALGEBRA CONCEPTS (218)**

**When Given: Full semester, 5 Periods Per Week**

**5 credits**

**Open To: All Students**

This course is designed for students who have not demonstrated a mastery of the material studied in grade 8. Students will be exposed to the concepts of working with integers, equations, functions, analyzing linear equations, inequalities, and polynomials. This course will provide the foundational algebra skills and knowledge in preparation for the MCAS exam. Placement in this course will be based on 3 years of MCAS data, previous math grades, teacher recommendation, and algebra readiness diagnostic exam.

## **ALGEBRA I VOLUME 1 (CP) (227)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: Average Mathematical Ability**

**Open To: All Students**

**This course is designed for students who have demonstrated mastery of the material studied in Grade 8.**

The course covers algebraic expressions, functions, exponents and solving linear equations. Other topics covered are proportional reasoning to solve percent problems and right triangle trigonometry. Also covered will be the graphing of linear functions, working with polynomials and integrated topics from statistics. Placement in course will be based on three years of MCAS scores, previous math grades, teacher recommendation and Algebra Readiness Diagnostic Exam

## **ALGEBRA I VOLUME 2 (CP) (228)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: Algebra I Volume I "70" Average Required**

**Open To: All Students**

This course is a continuation of Algebra IA, Volume I. The course will cover factoring techniques, linear equations and inequalities, systems of linear equations and inequalities. Also covered are rational expressions and equations, radical expressions and equations and quadratic functions.

## **GEOMETRY (CP) (230)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: "75" Average in Algebra I Recommended**

**Open To: All Students**

The course includes the study of two-dimensional and three-dimensional geometry while integrating algebraic skills. It is an introduction to logical reasoning and includes concepts such as constructions, graphing, trigonometry and proofwork.

## **GEOMETRY A (235)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: "85" Average in Algebra I Recommended**

**Open To: All Students**

This course covers the same topics as Geometry A, but covers them in greater depth and includes the additional topic of analytic geometry. A summer work packet will be assigned for this class. This assignment is optional but strongly recommended.

**GEOMETRY CONCEPTS (238)****When Given: Full semester, 5 Periods Per Week****5 credits****Open To: Sophomores, Jrs & Seniors**

This course will focus on the geometry standards. Students will be exposed to an introduction to the elements of geometry including points, lines, planes, and angles. Basic properties of triangles, quadrilaterals, and circles will be introduced. Emphasis will be placed on the use of the formula sheet for the MCAS exam and working with those formulas. This course will provide the foundational geometry skills and knowledge in preparation for the MCAS exam Placement in this course will be based on 3 years of MCAS data, previous math grades, and teacher recommendation.

**ALGEBRA II (CP) (240)****When Given: Full Semester, 5 Periods Per Week****5 Credits****Open To: All Students****Prerequisite: "75" Average in Algebra I and Geometry Recommended**

Algebra II reviews vital topics from Algebra I. It goes on to more advanced work in systems of equations, matrices, polynomials, factoring, roots, imaginary numbers and the complex number system, rational expressions and equations, quadratic functions and their graphs.

**ALGEBRA II A (245)****When Given: Full Semester, 5 Periods Per Week****5 Credits****Open To: All Students****Prerequisite: "85" Average in Algebra I & Geometry Recommended**

This course covers the same topics that are covered in Algebra II but in greater depth and includes the additional topics of exponential and logarithmic functions. A summer work packet will be assigned for this class. This assignment is optional but strongly recommended.

**ADVANCED MATH A (253)****When Given: Full Semester, 5 Periods Per Week****5 Credits****Open To: Sophomores, Juniors & Seniors****Prerequisite: "85" in Algebra II A or "90" in Algebra II Recommended**

Advanced Mathematics covers topics of circles, area, volume, coordinate geometry, conic sections, exponential and logarithmic functions, trigonometry, and trigonometric functions. The course would be taken after successful completion of the Algebra II course and before the Pre-Calculus course. The material covered will enable students to perform better on standardized tests, such as the SAT and college placement tests. A summer work packet will be assigned for this class. This assignment is optional but strongly recommended.

**PRE-CALCULUS A (255)****When Given: Full Semester, 5 Periods Per Week****5 Credits****Open To: Sophomores, Juniors and Seniors****Prerequisite: "85" Average in Algebra I, Geometry and Algebra II, Advanced Math Required or approval of Math Depart. Chair**

This accelerated course reviews all algebraic concepts covered in previous math courses. It is designed for students interested in pursuing a math related curriculum in college. Topics include functions, series, sequences, matrices, complex numbers, conic sections, polar and parametric equations, linear regression, vectors, trigonometry, and an introduction to Calculus. Technology will be incorporated throughout the curriculum to model and solve problems.

**MCAS CONCEPTS (214)****When Given: Full semester, 5 Periods Per Week****5 credits****Open To: sophomores**

This course is aligned with the key concepts of the Massachusetts curriculum frameworks for mathematics for students who need extra support in order to achieve the proficient level on MCAS. This course will review test-taking strategies and focus on: Number sense; patterns, relations and functions; geometry and spatial sense; and measurement. Students may be required to take this course based on previous MCAS scores, previous math grades, and teacher recommendation.

**ADVANCED PLACEMENT CALCULUS (HONORS) (260)****When Given: Full Year, 5 Periods Per Week****10 Credits****Open To: Juniors & Seniors****Prerequisite: "85+" Average in Algebra I, Geometry, Algebra II and Pre-Calculus, or Approval of the Math Department Chair.**

Advanced Placement Calculus is a rigorous extension of the mathematics studies in the preceding four years. The Differential Calculus is used in Economic Theory, the study of slopes to curves and to determine velocity and acceleration of moving objects. The Integral Calculus is used to study the areas bounded by curves, volumes of solids, length of curves, centers of gravity and work. The level of work is that of first year of college. It is recommended for students planning careers in science, engineering, medicine, and architecture. Students will be expected to complete an assignment over the summer which will be due the first week of class. Students enrolled in this course must take the Advanced Placement Calculus exam in May.

## **ACCOUNTING I (503)**

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: None**

**5 Credits**

**Open To: Juniors and Seniors**

**May be used as a 3rd math course requirement if MCAS has been passed or Geometry has been completed.**

Accounting I provides students with a background in basic accounting procedures. The course is for students who have a variety of career objectives: vocational preparation for an accounting career, accounting knowledge and skills for a business career, or a foundation on which to continue studying business at the college level. Students will learn the complete accounting cycle using both manual and computerized methods. Computer projects will be completed to simulate a business environment in which each student will prepare the accounting records of a business including the financial statements. Students are also introduced to banking, credit and income tax form preparation. Accounting careers will be discussed throughout the course.

## **ACCOUNTING II A (506)**

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: Successful Completion of Accounting I**

**5 Credits**

**Open To: Juniors and Seniors**

**May be used as a 3rd math course requirement if MCAS has been passed or Geometry has been completed.**

Accounting II provides the student with advanced knowledge and skills in preparing and understanding financial records. Students will study the accounting systems for partnerships and corporations using first a manual system and then a computerized system. Spreadsheet and accounting software will be used to study sales tax, depreciation, loans, and other advanced accounting concepts. Accounting is considered the language of business and there is a growing demand for persons with strong accounting knowledge and computer training. A variety of career paths will be explored.

## **FINANCIAL LITERACY (510)**

**When Given: Full Semester, 5 Periods Per Week**

**Prerequisite: Information Technology**

**5 Credits**

**Open To: Juniors and Seniors**

**May be used as a 3rd math course requirement if MCAS has been passed or Geometry has been completed.**

This elective course will include topics and skill development in areas such as money management, saving and investing, spending and credit, inflation and purchasing power, factors affecting income, entrepreneurship, taxes and government services, social security and medicare. To compete in today's world, students will need to have an understanding of these topics and an understanding of how our economic system works, personally, nationally, and internationally.

# **PHYSICAL EDUCATION/HEALTH DEPARTMENT**

**Physical Education/Health Requirement: All students must pass 4 courses of Physical Education, one each in the freshman, sophomore, junior and senior year along with two courses in health.**

Grade 9 students are required to take PE 9 and General Health 9

Grade 10 students are required to take PE 10 and Contemporary Health 10

Grade 11 students are required to take PE 11/12.

Grade 12 students may have two options:

1. Grade 12 students may take PE 11/12.
2. Grade 12 students (only) may take a new Physical Education/Wellness12 course. This course would run for one term(quarter) and will pair with 2 or 3 designated elective courses that will run concurrently for one term.

**Expectation for Student Learning addressed in both the Wellness and Health Programs: #4 Develop and demonstrate personal, educational, social, and civic responsibility within a diverse society.**

**Expectation for Student Learning addressed in the Physical Education Program: #2 Acquire, process, apply, integrate knowledge using a variety of resources, including technology.**

## **Physical Education**

The Physical Education Program is designed to give all students the opportunity to develop social, mental and physical skills. Components such as sportsmanship, leadership experiences, fundamentals skills, an appreciation of fitness and good health practice are stressed. The Physical Education curriculum is composed of competitive, cooperative, recreational and lifetime activities which are designed to challenge students of all skill levels. Physical Education students will complete a pre and post physical fitness assessment using the FITNESSGRAM. This tool is used as a benchmark/expectation assessment for all grade levels.

All Physical Education students will be expected to:

- Read, write and communicate effectively.
- Acquire, process, apply and integrate knowledge using a variety of resources, including technology.
- Use critical and creative thinking skills to identify, define, analyze and solve problems.
- Develop and demonstrate personal, educational, social, and civic responsibility within a diverse society.

### **PHYSICAL EDUCATION 9 (715)**

**When given: Full Semester, 2 Periods Per Week**

**Prerequisite: None**

Freshmen receive two periods of Physical Education per week.

**2 Credits**

**Open To: Freshmen**

### **PHYSICAL EDUCATION 10 (720)**

**When given: Full Semester, 3 Periods Per Week**

**Prerequisite: PE 9**

Sophomores will have three periods of Physical Education per week.

**3 Credits**

**Open To: Sophomores**

### **PHYSICAL EDUCATION 11 (725)**

#### **PHYSICAL EDUCATION 12**

**When given: Full Semester, 5 Periods Per Week**

**Prerequisite: PE 9 & 10**

Juniors participate in a coeducational program with electives in both team and individual sports activities five times per week.

Seniors may elect to take this course.

**5 Credits**

**Open To: Juniors and Seniors**

### **PHYSICAL EDUCATION/ WELLNESS 12 (726)**

**When given: Full Term, 5 Periods Per Week**

This course will run opposite selected Fine or Applied Arts electives. It will include fitness and life-long sports activities as well as First Aid or CPR components when available.

**2.5 Credits**

**Open To: Seniors**

The course will be based on a Fitness for Life curriculum. The purpose of this course is to help students become informed, independent decision makers capable of planning for enjoyable lifetime fitness and physical activity while at the same time achieving personal fitness and activity goals for the present. This class will involve classroom sessions as well as physical activity. Thus, students should be prepared to be in the classroom and to be active within the same class period. Students need to dress accordingly. This class is for Seniors only and is a “non-tradition” Physical Education class. Team sports such as basketball, volleyball, and football are not part of this program. This program is fitness, or wellness, based.

### **GENERAL HEALTH (700)**

**When given: Full Semester, 3 Periods Per Week**

**Prerequisite: None**

This comprehensive program addresses the major health issues faced by teens today through a wellness approach.

Topics Include:

1. Personal Health
2. Family Health
3. Injury Prevention & Emergency Health Services
4. Mental & Emotional Health
5. Use & Misuse of Substances
6. Diseases and Disorders
7. Consumer Health
8. Nutrition
9. Community Health
10. Environmental Health

**3 Credits**

**Open To: Freshmen**

### **CONTEMPORARY HEALTH ISSUES (705)**

**When Given: Full Semester, 2 Periods Per Week**

**Prerequisite: General Health**

This course explores critical issues that affect teens' lives every day through classroom writing and literature instruction. Through music, movies, news items, poetry, humor and stories, topics will be addressed through a variety of viewpoints. Issues to be explored include:

1. HIV/AIDS
2. Alcohol and Other Drugs
3. Depression and Suicide
4. Divorce
5. Teen Pregnancy
6. Self-Esteem

**2 Credits**

**Open To: Sophomores**



# SCIENCE DEPARTMENT

**Graduation Requirement: All students must pass 3 courses in Science, including Biology.**

**Expectation for Student Learning addressed in the Science Program: #2 Acquire, process, apply and integrate scientific knowledge using a variety of resources including technologies. #3 Use critical and creative thinking skills to identify, define, analyze, and solve problems.**

The Science Program, through a wide range of course offerings, endeavors to inform, challenge, and provide all students with the opportunity to:

**Define** science and distinguish it from other ways of knowing.

**Appreciate** the capabilities and limitations of science.

**Understand** that scientific knowledge is based on the outcome of the testing of hypotheses and theories that are under constant scrutiny and subject to revision based on new observations and not just a collection of fact.

**Develop** skills of logical and critical thinking necessary to explore how the world works, and to understand the inner relations among science and other fields of study.

**Understand** that scientific ideas have been integrated into and influenced by other aspects of society, and that this interplay is an important component influencing the choices of scientists, citizens, and governments.

The science curriculum is developmental and cumulative and the prerequisites both in science and mathematics are essential and intended to maximize student achievement.

The following courses are considered laboratory based: Biology, Chemistry, Physics, Anatomy & Physiology, Forensic Science and Environmental Science.

## **FOUNDATIONS OF SCIENCE CP (306)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: Grade 7/8 MCAS scores, teacher recommendation**

**Open To: Freshmen**

Foundations of Science is a course designed to improve and develop scientific literacy. This course integrates physical and life sciences. It also makes connections to non-science disciplines such as language arts, mathematics and information technology. This science laboratory course includes study of both the living and nonliving parts of the natural world and provides the foundational skills and knowledge in preparation for the MCAS exam.

## **BIOLOGY CP (320) (lab)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: 75+ average in previous science course, Fds. of Science, and 7/8 grade MCAS scores**

**Open To: Freshman & Sophomores**

Biology is a survey course based on biological concepts and principles. Through observations and inquiry, molecular and cellular biology, reproduction and genetics, evolution and biodiversity are studied. This builds a basic structure of biological principles that leads to further understanding of the concepts and facts relating to ecology and human anatomy and physiology.

## **BIOLOGY A (325) (lab)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: 85+ average in 8th grade science course or Fd. of Science and 7/8 Grade MCAS scores**

**Open To: Freshman & Sophomores**

The Biology A program presents a balanced approach to the science of biology. Emphasis is placed on the investigative processes of science, independent work to develop a basic understanding of the organization and processes of life. The materials used for this course are structured around the biological themes beginning with the molecular structure of living organisms, through the biological hierarchy of cells, tissues, organ systems to populations, and ecosystems. This course is designed for the student with post secondary science study in mind and those looking to take AP Biology in their junior or senior year.

## **ENVIRONMENTAL SCIENCE CP (330) (lab)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: Biology/A**

**Open To: Sophomores, Juniors and Seniors**

Environmental Science is concerned with the relationship between living organisms and their surroundings. This course stresses the influence of man in and on ecological systems. The course starts out with a survey of the planet earth and continues with an in depth look at ecosystems. The major biomes: deserts, tundra, grasslands, forest, freshwater, and marine ecosystems will be studied. This hands-on laboratory course answers questions relative to current environmental issues such as global warming, loss of habitat, overpopulation, and pollution.

**ANATOMY AND PHYSIOLOGY A (334) (lab)****When Given: Full Semester, 5 Periods Per Week****Prerequisite: 85+ in Biology /A****5 Credits****Open To: Juniors and Seniors**

This course examines the biological functions of human anatomy and physiology through hands-on laboratory activities including mammalian dissections. Some of the body systems studied include the: nervous, skeletal, muscular, digestive, circulatory, and respiratory system. Special topics include studying the relationship between body systems and disease. This course is essential in the preparation for students contemplating careers in Nursing, Medicine, and other Biological Sciences.

**CHEMISTRY CP (340) (lab)****When Given: Full Semester, 5 Periods Per Week****Prerequisite: Biology/A & Algebra I****5 Credits****Open To: Sophomores, Jrs. & Seniors**

Chemistry is organized around a framework of basic laws and principles that should be familiar to all students regardless of their educational objectives. The focus is on descriptive rather than theoretical aspects of chemistry. The laboratory is an integral part of the course and students become acquainted with methods of scientific inquiry. This course will provide a solid understanding of the principles of chemistry and also develop students' scientific literacy.

**CHEMISTRY A (345) (lab)****When Given: Full Semester, 5 Periods Per Week****Prerequisite: Biology/A & Algebra both with an 85+ average****5 Credits****Open To: Sophomores, Jrs. & Seniors**

Accelerated Chemistry is a modern, enriched program designed to help the college bound student see how chemical principles and concepts are developed from observation and data. Aspects like modeling real life phenomena, collecting and presenting data, using charts and graphs, and deriving formulas will be addressed. Knowledge of the laws, principles and concepts of theoretical chemistry, and the facts of traditional descriptive chemistry will help students understand ordinary chemical phenomena. Underlying principles will be developed through significant laboratory work.

**PHYSICS CP (350) (lab)****When Given: Full Semester, 5 Periods Per Week****Prerequisite: 75+ in Algebra II, 2 courses of Science****5 Credits****Open To: Juniors and Seniors**

Conceptual Physics is an introductory course that provides students with the opportunity to explore physical concepts in an easily understood manner through direct involvement in laboratory experimentation. Units of study include measurement, force and motion, heat and energy, nuclear energy, optics, electricity, and electronics. All units are presented in a manner that stresses conceptual physics and its relationship to everyday life. Mathematics is limited to simple algebraic equations. Students will perform many hands-on lab experiments to further their knowledge of the concepts learned in class.

**PHYSICS A (355) (lab)****When Given: Full Semester, 5 Periods Per Week****Prerequisite: 2 courses of Science & Minimum of Algebra II and Advanced Math both with an 85+ average****5 Credits****Open To: Juniors and Seniors**

Accelerated Physics is a course which will provide a basic understanding of the physical laws of the universe. Topics will include motion, forces, energy, heat, waves, optics, electricity and magnetism. Physical laws will be examined conceptually and mathematically using algebra and trigonometry. Concepts and calculations will be reinforced with extensive hands-on demonstrations and laboratory experimentation.

**FORENSIC SCIENCE (CP) (358) (lab)****When Given: Full Semester, 5 Periods Per Week****Prerequisite: Biology and Chemistry****5 Credits****Open To: Juniors and Seniors**

In Forensic Science, students will gain knowledge to reinforce content learned in Biology and Chemistry, and/or Physics courses. Innovative topics of a scientific nature will be investigated and discussed intelligently. This inquiry-based Forensic Science course focuses on the use of Applied Biology and Applied Chemistry skills to practice the scientific method. An interdisciplinary collaboration with various other departments will allow for a realistic approach to the problem solving and experimental components of the course. In addition to teaching students about Forensics, this course will also provide students with an opportunity to explore the many possible careers involved in the Forensic Science field.

**ADVANCED PLACEMENT CHEMISTRY H (360) (lab)[offered in alternate years with AP Biology]****When Given: Full Year, 5 Periods Per Week****Prerequisite: Chemistry A with 85+ average & Advanced Math****10 Credits Offered 2014-2015****Open To: Juniors and Seniors**

This rigorous course is designed to be the equivalent of a general chemistry course that most students would take in their first year of college. The course is designed to enable students to interpret and think critically about chemical information, help students to attain an in-depth understanding of chemistry fundamentals and competence in solving chemical problems. Students will apply the scientific method to real-world situations. Students will be expected to complete an assignment over the summer which will be due the first week of class. All students are required to take the Advanced Placement Chemistry Exam in May.

## **ADVANCED PLACEMENT BIOLOGY H (365) (lab)[offered in alternate years with AP Chemistry]**

**When given: Full Year, 5 Periods Per Week**

**10 credits Offered 2013-2014**

**Prerequisites: 85+ average in both Biology A and Chemistry A**

**Open To: Juniors and Seniors**

The purpose of the Advanced Placement Biology course is not only to teach biological concepts, but also to expand students' scientific literacy. Students will develop their independent and critical thinking skills so that they can use the knowledge gained in this course to make environmentally, socially, and scientifically responsible decisions about the world and their role in it. Laboratories will reinforce and complement concepts covered in lecture, including introducing new experimental methods and familiarizing students with the major groups of organisms, their relationships, and comparative biology. Biological principles will be covered in depth and detail, a college level textbook will be used and the laboratory experience will be equivalent to that of an introductory college course for biology majors. Understanding the unity and diversity of structure and function of organisms, their patterns of inheritance, their ecological relationships, and the underlying themes of their evolution are the core themes in this course. Students will be expected to complete an assignment over the summer which will be due the first week of class. All students are required to take the Advanced Placement Biology Exam in May.

## **SOCIAL STUDIES DEPARTMENT**

**Graduation requirements: all students must pass four courses in Social Studies including World History II, U.S. History I, U. S. History II and American Government.**

**Expectation for Student Learning addressed in the Social Studies Program: #3 Use critical and creative thinking skills to identify, define, analyze and solve problems. #1 Read, write and communicates effectively.**

As stated in the Mission Statement and Expectations for Student Learning for Southwick-Tolland Regional High School, the primary goal of the Social Studies Department is the development of informed, responsible, and active citizens who will:

- Read, write and communicate effectively.
- Acquire, process, apply and integrate knowledge using a variety of resources, including technologies.
- Use critical and creative thinking skills to identify, define, analyze and solve problems.
- Develop and demonstrate personal, educational, social, and civic responsibility within a diverse society.

### **WORLD HISTORY IIA: 1800-PRESENT (102)**

**When Given: Full Semester, 5 periods per week**

**5 Credits**

**Prerequisite: None**

**Open To: Freshman**

Students study the historical, economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese Revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic and religious conflict in many parts of the world.

World History IIA is a course designed for students who are able to read and write well. Interpretation of literary sources, particularly primary sources, will also be a main focus of the course in line with the Massachusetts Common Core Standards for literacy. The basic approach to the course is to combine a factual-descriptive approach to history with an analytical-interpretive approach to the subject; combine coverage with an in-depth analysis of events, individuals, and themes; introduce the student to the skills of the historian: research, analysis, interpretation, syntheses; reinforce study and critical thinking skills; cover political, economic, social, and cultural developments; expose students to conflicting historical interpretations; analyze a variety of primary and secondary sources. Paired with Eng 9A in Freshman Academy.

**WORLD HISTORY II: 1800-PRESENT (103)****When Given: Full Semester, 5 periods per week****Prerequisite: None****5 Credits****Open To: Freshman**

Students study the historical, economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese Revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic and religious conflict in many parts of the world.

The course also focuses on the growth and development of both Eastern and Western civilizations with an emphasis on comparison/contrast and global interdependency. Interpretation of literary sources, particularly primary sources, will also be a main focus of the course in line with the Massachusetts Common Core Standards for literacy. Emphasis will also be placed upon geography and its influence on history and culture, supporting the view that where we live influences how we live. Students also learn that we are heirs of the past, and that an understanding of today's world is deeply rooted in an understanding of the past. Paired with Eng 9 in Freshman Academy.

**UNITED STATES HISTORY 1A: 1763-1877 (105)****When given: Full Semester, 5 Periods Per Week****Prerequisite: World History II****5 Credits****Open To: Sophomores**

Students examine the historical, intellectual, political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Students also study the basic framework of American democracy and the basic concepts of American government such as popular sovereignty, federalism, separation of powers, and individual rights. Students study America's early government and Formative years, westward expansion, the establishment of political parties, and economic and social change. Finally, students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

United States History IA goes beyond a factual-descriptive approach to history, emphasizing an analytical-interpretive approach to the subject. Students employ the skills of the historian (research, evaluation, interpretation, syntheses) in examining a number of historical sources, examining conflicting historical interpretations, and writing interpretive essays. Particular emphasis is placed upon the reading and analysis of seminal primary and secondary source documents in line with the Massachusetts Common Core Standards for literacy.

**U.S. HISTORY I: 1763-1877 (110)****When Given: Full Semester, 5 Periods Per Week****Prerequisite: World History II****5 Credits****Open To: Sophomores**

Students examine the historical, intellectual, political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U. S. Constitution. Students also study the basic framework of American democracy and the basic concepts of American government such as popular sovereignty, federalism, separation of powers, and individual rights. Students study American's early government and Formative years, westward expansion, the establishment of political parties, and economic and social change. Finally, students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. The main focus of the course is on important topics and themes in American History from 1763 to 1877. Students learn basic historical facts and key historical interpretations. Students also read and analyze seminal primary and secondary source documents in line with the Massachusetts Common Core Standards for literacy.

**U.S. HISTORY IIA: 1877-PRESENT (112)****When Given: Full Semester, 5 Periods Per Week****Prerequisite: World History II and U.S. History I****5 credits****Open to: Juniors**

Students will begin the course with a brief review of major and continuing themes from United States History I. The course will cover the continued westward expansion and the resulting conflict between settlers and native tribes. Students will also analyze the causes and consequences of the Industrial Revolution, the Great Depression and America's growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive Movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War I and World War II as well as the consequences of World War II on American Life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America.

United States History IIA goes beyond a factual-descriptive approach to history, emphasizing an analytical-interpretive approach to the subject. Students employ the skills of the historian (research, evaluation, interpretation, synthesis) in examining a number of historical sources, examining conflicting historical interpretations, and writing interpretive essays. Particular emphasis is placed upon the reading and analysis of seminal primary and secondary source documents in line with the Massachusetts Common Core Standards for literacy.

## **U.S. HISTORY II: 1877-PRESENT (113)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: World History II and U.S. History I**

**Open to: Juniors**

Students will begin the course with a brief review of major and continuing themes from United States History I. The course will cover the continued westward expansion and the resulting conflict between settlers and Native tribes. Students will also analyze the causes and consequences of the Industrial Revolution, the Great Depression and America's growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive Movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War I and World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America. The main focus of the course is on important topics and themes in American History from 1877 to the present. Students learn basic historical facts and key historical interpretations. Students also read and analyze seminal primary and secondary source documents in line with the Massachusetts Common Core Standards for literacy.

## **AMERICAN GOVERNMENT A (126)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: World History II & U.S. History I & II**

**Open To: Seniors**

American Government is the study of the principles, beliefs, and values of American Democracy. Emphasis is on understanding the democratic philosophy of our Constitution and our system of self-government. The concepts of Federalism, Limited Government, and Bill of Rights, are examined. The legislative, executive, and judicial branches of government are studied as they relate to the course concepts taught. Current events that will enrich the content of the course will be examined, as well as historical, primary and secondary sources documents in line with the Massachusetts Common Core Standards for literacy.

American Government – A requires extensive reading and writing not only of our founding documents, but also on historical and contemporary interpretations of those documents as well as significant Supreme Court cases that continue to affect our lives. Interpretive and analytical essays, and possibly a term project, will be required.

## **AMERICAN GOVERNMENT (125)**

**When Given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisite: World History II & U.S. History I & II**

**Open To: Seniors**

American Government is the study of the principles, beliefs, and values of American Democracy. Emphasis is on understanding the democratic philosophy of our Constitution and our system of self-government. The concepts of Federalism, Limited Government, and Bill of Rights, are examined. The legislative, executive, and judicial branches of government are studied as they relate to the course concepts taught. Current events that will enrich the content of the course will be examined, as well as historical, primary and secondary sources documents in line with the Massachusetts Common Core Standards for literacy.

## **ADVANCED PLACEMENT U. S. HISTORY H (130)**

**When Given: Full Year, 5 Periods Per Week**

**10 Credits**

**Prerequisite: World History II**

**Open To: Sophomores, Juniors, Seniors**

Employing primary and secondary sources, the course focuses on an interpretive approach to history and is designed to provide students with the analytical and factual knowledge necessary to deal critically with important topics and themes in United States History from the establishment of the British colonies in America to the present. Students will also learn to take notes from both printed materials and lectures or discussions, write essay examinations, interpretive essays and a research paper. Students will be expected to complete an assignment over the summer which will be due the first week of class. Students are required to take the course must take the Advanced Placement U. S. History Exam in May. Sophomores who take this course in lieu of both United States History I & II should take an elective from the Social Studies course offerings for their fourth Social Studies class.

## **ADVANCED PLACEMENT GOVERNMENT AND POLITICS - UNITED STATES (H) (135)**

**When Given: Full Year, 5 Periods Per Week**

**10 Credits**

**Prerequisite: World History II & U S History I & II or AP US History**

**Open To: Seniors**

Advanced Placement United States Government course is designed to give students a critical perspective on government and politics in the United States. The main purpose of this course is to help students understand the American political system and the processes of government that help shape our public policies. Topics covered include the Constitution, democratic theory, political parties, interest groups, the policy-making process, the three branches of government and civil rights and civil liberties. The course is designed for students prepared to do extensive reading, research, and intelligent discussion. Students are required to write critical interpretive essays often involving research, defending or refuting a particular position on public policy issues facing the nation. An independent research project is also required. Students will be expected to complete an assignment over the summer which will be due the first week of class. Students are required to take the Advanced Placement Government Exam in May.

**PSYCHOLOGY/SOCIOLOGY A (140)****When Given: Full Semester, 5 Periods Per Week****Prerequisite: U.S. History I & II****5 Credits****Open To: Seniors**

Psychology A students will examine behavior and try to gain a greater understanding of human behavior. Students will study the important themes, methods, topics and concepts in psychology. The course will include a study of the historical origins of psychology, methods, the major views that shape it, mental health and illness treatments, altered states of consciousness, perception and creativity. It is the intent of this course to give students preparation to take a freshmen college introductory psychology course as well as provide students with a vehicle for better understanding the world around them. Sociology A is the study of the individual's relationship to society. The course will include a comprehensive study of important sociological themes and topics. Topics will include norms and values, roles, the socialization process, the major social institutions, social mobility, the meaning of community and current social problems. The course will emphasize student awareness of self, the role each student plays in groups and the overall influence the group has on the individual.

**PSYCHOLOGY/SOCIOLOGY (145)****When Given: Full Semester, 5 Periods Per Week****Prerequisite: U.S. History I & II****5 Credits****Open To: Seniors**

Psychology is the study of behavior. Students will survey the important themes, topics and concepts of psychology. The course will include the origins of psychology, the major views that have helped to shape it, mental health and illnesses, types of treatments, coping skills, perception, creativity and learning. This course will stress ideas that will allow students to better understand the world around them. Sociology is the survey of important sociological themes and topics, including norms and values, roles, the socialization process, major social institutions, social mobility, and the meaning of community. The course will emphasize student awareness of self, the role each student plays in groups and the overall influences the group has on the individual.

**FACING HISTORY AND OURSELVES CP (148)****When Given: Full Semester, 5 Periods Per Week****Prerequisite: U. S. History****5 Credits****Open To: Juniors and Seniors**

This elective course is devoted to teaching students about the dangers of indifference and the value of tolerance and civility. This course is devoted to the study of 20<sup>th</sup> Century US and World History. With the use of analytical thinking, students will conclude what reasons behind hate and how destructive that can be to a society. Civil Rights Movements of the 50's and 60's, the Holocaust and anti-Semitism and the Women's Movement will be focal points for this course as well as hate crimes. The course requires an extensive use of technology in both class discussions and the production of assigned written work.

**MODERN EUROPEAN HISTORY A (150)****When Given: Full Semester, 5 Periods Per Week****Prerequisite: World History II, U.S. History I & II****5 Credits****Open to Juniors and Seniors**

Modern European History is intended to be a survey course of the modern history of Europe and European civilization. The political, social, and economic development of Europe is studied. Primary emphasis is on the impact of wars and revolutions, and the historical differences within Europe. The course complements the World History requirements. It covers the period from World War I to the historic changes taking place today. It is a research centered course integrating primary sources, original research, scholarly analysis and peer teaching.

**CONTEMPORARY WORLD ISSUES (149)****When Given: Full Semester, 5 Periods Per Week****Prerequisite: World History II, U.S. History I****5 Credits****Open to Juniors and Seniors**

Contemporary World Issues will focus on developing students understanding of current events and international and human relations in addition to examining the historical roots of these modern issues. This course will focus on the difficulties facing the world and the United States in our time. Each topic explored will be relevant and pertinent to our modern world. The main goal of the class will be having students leave with a solid understanding of their world and major issues currently facing it. The course will involve many projects for which in-depth research, reading of various primary and secondary sources documents (in line with the Massachusetts Common Core Standards for literacy), online resources and writing of research based and analytical essays will be major components.

# THE SPECIAL SERVICES PROGRAM

The Special Services Program strives to provide a safe, supportive, respectful environment dedicated to the academic, personal and cultural evolution of every special needs student. To be eligible for Special Service classes, a student must be referred for an evaluation in accordance to Chapter 766 Regulations and have a signed Individual Education Plan. Specialized instruction in mathematics, reading, study skills, and life skills is determined by the Individual Education Plan.

**Expectation for Student Learning addressed in the Special Services Program: #2 Acquire, process, apply, integrate knowledge using a variety of resources, including technology.**

## **ACADEMIC SUPPORT (840)**

**When Given: Full semester, up to 5 periods per week**

**Credit: 1-5**

**Prerequisites: None**

**Open to: Team recommendation only**

In addition to providing a period of supported study focusing on work in student's classes, specific strategies for organization and study skills are also addressed. Students also receive reading instruction and support as per IEPs. MCAS/ tech support and instruction will be a focus for all students. One on one assistance is available when necessary. Students who are on IEP'S or Section 504 plans may be eligible for this class.

## **LEARNING CENTER (857)**

**When Given: Full Semester**

**Credits 5-20**

**Prerequisites: None**

**Open to: Team recommendation only**

This course will assist students to access the general curriculum. Organization and Study Skills will be addressed. Skills classes in particular academic areas may be available within the Learning Center block as called for in an Individual Education Plan.

## **TRANSITIONAL LIFE SKILLS (864)**

**When Given: Full semester or year**

**Credits: 5-20**

**Prerequisites: None**

**Open to: Team recommendation only**

Students' functional academic and life skills will be developed through a comprehensive program. The focus will be on everyday living and problem solving. Social skills needed for work and life will be addressed. Students will have the opportunity to have site-based vocational experiences. Field trips to community sites will be offered on a regular basis.

## **ACHIEVEMENT INCREASES MOTIVATION**

(AIM Alternative program)

Southwick-Tolland Regional High School's alternative program addresses the needs of at-risk youth. The goals of the program are to:

Provide a supportive, structured educational experience to unconventional students

Provide opportunities for successful experiences in order to increase motivation

Provide integration opportunities to student with the general Southwick Tolland Regional High School community

Entrance into the program is only through an extensive referral process and on the recommendation of guidance and administration.

Courses offered included General English, General Math, General Science, General Social Studies, Applied Arts, Fine Arts, and Health/PE. Students may also access one or more courses in the regular curriculum as determined on an individual basis.

## **VIRTUAL HIGH SCHOOL (940)**

**When given: Full Semester, 5 Periods Per Week**

**5 Credits**

**Prerequisites: See Below**

Virtual High School (VHS) programs provide students opportunities to take courses via the internet that would otherwise not be available at Southwick-Tolland Regional High School.

Students will be selected for this program based on the following guidelines:

**A. Preference**

1. First preference will be given to seniors needing a course for graduation.
2. Second preference will be given to seniors wishing to take a course for personal growth.
3. Third preference will be given to juniors wishing to take a course for personal growth.
4. Fourth preference will be given to special situations with the approval of the administration and guidance.

**B. Eligibility**

1. Students must be academically eligible to participate in VHS. Students must be passing three out of four courses to be eligible for a VHS course. Recommended that students have an 85 GPA.
2. Eligibility does not guarantee acceptance into the VHS program.
3. All students participating in VHS must have successfully completed Information Technology or must demonstrate competency with the internet and the Microsoft Office programs Word, Excel and PowerPoint.
4. Any specific requirements or prerequisites for individual VHS courses must also be met.

**C. Course Length and Credit**

1. VHS courses are on a semester basis except for Advanced Placement and selected other courses which meet for the entire year.
2. VHS courses receive the appropriate weighting (AP, Accelerated, College Prep) when calculating the Grade Point Average (GPA).
3. Students may take one VHS course per semester. Students who wish to take additional course must have approval of Guidance Director.

**D. Registration**

1. Students contemplating participating in a VHS class must first include VHS on their STRHS course selection sheet.
2. The Guidance Director and VHS Site Coordinator will jointly approve students for participation in VHS courses.
3. Students who have selected VHS during the course selection process will then
  - a. Complete the VHS contract and submit to VHS Coordinator..
  - b. Choose a preferred and two alternate VHS courses from the VHS course list, and
  - c. Submit the completed VHS course selection sheet to the Guidance office for forwarding to the VHS Site Coordinator.
4. The VHS Site Coordinator will register students for their desired course as long as space in the course is available. If space is not available in the preferred course, registration will be attempted in the alternate course choices unless the student has checked the box to be waitlisted for the preferred course.
5. The AP test will be given through STRHS.
6. Registration for fall and the following spring's VHS classes begins in mid to late April. Popular courses fill early, so planning is essential to ensure the best chance of success in the registration process.

**E. Other**

1. Students registering for VHS should have access to the internet at home to maximize the potential for success in the virtual classroom.
2. VHS students will take their course in the VHS room in the Library.
3. At the conclusion of the VHS course students may take one or two VHS mini-courses, called Independent Learning Opportunities, to fill out the semester.
4. All students who register for VHS courses must sign the VHS contract and abide by the Computer and Internet Acceptable Use Policy.

## **Tentative Virtual High School Courses**

Courses are available in the following academic areas.

- Arts
- Business
- Foreign Language
- Language Arts
- Life Skills/Health
- Math
- Science
- Social Studies
- Technology/Tech



# DIVERSIFIED LEARNING EXPERIENCE PROGRAM

## DIVERSIFIED LEARNING EXPERIENCE/INTERNSHIP (825)

**When Given: Full Semester**

**5-10 credits**

**Prerequisite: Sufficient Credits**

**Open To: Seniors**

The Diversified Learning Experience Program is a highly structured intense internship program designed to provide students the opportunity to gain valuable experience in the industrial/business/service communities and to gain competencies essential to success in the work place. Upon completion of career assessments, site base job shadow, interviews, and a goal setting conference that includes the student, site-based mentor, parent(s)/guardian(s) and career coordinator, students admitted to the program usually spend two periods of the day in academic classes and attend work-based learning experiences during the remaining time for a full semester.

Students are required to spend part of their release time in a seminar series designed to help develop an understanding of the essential personal and interpersonal skills necessary for job success. In addition, students will design and produce an effective resume, cover letter, and reference sheet. Each student is also responsible for maintaining a daily journal, completing a career display project, and preparing a formal presentation on internship experiences and skills gained. Evaluation is based upon attendance, performance, and participation in both the seminar and work site components. Students are required to adhere strictly to workplace policies, especially regarding safety and attendance.

During the student's work-based learning experience, the Massachusetts Work-Based Learning Plan (MWBLP) is used to evaluate the skill gained during the course of the internship. The MWBLP serves to connect workplace competencies with the Massachusetts Curriculum Frameworks.

Students interested in the program should contact the career coordinator and his/her guidance counselor in the spring prior to the year taking the course to complete the necessary paperwork. There is some flexibility with the program for students who have only one class block available. Students from both semesters will be required to attend the BEA Reception in the Spring. Because the student will be representing Southwick-Tolland Regional High School in the business community, it is essential that the student be in good academic standing with excellent attendance and discipline records. Participation in the program is contingent upon approval of both the Administration and the Guidance Department.

## LPVEC CAREER AND TECHNICAL EDUCATION CENTER

The Lower Pioneer Valley Career and Technical Educational Center (LPV Career TEC) offers career/vocational technical training in conjunction with a sound academic program to the seven member school districts of Agawam, East Longmeadow, Hampden-Wilbraham Regional, Longmeadow, Ludlow, Southwick-Tolland Regional, and West Springfield.

The central purpose of the LPV Career TEC is to provide our students with learning experiences that will ensure that graduates have the skills and training to enable them to become productive and responsible members of the community. Graduates have the option of securing gainful employment upon graduation, continuing formal studies at the post secondary level, or pursuing a combination of both.

We recognize that students differ in level of ability, rate of learning, interests, and motivation. We accept the challenge of providing diversified and state of the art programs to ensure that our students emerge from the educational process as skilled workers, competent technicians, and responsible citizens. Our curriculum and student activity reflect the determination of the administration, advisory committee members, faculty, staff, parents, and other concerned citizens to utilize available resources in pursuit of academic and career/vocational technical excellence; to provide students with the knowledge and thinking skills they will need to become active citizens and contributing employees in our democratic society; and to instill in our students a desire for life long learning which will help to provide direction in their lives as they seek to reach their full potential. Enrolling at the Career TEC is part of the process of course selection at the home high school in addition to the application process.

### **Application Process for Career Tec at LPVEC:**

Students can obtain an application for the Career TEC program through the Guidance offices at STRHS (or PMMS for eighth graders). The application must be complete and turned in to the guidance office in the spring before a student could enroll at Career TEC. The due date is normally March 30<sup>th</sup>. After this there is a process of interviews and application review by a Career Tech. Counselor. Students are accepted into the program by the LPVEC. Students who apply to go to the Career TEC program should also fill out a tentative high school schedule with alternative courses should they not be accepted or decide not to enroll.

Students in the ninth or tenth grade participate in an exploratory program and subsequently choose a shop program to follow. Ninth grade students participate in Exploratory for 2 blocks during 1<sup>st</sup> semester only. Students are not accepted initially into a particular shop. Scheduling at Career TEC is determined by the LPVEC. **All 9<sup>th</sup> and 11<sup>th</sup> grade students will attending the morning and all 10<sup>th</sup> and 12<sup>th</sup> grade students will attend the afternoon session.**

**Transportation:**

The Southwick-Tolland Regional High School District provides transportation by bus to the LPVEC Career TEC program. All students are expected to ride the bus to and from the Collaborative. Seniors may apply on an individual basis to drive to the collaborative. They must agree to follow all the LPVEC and STRHS parking and driving regulations. All decisions regarding student drivers will be made on an individual basis, with consideration given to participation in Co-op programs, job or sports obligations and school and driving discipline records. Approval to drive to and from the LPVEC will be made at the Principal's or Assistant Principal's discretion only.

**TECHNICAL CAREER EXPLORATORY (802)****When Given: Full Semester****10 credits****Prerequisite: Sufficient Credits/Application****Open To: Freshmen**

The Technical Career Exploratory is a one-semester introductory program designed to introduce students to the career training options available at the Lower Pioneer Valley Career and Technical Education Center (Career TEC). The course of study is divided into two segments.

The first half of the course consists of a series of projects taught through modular instruction. These projects are designed to give the students the skills necessary for success in all shops at the Career TEC. The skills, such as problem solving independent thinking, teamwork and self-motivated creativity can be utilized in any job area and are necessary for success after formal education.

The second half of the course allows students to participate in a shop exploration. The students select three shops from the fifteen available, after having first been introduced to the shops as part of a one-day informational visit. Selection is based on personal interest as well as results of a self-directed search. Students also draw from knowledge gained during the modular projects. Upon completion of these shop visits, during which students become part of the existing program for approximately three weeks, a final shop selection is made to complete the school year.

Upon completion of the Technical Career Exploratory program, students have the knowledge and experience necessary to make a well informed decision as to which shop they wish to enter into to further continue their career training.

**CAREER AND TECHNICAL EDUCATION CENTER****When Given: Full Year****10/20 credits****Prerequisite: Sufficient Credits/Application****Open To: Sophomores, Juniors, Seniors**

The courses listed below are offered at the Career and Technical Education Center located at the Lower Pioneer Valley Educational Collaborative in West Springfield. Acceptance into these programs is contingent upon an application process required by the LPVEC Program. Please consult with Guidance at Southwick-Tolland Regional High School for applications, and to review individual course descriptions in the Career TEC Program of Studies.

AUTOMOTIVE TECHNOLOGY (820)

FACILITIES MANAGEMENT (858)

CARPENTRY (806)

FASHION TECHNOLOGY (860)

COSMETOLOGY (878)

GRAPHIC COMMUNICATIONS (885)

CULINARY ARTS (808)

HEALTH ASSISTING/MEDICAL TECHNOLOGY (889)

DESIGN AND VISUAL COMMUNICATIONS (855)

HORTICULTURE AND LANDSCAPING (893)

EXPLORATION (805)

INFO. SUPPORT SERVICES/NETWORKING (897)

# THE ATHLETIC PROGRAM

The Athletic Program provides enrichment opportunities through student participation as players, and managers or trainers and in other areas of the program.

The program provides the following values in unmeasured terms of specific objectives:

1. Gives the exceptional student an opportunity to develop his/her superior ability.
2. Promotes good unity or team spirit.
3. Provides a good, clean, harmless way to find the pleasures of success and security.
4. Provides the student with an opportunity to learn about himself/herself through self – testing activities.

## FALL

Varsity Soccer (Boys and Girls)  
J.V. Soccer (Boys and Girls)  
Boys Cross Country  
Girls Cross Country  
Varsity Field Hockey  
J.V. Field Hockey  
Golf  
Varsity Volleyball (Girls)  
J.V. Volleyball (Girls)

## WINTER

Varsity Basketball (Boys and Girls)  
J.V. Basketball (Boys and Girls)  
Varsity Wrestling Boys  
Varsity & JV Cheerleaders  
Co-op Ice Hockey

## SPRING

Varsity Baseball  
J. V. Baseball  
Varsity Track  
Girls Varsity Track  
Varsity Softball  
J.V. Softball  
Boys Volleyball

## NCAA CLEARINGHOUSE ELIGIBILITY REQUIREMENTS

If a student is planning to enroll as a college freshman and plans to participate in Division I or Division II athletics, he/she must be certified by the NCAA Initial-Eligibility Clearinghouse. The student must apply for certification before high school graduation. If participating in athletics is part of a student's college plans it is recommended he/she consult with your respective guidance counselor early in his/her high school career.

### Eligibility requirements:

#### Division I:

High school graduate

16 core academic courses  
4 years English  
3 years Math (Algebra I or higher)  
2 years Social Science  
2 years Science (1 Lab)  
1 additional year English, Math, Natural/ Physical Science  
4 additional courses (from any area above, or foreign language or comparative religion/philosophy)  
**Total cores required = 16**

#### Division II:

High school graduate

16 core academic courses  
3 years English  
2 years Math (Algebra I or higher)  
2 years Social Science  
2 years Science (1 Lab)  
3 additional years English, Math or Natural/Physical Science  
4 additional courses from any area above, or foreign language, or comparative religion/philosophy)  
**Total cores required = 16**

- See the **NCAA Guide for the College-Bound Student Athlete @ [www.eligibilitycenter.org](http://www.eligibilitycenter.org)**

## THE ACTIVITIES PROGRAM

All extra-curricular organizations must be approved by the administration and School Committee and must meet the following established requirements:

1. Have an approved faculty advisor.
2. Have a written constitution.
3. Hold a minimum of ten meetings a year.
4. A MINIMUM of ten members.
5. Organization within thirty calendar days after the opening of school in September.
6. Participation in at least one administrative approved activity or project.
7. All monies realized by the organization deposited in the high school activity account.
8. All activities carried out under the supervision of the advisor.
9. If possible, affiliation with state and national associations.

## CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES (Policy JJ)

The School Committee believes that student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations and knowledge and skills. Therefore, the schools will provide a broad and balanced program of activities geared to the various ages, interests, and needs of students.

**ACADEMIC ACHIEVEMENT:** Each participant must have passed at least thirty (30) credits the preceding school year in order to participate on the team during the months of September and October. During the current year of participation the player must continue to be passing fifteen (15) credits of work the immediate marking period preceding the sport season in which he/she wishes to participate.

**ATTENDANCE:** All students must be in attendance at school at the start of the school day in order to participate in band/chorus performances or any extra-curricular activity (i.e. dances, drama production, etc.)

**USE OF TOBACCO, ALCOHOL OR DRUGS:** A student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance while participating in any extra-curricular activity. Students may be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor.

When the Principal confirms following an opportunity for the student to be heard, that a violation has occurred, the student shall lose the privilege of participating in extra-curricular activities for the remainder of that semester.

The following will serve as guides in the organization of student activities:

1. The assistance of parents in planning activity programs will be encouraged.
2. The goal for each student will be a balanced program of appropriate academic studies and activities to be determined by the school, the parents, and the student. This should be a shared responsibility.
3. Guidance will be offered to encourage participation of all students in appropriate activities and to prevent over-emphasis on extracurricular activities at the cost of academic performance.
4. All activities will be supervised; all clubs and groups will have a faculty advisor.
5. Student activities will not be conducted on Sunday before noon. Student activities may be held after noon only with prior approval of the building principal. Participation in these activities is strictly voluntary.
6. Every effort will be made to adjust or curtail activities, practice sessions and athletic contests sponsored by the high school, over which the high school has control, so as to not interfere with school-sponsored, senior-week activities and the junior/senior prom.

### **Extra-curricular activities currently available include:**

Art Club	Model Congress
As Schools Match Wits	National Honor Society
Book Club	New Horizons Club
Boys State/Girls State	One Act Plays
Chess Club	Peer Educators
Chorus Groups	Probe
Class Officers	Renaissance
Computer Club	S.A.D.D.
Conservation Club/Ecology Club	SCANNER Yearbook
Debate Team	School Newspaper
Diversity Committee	Semi Formal Committee
Drama Club	Ski Club
French Club	Spanish Club
Graphics Club	Stage Band
Health Careers Club	Stagecraft Club
Interact	Student Ambassadors
Jazz Band	Student Council
Junior/Senior Prom Committee	Student Librarian
Math Team	

**SOUTHWICK-TOLLAND REGIONAL HIGH SCHOOL**  
**STAFF LISTING BY DEPARTMENT 2013-2014**

**Administration**

Pamela Hunter, Principal  
William Metzger, Assistant Principal

**AIM**

Morgan Gall

**Applied Arts**

Marsha Henry\*  
Melissa Trzasko

**English-Language Arts**

Alison Anderson  
Sandra Blackak  
Aaron Clark  
Darrell Grant  
Janet Grunwald\*  
Maryanne Margiotta  
Kristin Tetrault

**Fine Arts**

Jennifer Coughlin  
Peter Follet  
Joanne Krawczyk\*  
Alice Rogers

**Foreign Language**

Wayne Lis  
Pamela Mahoney \*  
Nicolas Sanchez

**Guidance**

Kathryn Chandler  
Marcy Coviello\*  
Mary Downie  
Connie Rota  
Rachel Salvadio

**Librarian**

Beth Yanuskiewicz

**Mathematics**

Laura Bothwell  
Kristine Cigal  
David Hendrickson  
Anna Hitchcock  
Stephanie Nault\*  
Amy Pomeroy  
Allyson Wicander

**Nurse**

Dawn Turgeon

**Physical Education/Health/Family Living**

Todd Downie  
Daniel Eplite  
Frank Montagna (Athletic Director)  
Sue Pelligrinelli\*  
Allegra Petell

**Science**

Harriet Boakye  
Ann Marie Briggs  
Corey Hafer  
Tracy Hartshorn  
Matt LaBlanc\*  
Terry McManamy

**Social Studies**

Erin Daugherty  
Peter DeMello  
Caren Harrington  
Desiree Moriarty  
George Romeo  
Alex Trzasko\*

**Special Needs**

Judi Bean  
Melanie Brochu  
Jan Caruso  
Corrine Cheffer  
Kathryn Ezeugwu

**Technology Ed**

Jim Ash\*  
David Wallis

**Secretaries/Office Staff**

Kelly Arsenault  
Eileen Kleis  
Marcy Pickard  
Joanne Sico  
Kim Wundt

**Paraprofessionals/Teacher Aides**

Donna Beaudoin  
Karen Bryant  
Bridget Daley  
Christopher Norton  
Maurice O'Connor  
Dana Parenzo  
Apryl Penland  
Ann Poulo  
Ruth Ramah  
Heather Ramsey  
Luanne Savva  
Alex Wolf  
Jodi Wynglarz

Name : \_\_\_\_\_

## Southwick-Tolland Regional High School 4 Year Plan

<i>GRADE 9</i>	<i>GRADE 10</i>	<i>GRADE 11</i>	<i>GRADE 12</i>

<u>MINIMUM REQUIREMENTS:</u>		<u>FUTURE PLANS:</u>
<b><i>High School Graduation:</i></b> 5 English 4 Social Studies 3 Science(Biology) 3 Math 2 Foreign Language 2 Applied Arts (Info Tech.) 2 Fine Arts 4 PE/Health	<b><i>College Entrance:</i></b> 4 English 2 History/Social Science 3 Science (2 labs) 3 Math (Algebra 1&2/Geometry) 2 Foreign Language 2 College Prep Electives	<b>9</b>  <b>10</b>  <b>11</b>  <b>12</b>