



**Southwick-Tolland-Granville Regional School District School Committee
Regular Meeting**

DATE: **Thursday, February 15, 2024** *Rescheduled from 2/13/24

TIME: 5:30 p.m. Executive Session

6:00 P.M. Regular Session

NOTE LOCATION: In-Person at Superintendent’s Conference Room

86 Powder Mill Road, Southwick, MA 01077

***NOTE TIME AND LOCATION**

Community members who do not wish to attend in-person are also able to watch the meeting on LiveStream via ZOOM Webinar. However, public comment will not be allowed via Zoom. In the event of disruption of the LiveStream, the in-person meeting shall continue to proceed.

Please click the link below to join the webinar:

<https://us02web.zoom.us/j/81376798482?pwd=S3lzY3ZqWVBmNnZTZmljblJKVhVhdz09>

Passcode: K1DGK8

Or One tap mobile :

+13017158592,,81376798482#,,,,*848553# +13052241968,,81376798482#,,,,*848553#

Or Telephone:

Dial (for higher quality, dial a number based on your current location):

+1 301 715 8592 +1 305 224 1968 +1 309 205 3325 +1 312 626 6799 +1 646 931 3860 +1 929 205 6099

+1 719 359 4580 +1 253 205 0468 +1 253 215 8782 +1 346 248 7799 +1 360 209 5623 +1 386 347 5053

+1 507 473 4847 +1 564 217 2000 +1 669 444 9171 +1 669 900 6833 +1 689 278 1000

Webinar ID: 813 7679 8482 Passcode: 848553

International numbers available: <https://us02web.zoom.us/j/81376798482>

AGENDA

The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Agenda times are estimates.

I. EXECUTIVE (5:30 p.m.)

Move to go into Executive Session pursuant to:

M.G.L. c. 30A, s. 21(a)(3) to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigation position of the public and the chair so declares; and to reconvene in Open Session.

II. ROUTINE (6:00 p.m.) – BEGIN PUBLIC SESSION & Zoom Webinar

A. Attendance

B. Opening Ceremony

C. Consent Agenda – Minutes of 01/23/24; SRS Fundraiser (Class of 2027 Movie Night); SRS Out-of-State Field Trip (Sonny’s Place, Somers, CT)

D. Warrants

E. Correspondence

III. PUBLIC COMMENT – excluding personnel issues

Anyone wishing to make a public comment must appear in-person at the meeting.

In-person speakers will be allowed three (3) minutes to present their material and must begin by stating their name and address. The total time limit for public comment is fifteen (15) minutes. The presiding chairperson may permit extension of this time limit, in extenuating circumstances.

Improper conduct and remarks will not be allowed. Comments may offer such objective criticisms of the school operations and programs as concern them, but in public session, the committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.

IV. STUDENT ADVISORY REPORT

V. EDUCATIONAL PRESENTATION

- Athletics Department Proposals – Meirion George, Athletics Director
 - o SRS Booster Club
 - o New Athletics Team
- SRS 2024/2025 Program of Studies Changes – Serena Shorter, Principal, Southwick Regional School
- Curriculum Update: Instructional Materials – Dr. Jenny Sullivan, Assistant Superintendent of Curriculum and Instruction

VI. POLICIES

- 1st Reading – File JEB: Entrance Age

VII. ACTION ITEMS

- A. Approve Consent Agenda
- B. Approve SRS Booster Club
- C. Approve Girls Lacrosse Team

VIII. REPORTS

- A. Superintendent
 - 2024 Pioneer Valley Excellence in Teaching Award Winner
- B. Director of Finance and Operations

IX. SUBCOMMITTEES AND LIAISONS

Negotiations: Locke, Melloni, Fox, Stevenson (Alternate)
Finance: Locke, Stevenson, Fox
L.P.V.E.C. Bd. Collaborative: Emmelmann
L.P.V.E.C. Bd. Corporation: Stevenson
Policy: Petschke, Stevenson, Korobkov
Buildings and Grounds Liaison: Locke, Emmelmann, Stevenson
Instructional Leadership Team (ILT) Liaison: Petschke, Korobkov, Melloni
Wellness Liaison: Locke, Melloni, TBD
SPED Liaison: Petschke, Korobkov, Emmelmann
Technology Liaison: Petschke, Melloni, TBD
Southwick Capital Committee Liaison: Fox
Southwick Master Plan Liaison: N/A
Athletics Liaison: Stevenson
Legislative Liaison: Rotating attendance at MASC

X. PUBLIC COMMENT – excluding personnel issues

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XI. COMMITTEE DISCUSSION

- A. Old Business

Out-of-District Vocational Costs – Roundtable Summary

B. New Business

XII. ADJOURNMENT



Southwick-Tolland-Granville Regional School District School Committee

Regular Meeting

DATE: Tuesday, January 23, 2024

TIME: 6:00 P.M.

NOTE LOCATION: In-Person at Superintendent’s Conference Room

86 Powder Mill Road

Southwick, MA 01077

MINUTES

The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.
Agenda times are estimates.

I. ROUTINE (6:00 p.m.) – BEGIN PUBLIC SESSION & ZOOM WEBINAR

A. Attendance

The meeting was called to order by Mr. Stevenson at 6:02 p.m.

Motion by Petschke, seconded by Korobkov 7/0/0

- | | |
|-------------------------------------|--|
| School Committee
(Participants): | <input checked="" type="checkbox"/> Robert Stevenson, Southwick, Chairman
<input checked="" type="checkbox"/> Pamela Petschke, Granville, Vice Chairperson (remote participation)
<input checked="" type="checkbox"/> Ryan Korobkov, Southwick, Secretary
<input checked="" type="checkbox"/> Theodore Locke, Tolland (via phone)
<input checked="" type="checkbox"/> Russell Fox, Southwick
<input checked="" type="checkbox"/> Erika Emmelmann, Southwick
<input checked="" type="checkbox"/> Desiree Melloni, Southwick |
| Administration
(Participants): | <input checked="" type="checkbox"/> Jennifer Willard, Superintendent
<input checked="" type="checkbox"/> Joseph Turmel, Director of Finance and Operations
<input type="checkbox"/> |
| Student Representatives: | <input checked="" type="checkbox"/> Erin Mountain, Recording Secretary |
| News Media: | <input type="checkbox"/> None |
| Observers/ Attendees: | <input checked="" type="checkbox"/> Approx. 5 |

B. Opening Ceremony

Pledge of Allegiance

C. Consent Agenda – Minutes of 01/09/24 Workshop; Minutes of 01/09/24 Regular Session; SRS Fundraisers (Gr. 8 Cookie Sales; Gr. 7 Candle Sales; Class of 2025 Concession Stand); Powder Mill School Out-of-State Field Trip (CT Science Center)

D. Warrants

Circulating

E. Correspondence

Superintendent Willard received an email from MA Association of Regional Schools (MARS) regarding the Governor’s budget, which will be coming out shortly. It was reported that this year, the Governor is more confident about the revenue, which means it may be the most giving of the budgets. Mr. Fox reported that he attended the MA Municipal Convention in Boston recently and heard the Governor speak on this topic.

II. PUBLIC COMMENT – excluding personnel issues

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None.

III. STUDENT ADVISORY REPORT

Ms. Dickinson reported that physics and biology MCAS exams are the week of February 5; last week mock exams took place. She also noted that last week there was a mock trial, and a dance on the half day. In addition, Ms. Dickinson shared updates on winter sports, and reported that she is joining a legislative committee. Ms. Melloni reported that she attended a track meet at the Reggie Lewis Center, where STGRSD was among more than 50 schools participating. Our teams did very well (Girls placed 14th and Boys won long jump).

IV. EDUCATIONAL PRESENTATION

- SRS Student Award – VFW Voice of Democracy Essay Contest
The award presentation did not take place.

V. POLICIES

1st Reading – Section I (Instruction)

Section I review began today in the Policy Subcommittee; it is a heavy section and will take a few meetings to conclude.

VI. ACTION ITEMS

- A. Approve Consent Agenda
Move to approve Consent Agenda items as listed above.
There were no questions or comments.
Motion by Petschke, seconded by Korobkov 7/0/0

VII. REPORTS

- A. Superintendent
Superintendent Willard began her Boots on the Ground tour at the three schools. Meetings were set up to allow teachers/staff to express concerns about budget needs. This is an effort to be transparent about the budget. Superintendent Willard encourages people to show up at meetings - be active participants in the upcoming budget process, ask questions, and show support. She noted that a lot of concerns are around mental health and how we can support students.
- B. Director of Finance and Operations
Mr. Turmel attended the MASBO West conference last week at LPVEC; topics included Medicaid, transportation, Special Education, gas, and oil. The end-of-year audit is February 13 and 14, 2024. Mr. Turmel and Superintendent Willard attended the LPVEC budget meeting today, and he was impressed with Superintendent Willard and the other superintendents regarding their questions and support for their respective districts. Superintendent Willard said our district and Longmeadow are advocating to have all of our students accepted to the CTEC program; the other districts not in the LPVEC pay out-of-district tuition to have their students attend CTEC, and we want to make sure that our students are accepted over students from non-member districts. Mr. Turmel said he would go over the LPVEC budget presentation at the next School Committee meeting and/or present it to Tolland and Granville. Ms. Petschke said it would be advisable for town leaders to understand why we are part of LPVEC and what our district and the towns get from that collaboration/relationship, as it is important to understand that it's more than just a vocational option. She thought this would be an informative piece to share at the Roundtable next week.

VIII. SUBCOMMITTEES AND LIAISONS

Negotiations: Locke, Melloni, Fox – Waiting on dates for the next negotiations session (January 31 was cancelled).

Finance: Locke, Stevenson, Fox – The January 24 meeting may be cancelled (due to weather).

L.P.V.E.C. Bd. Collaborative: Emmelmann – Meeting tomorrow.

L.P.V.E.C. Bd. Corporation: Stevenson – Quarterly meeting soon to discuss buses. Ms. Emmelmann noted that they are going for 10 more buses (our district is not getting any).

Policy: Petschke, Stevenson, Korobkov – Met today; working on Section I.

Buildings and Grounds Liaison: Locke, Emmelmann, Stevenson – Mr. Turmel will call Mr. Amato.

Instructional Leadership Team (ILT) Liaison: Petschke, Korobkov, Melloni – Meeting on Zoom held recently. Changes to grade 7 and 8 include creating a new writing class due to MCAS scores not being strong. This grade 7 course would be separate from the ELA course, and if a grade 8 students need support in this area, they can be added. French will be phased out, and AP Calculus may be changed to a semester course instead of full-year course. Grade 9 CTEC students may be going for a full year to CTEC. Innovative Pathways also was discussed.

Wellness Liaison: Locke, Korobkov, Melloni – No report.

SPED Liaison: Petschke, Korobkov, Emmelmann – Meeting on February 1.

Technology Liaison: Petschke, Melloni – No report.

Southwick Capital Committee Liaison: Fox – Mr. Fox went to the MA Municipal conference, where he said the Governor established the importance of rural schools and aid to those schools. He spent much time on solar and electric sessions. Southwick will be able to pursue grants when they expend the money and are officially a Green Community (Tolland and Granville are). He mentioned ways the district could consider spending the Food Service money. He encouraged people to attend that conference.

Southwick Master Plan Liaison: TBD – N/A.

Athletics Liaison: Stevenson – Meeting with Ms. Shorter and Mr. George needs to be scheduled.

Legislative Liaison: Rotating attendance at MASC

IX. PUBLIC COMMENT – excluding personnel issues

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None.

X. COMMITTEE DISCUSSION

A. Old Business

Roundtable Discussion with Towns on February 1, 2024. Invites were sent to Select Board members of all three towns. Mr. Stevenson reported that information was discovered in the policy review meeting today that states we have to follow M.G.L. The Regional Agreement is silent on that but our policy states that towns need to pay for the out-of-district students who reside in those towns. He is cautiously optimistic that we will find common ground, and from a budget perspective this is something we need to address.

B. New Business

Mr. Fox reported that people have spoken to him about safety with regard to buses arriving at and leaving Woodland School, and people in cars that are not obeying the law. He noted that he observed the arrival and dismissal the other day and pointed out that Officer Sanders was there, standing in the driveway, to make sure that no one can bypass the buses when they are dropping off students. Superintendent Willard noted that whenever she calls the Chief about safety concerns when this happens, he deploys extra officers right away. Mr. Fox asked if we could return to the former protocol of parking at the Rec Center. Superintendent Willard explained that there were multiple complaints about the former process, and if we do change it, there will be parents lined up out the door. Mr. Stevenson said if people aren't able to follow the rules, then we will change

the current practice. He suggested that a notice be added to the school newsletter about safety concerns and the need for parents to follow the rules, or we'll have to resort to the Rec Center protocol. Superintendent Willard explained that the buses are entering Woodland via the SRS loop now, so they aren't entering via the driveway with the cars. She appreciates the support of the Police, as they always work collaboratively with us when it comes to safety. People can park at the Rec Center and walk, but there is no crossing guard there anymore.

XI. ADJOURNMENT

At 6:44 p.m., a motion was made to adjourn the meeting.

Motion by Petschke, seconded by Korobkov 7/0/0

Respectfully Submitted,

Ryan Korobkov, Secretary

XII. LIST OF DOCUMENTS VIEWED OR DISCUSSED DURING THIS MEETING

- Agenda for the January 23, 2024 Meeting
- Minutes of the January 9, 2024 Workshop
- Minutes of the January 9, 2024 Meeting
- SRS Fundraisers: - Gr. 8 Cookie Sales; Gr. 7 Candle Sales; Class of 2025 Concession Stand)
- Powder Mill School Out-of-State Field Trip (CT Science Center)
- Policy Manual Section I (Instruction)



Southwick-Tolland-Granville Regional School District

Fundraiser Application and Approval Form

No fundraising of any kind may be held without the specific consent of the building principal, Superintendent and the School Committee. Fundraising activities may not begin until approval is obtained.
Application must be approved two (2) weeks in advance of activity or must be rescheduled.

Name of Organization: Class of 2027 Name of Advisor(s): Darrel Grant

Date of Application: 2/6/24 Date of Fundraising Activity: 3/7/24

Fundraising Activity: Movie Night

Location of Fundraiser: SRS (classroom or Cafeteria depending on numbers)

Purpose / Beneficiary of Fundraiser: Class of 2027 activity account tickets - \$5.00

Darrel Grant

Applicant Printed Name

Reed

Applicant Signature

[Signature]

Principal's Signature

Athletic Director's Signature (if sports related)

Date 2/6/2024

Date _____

[Signature]
Superintendent's Signature

School Committee:

Date Approved _____

When the fundraiser is completed, please submit the following information to the building principal:

Gross Profit: \$ _____

Less Expenses: \$ _____

Net Profit: \$ _____

Account Deposited to: _____

Date Deposited: _____

Signature of Applicant

Signature of Building Principal

For Central Office Use

Rec'd: 1/22/24
Returned: _____

FIELD TRIP REQUEST FORM

Trip Date: June 6, 2024

Request Date: January 12, 2024

DIRECTIVES AND REGULATIONS:

1. The Building Administrator must submit this form to the Office of the Superintendent **AT LEAST (3) THREE WEEKS PRIOR TO THE WEEK OF THE PROPOSED TRIP** so that bus/driver availability can be verified.
2. All trips must meet the requirements of purpose, supervision, and policies of each school.
3. The Trip Coordinator is responsible for providing directions to the driver.

Trip Coordinator to Complete This Section:

Destination: Sonny's Place
 Complete Address: 349 Main St. Somers, CT 06071
 Phone Number: (860) 763-5454
 School: Circle One: WS PMS SRS Group/Class: 8th grade
 Trip Coordinator (s): Darrel Grant
 School Departure Time: 9:00 am School Arrival Time: 1:30 pm
 Type of Transportation: Circle One: Van Mini Bus Bus Charter Bus Other: _____
 Cost of Trip to Students: TBD based on fundraiser Number of Chaperones: 6-8
 Trip List Attached: Check One: YES NO Number of Students: _____
 Meals: Check One: Student Provide/Bring from Home Provided on Trip/Eat Out
 School Provide Bagged Lunch School Café During Regular Lunch Period
 Teacher/Advisor: Darrel Grant

School Office to Complete This Section:

Trip Charged To: District Budget Student Activity Account
 Nurse Needed: YES NO Signature: Marcia Lawrence-Ru
 Administrator: Approve Reject: Reason: _____
 Signature: [Signature]

Superintendent's Office to Complete This Section:

Transportation: Bus Available: Y N Per LPVEC Date: _____
 Nutrition: Notified: Y N Date: _____
 Superintendent: Approve Reject: Reason: _____
 Signature: [Signature]

Southwick Regional School Booster Club Mission Statement

The Southwick Regional School Booster Club was formed as a resource for athletes of all levels and abilities, families, school administration, the SRS Athletic Director, and faculty athletic club advisors to help enhance the overall athletic experience for all SRS students by:

1. Cultivating an athletic community that fosters team, school, and community spirit.
2. Serving as the communication conduit between the SRS athletic community, school community, and the local community.
3. Supplementing existing budgets by providing equipment, attire, and enhanced services that are not otherwise part of existing athletic and/or athletic club budgets.
4. Fundraising to supplement the athletic department or other athletic affiliated club budgets to help maintain programs.
5. Assisting athletic team coaches and athletic club advisors with organizing team events and communicating with parents and the local community.
6. Promoting and marketing the accomplishments of teams and individual student athletes on social media and other platforms to enhance engagement within the school and local community.
7. Providing consistent RAMS athletic brand guidelines (color scheme, logos, recommended phrases/statements etc.), and seeking ways to increase buying power by consolidating the purchase of RAMS attire across all sports when possible.

In carrying out these initiatives, the SRS Booster Club will follow all written policies of the Southwick-Tolland Regional School District, Southwick Regional School, the Pioneer Valley Interscholastic Athletic Conference, and the MIAA.

Relationship with Booster Organizations

The Southwick-Tolland-Granville Regional School Committee recognizes that the endeavors and objectives of booster organizations and similar groups can be a valuable means of stimulating interest in and endorsement of the aims and achievements of our public school system. Generally, actions initiated by booster organizations provide the atmosphere and climate to build and enhance community-school relationships.

The Southwick Regional School Booster Club was formed as a resource for athletes of all levels and abilities, families, school administration, the SRS Athletic Director, and faculty athletic club advisors to help enhance the overall athletic experience for all SRS students.

Fundraising by booster organizations will be limited to a service provided or donation received. School provided uniforms will not be worn during any booster club fundraising activity unless approved by the building principal or Superintendent. All fundraisers and booster club events must be pre-approved by the school committee, according to district policy.

As an independent 501c3, the Southwick Regional Booster Club reserves the right to distribute funds raised under its non-profit status according to the finance and expense by-laws of the club. To ensure transparency, the SRS Booster Club will provide the school committee with an annual report for review. Care must be taken to avoid compromising or diluting the responsibilities and authorities of the school committee.

SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

CODE: RELATIONS WITH PARENT ORGANIZATIONS

Category: COMMUNITY RELATIONS

Adopted: 12/6/05

File No.: KBE

Revised:

To foster relationships with parents that encourage the home and school to work together to establish and achieve common educational goals for students, the Superintendent and the professional staff will:

1. Consult with and encourage parents to share in school planning and in setting objectives and evaluating programs.
2. Help parents understand the educational process and their role in promoting it.
3. Provide for parent understanding of school operations.
4. Provide opportunities for parents to be informed of their child's development and the criteria for its measurement.

To accomplish the above and to enhance communications between parents and school officials, the committee encourages the maintenance of formal parent organizations at each school building. For this purpose the committee will officially recognize a parent organization at each building. These procedures will be observed:

1. Organizations will be officially recognized upon request by the building principal who will file a copy of the organizational papers with the Superintendent.
2. A vote, open to all parents of children enrolled, will designate the organization to be recognized if more than one organization makes the request.

SOURCE: MASC Policy

SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

CODE: RELATIONS WITH BOOSTER ORGANIZATIONS

Category: COMMUNITY RELATIONS

Adopted: 12/6/05

File No.: KJA

Revised:

The School Committee recognizes that the endeavors and objectives of booster organizations and similar groups can be a valuable means of stimulating interest in and endorsement of the aims and achievements of our public school system.

Generally, actions initiated by boosters provide the atmosphere and climate to foster and encourage community-school relationships.

Booster-proposed plans, projects, or activities must be evaluated and promoted in light of their stated contribution to the academic as well as the athletic and fine arts programs of the schools. Care must be taken to avoid compromising or diluting the responsibilities and authorities of the school committee.

SOURCE: MASC Policy

RAMS ATHLETICS



SOUTHWICK REGIONAL SCHOOL

Girls Lacrosse

Due to increased interest in starting a Girls Lacrosse program at SRS, we added it as a “Practice Only” option during the Spring 2023 season. A total of 29 girls signed up and practiced 3-4 times per week.

Student grade breakdown:

Grade 7 – 6 players.

Grade 8 – 6 players.

Grade 9 – 6 players.

Grade 10 – 5 players.

Grade 11 – 3 players.

Grade 12 – 3 players.

There was no fee to participate in 2023.

Given the large turn out and interest, I propose that we continue to progress the team through the required stages with MIAA (see below).

2023 - Introduction to Girls Lacrosse. Practice only. NO FEE CHARGED.

2024 - Based on a good turnout of players in 2023, we plan on putting a Development team together that will register with MIAA as a team, but will follow a scrimmage/JV team schedule with other MIAA schools. We will probably play away games only. SUGGESTED FEES \$50 PER PLAYER.

2025 - Year 2 of a Development Team. We will play an Independent season against other MIAA Schools Varsity and JV teams. We will aim to have a home field so that we can play both home and away games. SUGGESTED FEES \$100 PER PLAYER.

2026 - Register the team as a full Varsity team with MIAA to be placed in a league and be eligible for post season tournament play. SUGGESTED FEES \$100 PER PLAYER (or equivalent).

Memorandum

To: Jennifer Willard

From: Serena Shorter
Marcy Coviello

cc: Southwick-Tolland-Granville Regional School Committee

Date: 2/13/2024

Re: Program of Studies 2024-2025, Updates

- **Add Middle School Writing** - primarily for 7th grade students
This course concentrates on preparing middle school students for the more rigorous and higher demands of middle and high school expressive communication with a designed emphasis on writing and speaking. Students will develop and enhance their expressive skills through focused development of language, style, and structure to create more meaningful, effective, and mature communication that is organized, cohesive and purposeful of audience. Students will explore various types of writing such expository, persuasive, descriptive, narrative, and technical to produce various final products that range from traditional essays and speeches to professional communications (email and business letters) and creative stories.
- Shift from a 1A and 1B model for middle school World Language to a single year program- students will complete Level I of a language in one year (8th grade)
- Offer Advanced Placement Calculus as a half year course
- CTECH 9th grade students attend the collaborative for the full year as Freshman
- **Add Innovation Career Pathways** -8th, 9th grade students
Southwick Regional School's Innovation Career Pathways (ICP) is a DESE designated program designed to provide students with valuable opportunities for career exploration within specific industries while in high school. Beginning in their 9th or 10th grade year and continuing through graduation, students engage in a series of career-specific technical courses, additional career and college advising, college level courses, and an internship in their senior year. Participation in SRS's Innovation Pathways is free for students, but they are required to apply and demonstrate commitment to sustain enrollment in the program. The curriculum is tailored to high-demand industries, information technology and healthcare and social assistance, and provides students with industry skills, opportunities to earn credentials, and insights gained through guest speakers and field trips. The culmination of the program prepares students for future careers by offering local internships, allowing them to acquire workplace skills and experiences.

Students participating in ICP will select either the Information Technology Pathway or the Health Care and Social Assistance Pathway. The scope and sequence of courses for each pathway are listed here:

Grade	Information Technology	Health Care and Social Assistance
9	Required: Foundations of Computer Science (0542)	Required: General Health (0700)
10	Required: Computer Programming (0518)	Required: Biology (0320)
		Recommended: Contemporary Health Issues (0705)
11	Required: AP Language and Composition (0033)	Required: AP Language and Composition (0033)
	Recommended: Honors Advanced Computer Programming (0521)	Recommended: Honors Anatomy and Physiology (0334) Nutrition and Wellness I (0530)
12	Required: AP Computer Science Principals (0526) Diversified Learning Experience/Internship (0825)	Required: AP Biology (0365) Diversified Learning Experience/Internship (0825)
	Recommended: AP Statistics (0258) -or - AP Calculus (0260)	Recommended: Nutrition and Wellness II (0533) AP Statistics (0258) Honors Psychology/Sociology (0140) -or- Psychology/Sociology (0145)

SOUTHWICK REGIONAL SCHOOL
SOUTHWICK-TOLLAND-GRANVILLE

PROGRAM OF STUDIES



2024-2025

Non-Discrimination Commitment

The Southwick-Tolland-Granville Regional School District conducts its program and activities in conformity with Title VI, Title IX, Section 504 of the Rehabilitation Acts of 1973 and Massachusetts General law Ch. 76, Section 5. It is the policy of the Southwick-Tolland-Granville Regional School District not to discriminate or to allow discrimination on the basis of race, color, national origin, sex, gender identity, sexual orientation, age, religion, and/or handicap or disability in any of its activities. This policy also ensures that students and staff should be free from retaliatory action and/or harassment based upon any of the foregoing attributes. Anyone having a complaint alleging a violation of any anti-discrimination laws or regulations should immediately bring that complaint to the attention of the building Principal or Title IX Coordinator, if the principal is not involved in the complaint. The Principal will conduct a prompt and thorough investigation into the charges.

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FOREWORD

To Parents and Students:

This Program of Studies is designed to help students, and their parents/guardians, make educated choices about the courses they will take in the 2024-2025 school year. It will also assist students in planning a comprehensive program for their two years in middle school and then four years of 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/guardians, should use this form, as they work with their school counselors, to formalize a comprehensive four-year list of courses. We strongly urge students and parents/guardians, 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/guardians, 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 school counselor and their teachers in order to make final decisions.

I look forward to a productive and challenging academic year!

Respectfully,

Serena Shorter
Principal

S. R. S. Core Values and Beliefs About Learning

The Southwick Regional 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 Regional School strives to provide a safe, supportive, respectful environment dedicated to the academic, personal, and cultural evolution of every student.

S.R.S. 21st Century Learning Expectations

In preparation for becoming productive 21st century citizens, all students at Southwick Regional 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.

GENERAL INFORMATION

PLANNING YOUR HIGH SCHOOL SCHEDULE

Choosing the right schedule 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 schedule, you and your parent/guardian 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, skills and your scholastic record up to the present. Choose subjects that will benefit **YOU** and avoid being influenced by the choices your friends make. We highly encourage students to consider teacher recommendations when planning their schedule.

At Southwick Regional School you will have the opportunity to select your coursework from different subject areas without being confined to a single curriculum. Your schedule 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 Counseling Department, a source of help in pursuing a specific interest and goal.

GENERAL REMARKS

1. All schedules must be reviewed by a School counselor/director.
2. All elective courses are subject to satisfactory enrollment.
3. Students should choose electives at the grade level for which they are listed.
4. It is recommended that students take courses in their intended sequence, and in some cases, the mandatory sequence.
5. 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.
6. A student who plans to participate in full graduation ceremonies must take four full courses in each semester of his/her senior year.
7. In order to be allowed to retake a course for credit in summer school, a student must earn a minimum grade of a 45 and they must take the final exam in that course.

GRADUATION REQUIREMENTS (Policy IKF)

In order to graduate from Southwick Regional 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 (English 9, 10, 11, 12)	20
Social Studies *	20
Science (Physics – required for all students)	15
Mathematics	15
World Language	10
Applied Arts	10
Fine Arts	10
Physical Education**	10-15
Health	5
	<hr/>
Required Credits:	120
Electives	30
TOTAL CREDITS TO GRADUATE:	150

*Beginning with the Class of 2024, all students will be required to take World History, US I, US in the Modern World (or AP US History), and a Social Studies elective.

**All students must take PE every year 9-12. Students will earn 10-15 credits dependent upon their academic program.

***A student in Grade 11 or Grade 12 who needs to explore an alternative Physical Education course due to unique scheduling issues must meet with his/her Counselor to review options. The need for this option could be necessitated by either vocational or academic requirements. Approval from the Director of School Counseling and Principal is required.

MCAS: In addition to completing all graduation requirements, the Massachusetts Department of Elementary and Secondary Education requires that all students pass the MCAS exams in English, Math and Science. 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.

GRADUATION CEREMONY: 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 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. (If a student chooses to graduate early, they will not be ranked with the newly assigned graduating class.)

CREDIT FOR INTERNATIONAL 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 counselor will evaluate the work and assign credit for it according to standards prevailing in Southwick Regional 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. For the purpose of class eligibility, a student who chooses to graduate early will be placed into the senior year at the completion of semester one of their junior year, provided they have earned the total number of credits required to be eligible for senior status.

Class Membership	Sophomore credits	30
	Junior credits	70
	Senior credits	110

COURSE LEVELS

- AP = Advanced Placement
- H = Honors Courses
- CP = College Prep

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:
 - Advanced Placement = 1.10
 - Honors = 1.05
 - College Prep = 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 fourth 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.
7. No more than 170 credits will be computed into the GPA.
8. For the purpose of awards, scholarships and graduation, senior rank is established at the conclusion of the third term.

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

All subjects 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 an 80.

PROGRAM CHANGES

Students are discouraged from making changes in their academic schedule. No schedule changes will be made after the first 10 days 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, 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 10% of the final grade for the course.

PROGRESS REPORTS/PLUSPORTAL

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

REPORT CARDS

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

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

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 Counseling 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 Regional 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 Counseling 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.

SCHOOL COUNSELING SERVICES

Counseling services are available for every student in the school. The Counseling Office consists of a suite located adjacent to the Main and Health Offices. The primary function of the Office is to help coordinate the transition, orientation and placement of each student in the school and plan for their future. Counselors are available to assist students so that educational and vocational planning will be based upon sound information. The Office is the place where students can go to talk about themselves. If a student wishes to meet with a counselor, they should ask their teacher for permission or contact their counselor directly.

School Counselors: All students at Southwick Regional School are assigned to a School counselor based upon the following grade and alphabetical breakdown:

Marcy Coviello, Director	Gr. 7-12
Elizabeth McCarthy, Counselor	Gr. 7-8
Mary Downie, Counselor	Gr. 9-12
Kelly Kiltonic, Counselor	Gr. 9-12

Additional Support Personnel:

Shannon Dion, Adjustment Counselor	Gr. 7-8
Lisa Sigda, Adjustment Counselor	Gr. 9-12
Maryanne Margiotta, Career Facilitator	Gr. 9-12
Carolyn Roberts, School Psychologist	

School Counselor: 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.

Adjustment Counselor: The role of 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 Counseling 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.

School Psychologist: The role of the school psychologist is to support a student's ability to learn and a teacher's ability to teach. Mental health, learning and behaviors are assessed as needed in order to best support students with being successful academically, socially, behaviorally and emotionally.

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) courses are designed to challenge and meet the needs of the highly motivated and academically prepared students. The quality and quantity of student work are important factors in meeting with success in an Advanced Placement course. 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. Our advanced placement courses are designed, as much as possible, to bridge the gap between high school and college. It is a commitment both in and out of school that must be taken seriously in order to be successful. The following should be considered when signing up for an AP course: assigned summer work is mandatory, independent work is required (via textbook reading, writing assignment, homework). Many colleges and universities award credits or exempt students from required courses on the basis of scores earned on AP exams taken at the end of each school year.

CAREER CENTER

The Career Center is open to all students in Grades 7-12. Students may learn about employment opportunities, how to apply for a work permit and write a resume. Students are welcome to sign up for career related field trips, special programs, volunteer opportunities or the ASVAB test. Job shadowing opportunities are available to all students who can provide transportation to the work site. The career facilitator coordinates the Diversified Learning Experience internship program, which is available to seniors. The career facilitator collaborates with the 7th and 8th grade ELA staff introducing the Massachusetts Career Information System (MassCIS) as segue to their career project. Naviance, a web based career development program, is introduced to high school students, typically 9th graders, with a College and Career Readiness presentation. Students develop a career portfolio as part of their career research project and build on it as they progress through high school. The assessment portion includes interest assessments, skills and learning styles.

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 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 & final grades at the same time that grades are issued at Southwick Regional 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 Regional School and/or the college. If a student wishes to take one or more courses outside of Southwick Regional School, approval of the Principal or Director of School Counseling 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.

DUAL ENROLLMENT PROGRAM

Purpose: To provide qualified students in the Southwick Regional 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 students 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, 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 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 counselor or teacher.
- Must meet higher education admission requirements/individual course requirements at perspective colleges/ 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.R.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.
- College level course work will receive 1.10 level weighting.
- Students must provide a transcript report to the high school Counseling Office in order to receive academic credit.
- In order to be eligible for Honor Roll, students must secure a numeric mid-term grade from their professor(s) and submit it to the Counseling Office.

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

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 Regional School.
4. The applicant must have an 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.

RESOURCE MATERIALS

If interested in college, students may want to review the many college catalogues and handbooks on file in the Counseling 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 a subject teacher.

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 Regional 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 the Counseling Office. 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 the counselor and the relevant teaching staff.

INNOVATION CAREER PATHWAYS

Southwick Regional School's Innovation Career Pathways (ICP) is a DESE designated program designed to provide students with valuable opportunities for career exploration within specific industries while in high school. Beginning in their 9th or 10th grade year and continuing through graduation, students engage in a series of career-specific technical courses, additional career and college advising, college level courses, and an internship in their senior year.

Participation in SRS's Innovation Pathways is free for students, but they are required to apply and demonstrate commitment to sustain enrollment in the program. The curriculum is tailored to high-demand industries, information technology and healthcare and social assistance, and provides students with industry skills, opportunities to earn credentials, and insights gained through guest speakers and field trips. The culmination of the program prepares students for future careers by offering local internships, allowing them to acquire workplace skills and experiences.

Students participating in ICP will select either the Information Technology Pathway or the Health Care and Social Assistance Pathway. The scope and sequence of courses for each pathway are listed here:

	Information Technology	Health Care and Social Assistance
9	Required: Foundations of Computer Science (0542)	Required: General Health (0700)
10	Required: Computer Programming (0518)	Required: Biology (0320) Recommended: Contemporary Health Issues (0705)
11	Required: AP Language and Composition (0033) Recommended: Honors Advanced Computer Programming (0521)	Required: AP Language and Composition (0033) Recommended: Honors Anatomy and Physiology (0334) Nutrition and Wellness I (0530)
12	Required: AP Computer Science Principals (0526) Diversified Learning Experience/Internship (0825) Recommended: AP Statistics (0258) -or - AP Calculus (0260)	Required: AP Biology (0365) Diversified Learning Experience/Internship (0825) Recommended: Nutrition and Wellness II (0533) AP Statistics (0258) Honors Psychology/Sociology (0140) -or- Psychology/Sociology (0145)

NAVIANCE

Naviance is a comprehensive college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life. 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. Counseling staff and Career Facilitator can provide access and information to students. This program will be used with students starting in 9th grade. College career planning in 11th/12th grade will also utilize this resource, including college search and applications.

Naviance helps high school students:

- Understand their unique strengths
- Connect their interests to careers
- Set goals
- Develop self-knowledge and personal motivation

Since college admission is a highly selective process, students may want to discuss the requirements of a particular college with their 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.

SCHOLARSHIP INFORMATION

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

STANDARDIZED TESTING PROGRAM

The Counseling 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 (MCAS). Information regarding SAT, and ACT testing for college admission is available in the Counseling Office. We conduct Accuplacer in conjunction with community colleges.

SOUTHWICK REGIONAL 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 History	5	U.S. History I	5	US in the Mod. World	5	Social Studies Elective	5
Math	5-10	Math	5	Math	5	Math/Elective	5
Science/Physics.....	5	Science.....	5	Science	5	Science/Elective	5
World Language	5	World Language	5	Physical Ed	5	Physical Ed	5
Physical Ed.....	2	Physical Ed	3	World Lang/Elective... 5	5	World Lang/Elective	5
Health.....	3	Health	2	Applied/Fine Art..... 5	5	Applied/Fine Art..... 5	5
Applied/Fine Art	5	Applied/Fine Art..... 5	5	Elective.....	5	Elective	5
Elective..	5	Elective	5				

Pre-Liberal Arts Selective College Plan

Grade 9	CR	Grade 10	CR	Grade 11	CR	Grade 12	CR
English	5	English	5	English	5	AP/English	5-10
World History	5	AP/U.S.History I 5-10	5-10	US Mod.World/Elective5	5	AP/Elective.....	5
Alg I V-I	5	Geometry	5	Algebra II V-2..... 5	5	AP Calculus.....	10
Alg I V-2.....	5	Alg II V-1.....	5	AP Pre-Calculus	5	Science elective/AP Science.5	5
Physics	5	Science/Biology.....5	5	AP Science	10	World Language	5
World Language	5	World Language	5	World Language	5	Physical Ed	5
Physical Ed	2	Physical Ed	3	Physical Ed	5	(Elective	5)
Health	3	Health	2				
Applied or Fine Art..... 5	5	(Elective	5)				

MINIMUM REQUIREMENTS

SRS

High School Graduation:

- 4 English (9, 10, 11, 12)
- 4 Social Studies (World, USI, USII, Elective)
- 3 Science (5 Physics)
- 3 Math
- 2 World 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 (3 Labs) Including Engineering Design
- 4 Math (Algebra I & II/Geometry)
 - Must include Math In Junior and Senior year
 - Math courses must be progressive
- 2 World Language
- 2 College Prep electives

COURSES BY LEVEL

ADV. PLACEMENT (AP)

HONORS (H)

COLLEGE PREP (CP)

AP English Literature (11/12) AP English Language (11/12)	English 9, 10 Speaking, Writing & Research Creative Writing	English 9, 10, 11, 12 Speaking, Writing & Research Journalism
AP U.S. History AP U.S. Government & Politics	World History U.S. History I US in the Modern World American Government Psychology/Sociology Legal Issues in America Pop Culture	World History U. S. History I US in the Modern World American Government Legal Issues in America Contemporary World Issues Psychology/Sociology
AP Calculus – AB AP Pre-Calculus	Geometry Algebra II Volume 1 Algebra II Volume 2 Advanced Math Topics	Algebra I Volume 1 Algebra I Volume 2 Geometry Algebra II Volume 1 Algebra II Volume 2 Math Foundations
AP Biology AP Chemistry (10, 11, 12) AP Environmental Science	Physics Anatomy & Physiology	Biology Chemistry Environmental Science Forensic Science Foundations of Science Physics
AP Spanish Language	French IV, V Spanish IV, V	French I, II, III Spanish I, II, III
AP Computer Science Principles	Advanced Computer Science Architectural Design	Accounting I Foundations of Computer Science Computer Science Financial Literacy Economics/Entrepreneurship Multimedia Publications Wood Manufacturing I & II Graphic Communications II & III Engineering Design Home Maintenance Building Construction Nutrition & Wellness I Nutrition & Wellness II
		Visual Arts Exploration Animation Drawing I Advanced Drawing & Painting 3-D Design I & II Music Exploration American Music Music Theory Vocal Ensemble I, II, III, IV Concert Band I, II, III, IV Theater Arts I & II Voice for the Stage Film Studies Techniques in Filmmaking
		P.E. 9, 10, 11/12 PE Wellness 12 General Health Contemporary Health Issues Independent & Family Living

ARTS & TECHNOLOGY DEPARTMENT

Applied Arts

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

The courses offered 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. 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.

Business/Finance

High School Courses

ACCOUNTING I (CP) (0503)

When Given: Full Semester,

Prerequisite: None

5 Periods Per Week 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.

ECONOMICS & ENTREPRENEURSHIP (0509)

When Given: Full Semester, 5 Periods Per Week

Prerequisites: None

5 Credits

Open To: Sophomores, Juniors and Seniors

Students learn about the allocation of scarce resources and the economic reasoning used by government agencies and by people as consumers, producers, savers, investors, workers, and voters. They study these topics by exploring and researching guiding questions such as, "What are some measures of a nation's economic stability?" and "What impact does globalization have on the United States economy?" Key elements include the study of introductory economic concepts, the nature of business, economic systems, the impact of government, analysis of cost/relationships, economic indicators, global trade and personal finance. Students will study the roles of the entrepreneur, the consumer, business, labor and government from mainly a macro, but also a micro-economic perspective. As the course progresses, the student will have opportunities to apply what they have learned with a series of authentic projects. Economics and Entrepreneurship is intended as an enrichment elective taken in addition to the Social Studies requirement and maybe used once to satisfy a social studies or applied arts requirement.

FINANCIAL LITERACY (0510)

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.

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.

MULTIMEDIA PUBLICATION (0508)

When Given: Full Year, 5 Periods Per Week

Prerequisite: Adobe Photoshop Experience in either classes (Graphics) or Portfolio

10 Credits

Open To: Seniors

Multimedia Publication is a small business class that introduces students 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. In addition, students will learn about marketing their product, working with the community and parents. Students will be required to participate in

after school activities to take pictures and acquire business ads to help reduce the overall cost of producing the yearbook. Multimedia 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.

Informational Technology

MIDDLE SCHOOL COURSES:

DISCOVERING COMPUTER SCIENCE

Prerequisite: None

Open to: Grades 7 and 8

Introductory computer science courses which takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user centered design, and data while inspiring students as they build their own apps, animations, games, and physical computing systems. This introduction to graphic design counts as the graphics one course and meets the requirement for students to move onto any computer science course and/or graphics two.

HIGH SCHOOL COURSES:

FOUNDATIONS OF COMPUTER SCIENCE (0500) 5 Credits

Prerequisite: None

Open to: All Students

This course is designed to equip students with the foundational skills and knowledge needed to learn, live, and work independently, safely, and securely in a world with perpetually changing technologies. Students will individually and collaboratively gain an understanding of how computers work, connect over networks, and store and share data through purpose driven, project based, and problem-solving instruction. Students will also explore the societal impact of technology and associated ethical issues. Upon completion, students will be prepared for all other technology-related courses offered at Southwick Regional School.

COMPUTER SCIENCE (0502)

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

Prerequisites: Foundations of Computer Science

Open To: All Students

This course provides students the opportunity to learn the basics of web design and the fundamentals of cybersecurity. Students will learn the basics of HTML, CSS, JavaScript and SQL without being coding intensive. By the end of the course students will be able to create their own multipage website and have a better understanding of how networks work, software security, and the basics of cryptography. Students will have the opportunity to take both a Web Design and Fundamentals of Cybersecurity exam. Passing the exams will include certification that can be included on student resumes and college applications.

ADVANCED COMPUTER SCIENCE (H) (0514)

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

Prerequisite: Computer Science

Open To: Sophomores, Juniors and Seniors

Students build on the skills developed in Computer Science and dive deeper into Web Development and advanced cybersecurity, which includes capstone projects. Students will participate in a project-based learning environment and will learn basic elements of web development including web hosting, file organization while incorporating JavaScript and HTML files. Students will also advance their skills in cybersecurity through real world applications of network and security concepts. Students will have the opportunity to take both a Web Develop and Advanced Cybersecurity exam. Passing the exams will include certification that can be included on student resumes and college applications.

AP COMPUTER SCIENCE PRINCIPLES (AP) (0526)

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

Prerequisite: 5 Computer Science Credits or Permission of Teacher

Open To: Sophomores, Juniors and Seniors

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. Focus will be on - Computational Thinking Practices: connecting computing, creating computational artifacts, abstracting, analyzing problems and artifacts, communicating, collaborating and Big Ideas: creativity, abstraction, data and Information, algorithms, programming, the Internet, global Impact. Per MassCore, this class counts as a math class senior year for purposes of state colleges and universities. Per AP standards, this course can also count as a lab science.

Manufacturing Technology

HIGH SCHOOL COURSES:

WOOD MANUFACTURING TECHNOLOGY I (0548)

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

Prerequisite: None

5 Credits

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 their knowledge through the construction of several prototypes through required, team, and individual projects. An emphasis is placed on applying the design process, critical thinking and problem solving skills. Students will also complete individual wood projects of their own design using innovational methods. Students will use critical thinking and problem solving skills through their hands on work both in the design stage and the fabrication stage.

WOOD MANUFACTURING TECHNOLOGY II (0551)

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

Prerequisite: Manufacturing Technology I

5 Credits

Open To: Sophomores, Juniors and Seniors

This course continues to develop student knowledge of Wood Manufacturing Technology safe operation of machine tools will continue to be reviewed. Students will construct models for their designed ideas prior to manufacturing the full scale product. Quality control, assembly line manufacturing, and customer design-build lessons will provide students real work production experience. Students will use critical thinking and problem solving skills through their hands on work both in the design stage and the fabrication stage.

BUILDING CONSTRUCTION (0575)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: None

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 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. Students will use critical thinking and problem solving skills through their hands on work both in the design stage and the fabrication stage.

GRAPHIC COMMUNICATIONS (0557)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: None

5 Credits

Open To: All Students

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 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 and thermal transfer methods.

GRAPHIC COMMUNICATIONS (0560)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: Graphic Communications

5 Credits

Open To: Sophomores, 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.

ENGINEERING DESIGN/COMPUTER AIDED DESIGN (CAD) (0563) (LAB)

When Given: Full Semester, 5 periods per week

Prerequisite: None

5 Credits

Open To: All Students

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. 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 Solid Works (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. This course counts as a lab science for college admissions in Massachusetts.

ARCHITECTURAL DESIGN/COMPUTER AIDED DESIGN (CAD) (H) (0566)

When Given: Full Semester, 5 periods per week

5 Credits

Prerequisite: None

Open To: All Students

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. Students will use Chief Architect (computer aided design software) to convey their ideas.

HOME MAINTENANCE (0572)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: None

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.

Fine Arts

Graduation Requirements: All students must pass two (2) courses in Fine Arts

The Visual Art Program

Each day we encounter thousands of images designed to inform, influence, and entertain. The art program is designed to assist students in acquiring the skills needed to both interpret the world around them and communicate within it. Students selecting art courses will develop an appreciation and understanding of a variety of cultures and careers through the lens of art and art history. Readings, presentations, critiques, self-evaluation, and art production are components of the art program that will help students gain these understandings. Visual arts courses will provide students with the tools and techniques needed to express themselves visually while developing the skills that allow them to identify, analyze, and solve problems, through the application of the elements and principles of art.

MIDDLE SCHOOL COURSES:

ART EDUCATION

Prerequisite: None

Open to: Grades 7 and 8

Students in grades 7 and 8 will have opportunities to explore drawing, painting, printmaking, sculpture, crafts and art history. The visual arts will allow students to use creativity, problem solving and his/her imagination to investigate a variety of media. This is an area where students can put his or her mind and hands to work in harmony. An emphasis on the knowledge of the elements and principles of design will be the focus of the curriculum. Seventh and eighth graders will be able to demonstrate their powers of observation, abstraction and expression in a variety of media, materials and techniques. The visual arts are vital to the education of the whole child.

HIGH SCHOOL COURSES:

VISUAL ARTS EXPLORATION (0600)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: None

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, quizzes, and homework will be part of the course content. Students will be responsible for reading five chapters from our textbook, The Visual Experience. At the end of the semester students will complete a comprehensive written exam. Student work will be displayed throughout the semester.

DRAWING I (0603)

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 Art. 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.

ANIMATION (0602)

Full Semester, 5 Periods Per Week

Prerequisite: Visual Arts Explorations

5 Credits

Open to All Students

Animation is a studio art course open to students who have taken Visual Art Explorations. This is a course designed to introduce students to the skills and techniques needed to produce animated works of film. The course will cover character design, storyboarding, traditional animation techniques, and digital animation techniques. There will be an emphasis on the 12 Principles of Animation and students will produce multiple animated (very) short films in addition to still character designs and storyboards. Students will explore the history of animation as well as current techniques.

3-D DESIGN I - CERAMICS AND SCULPTURE (0615)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: Visual Arts Exploration

5 Credits

Open To: All Students

This is an introductory course to Ceramics 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, slab, hollow molding animal sculpture. A variety of surface treatments will be introduced such as underglazing, glazing, burnishing, saw dust firing and acrylic paints. 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.

3-D DESIGN II - CERAMICS AND SCULPTURE (0621)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: Visual Arts Exploration, 3-D Design I

5 Credits

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 complete a research project based on the study of traditional or contemporary clay artists. Students will be exposed to ancient and contemporary clay techniques such as creating ocarinas and canteen vessels. Students should expect Art history readings, complementary assignments and homework to be part of the course. Various new and traditional sculpting materials, other than clay, will be included if time permits. For example: mobiles, balsa foam sculpture, basketry, or wire sculpture.

All students will complete a written research project at the end of the semester. Student work will be displayed throughout the semester.

ADVANCED ART (0605)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: Visual Arts Explorations and Drawing I, Animation, or 3-D Design

5 Credits

Open to 10th, 11th, 12th

This course offers students the opportunity to develop skills in order to solve advanced drawing problems that may include landscape, interiors, still-life, architecture, figure, and portrait. Students will have the opportunity to apply their skills toward the production of personal work utilizing media that may include pencil, colored pencil, charcoal, ink, oil pastel, mixed media, watercolor and acrylic paint, and clay. Students will be required to keep a sketchbook as well as complete outside readings and a research project. College and career opportunities will be explored. Students who wish to prepare a portfolio for college admission or career opportunity, may elect to participate in the course a second time with a focus on the production of artwork for Portfolio Preparation.

Music Program

Music courses are offered as electives. A student may participate in any one or more programs. Courses include Music Appreciation, 20th Century Music, and Music Theory. Performance-based courses include Vocal Ensemble and Concert Band. 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.

A music education is part of comprehensive education. As an academic discipline, music is a broad and complex subject, as intellectually challenging as any subject in the school curriculum. All students can participate and benefit from the knowledge and

skill development, social interactions, and the aesthetic appreciation of this exceptional art form. Having an understanding and appreciation of how music works provides students with greater personal meaning for the music in their lives. Furthermore, playing or singing in a music ensemble is a team effort where each person's contributions and efforts are necessary to the success of the group.

MIDDLE SCHOOL COURSES:

MIDDLE SCHOOL CHORUS

Prerequisite: Appropriate Chorus during previous school year or audition with instructor **Open To: Grades 7 and 8**

Students will perform a varied repertoire of chorus literature at two evening performances, one in December, one in May. Students will learn basic sight-reading skills and vocal technique. Advanced students will have opportunity to audition for the Massachusetts Music Educators Association Western District Junior Festival Treble Chorus or Young Men's Chorus. Students will be assessed on accuracy of performance during rehearsals, concerts, and small group lessons. Chorus is a full year program.

MIDDLE SCHOOL BAND

Prerequisite: Appropriate Band during previous school year or audition on a concert band instrument with instructor **Open to: Grades 7 and 8**

Students will perform a varied repertoire of band literature at two evening performances, one in December, one in May. Students will study etudes from an appropriately leveled instrumental method book. Advanced students will have opportunity to audition for the Massachusetts Music Educators Association Western District Junior Festival Concert Band. Students will be assessed on accuracy of performance during rehearsals, concerts, and small group lessons. Band is a full year program.

HIGH SCHOOL COURSES:

MUSIC EXPLORATIONS (0633)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: None

Open To: All Students

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

AMERICAN MUSIC: Jazz, Blues and Beyond (0635)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: Music Appreciation recommended

Open To: Sophomores, Juniors and Seniors

The goals of this elective course are to develop listening skills to identify 20th century musical terms, popular styles and musicians; understand and discuss examples of how social and economic changes impacted or were reflected by music; understand the role of race and gender as well as other social factors in the development of 20th century music. This class deals almost exclusively with American Music throughout the 20th Century, from African Slave Songs, to Blues, to Jazz, to Rock all the way to our contemporary music. Topics include an in-depth study of jazz, blues, rock and roll, and folk movements, as well as contemporary and later 20th century music forms such as fusion, progressive rock, funk, disco, and others. Additional units include the use of music in film, and the American musical. There will also be the possibility of interdisciplinary and multi-media projects. Students with an interest in music as a career or a vocation are encouraged to enroll. Offered in alternating years.

MUSIC THEORY (0637)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: One prior music course or teacher recommendation

Open To: Sophomores, Juniors and Seniors

The music theory course will focus in depth on musical elements such as notation, melody, harmony, rhythm, intervals, scales, sight reading, score analysis, dictation, form, as well as introductory conducting and composition skills. Throughout this course, students will gain an understanding of the theoretical and formal aspects of music, and employ music as a written, aural and oral language. This course is designed for students who have at least fundamental music literacy skills. The study of music theory 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. Offered in alternating years.

VOCAL ENSEMBLE I (0639)

When Given: Full Year/Modified Block

5 Credits

Prerequisite: None

Open To: All Students

Students will perform a varied repertoire of vocal music both accompanied and acappella in a mixed choir setting (Soprano, Alto, Tenor, and Bass voices). Students will learn and demonstrate the ability to read a vocal music score through performance and by describing how the elements of music are used. Student singing will be evaluated individually and in an ensemble setting for voice development with literature rated on levels 1-4. Emphasis will be on semi-annual performances, rehearsals, progress and preparation. A wide variety of repertoire is sung in order for students to understand music in relation to other arts, history and culture.

VOCAL ENSEMBLE II (0640)**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 acappella in a mixed choir setting (Soprano, Alto, Tenor, and Bass voices). Students will learn and demonstrate the ability to read a vocal music score through performance and by describing how the elements of music are used. Student singing will be evaluated individually and in an ensemble setting for voice development with literature rated on levels 1-4. Emphasis will be on semi-annual performances, rehearsals, progress and preparation. A wide variety of repertoire is sung in order for students to understand music in relation to other arts, history and culture.

VOCAL ENSEMBLE III (0641)**When Given: Full Year/Modified Block****Prerequisite: Vocal Ensemble II****5 Credits****Open To: Juniors and Seniors**

Students will perform a varied repertoire of vocal music both accompanied and acappella in a mixed choir setting (Soprano, Alto, Tenor, and Bass voices). Students will learn and demonstrate the ability to read a vocal music score through performance and by describing how the elements of music are used. Student singing will be evaluated individually and in an ensemble setting for voice development with literature rated on levels 1-4. Emphasis will be on semi-annual performances, rehearsals, progress and preparation. A wide variety of repertoire is sung in order for students to understand music in relation to other arts, history and culture.

VOCAL ENSEMBLE IV (0642)**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 acappella in a mixed choir setting (Soprano, Alto, Tenor, and Bass voices). Students will demonstrate the ability to read a vocal music score through performance and by describing how the elements of music are used. Student singing will be evaluated individually and in an ensemble setting for voice development with literature rated on levels 1-6. Emphasis will be on semi-annual performances, rehearsals, progress and preparation. A wide variety of repertoire is sung in order for students to understand music in relation to other arts, history and culture. Senior chorus members are expected to lead by example.

CONCERT BAND I (0645)**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 in a group setting. Concert Band instruments include flute, oboe, bassoon, saxophone, trumpet/cornet, French horn, trombone, euphonium/baritone, tuba, and percussion. Students will demonstrate the ability to read instrumental sheet music by playing their instrument in rehearsals and describing how the elements of music are used. Success in this course is based on performance in rehearsals, performances, and individual preparation through at-home practice. Student performance will be evaluated individually for skill development with literature rated on levels 1-4. A variety of music is covered in order for students to understand music in relation to other arts, history and culture. Besides semi-annual concerts, band students are expected to perform for parades, pep band games, and graduation.

CONCERT BAND II (0646)**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 in a group setting. Concert Band instruments include flute, oboe, bassoon, saxophones, trumpet/cornet, French horn, trombone, euphonium/baritone, tuba, and percussion. Students will demonstrate the ability to read instrumental sheet music by playing their instrument in rehearsals and describing how the elements of music are used. Success in this course is based on performance in rehearsals, performances, and individual preparation through at-home practice. Student performance will be evaluated individually for skill development with literature rated on levels 1-4. A variety of music is covered in order for students to understand music in relation to other arts, history and culture. Besides semi-annual concerts, band students are expected to perform for parades, pep band games, and graduation.

CONCERT BAND III (0647)**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 in a group setting. Concert Band instruments include flute, oboe, bassoon, saxophones, trumpet/cornet, French horn, trombone, euphonium/baritone, tuba, and percussion. Students will demonstrate the ability to read instrumental sheet music by playing their instrument in rehearsals and describing how the elements of music are used. Success in this course is based on performance in rehearsals, performances, and individual preparation through at-home practice. Student performance will be evaluated individually for skill development with literature rated on levels 1-4. A variety of music is covered in order for students to understand music in relation to other arts, history and culture. Besides semi-annual concerts, band students are expected to perform for parades, pep band games, and graduation.

CONCERT BAND IV (0648)

When Given: Full Year/Modified Block

Prerequisite: Concert Band III

5 Credits

Open To: Seniors

Students will perform a varied repertoire of instrumental music in a group setting. Concert Band instruments include flute, oboe, bassoon, saxophones, trumpet/cornet, French horn, trombone, euphonium/baritone, tuba, and percussion. Students will demonstrate the ability to read instrumental sheet music by playing their instrument in rehearsals and describing how the elements of music are used. Success in this course is based on performance in rehearsals, performances, and individual preparation through at-home practice. Student performance will be evaluated individually for skill development with literature rated on levels 1-6. A variety of music is covered in order for students to understand music in relation to other arts, history and culture. Besides semi-annual concerts, band students are expected to perform for parades, pep band games, and graduation. Senior band members are expected to lead by example.

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, Film Studies and Techniques in Filmmaking. 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 Regional 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.

HIGH SCHOOL COURSES

THEATER ARTS I (0650)

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 (0651)

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 (0652)

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 (0653)

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.

TECHNIQUES IN FILMMAKING (0658)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: Film Studies

Open To: Sophomores, Juniors and Seniors

In Techniques in Filmmaking, students will build upon what they learned in Film Studies (which is a prerequisite for the class) about film analysis and filmmaking. The class will learn about the diverse styles and techniques of some of the most influential filmmakers throughout history and working today (i.e., Kurosawa, Hitchcock, Welles, Ford, Kubrick, Goddard, Chaplin, Fellini, Spielberg, Scorsese, Allen, Bergman, Lumet, Cassavetes, Wilder, Lee, Anderson) and work on producing videos and films that attempt to utilize and mimic those techniques. Students will delve deeper into various genres of film (film noir, horror, high school, silent, musical) and learn to apply those filmmaking techniques to video production. While film viewing and analysis will be a significant part of the class in order to develop an understanding of filmmaking concepts, various video production projects will be the emphasis as a way to put those understandings into practice.

ENGLISH DEPARTMENT

Graduation Requirements: All students (beginning with the class of 2019) must pass four courses of English, including English 9, 10, 11, 12.

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.

The department seeks to meet the individual needs of each student over a four-year period. 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 Language and Literature courses during their junior and senior years. Pre-AP skills are incorporated into courses earlier in the sequence to prepare students interested in working at the college level.

MIDDLE SCHOOL COURSES

ENGLISH 7

Prerequisite: English 6

Open to: Grade 7

English 7 is a course that sharpens skills in reading, writing, speaking, and listening. As students learn basic annotation, they analyze and respond to literature, informational texts, and their own writing. They develop skills in vocabulary acquisition, grammar, and the standard conventions of English. They will also explore various texts including the short story, novel, articles, and poems. The course focuses on the development of the paragraph and the multi-paragraph essay within the modes of narrative, informational, persuasive and research writing and includes at least one extensive research project with an oral presentation component.

ENGLISH 8

Prerequisite: English 7

Open to: Grade 8

English 8 is a course that continues to sharpen skills in reading, writing, speaking, and listening. It introduces students to literary analysis and how to delve into the heart of a text. As students analyze and respond to literature, informational texts, and their own writing, they continue to develop skills in vocabulary acquisition, grammar, and the standard conventions of English. They will also explore various texts including the short story, novel, articles, and poems. The course focuses on topic development and support with evidence in writing (narrative, informational, persuasive and research) and includes at least two extensive research projects with an oral presentation component. This course prepares students for high school and beyond.

MIDDLE SCHOOL WRITING

Open to: Grade 7, 8

This course concentrates on preparing middle school students for the more rigorous and higher demands of middle and high school expressive communication with a designed emphasis on writing and speaking. Students will develop and enhance their expressive skills through focused development of language, style, and structure to create more meaningful, effective, and mature communication that is organized, cohesive and purposeful of audience. Students will explore various types of writing such expository, persuasive,

descriptive, narrative, and technical to produce various final products that range from traditional essays and speeches to professional communications (email and business letters) and creative stories.

HIGH SCHOOL COURSES

ENGLISH 9 (H) (0001)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: None

5 Credits

Open to: Freshmen

English 9 Honors is a rigorous course designed for students who are able to read well and work independently and collaboratively as they build on their communication skills in 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 and vocabulary, and at least one extensive research project with an oral presentation component.

ENGLISH 9 (CP) (0006)

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 and vocabulary, and at least one extensive research project with an oral presentation component.

ENGLISH 10 (H) (0010)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: English 9

5 Credits

Open to: Sophomores

English 10 Honors is a rigorous course focusing on selections taken from Classic and Contemporary 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, while continuing to develop their personal writing style through the study of grammar and vocabulary. Preparation for formal assessments, as part of graduation requirements, will be a component of the course.

ENGLISH 10 (CP) (0015)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: English 9

5 Credits

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: reading, writing, speaking, and listening. 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. Students review and expand their knowledge of formal writing techniques, process writing, and critical writing skills, while continuing to develop their personal writing style through the study of grammar and vocabulary. Preparation for formal assessments, as part of graduation requirements, will be a component of the course.

ENGLISH 11 (0025)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: English 10

5 credits

Open To: Juniors

English 11 focuses on the rigorous study of various genres of American Literature that have evolved over the years, requiring close reading and critical thinking skills in both class discussion and in writing. Students apply their knowledge of literacy techniques to analyze and evaluate short stories, novels, plays, and/or poetry. Students review and expand process writing skills, moving beyond the standard five-paragraph essay. Students will engage in independent and guided reading, and argumentative research writing, with the review and further development of annotation, source documentation, and essay writing skills. Development of vocabulary and grammar skills continues.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (AP) (0034)

When Given: Full Year, 5 Periods Per Week

10 Credits

Prerequisite: English 10

Open To: Juniors

According to the College Board course description, the AP English Language and Composition curriculum “engages students in becoming skilled readers of prose written in a variety of contexts and in becoming skilled writers who compose for a variety of purposes.” This course revolves around nonfiction texts, focusing on rhetoric and argumentation centralized around real-world issues. Additionally, the course is designed to support student growth as critical readers and analytical writers. Students are expected to read ample texts outside of school and engage in many critical writing responses as they prepare for the AP Exam in May. This is a course for the motivated learner.

ENGLISH 12 (0029)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: English 11

Open To: Seniors

English 12 focuses on the rigorous study and engagement of close readings of various genres including fiction, drama, poetry, and/or nonfiction from American, British, and World Literature. Students respond accordingly to the readings through written reflection, argumentative writing, and class discussion as they explore key concepts and more complex themes – examining contemporary issues through text. Students will prepare critical and creative papers as they engage in scholarly research – source citation and commentary -- intended to continue the development of writing style, vocabulary, grammar skills, and voice throughout the course.

ADVANCED PLACEMENT ENGLISH LITERATURE (AP) (0030)

When Given: Full Semester

5 Credits

Prerequisite: English 11 (AP Language in Junior Year Recommended)

Open To: Seniors

AP English Literature and Composition is an introductory college-level literary analysis course. Students engage in close reading and discussion of a wide range of classic and contemporary short fiction, poetry, novels, and plays. Students cultivate their appreciation for and understanding of meaning in literature through the in-depth study of class-wide and independent texts, exploring key concepts of character, setting, structure, perspective, and figurative language. Writing assignments include expository, analytical, and argumentative essays to demonstrate the development of literary interpretation skills. Research into various literary theory lenses will be conducted. Students prepare for the course with a summer reading component and will have opportunities to participate in additional study sessions during the fall and spring, with all students taking the AP Exam in May.

SPEAKING, WRITING, RESEARCH (H) (0031)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: English 9

Open To: Sophomores, 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. Students utilize technology to construct and deliver various types of speeches and other oral presentations. Various research techniques are used for an extensive research project 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.

SPEAKING, WRITING, RESEARCH (CP) (0032)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: English 9

Open To: Sophomores, 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. Students utilize technology to construct and deliver various types of speeches and other oral presentations. Various research techniques are used for an extensive research project 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 (0077)

Prerequisite: Identified as a student in need of English language support services based on screening results/previous schooling criteria.

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, along with social/instructional language skills in English. Course objectives will meet a combination of Massachusetts Content Curriculum Frameworks/Standards and WIDA English Language Development Standards for ELL students in

grades 7 through 12. *This class may be taken to provide academic credit toward graduation requirements, as determined by the school and student's post-secondary plan.

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

CREATIVE WRITING (H) (0035)

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.

JOURNALISM (0065)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: None

Open To: Sophomores, Juniors and Seniors

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

WORLD LANGUAGE DEPARTMENT

World Language Graduation Requirement: All students must pass two sequential courses of one foreign language at the high school level.

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 World 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 World Languages (ACTFL). Presently a series of five levels are offered in these languages.

All students enrolling in any World 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.

MIDDLE SCHOOL COURSES

FRENCH IB

Prerequisite: French IA

Open To: 8th Grade Students

This course is the completion of the French I curriculum. Students who pass this course will enter high school prepared to take French II. It continues the exploration of the structure of the language, pronunciation and gives the student a working vocabulary for everyday themes such as foods, clothing, travel and transportation. 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.

SPANISH IB

Prerequisite: Spanish IA

Open To: 8th Grade Students

This course is the completion of the Spanish I curriculum. Students who pass this course will enter high school prepared to take Spanish II. It continues the exploration of the structure of the language, pronunciation and gives the student a working vocabulary for everyday themes such as foods, clothing, travel and transportation. Students will listen, speak, read, and write in Spanish, while experiencing various aspects of life in the Spanish-speaking world. Students need to have organized study skills and a willingness to be open to new ideas and activities.

HIGH SCHOOL COURSES

FRENCH I (0412)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: None

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 and classroom items, family and sports and pastime activity. 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.

5 Credits

Open To: All Students

FRENCH II (0414)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: French I

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 and friends, holidays and days of celebration, foods and preparing for a party, shopping and daily routines at school 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.

5 Credits

Open To: All Students

FRENCH III (0422)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: French II

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, taking a vacation, jobs and professions, planning for the future, and discussing past events of the Francophone world.

5 Credits

Open To: All Students

FRENCH IV(H) (0425)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: French III

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.

5 Credits

Open To: All Students

FRENCH V (H) (0430)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: French IV

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.

5 Credits

Open To: All Students

SPANISH I (0432)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: None

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.

5 credits

Open To: All Students

SPANISH II (0442)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: Spanish I

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.

5 Credits

Open To: All Students

SPANISH III (0452)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: Spanish II**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 IV (H) (0455)**When Given: Full Semester, 5 Periods Per Week****5 Credits****Prerequisite: Spanish III****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 pre AP.

SPANISH V (H) (0460)**When Given: Full Semester, 5 Periods Per Week****5 Credits****Prerequisite: Spanish IV****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.

ADVANCED PLACEMENT SPANISH LANGUAGE (AP) (0462)**When Given: Full Year, 5 Periods Per Week****10 Credits****Prerequisite: Spanish IV****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 the six themes put forth by the College Board to prepare for the exam; Global Challenges, Science & Technology, Contemporary Life, Public & Personal Identities, Families & Communities, and Beauty & Aesthetics. They will study these themes using a variety of media sources such as podcasts, magazine or newspaper articles. They will 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.

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.

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.

MIDDLE SCHOOL COURSES

7TH GRADE MATH**Prerequisite: 6th grade math****Open To: 7th grade students**

This course follows the New Massachusetts Frameworks for mathematics. Topics covered include: integers, rational numbers, expressions and equations, inequalities, ratios and proportions, percents, constructions and scale drawing, circles and area, surface area and volume and finally probability and statistics.

PRE-ALGEBRA**Prerequisite: 6th grade math**

Qualifying Score on Placement Assessments

Open To: 7th grade students

In Pre-Algebra students cover the same topics of the 7th grade Math course as well as transformations, angles and triangles, graphing and writing linear equations, real numbers and the Pythagorean theorem, volume and similar solids, exponents and scientific notation in order to prepare them to be able for Algebra in 8th grade.

8TH GRADE MATH

Prerequisite: 7th Grade Math

Open To: 8th grade students

This course follows the New Massachusetts Frameworks for mathematics. Topics covered include: solving algebraic equations, transformations, angles and triangles, graphing and writing linear equations, systems of linear equations, functions, real numbers and the Pythagorean Theorem, volume and similar solids, data analysis and displays, exponents, and scientific notation.

ALGEBRA

Prerequisite: Pre-Algebra

Open To: 8th grade students

Qualifying Score on Placement Assessments

This fast-paced course is designed for students who have demonstrated mastery of the material studied in Pre-Algebra in 7th grade. This course covers the high school Algebra I Volume I course as well as the 8th Grade New Massachusetts Frameworks for mathematics.

HIGH SCHOOL COURSES

ALGEBRA I VOLUME I (CP) (0227)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: Successful completion of 8th grade math

Open To: All Students

Students will formalize and extend the mathematics that they learned in previous math courses, working with sequences, linear and exponential functions, features of functions, and solving equation and systems of equations and inequalities.

ALGEBRA I VOLUME II (CP) (0228)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: Algebra I Volume I

Open To: All Students

Students build on their knowledge from Algebra I volume 1 by working extensively with quadratic functions, structures of quadratic expressions, and features of additional types of functions. After modeling data, the course concludes with probability of single and compound events.

GEOMETRY (CP) (0230)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: Algebra I

Open To: Sophomores, Juniors & Seniors

Students work with transformations and symmetry, constructions and congruency, parallelism, similarity, right triangle trigonometry, circles, and three-dimensional objects.

GEOMETRY (H) (0235)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: Algebra I

Open To: All Students

Students work with transformations and symmetry, constructions and congruency, parallelism, similarity, right triangle trigonometry, circles, and three-dimensional objects.

ALGEBRA II, VOLUME I (CP) (0239)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: Algebra I and Geometry

Open To: Sophomores, Juniors and Seniors

In Algebra 2, students will develop a “catalog” of function types that they can work with fluently and flexibly, recognizing consistencies and differences among functions. Students will work with functions and their inverses, logarithmic functions, number systems and operations, and polynomial functions.

ALGEBRA II, VOLUME I (H) (0241)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: Algebra I & Geometry

Open To: Sophomores, Juniors and Seniors

In Algebra 2, students will develop a “catalog” of function types that they can work with fluently and flexibly, recognizing consistencies and differences among functions. Students will work with functions and their inverses, logarithmic functions, number systems and operations, polynomial functions, and rational functions and expressions.

ALGEBRA II, VOLUME II (CP) (0242)**When Given: Full semester, 5 Periods Per Week****5 Credits****Prerequisite: Algebra I, Geometry & Algebra II Volume I****Open To: Juniors and Seniors**

In the second volume of the course, students will work with rational functions and expressions, modeling periodic behavior, trigonometric functions and equations, modeling with functions, and statistics..

ALGEBRA II, VOLUME II (H) (0243)**When Given: Full semester, 5 Periods Per Week****5 Credits****Prerequisite: Algebra II Volume I****Open To: Sophomores, Juniors and Seniors**

In the second volume of the course, students will work with modeling periodic behavior, trigonometric functions, equations, and identities, modeling with functions, statistics, and matrices.

AP Precalculus (AP) (0256)**When Given: Full Semester, 5 Periods Per Week****5 Credits****Prerequisite: Algebra II, Volume 2****Open To: Juniors and Seniors**

In AP Precalculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. In AP Precalculus students will experience Modeling Real-World Data, Exploring Multiple Representations Mastering Symbolic Manipulation, Harnessing a Dynamic World.

ADVANCED PLACEMENT CALCULUS (AP) (0260)**When Given: Full Year, 5 Periods Per Week****5 Credits****Prerequisite: Pre-Calculus****Open To: Juniors and Seniors**

Advanced Placement Calculus is a rigorous extension of mathematics from the preceding years. Differential and Integral Calculus are covered in the course. Differential Calculus includes the study of limits, slopes, derivatives, velocity, acceleration, and other rates of change. Integral Calculus includes the study of area bounded by curves, volumes of solids, and length of curves. The level of work is that of a first year college course. Students will be expected to complete an assignment over the summer that will be due the first day of class. Students enrolled in this course must take the Advanced Placement Calculus exam in May.

ADVANCED MATH TOPICS (CP) (0253)**When Given: Full Semester, 5 Periods Per Week****5 Credits****Prerequisite: Algebra II Volumes 1 and 2****Open to: Seniors**

This course previews math topics necessary for professional math, which will inform college and career options. Topics include advanced algebra, pre-calculus, statistics, number sense, probability, and quantitative reasoning.

MATH FOUNDATIONS (CP) (0297)**When Given: Full Semester, 5 Periods Per Week****5 Credits****Prerequisite: Algebra I Volumes 1 and 2, Geometry, teacher and guidance recommendation****Open to: Seniors**

This course reinforces foundational arithmetic skills, operations on numbers, fractions, decimals, calculation, measurement, equations, formulas, geometry, notations, graphs, topics in Algebra, and problem solving. Topics are individualized by utilizing the ALEKS adaptive learning program.

ADVANCED PLACEMENT STATISTICS (AP) (0258)**When Given: Full Semester, 5 Periods Per Week****5 Credits****Prerequisite: "90" Average or above Recommended, Algebra I Volumes 1 and 2****Open to: Sophomores, Juniors, and Seniors**

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

Physical Education/Health Department

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.

Physical Education

MIDDLE SCHOOL COURSES:

When given: Five days per week for ONE term

Prerequisite: None

Open To: Grades 7 and 8

The 7th and 8th grade students of Southwick Regional School will receive physical education that allows them to experience a variety of individual and team sports along with health related fitness activities and cooperative games. Students will learn health related fitness concepts that will provide them with the background and knowledge to assist them in developing and maintaining a healthy lifestyle and how to work together to overcome challenges and achieve goals.

HIGH SCHOOL COURSES:

PHYSICAL EDUCATION 9 (0715)

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 (0720)

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 (0725)

PHYSICAL EDUCATION 12

When given: Full Semester, 5 Periods Per Week

Prerequisite: PE 9 & 10

Seniors and Juniors participate in a coeducational program including both team and individual activities five times per week. Seniors may elect to take this course.

5 Credits

Open To: Juniors and Seniors

PHYSICAL EDUCATION/ WELLNESS 12 (0726)

When given: Full Term, 5 Periods Per Week

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.

This course will run opposite selected Fine or Applied Arts electives. It will include fitness and life-long sports activities.

2.5 Credits

Open To: Seniors

Health

MIDDLE SCHOOL COURSES:

HEALTH EDUCATION

Prerequisite: None

Health Education is a sequential and comprehensive course that is taught in grades 7 & 8 where students learn basic concepts of human development, emotional, social and physical health, human sexuality, disease prevention, drug awareness including alcohol and decision making. The course promotes student understanding of the importance of good health habits for self and community. It is designed to provide knowledge and experiences, which, will enable students to make choices which will have a positive impact on their health. Students will be encouraged to take an active role in protecting, maintaining and improving their health.

Open To: Grades 7 and 8

Grade 7 Units: What determines one's health, communicable & non-communicable disease, human reproduction, sexual abstinence, HIV/AIDS, First Aid & Safety

Grade 8 Units: Influences/Media, Dilemmas/Decision-Making. Dangers of Alcohol, Refusal Skills, Conception and birth, STI/STDs, Steroids, Sexual Harassment

HIGH SCHOOL COURSES:

GENERAL HEALTH (0700)

When given: Full Semester, 3 Periods Per Week

3 Credits

Prerequisite: None

Open To: Freshmen

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

Topics Include:

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

CONTEMPORARY HEALTH ISSUES (0705)

When Given: Full Semester, 2 Periods Per Week

2 Credits

Prerequisite: General Health

Open To: Sophomores

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 | 4. Divorce |
| 2. Alcohol and Other Drugs | 5. Teen Pregnancy |
| 3. Depression and Suicide | 6. Self-Esteem |

Family and Consumer Sciences (Applied Arts)

The Family and Consumer Sciences Program consists of two courses of study – Nutrition and Wellness I and Nutrition and Wellness II. The Nutrition and Wellness 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 culinary or nutrition related careers would benefit from these courses.

HIGH SCHOOL COURSES

NUTRITION AND WELLNESS I (0530)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: None

Open To: Juniors and Seniors

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

Nutrition and Wellness is an introductory course offered to students grades 11-12. The curriculum focuses on the direct relationship of foods and nutrition to improved health, longevity, and general well-being. Topics include food safety, health issues related to nutrition, technology, current research, the science of nutrition, and basic nutritional needs. Students will have numerous food preparation lab opportunities to acquire meaning from the school experience and connect it to life's pursuits.

NUTRITION AND WELLNESS II (0533)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: Nutrition and Wellness I

Open To: Seniors

Students will increase their knowledge of food and nutrition by learning about special diets related to diabetes, coronary artery disease, pregnancy, and elderly needs. Advanced food preparation techniques will also be examined and students will plan, prepare, and serve food to gain food service opportunities. Additionally, the course will also focus on ethnic food. Students will explore and prepare cuisines from around the world.

SCIENCE DEPARTMENT **MIDDLE SCHOOL COURSES**

FOUNDATIONS OF SCIENCE: PART I

Prerequisite: 6th Grade Science

Open To: 7th Grade

Students in grade 7 focus on systems and cycles using their understanding of structures and functions, connections and relationships in systems, and flow of matter and energy developed in earlier grades. A focus on systems requires students to apply concepts and skills across disciplines since most natural and designed systems and cycles are complex and interactive. They gain experience with interactions of humans and Earth processes, organism systems to support and propagate life, ecosystem dynamics, motion and energy systems, and key technological systems used by society. Through grade 7 students begin a process of moving from a more concrete to an abstract perspective since many of the systems and cycles studied are not directly observable or experienced. This also creates a foundation for exploring cause and effect relationships in more depth in grade 8.

FOUNDATIONS OF SCIENCE: PART II

Prerequisite: 7th Grade Science

Open To: 8th Grade

Grade 8 students use more robust abstract thinking skills to explain causes of complex phenomena and systems. Many causes are not immediately or physically visible to students. An understanding of cause and effect of key natural phenomena and designed processes allows students to explain patterns and make predictions about future events. In grade 8 these include, for example, causes of plate tectonics and weather or climate, the role of genetics in reproduction, heredity, and artificial selection, and how atoms and molecules interact to explain the substances that make up the world and how materials change. Being able to analyze phenomena for evidence of causes and processes that often cannot be seen, and being able to conceptualize and describe those, is a significant outcome for grade 8 students.

HIGH SCHOOL COURSES

CONCEPTUAL PHYSICS (CP) (0350) (lab)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: None

Open To: Freshman

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, vibrations and waves, 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.

CONCEPTUAL PHYSICS (H) (0351) (lab)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: None

Open To: Freshman

Conceptual Physics A is an accelerated and enriched course that provides students with the opportunity to explore physical concepts in an easily understood manner through direct involvement in laboratory experimentation. Students will apply basic math concepts to the study of measurement, force and motion, heat and energy, nuclear energy, vibrations and waves, electricity and electronics. All units are presented in a manner that stresses conceptual physics and its relationship to everyday life. A strong foundation of Algebraic standards is needed. Students will perform many hands-on lab experiments to further their knowledge of the concepts learned in class. This course moves at an accelerated rate while taking a deeper look into the content.

ACCELERATED PHYSICS (H) (0355) (lab)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: None

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.

BIOLOGY (CP) (0320) (lab)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: Physics

Open To: Sophomores, Juniors and Seniors

Biology students will gain a greater understanding of the world around them and obtain a set of skills that will help them in other science courses. Emphasis is placed on the investigative processes of science, independent work to develop a basic understanding of the organization and processes of life. 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.

ADVANCED PLACEMENT BIOLOGY (AP) (0365) (lab)

When given: Full Year, 5 Periods Per Week

10 credits

Open To: Sophomores, 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.

CHEMISTRY (CP) (0340) (lab)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Open To: Sophomores, Juniors and Seniors

Prerequisite: Physics & Algebra I

Chemistry is a modern, enriched program designed to help students 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 chemistry will help students understand ordinary chemical phenomena. The laboratory is an integral part of the course, where students become acquainted with methods of scientific inquiry and underlying principles will be developed.

ADVANCED PLACEMENT CHEMISTRY (AP) (0360) (lab)

When Given: Full Year, 5 Periods Per Week

10 Credits

Open To: Sophomores, 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.

ENVIRONMENTAL SCIENCE (CP) (0330) (Lab)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Open To: Juniors and Seniors

Prerequisite: Biology

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 takes an in depth look at ecosystems and how these work such as relationships and interactions. The major biomes and their locations will be researched throughout the course. This is a hands-on laboratory course answering questions, solving problems and engineering solutions relative to current environmental issues such as climate change, loss of habitat, overpopulation, overconsumption and pollution. Current research and application of those ideas are essential to this course. Students can expect to be outdoors in different seasonal weather in this course.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (AP) (0332)

When given: Fall Semester, 5 Periods Per Week

5 credits

Open to: Juniors and Seniors

Prerequisites: Biology and Chemistry

AP Environmental Science is an interdisciplinary course that provides students with a challenging course content regarding the interrelationships of the nature world as well as an in depth analysis of the environmental problems human and naturally created. The topics included in this study are specifically, Earth's systems and resources, population, pollution, climate change, energy, land and water usage, and living systems. Students will also develop ways to evaluate, resolve, and or prevent these environmental problems. This course is designed to resemble an introductory environmental science course at the college level. Therefore, course expectations will rely heavily on independent and group projects in and out of the classroom which will mimic field based ecological investigations including scientific principles, methodologies and concepts. Pre APES course summer requirements will include specific readings, in the field investigations and research to develop an environmental issue. This course will include a combination of class lecture and then field work for 5 – 84 minute blocks a week. All APES students are required to take the APES exam in the spring semester following the coursework.

ANATOMY AND PHYSIOLOGY (H) (0334) (lab)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Open To: Juniors and Seniors

Prerequisite: Biology

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.

FORENSIC SCIENCE (CP) (0358) (Lab)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: Biology

5 Credits

Open To: Juniors and Seniors

This rigorous, inquiry-based Forensic Science course will allow students to apply biology, chemistry, physics and math skills to real-world crime scenarios. Through lab investigations, projects, and case studies we will develop critical thinking, experimentation, argumentative and scientific writing, as well as survey the field of Forensic Science. Topics include Anthropology, Autopsies, Ballistics, Blood Spatter Analysis, Fingerprinting, Forgery, DNA Analysis, Toxicology and Crime Scene Investigation techniques. This course will also provide students with an opportunity to explore the many possible careers involved in the Forensic Science field including the technology required to perform those careers. This forensic science course is articulated with Holyoke Community College, which will provide students that earn an 80% or higher, college credits. Students will be required to participate in all field trips which are aligned with Holyoke Community College curriculum and instruction. Students need to be advised that they will also be exposed to grotesque imagery/actions and or videos due to the nature of the forensic content.

THE SOCIAL STUDIES DEPARTMENT

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.

The program consists of history and social science requirements and electives to effect the above. The course descriptions have been adapted and modified from the 2018 Massachusetts History and Social Science Curriculum Framework revisions.

Graduation requirements: All students must pass four courses in Social Studies including World History, United States History I, The United States in the Modern World, and an appropriate elective from the Social Studies Department.

MIDDLE SCHOOL COURSES

WORLD GEOGRAPHY AND ANCIENT CIVILIZATIONS

Prerequisite: None

Open to: 7th Grade

Students study the development of ancient and classical civilizations across the globe prior to the year 1000 C.E. From Human Origins through the rise of civilization in the Fertile Crescent, students travel across all continents as civilizations arise and spread. Students study these topics by exploring guiding questions such as, "How did the concept of self-government develop?", "Why do empires rise and fall?", and "How have human societies differed from one another across time and regions?" Students explore these questions and regions while developing their writing, literacy, speaking, and listening skills as they learn the practices of social scientists.

UNITED STATES AND MASSACHUSETTS GOVERNMENT AND CIVIC LIFE

Prerequisite: None

Open to: 8th Grade

Students study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. Students develop a sense of what it means to be a citizen in a representative democracy and what rights and civic responsibilities come with citizenship. They study these topics by exploring guiding questions such as, "How have concepts of liberty and justice affected the United States democratic system of government?" and "How can power be balanced in government?" Students explore these questions and topics and more while developing their writing, literacy, speaking, and listening skills as they learn the practices of social scientists. All students will complete a Civics Project.

HIGH SCHOOL COURSES

WORLD HISTORY: 500 C.E. – 1920 C.E. (H) (0102)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: None

5 Credits

Open To: Freshman

Building on their understanding of world geography and civilizations from middle school, students study world history from approximately 500 to 1920 CE. Students thematically analyze civilizations across the globe politically, socially, economically, and culturally. They study these topics by researching and exploring guiding questions such as, "How do ideas migrate a cross-cultures?", "What brings about change in societies?", "What are the connections between industrialization and imperialism?" and "What does it mean to be modern?". Students explore these questions and many more while developing their writing, literacy, speaking, and

listening skills as they learn the practices of social scientists. While the Honors course covers the same units of study as the non-Honors course, it requires more indepth reading, research and analysis and more writing (including a possible term project).

WORLD HISTORY: 500 C.E. – 1920 C.E. (CP) (0103)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: None

5 Credits

Open To: Freshman

Building on their understanding of world geography and civilizations from middle school, students study world history from approximately 500 to 1920 CE. Students thematically analyze civilizations across the globe politically, socially, economically, and culturally. They study these topics by researching and exploring guiding questions such as, “How do ideas migrate a cross cultures?”, “What brings about change in societies?”, “What are the connections between industrialization and imperialism?” and “What does it mean to be modern?”. Students explore these questions and many more while developing their writing, literacy, speaking, and listening skills as they learn the practices of social scientists.

UNITED STATES HISTORY I (H): 1763-1914 (0105)

When given: Full Semester, 5 Periods Per Week

Prerequisite: World History

5 Credits

Open To: Sophomores

Students begin their study of United States history with a review of the origins and main events of the American Revolution, Constitutional principles, and events of the early Republic. They examine the causes and consequences of the Civil War, industrialization, immigration, Progressivism and the role of the United States in World War I. They explore guiding questions such as “What are some examples of continuity and change in the first 150 years of United States history?” Students explore these questions and topics and more while improving their writing, literacy, speaking, and listening skills as they learn the practices of social scientists. While the Honors course covers the same units of study as the non-Honors course, it requires more indepth reading, research and analysis and more writing (including a possible term project).

UNITED STATES HISTORY I (CP): 1763-1914 (0110)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: World History

5 Credits

Open To: Sophomores

Students begin their study of United States history with a review of the origins and main events of the American Revolution, Constitutional principles, and events of the early Republic. They examine the causes and consequences of the Civil War, industrialization, immigration, Progressivism and the role of the United States in World War I. They explore guiding questions such as “What are some examples of continuity and change in the first 150 years of United States history?” Students explore these questions and topics and more while improving their writing, literacy, speaking, and listening skills as they learn the practices of social scientists.

THE UNITED STATES IN THE MODERN WORLD (H): 1914-PRESENT (0112)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: World History and U.S. History I

5 Credits

Open to: Juniors

Students continue their study of United States and World history of the 20th and 21st centuries. They learn about the economic history of the global depression following the World War One and the market crashes as well as the differing experiences and reactions of the United States and other countries. They will then connect how these reactions led to World War II and the Cold War, and conclude with an examination of domestic and global policies and politics in the 21st century. Students explore guiding questions such as, “How has the United States government and other governments responded to economic crises?” and “What are the sources of political and cultural differences in the both the modern United States and the global community as a whole?” Students explore these questions and topics and more while improving their writing, literacy, speaking, and listening skills as they learn the practices of social scientists. While the Honors course covers the same units of study as the non-Honors course, it requires more indepth reading, research and analysis and more writing (including a possible term project).

THE UNITED STATES IN THE MODERN WORLD: 1914-PRESENT (CP) (0113)

When Given: Full Semester, 5 Periods Per Week

Prerequisite: World History and U.S. History I

5 Credits

Open to: Juniors

Students continue their study of United States and World history of the 20th and 21st centuries. They learn about the economic history of the global depression following the World War One and the market crashes as well as the differing experiences and reactions of the United States and other countries. They will then connect how these reactions led to World War II and the Cold War, and conclude with an examination of domestic and global policies and politics in the 21st century. Students explore guiding questions such as, “How has the United States government and other governments responded to economic crises?” and “What are the sources of political and cultural differences in the both the modern United States and the global community as a whole?” Students explore these questions and topics and more while improving their writing, literacy, speaking, and listening skills as they learn the practices of social scientists.

UNITED STATES GOVERNMENT & POLITICS (H) (0126)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: World History, U.S. History I & The United States in the Modern World **Open To: Seniors**

Students revisit the Founding Documents of the United States and Massachusetts with an emphasis on understanding their relevance and impact on policies and politics in the present. They study these topics by exploring and researching guiding questions such as “What does it mean to be an informed citizen?” and “How involved should the United States government be in world affairs?” American Government is the study of the founding principles and purposes of our government, the people and institutions that comprise it, outside influences such as political parties, interest groups and the media, an examination of the rights of citizens and the relationship of our country in the modern world. While the Honors course covers the same units of study as the non-Honors course, it requires more indepth reading, research and analysis and more writing (including a possible term project).

UNITED STATES GOVERNMENT & POLITICS (CP) (0125)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: World History, U.S. History I & The United States in the Modern World **Open To: Seniors**

Students revisit the Founding Documents of the United States and Massachusetts with an emphasis on understanding their relevance and impact on policies and politics in the present. They study these topics by exploring and researching guiding questions such as “What does it mean to be an informed citizen?” and “How involved should the United States government be in world affairs?” American Government is the study of the founding principles and purposes of our government, the people and institutions that comprise it, outside influences such as political parties, interest groups and the media, an examination of the rights of citizens and the relationship of our country in the modern world.

ADVANCED PLACEMENT UNITED STATES HISTORY (AP) (0130)

When Given: Full Year, 5 Periods Per Week

10 Credits

Prerequisite: World History

Open To: Sophomores, Juniors and 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 pre-Columbian Native cultures to the present. Students will also learn to take notes from both printed materials and lectures or discussions, write essay examinations, interpretive essays (particularly with primary source documents) 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 plan on taking an additional elective from the Social Studies course offerings for their fourth Social Studies class.

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS (AP) (0134)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: World History, U.S. History I & The United States in the Modern World **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, federalism, political parties and elections, interest groups and the media, 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 and research, as well as engage in 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. 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 (H) (0140)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: U.S. History I & The United States in the Modern World

Open To: Juniors and 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 (CP) (0145)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: U.S. History I & The United States in the Modern World

Open To: Juniors and 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.

LEGAL ISSUES IN AMERICA (CP) (0136)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: U.S. History I & The United States in the Modern World

Open To: Juniors and Seniors

Legal Issues in America is designed to be an examination of our legal system in the United States, tied in with important recent issues that our country is facing dealing with the law. The course will include: a history of law and our legal system; how laws are created by government and then enforced in our legal system; criminal law (both adult and juvenile); historical and contemporary court cases dealing with an individual's rights and liberties; civil law topics such as consumer and family law. Contemporary issues will be explored throughout the course to help understand these topics in our time. The course will rely extensively on authentic court cases, both historical and contemporary, that will allow students to critically examine all sides of these issues. Local law enforcement institutions will also be utilized through field trips or classroom visits.

LEGAL ISSUES IN AMERICA (H) (0137)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: U.S. History I & The United States in the Modern World

Open To: Juniors and Seniors

Legal Issues in America is designed to be an examination of our legal system in the United States, tied in with important recent issues that our country is facing dealing with the law. The course will include: a history of law and our legal system; how laws are created by government and then enforced in our legal system; criminal law (both adult and juvenile); historical and contemporary court cases dealing with an individual's rights and liberties; civil law topics such as consumer and family law. Contemporary issues will be explored throughout the course to help understand these topics in our time. The course will rely extensively on authentic court cases, both historical and contemporary, that will allow students to critically examine all sides of these issues. Local law enforcement institutions will also be utilized through field trips or classroom visits. The accelerated course will utilize further in-depth reading, writing and analysis of the course content as well as independent research projects.

POPULAR CULTURE IN AMERICAN HISTORY (H) (0122)

When Given: Full Semester, 5 Periods Per Week

5 Credits

Prerequisite: U.S. History I & The United States in the Modern World

Open To: Juniors and Seniors

This course will focus on the ways that major developments in US history are reflected in popular culture through music, film, radio, television, athletics, stardom, technology, and mass marketed consumer goods. It will also explore ways in which shifts in popular culture have, in turn, had major implications upon our nation's history. We will study how historical events and popular culture are deeply intertwined.

THE SPECIAL SERVICES PROGRAM

Students with disabilities can achieve great things in school when they receive the supports and services they require. While not every student with a disability will require special education services, every student whose disability affects their school progress is entitled to receive a free and appropriate public education (FAPE) which meets their unique needs.

If a parent is concerned that their child may have a disability that is affecting his or her ability to make progress in school, you can first speak with the classroom teacher. It may be decided that classroom accommodations will be used to address concerns for a short period of time. If a student continues to have difficulty with schoolwork, a referral for a special education evaluation can be made at any time. A parent or teacher may refer a student for special education evaluation by contacting the Building Principal or Director of Special Education.

A student is eligible for Special Education if all three of the following are true:

- The student has one or more disabilities (Autism, Developmental Delay, Intellectual Impairment, Sensory Impairment-Hearing Loss or Deafness, Sensory Impairment-Vision Loss or Blindness, Sensory Impairment-Deaf blindness, Neurological Impairment, Emotional Impairment, Communication Impairment, Physical Impairment, Health Impairment or Specific Learning Disability).
- The student is not making effective progress in school as a result of the disability(ies).
- The student requires special education in order to make effective progress.

Special education is specially designed instruction and related services that meet the unique needs of an eligible student with a disability or a specific service need that is necessary to allow the student with a disability to access the general curriculum. The purpose of special education is to allow the student to successfully develop his or her individual educational potential.

In Massachusetts, the special education system is based on the federal special education law, the Individuals with Disabilities Education Act (IDEA), in combination with the state's special education law (MGL c.71B). These laws protect students with disabilities who are eligible for special education and guarantee them an Individualized Education Program (IEP) designed to meet their unique needs.

The federal law, IDEA, states that students with disabilities should participate in the general curriculum. The term "General Curriculum" means the same curriculum that their non-disabled peers are learning. The IEP, therefore, does not design a curriculum, rather, the IEP designs the services that the student needs to enable students to make progress in the general curriculum, and to help them be successful in the overall life of the school. For students with disabilities to access the information in the general curriculum, Teams may find it necessary to identify accommodations, modifications, or services to meet specific learning needs.

DIVERSIFIED LEARNING EXPERIENCE PROGRAM

DIVERSIFIED LEARNING EXPERIENCE/INTERNSHIP (0825)

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 facilitator, 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. Each student is also responsible for maintaining a daily journal, completing a career video and preparing a formal presentation on their 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 skills 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 facilitator 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 Business Education Alliance (BEA) Reception in the Spring. Because the student will be representing Southwick Regional 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-Granville-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 lifelong 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 Counseling offices at SRS. The application must be complete and turned in to the counseling office in the spring before a student could enroll at Career TEC. The due date is April 1st. 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 grade participate in an exploratory program and subsequently choose a shop program to follow. Scheduling at Career TEC is determined by the LPVEC. **All 9th and 11th grade students will be attending the morning and all 10th and 12th grade students will attend the afternoon session.**

Transportation:

The Southwick-Granville-Tolland Regional 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 SRS 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 (0802)

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 eleven 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 and 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 the Counseling Office at Southwick Regional School for applications, and to review individual course descriptions in the Career TEC Program of Studies.

AUTOMOTIVE TECHNOLOGY (0820)

BUILDING/PROPERTY MAINTENANCE (0858)

CARPENTRY (0806)

COSMETOLOGY (0878)

CULINARY ARTS (0808)

EARLY EDUCATION AND CARE (0810)

GRAPHIC AND VISUAL DESIGN (0883)

EXPLORATION (0802)

HEALTH ASSISTING (0889)

PEER MENTORING

Independent Study

When Given: Full Semester

Prerequisites: None

Credits: 5

Open to: Team recommendations and application

Peer mentoring is a program that allows students a chance to give back to their community by supporting a fellow student in a high-difficulty course offered at SRS. This student must demonstrate a record of accomplishment in academic classes, as well as a strong character and an interest in helping others. A student must apply to program advisors and guidance for approval as a prospective mentor using the procedure outlined in the syllabus. The criteria for selection as a peer mentor will include the student's record of academic accomplishment and a rationale for why they want to join the peer mentoring program. The student is expected to complete a weekly journal, which are guided by the text Growth Mindset. Students will learn about learning disabilities, classroom strategies, brain development, Bloom's Taxonomy, and academic language. Upon completion of this class students will have empathy for all students and a better understanding of their own learning style.

VIRTUAL HIGH SCHOOL

VHS (0936)

When given: Full Semester, 5 Periods Per Week

Prerequisites: See Below

5 Credits

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

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 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, Honors, 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 Director of Counseling.

D. Registration

1. Students contemplating participating in a VHS class must first include VHS on their SRS course selection sheet.
2. The Director of Counseling 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 counseling office/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 SRS.

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
- World Language
- Language Arts
- Life Skills/Health
- Math
- Science
- Social Studies

THE ATHLETIC PROGRAM

The Athletic Program provides enrichment opportunities through student participation as players, managers, or trainers in many areas of the program. We offer a variety of sports at multiple levels. Students in grades 7-12 are eligible to participate and teams will be selected based on ability regardless of grades. Varsity teams will compete at the highest level and JV and third level teams will be created if the number of athletes are high enough, facilities allow, and is financially feasible.

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 team unity and school spirit.
3. Provides a safe way to experience success and failure.
4. Provides the student with an opportunity to learn about themselves mentally, physically, and spiritually.

Southwick strives to educate our athletes in the following values...

R-respect yourself and others

A-accountable for your actions

M-motivate yourself and others

S-will lead to SUCCESS

FALL

Boys Soccer

Girls Soccer

Boys Cross Country

Girls Cross Country

Field Hockey

Golf

Girls Volleyball

WINTER

Boys Basketball

Girls Basketball

Wrestling

Ice Hockey

Boys Indoor Track

Girls Indoor Track

Boys Skiing

Girls Skiing

SPRING

Baseball

Softball

Boys Track

Girls Track

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:

Division II:

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 world language or comparative religion/philosophy)
Total cores required = 16

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 world language, or comparative religion/philosophy)
Total cores required = 16

- See the **NCAA Guide for the College-Bound Student Athlete @ www.eligibilitycenter.org**
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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:

As Schools Match Wits	Girls Who Code	National Honor Society
American Sign Language	Graphics Club	New Horizons Club
Auxiliary Band	Health Careers Club	Peer Mentor
Auxiliary Chorus		S.A.D.D.
Boys State/Girls State	Historical Board Games	SCANNER Yearbook
Chess Club	Homework Help (MS)	School Newspaper (Spectator)
Class Officers	Interact	Ski Club
Computer Club	International Travel	Spanish Club
Connections	Jazz Ensemble	Stagecraft Club
Conservation Club	Literary Magazine (Probe)	Student Ambassadors
Debate Team	Magic: The Gathering Club	Student Council
Diversity Club	Math Team	Table Tennis
Drama Club	Mock Trial	
French Club	Model Congress	



Southwick Regional School - Staff Department List 2024-2025

Administration

Serena Shorter, Principal
 Charles Jasak, Asst. Principal
 Sean Rood, Asst. Principal

Arts & Technology

Tyler Bladyka
 Jennifer Coughlin
 Richard Quinn
Melissa Trzasko *
 David Wallis
 Alex Wendzel

English-Language Arts

Jacqueline Cusick

Darrel Grant*

Janet Grunwald*

Matthew Sterlein
 Megan Whalen

English Language Education

Michelle Meczywor

Instructional Coaches

Stephanie Richmond
 Ben Taglieri

Library

Beth Yanuskiewicz

Mathematics

Kristine Cigal

David Hendrickson

Anna Hitchcock

Stephanie Niedziela

Amy Pomeroy

Ann Simonet*

Jay Vershon

Allyson Wicander*

Physical

Education/Health/Family

Living

Todd Downie

Daniel Eplite

Frank Montagna

Vanessa Radke-Yam *

Meirion George,

Athletic Director

Science

Harriet Boakye
Carol Callahan
Timothy Callahan
Heather George
Heather George
Chris Kennedy
Matt LaBlanc*

School Counseling

Marcy Coviello*
Shannon Dion
Mary Downie
Kelly Kiltonic
Maryanne Margiotta
Elizabeth McCarthy
Lisa Sigda

Secretaries/Office Staff

Kelly Arsenault
Kim Gepfert
Shannon North
Susanne Romani

Nurse

Sophie Hanifan
Marcia Lamoureaux

Social Studies

Edward Abbe
Rachel Knowles
Desiree Moriarty
Aaron Pearsons
Jennifer Pease
George Romeo

Special Needs

Judi Bean
Corinne Cheffer*
Kathryn Ezeugwu
Sara Foint
Morgan Gall
Sydney Liptak
Sean O'Neill
Andrew Talbot

Student Services

Carolyn Roberts,
Psychologist

World Language

Alex Trzasko*

Wayne Lis

Pamela Mahoney*
Daniel Morrissey
Joubethzy Rodriguez

Paraprofessionals/Teacher

Aides

Donna Beaudoin
Crystal Brooks
Karen Bryant
Irene Colvin
Sean Conchieri (ISR Mon.)
Peter Fiorentino
Tara Gillette
Apryl Penland
Ann Poulo
Heather Ramsey
Alecia Standish

NAME : _____

Southwick Regional School			
4 Year Plan			
<i>GRADE 9</i>	<i>GRADE 10</i>	<i>GRADE 11</i>	<i>GRADE 12</i>

<u>MINIMUM REQUIREMENTS:</u>		FUTURE PLANS:
<i>High School Graduation:</i> 4 English 4 Social Studies 3 Science 3 Math 2 World Language 2 Applied Arts 2 Fine Arts 4 PE/Health	<i>College Entrance:</i> 4 English 2 History/Social Science 3 Science (2/3 labs) 3 Math (Alg. I & II/Geometry) 2 World Language 2 College Prep Electives	9 10 11 12

SOUTHWICK-TOLLAND-GRANVILLE REGIONAL SCHOOL DISTRICT

CODE: ENTRANCE AGE

Category: Students

Adopted: 7/30/02

File No.: JEB

Revised: 10/4/05; 2/13/24

In an attempt to permit children to enter school at the time most appropriate for them individually, the School Committee establishes the following policy on entrance age:

1. Children who will be five years of age on or before September 1st of the school year during which they wish to enroll will be eligible to enter kindergarten for that school year.
2. Initial admission of children to the first grade (or any other grade) will involve a consideration of both chronological age and the readiness of the children to do the work of those grades.

SOURCE: Southwick-Tolland-Granville/MASC

LEGAL REFS.: M.G.L. 76:1

603 CMR 8.00

Congratulations to the STGRSD 2024 Pioneer Valley
Excellence in Teaching Award Winner



Michelle Desmarais – *Grade 3 Teacher, Powder Mill School*

“Excellence in education is when we do everything we can to make sure they become everything they can.” - Carol Ann Tomlinson

