Tahanto Regional

HIGH SCHOOL
PROGRAM OF STUDIES

2026-2027

TAHANTO REGIONAL MIDDLE/HIGH SCHOOL

BERLIN, MA BOYLSTON, MA

Principal:
Richard Cameron

Assistant Principal:
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Commented [Rich Came1]: Maureen Rose

School Counselors:
Greg Picariello – Middle School Grades 6-8
Katie Schmidt – High School Grades 9-10
Ilene Rodman – High School Grades 11-12

Accredited by:
The New England Association of Schools and Colleges

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Berlin-Boylston Public Schools do not discriminate on the basis of age, race, color, national origin, ancestry, sex, sexual orientation, gender identity, religion, creed, disability, veteran status, genetic information, pregnancy, pregnancy-related conditions, homelessness or any other class protected by state or federal law

EDUCATION FOR ALL

Chapter 622/Title IX Equity Statement: Tahanto Regional Middle/High School is in compliance with Chapter 622 of the Acts of 1971 and Title IX of the Educational Amendments of 1972. Chapter 622 guarantees that all aspects of public-school education must be fully open and available to members of sexes, minority groups and handicapped. No student may be excluded from any course, service or resource available in that school because of the race, color, sexual orientation, religion, national origin, or handicap of that student. Title IX of the Educational Amendments of 1972 ensures that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination in any federally assisted program. For information, please contact Jannel Fitzpatrick, Special Education, at 508-869-2837.

Berlin-Boylston Public Schools is an affirmative action employer, ensuring that its programs and facilities are accessible to the public. We do not discriminate on the basis of age, race, color, national origin, ancestry, sex, sexual orientation, gender identity, religion. creed, disability, veteran status, genetic information, homelessness or any other class protected by state or federal law.

Chapter 622/Title IX Grievance Procedure: Any student or employee of the Berlin-Boylston Public Schools who believes he/she has been discriminated against, denied a benefit, or excluded from participation in any educational program or activity on the basis of sex, sexual orientation, race, religion, color, national original, or handicap, may file a complaint with Chapter 622/Title IX Coordinator. This may be done through the Superintendent's Office at 215

Tahanto Regional Middle High School is accredited by the New England Association of Schools and Colleges, Inc., a non-profit government, a nationally recognized organization whose affiliated institutions include elementary through collegiate institutions offering post graduate instruction.

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

Tahanto was re-accredited by the NEASC in April 2017. For further information about accreditation, please contact: http://www.neasc.org. NEASC/ 209 Burlington Road, Bedford, MA 01730.

TAHANTO REGIONAL MIDDLE/HIGH SCHOOL
STATEMENT OF PURPOSE

Tahanto Regional Middle/High School is a community composed of students, faculty, administration, parents and staff committed to working cooperatively to develop the intellectual and social potential of each student. Mutual trust and respect are encouraged. Students and teachers demonstrate positive respect for one another.

A varied curriculum is offered to meet the needs of students of all levels of ability. Recognizing the different ways that students learn, we are committed to providing learning experiences using a variety of educational models, such as cooperative learning, debates, group discussions, inquiry and investigation, discovery, open-ended questions, and student-centered learning.

The class size at Tahanto is small, with an average student to teacher ratio of 19 to 1. Course overviews are distributed by each teacher at the beginning of the school year. These performance objectives are measured by a variety of teacher constructed forms of evaluation and teacher observation. Student assessment is measured in the classroom, and by studying and analyzing the results of standardized testing.

This curriculum reflects a comprehensive and sequential development of concepts structured around affective and cognitive objectives. Students are encouraged to strive for the highest level of achievement. The music and art curricula offerings educate students to appreciate ideas and emotions conveyed in sound and image with the goal that they will understand and know the nature of the creative process and the role of the arts in reflecting and shaping their cultural heritage. The World Language Department offers a four-year sequential study of French and Spanish. Advanced Placement courses are offered in Biology, Chemistry, Calculus, Statistics, US History, European History, Psychology and English. Library media and technology are used at all levels of instruction. Students are also able to access over 300 different online courses via an online platform.

Tahanto Regional Middle/High School is pleased to offer the Tahanto Pre-School and an Early Childhood Development Program onsite. Participating students are eligible for licensure as private pre-school teachers after graduation. Licensure-eligible students will have completed 4 year-long child development courses and a 360-hour practicum with Tahanto Preschool students.

The Tahanto Counseling Department offers an array of services to best meet the needs of our students. Such support is accomplished through assemblies and large group presentations, classroom lessons, small group programming, and individual student counseling. With a collaborative approach among the school counselors, school adjustment counselors and school psychologist, students are provided with academic guidance, social emotional learning opportunities, as well as career and college readiness support. Staff work to meet the students where they are at in accordance with response and intervention strategies for all students, whether they are general education or special education.

The athletic program provides our students with a variety of interscholastic and intramural sports at the middle school and high school levels and is committed to developing students' scholastic and social skill abilities, in addition to growing their athletic capacities.

Tahanto Regional Middle/High School provides a supportive, respectful, and challenging environment in which each student can strive to achieve his/her full potential.

MISSION STATEMENT

Our mission is to support and to challenge students in achieving personal and academic excellence in a safe, collaborative, and student-centered environment.

VISION STATEMENT

Our vision is to create a tradition of developing responsible and reflective citizens who are college/career ready and life-long learners.

CORE VALUES AND BELIEFS

Determination	**Education**	**Enrichment**	**Responsibility**
problem solving	critical thinking	creativity	strong sense of community
perseverance	access to resources	extra-curricular opportunities	service to others
desire to succeed	technology	confidence	collaboration
pride	effective communication	applying knowledge outside of school	self-reflection
			respect and empathy for others
			positive contributions to the community

EXPECTATIONS FOR STUDENT LEARNING

We want our graduates to know and be able to…

Read effectively

- Apply basic reading and comprehension strategies to access information in texts.
- Utilize critical thinking skills to demonstrate understanding of central and supporting ideas in various sources of written work.

Write effectively

- Understand purpose and audience.
- Conform to Standard English style.
- Organize ideas so they are clear, concise, and well supported by a variety of primary and secondary sources.

Communicate effectively

- Understand the audience.
- Engage listeners through verbal illustrations, key details, and visual aids when appropriate.
- Pose and respond to pertinent questions.

Listen and view critically

- Participate in discussions.
- Build upon comments of others to arrive at a better understanding of material.
- Distinguish relevant from irrelevant.
- Summarize main ideas and most supporting arguments from discussions.
- Recognize the right of others to speak.

Analyze, interpret and evaluate effectively

- Collect, organize, interpret, evaluate, and present information drawn from a variety of sources.
- Justify findings.
- Make logical predictions.
- Draw inferences.
- Defend arguments.

Acquire, integrate and apply essential knowledge

- Acquire information from reliable and relevant sources such as the library, the Internet, oral and visual sources, as well as human and community resources.
- Determine what is relevant to the goal of the assignment.
- Integrate all ideas and materials into a variety of presentation formats such as research papers and/or projects, computer presentations, audio/visual presentations, mathematical representations, artistic performances, and/or portfolio

Apply skills (mathematical, literacy, scientific, historical, linguistic) to interpret information and solve problems

- Indicate a complete, reasonable, and clear explanation.
- Demonstrate an understanding of underlying concepts, procedures, and structures.
- Examine and satisfy most essential conditions of the problem.

- Present solid supporting arguments with examples.
- Show evidence of reflection and checking of work in reading the solution.
- Apply skills to acquire, organize, and interpret scientific information from reliable sources to describe problems and related issues.
- Refine knowledge using appropriate thinking skills, and accurately apply all information to the solution of the scientific problem.
- Demonstrate the ability to pose questions, interpret the ideas of others, and contribute his/her own ideas in both formal and informal settings.
- Acquire new knowledge, synthesize ideas, and analyze complex concepts.
- Organize, interpret, evaluate, and present information drawn from a variety of historical sources.
- Develop logical arguments that make connections between past events and current issues and problems.
- Justify relevant findings, distinguish fact from opinion, and recognize point of view as well as cause and effect.
- Demonstrate effective technical mastery in good craftsmanship and creative insight in his or her work.
- Engage in thoughtful reflections on his or her work.
- Apply skills learned in the arts across the curriculum with competence.

Use technology and a variety of resources to acquire, organize and communicate

- Use a portion of those resources available to locate, collect, organize and store information.
- Show fundamental understanding of internet browsers, search engines, word processors, spreadsheets, databases, OPACs, and multimedia.
- Demonstrate the basic skills to use technology in presenting written, visual, oral and multi-media work.
- Use technology in an ethical and legal manner.

Demonstrate responsibility for her/his own learning and behavior

- Demonstrate responsibility for one's own learning and behavior in establishing and achieving academic goals.
- Set clear priorities and expectations.
- Plan to meet deadlines and make efforts to balance academic and extracurricular activities.
- Make informed decisions about his/her future.

Treat others with respect regardless of their philosophy, culture, or religious belief

- Demonstrate an understanding of diversity between and within societies, cultures, and abilities.
- Accept and respect others regardless of their race, cultural differences, religion, gender, sexual orientation, or disability.
- Demonstrate the ability to work collaboratively and independently.
- Participate in a group environment.
- Exhibit problem-solving skills.
- Exhibit cooperative social skills.

Make informed and responsible judgments regarding personal health

- Identify factors that lead to physical, emotional, and mental well-being.
- Demonstrate the ability to acquire and apply appropriate health information.

Understand and demonstrate a sense of community

- Exhibit a sense of belonging to the community.
- Perform service activities.

Understand and respect the individual's rights and responsibilities in the school, community and nation

- Comply with rules.
- Be responsible for his or her behavior.
- Understand how individual behavior affects others.
- Know the process for affecting change.

SCHOOL PERFORMANCE OBJECTIVES

The school demonstrates its commitment to foster and expand community involvement through: The Tahanto Website, Newsletter, clubs focusing on Community Service, Annual Parent-Student Class Overviews and College Seminars, and the School Council.

The school demonstrates its commitment to curriculum development through a five-year review of each curriculum area, setting of annual teacher goals, setting of annual department goals, setting of school goals and setting of system-wide goals, and the use of release time devoted to curriculum development.

The school demonstrates its commitment to making available to all members of the community opportunities to acquire technological skills through the community-school television studio and the public access catalog.

The school demonstrates its commitment to the need to strive for effective interaction with the larger community through Tower Hill, Clinton Savings Bank, WHFAT, Atlantic White Shark Conservancy, Quinsigamond Community College, The Worcester Art Museum, WPI, Clark University, The Association of Middle Schools, and The Massachusetts Water Resources Authority.

The school demonstrates its commitment to provide career level educational opportunities through its partnership with Clinton Savings Bank and student banking program, technology and engineering program, work-study, community service and early childhood education/preschool program.

The school demonstrates its commitment to pupil services through a comprehensive school counseling program that could include seminars and events such as Job Shadow Day, Career Day,

College Fair Field Trip, and a College Admissions Panel.

The school demonstrates its commitment to the special needs population by its unique programs: The Assabet Valley Collaborative, the Peer Assistance Program, the Speech/Language Pathologist Program, the Transitional Skills Program and inclusive education.

GENERAL INFORMATION

Course Selection:

- Students are required to enroll in a full schedule (all 7 periods)

Factors college admissions counselors may consider when making admission decisions:

- Strength of Curriculum
- Grades in Courses
- Standardized test scores
- Letters of recommendation
- Personal Statements/Essays
- Extracurricular Activities/Involvement/Leadership
- Familial responsibilities
- Interview
- Student's Demonstrated Interest in the College/University, which may include:
  - ➢ Joining the e-mail list and requesting information through the school's website
  - ➢ Attending local/regional open houses and college fairs
  - ➢ Taking virtual tours and/or signing up for and attending online information sessions
  - ➢ Speaking with a local alumni representative
  - ➢ Visiting/touring campus through the admissions department
  - ➢ Requesting an Interview
  - ➢ Following the institution on social media platforms

What do prospective employers look for?

- Basic Competency Skills
  - ➢ reading comprehension, effective writing, and computational skills
- Specialized Skills and Abilities Necessary for a Job/Career
- Information, Media and Technology Skills
  - ➢ Ability to access current, relevant information efficiently and resourcefully o Capacity to use technology to research, organize, evaluate, and communicate information
  - ➢ Ability to manage the flow of information from a wide variety of sources
  - ➢ Understanding of ethical/legal issues related to access and use of information
- Communication Skills
  - ➢ Effective speaking and listening skills
  - ➢ Understanding and effective utilization of appropriate expressions and interpretations in diverse, multicultural, and political environments
- Adaptability Skills
  - ➢ Your understanding of your functions within the context of the broader organizational purpose

- Ability to transfer learning to new situations or roles that you encounter
- Effective critical thinking, creative thinking, and problem-solving skills
- Ability to create ways to improve the methods they use
- Ability to solve problems, especially in non-routine situations

- Developmental Skills
  - Capacity for goal-setting and ongoing career planning
  - Ability to regularly prove your value through hard work and achievement
  - Commitment to continuous development/improvement
  - Maintenance of updated skill set including technology over time
- Group Effectiveness Skills
  - Effective collaboration, interpersonal, teamwork, and negotiation skills
  - Cross-cultural skills with an appreciation for diversity
- Influencing Skills
  - Ability to understand organizational culture, make decisions, share leadership
- Personal Characteristics
  - Flexibility
  - Initiative
  - Enterprising, innovative, resourceful nature
  - Integrity
  - Interest
    - Positive attitude and enthusiasm
  - Motivation
    - Active engagement and drive
    - Interest in going above and beyond minimum expectations
  - Responsibility
    - Positive attendance, consistency, and dependability
    - Strong work habits
    - Commitment to effectiveness and productivity
  - Self-Esteem
  - Self-Management
    - Effective time-management skills
    - Ability to prioritize, plan, and manage work to meet goals
    - Professionalism (e.g. proper presentation, etc.)
- Recommendations from Others
- Comprehensive Resume
  - Education
  - Extracurricular activities
  - Volunteer experience
  - Work experience
  - Achievements/Awards/Recognitions
  - References

PROMOTION AND GRADUATION REQUIREMENTS

To be eligible for a Tahanto Regional Middle/High School diploma, all students must receive passing scores on the MCAS (Massachusetts Comprehensive Assessment System) English Language Arts, Mathematics, and Science tests. (Note that Tahanto's general program track includes Biology.)

All high school students must earn 115 credits to graduate. All students must also pass the following courses to graduate:

English – 20 credits	History – 15 credits
Math – 20 credits (including senior year)	Technology – 2.5 credits
Financial Literacy – 2.5 credits	Physical Education – 5 credits
* Science – 15 credits of a Lab Science	Health – 2.5 credits

Although not required for graduation, students are strongly encouraged to study a World Language for at least two years. Preferably, students will study a World Language for up to four years to contend with the competitive nature of 21st-century college admissions, employment, and to prepare them to be global citizens.

The following credits are required for promotion to each grade:

To grade 10	minimum of 25 credits
To grade 11	minimum of 55 credits
To grade 12	minimum of 80 credits
To graduate	minimum of 115 credits

SCHEDULE CHANGES

Each winter, students, with the help of their counselor, parents/guardians, and based on teacher recommendations, will choose courses for the following year. No course originally requested, including alternate requests, will be allowed to be dropped after the last day of the current school year. A course change will only be made if a student does not meet the prerequisite or fails a required course which is not made up in Summer School.

If a student finds that a course level does not meet their needs, a change can be made if the following steps are taken:

1. Speak with your teacher and attend extra help sessions.
2. Speak with the department head.
3. Speak with your school counselor.
4. Parents or guardians will contact administration to request the change.
5. A meeting will take place between the student, their parent(s) or guardian(s), school counselor, teacher, department head, and administration to make the final decision regarding a change.

A form is available in the counseling office to help guide you through this process.

DROP/ADD PERIOD: This change should be made by the interim of Quarter 1 to make the transition as smooth as possible for the student. Please note that the course grade will move with the student to the new course.

COURSE LEVEL EXPLANATIONS

Courses at Tahanto are divided into three levels:

Advanced Placement (AP). AP courses are based on college-level standards and provide the most advanced learning opportunities offered at the high school level. Upon completion of an AP course, a student should be prepared to take a final Advanced Placement comprehensive exam in the respective study area. Students opting out of the Advanced Placement exam will be required to take the equivalent Honors final exam, regardless of their grade in the AP class. Eligible AP exam scores may enable students to receive college or university credit.

Honors. Honors-level courses challenge qualified students who demonstrate the ability to perform at advanced degrees of rigor beyond the college preparatory level. Honors-level courses demand extraordinary quantities of reading, homework, and application of analytical skills. To ensure success, students should exhibit outstanding work habits and study skills.

College Preparatory (CP). College preparatory courses are taught at grade and skill appropriate levels that will prepare students for entrance into 4-year and 2-year colleges and universities, vocational, and technical institutions.

ALL courses, including elective courses will be used in weighted GPA calculations

Approximately 180-day courses: 5 credits
Approximately 90-day courses: 2.5 credits
Physical Education: 2.5 credits
Health: 2.5 credits

ACADEMIC GOALS

GRADE 9 (35.00 credits possible):

Required Courses	Recommended College Preparatory Selection
English 1	English 1
Math	Algebra 1, Geometry (By Recommendation)
History 1	History 1
Science	Biology Basics A, Biology H or CP, Engineering the Future
Elective 1 (one 5-credit or two 2.5-credit courses)	French 1 or Spanish 1
Elective 2 (one 5-credit or two 2.5-credit courses)	Elective(s)
Elective 3 (one 2.5-credit course)	Elective
Physical Education	9-12 Gym

Freshmen are advised to apply their best efforts to their studies and to challenge themselves to the highest levels possible in Tahanto courses. Official high school transcripts begin in the 9th grade.

GRADE 10 (35.00 credits possible):

Required Courses	Recommended College Preparatory Selection
English 2	English 2

Math	Geometry or Algebra 2 (by recommendation)
History 2	History 2 or History 2 Advanced H (by recommendation)
Science	Biology Basics B, Biology, Engineering the Future, or Chemistry H or CP (by recommendation)

Elective I (one 5-credit or two 2.5-credit courses)	French 2 or Spanish 2
Elective II (one 5-credit or two 2.5-credit courses)	Elective(s)
Health	Health

• *Sophomores are advised that performance in English, Math, and Biology is especially critical in preparation for MCAS English Language Arts (ELA), Math, and Biology exams.* • *Passing scores on MCAS English, MCAS Math, and MCAS Biology tests are necessary to be eligible for a high school diploma.*

GRADE 11 (35.00 credits possible):

Required Courses	Recommended College Preparatory Selection
English 3	English 3 or English Language & Composition AP (by recommendation)
Math	Algebra 2, Advanced Algebra & Trigonometry, Pre-Calculus (by recommendation), Calculus, Statistics H, or Calculus AB AP
History 3	History 3 or World History AP (by recommendation)

Science	ETF, Chemistry, Anatomy/Physiology, Physics, Physics AP (by recommendation), Biology AP (by recommendation) Chemistry AP (by recommendation)
Elective 1 (one 5-credit or two 2.5 credit courses)	Elective (s)
Elective 2 (one 5-credit or two 2.5 credit courses)	Elective (s)
Elective 3 (one 5-credit or two 2.5 credit courses)	Elective
Physical Education	9-12 Gym

GRADE 12 (35.00 credits possible):

Required Courses	**Recommended College Preparatory Selection**
English 4	English 4 or English Literature & Composition AP (By Recommendation)
Math	Advanced Algebra & Trigonometry, Applied Math, Statistics H, Pre-Calculus (By Recommendation), Pre-Calculus AP(By Recommendation), Calculus, Calculus AB AP (By Recommendation), Calculus BC AP (By Recommendation), Statistics AP (By Recommendation allow 10-12 grade if they have had Algebra)
Elective 1 (one 5-credit or two 2.5-credit courses)	ETF, Chemistry, Anatomy/Physiology, Physics, Physics AP (By Recommendation), Biology AP (By Recommendation), or Chemistry AP (By Recommendation)
Elective 2 (one 5-credit or two 2.5-credit courses)	American Government Or Economics, European History AP (By Recommendation), AP US History (By Recommendation) Psychology, or Another Elective

Elective 3	French 4 or Spanish 4
Elective 4 (one 2.5-credit course)	Major Elective 9-12 Gym

GENERAL POST-SECONDARY INSTITUTION ADMISSIONS REQUIREMENTS

English	4-years
Mathematics	Minimum: 4-years including Algebra 1, Geometry, and Algebra 2.
Science	Minimum: 3-years of Lab Science courses. **Preferred: 4 years of Science**
History	Minimum: 3-years **Preferred: 3 to 4 years**
World Language	Minimum: 2-years of the same World Language at the High School level **Preferred: 3-4 years of the same World Language at the High School level**
Humanities	Minimum: 3-years of Electives As required by state colleges and universities

- *Length of Bachelor's Degrees: Typically, 4 years*
- *Specialized Programs: More or Less than 4 years*

HIGH SCHOOL TRANSCRIPT

The transcript is a record of a student's performance in all courses taken at Tahanto in grades 9-

12. Only final course grades appear on a student's transcript, except Quarter 1 and mid-year grades for senior year. Students are required to send transcripts to post-secondary institutions and military recruiters. Transcripts are often requested by employers as well.

COURSE DESCRIPTIONS

COURSES WILL ONLY RUN IF THERE ARE ENOUGH STUDENT REQUESTS FOR THAT INDIVIDUAL COURSE.

INTERDISCIPLINARY COURSES

HIGH SCHOOL

BACKYARD SUSTAINABILITY(2.5 Credits):
This course will be focusing on answering the questions on how we source the basic needs we take advantage of to have an enjoyable life. Students will learn various skills including gardening, composting, food preservation, seed collecting and many more. Students will also learn about how they can find sustainable resources that they may not be able to source themselves.

THE NATURE OF BEING H (5 Credits): This course will provide a wonderful opportunity for students to blend skills developed in each academic discipline offered at Tahanto. Students will explore the history of various civilizations' attempts to define the universe and humankind's place within it through such vehicles as religion, philosophy, artistic expression, mathematics, and science. Topics to be examined include: substance, quality, relation; pluralism and monism; appearance and reality; the identities of things and persons; universals and particulars; space and time.

Commented [Lisa Sequ2]: No longer being offered

Students will be required to do nightly readings ranging from primary and secondary historic, scientific, and religious texts, to novels, short stories, and poetry from various literary eras. Students may also be required to attend evening meetings for the purpose of viewing films. Essential to student success will be active participation in class discussion.

The course is designed for juniors and seniors only, with seniors receiving priority in enrollment. Juniors will be enrolled if space is available.

Prerequisites: Preference given to seniors (juniors allowed if space is available)
Grade of A- for College Prep English and College Prep History or
Grade of B for Honors English and Honors History,
or Grade of B- for AP English and AP History
Recommendation of teacher
Assessment: Students will be assessed through a variety of means including essays, exams, creative projects, film analysis, class participation, and homework.

THE STRUCTURE AND ANALYSIS OF FILM (5 Credits): This course will explore the most popular media forms of the last century. The class will challenge students to think historically, theoretically, and analytically about a wide range of images within film. This course will be about how to watch and listen to film. Using individual movies as examples, the class will consider how events, characters, and

symbols give stories their shape. We will see how props, settings, costumes, lighting, acting, cinematography, editing, directing, and sound can say more than the words in the script. The purpose of this class is for students to develop a more meaningful perspective on films through the study of film genres. Students will be required to learn and use terminology pertaining to filmmaking, keep notes in an organized binder, intelligently discuss the marriage between storytelling and the technology of film, write and maintain a personal blog, work in small groups, and produce and present several film projects. All students must participate in the creation of film projects in order to be successful in class. Students who miss significant portions of films viewed in class must make arrangements to make up the missed work on their own. All full-length movies shown in class are the personal property of the instructor.

Prerequisites: Open to grades 9-12; film waiver must be signed.
Assessment: Students will be assessed through a variety of means including quizzes, creative projects, film analysis, class participation, and homework.

Commented [Rich Came3]: New Course/History Elective offered by Danielle Rinker

ENGINEERING THE FUTURE, CP or HONORS (5 Credits): While science is defined as the study of the natural world, engineering is defined as the study of the human-made world. In this course, students complete four projects developed by the Museum of Science's National Center for Technological Literacy® (NCTL®) to explore the engineering discipline. In project one, students utilize the engineering design process and technical drawing skills to design an organizer for their everyday use. In project two, students investigate loads, failure analysis and strength of materials to design an energy-efficient home of tomorrow. In project three, students study manufacturing, patents, fluids, and thermal systems to reverse engineer a candle powered boat design. Finally, in project four, students develop an appreciation of electrical engineering as they create a variety of electrical circuits using the popular Snap Circuits platform. **This course serves to satisfy a Science Lab and the Technology requirement for graduation.**

"Through this course's practical real-world connections, students have an opportunity to see how science, mathematics, and engineering are part of their everyday world, and why it is important for every citizen to be technologically and scientifically literate." - http://legacy.mos.org/etf/

Assessment: Assessment is based on completion of laboratory projects, written exams and homework.

BANKING (2.5 Credits): Bank tellers are faced with many roles and responsibilities and are rewarded with the relationships that they build with their customers. Through the program, you will learn the skill sets required to be a teller in today's banking industry. You will explore all facets of banking including transaction processing, professional communication skills, customer service etiquette, and numerous policies and regulations governing banks. Students will be expected to behave appropriately for a business environment and to follow banking dress code requirements when serving in the bank. Students will wear business casual attire with one business professional dress up day. **This course serves to satisfy the Financial Literacy requirement for graduation.**

Commented [Amanda Jo4]: This can be changed to wearing business casual attire with one business professional dress up day

Assessment: Based on completion of Bankers Academy Courses, attendance, product and services knowledge, processing transactions, and a project.

Clinton Savings Bank requires each student enrolled in the course to provide their name, address, social security number, mother's maiden name for security purposes as well as setting up a profile in our system in order to become actual bank tellers. All student information is completely confidential.

PERSONAL FINANCE (2.5 Credits): This course is designed to give students the foundation and a basic knowledge of financial tools that will enable them to build the lives that they want and meet future financial needs. Course topics will include, financial responsibility, financial planning, budgeting, career planning, use of credit, saving and investing. Students will also explore the stock market by participating in stock simulation games. Course Recommended for grades 10-12. **This course serves to satisfy the Financial Literacy requirement for graduation.**

BUSINESS Concepts (2.5 Credits): This course is designed to teach traditional business fundamentals and economics. Students will study existing business models, supply and demand dynamics, and how to apply them on a smaller scale. This course covers business ethics, management and human resource structures, supply chain logistics, marketing fundamentals and finances.

Assessment: Project-based learning

INTRO TO MARKETING (2.5 Credits): This course is designed to cover fundamentals and modern practices of the marketing industry. This course explores how marketing impacts consumer behavior, social trends, and global communication by combining the study of consumer psychology, brand building and data analytics.

This project-centric course will have students develop their own marketing campaigns for real and fictional brands.

Assessment: Project-based learning

ENTREPRENEURSHIP (How to Create Value) (5 Credits): This project-based course requires students to apply their business and marketing learnings to create their own businesses. Students will leverage local infrastructure and the internet to create value for others and, in return, for themselves. Students will participate in the internet economy as a creator instead of a consumer. This project-centric course allows students to develop and channel their unique talents and interests into creating unique marketable products, services, and content. Developing this aptitude formally can lead to passive income streams that supplement traditional career pursuits, as well as full-time business ventures.

Prerequisite: Personal Finance or Banking + Business Basics + Intro to Marketing
Assessment:Project-based learning

Commented [Darlene W5]: New Program of Study Proposals

Commented [Rich Came6]: Business Concepts, Intro to Marketing, and Entrepreneurship

TOOLS FOR LIVING CP (2.5 Credits): This course is every other day class that focuses on skills and tools for everyday living that are not covered in general education classes. This project and application-based class breaks down instruction in cooking, hygiene, work experiences, community service, digital citizenship, etiquette, money management, and self-care,while providing opportunities

for students to develop relationships across skill levels. **This course is only being offered to students by recommendation.**

Prerequisite: Counselor recommendation
Assessment: Assessment is based on any or all of the following: projects, class discussions, presentations, written reflections, participation.

FINE ARTS & MUSIC

Fine Arts courses focus on the development of students' individualized approaches and formalized techniques. Elective courses emphasize an integrated arts and humanities curriculum which serves as a foundation in all electives. Students who are interested in a career in Fine Arts are urged to notify the art teacher and to begin their portfolio early in their high school career. Fine Art schools will require a portfolio/audition before admission.

Music courses at Tahanto have been designed to meet the needs of all students, both those who want to perform as well as those who are not performance-oriented. Yearly participation is not required but encouraged. To provide the opportunity for students to participate in the performing ensembles in succession, a request for a PE waiver may be made by the student. Only 1 PE waiver may be utilized during a student's high school career.

PERFORMING ENSEMBLES

BAND (2.5 Credits): Open to students who have a strong interest and proficiency in an area of instrumental music and wish to study the aesthetic nature of music as one of the Fine Arts. Students who opt for band will sign a contract that outlines specific goals and objectives. These may include a number of projects and activities to participate in throughout the year. Some examples might be:

- Keep a practice log telling the time spent and what was worked on each day.
- Attend a "classical" or jazz concert agreed upon in advance and provide a two-page review of the concert, discussing intelligently what were good and bad aspects of the performance
- In a research paper, tie in an area of music history with specific works of visual art, sculpture or painting and world history.
- With proper preparation, conduct the band in rehearsal being ready to stop the group and work on specific musical consideration.
- Meet with the band director on a regular basis and assess progress on performance on the instrument and development as a sensitive and aware musician.

Assessment: Student assessment involves evaluation of the five following criteria: rehearsal standards, performance standards, writing standards, attendance standards and projects. A minimum of 2 approved projects per semester must be completed.

JAZZ BAND (2.5 Credits) THIS IS AN AUDITION ENSEMBLE. TEACHER RECOMMENDATION IS REQUIRED TO PARTICIPATE: Students who have a strong interest and proficiency in an area of instrumental and improvisational music may audition for this ensemble. Students who opt for Jazz Band may be required to perform in other ensembles such as band, chorus and/or Jazz Ensemble. The class includes a variety of projects throughout the year. Some examples include: keep a practice log documenting time spent practicing and what area was worked on each day; attending jazz concerts and providing a two-page review of what went well

and poorly during the concert; arranging and composing for the band and its members; reading a major biography of a jazz musician and prepare a report or exhibition of that work, and participate in concerts and festivals. **(THIS COURSE WILL RUN CONCURRENTLY WITH BAND AND STUDENTS SHOULD SIGN UP FOR BAND.)**

Prerequisite: Participation in Band/Jazz Band previous school year.
Audition and teacher recommendation.

CHORUS (2.5 Credits): The chorus is open to any student who likes to sing and acceptance is not contingent on having a solo singing voice. Chorus meets every other day. The chorus sings a wide variety of music ranging from madrigal and classical songs to Broadway, folk and popular music. Along with developing ensemble singing skills, students will learn the role of a performance group through the annual Winter and Spring concert as well as various community performances.

Assessment: Assessment is based on individual improvement and effort, preparation of music literature and successful performances. Extra credit consideration is given for preparation and participation in the Central Massachusetts District and/or All-State auditions.

MUSIC ELECTIVES

MUSIC TECHNOLOGY (2.5 Credits): This is for those students who enjoy and want to be involved with music but not necessarily want to sing or play an instrument. In music technology students will learn the basics of recording as well as producing live events such as concerts, lectures and plays. Students will be introduced to LogicPro a Digital Audio Workplace (DAW), and Noteflight, a web-based notation program. Students will also learn the basics of navigating various audio equipment like mixing boards, amps, microphones and more. **This course serves to satisfy the Technology requirement for graduation.**

Assessment: Students will be assessed by submitting projects through the google classroom. Projects are assessed based on the project rubric for the class. Students will also work on building a portfolio of work that represents their understanding and comprehension of the skills in recording and audio engineering.

GUITAR (2.5 Credits): This class is for anyone and everyone who has either played or wants to play guitar. Students will learn first how to play chords on the guitar as well as basic music theory and its applications in chord progressions. Students will learn how to play songs from a variety of genres and styles but will also learn about the resources available at their disposal and how they can use these resources to learn songs of their choice as well as begin to use this information to write their own music. From the basics of the guitar, students can then branch out to any number of fretted instruments that they would like to learn how to play. This includes bass, ukulele, mandolin, banjo, electric guitar and more.

Assessment: Students will be assessed through regular recordings which will accumulate as their audio portfolio. Their audio portfolio will also include recordings of any performances, or songs (covers, or originals) that they have worked on, on their own.

SCHOOL OF ROCK HS (2.5 Credits): This course will explore the history of rock music from its early jazz and blues roots to today's computer influenced songs. Students will learn the roles of vocals, guitar, bass, drums, and keyboards in the rock genre. Popular rock tunes will be studied and

performed. Basic music theory will be introduced with the purpose of reinforcing the students' understanding of rock music. Students will be expected to perform at Stag's Lounge as well as the winter and spring concerts.

Prerequisite: This class is open to all high school students. Some knowledge of rock instrumentation and the ability to play basic progressions is preferred. Students will be performing regularly in class and at music department events.
Assessment: Assessment is based on individual improvement, effort, class participation, and successful performances.

ART 1 (5 Credits): Art 1 is a foundation course that introduces students to a variety of art mediums and techniques. Students will explore drawing, painting, printmaking, sculpture, and ceramics. In addition to art production, students will gain an understanding of art history, art criticism/analysis, and aesthetic awareness. Students will maintain a portfolio of their work and complete reflections and self-assessments for each project. Students will also keep a sketchbook as a tool to develop ideas and record information.

Assessment: Student performance will be assessed on how well one makes use of time, the correct use and care of the workspace and materials, and the care put into each project.

ART 2 (2.5 Credits): This course increases awareness, sensitivity, and critical appreciation of art through the creative process and is supported by the analysis of major works of art and artists. Discussion groups and individual discovery help students with previous basic knowledge to develop their own personal style and works of art.

Prerequisite: Satisfactory completion of Art 1
Assessment: Each student will maintain a portfolio of finished work. Students will complete a self-assessment on each project. Teacher assessment will include an assessment on technique and craftsmanship. Student performance will be assessed on how well one makes use of time, materials, and the care put into each project.

CERAMICS 1 (5 Credits): This course offers an introduction to the fundamentals of working with clay to produce both functional and decorative pottery. Semester I will focus on learning and practicing: the three-clay hand-building techniques, the different stages of clay moisture, how to use decorative glazes and techniques, how to maintain the tools and equipment used in the ceramic studio, and a basic understanding of kiln use. Semester II will focus on improving these skills as well as the opportunity to use the pottery wheels. In addition to creating pottery pieces, students will study the historical and cultural significance of ceramics.

Assessment: Students will keep a log to record techniques and glazes used in ceramics and complete a self-assessment for each project. Student performance will be assessed on how well one makes use of time, the correct use and care of the workspace and materials, and the care put into each project.

CERAMICS 2 (2.5 Credits): This class is designed to engage students in more advanced ceramic techniques and projects. Students will develop and enhance skills learned in ceramics I class, as well as refine and experiment with new materials and techniques.

Prerequisite: Ceramics I

Assessment: Students will keep a log to record techniques and glazes used for each project and complete a self-assessment for each project. Student performance will be assessed on how well one makes use of time, the correct use and care of the workspace and materials, and the care put into each project.

PAINTING I (2.5 Credits): Students will review design elements and principles, art history, and painting techniques. Painting fundamentals to be explored include: value, color theory, mixing paints, mediums and preparing/using various surfaces. A variety of painting styles will be covered and practiced. Compositional problems, which emphasize the design elements, will challenge critical thinking skills. Individual expression will be encouraged. Students will maintain a portfolio and will be expected to contribute to the annual Tahanto art show.

ART INDEPENDENT STUDY (2.5 or 5 Credits): Independent Art is an advanced course of study that requires students to be self-directed, highly motivated, and to have a solid understanding of the elements of art and principles of design. Familiarity with the various mediums available in the art room is also helpful. Independent Art students will be required to participate in global art projects and local art contests.

Prerequisite: Successful completion of Art 1 plus one additional high school art class with a B or better AND a scheduled portfolio review with teacher recommendation. Open to grades 11-12. This course can only be taken once.

Assessment: Students will maintain a sketchbook and a portfolio of finished work. Students will be graded on written proposals, self-assessment and written analysis of each work. Students will prepare and exhibit their work. Teacher assessment is based on both effort and achievement. This class runs concurrently with other art classes.

FIBER ARTS (2.5 Credits): Students will be learning about the history of fiber arts and engaging in conversations about fine art versus craft. Students will be learning about the following methods: weaving, repeating pattern design, embroidery, and quilting. For weaving, we will explore the relationship between warp versus weft, experiment with creating our own weaving patterns, spinning our own yarn from conventional and unconventional materials, and sewing warps into our sketchbooks. For repeat pattern design, students will explore how to create a repeating pattern that could be utilized as wallpaper or wrapping paper. They will also be learning about, and discussing, principles of design and design careers. For embroidery, students will be using pearl cotton cones and embroidery floss to learn about a variety of stitches through canvas, paper, clothing, and pegboard. For the last quarter, we will explore sewing and quilting techniques, contemporary quilters, and art historical examples of quilting (such as the Quilters of Gees' Bend.) Students will learn about the utility of an object versus design and work on creating quilt squares that encompass a variety of techniques previously learned. Overall, students will gain a base knowledge of fiber arts skills and techniques which could be applied to everyday life or prepare them to engage in an advanced fiber arts curriculum.

Assessments: Assessments will be project based and graded by rubric.

TECHNOLOGY

GRAPHIC DESIGN (5 Credits): This course is one that explores graphic communication through the understanding of the elements and principles of design, as well as, the design process, from idea

development through the final execution of a document. Students will use the concepts explored in this course in the following disciplines: advertising, graphic design, illustration, and photography. Students will also learn how to use Adobe Photoshop and illustrator to complete various projects. **This course serves to satisfy the Technology requirement for graduation.**

ROBOTICS (5 Credits): Using the VEX Robotics platform, students learn how to design, build and program a remote-controlled robot to participate in the annual VEX Robotics Competition:

https://www.vexrobotics.com/vexedr/competition

In this competition, which takes place every May, students compete against other teams from all over New England in a game-based engineering challenge. Skills from across the STEM disciplines are developed as students learn lifelong skills in teamwork, leadership, communications, and more. This course is ideal for students who enjoy hands-on projects that come alive with the push of a button. **This course serves to satisfy the Technology requirement for graduation.**

Assessment: Assessment is based primarily on the completion of laboratory projects with some written exams.

CAD/CAM 1 (5 Credits): In this computer-aided design/manufacturing (CAD/CAM) course students will learn how to use the latest 3-D modeling software and create prototypes from their 3-D models using a 3-D printer, a LASER cutter, and a CNC router. Students will build upon these foundational skills by using the Arduino programming platform which allows student projects to come to life by exploring the creative interaction between computer programming, electronics, and mechanical systems. This is a project-based STEAM (Science, Technology, Engineering, Arts, and Mathematics) course which introduces the basics of computer programming in a student-friendly environment. Included in this course is a toolbox with the Arduino 101 board and a variety of hardware components (motors, servos, light sensors, pushbuttons, LEDs, potentiometers) that facilitate the completion of more than 25 projects and easy to assemble experiments. No prior programming experience is required. See the attached link for more info: https://www.youtube.com/watch?v=Tjx5FjLCPpc **This course serves to satisfy the Technology requirement for graduation.**

Assessment: based on completion of in-class laboratory projects

CAD 2 (5 Credits): CAD II is a continuation of CAD/CAM 1. In CAD 2 students will apply the skills developed in prior coursework as they design, build and test a remotely controlled robotic arm which will be used in a competition. Students will also expand their knowledge in the Arduino platform as they explore a variety of topics including the Internet of Things (IoT). **This course serves to satisfy the Technology requirement for graduation.**

Prerequisite: CAD/CAM 1

ROBOTICS ADVANCED PROGRAMMING H (5 Credits, Honors): In this honors-level course students will develop computational thinking skills through the use of the VEX robotics platform and the EasyC drag-and-drop programming interface to program robots in the C language. The mantra "real robots don't need remote control" will be emphasized in this course. Limit switches, light sensors, potentiometers, ultrasonic range finders, line trackers and optical shaft encoders will all be used to create fully autonomous machines. Students will participate in the annual VEX robotics

competition along with the robotics class. **This course serves to satisfy the Technology requirement for graduation.**

Assessment: Assessment is based on completion of laboratory projects, written exams and homework.

COMPUTER SCIENCE PRINCIPLES Honors or AP option (5 Credits): Computer Science Principles offers a multidisciplinary approach to learning 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. Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem-solving. Students may opt to take this course for AP credit. **This course serves to satisfy the Technology requirement for graduation.**

Prerequisite: Algebra 1

Co-requisite: Must be entering 10th, 11th or 12th grade

ENGINEERING THE FUTURE, CP or H: (5 Credits): While science is defined as the study of the natural world, engineering is defined as the study of the human made world. In this course students complete four projects developed by the Museum of Science's National Center for Technological Literacy® (NCTL®) to explore the engineering discipline. In project one students utilize the engineering design process and technical drawing skills to design an organizer for their everyday use. In project two students investigate loads, failure analysis and strength of materials to design an energy-efficient home of tomorrow. In project three students study manufacturing, patents, fluids, and thermal systems to reverse engineer a candle powered boat design. Finally, in project four students develop an appreciation of electrical engineering as they create a variety of electrical circuits using the popular Snap Circuits platform.

"Through this course's practical real-world connections, students have an opportunity to see how science, mathematics, and engineering are part of their everyday world, and why it is important for every citizen to be technologically and scientifically literate." - http://legacy.mos.org/etf/
Note that this course serves to satisfy a Lab Science AND the Technology requirement for graduation.

Assessment: Assessment is based on completion of laboratory projects, written exams and homework.

MANUFACTURING TECHNOLOGY 1 (5 Credits): Students will explore the design and manufacturing processes used in today's workplace. Starting with product design and planning, students will develop ideas, identify limits, and explore the processes of manufacturing. Working in teams in a simulated workplace environment, students will manufacture products, analyze results, record progress, and apply safe work habits. **This course serves to satisfy the Technology requirement for graduation.**

MANUFACTURING TECHNOLOGY 2, 3, or 4 (5 Credits): In this multi-level course, students will have the opportunity to continue their study of manufacturing and the manufacturing process. They will advance their knowledge and skills in the areas of product design and planning through a series of increasingly challenging projects while analyzing results, recording progress, and applying safe work habits. **This course serves to satisfy the Technology requirement for graduation.**

Prerequisite: Successful completion of Manufacturing 1 or teacher recommendation

Assessment: Student assessment is based on tests, quizzes, and writing evaluations. Because students revise and rewrite rough drafts of essays, and because they keep their work in folders, the improvement of writing skills and increased knowledge of the writing process make up an important part of the evaluation of student progress. Homework, class participation, projects, and oral presentations are also important factors in the assessment process.

MUSIC TECHNOLOGY (2.5 Credits): This is a new elective we are offering this year for those students who enjoy and want to be involved with music but not necessarily want to sing or play an instrument. In music technology, students will learn the basics of recording as well as producing live events such as concerts, lectures, or dances. Students will be introduced to the basics of Garage band, Pro Tools, mixing boards, MIDI, Sibelius, and more as they establish a student-run live production and recording studio. **This course serves to satisfy the Technology requirement for graduation.**

Assessment: Students will be assessed through quizzes related to set up processes, equipment management. Students will also work on building a portfolio of work that represents their understanding and comprehension of the skills in recording and audio engineering.

ENGLISH

The goal of the English Department is to ensure broad intellectual growth and an increased capacity to handle language so that each student will be able to understand the demands of a changing world and communicate effectively in dealing with those demands. The department offers a sequential program that is designed to emphasize careful reading, writing, and thinking, and the material is challenging but always appropriate to the student's level of comprehension. The implementation of the K-12 Writing Program ensures both the writing of frequent compositions based on reading material and specific follow-ups after each assignment in all classes.

ENGLISH 1, H or CP (5 Credits): English 1 continues the acquisition of basic skills. Emphasis on spelling, writing, grammar, vocabulary, and reading for meaning provides continual practice. Vocabulary building through context, structure and dictionary use serves not only to broaden one's word power but also to provide a lasting interest in words. Besides exploring literature for its expression of human thought, it is also studied for its techniques and artistic values. Formal and creative writing tends to unify one's skills into meaningful composition.

A computer writing laboratory is a mainstay of the English composition program in grades 7-12. All groups pursue the study of literary genres. Several outside readings and book reports augment the literature program. In addition, the Honors and College Prep groups do at least one major play

each year, including the works of Shakespeare. All groups acquire note-taking skills and library experience. The Honors and CP groups produce a term paper that must utilize and adhere to MLA standards.

Remediation for ninth-grade students in composition includes regular vocabulary and spelling. Individual help is provided during class, after school on established days, and by appointment.

Honors and College Prep Placement: Students will be assessed by the English Department during the 8th grade to help determine appropriate placement in course levels. The English Department will use the following data for their recommendations: Prior ELA MCAS scores, MAP scores, 8th grade English course grades, and 8th grade faculty recommendations.

Assessment: Student assessment is based on tests, quizzes and writing evaluations. Because students revise and rewrite rough drafts of essays, and because they keep their work in folders, the improvement of writing skills and increased knowledge of the writing process make up an important part of the evaluation of student progress. Homework, class participation, project, and oral presentations are also important factors in the assessment process.

ENGLISH 2, H or CP (5 Credits): Grammar, vocabulary, spelling, reading and composition skills are taught in a sequential program as a continuation of grade nine at a pace and depth appropriate for each section. A strong emphasis is placed on composition and the application of grammatical concepts as aids to correct, clear, and vivid communication in all oral and written work. Students regularly write compositions, starting with simple summaries and ending with an extensive research paper for honors sections and a level appropriate research paper for CP sections. All research papers must utilize and adhere to MLA standards.

All sections study Shakespeare's Macbeth, and all sections study several novels, poetry, at least two plays, and several short stories in order to develop critical judgment and increased awareness of cultural values through the interpretation of literature at a pace and depth appropriate for each section.

Another component of all sections will be MCAS preparation. In March, students will take this state-required exam. All students must receive a passing grade on the English portion of the MCAS as part of the graduation requirement.

Prerequisite for Honors:
English 1, Honors Grade: B+
English 1, College Prep GradeA
Teacher / Department recommendation based on formal assessment given during 9th Grade.
Assessment: Student assessment is based on the following: quizzes, tests, analytical essays, creative short stories, creative poetry, in-class presentations, research papers, portfolios, and class participation.

ENGLISH 3 AP (5 Credits): The AP® English Language and Composition course is designed so that students may recognize, analyze, and utilize, rhetoric and all its devices. Students will gain a better understanding of the relationship between speaker, message, and audience, as well as develop the skills necessary to form an effective argument and synthesize information from a variety of

sources and formats. Students will be exposed to rich and diverse texts; as stated in the College Board's *AP English Language and Composition Course Description,* students will "understand that formal conventions of the English language in its many written and spoken dialects are historically, culturally, and socially produced." With that, students will strive to become informed citizens, utilizing critical reading and thinking skills when reading or viewing texts. Additionally, students will develop the necessary skills to effectively communicate both in the written and spoken word.

This course is constructed in accordance with the guidelines described in the *AP English Language and Composition Course Description.*

Prerequisites: English 2, Honors Grade: A
Strong recommendation from English II teacher
Assessment: Assessment is based on tests, quizzes, in-class essays, outside writing assignments, research paper, and sample AP test practices.

ENGLISH 3, II (5 Credits): Highly motivated students meeting the established prerequisites should take this academically rigorous course. The workload is very heavy, with intensive study in American literature. The major intellectual, social, political and economic developments of this country will be considered, and the effect the trends have had on literature and ideas is the primary focus. Some of the more important writers to be read include Crane, Dickinson, Emerson, Fitzgerald, Frost, Hawthorne, Hemingway, London, Poe, Steinbeck, Twain, Thoreau and Whitman. Periods include American Romanticism (1800-1865) American Realism (1865 to 1890), American Naturalism (1890 to 1914) and the Modern American Age (1915 to present). Literary interpretation and criticism are also an integral part of the curriculum. Students will be challenged to express their ideas orally and in writing, with daily discussion and writing assignments. A computer writing laboratory is a mainstay of the entire English III program.

Prerequisites: English 2, Honors Grade: B+ English 2, College Prep Grade: A Teacher / Department recommendation based on formal assessment given during 10th Grade.
Assessment: Students will be assessed on their understanding of literature as well as their understanding and usage of the conventions of Standard American English, vocabulary and class preparation. The teacher will use essays, short compositions, tests, quizzes, reading checks, homework, research papers, and self and peer evaluations to evaluate student performance.

ENGLISH 3 (5 Credits): Also, for the motivated, average to above-average students, and requiring a serious commitment. This course focuses on the same basic material and skills development as Honors, with selections from modern American authors such as Angelou, Bradbury, Guest, Haley, Kesey, Wolfe, Updike, Vonnegut and others. There is a strong emphasis on writing, communications skills, grammar and vocabulary.

Prerequisite: Successful completion of English 2
Assessment: Student assessment is based on tests, quizzes, and writing evaluations. Because students revise and rewrite rough drafts of essays, and because they keep their work in folders, the improvement of writing skills and increased knowledge of the writing process make up an important part of the evaluation of student progress. Homework, class participation, projects, and oral presentations are also important factors in the assessment process.

ENGLISH LITERATURE AP (5 Credits): This is a college-level course offered at the high school level. Students who take this course must be highly motivated and possess outstanding

writing ability, study skills and organizational ability. At the completion of this intensive preparatory class, students will have attained the reading and writing skills expected in introductory college composition and literature classes. These students will have a firm foundation and a significant advantage when they begin their collegiate studies in English. A major research project and presentation, called *The Exhibition*, is required. Refer to pg. 16 for a more in-depth description of the Advanced Placement program.

Prerequisites: English 3, AP Grade: B- English 3, Honors Grade: A. Strong recommendation from both English III teacher and AP teacher
Assessment: Assessment is based on tests, quizzes, in-class essays, outside writing assignments, research paper, and sample AP test practices.

ENGLISH 4 H (5 Credits): This course is designed for motivated students who anticipate enrolling in a four-year college program. English IV at all levels, but particularly at Honors, focuses on world, ethnic and women's literature, and provides a solid background in the world's intellectual, social, political and economic trends and history and how they have shaped literature and ideas. Heavy emphasis is placed on the masters of British literature – Bronte, Eliot, Shakespeare, Milton and Wilde to name a few – but selections also include authors from around the world such as Conrad, Camus, Marquez, Hurston and others. This course is also designed to provide intensive training in compositional skills and the acquisition of a personal writing style, in preparation for college. A major research project and presentation, called *The Exhibition*, is required. A computer writing laboratory is a mainstay of the entire English IV program.

Prerequisites:
English 3, AP Grade: C English 3, Honors Grade: B+ English 3, College Prep Grade: A
Assessment: Assessment is based on tests, quizzes, writing assignments, research paper, an oral presentation, a creative project, mid-term and final exams.

ENGLISH 4 (5 Credits): This course has the same focus as Honors, but at an intermediate level. It, too, will prepare diligent students of above-average and average ability for entrance to two and four-year colleges and vocational schools. As with Honors, the emphasis is on world literature. A major research project and presentation, called *The Exhibition*, is required. Compositional skills are further developed.

Prerequisite: Successful completion of English III

Assessment: Assessment is based on tests, quizzes, writing assignments, class participation, mid-term and final exams.

THE NATURE OF BEING H (5 Credits): For more information on this interdisciplinary course, refer to the Interdisciplinary Courses section. This course is a collaboration between the English and Social Studies Departments.

Commented [Rich Came7]: This course will no longer be offered, Teacher Retiring

THE GREAT AMERICAN NOVEL: (5 Credits) This course is designed for motivated juniors and seniors who enjoy reading and discussing books and want to explore the American literary canon. Texts will be selected from the earliest days of our republic to the present and will be discussed in their historical context. Authors will include Nathaniel Hawthorne, Mark Twain, Willa Cather, John Steinbeck, William Faulkner, Ernest Hemingway, Phillip Roth and Toni Morrison.

Assessment: Students are expected to complete daily reading assignments and participate in class discussion.

Commented [Rich Came8]: New Course/ELA Elective

THE STRUCTURE AND ANALYSIS OF FILM (5 Credits): For more information on this interdisciplinary course, refer to the Interdisciplinary Courses section.

ART THROUGH LITERATURE (5 Credits): High School students taking the "Art Through Literature" course will engage with art history in the form of the novel. Each novel will look at either an artist, artistic movement, or art collection from time periods and locations throughout history and the world, in order to give students a broad range of knowledge and understanding regarding the art world and how it has shaped history and culture, and is still doing so today. The course would be evaluated through both reading and studio art - as we read through each novel, students will both reflect on the subject of that novel through essays and socratic seminars, as well as creating an art piece in the style of the artist/era/collection we are studying. The course will culminate in a presentation of a themed art history timeline that looks at each work studied through the traditional specific critical lens of the student's choice (E.g. social class, ethnicity, gender/feminism, historical/cultural etc.)

This course could potentially be considered as an Art elective or an English elective.

Commented [Rachael H9]: This course should be listed under "Interdisciplinary"

Novels may include, but not limited to:

- *The Art Thief* by Michael Findel: true crime novel about the life, career, and collection of modern art thief Stephane Breitwieser, who successfully pulled off over 200 art heists in broad daylight, gaining a collection worth an estimated two billion dollars before his career in thievery came to an end.
- *Blood Water Paint* by Joy McCullough: fictionalized account of the growth and development of Italian Renaissance artist Artemisia Gentilesci, famed in art history for making a name for herself during a time when the art world was dominated by men. Written in verse.
- *All the Beauty in the World* by Patrick Bringley: autobiographical novel about a security guard at the Metropolitan Museum of Art who joins the museum staff as an escape after his brother's diagnosis with terminal cancer, and grows to see it as something that "resembles the best aspects of the larger world."
- *Get the Picture* by Bianca Bosker; written by an acclaimed journalist. "Get the Picture" springs from Bosker's dive into the art world and explores how art impacts our culture, economy, and of course emotions.
- *Chasing Vermeer* by Blue Balliett: young adult mystery novel that touches on art, math, writing, and history through the lens of a young girl.
- *The da Vinci Code* by Dan Brown: fictional crime thriller/mystery focused around the works of Leornardo da Vinci. Though the story is fictional, all descriptions of artwork, architecture, and documents in the novel are accurate.
- *The Longest Ride* by Nicholas Sparks: fictional novel about two couples. The first couple is Ira and Ruth, who grew an impressive art collection through Ruth's love of modern American art and the couple's friendships and interactions with real-life artist such as Ken Noland, Ray Johnson, Robert Rauschenberg, Elaine de Kooning, Willem de Kooning, Susan Weil, Pat Passlof, Jackson Pollock, Jasper Johns, Andy Warhol and Pablo Picasso. Their story crosses paths with that of Luke and Sophia, the first of whom finds an aged Ira after a car crash and the latter of whom is a college student studying to become an art curator. Their story is one of love, sacrifice, and the universal power that art has to bring us together.

Commented [Rich Came10]: Will move to Interdisciplinary

AP SEMINAR (5 Credits): AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world and issues by

analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. The AP Seminar course operates as year one of the AP Capstone program.

Students who score a 3 or higher on both AP Seminar and Research exams earn an AP Capstone Certificate from the College Board.

Students who earn an AP Capstone Certificate are eligible to earn an AP Capstone Diploma if they score a 3 or higher on 4 additional AP Exams.

Prerequisite: English 1

Assessment: Students will be assessed on tests, quizzes, homework, projects,writing assignments, annotations and class participation, mid-term and final exams.

Commented [Katie Sch11]: this would need to be removed based on scheduling conversation with nate

Commented [Nathen Wh12]: Agreed

Commented [Rich Came13]: Prerequisite will be removed as this course will be open to all High School students

AP RESEARCH (5 Credits): The AP Research course operates as year two of the AP Capstone program. After teaching students how to enter the academic conversation in AP Seminar, the AP Research year is designed to instruct students how to begin that conversation. AP Research is an inquiry-based course that encourages students to locate a gap in their preferred discipline of study and to explore a topic of precision in order to craft, communitate, and eventually defend their argument or their position.

Prerequisite: Successful completion of AP Seminar

Assessment: Students will be assessed on homework, projects,writing assignments, annotations and class participation, mid-term and final exams.

WORLD LANGUAGE

The Tahanto Regional Middle/High School has always recognized the need to produce a sense of global citizenship. The world language teachers see the study of a language as necessary for communication in the language itself and also as a means by which the student can gain an understanding of the world and its cultures. The language program has modern efficient techniques of instruction with a variety of resources: visual aids, workbooks, audio and video supplements. Student assessment is an integral part of the learning process. Transfer students or students who have taken online courses will be required to take a placement test in order to be properly placed into the appropriate level.

FRENCH 1 (5 Credits): French 1 is an introductory course designed to develop the four language skills of speaking, reading, listening and writing. The class stresses communication and proficiency in meaningful contexts while exposing the student to many aspects of French culture and thought. Authentic resources (videos, blogs, social media, texts, news, music etc.) are the primary resources for this course, and are complemented by the Bien Dit! textbook and workbook series. These combined resources allow the student to hear and see native speakers in their own surroundings.

Assessment: Students will be assessed on their French listening, speaking, reading and writing skills as well as cultural knowledge. The teacher will use quizzes, short compositions, dialogues, presentations, projects, homework and class participation to evaluate the students.

FRENCH 2 H (5 Credits): French 2 continues the development of the four language skills of speaking, reading, listening and writing while encouraging students to communicate in longer conversational exchanges about daily life situations. Authentic resources (videos, blogs, social media, texts, news, music etc.) are the primary resources for this course, and are complemented by the Bien Dit! textbook and workbook series. These combined resources allow the student to hear and see native speakers in their own surroundings.

Prerequisite: Successful completion of French 1.

Assessment: Students will be assessed on their French listening, speaking, reading and writing skills as well as cultural knowledge. The teacher will use quizzes, short compositions, dialogues, presentations, projects, homework and class participation to evaluate the students.

FRENCH 3 H (5 Credits): French 3 is designed for the serious student who has successfully completed French 1 and 2. Upon completion of the French 2 Honors, various sources will be drawn upon to further develop and enhance the student's language skills in order to expose him/her to more complex and in-depth structure, vocabulary and cultures.

Prerequisite: Teacher recommendation.
Assessment: Students will be assessed on their French listening, speaking, reading and writing skills as well as cultural knowledge. The teacher will use quizzes, short compositions, dialogues, presentations, projects, homework and class participation to evaluate the students.

FRENCH 4 H (5 Credits): Advanced French is for the conscientious student who wishes to pursue further study of French language and literature. The student's linguistic skills will be strengthened through the continued study of structure and vocabulary. Carefully chosen authentic resources and discussions that align with the AP themes will expose the student to French thought and values in the target language.

Prerequisite: Teacher recommendation.
Assessment: Students will be assessed on their French listening, speaking, reading and writing skills as well as cultural knowledge. The teacher will use quizzes, short compositions, dialogues, presentations, projects, exams, homework and class participation to evaluate the students.

SPANISH 1 (5 Credits): Spanish 1 is an introductory course designed to develop the language competency skills of listening, speaking, reading and writing. The culturally rich program includes texts, activities and audio from a variety of online resources, books and teacher created materials. It stresses communication through the use of real-life language situations.

Assessment: Students will be assessed on their Spanish listening, speaking, reading and writing skills as well as cultural knowledge at the target level. The teacher may use quizzes, short compositions, dialogues, presentations, projects, exams, homework and class participation to evaluate the students. Any student who has successfully completed Spanish

I with a teacher recommendation to enter Spanish II may not repeat Spanish I for credit.

SPANISH 2 CP OR H (5 Credits): Spanish II is the second-year course designed to further develop the language competency skills of listening, speaking, reading and writing. The culturally rich program includes texts, activities and audio from a variety of online resources, books and teacher created materials. It stresses communication through the use of real-life language situations.

Prerequisite for Spanish II CP or Honors: Teacher recommendation
Assessment: Students will be assessed on the Spanish listening, speaking, reading and writing skills as well as cultural knowledge at the target level. The teacher may use quizzes, short compositions, dialogues, presentations, projects, exams, homework and class participation to evaluate the students.

SPANISH 3 CP OR H (5 Credits): This course is intended for the serious student who has successfully completed Spanish I and II. The aim of the course is to enhance the student's conversational and writing skills while developing reading and listening comprehension. The student will be exposed to more advanced language concepts and in-depth vocabulary through real life language situations. Students will work through a number of carefully chosen supplementary materials to further enhance learning and challenge each student.

Prerequisite for Spanish 3 CP or H: Teacher recommendation.
Assessment: Students will be assessed on their Spanish listening, speaking, reading and writing skills as well as cultural knowledge at the target level. The teacher may use quizzes, short compositions, dialogues, presentations, projects, exams, homework and class participation to evaluate the students.

SPANISH 4 H (5 Credits): This course is designed for the conscientious student who has successfully completed three years of Spanish. The course includes a comprehensive review of grammatical concepts that are presented in situational context for communication. Students are also introduced to a variety of topics which may include: history, culture, and literary aspects of the Hispanic world through selected readings in Spanish.

Prerequisite: Teacher recommendation.
Assessment: Students will be assessed on their Spanish listening, speaking, reading and writing skills as well as cultural knowledge at the target level. The teacher may use quizzes, short compositions, dialogues, presentations, projects, exams, homework and class participation to evaluate the students.

HEALTH/PHYSICAL EDUCATION

HEALTH AND WELLNESS (2.5 credits): Health and Wellness is designed for students in their sophomore year.This course seeks to provide students with knowledge and strategies to develop and maintain lifelong healthy habits and routines. Many phases of general health and well-being will be studied. Students will develop an understanding in areas such as responsible decision making, communication, stress management, mental health, nutrition, substance abuse prevention, building healthy relationships, and sexual education. As part of the curriculum, students will also receive training in an American Red Cross First Aid and CPR certification course.

PHYSICAL EDUCATION (2.5 Credits): Physical Education is an integral part of each student's education and is designed to supplement work done in the classroom by educating through action. The aim of the Physical Education Program is the optimum development of the physically, mentally and socially integrated and adjusted individual through guided instruction and participation in selected activities.

Units Offered: Units will alternate based on a 2 year rotation. Units may consist of but are not limited to: Hiking, Cross Country Skiing, Archery, Disc Golf, Golf, Ultimate Frisbee, Yard Games, Ping Pong, Pickleball, Badminton, Volleyball, Flag Football, Basketball, Soccer, Floor Hockey, Softball and Baseball, Team Handball, Rugby, Cricket, Zooball, Games, Weightlifting, Yoga, Kickboxing, Pilates, Resistance training, Agility and Reaction, Zumba.

> Assessment: Students will be assessed throughout each unit based on their individual effort, improvement and sportsmanship. Both formative and summative evaluations will be used throughout the curriculum via written and/or skill-based assessments.
> Note: The year that a student takes the Health and Wellness class, Physical Education Class is optional.

ADAPTIVE P.E. (2.5 Credits): This educational program is designed to meet the functional goals of individuals with acquired traumatic injuries or congenital conditions. It is the philosophy of the faculty to adapt the physical skills to the individual, not to adapt the individual to the skill. This course also serves as a pathway for students to mentor and model inclusivity across curriculum to meet all student's needs.

FAMILY AND CONSUMER SCIENCE

CHILD DEVELOPMENT CERTIFICATE PROGRAM – Our child development elective program offers our students an opportunity to pursue a private preschool teacher certification through the Department of Early Education and Care. Students that elect to seek this certification must successfully complete four years in the program and upon graduation will be eligible to be hired as a preschool teacher in the private sector. Students will be working in the Tahanto Preschool. A student may elect to take child development electives without pursuing certification.

CHILD DEVELOPMENT 1 (5 Credits): This year-long course serves as an academic base for the study of early childhood. The course covers the intellectual, physical, and social/emotional development of the child from birth to age five. Students will learn how to create safe and stimulating physical environments for young children as well as age-appropriate activities that will support the child's development. Students will have opportunities to observe and work directly with the children in the Tahanto Preschool under the direction of the Child Development teacher.

> Assessment: Student assessment will be based on homework, tests, quizzes, projects, presentations, class readings, and writing assignments.
> Note: **CLASS IS LIMITED TO FRESHMEN ONLY. CLASS IS LIMITED TO 10 STUDENTS**

CHILD DEVELOPMENT 2 (5 Credits): The Child Development II course is designed for those

students with a high interest in fields related to early childhood development (teaching, psychology, medical etc.). Academic assignments are designed to build on the curriculum taught in the first year course. Students will learn from real-life materials designed to teach early childhood topics such as growth and development, social levels of play, observation techniques, preschool curriculum, activity planning and assessment, and conflict resolution. Students will work directly with the preschoolers in the Tahanto Preschool under the direction of the child development teacher.

Prerequisite: Successful completion of Child Development I and recommendation of the Child Development I teacher. A minimum grade of A- in Child Development 1 is required. There will be no exceptions.
Assessment: Assessment is based on work in the preschool lab and outside academic assignments and projects. Students will also be evaluated on attendance and work effort.

CLASS LIMITED TO 10 STUDENTS

CHILD DEVELOPMENT 2H (5 credits): This honors-level course offers students with a strong interest and proficiency in the field of child development an opportunity to do more advanced learning and projects. Students who elect this course will sign a contract that outlines specific goals and objectives for the year that will consist of one in-depth project each quarter. These may include but are not limited to: a research paper, curriculum enhancement, and creation of assessment activities for preschool-age children. These quarterly assignments are in addition to the work in the college prep Child Development II course.

Prerequisite: Successful completion of Child Development 1 (A- or better) and recommendation of the early childhood teacher.
Assessment: Assessment is based on work in the preschool lab and academic assignments. Students will also be evaluated on attendance and work effort.

CHILD DEVELOPMENT 3 (5 Credits): This year-long course is designed for the highly motivated student who has a keen interest in pursuing certification from the Department of Education. They will be required to take a more active role in the preschool lab including planning age-appropriate activities that are standards-based as well as classroom management. Academically they will be required to read and report on professional journals on a weekly basis throughout the year.

Prerequisite: Successful completion of Child Development 1 & 2 (College Prep or Honors) and recommendation of the early childhood teacher.

Assessment: Assessment is based on work in the preschool lab and academic assignments. Students will also be evaluated on attendance and work effort.

CHILD DEVELOPMENT 3H (5 Credits): This course offers the highly motivated student an opportunity to delve deeper into the field of child development. Students will sign a contract that will add one major project per quarter. Topics will include, but not be limited to: a research paper and/or project, curriculum enhancement, and creation of assessment activities for preschool age children. The students will also complete all the work outlined in the Child Development III College Prep course.

Prerequisite: Successful completion of Child Development 1 (A- or better) and Child Development II (A- or better) and recommendation of the early childhood teacher.
Assessment: Assessment is based on work in the preschool lab and academic

assignments. Students will also be evaluated on attendance and work effort.

CHILD DEVELOPMENT 4 (5 Credits): The final year in our child development certificate program challenges the student to put into practice all that they have learned in their course work. The culminating activity, "Senior Day", will be in the spring when each student will take charge of running the preschool for one day. They will be responsible for creating a classroom environment based on a theme, planning age appropriate activities and running the classroom with an aide.

Prerequisite: Successful completion of Child Development I, II and III (College Prep or Honors) and recommendation of the early childhood teacher.
Assessment: Assessment is based on work in the preschool lab and academic assignments. Students will also be evaluated on effort, attendance and work effort. "Senior Day" plans will be evaluated by rubrics provided to the students.

CHILD DEVELOPMENT 4H (5 Credits): This course offers the highly motivated student an opportunity to delve deeper into the field of child development. Students will sign a contract that will add one major project per quarter. Topics will include, but not be limited to: a research paper and/or project, curriculum enhancement, and creation of assessment activities for preschool age children. The students will also complete all the work outlined in the Child Development IV College Prep course.

Prerequisite: Successful completion of Child Development 1 (A- or better) and Child Development 2 (A- or better) and Child Development 3 (A- or better) and recommendation of the early childhood teacher.

Assessment: Assessment is based on work in the preschool lab and academic assignments. Students will also be evaluated on attendance and work effort. "Senior Day" plans will be evaluated by rubrics provided to the students.

MATHEMATICS

Graphing calculators are required for the math courses. A TI-84 is preferred. All high school math courses adhere to the Massachusetts Mathematics Curriculum Frameworks. Please NOTE the following:

1. Requirement – All students must pass four years of mathematics in grades 9-12 to graduate.
2. A TI-84 calculator is required for Algebra 1, Geometry, Algebra 2, Pre-Calculus, Calculus, Statistics, and Advanced Algebra & Trigonometry.
3. It is possible to cross over from one level to another, based on previous achievement and teacher recommendation.
4. Entry into AP or Honors courses will be determined by previous achievement and teacher recommendation.

ALGEBRA 1 (5 Credits): This course includes the study of various number systems, variables, functions, polynomials, radicals, linear and quadratic equations and inequalities. Included in this course are data analysis, the algebra of first-degree equations, functional relationships, and gaining familiarity with the graphing calculator.

Prerequisite: Successful completion of middle school Pre-Algebra

Assessment: Student progress and achievement are based on the following: class work and participation, homework, cooperative group work, tests, quizzes, projects, presentations and mid-term and final exams.

ALGEBRA I II (5 Credits): This course provides an intensive study of algebra using practical problems, decision making, and technology to help students communicate mathematically. This rigorous course will prepare students with a firm background for higher math, science and computer courses. More material will be covered than in the College Prep course. NOTE: Any student who takes Algebra I in the 8th grade should be aware of the new college entrance requirement of taking 4 years of high school mathematics including a math course in the senior year.

Prerequisites: Department Recommendation /Readiness Exam

Assessment: Student progress and achievement are based on the following: class work and participation, homework, cooperative group work, tests, quizzes, projects, presentations and mid-term and final exams.

GEOMETRY (5 Credits): This course provides an introduction to using inductive and deductive methods to prove theorems in two-dimensional and three-dimensional geometry. Integrating algebraic concepts, hands-on exploration and practical application, this course will cover topics including properties of polygons and circles, parallel and perpendicular lines, surface area and volume, et al. A TI-84 graphing calculator is required.

Prerequisite: Successful completion of Algebra I

Assessment: Student progress and achievement are based on the following: class work and participation, homework, cooperative group work, tests, quizzes, projects, presentations, mid-term and final exams.

GEOMETRY II (5 Credits): This course helps students develop inductive and deductive reasoning skills. Students' progress from informal arguments to more formal presentations of proof. Algebraic concepts are interwoven in the geometry by means of coordinate and transformational geometry. Hands-on activities and the use of technology allow students to discover and explore geometric concepts. NOTE: Any student who takes Geometry in the 8th grade should be aware of the new college entrance requirement of taking 4 years of high school mathematics including a math course in the senior year.

Prerequisites: Department recommendation/Readiness Exam

Assessment: Student progress and achievement are based on the following: class work and participation, homework, cooperative group work, tests, quizzes, projects, presentations, mid-term and final exams.

ALGEBRA 2 (5 Credits): A continuation of the algebra concepts begun in Algebra I. Again, students will use practical problems, decision making and technology to help them communicate mathematically. It is advised that students purchase or lease a graphing calculator, preferably a TI-84.

Prerequisite: Successful completion of Geometry

Assessment: Student progress and achievement are based on any or all of the

following: homework, class work, periodic quizzes, notebooks and tests.

ALGEBRA 2 H (5 Credits): A final course in algebra. Topics will be covered in depth with the intention of preparing students for the rigorous course of Pre-Calculus. Each student will be required to purchase or lease a graphing calculator so they may look at problems numerically, graphically, and algebraically.

Prerequisites: Department recommendation/Readiness Exam
Assessment: Student progress and achievement are based on the following: class work and participation, homework, cooperative group work, tests, quizzes, projects, presentations, mid-term and final exams.

APPLIED MATH (5 Credits): This course is a continuation and combination of Algebra and Geometry. This project-based course takes an investigative approach to connecting the two subject areas, as well as provides a real-life connection to mathematics. Topics include budgeting, researching and predicting costs, using area to estimate project costs, taxes and surveys. Students will use various technologies including spreadsheets, graphing tools, and presentation software. **This course serves to satisfy the Financial Literacy requirement for graduation.**

Prerequisite: Successful completion of Algebra 1, Algebra 2, and Geometry Assessment: Assessment is based on any or all of the following: projects, class discussions, presentation, essays and quizzes.

PRE-CALC AP (5 Credits): The course content is organized into four units that comprise the core pieces of knowledge and conceptual understandings of precalculus, and the units provide a suggested scope and sequence for the course, to which this syllabus is aligned. This course provides ample opportunities for students to use calculus to solve real world problems and for students to leverage technology in their work. This course is designed to prepare students for college-level mathematics courses including AP Calculus AB and AP Calculus BC.

Prerequisite: Department recommendation/Readiness Exam
Assessment: Student progress and achievement are based on the following: classwork, homework, notebook, quizzes, tests, quizzes, labs, projects, cooperative learning groups and classroom participation.

PRE-CALCULUS H (5 Credits): The concept of "function" is the underlying idea of this course. The graphing of a variety of functions is stressed. The circular function, based on the idea of a wrapping function, is a complete course in analytic trigonometry. Calculus is introduced through limits and continuity.

Prerequisite: Department recommendation/Readiness Exam
Assessment: Student progress and achievement are based on the following: classwork, homework, notebook, quizzes, tests, quizzes, labs, projects, cooperative learning groups and classroom participation.

Commented [Francene 14]: Rename: Advanced Algebra/Trig

PRE-CALCULUS CP (5 Credits): Students will deepen their understanding of algebraic

concepts such as functions, models, systems and sequences. This class will then cover matrix operations, series & sequences and basic trigonometry. With the aid of the graphing calculator students graph functions to build their understanding of their properties and uses. The trigonometric concepts include the right triangle and the unit circle definitions of the trigonometric functions, their applications, graphs, and identities.

Prerequisites: Successful completion of Algebra 2
Assessment: Assessment is based on any or all of the following: tests, quizzes, homework, projects and class participation.

CALCULUS H (5 Credits): A solid knowledge and understanding of algebra, geometry and trigonometry is necessary for the study of calculus. This is a graphing calculator/visualization based approach course, which integrates numerical, graphical, and algebraic techniques. The course is divided into half-year concentrations of differential calculus and integral calculus. Applications of each are stressed over abstraction. This course ties together for the student all previous years of mathematics.

Prerequisite: Department recommendation/Precalculus Honors
Assessment: Assessment is based on any or all of the following: tests, quizzes, homework, projects and class participation.

CALCULUS AB AP (5 Credits): This is a college-level course in differential and integral calculus, equivalent to the first semester of calculus at most universities. Topics include an introduction to limits and continuity, derivatives and their applications. integrals and their applications, antiderivatives and the Fundamental Theorem of Calculus and an introduction to differential equations using slope fields. Students taking this course will have an intuitive understanding of what each concept means and be able to apply it to real-world applications. This

is the equivalent of a college Calculus course and most colleges give credit to students taking and passing the AP Calculus Exam given in May of each year.

Prerequisite: Department Recommendation
Assessment: Assessment is based on any or all of the following: tests, quizzes, homework, projects and class participation.

CALCULUS BC AP (5 Credits): This is a college-level course in differential and integral calculus, equivalent to the first two semesters of calculus at most universities. Topics include an introduction to limits and continuity, derivatives and their applications, integrals and their applications, antiderivatives and the Fundamental Theorem of Calculus, an introduction to differential equations using slope fields and Euler's Method, Taylor polynomials and series. and calculus using parametric, vector and polar equations. Students taking this course will have an intuitive understanding of what each concept means and be able to apply it to real world applications. This course utilizes a multi-representational approach to calculus: numerically, verbally, algebraically, and graphically. The course is designed to prepare the students to take the AP Calculus BC exam.

Prerequisite: Department Recommendation
Assessment: Student progress and achievement are based on the following: class work, homework, tests; quizzes, class participation, labs and weekly AP practice problems.

STATISTICS II (5 Credits): This course is offered as an alternative to Pre-Calculus and Calculus. It guides students through the major components of an introductory college level statistics course and focuses on the statistical thinking behind data collection and analysis. Topics include sampling, surveys, experimental design, organizing data, distributions, probability, and inference. Students will work with technology including the TI-84 graphing calculator and online programs in order to develop a complete understanding of statistics. This class involves a substantial amount of reading and discussion and requires the ability to communicate effectively, both orally and in writing.

Prerequisite: Department Recommendation
Assessment: Student progress and achievement are based on the following: classwork, homework, tests and quizzes, projects, and activities.

STATISTICS AP (5 Credits): AP Statistics is a year-long introductory statistics course designed for students who have successfully completed Algebra II- Honors. The goal of this AP course is to introduce students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course will cover four themes: Exploring data, sampling and experimentation, anticipating patterns, and statistical inference.

Prerequisite: Department Recommendation
Assessment: Student progress and achievement are based on the following: classwork, homework, tests and quizzes, problems of the day, reading guides, activities, projects, and AP questions.

MATH CONNECTIONS (5 Credits): This course is designed to address math topics from Algebra, Geometry, and life-skills math in a small group with differentiated instruction. Students are entering this class from various backgrounds and levels of math proficiency, so individual goals are set for students based on their strengths and weaknesses. There is a general goal of strengthening foundational skills and concept comprehension, with the aim of addressing these through real-world connections.

Prerequisites: This class is offered by recommendation only based on special education determination.
Assessment: Will be individualized for students with consideration to the goals in their individual education plans and will be completed through work samples, tests and quizzes, portfolios, and projects.

SCIENCE

COURSE ID IDENTIFIED WITH A "📚" SYMBOL SATISFY A LABORATORY SCIENCE REQUIREMENT FOR GRADUATION REQUIREMENTS.

📚**BIOLOGY BASICS A(5 Credits):** This is one of a two-course series (in concert with Biology Basics B) introducing students to general concepts in biology. This course will focus on introducing essential themes in ecology, cell structure, function, and evolution which will form the foundation for the specific content the following year in Part B.
Note: Although designed to be offered in sequence (A followed by B), students may be assigned Part A or Part B in any order over a two-year sequence to prepare for the biology MCAS test

due to staffing considerations.

After successful completion of this course, students will demonstrate understanding in the following areas:

- Interdependent relationships in ecosystems
- Cycles of matter and energy transfer in ecosystems
- Ecosystem dynamics, functions, and resilience
- The structure and function of a cell
- Evidence of common ancestry and diversity
- Natural selection

This course is designed to develop usable knowledge that can be applied in other science classes. Class time will be divided into instruction, the development of proper science practices through inquiry laboratories, application of ideas to solve problems and the use of mathematical and computational representations to support explanations of content. Assessment: Based on tests, quizzes, labs, homework, projects and classroom performance.

BIOLOGY BASICS B (5 Credits): This one of a two-course series (in concert with Biology Basics Part A) that will use knowledge and skills in conjunction with Part A to more specifically prepare for the Biology MCAS exam that students will take in the second semester of their sophomore year. Note: Although designed to be offered in sequence (A followed by B), students may be assigned Part A or Part B in any order over a two-year sequence to prepare for the biology MCAS test due to staffing considerations.

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Biology Basics B will provide students more specific knowledge in the more challenging content areas of biology. Themes to be studied this year will include the structure and function of organisms from the cellular to the organismal level, the central dogma of biology, DNA structure and function, patterns of heredity and the mathematical patterns that help scientists to formulate inferences. Upon successful completion of this course, students will demonstrate knowledge in the following areas:

- The increased complexity of multicellular organisms developed from cells, tissues, organs and organ system
- Mechanisms organisms use to maintain homeostasis
- The structure of DNA and how that structure is translated into proteins and an entire organism
- The process of information flow through and organism
- Complex processes of photosynthesis and cellular respiration
- Inheritance of traits, variations of traits, and a variety of issues arising from mutations
- Use of mathematical models to predict inheritance patterns

This course is more specifically designed to prepare students for the detailed information they will face on the Biology MCAS test. Using prior knowledge and techniques from the first course, students will develop confidence and understanding of more complex theories and apply these new concepts in meaningful ways by using technology, creating mathematical models, and designing investigations to support their hypotheses.

Assessment: Based on tests, quizzes, labs, homework, classroom activities and classroom performance.

BIOLOGY (5 Credits): The students will develop knowledge of vocabulary and concepts useful in learning about living organisms. Practical laboratory exercises using the scientific method will allow the students to gain experience in biological problem solving and will reinforce the material taught in lectures. This course is designed to examine all areas of the 2016 Massachusetts State Frameworks for Biology as a one-year preparation for the Biology MCAS given in the spring.

Prerequisite: Grade C or higher in Engineering the Future
Assessment: Assessment is based on tests, quizzes, lab reports, homework, classroom performance.

BIOLOGY H (5 Credits): This course is open to students who have demonstrated high interest and academic achievement in science, and have the recommendation of the science department. Emphasis will be placed on cell biology, ecology, evolution, genetics, and classification. And a comparative study of the development of living systems. In-Depth logical development of life will be studied both biochemically and comparatively. Students will develop analytical skills through laboratory investigation. The curriculum in this course provides a more in depth and challenging study of the 2016 Massachusetts State Frameworks for biology. Successful completion of this course will prepare students for the Biology MCAS given in the spring.

Prerequisites: For enrollment in the 9th Grade: Grade of A- in 8th grade science, and recommendation of 8th grade science teacher
Assessment: Assessment is based on tests, quizzes, lab reports, homework

BIOLOGY AP (5 Credits): This demanding biology course is recommended to those students who have demonstrated advanced skills in science and significant levels of past academic achievement who are interested in science, engineering or medicine. The course will provide a learning environment that enables students a solid understanding of the principle concepts in biology. It will stress the basic facts and synthesis of these facts into major concepts and themes. Topics discussed in this course will include: Chemistry of Life, Cell Structure and Function, Cellular Energetics, Cell Communication and the Cell Cycle, Heredity, Gene Expression and Regulation, Natural Selection, and Ecology. This course is designed to follow the same standards and course work as a college introductory Biology course and is aligned with the updated curriculum identified by the College Board in 2019.

Laboratory Requirement: In addition to meeting once daily, this course meets for a double laboratory period (laboratory block) every other day.
Prerequisites: Chemistry, H Grade: B Biology, Honors Grade: A-, Honors Physics or AP Chem Grade: B, Recommendation of Biology teacher
Assessment: Assessment is based on laboratory work done on and off-campus, tests, quizzes, homework, special projects, library research and AP test practices.

CHEMISTRY FUNDAMENTALS (5 Credits): This is a full-year course covering the basic topics in chemistry. Concepts are developed through classroom discussion, practice problems, labs, and activities. The course is designed for students with a range of learning styles. Students will be encouraged to think critically about issues in chemistry that they might encounter in their personal or professional lives. Students working at the fundamental chemistry level must demonstrate a willingness to work both independently and in a collaborative environment with a general interest in learning.

Prerequisites: Successful completion of a Biology Course and successful completion of

Algebra 1; Recommendation of Biology teacher
Assessment: Assessment is primarily based on laboratory work, tests, quizzes, and special projects, including a presentation

CHEMISTRY (5 Credits): College Preparatory Chemistry is a laboratory science designed to develop a student's problem-solving techniques and scientific inquiry skills. Correlation between classroom and laboratory periods will enable students the opportunity to discover important chemical concepts. Students will continue to develop skills to aid them in solving problems using an analytical, scientific approach. This course is designed for the college-bound student who is interested in pursuing any career other than those in the core sciences.

Prerequisites: Concurrent enrollment in, or successful completion of, Geometry and recommendation of Biology teacher.
Assessment: Assessment is primarily based on laboratory work, tests, quizzes, and special projects, including a presentation

CHEMISTRY II (5 Credits): Chemistry is a laboratory science designed to develop a student's problem-solving techniques and methods of scientific investigation. Correlation between classroom and laboratory periods will enable students the opportunity to discover important chemical concepts. The course stresses skills through lecture and study that develop the student's capability to solve problems based on hypotheses concluded from experimentation and observation. This course is designed for the college bound student who is academically proficient in the areas of science and mathematics.

Prerequisites: Concurrent enrollment or completion of Geometry honorsGrade of A- in Biology, H, or Grade of A in Biology, College Prep Recommendation of Biology teacher
Assessment: Assessment is based on tests, quizzes, laboratory work and special projects

CHEMISTRY AP (7.5 Credits): This course is designed for the student who has a strong interest in science, has displayed a good academic achievement in prior sciences, and has a good background in algebra. This course is an in-depth study of chemistry as an experimental science. Students in this course will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. This course will contribute to the development of students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Discussion topics will include: Structure of matter, States of matter, Reactions; Descriptive chemistry: and Lab experiments. This course follows the requirements of the Advanced Placement Program and students will have the opportunity to take the Advanced Placement Chemistry Exam.

Laboratory Requirement: In addition to meeting once daily, this course meets for a double laboratory period (laboratory block) every other day.
Prerequisite: Grade of B+ in Chemistry, H
Successful completion or concurrent enrollment in Pre-calculus
Recommendation of chemistry teacher and current math teacher
Assessment: Assessment is based on laboratory work, tests, quizzes, special projects, and independent portfolio work.

ANATOMY/PHYSIOLOGY (5 Credits): This course will deal with the fundamentals of structure and function as they relate to the human organism. The major focus of the course will be the relationships between the structure and function with special emphasis on vocabulary and critical thinking. Animal dissections will be part of this course. This course is especially useful for those interested in health careers.

Prerequisite: Successful completion of Biology. Successful completion of Chemistry. Grade 11/12 Only
Assessment: Assessment is based on tests, quizzes, homework, and presentations

ANATOMY/PHYSIOLOGY II (5 Credits): This course will focus on the essentials of human structure and function. Such systems as the Skeletal, Muscular, Nervous, Digestive, Reproductive, Integumentary and Endocrine will be covered in great detail. The course emphasizes critical thinking and relations between the various systems of the human body.

Several laboratory experiments and dissections will be part of the laboratory section of this course. A grade of B or better in Biology is needed for approval into this course.

Prerequisite: Department Recommendation. Successful completion of Biology; Successful completion of Chemistry. Grade 11/12 Only
Assessment: Assessment is based on tests, quizzes, homework, presentations, and aresearch paper.

Commented [Rich Came15]: Adding the word "extensive"

PHYSICS (5 Credits): Physics is a course that introduces fundamental scientific concepts related to the physical world in which we all live. Topics include, but are by no means limited to: motion and forces, conservation of energy and momentum, nature of heat and heat transfer, waves, electromagnetism, and electromagnetic radiation. Students will continue to develop and deepen their understanding of scientific inquiry skills such as making observations, formulating hypotheses, designing and conducting scientific investigations, analyzing and interpreting the results of scientific investigations, and communicating those results to peers by a variety of means. This course utilizes a conceptual approach to teaching. Physics requires, however, basic math skills including, but not limited to, graphing and solving one or two step equations are essential.

Prerequisite: Successful completion of Algebra 2 or concurrent enrollment in Algebra 2 AND recommendation of chemistry teacher.
Assessment: Assessment is based on tests, quizzes and homework. Since there are many experiments required throughout the year, students are graded on lab procedures, as well as the reports themselves that also count substantially toward their grade.

PHYSICS II (5 Credits): Fundamental concepts of motion and forces, conservation of energy and momentum, nature of heat and heat transfer, waves, electromagnetism, electromagnetic radiation, and modern physics will be studied. Emphasis is placed on problem-solving techniques to answer questions concerning the physical laws of nature. The course will utilize algebraic and trigonometric techniques extensively, so a working competence in these will be essential to success. Calculus will NOT be used in this course. Students planning college

majors in science, engineering, or mathematics are especially urged to take this course.

Prerequisite: Grade of B or better in Honors Chemistry. Grade of B or better in Algebra 2, H, or Pre-Calculus, H. Have taken or will concurrently take Pre-Calculus H or higher, and recommendation of Chemistry teacher. Assessment: Assessment is based on tests, quizzes, and homework. Since there are many experiments required throughout the year, students are graded on lab procedures, as well as the reports themselves that also count substantially toward their grade.

PHYSICS C: MECHANICS AP (5 Credits): This course will provide full preparation for the College Board's AP Physics C: Mechanics exam. About 25% of the course content will involve lab work. Students will develop an advanced ability to interpret physical information verbally, mathematically, and graphically. The course will utilize algebraic and trigonometric techniques extensively, so a high level of competence in these areas will be essential to success. Calculus will also be used in this course and, therefore, the student must be concurrently enrolled in a Calculus course or have taken one the previous year. The instruction will be centered on Newtonian mechanics. The course will utilize guided inquiry and student-centered learning in order to enhance the development of critical thinking skills. Note that this course requires a commitment to extensive reading, solving assigned homework problems, and studying, as expected for college level work.

Prerequisites: Grade of B+ or better in Honors Pre-Calculus or Honors Calculus (including AP), have taken, or will concurrently take, Honors Calculus or higher, recommendation of Chemistry teacher and approval of instructor. It is expected that the student will have already taken Physics Honors previously, but this requirement may be waived at the discretion of the course instructor.
Assessment: Assessment is based on tests, quizzes, and homework. Tests and quizzes will include sample AP level test questions. Since there are many experiments required throughout the year, students are also graded on lab procedures, as well as the reports themselves that count substantially toward their grade.

PHYSICS C: ELECTRICITY AND MAGNETISM AP (5 Credits): This course will provide full preparation to take the College Board's AP Physics C: Electricity and Magnetism exam. About 25% of the course content will involve lab work. Students will develop an advanced ability to interpret physical information verbally, mathematically, and graphically. The course will utilize algebraic and trigonometric techniques extensively, so a high level of competence in these areas will be essential to success. Calculus will also be used extensively in this course and therefore, the student must have taken AP Calculus the previous year. The course will utilize guided inquiry and student centered learning in order to enhance the development of critical thinking skills. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Note that this course requires a commitment to extensive reading, solving assigned homework problems, and studying, as expected for college level work.

Prerequisites: Grade of B+ or better in AP Calculus, concurrent or previous enrollment in AP Physics C: Mechanics, and approval of instructor.
Assessment: Assessment is based on tests, quizzes, and homework. Tests and quizzes will include sample AP level test questions. Since there are many experiments required throughout the year, students are also graded on lab

procedures, as well as the reports themselves that count substantially toward their grade.

COMPUTER SCIENCE PRINCIPLES (with AP option) (5 Credits): Computer Science Principles offers a multidisciplinary approach to learning 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. Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Students may opt to take this course for AP credit. **This course serves to satisfy the Technology requirement for graduation.**

Prerequisite: Algebra I
Co-requisite: Must be entering 10th, 11th or 12th grade

CS PYTHON FUNDAMENTALS (5 Credits): This course is an introductory-level course for students using Python coding language. In the course, students will learn problem-solving strategies, software design, and the foundations of computer science using two key tools; the Project STEM programming environment and EarSketch, a software package that turns code into music. The course prepares students for continuing their studies in computer science, such as AP Computer Science Principles or post graduation course work. Students must be able to work independently.

Prerequisite: Algebra I with a C or better.

ENGINEERING THE FUTURE CP or H (5 Credits): While science is defined as the study of the natural world, engineering is defined as the study of the human-made world. In this course, students complete four projects developed by the Museum of Science's National Center for Technological Literacy® (NCTL®) to explore the engineering discipline. In project one, students utilize the engineering design process and technical drawing skills to design an organizer for their everyday use. In project two, students investigate loads, failure analysis, and strength of materials to design an energy efficient home of tomorrow. In project three, students study manufacturing, patents, fluids, and thermal systems to reverse engineer a candle powered boat design. Finally, in project four, students develop an appreciation of electrical engineering as they create a variety of electrical circuits using the popular Snap Circuits platform. **This course serves to satisfy the Technology requirement for graduation.**

"Through this course's practical real-world connections, students have an opportunity to see how science, mathematics, and engineering are part of their everyday world, and why it is important for every citizen to be technologically and scientifically literate." - http://legacy.mos.org/etf/

Assessment: Assessment is based on completion of laboratory projects, written exams, and homework.

FORENSIC SCIENCE (5 Credits): This course shows how scientific knowledge can be applied to the practice of law in a meaningful way by exploring the science and techniques used in criminal investigations. Some of the topics to be included are genetic fingerprinting, serology, ballistics, explosives, bloodstain pattern analysis, anthropology, entomology, and arson. Using scientific techniques, students will learn to recognize, analyze, and classify various types of physical and trace evidence. They will evaluate the role of forensics as it relates to investigations, and how that role

has changed over time. Students will take part in labs throughout the year and be responsible for one major project.

Prerequisite: Successful completion of Biology, Successful completion of geometry. Grade 11/12 Only (due to the concepts discussed)

EARTH AND SPACE SCIENCE, CP (5 Credits): This course is a broad overview of astronomy and earth science. This course starts with a scientific study of the Big Bang Theory then proceeds through the formation of stars, followed by galaxies, our solar system, planets, and moon. By the end of the first semester, students will have gained a comprehensive understanding of the evolution of our planet as it was when life first arose. Second semester focuses on Earth Science. Subjects covered are minerals/rocks, maps, plate tectonics, glaciation and volcanism, meteorology, oceanography, and climate. The course has many individual and group projects. Classroom participation is expected and required. This course does NOT have a significant mathematics component, so students who enjoy science but have difficulties with math may find this course especially appealing.

Assessment: Assessment is based on completion of written assignments, and research projects.

Commented [Rich Came16]: adding this language

SOCIAL STUDIES

HISTORY 1 (5 Credits): Grade 9 Only This class will cover the basic content and concepts of the development of human history from c.500 to c.1500.The topics and goals are similar to the Honors description. This course, however, will be supplemented with a series of frequent but shorter writing assignments. Assessment: Homework, projects (research and presentations), class participation, major writing assignments, tests, quizzes, class work, and debates.

HISTORY 1 H (5 Credits): Grade 9 Only History I outlines the development of the human experience from c.500 to c1500. This study of major world societies will begin with a short review of prior civilizations studied. This course will blend analysis and consideration of North American civilizations (US History) within the global context. Assignments will foster the development of student research and analytical skills as demonstrated through frequent written assignments and may also be developed through project based research and formal debates.

Prerequisite: Grade of B+ in 8th Grade Social Studies. Recommendation of Teacher.
Assessment: Homework, projects (research and presentations) ,class participation, major writing assignments, tests, quizzes, class work, and debates.

HISTORY 2 (5 Credits): History II outlines the development of the global human experience from c.1500 to c1900. Our nation's history will be examined as part of this experience, demonstrating how America has both influenced and been shaped by our collective global history. Students cultivate their understanding of history through analyzing historical sources and learning to make connections and craft historical arguments. They will be challenged to consider the importance of historical context, cause and effect, and recognizing point of view in order to reach this understanding. Students will explore concepts like humans and the environment,
cultural developments and interactions; governance; economic systems; social interactions and organization; technology and innovation.

Assessment: Assessment will be based upon the following: homework, quizzes, tests, projects, short term writing assignments, long term writing assignments, role play, student presentations, primary and secondary source interpretation, and debate in both parliamentary and trial settings.

HISTORY 2 H (5 Credits): History II outlines the development of the global human experience from c.1500 to c1900. Our nation's history will be examined as part of this experience, demonstrating how America has both influenced and been shaped by our collective global history. Students cultivate their understanding of history through analyzing historical sources and learning to make connections and craft historical arguments. They will be challenged to consider the importance of historical context, cause and effect, and recognizing point of view in order to reach this understanding. Students will explore concepts like humans and the environment, cultural developments and interactions; governance; economic systems; social interactions and organization; technology and innovation. **Honors students explore the same content as those in the college prep course, but are expected to work with more independence as they read, research, and write about social, political, and cultural issues that arise throughout the course.**

Prerequisite: Grade of B+ in History I, Honors or Grade of A- in History 1, College Prep or Recommendation of Teacher

Assessment: Based upon the following: homework, quizzes, tests, projects, short term writing assignments, long term writing assignments, role play, student presentations, primary and secondary source interpretation, and debate in both parliamentary and trial settings.

HISTORY 2 H ADVANCED (5 credits): This course is for students with a strong interest in history, the capability to work independently, and a high personal motivation as evidenced by past performance in social studies classes. Students will be expected to complete an in-depth study of the concepts and controversies that have faced humanity from the Age of Exploration to the Age of Imperialism. Students cultivate their understanding of world history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. There will be a special emphasis placed upon the development of specific skills necessary to succeed in AP World and AP United States history courses offered in the upper grades. Much of this study is considered to be at an entry-level college equivalency.

Prerequisites: Grade of A- in History 1, H or Grade of A in History 2 or Recommendation of Teacher

Assessment: Based upon the following: primary source interpretation, document-based essays, Advanced Placement style prompt based objective questions, short answer questions, homework, in-depth independent textbook work, role play, quizzes, secondary source analysis, projects, role plays, tests, and debates in both trial and parliamentary settings.

HISTORY 3 (5 Credits): History III outlines the development of the global human experience from c.1900 to the present. Continuing on from History 1 and History 2, US History will be blended into the curriculum, demonstrating how America has both influenced and been shaped by our collective

global history. Classwork will be designed to guide students to foster their own understanding of history through analyzing historical sources, making connections and ultimately crafting their own historical arguments.

Assessment: Based upon the following: homework, quizzes, tests, projects, short term writing assignments, long term writing assignments, formal research, role play, student presentations, primary and secondary source interpretation, and debate.

HISTORY 3 H (5 Credits): History 3 outlines the development of the global human experience from c.1900 to the present. Continuing on from History 1 and History 2, US History will be blended into the curriculum, demonstrating how America has both influenced and been shaped by our collective global history. Classwork will be designed to guide students to foster their own understanding of history through analyzing historical sources, making connections and ultimately crafting their own historical arguments. Honors students explore the same content as those in the college prep course, but are expected to work with more independence as they grapple with issues presented within the course.

Prerequisite: Grade of B+ in History 2, H or Grade of A- in History 2, or Recommendation of Teacher
Assessment: Based upon the following: homework, quizzes, tests, projects, short term writing assignments, long term writing assignments, formal research, role play, student presentations, primary and secondary source interpretation, and debate.

AMERICAN GOVERNMENT H (5 Credits): This course is offered in a year opposite of Economics when Economics is not running. Limited to juniors and seniors, this course provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government. Special emphasis will be placed on current political events at all three levels of government. Assessment: Students will be assessed based on performance on tests and quizzes, writing assignments, and class discussion.

ECONOMICS, HONORS (5 Credits): This course is offered in a year opposite of American Government when the American Government is not running. Limited to juniors and seniors, the first part of this class is intended to provide the student with an overview of the field of economics. The historical impact of philosophers such as Smith, Malthus, and Ricard will be presented. It will offer the subject matter tools of analytical economics to the problems of the changing times: inflation, growth, pricing, income, and foreign trade. The second part of this class will have an emphasis on the study of the market mechanism and how it works. It is intended to illustrate to the student that the critical problems that our society faces are related to responsible conduct in the area of economics. It is the intent (subject to change) to offer Economics in non-election years. **This course serves to satisfy the Financial Literacy requirement for graduation.** Assessment: Based on tests, quizzes, class participation, projects, homework, and a research paper.

EUROPEAN HISTORY AP (5 Credits): NOT RUNNING 25-26 SCHOOL YEAR. The AP course in European history is intended for qualified students who wish to complete classes equivalent to college introductory courses in European history. The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world. In addition to providing a basic narrative of events and

movements, the goals of AP European history are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. Students will be expected to take the AP Exam.

Prerequisites: Grade of B- in AP US History or Grade of A- in US History II, Honors or Grade of A in US History II, College Prep or Grade of B- in Pre-AP US History Recommendation of Teacher
Assessment: Assessment will be based upon the following: primary source interpretation concluding document position papers and document based role play debates, a formal research paper, tests (both in essay form and AP objective questions), quizzes, homework, and secondary source analysis.

Commented [Steven Pa17]: AP European most likely will not return. AP World really covers this and more.

Commented [Rich Came18]: Will remove in place of AP World

MODERN WORLD HISTORY AP (5 Credits): This course is for students with a deep interest in history, high personal motivation, and strong ability to work independently. In Modern AP World History, students investigate significant events, individuals, developments, and processes from 1200 to the present. Since much of this time period is covered in the previous two years, the course content will have a heavier emphasis on the time period from 1750-the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Prerequisites: Grade of an A- in History 2 or Grade of an A in History 2 or Grade of a B in Advanced Honors History 2 Advanced H or Recommendation of Teacher

UNITED STATES HISTORY AP (5 Credits): Grade 12. This course is for students with a strong interest in history and high personal motivation as evidenced by past performance in social science classes. As recommended by the AP Board, very heavy emphasis is placed on independent reading of primary source materials and extensive writing assignments. The student in an Advanced Placement class is expected to have developed fundamental critical and analytical skills prior to electing such a course. Many colleges consider it essential that the student take the Advanced Placement Exam.

Prerequisites:

Grade of A- in History III, Honors, or

Grade of A in History III, College Prep, or

Grade of B- in Advanced Placement World History

Recommendation of teacher

Assessment: Assessment will be based upon the following: primary source interpretation concluding document position papers and document based role play debates, a formal research paper, tests (both in essay form and AP objective questions), quizzes, homework, and secondary source analysis.

HUMAN GEOGRAPHY AP (5 Credits): Open to grades 10-12. This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and

alteration of Earth's surface. The content is presented thematically. The main subfields include economic geography, cultural geography, political geography, and urban geography. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. The goal of the course is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. **This course serves to satisfy the Financial Literacy requirement for graduation.**

Prerequisites: The student must be a strong reader or be willing to devote extra time to compensate for that weakness. A grade of A in English 1, 2, or 3 or or Recommendation of Teacher.

PSYCHOLOGY AP (5 Credits): The purpose of the AP Psychology course is to introduce students to the systematic and scientific study of behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They also learn about the methods psychologists use in their science and practice.

Prerequisites: Grades 11 and 12. The student must be a strong reader or be willing to devote extra time to compensate for that weakness. A grade of A in English II or III is recommended or Recommendation of Teacher .

PSYCHOLOGY H (5 Credits): This Honors course involves a deeper and more thorough explanation of the study of human thought and behavior. More time is devoted to hands-on research and experiments. Topics covered are learning and memory, research and statistics, social psychology, life span issues, neuroscience, and abnormal psychology. Understanding of self and how people interact with others are enhanced in group work, journal writing, and role-play. Movie clips to demonstrate how the artistic world views people and their adjustment to others and to society will be used. Textbook, journal articles, and popular fiction will be read.

Prerequisite: The student must be a strong reader or be willing to devote extra time to compensate for that weakness. A grade of B+ or better in English is recommended. This is for students in Grades 11-12

Assessment: Writing assignments, group and individual projects, and tests. Assessment is also based upon each student's willingness to openly participate in all class discussions and activities. Journals, reading, research projects, homework, quizzes, and tests are also used for assessment.

SOCIOLOGY (formerly Human Behavior) (5 Credits): Open to grades 9-12. This class is an introduction to the basic concepts of sociology as well as a few psychological concepts. Areas of study include personality and behavioral development, culture, groups, socialization, inequalities, and deviance. Lectures, case studies, oral reports, research papers, debates, and audio-visual aids will be used.

Assessment : Assessment is based upon a student's willingness to openly participate in class discussions and activities. Journals, readings, research projects, homework, quizzes, and tests are also used.

THE NATURE OF BEING H (5 Credits): For more information on this interdisciplinary course, refer to the Interdisciplinary Courses section. This course is a collaboration between the English and Social Studies Departments.

Commented [Peter Doh19]: Delete Nature of Being

Commented [Rich Came20]: no longer running

Commented [Rich Came21]: New course/Elective. US History Through Film and The Art of Public Speaking

U.S. HISTORY THROUGH FILM (5 Credits): This course explores major events and themes in American history through feature films and documentaries. Students will analyze how films interpret the past and compare cinematic portrayals with historical evidence. This course emphasizes critical thinking, media literacy, and discussion while deepening students' understanding of U.S. history. Please note: Films will be viewed in class and not accessible outside of class so attendance is key to success in this course.

Assessment: Written analysis, participation in discussions, tests, quizzes, and projects.

THE ART OF PUBLIC SPEAKING (5 Credits): Students will analyze famous speeches and speakers while practicing writing and delivering their own speeches. The course emphasizes rhetorical strategies, audience awareness, and presentation skills to prepare students for academic, professional, and real world speaking situations. Please note that oral presentations are a required component of this course.

Assessment: Oral presentations will make up a significant portion of assessments. Other assessments may include written analysis, participation in discussions, tests, quizzes, and projects.

OTHER PROGRAMS

SPEECH & LANGUAGE PROGRAM: The Speech/Language Program is an inclusive program for students in grades 6-12 dealing with disorders of articulation, language, auditory, memory, voice, and/or fluency. Services are provided through consultation, in class support, small group support and individualized programs, as needed. Curriculum materials are used as the basis for intervention whenever possible.

Assessment: Daily assessment is based on "time on task," organization, effort, completion of daily agenda, and participation in small study groups.

ACADEMIC SUPPORT: (2.5 or 5 Credits) This credit-based course is a Special Education Service that is recommended by a student's Team to deliver specialized instruction facilitating progress towards IEP goals and objectives. Essential to the course's design is the belief that the academic support must address individual learning trajectories and the capacity to access the full educational experience available to all students. Participants are also taught how to leverage their learning styles to best shift the focus of control from the instructor to the student, an important factor in becoming a more self-reliant, self-directed individual. Assignments may be used as a vehicle for accessing core academic content areas in English, history, mathematics, and science; and, teaching skills such as organization, time management, test preparation, and task completion. Grades are based on the student's class participation, assessments, effort, growth, and improvement in strategy and skill utilization.

Assessment: Students are graded on daily performance tasks, time-on-task, extension activities, participation in whole or small group lessons, and growth and improvement in strategy/skill utilization.

INTENSIVE LANGUAGE: (2.5 Credits): This course teaches basic language skills to those students with a diagnosed language/learning disability in phonology, syntax, semantics, reading comprehension or written composition. Structured multi-sensory language training and curriculum materials are combined to facilitate growth in skill areas and simultaneously provide tutorial support for classroom goals.

> Assessment: Because students enrolled in ILA have been diagnosed with a language/learning disorder, and all have individual, specific language goals, assessment includes a combination of standardized and informal measures. Standardized testing includes an initial evaluation to determine eligibility for the class and subsequent three-year re-evaluations. Informal measures include mastery of concepts taught which occurs all year long, as well as a yearly assessment of progress made toward individual goals determined for each student at his/her last team meeting.

ENGLISH AS A SECOND LANGUAGE (2.5 OR 5 Credits dependent upon individual program needs): Students who speak a language other than English at home are assessed when they enter Tahanto. If the results of the assessment suggest that they are in need of additional academic support, students participate in ESL classes to develop their speaking, listening, reading and writing skills.

> Assessment: Progress in English is measured in a variety of formative and summative assessments.

INTERNSHIP PROGRAM AT TAHANTO REGIONAL MIDDLE/HIGH SCHOOL

Lisa Sequeira, Director of Curriculum and Grants for grades 6-12
Ilene Rodman, School Counselor for grades 11/12
Richard Cameron, Tahanto Regional Middle High School Principal

Introduction

There is great value in offering our high school students an opportunity to shadow jobs/careers and participate in internships to help guide them in their decision making about post secondary endeavors. This opportunity allows students to be exposed to careers of interest to see if they would like to continue to explore them in their post secondary pathways. We are also developing a "Portrait of A Graduate" initiative to allow our students more pathways for post graduation plans and to ensure that our students graduate with 21st Century skills such as creativity, technological skills, collaborative skills, innovative skills, and hands-on, real world application skills. This program allows students to experience real life career tasks and to see what characteristics and training they will need to enter into such workforce choices.

Job Shadow Program

Starting now, we will allow Juniors to voluntarily participate in job shadow experiences if interested. Students may take advantage of this offering for up to three separate days at three different locations

per year if interested. Please see the following letter to view communication that will be shared with companies participating in this endeavor. Internship letter to employers Interested students will apply using an application Job Shadowing Application and College/Job Shadow Visit Form 2024.docx and Internship Consent (A8573456x7A575).docx and then will be approved if they meet all requirements mentioned in these documents. The application requires signatures from the student, the student's parent/guardian, and the supervisor at the internship location and must be signed for approval by the Director of Curriculum and Grants. The parent signature on both the application and consent form (developed with consultation from our districts' attorney, Kim Rozak) serves as permission allowing the student to leave the school campus for this purpose with the student being responsible for getting to and from the location on time. Students may only drive themselves or get a ride from their parents/guardians to these locations. Upon approval, the student will meet with the Director of Curriculum to discuss the program, expectations, and to offer support and serve as a point of contact should they encounter any issues or concerns while shadowing. Students participating will be granted one excused absence for the day they are opting for the job shadow experience up to three times per school year (as they do for college visits) as long as they turn in the proper paperwork above (College/Job Shadow Visit Form) following their experience. The application also outlines a self directed plan of goals for the Job Shadow and three skills they want to reflect on with their supervisor.

The location of the job shadowing experience will be vetted by Sally-Ann Stukuls (Director of Curriculum and Grants, grades 6-12) prior to the start of the Job Shadow (or Internship) and the supervisor will have a CORI conducted prior to the date of the Shadow experience for student safety purposes as well. The student will have to write a reflection paper answering the following questions Job Shadow Reflection Sheet and have the supervisor sign off to confirm completion. This form must also be returned to the school counselor in order to receive an excused absence attendance wise. Students will be responsible for any work missed due to participating in this experience.

Ilene Rodman will present this information as well as information regarding the internship program to the junior class so that they can voluntarily participate in the Job Shadow program starting this year and the Internship program starting during their senior year if interested. Students interested in these options will meet with Ilene Rodman to start the process if interested. The Director of Curriculum will keep a spreadsheet to keep track of those students interested in participating in this offering and where they shadow for safety and data collection purposes. *Any* questions or concerns brought forth by the student, student's family, or supervisor, can be directed to the Director of Curriculum and Grants. Job Shadow Student Tracker 2023-2024

We are in the process of gathering contact information for our contact spreadsheet to give students ideas if they need assistance with ideas for companies to shadow. These options are community connected and local. Students are also able to propose a location of their interest not listed on our contact list. Please see the list below:

Contact spreadsheet: Job Shadow and Internship Program Contacts

There will be a Career Fair at Tahanto in the spring. All contacts will be invited to attend by email.

Internship Program

During their senior year, students will take the classes they are still in need of for graduation requirements and any space in their schedule at the end of the day (directed study, which can be arranged through the school counselor) can be used to participate in their internship program. This would allow students who have a direct study at the end of the day to leave at 1:30 pm and then have time to spend a few hours at the location for the remainder of the work day. This course will allow students to earn 2.5 credits towards their graduation requirements, as long as they have participated in the internship for a minimum of 35 hours throughout the year. Again, they would have to fill out an application Internship Application that would also be signed by themselves, their parent/guardian/ and their supervisor as well as the consent form mentioned above. Locations will again be vetted. The Director of Curriculum will track students for safety and data collection using the same tracker used for the Job Shadowing experience and again will meet with the student to let them know that should they encounter any challenges of any sort while conducting their internship, that they may contact me for help in resolving any issues.

The student will write a weekly reflection paper answering particular questions Weekly Internship Reflection Sheetabout their experiences which will be turned in to the school counselor. Students who may realize that an internship experience is not a good fit for them, can meet with the school counselor and arrange to finish out any unfinished hours at another location to complete requirements to earn the 2.5 credits. At the end of the year the participating seniors will arrange a meeting with their school counselor, the school principal and Director of Curriculum to give a presentation with a discussion and summary of their internship experience. Following the internship experience, a survey will be conducted for students, families and companies involved to see how we can improve the program each year. Internships will be unpaid and are graded as a pass/fail.

**The following release consent form will be used for students participating in Internships and in in need of accommodations or modifications per their504 or IEP: BB RSD draft release.docx

Program of Studies Entry Description:

Job Shadow

There is great value in offering our high school students an opportunity to shadow jobs/careers to help guide them in their post secondary school decision making and endeavors. Interested Juniors and Seniors may shadow a job of their choice and interest up to three times per year as an excused absence. Each location must be different. Students interested must make an appointment with Ms. Rodman, fill out an application/permission slip. have the location approved by Ms. Stukuls, and fulfill all requirements associated with eligibility. Eligibility includes: Being a junior or senior and having all other course work being up to date as well as having satisfactory attendance and being in good standing in regards to disciplinary record. All school work missed during the school day is expected to be made up and is the responsibility of the student. Upon completion of the Job Shadow experience, students will turn in a supervisor signed reflection sheet and signed College/Job Shadow

Visit form. Students are responsible for their own transportation either by driving themselves or getting rides from a parent/guardian. This day is treated the same as a college visit and an excused absence will be granted after all paperwork and requirements have been met.

Internship Program 2.5 credits

Seniors interested in participating in an internship program may select this as an option for their senior year during last cycle directed studies and beyond the school day for a total minimum of 35 hours during the school year. Interested students must set up an appointment with their school counselor to make these arrangements in their schedule. All other coursework must be up to date. Students must be in good standing with respect to attendance and discipline. Students are responsible for their own transportation. Students must either drive themselves or get a ride from their parents/guardians. Students are expected to conduct themselves in a fashion that aligns with our code of conduct while interning. There is an application that must be turned in at least two weeks prior to the start of the internship and reflection sheets that must be turned in each week. A final discussion and summary of the experience will be presented to the Internship panel at the end of the year. All internship work is unpaid. This class is graded as a pass/fail and awards students 2.5 credits.

The Following information will be shared with supervisors at companies being Interned with:
Students under 18 years old may NOT carry out the following tasks during Job Shadow or Internship experiences:

- Drive a vehicle, forklift, or work assist vehicle (except golf carts in certain circumstances)
- Ride as a passenger on a forklift
- Operate, clean, or repair power driven meat slicers, grinders, or choppers
- Operate, clean or repair power-driven bakery machines (except for certain countertop models and pizza dough rollers)
- Work 30 feet or more above ground or water
- Have, serve, or sell alcoholic beverages
- Use circular or band saws, guillotine shears, wood chippers, or abrasive cutting discs
- Use power-driven woodworking machines
- Use, service, drive, or work from hoisting machines
- Operate or load power-driven paper balers, compactors, or other power-driven paper processing machines
- Use power-driven metal-forming machines, punching or shearing machines
- Use buffing or polishing equipment
- Manufacture brick, tile, or kindred products
- Manufacture or store explosives
- Work in excavation, wrecking, demolition, or shipbreaking
- Work in forest fire lighting, forest fire prevention, timber tract operations or forestry service
- Work in logging, sawmilling, or mining
- Work slaughtering, packing, or processing meat or poultry
- Work in railway operations
- Work in roofing or on or about a roof

- Work in foundries or around blast furnaces
- Work manufacturing phosphorous or phosphorus matches
- Work where they are exposed to radioactive substances
- Work as a firefighter or engineer on a boat
- Oil or clean hazardous machinery in motion
- Work in any job requiring the possession of a firearm

Legal hours of work for 16 and 17 year olds:

- Between 6 am and 10 pm on school nights (unless establishment serves clients till 10 pm, at which point the student may remain until 10:15 pm)
- Between 6 am and 11:30 pm on non school nights
- Exception for Restaurants and race tracks: between 6 am and 12 midnight on non school nights

MAX hours (Whether school is in session or not):

48 hours a week
9 hours per day
6 days per week

TRANSITIONAL LEARNING CENTER: The principal goal for the program is to provide relevant educational opportunities that address the independent living and vocational needs of the students. The Transitional Learning Center program is designed to adapt to the needs and abilities of the student. Instruction is given in a small group setting to facilitate individual students in accessing the curriculum in ELA, mathematics, vocation, and/or transition. The curriculum is oriented around real-world problems and authentic tasks which allow students to practice strategies pertaining to organization, problem-solving, reading for information, and communication that will assist in independent living. Key concepts such as cooking, cleaning, first aid, health and safety, and self-care tasks such as grooming, washing clothes, meal planning and preparation, and home/school safety procedures are practiced. Students are taught basic banking skills, comparative shopping, and how to access community or other public services through the newspaper and phonebook. Opportunities are available with the school environment for pre-vocational training.

Assessment: Performance evaluations are based on teacher devised rubrics: written/oral tests and quizzes, homework, in-class presentations, self-evaluations, and portfolios.

ATTEND COLLEGE EARLY (ACE): "The Attend College Early Program is a collaboration between the student and his or her family, their high school, and Quinsigamond Community College. It is an opportunity for mature, college ready students to simultaneously complete high school graduation requirements and begin their pursuit of higher education. The program is also designed to supplement competitive high school courses or offer opportunities for advanced coursework not available in the Tahanto curriculum. Interested students must qualify for the program through satisfactory grades, discipline, and results on the Accuplacer. Sophomores or juniors who may have an interest in participating in the program should see their school counselor for more detailed information.

COUNSELING

Counseling is available at Tahanto to help students overcome issues or problems they encounter that interfere with their education. At certain times in our lives, we all encounter obstacles that impede our progress. Our ability to work through or overcome these obstacles is what builds our character and self-esteem.

The school Psychologist, School Adjustment Counselor and School Counselors offer counseling services for students and families who may request it. Faculty/Staff can also make referrals for counseling.

Individual or group support sessions are ongoing. Counseling is usually short-term and directed toward helping a student enhance the quality of life and reaching self-defined goals. Typical issues that are addressed in counseling include abuse, academic progress, anxiety, anger management, bullying/harassment, depression, family issues, grief/loss, relationships with family, friends, or loved ones, and substance use.

If you are interested in learning more about counseling services that are available to you, speak to the school psychologist, school counselor, or leave your name with the Counseling Department secretary.

Student Transitional Assistance for Academics and Guidance (STAAG) is a short-term program with supports customized to each student's needs that are culturally competent, clinically informed, and flexible. We provide clinical support, academic coordination, family support, and care coordination services to students who are reintegrating into a full schedule after missing extensive amounts of time on learning due to serious mental health, medical, and/or life transition challenges. Program staff strive to coordinate resources within the school, the wider community and partner effectively with families to help each participating student reintegrate and finish the school year on track for graduation.

What services will STAAG provide?

- Direct clinical support to students: readily accessible and planned clinical support (customized to each student), crisis intervention where needed, development and implementation of coping skills.
- Academic coordination: direct academic support along with communication with a student's
- Teachers modify assignments as needed for the student to demonstrate sufficient mastery to accrue credits.
- Family engagement: consistent, culturally-appropriate two-way communication with parents/guardians about student progress needs; provision of support, learning, and leadership opportunities for family members.
- Care coordination: consultation/collaboration with all in-school supports and collateral providers