

# HOOSAC VALLEY HIGH SCHOOL



## PROGRAM OF STUDIES 2021-2022

### Administration

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## PROGRAM OF STUDIES INTRODUCTIONS

### SCHOOL COUNSELOR MISSION

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

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

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

### School Counseling Staff

Mrs. Megan Sookey, School Counselor	A-K
Mrs. Meaghan Rogers, School Counselor	L-Z
Mrs. Loriann Moro, School Adjustment Counselor	Grade 8-12
Mrs. Ursula Nowak, Secretary	Grade 8-12

## GRADUATION REQUIREMENTS

Credits are awarded through a combination of grades, attendance and the MCAS. Please refer to the student handbook for more information on attendance policy.

SUBJECT AREA	CREDITS
English	20 Credits
*Social Studies, including US History	15/20 Credits
*Science	15/20 Credits
Mathematics, including Algebra II	20 Credits (Grades 9, 10, 11 and 12)
Computers	2.5 Credits
Health and Physical Education	10 Credits
Visual and Performing Arts	5 Credits
Electives	20+ Credits
	112.5 credits total

1. \*Students must take three years of Social Studies and four years of Science or the reverse or three and one half years of both to satisfy the graduation requirements for these areas.
2. Of the required history courses, students must take and pass a United State History course.
3. Students are required to take health and wellness once each year.

It is a College Admissions Requirement that all students planning to attend a four-year college complete minimum of 2 years of a foreign language. *If a student would like to take Spanish I during their freshman year, they need to inform their school counselor.*

### MCAS GRADUATION REQUIREMENTS

- Students must score at least a 472 on the ELA portion of the 10th grade MCAS or retake exams, or score between a 445 and 471 as well as the requirements of an Educational Proficiency Plan (EPP).
- Students must score at least a 488 on the math portion of the 10th grade MCAS or retake exams, or score between a 469 and 487 as well as the requirements of an Educational Proficiency Plan (EPP).
- Additionally, students must score a 220 or higher on the science portion of the MCAS exam.

*Students on Educational Proficiency Plans must successfully complete Algebra II for Math and/or 4 years of English for ELA. Certificates of Attainment will be granted to students who meet all other graduation requirements except passing scores on the MCAS.*

## EARLY GRADUATION

It is possible for students to complete high school graduation requirements at Hoosac Valley High School in less than 4 years.

Pre- Requisites:

1. Students must score proficient on their ELA, Math and Science MCAS exams.
2. No incomplete grades or academic failures exist on your permanent record over the past two consecutive years.
3. Your current academic average for all semesters at Hoosac Valley must be above 80.

To Apply for Early Graduation:

1. A written request to the high school principal must be submitted by the start of semester 2 of the student's junior year. This must include: (a) a statement of approval from parent/guardian, (b) a written plan for education/work in the year following graduation, (c) a written recommendation from the student's guidance counselor, including the planned course sequence necessary to achieve early graduation.

To Complete Early Graduation Requirements:

1. The student must successfully complete at least one dual enrollment college course and or Edgenuity course in addition to all Hoosac Valley coursework prior to graduation.
2. All State and Local graduation requirements must be completed.

\*The school administration reserve the right to approve other circumstances for early graduation on a case-by-case basis.

## COLLEGE ADMISSIONS REQUIREMENTS

High school graduation requirements are different than four-year college admission requirements. The following table lists admission requirements for the Massachusetts State University System. For more information, please go to:

<http://www.mass.edu/shared/documents/admissions/admissionsstandards.pdf>

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

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

## SCHEDULE CHANGE INFORMATION

A great deal of time, energy and planning are devoted to the master schedule and individual student schedules. Before the end of the school year and during the summer, schedule changes that must be made for valid reasons are usually honored. The expectation is that students, parents, teachers and counselors have carefully reviewed schedules and made reasonable decisions concerning each student's course of study. The final schedule a student receives before the end of the school year represents their commitment to adhere to that course of student the following school year.

1. A student may add or drop a course for the following reasons:
  - a. An error (an incorrect number entered on a form) has been made either by the student or in the scheduling process)
  - b. A class failure the previous term necessitates a change in schedule
  - c. Summer school credits have been earned
  - d. A course was previously passed
  - e. Level changes: A student who is not recommended for a specific course level may request an override of the teacher recommendation by completing the Course Change Form.
  - f. The student, teacher, counselor, parent/guardian, and principal agree that a student is improperly placed in a class.
2. No changes will be made in the following cases:
  - a. Student and teacher personality conflict
  - b. Elective courses
  - c. Preference of period
  - d. No course may be dropped after the second marking period in the case of full year courses or after the first marking period in the case of semester classes.

### Course Change Process

There is no add/drop period. When a student desires to withdraw from a course or add a course they should obtain a **Change of Course Form** from the School Counseling Office. After filling out the form and obtaining ALL required signatures, the student will make an appointment with their counselor to deliver the **Change of Course Form**. In the rare instance when a change in a student's schedule is made during the school year, the grade(s) earned in the previous course will be advanced to the new course as a means of providing a comprehensive assessment of the student's performance.

Students are offered a three week period following the Progress Report #3 Teacher Recommendations in which they can add and/or drop a course for the following school year.

### COURSE LEVEL CHANGES

A student must receive a recommendation from her/his teacher for placement in a College Preparatory, Honors or AP courses (once scheduled). A student who is not recommended for a specific course level may request an override of the teacher recommendation by completing the override process using the appropriate Course Change Form (<https://www.acrsd.net/domain/139>). The Course Change Form requires guidance counselor recommendation, parental approval, and principal approval.

## GENERAL INFORMATION

### CASELOAD

All students must enroll in a minimum of five and a half classes each year. In addition to the five and 1/2, all must participate in Physical Education unless excused in writing by a doctor. Full-year courses= 5 Credits Half- Year Courses= 2.5 Credits

### COLLEGE CREDIT OPPORTUNITIES

#### FULL TIME ENROLLMENT DURING SENIOR YEAR

Students have the opportunity to enroll full-time at local colleges and may use those credits to fulfill HVHS graduation requirements. If funding becomes available juniors, and seniors, who have at least an 85% average, applying for Dual Enrollment courses at BCC, MCLA, or any other approved post secondary institution, must follow the guidelines below:

1. If your Dual Enrollment plan is intended to satisfy a graduation requirement, prior approval from the administration is required. Example: Senior English requirements for HVHS would require 2 appropriate courses at BCC or MCLA equaling or exceeding the 5 required credits.
2. Dual Enrollment courses count toward the student's G.P.A.

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

#### EARLY COLLEGE

Berkshire County high school seniors, who are Massachusetts' residents, may enroll in up to 15 Berkshire Community College (BCC) credits, free of charge, per semester. BCC will waive tuition and fees. Students will only pay for books and transportation. Students may take any course, including online course offerings, for which they meet the prerequisites.

#### MCLA DUAL ENROLLMENT

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

#### BENEFITS

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

### COURSE LEVEL INFORMATION

Advanced Placement (AP) is a program of classes developed by the college board to give high school students an introduction to college-level classes and also gain college credit before even graduating high school. These courses are the most academically demanding.

Honors (H) level courses are higher-level classes that proceed at a faster pace and cover more material than college preparatory courses. These courses require a high level of academic maturity, interest and intellectual ability. Students must be prepared to study and work independently. The pace is rigorous.

College Preparatory (CP) courses develop standard subject-area skills that are the prerequisite for any future college and career work. Students will work with challenging topics and be expected to complete daily preparation outside the classroom.

### COURSE LEVEL EXPECTATIONS

Please note that these expectations are intended to provide clear examples of general course level guidelines. Additional expectations of students may be required by individual teachers.

#### Standard expectations for all students:

Student is organized and prepared for class with proper materials and all necessary assignments.

Student is able to read, comprehend, and interpret material that is at or near grade level.

Student's writing is generally organized and focused; student is able to write essays of varying length; the writing also exhibits an appropriate knowledge of grammar, mechanics, and vocabulary.

Student exhibits problem solving skills in order to pursue the answer to a challenging idea even when the solution is not obvious on first try

Student is an active member and self-advocate within the classroom community.

## GENERAL INFORMATION

### In addition to expectations for all students, Honors level course expectations are:

Student takes an active role in class discussions on a daily basis.

Student possesses motivation and work ethic to be in a high-level class and manage a demanding workload both in and out of class.

Student demonstrates a high level of critical thought in order to analyze and interpret complex texts and problems

Student is able to demonstrate the ability to be an independent reader, thinker, and conduct independent research.

### In addition to expectations for all Honors level courses; Advanced Placement level course expectations are:

Student possesses the intellectual curiosity and self-motivation to be in a highly rigorous, college-level class.

Student has the ability to handle multiple assignments at the same time.

Student possesses and demonstrates a thorough understanding of content from Prerequisite courses and is able to manage a demanding work load both in and out of class.

Student completes summer assignments when given prior to the start of the course.

## ADVANCED PLACEMENT

Advanced Placement courses offer HVHS students the chance to participate in college-level courses while in high school. You might think that AP classes are tough, and you might be right. But that doesn't mean that you aren't up to the task. If you are willing to work hard, you'll find that the qualities you use in other parts of your life can help you achieve your goals. AP brings the college experience to your high school with the opportunity to earn college credit at thousands of universities. More students are ready for AP than you'd think. Students with basic skills needed for success in the discipline and a desire to challenge her or himself with a rigorous course of study are encouraged to consider registering for one or more AP courses. Benefits: Stand out in the college admissions process, Earn college credits, Skip introductory classes, Build college skills, save money.

Exam Optional: Students will be able to complete any AP course with the option of not completing the exam but will still be able to receive the quality points toward their GPA.

AP Scholar awards:

- AP Scholar: Granted to students who receive scores of 3 or higher on three or more AP Exams.
- AP Scholar with Honor: Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.
- AP Scholar with Distinction: Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.

## LETTER GRADES

Pass= 85

Fail= 50

## ONLINE COURSES

Hoosac Valley students may take online courses for Hoosac Valley credit under these conditions:

1. An equivalent course is not offered at HVHS
2. Due to a scheduling conflict or if the equivalent is not offered in person (a student is unable to take a required course for graduation).
3. To make up a failed course, providing the summer school criteria of passing two academic quarters of the original course has been met (in special circumstances this may be waived by the principal.)
4. Early graduation

All online courses must be approved prior to student enrollment by the principal in order to receive Hoosac Valley credit for the course(s). Online Courses including Edgenuity and BYU count toward the GPA and will be added to the transcript regardless if the student passes or fails the course.

## PASSING GRADE

65

## PLACEMENT IN 9TH GRADE HONORS COURSES

9th grade honors placement in major subjects is based on a combination of criteria: 8th grade teacher recommendation, class prerequisites, the student's grade average in 8th grade core subjects and MCAS scores.

## QUALITY POINTS

CP Classes = +2 quality points

Honors Classes = +4 quality points

AP Classes = +6 quality points

## GENERAL INFORMATION

### STUDENT CLASSIFICATION

Credits for high school graduation will begin to accrue during a student's 9th grade year. Students enrolled in Grade 8 and placed in Algebra I will receive credits toward graduation. Under current policy a student must receive passing grades in five and a half courses (totaling 27.5 credits) to be listed as Grade 10. Fifty-five (55) credits are required to be listed as Grade 11. Eighty-three (83) credits are required to be listed as Grade 12. A total of 112.5 credits are required for graduation.

### SUMMER SCHOOL

Summer School, at a cost to the student, will be made available to students who have failed courses. To be eligible for summer school, a student must have passed a minimum of two quarters during the year in a full year course and one quarter in a half-year course. Courses are offered in English, Math, Science and Social Studies.

### WORK-STUDY AND INTERNSHIP

The Work Study Program is a cooperative effort between the high school and employers in the community under which senior students combine schoolwork with part-time employment. With parent/guardian approval, a student may apply for Work Study, taking a minimum of five classes per trimester and then spending the remainder of the school day as an employee in business or industry. Students interested in this option should contact the Learning Lab Teacher. Once students are enrolled in Work Study, they are required to document at least 3 days of work per week (Monday to Friday) and submit time cards, signed by their supervisors, every week. If a student requests Work Study but does not have 3 days of employment, s/he will be placed in a study hall or an open elective course. Students participating in work-study or internship will receive 2.5 academic credits per semester for satisfactorily completing their internship including a final project. In order to be eligible for the internship, students must have an approved site and complete a contract handed to the Learning Lab Teacher prior to the beginning of the semester.

## GRADING INFORMATION

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

Grade Range: 0-100

Lowest Passing Grade: 65

A+ = 99

A = 96

A- = 92

B+ = 88

B = 85

B- = 82

C+ = 78

C = 75

C- = 72

D+ = 68

D/- = 65

F = 0-64

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

100	4.3	87	3.2	74	1.8
99	4.3	86	3.1	73	1.7
98	4.2	85	3.0	72	1.6
97	4.2	84	2.9	71	1.4
96	4.1	83	2.8	70	1.3
95	4.0	82	2.7	69	1.2
94	4.0	81	2.6	68	1.1
93	3.9	80	2.4	67	0.9
92	3.8	79	2.3	66	0.8
91	3.7	78	2.2	65	0.7
90	3.6	77	2.1	64	0.0
89	3.4	76	2.0		
88	3.3	75	1.9		

The following grading system is used at Hoosac Valley High School:

1. The yearly average for each subject will be the numerical average of the four marking periods and the final exam or projects.
2. The grading procedure provides for a mark based upon effort, participation and attendance as well as upon the mathematical percentage obtained from test results. The marking period is approximately nine weeks long.



## GRADING INFORMATION

### HONOR ROLL(Grades 8-12)

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

High Honors 90-100

Honors 85-89.9999

No grade in any class may be below an 80

Averages for determining high honors and honors will not be rounded up.

2. Graduation with High Honors (90% unweighted); graduating with Honors (85% unweighted)

## SAMPLE SCHEDULES

### Grade 9

Algebra I

World History

Environmental Science

ELA 9

\*Spanish I

Elective/Elective

Health and Wellness/Elective

### Grade 10

Geometry

United States History I

Biology

ELA 10

\*Spanish II

Elective/Elective

Health and Wellness/Elective

### Grade 11

Algebra II

United States History II

Chemistry

ELA 11

\*Spanish III

Elective/Elective

Health and Wellness/Elective

### Grade 12

College Algebra

ELA 12

Health and Wellness/Elective

Remaining Graduation Requirements

Work-Study or Internship

**\* Highly recommended for college bound students.**It is a College Admissions Requirements that all students planning to attend a four-year college complete a minimum of 2 years of a foreign language. *If a student would like to take Spanish I during their freshman year, they need to inform their school counselor.*

## PATHWAYS

Mass Media and Communication

Science Exploration

Human Services

[PLTW Biomedical Science](#)

## 2020-2021 COURSE OFFERING OUTLINE

Course #	Course Level	Department Course Title	# Of Credits	Semester/Full Year
ENGLISH				
MS014	N/A	ELA Core 8	0	Full
110	H	ELA 9	5	Full
111	CP	ELA 9	5	Full
120	H	ELA 10	5	Full
121	CP	ELA 10	5	Full
131	CP	ELA 11	5	Full
130	H	ELA 11	5	Full
133	AP	English Language and Composition	5	Full
141	CP	ELA 12	5	Full
140	H	ELA 12	5	Full
150	AP	English Literature	5	Full
164	Elective	Science Fiction	2.5	Semester
163	Elective	Writing for Life	2.5	Semester
SOCIAL STUDIES				
MS021	N/A	Social Studies 8	0	Full
MS022	Elective	Civics Lab 8	0	Quarterly
200	H	World History	5	Full
202	CP	World History	5	Full
210	AP	World History	5	Full
216	CP	U.S History I	5	Full
217	H	U.S History I	5	Full
230	H	U.S History II	5	Full
231	CP	U.S History II	5	Full
240	AP	United States History	5	Full
252	AP	Human Geography	5	Full
260	AP	Psychology	5	Full
218	Elective	Introduction to Criminal Justice	2.5	Semester
268	Elective	Abnormal Psychology	2.5	Semester
375	Elective	Global Citizenship	2.5	Semester
261	Elective	Current Events	2.5	Semester
245	Elective	American Government Studies	2.5	Semester
220	Elective	History of the Holocaust	2.5	Semester
246	Elective	Gender Studies	2.5	Semester
263	Elective	20th Century Latin American and US	2.5	Semester
MATH				
MS044	N/A	Math Core 8	0	Full
MS048	CP	Algebra I (8th Grade)	5	Full
411	CP	Algebra I	5	Full
420	H	Geometry	5	Full
421	CP	Integrated Math	5	Full
430	H	Algebra II	5	Full
431	CP	Algebra II	5	Full
432	CP	Probability and Statistics	5	Full
440	H	Pre-Calculus	5	Full
441	CP	College Math	5	Full
450	AP	Calculus	5	Full

452	AP	Statistics	5	Full
408	Elective	Personal Finance	2.5	Semester
SCIENCE				
MS031	N/A	Science 8	0	Full
320	H	Environmental 9	5	Full
321	CP	Environmental 9	5	Full
344	CP	Biology/Lab	5	Full
343	H	Biology/Lab	6	Full
350	AP	Biology	7	Full
330	H	Chemistry	6	Full
351	AP	Chemistry	7	Full
334	AP	Physics/Lab	5	Full
340	H	Physics/Lab	5	Full
341	CP	Physics	5	Full
363	H	PLTW Principles of Biomedical Science	5	Full
333	H	PLTW Human Body Systems	5	Full
354	H	PLTW Medical Intervention	5	Full
323	Elective	Outdoor Leadership	2.5	Semester
386	Elective	Outdoor Education and Archery	2.5	Semester
891	Elective	Sports Science	2.5	Semester
387	Elective	Mt. Greylock Environmental Conservation	2.5	Semester
WORLD LANGUAGE				
508	Full	Spanish I	5	Full
523	Full	Spanish II	5	Full
533	Full	Spanish III	5	Full
543	Full	Spanish IV	5	Full
VISUAL, PERFORMING AND TECHNICAL ARTS				
LL01	Elective	Workplace Readiness	2.5	Semester
108	Elective	College and Career Readiness Seminar	2.5	Semester
812	Elective	Introduction to Art	2.5	Semester
822	Elective	2D Design	2.5	Semester
648	Elective	Digital Photography	2.5	Semester
641	Elective	Computer Applications	2.5	Semester
663	Elective	Digital Marketing	2.5	Semester
218	Elective	Introduction to Business	2.5	Semester
219	Elective	Introduction to American Music	2.5	Semester
843	Elective	Jazz Ensemble	5	Full
849	Elective	Band	5	Full
866	Elective	Music Appreciation	2.5	Semester
865	Elective	Music Theory	2.5	Semester
854	Elective	Music Production and Engineering	2.5	Semester
871	Elective	Music of Latin America	2.5	Semester
718	Elective	Timber Framing	2.5	Semester
109	Elective	Drama and Theater Arts	2.5	Semester
HEALTH AND FITNESS				
314	Elective	Health and Wellness	2.5	Semester
OTHER				
994	Elective	Internship	2.5	Semester
999	Elective	Work Study	2.5	Semester
995	Elective	Dual Enrollment MCLA	2.5	Semester

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

### **111 ELA 9 CP (Grade 9) 5 Credits**

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

### **110 ELA 9 H (Grade 9) 5 Credits**

**Prerequisite:** (1) Student's standardized test scores (2) Grades (90 or better in 8th grade English) (3) 8th grade teacher recommendation (4) Summer reading and paper (completed by first day of school)

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

### **121 ELA 10 CP (Grade 10) 5 Credits**

**Prerequisite:** Successful completion of ELA 9 CP or teacher recommendation.

This course is offered for students interested in developing essential writing skills with emphasis on organization, outlining, paragraphing, sentence structure, vocabulary and mechanics. Literature is the basis for analyzing author's techniques, understanding literary terms, following logical plot developments, and recognizing themes. Grammar is taught as needed. Three to four outside reading assignments are required.

### **120 ELA 10 H (Grade 10) 5 Credits**

**Prerequisite:** Teacher recommendation and one of the following: (1) Students must have a 90 average or better in a ninth grade CP class. (2) Students must have an 85 average or better in ninth grade Honors class.

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

### **131 ELA 11 CP and 130 ELA 11 H (Grade 11) 5 Credits**

**Prerequisite:** Successful completion of ELA 10 CP or teacher recommendation.

This course provides a survey of the development of American literature with an emphasis on major writers. Improvement and growth in writing skills is developed through the writing of critical and analytical papers, including research papers. Grammar is reviewed in the context of SAT preparation.

### **133 AP ENGLISH LANGUAGE AND COMPOSITION (Grade 11) 5 Credits**

This course engages students in becoming skilled readers of prose (ordinary form) written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

### **141 ELA 12 CP and 140 ELA 12 H (Grade 12) 5 Credits**

**Prerequisite:** Teacher recommendation and successful completion of ELA 11 CP.

The broad outlines of English literature from its beginning through the modern period supply the student with a basis for appreciating and understanding the major writers. Emphasis is also placed on studying and comprehending the development of the English language through its various stages. Each unit incorporates a comprehensive historical background essential for the study and knowledge of a particular time period. Several multicultural writers are recognized to understand better the pluralistic nature of Britain, to appreciate connections between cultures, and, ultimately, to view our own nation's diversity as a rich source. Through critical papers, oral reports and discussions, students should show an appreciation of the literary works studied as contributions to our cultural heritage.

### **150 ENGLISH LITERATURE AP (Grade 12) 5 Credits**

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

## COURSE DESCRIPTIONS: ENGLISH

### **164 SCIENCE FICTION LITERATURE(Grades 10-12) 2.5 Credits**

This semester-long course will delve into the history and influence of the science fiction genre. Students will explore the common themes and motifs of this literary genre through the study of many prominent authors throughout history.

### **163 WRITING FOR LIFE(Grades 10-12) 2.5 Credits**

This semester-long course will help students prepare themselves for the workforce. Students will analyze job advertisements, matching their skills to job requirements. They will learn how to promote themselves through positive, persuasive writing and make the recruiter want to know more about them. They will also review how to use social media to their advantage to raise their profile and promote themselves.

### **173 THE MODERN NOVEL(Grades 10-12) 2.5 Credits**

Modeling a book club format, students will engage in discussions around modern novels that focus on thematic concerns and trending topics. If you love to read - this is the class for you! If you don't - a good book can change that!

### **161 BERKSHIRE COUNTY GREATS (Grades 10-12) 2.5 Credits**

Throughout history, many great authors, poets, playwrights, journalists, and screenwriters have had personal connections with Berkshire County. This semester-long course will offer a sampling of the fruits of their labors. Beginning with the classics - Hawthorne, Melville, Wharton, and Du Bois - this course will move toward the new generation of local talents.

## COURSE DESCRIPTIONS: SOCIAL STUDIES

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

### **202 WORLD HISTORY CP and 200 WORLD HISTORY H (Grade 9) 5 Credits**

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

### **210 WORLD HISTORY AP (Grades 10-12) 5 Credits**

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

#### **Course Content**

This course is structured around themes and concepts in six different chronological periods from approximately 8000 BCE to the present:

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

### **216 U.S. HISTORY I CP (Grade 10) 5 Credits**

#### **The Revolution through Reconstruction, 1763-1877**

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

**217 U. S. HISTORY I H (Grade 10) 5 Credits****The Revolution through Reconstruction, 1763-1877**

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

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

**231 U.S. HISTORY II CP (Grade 11) 5 Credits****Reconstruction to the Present, 1877 to Present**

Students will analyze the causes and consequences of the Industrial Revolution and America's growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America. Students will be expected to draw conclusions based upon research and present them in oral or written form with intelligent positions.

**230 U.S. HISTORY II H (Grade 11) 5 Credits****Reconstruction to the Present, 1877 to Present**

**Prerequisite:** US History I H with at least an 85 average, US History I CP with at least a 90 average and teacher's recommendation. Students will analyze the causes and consequences of the Industrial Revolution and America's growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America. This is not a strictly lecture-based course, but a challenging, interactive, ever evolving presentation through various styles of instruction and learning.

**240 UNITED STATES HISTORY AP (Grade 10-12) 5 Credits**

This course is offered to select 10th and 11th grade students. The aim of this course is to provide the student with a learning experience comparable to a college introductory course in American History. To receive Advanced Placement college credit, the student will be required to take and pass the national A.P. exam in May. This course will use chronological and thematic coverage of topics beginning with precontact of the Americas and include topics such as the Colonial Period, the pre-Civil War era, the Civil War and Reconstruction, Industrial America and Immigration, the World Wars, Depression and New Deal, domestic and foreign affairs of the Cold War period and concerns of the Post Cold War era. Requirements will include several outside readings per term, a research paper as well as other papers, oral presentations, panel discussions and debates. This is a rapid paced, college-level seminar course.

**252 HUMAN GEOGRAPHY AP (Grade 9) 5 Credits**

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

Upon successful completion of the course, students will be able to

- Interpret maps and analyze geospatial data;
- Understand and explain the implications of associations and networks among phenomena in places;
- Recognize and interpret the relationships among patterns and processes at different scales of analysis;
- Define regions and evaluate the regionalization process; and
- Characterize and analyze changing interconnections among places.

**260 PSYCHOLOGY AP Grades (10-12) 5 Credits**

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

## COURSE DESCRIPTIONS: SOCIAL STUDIES

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

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

### **267 ADOLESCENT DEVELOPMENT (Grades 9-12) 2.5 Credits**

This course is an introduction to the theoretical concepts and approaches in child and adolescent development. Developmental processes through maturation and learning will be examined. Different theoretical perspectives (biological, cognitive, social, behavioral, emotional, and evolutionary) will be explored and relevant research discussed.

### **255 INTRODUCTION TO CRIMINAL JUSTICE Grades 11-12 2.5 Credits**

This one semester class explores the criminal justice system in Massachusetts. Students learn about the development of criminal laws, their constitutional underpinnings and the actual process of a real case from arrest to incarceration. This course is recommended for those wishing to become police officers, probation officers and/or lawyers. Topics include: Justice, History of Law, Policing, Sentencing, and Corrections

### **375 GLOBAL CITIZENSHIP (Grades 9- 12) 2.5 Credits**

An increasingly globalized and fast-paced world has raised questions about what constitutes meaningful citizenship as well as about its global dimensions for individual and group identities. This course offers an opportunity for students to explore the concepts of global citizenship and identity from varying perspectives. In addition, this course will connect our ideas about global citizenship to historic and current global human movements and their impact on our current worldview. The course focuses on three essential questions in line : 1) Who are we, both as individuals and global citizens?, 2) What/who may have been influencing the person we are and whom we wish to become in this world?, and 3) What does it entail to be a global citizen and which difference can I make?

### **246 GENDER STUDIES (Grades 11-12) 2.5 Credits**

This interdisciplinary course explores the field of inequity and difference. Where do we see inequity? How prevalent is it? There is a focus on women and the LGBTQ community as well as an exploration of cultural concepts. In addition, students will be exposed to positive examples of individuals who chose to challenge oppression and who, while perhaps forgotten by history, are to be recognized and celebrated for his or her contributions. We will also study historical events that have affected members of this community and explore these events through the lens of injustice.

### **261 CURRENT EVENTS (Grades 10-12) 5 Credits**

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

### **220 THE HOLOCAUST (Grades 10-12) 2.5 Credits**

The History of the Holocaust is a half-year elective that explores the possible causes of the Holocaust. The actual events will also be studied as well as the effects. Films will be utilized in this class as well as primary and secondary reading sources. In addition, Holocaust denial will be discussed. Further, the role of responsibility will be a focus. Students must be comfortable with class discussion. This class deals with sensitive, and sometimes graphic, themes.

### **218 INTRODUCTION TO AMERICAN MUSIC (Grades 9-12) 2.5 Credits**

Students will explore the history of American roots music from 1900 to the present, focusing on several traditional genres, including blues, country, folk, and Americana. The class will mainly consist of the extensive listening of songs, as well as short readings, films, discussions and critiques, and guest performances. The only prerequisite is an interest in music.

### **248 AMERICAN POLITICAL SYSTEMS (Grades 9-12) 2.5 Credits**

The US Government Elective will provide students with the political knowledge and reasoning processes to participate meaningfully and thoughtfully in discussions and debates that are currently shaping American politics and society. It is important to note that this course is not a history course; it is a political science course that studies the interconnectedness of the different parts of the American political system as well as the behaviors and attitudes that shape this system and are the byproduct of this system. Students will revisit the Founding Documents of the United States and Massachusetts with an emphasis on understanding their relevance and impact on policies and politics in the present. They study these topics by exploring and researching guiding questions such as "What does it mean to be an informed citizen?" and "How involved should the United States government be in world affairs?"



## COURSE DESCRIPTIONS: SOCIAL STUDIES

### 263 20TH CENTURY LATIN AMERICAN AND THE US (Grades 10-12)

During the Cold War, Latin America was a decidedly "hot zone." This course considers this phenomenon as a result of internal and external pressures, including political and socio economic instability, a deep tradition of revolutionary and socialist activism, and the region's *conflictive relationship with the United States*. The class examines dramatic moments of the Latin American Cold War, such as the overthrow of Jacobo Arbenz in Guatemala, the Cuban and Nicaraguan revolutions, and the Dirty Wars in Chile and Argentina. It also examines less heralded aspects of the Latin American Cold War, such as its important role in fostering transhemispheric solidarities, the creative possibilities of Cold War cultural production, the emergence of a youth counterculture, and the many attempts by Latin Americans across the political spectrum to reject the premise of the Cold War altogether.

### 160 POP CULTURE (Grades 11-12) 2.5 Credits

We live in a society that is saturated in the media generated by popular culture. The average individual encounters 3,000 advertisements per day and spends over six hours every day watching TV, surfing the Internet, etc. Popular culture has shifted radically over the last several decades. Somewhat counter-intuitively the nature of this shift has masked the stark nature of the changes in the cultural landscape. What does it mean to spend over a third of our waking hours absorbing media that did not exist for our grandparents in their youth? How does social networking shift the nature of our social interactions? How, if at all, has this privileged certain groups of people or changed power relations?

These are examples of the types of questions that this class will examine as we engage in critical thinking about popular culture. We will explore the discipline of cultural studies and different approaches to examining popular culture. These tools will allow us to begin to unpack the underlying assumptions of the popular culture we consume on a daily basis and begin to examine underlying issues of power and ideology.

## COURSE DESCRIPTIONS: MATH

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

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

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

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

### 411 ALGEBRA I CP (Grade 9) 5 Credits

This course is designed to bridge the gap between middle school and high school. This course will cover the Algebraic concepts of linear equations, functions, inequalities and systems, exponents and exponential functions, quadratic expressions and equations. This course provides a sound foundation for advanced study in mathematics. An emphasis on MCAS prep will also be addressed. Teacher recommendation is required.

### 420 GEOMETRY H (Grade 9/10) 5 Credits

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

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

### 421 INTEGRATED MATH CP (Grade 9/10) 5 Credits

### 430 ALGEBRA IIH (Grades 10, 11, 12) 5 Credits

**Prerequisite:** Completion of Geometry H at 85% or higher and teacher recommendation.

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



## COURSE DESCRIPTIONS: MATH

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

**Prerequisite:** Successful completion of Algebra I and Geometry CP.

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

### 432 PROBABILITY AND STATISTICS CP (Grade 12) 5 Credits

**Prerequisite:** Successful completion of Algebra I and Geometry CP

Topics that will be covered include: statistics, sample data, analyzing data, probabilities of simple and multiple events, conditional probability, independence, random variables and probability functions, normal distribution binomial distribution, poisson distribution, sampling, estimation techniques, hypothesis, linear correlation and regression, the Chi-Square distribution, and analysis of variance. .

### 440 PRE-CALCULUS H (Grades 10-12) 5 Credits

**Prerequisite:** Completion of Algebra II H at 85% or higher and teacher recommendation

This course is intended for students who have a thorough knowledge of Geometry and Algebra. Topics include: power, polynomial, rational, exponential, logarithmic, and trigonometric functions from a Calculus perspective. This course will also focus on analytical Trigonometry and matrices.

### 441 COLLEGE ALGEBRA CP (Grades 11-12) 5 Credits

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

This course begins with a review of Algebra II concepts including: linear, quadratic, polynomial, inverse, and radical functions and relations. Additional algebraic concepts of exponential, logarithmic, and rational functions and relations will be explored in the first half of the year and trigonometric functions, identities and equations will be covered in the second half of the year. An emphasis on SAT prep will also be addressed.

### 450 CALCULUS AP (Grade 12) 5 Credits

**Prerequisite:** Completion of Pre-Calculus H and College Algebra H at 85% or higher and teacher recommendation

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

### 452 STATISTICS AP (Grade 11 & 12) 5 Credits

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

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. The goals of AP Statistics are for students to describe patterns and departures from patterns; plan and conduct a study; explore random phenomena using probability and simulation; and estimate population parameters and test hypotheses.

### 408 PERSONAL FINANCE (Grades 9-12) 2.5 Credits

This full year course is designed to prepare students for the choices and challenges of today's financial markets. Giving the students a better understanding of personal finance will help them move into adulthood making more informed monetary decisions. This course will teach students to search and assess college and career opportunities, identify and prioritize their personal money management goals, develop personal spending and savings plans, comprehend the impact of time on the value of money, understand the cost of using credit and protect assets.

## COURSE DESCRIPTIONS: SCIENCE

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

### 308 ENVIRONMENTAL 9 H (Grade 9) 5 Credits

**Prerequisite:** 90 or greater in 8th grade math and 8<sup>th</sup> grade science.

Environmental honors is a ninth grade survey course. Its major objective is to introduce the student to the concepts of biology by investigating the following disciplines of this science: cell biology, taxonomy, genetics, phylogeny, anatomy, ecology, evolution, basic chemistry, etc. The student considering this course should have demonstrated an interest and ability in previous science courses. Objectively, the ability to express oneself concisely, the safe and proper use of lab equipment, and a knowledge of the metric system are skills which the student should have upon entering this course.

**321 ENVIRONMENTAL 9 CP (Grade 9) 5 Credits**

Designed to provide students with the tools needed to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human made, to evaluate the risks associated with these problems and to examine alternative solutions. During the year, we will explore the world of environmental science through the use of the class textbook, lab experiments, field study, and additional resources. Skills you will engage in include:

- Explaining environmental concepts and processes
- Analyzing data, visual representations, and writings
- Applying quantitative methods in solving problems
- Proposing a solution for an environmental problem and supporting your idea with evidence
- Analyzing a research study to identify a hypothesis and conduct investigations to support or reject hypotheses

**344 BIOLOGY CP (Grade 10) 5 Credits**

**Prerequisite:** 70 or greater in previous science class and with teacher recommendation.

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

**343 BIOLOGY H (Grade 10) 5 Credits**

**Prerequisite:** 90 or greater in previous science class and with teacher recommendation.

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

**331 CHEMISTRY CP (Grade 11) 5 Credits**

**Prerequisite:** 70 or greater in previous CP, 70 or greater in previous Honors or with previous science teacher recommendation. In addition, 75 or better in previous Algebra.

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

**330 CHEMISTRY H (Grade 11) 6 Credits**

**Prerequisite:** 90 or greater in previous CP or 85 or greater in previous Honors or previous science teacher's recommendation. In addition 85 or better in Algebra I.

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

**334 PHYSICS AP (Grade 11 or 12) 5 Credits**

**Prerequisite:** Algebra I and Geometry. Concurrent Courses: Algebra II or an equivalent course

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

**340 PHYSICS H (Grade 11 or 12) 5 Credits**

**Prerequisite:** 90 or greater in previous CP or 85 or greater in previous Honors or previous science teacher's recommendation. Physics is directed at providing students with a comprehensive look at a variety of important physical concepts. The two major areas of study in this course are: (1) Newtonian mechanics (2) Energy (including work and power). The student is expected to perform effectively in the laboratory as well as in the classroom as emphasis is placed on laboratory experiences. Much of the course content deals with problem solving and the determination of physics principles from laboratory data. Students should have advanced knowledge of basic mathematical relationships.

**341 PHYSICS CP (Grade 11 or 12) 5 Credits**

**Prerequisite:** 70 or greater in previous science CP, 70 or greater in previous science Honors or with teacher recommendation.

The two major areas of study in this course are: (1) Newtonian mechanics (2) Energy (including work and power). The student is expected to perform effectively in the laboratory as well as in the classroom as emphasis is placed on laboratory experiences. Much of the course content deals with problem solving and the determination of physics principles from laboratory data. Students should have a good insight into basic mathematical relationships.

**350 BIOLOGY AP (Grade 11 or 12) 7 Credits**

**Prerequisite:** 90 or greater in Chemistry CP and Human Body Systems (if taken) or 85 or greater in Chemistry H and Human Body Systems (if taken) and a previous science teacher's recommendation. Although not required, it is highly recommended that this course be taken concurrently with Physics. Must be taken concurrently with Physics or after passing physics. AP Biology is an elective senior year science. Some colleges and universities grant credit for this course upon successful completion of the Advanced Placement Exam.

**351 CHEMISTRY AP (Grade 11 or 12) 7 Credits**

**Prerequisite:** Chemistry

This course is structured around the six big ideas articulated in the Chemistry curriculum framework provided by the College Board. A special emphasis will be placed on the seven science practices, which capture important aspects of work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills. Students are expected to spend extensive time studying in groups, solving problems, and doing laboratory work. AP Chemistry aims to provide students with the framework, factual knowledge, and analytical skills necessary to deal critically with the theoretical aspects of chemistry. The science practices for AP Chemistry are designed to get the students to think and act like scientists by applying the seven Science Practices.

**323 OUTDOOR LEADERSHIP (Grades 9-10) 2.5 Credits**

Focuses the skills necessary for effective outdoor recreation leadership and environmental stewardship. Students will learn to work together through team building exercises, including participation in low and high ropes courses. They will also learn outdoor recreation skills such as trip planning, first aid, navigation, and "Leave No Trace". Most class sessions are in an outdoor setting on school property. Other outdoor excursions may include a paddling or rafting experience and a backpacking/camping, which promotes application of learned skills in a wilderness setting.

**841 ASTRONOMY 101 (Grades 9-10) 2.5 Credits**

Ever wonder why you can't stop staring at the night sky? Why do stars twinkle? What really is a black hole? Will the sun ever stop shining? Historically, humans have been fascinated with the stars, planets, and universe that surrounds us. This course will introduce you to the study of SPACE, including *Earth's place in the universe* (MA 2016 STE Frameworks) which helps students understand the universe and its stars, Earth and the solar system, and the history of planet Earth. Students examine the processes governing the formation, evolution, and workings of the solar system and universe. Using online tools and additional resources, students will examine the life cycle of stars, the properties of planets, and the exploration of space.

**891 SPORTS SCIENCE (Grades 9-12) 2.5 Credits**

The course will cover units on the physics of football, soccer, basketball, lacrosse, baseball and golf. Additional units will cover nutrition, strength and agility training, endurance training, and common sports injuries. Students will perform a lot of physical demonstrations and will be expected to complete several projects and presentations.

**386 OUTDOOR EDUCATION AND ARCHERY (Grades 9-12) 2.5 Credits****387 MOUNT GREYLOCK FIELD INTENSIVE/ ENVIRONMENTAL CONSERVATION (Grades 10-12) 2.5 Credits**

This course would offer a weekend intensive overnight camping trip on Mount Greylock. It would also entail region-specific environmental conservation outlining the protection, preservation, management, and restoration of this natural environment and the ecological communities that inhabit them.

This pathway is designed for students who have a genuine interest in possibly pursuing a career in the medical field in some capacity.

STEM Pathway students:

- are uniquely prepared for a career in a specific discipline;
- have priority scheduling to ensure they are able to take coursework in their pathway;
- when taken along with AP courses and if student scores high enough on their end of course exam, students can receive special recognition at graduation;

**Student Recognition** Students who complete the requirements of their chosen pathway earn the AP + PLTW student recognition, a qualification that demonstrates to colleges and employers that the student is ready for advanced course work and interested in careers in this discipline. To earn the recognition, the student must satisfactorily complete three courses in the pathway – one AP course; one PLTW course; and a third course, either AP or PLTW – and earn a qualifying score of 3 or higher on the AP Exam(s) and a score of Accomplished or higher on the PLTW End-of-Course (EoC) Assessment(s)

### 9<sup>th</sup> Grade or 10<sup>th</sup> Grade

#### PRINCIPLES OF BIOMEDICAL SCIENCES (PBS)

Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses.

### 10<sup>th</sup> or 11<sup>th</sup> Grade

#### HUMAN BODY SYSTEMS (HBS)

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through real-world cases and often play the roles of biomedical professionals to solve medical mysteries. **Prerequisite:** PBS

### 11<sup>th</sup> or 12<sup>th</sup> Grade

#### MEDICAL INTERVENTION H (MI)

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

## COURSE DESCRIPTIONS: SPANISH

It is a College Admissions Requirement that all students planning to attend a four-year college complete a minimum of 2 years of a world language. *If a student would like to take Spanish I during their freshman year, they need to inform their school counselor.*

### 508 SPANISH I (Grade 10) 5 Credits

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

### 523 SPANISH II (Grade 11) 5 Credits

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

### 533 SPANISH III (Grade 12) 5 Credits

**Prerequisite:** Average of 80 in Spanish II and/or departmental approval

Spanish III students continue to expand their knowledge of Hispanic daily life and customs and further develop their foreign language skills. The students explore Spanish history and culture through literature, art, and films.

### 543 SPANISH IV H (Grade 12) 5 Credits

**108 COLLEGE AND CAREER READINESS SEMINAR (Grade 12) 2.5 Credits**

This course is designed as an exploration of personal success habits and as a preparation for students for life after High School. The expectation is that this course will help to facilitate a smooth transition from high school to post-secondary education or career through reading, researching, and writing about college/career related topics and relevant global/social issues. The students also receive direct instruction about the college admissions process in coordination with the counselors.

**218 INTRODUCTION TO BUSINESS (Grade 12) 2.5 Credits**

In this two-semester introductory course, students learn the principles of business using real-world examples—learning what it takes to plan and launch a product or service in today's fast paced business environment. This course covers an introduction to economics, costs and profit, and different business types. Students are introduced to techniques for managing money, personally and as a business, and taxes and credit; the basics of financing a business; how a business relates to society both locally and globally; how to identify a business opportunity; and techniques for planning, executing, and marketing a business to respond to that opportunity.

**219 INTRODUCTION TO AMERICAN MUSIC (Grades 9-12) 2.5 Credits**

Students will explore the history of American roots music from 1900 to the present, focusing on several traditional genres, including blues, country, folk, and Americana. The class will mainly consist of the extensive listening of songs, as well as short readings, films, discussions and critiques, and guest performances. The only prerequisite is an interest in music.

**648 DIGITAL PHOTOGRAPHY Grades 10 - 12 2.5 Credits**

Students will design and create projects using Adobe Photoshop on a Mac. They will be taught how to use the program through a series of lessons and then assigned larger projects. Class is based on improving creativity through the use of technology. Students will use digital cameras. Students will also learn how to critique and display their artwork. No art experience is necessary. Cameras are available but limited. Students are encouraged to use their own. Course can be used as a technology elective. No Prerequisites.

**653 COMPUTER APPLICATIONS (Grades 9-10) 2.5 Credits**

Computer Basics (Computers then and now), applications (Microsoft Office, Google, etc.), processing vs. formatting, images, brochures, publishing, spreadsheets, computer ethics (digital literacy).

**663 DIGITAL MARKETING AND COMMUNICATIONS (Grades 9-10) 2.5 Credits**

Jumping back into/reviewing business planning, having the students break off into groups and create their own business plans throughout the semester.. work on the marketing behind the business, promotions, marketing trends (both digital and traditional), target markets, career opportunities in marketing (with guest speakers), etc.

**688 GRAPHIC DESIGN (Grade 10-12) 2.5 credits**

This course explores the commercial aspects of art. Techniques include freehand drawing, lettering, painting and computer-enhancement for commercial advertising, posters and illustrations.

**718 TIMBER FRAMING (Grades 9-12) 2.5 Credits**

An elective in which students will learn about the centuries old art of timber frame construction. Students will be introduced to the math, science, and history behind the craft through classroom activities and lectures. They will then spend time in the shop designing and building a small timber frame shed using hand tools. The building will be erected on the campus of HVHS and sold locally.

**812 INTRODUCTION TO ART (Grades 9-12) 2.5 Credits**

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

**814 CERAMICS (Grades 10-12) 2.5 Credits**

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

**821 3D DESIGN (Grades 9-12) 2.5 Credits**

Prerequisite: Introduction to Art

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

## COURSE DESCRIPTIONS: VISUAL, PERFORMING, TECHNICAL ARTS + COMMUNICATION

### **822 2D DESIGN (Grades 9-12) 2.5 Credits**

Prerequisite: Introduction to Art

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

### **831 ADVANCED STUDIO ART (Grades 11-12) 2.5 Credits**

Prerequisite: Exploring Art and Paint and Draw

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

### **865 MUSIC THEORY(Grades 10-12) 2.5 Credits**

Music Theory is a course that is designed for students that have prior music reading ability and are eager to further their musical knowledge. Students will develop musical skills that will lead to a thorough understanding of music theory as well as a basic understanding of music composition.

### **843 JAZZ ENSEMBLE (Grades 9-12) 2.5 Credits**

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

### **849 BAND (Grades 9-12) 5 Credits**

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

### **851 ZERO PERIOD CHORUS (Grades 9-12) 1.5 Credits**

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

### **854 MUSIC PRODUCTION + ENGINEERING (Grades 9-12) 2.5 Credits**

This course will introduce and foster the study and practice of where the technology and music worlds intersect. This program can serve all of the following: the student with no prior musical experience, for students who already study an instrument in the school system, for students who take private lessons or for students who have learned about music or an instrument in a less formal fashion.

Students will be provided hands-on experience with the technology in order to gain a first hand understanding of the cutting-edge innovations that exist in the Music Technology realm. They will be able to demonstrate how technology can be used to aid in the recording and presentation of acoustic instruments as well as how electronic music can be produced or recorded. Such music creation will be explored for the variety of purposes in which it can be heard today: live performance, recorded. This course will explore the fundamentals of creating and organizing music with computers. This is a project-based class in which students will use different software applications to create and arrange music. **Software programs used include:** Audacity, Mixcraft and Soundation.

### **871 LATIN AMERICAN MUSIC (Grades 9-12) 2.5 Credits**

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



**314 HEALTH AND WELLNESS (Grades 9-12) 2.5 Credits**

## COURSE DESCRIPTIONS: OTHER

**LL01 WORKPLACE READINESS (Grade 12) 2.5 credits**

Students are able to learn a foundation of skills that can be applied to numerous occupations or career interests. This includes the knowledge of interpersonal skills, work ethic, reading and writing skills, as well as money management that employers seek in future employees. At the end of the semester students will have a professional resume, cover letter, list of references, and be able to successfully complete an array of mock interviews

**994 INTERNSHIP (Grade 12) 2.5 credits**

The internship program is an individualized career education opportunity that offers our students hands-on experience and insight into a particular profession. It is coordinated and supervised by the Learning Lab Teacher. For those students participating in this internship because it is a possible career path, students will receive 2.5 academic credits per semester for satisfactorily completing their internship. This includes keeping a journal, submitting documentation of their weekly hours, attendance, any additional assignments given and employer evaluation. In order to be eligible for the internship, students must have an approved site and complete a contract handed into the Learning Lab Teacher prior to the beginning of the semester. Students will also be responsible for completing a final project related to their placement site.

**999 WORK-STUDY (Grade 12) 2.5 credits**

The work-study program is an individualized career education opportunity that offers our students hands-on experience and insight into a particular profession. It is coordinated and supervised by the Learning Lab Teacher. In order to be eligible for work-study, students must have an approved site and complete a contract handed into the Learning Lab Teacher prior to the beginning of the semester. In most cases, a student enrolled in the work-study program works at their current job such as Big Y, Walmart, etc.

Senior students are eligible for internship programs within the county. Students must carry a senior course load of five academic subjects each semester plus physical education. Students need to have a junior record of 10 percent or less absenteeism, be passing all of their courses and maintain a record clear of recent suspensions. Internships are also for students in their third, fourth or fifth year with an established individualized education plan (IEP). Students will be responsible for his/her own transportation to and from the school and the designated work site. Hoosac Valley High School does not provide a salary therefore some internships will be non-paying while other jobs will compensate accordingly by the employer.

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

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

## WHICH AP COURSES SHOULD I TAKE?

Connect AP to Majors and Careers using the following [link](#).

AP HISTORY COMPARISON
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What is the difference between our AP history offerings?

AP Human Geography	AP World History	AP U.S. History	AP Psychology
Explore how humans have understood, used, and changed the surface of Earth. You'll use the tools and thinking processes of geographers to examine patterns of human population, migration, and land use.	Study the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments.	Study the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments.	Explore the ideas, theories, and methods of the scientific study of behavior and mental processes. You'll examine the concepts of psychology through reading and discussion and you'll analyze data from psychological research studies.

## Chosen Career

- Criminology
- Early Childhood Education
- Economics
- Human Services
- Journalism
- Mass Communications
- Philosophy
- Political Science
- Pre-Law
- Social Work
- Theater Arts

Recommended AP History Course(s)

AP Psychology

AP Psychology

AP Psychology and AP United States History

AP Psychology

AP Psychology

AP Psychology, AP Human Geography, AP United States History and AP World History

AP Psychology, AP United States History and AP World History

AP Psychology, AP Human Geography, AP United States History and AP World History

AP United States History

AP Psychology, AP Human Geography, and AP United States History

AP Psychology

## AP STATISTICS VS. AP CALCULUS

What is the difference between our AP math offerings?

## AP Statistics

- Collecting and analyzing data
- Computation de-emphasized
- Focus on communication and interpretation
- Writing is critical

## Chosen Major

- Applied Mathematics
- Biomedical Engineering
- Mechanical Engineering
- Chemistry
- Criminology
- Economics
- English
- Fine Arts
- History
- Marketing
- Nursing
- Pre-Medicine
- Social Science

## AP Calculus

- Graphical, numerical and algebraic
- Builds on precalculus concepts
- Computational proficiency helps
- Emphasizes techniques, application

## Recommended AP Math Course

AP Calculus and AP Statistics  
AP Calculus  
AP Calculus  
AP Calculus  
AP Statistics  
AP Calculus and AP Statistics  
AP Statistics  
AP Statistics  
AP Statistics  
AP Calculus  
AP Calculus  
AP Calculus  
AP Statistic



## AP SCIENCE COMPARISON

What is the difference between our AP science offerings?

AP Biology	AP Chemistry	AP Physics	AP Environmental
Strong reading/writing skills Strong analytical skills Ability to integrate concepts Basic knowledge of statistics and chemistry	Strong analytical and problem-solving skills Ability to integrate concepts Solid grasp of basic chemistry Advanced math helpful	Strong reading/writing skills Strong analytical skills Ability to integrate concepts Good grasp of basic math and science	Strong problem-solving skills Strong analytical skills Good grasp of basic math and science

Chosen Career	Recommended AP Science Course(s)
Agriculture	AP Environmental
Animal Science	AP Biology and AP Chemistry
Astronomy	AP Physics and AP Chemistry
Athletic Training	AP Biology
Biomedical Engineering	AP Biology, AP Physics and AP Chemistry
Chemical Engineering	AP Biology, AP Physics and AP Chemistry
Civil Engineering	AP Physics and AP Environmental
Computer Science	AP Physics
Forensic Science	AP Chemistry
Nursing/Pre-Medicine	AP Biology and AP Chemistry