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INTRODUCTION

South Hadley High School is a comprehensive public high school that strives to provide an enriching education for all of its students. The foundation of this institution rests on a belief in the dignity and worth of every individual, equality of opportunity, mutual and unequivocal respect, and the values of effort and cooperation.

This booklet has been developed to assist students and parents with the selection of courses and programs at South Hadley High School. We continue to revise our curriculum offerings based on a number of factors including student interest and the ever-emerging needs of the colleges and career workforce. The first section of this *Program of Studies* book provides important information concerning academic requirements, post-secondary planning, grading, and levels of study. We hope that this information will assist you in making wise choices.

The second section describes courses offered in each department. Please take note of the level, credits, and prerequisites. Our course selection process includes class meetings, an evening program for parents and individual student conferences with counselors. The ultimate goal for each student will be to build upon strengths, develop interests, and couple each in making sound decisions concerning future plans. Given that we now have expanded learning opportunities within our *Program of Studies*, we strongly encourage students and their parents to develop a four-year learning plan, making revisions to the plan each year. Courses should be selected with serious thought and alignment to the four-year plan. We will create a master schedule on the basis of over 5,000 course requests. This determines teacher assignments, new personnel, and the purchase of texts. Changes in schedules after September are very difficult and cause imbalance to the entire program.

We view every student of this school community as a capable learner who can develop a strong sense of responsibility, meet intellectual challenges, and achieve a high degree of excellence. With strong investment in each learner, we seek to commit minds to inquiry, hearts to compassion, and lives to meaningful work and service to others.

Elizabeth Wood	Patrick Lemieux	Mary Bonavita
Principal	Assistant Principal	Assistant Principal

EQUAL EDUCATIONAL OPPORTUNITY STATEMENT

All students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness, have equal access to the general education program and the full range of any occupational and vocational education programs offered by the South Hadley Public Schools.

SCHEDULING-RELATED CONTACT INFORMATION

Principal	Ms. Elizabeth Wood, Ext. 3701
Assistant Principal	Mr. Patrick Lemieux, Ext. 3702 Ms. Mary Bonavita, Ext. 3703
Counseling Department	Ms. Karen Esempio, Director, Ext 3722 Ms. Jess Austin, Ext. 3724 Mr. Andy Meeker, Ext. 3712 Ms. Alexandra Mazzulli, Ext. 3732 Ms. Anne Scully, Ext. 3725 Ms. Jessica Pion, Ext. 3717
English Department	Ms. Tina Lesniak, Chair, Ext. 3514
Fine/Applied Arts Department	Ms. Stephanie Viens, Chair, Ext. 3314
Foreign Language Department	Ms. Paula Lonergan, Chair, Ext. 3404
Mathematics Department	Ms. Dianne Young, Chair, Ext. 3607
Physical Education Department	Ms. Tania Chrzanowski, Chair, Ext. 3316
Career Technical Education	Ms. Stephanie Viens, Chair, Ext. 3314
Science Department	Ms. Ramona Smith, Chair, Ext. 3510
Social Studies Department	Mr. Timothy Balut, Chair, Ext. 3610
Special Education Department	Mr. Robert Stackow, Chair, Ext. 3715

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS:

South Hadley High School will provide a safe and supportive school community that fosters personal and intellectual growth and challenges all students to become engaged citizens and life-long learners.

CORE VALUES:
The faculty and staff of South Hadley High School are committed to:

- Providing engaging, varied, and challenging curricula, instruction, and assessment to all learners;
- Providing learning activities that facilitate critical thinking, creative problem solving, practical application of skills and effective, appropriate use of technology;
- Providing a supportive learning community where diversity is respected, and students demonstrate responsible behavior;
- Encouraging students to expand their learning by actively engaging in co-curricular activities;
- Empowering students to become self-directed, active learners; and
- Empowering students to become self-advocates and effective communicators.

LEARNING EXPECTATIONS:

- Read and write effectively;
- Communicate and listen effectively; and
- Think critically and problem solve creatively, independently and collaboratively.

CIVIC & SOCIAL EXPECTATION:

- Demonstrate individual responsibility for one's own learning; and
- Demonstrate respectful behavior and ability to resolve conflicts.

SOUTH HADLEY HIGH SCHOOL

21ST CENTURY LEARNING EXPECTATIONS:

LE 1: Read and write effectively

CRITERIA	4: ADVANCED	3: PROFICIENT	2: NEEDS IMPROVEMENT	1: INSUFFICIENT
Identifies central ideas and supporting details	Identifies the central idea in a text and provides multiple examples of textual evidence to support claim	Identifies the central idea in a text and provides adequate evidence to support claim	Has a limited or vague understanding of the central idea in a text and provides limited evidence to support claim	Unable to identify any central idea in a text; reader has no understanding of the author's intent
Makes inferences and draws conclusions	Makes insightful connections between text and prior knowledge; provides rich and detailed evidence to support inferences and/or conclusions	Makes meaningful connections between text and prior knowledge; provides adequate evidence to support inferences and/or conclusions	Makes at least one appropriate connection between text and prior knowledge; provides limited evidence to support inferences and/or conclusions	Unable to make any valid connection between the text and own prior knowledge

Effectively develops ideas and supporting details	Exceptionally clear and focused ideas with relevant, strong supporting details that enrich the central ideas and showcase the writer's knowledge of the subject	Clear and focused ideas with appropriate details or examples; reader has a good understanding of the writer's intent	Main idea is evident with some supporting details, which may be general or limited; defined topic shows inconsistencies; some arguments are weak, illogical or unconvincing	Unclear purpose or theme; details are too general
Organizes structure of writing assignment in a purposeful and logical manner	Organizational structure is uniquely suited to the topic; paragraphing is effective; thoughtful transitions connect ideas; sequencing is logical and effective; creative and engaging introduction and conclusion	Organizational structure is appropriate but conventional; paragraphing and transitions are evident; sequencing shows logic; inviting introduction and conclusion	Organizational structure and paragraphing lack a clear sense of direction; sequencing and transitions between ideas are confusing; an attempt at an introduction and conclusion is evident	Lack of organizational structure makes it hard for the reader to follow; little or no evidence of paragraphing present; transitions nonexistent or confusing; no identifiable introduction or conclusion
Demonstrates varied sentence structure and word choice	Sentences effectively vary in length and structure; word choices enhances and clarifies meaning; creates a unique voice which is compelling and engaging	Most sentences vary in length and structure; word choices are functional, adequate and correct; creates a voice that at times is unique and engaging	Sentence structure and word choice are simplistic and repetitive; a weak or inappropriate voice is used	Sentence structure and word choice are often incorrect; the piece fails to engage the reader
Demonstrates control and mastery over a wide range of standard English conventions	Control and mastery over a wide range of standard English conventions are evident; very few errors are evident and do not affect readability	Competence with most standard English conventions is evident; paper has occasional errors in language convention; errors do not interfere with understanding; some editing is required	Limited control and mastery over basic standard English conventions; noticeable errors in language conventions detract from the reader's ability to understand the meaning of the text; editing for errors is a priority	Limited control over many basic standard English conventions exists; significant errors make text hard to read

LE 2: Communicate and listen effectively

CRITERIA	4: ADVANCED	3: PROFICIENT	2: NEEDS IMPROVEMENT	1: INSUFFICIENT
Effectively participates in classroom discussions	Asks relevant questions and volunteers or expresses clear, concise, and appropriate opinions and ideas	Asks relevant questions and volunteers or expresses appropriate opinions and ideas	Asks questions or expresses opinions and ideas when called upon	Does not ask questions nor expresses opinions and ideas

	that generate discussion and learning			
Effectively delivers a presentation	Uses effective eye contact, poise, posture and movement to hold audience attention; consistently speaks clearly with fluidity and emphasis, using appropriate pronunciation, enunciation, inflection and tone; adjusts pace and volume effectively	Uses eye contact, poise, posture and movement to hold audience attention; speaks with clarity using appropriate volume, pronunciation, enunciation, inflection and tone; adjusts pace and volume effectively	Limited use of eye contact and posture to hold audience attention; pronunciation, enunciation, inflection and tone vary in quality; cannot adjust pace and volume effectively	Limited to no use of eye contact and posture to hold audience attention; volume, pronunciation, enunciation, inflection and tone are flat or ineffective in getting listener's attention; pace is ineffective
Effectively delivers content of a presentation	Develops in-depth main ideas and extensively supports them; demonstrates full knowledge of topic and answers all questions with developed explanations; information is presented in an effective and coherent manner	Main ideas are limited in depth and supported by adequate details and examples; demonstrates knowledge of topic and responds to questions; information is presented in a coherent manner	Few, if any, main ideas are developed and supported; demonstrates limited knowledge of topic when responds to questions; presentation of information needs better organization	Main ideas are unclear and rarely supported; demonstrates insufficient knowledge of topic; presentation of information lacks organization
Uses active listening skills in the classroom	Fully engaged and attentive to speakers and responds appropriately to the ideas of others in order to contribute to the learning experience	Attentive to speakers and responds appropriately to others	Limited attention to speakers and little response to the ideas of others	Little to no attention to speakers and is unresponsive to the ideas of others

LE 3: Think critically and problem solve creatively, independently, and collaboratively

CRITERIA	4: ADVANCED	3: PROFICIENT	2: NEEDS IMPROVEMENT	1: INSUFFICIENT
Makes inferences, identifies patterns, and draws conclusions	Makes perceptive or complex inferences, identifies complex patterns, and draws insightful conclusions	Makes inferences, identifies patterns, and draws reasonable conclusions	Makes few inferences, identifies only basic patterns, and/or draws weak conclusions	Makes few or no inferences, cannot identify patterns or draw conclusions
Uses problem-solving strategies	Demonstrates a strong and creative	Demonstrates appropriate use of	Demonstrates limited use of problem-solving	Demonstrates little or no use of

and applies knowledge in new context	use of problem-solving strategies and knowledge in new contexts	problem-solving strategies and knowledge in new contexts	strategies and/or knowledge in new contexts	problem-solving strategies and/or knowledge in new contexts
Identifies, clarifies, and describes the scope of the problem and related issues	Articulates an accurate, in-depth, and nuanced understanding of the scope of the problem and related issues	Articulates an accurate understanding of the scope of the problem and related issues.	Has difficulty articulating the nature of the problem or the related issues.	Unable to identify the scope of the problem or the related issues.
Locates, organizes, and processes information from a variety of sources	Locates information/ data in a variety of high quality conventional and unconventional resources; accurately analyzes information for the main ideas; evaluates relevance, accuracy, credibility and bias; logically organizes and synthesizes information.	Locates information/ data in several sources; identifies the main ideas; evaluates the usefulness and accuracy of information for relevance, credibility and bias; organizes information.	Difficulty locating information/ data from information; may struggle to analyze it for relevance, accuracy, credibility and bias; information lacks organization.	Cannot locate information/ data from sources; cannot analyze information for relevance, credibility and bias; information lacks organization
Considers, tests and justifies solutions/ conclusions independently and collaboratively	Demonstrates the ability to develop insightful solutions/ conclusions based on a thorough examination of the evidence and reasonable alternatives; evaluates possible consequences independently and collaboratively	Demonstrates the ability to develop appropriate solutions/ conclusions based on an examination of the evidence or offer reasonable alternatives; evaluates solutions/ conclusions independently and collaboratively	Solutions/ conclusions are based on incomplete evidence; presents limited alternatives; struggles to work independently and/or collaboratively	Solutions/ conclusions are missing or are incomplete; appropriate alternatives are lacking; struggles to work independently and/or collaboratively

LE 4: Demonstrate individual responsibility for one's own learning

CRITERIA	4: ADVANCED	3: PROFICIENT	2: NEEDS IMPROVEMENT	1: INSUFFICIENT
Demonstrates individual responsibility in the classroom by adhering to the school's attendance and tardy policies	Is rarely absent or tardy	Has few absences or tardies that do not interfere with academic performance and/or learning	Student absences or tardies interfere with academic performance and/or learning	Student absences or tardies prohibit academic performance and learning
Follows directions, completes assigned	Consistently follows directions, completes	Usually follows directions, completes	Sometimes follows directions, completes	Rarely follows directions, completes assigned

work, adheres to schedules	assigned work on time; adheres to schedules	assigned work, adheres to schedules	assigned work, adheres to schedules	work, adheres to schedules
Takes responsibility for his/her own learning	Consistently prepared with homework and appropriate class materials; shows strong perseverance when work is difficult	Usually prepared with homework and the appropriate class materials for that day; works hard most of the time and shows perseverance when work is difficult	Occasionally prepared with homework and the appropriate class materials for that day; sometimes shows perseverance when work is difficult	Rarely prepared with homework and the appropriate class materials for that day; does not persevere when work is difficult

LE 5: Demonstrate respectful behavior and ability to resolve conflicts

CRITERIA	4: ADVANCED	3: PROFICIENT	2: NEEDS IMPROVEMENT	1: INSUFFICIENT
Demonstrates respect for self and others with regard to race, ethnicity, gender, sexuality, sexual orientation, class, and intellectual and physical ability	Consistently demonstrates and advocates respect for self and others with regard to race, ethnicity, gender, sexuality, sexual orientation, class, and intellectual and physical ability	Usually demonstrates and advocates respect for self and others with regard to race, ethnicity, gender, sexuality, sexual orientation, class, and intellectual and physical ability	Sometimes demonstrates and advocates respect for self and others with regard to race, ethnicity, gender, sexuality, sexual orientation, class, and intellectual and physical ability	Rarely demonstrates and advocates respect for self and others with regard to race, ethnicity, gender, sexuality, sexual orientation, class, and intellectual and physical ability
Able to resolve conflicts in a diplomatic, calm manner	Consistently resolves conflicts in a diplomatic manner; can voice concerns logically and calmly; can see the other person's perspective; is sensitive to the other person's feelings; willing to compromise	Usually resolves conflicts in a diplomatic manner; usually can voice concerns logically and calmly; can see the other person's perspective; is sensitive to the other person's feelings; willing to compromise	Occasionally resolves conflicts in a diplomatic manner but often raises his/ her voice and is unable to remain calm; cannot see the other person's perspective; insensitive to the other person's feelings; occasionally willing to compromise	Rarely resolves conflicts in a diplomatic manner; frequently raises his/ her voice; cannot see the other person's perspective; insensitive to the other person's feelings; unwilling to compromise

SUMMER SCHOOL

Students electing to take summer courses here or at other schools for remediation, to earn credit, or to qualify in sequential subjects, must select summer courses with the same title and course content as the course offered at South Hadley High. Exceptions must receive approval of the principal. We reserve the right to test students upon completion of summer school. **Students must have a final grade of 50 or above to qualify for summer school.** Students may take college courses or Edgenuity online courses for enhancement over the summer but they will not be included in G.P.A. Summer school classes may be offered in person (when available) or on the Edgenuity online platform.

COURSE GROUPING AND LEVELING

Our courses provide four weighted levels of study in most academic areas. These levels include: Advanced Placement, Honors, College Preparatory, Core, and Integrated. Our existing levels of study are defined by skill level, student development, interest, and motivation. Our goal is to raise expectations for all students and foster a strong conviction that the key to academic success is a positive growth mindset, which results from confidence instilled by skillful caregivers.

Advanced Placement

Advanced Placement is a program created by the College Board. This program provides advanced study at a level comparable to a first-year college course to very able and highly motivated secondary school students throughout the United States. Most colleges and universities award credits or exempt students from required courses on the basis of scores earned on Advanced Placement examinations offered at the end of each school year. To be eligible, the student must meet the prerequisites set forth in each AP course description. Final authority rests with the principal. **All students expecting to receive Advanced Placement credit for an Advanced Placement course must take the Advanced Placement test. If a student chooses not to take the Advanced Placement test, the course is weighted at the Honors level. There is a fee to take the AP exam, and it is set by the College Board. All students who register for an AP class are expected to pay the full amount for each AP class (approx. $100), which will be due by August 28, 2026**.

Honors

Courses at the Honors level of study involve work that not only addresses the content from the Massachusetts Department of Education's Curriculum Frameworks and local curriculum documents but expands the depth and range of topics addressed. Students choosing courses at this level of study can expect significant homework/class assignments that deepen their knowledge of the subject to be learned.

College Preparatory (CP)

Courses at the College Preparatory level of study involve work that extensively addresses the content from the Massachusetts Department of Education's Curriculum Frameworks and local curriculum documents. Successful participation in courses at this level of study will provide students with a solid preparation for a four-year college program.

Core and Integrated

Courses at the Core/Integrated level of study involve work that not only addresses the content from the Massachusetts Department of Education's Curriculum Frameworks and local curriculum documents, but also addresses the remedial needs of the students enrolled. Successful participation in courses at this level of study will provide students with a solid preparation for entering the world of work or a two-year college program.

RETAKE POLICY

In conjunction with the Student Council Ideas Committee, the retake policy was established to set a policy that establishes clear expectations for retakes and allows students to retake assessments to master content and gain a better understanding of the content, rather than placing the emphasis on a better grade.

- Students are allowed two retakes per semester.
- Students are allowed to retake an assessment if they get a 79 or lower on an assessment
- A retake must be completed within 10 days after the assessment has been graded and handed back
- Teachers may require students to attend extra help before retaking an assessment
- The maximum grade on a retake is 80
- To be eligible for a retake, the original assessment must be turned in or completed on the day it is due
- To be eligible for a retake, a student must have completed all of the practice assignments leading up to the assessment (teacher discretion)
- Plagiarized assessments are not eligible for a retake

- If the class average is low, the teacher may decide whether or not the whole class can have the opportunity to retake an assessment and this retake would not count towards the 2 retakes per semester
- The higher grade of the original or retake will prevail
- If a student has not performed well on an assessment, but they have already used their two retakes a semester, they can meet with the teacher to discuss a plan of action on how to improve their understanding of the subject matter
- This policy does not include teacher's policy on test corrections

HOMEWORK

Homework is defined as a purposeful assignment to be prepared during a period of supervised study in class or outside of class in order to ensure students understand concepts and standards. Homework is assigned to improve the learning process, to aid in the mastery of skills, and to create and stimulate interest on the part of the student. A secondary goal of homework is to stimulate individual initiative, personal responsibility, and self-direction. Homework should be done independently unless otherwise indicated by the teacher. Caregivers should notify teachers if a student is experiencing extreme difficulty, is overwhelmed with the quantity of homework, or has a family emergency that impedes the completion of homework. Teachers may elect to assign or not assign homework based on the instructional objectives and the needs of students.

In selecting courses, students should be aware of expectations regarding daily work outside of class. Most subjects will require 30 to 40 minutes of homework each day, with greater demands in Honors and Advanced Placement courses. Since each student learns at their own pace, this time frame is simply a guide. Homework assignments can be found on each teacher's Google Classroom.

COURSE CONFLICT/COURSE CHANGE POLICY

Students may add/drop a course within the first 5 days of the semester. Students will be required to complete a Course Change/Omission Form and return it to their assigned school counselor. Their school counselor will then schedule an appointment to meet with the student to discuss availability of other course offerings. Please note: some courses may be full and a change may not be possible. **The schedule is built based on teacher recommendations, and student and caregiver choices**.

COURSE LEVEL APPEAL PROTOCOL

Honors and Advanced Placement (AP) courses have specific prerequisites that must be met before a student may register. In some cases, teachers may not recommend a student for an advanced course if the required grade criteria have not been met. Students who wish to pursue a higher level of academic challenge may submit a Level Appeal Form, available in the Counseling Office. Completed forms must be submitted to the student's school counselor and will be reviewed by the principal, who has final authority over class placement. **Because space is limited, students with the highest grades will be prioritized and placed in descending order until all available seats are filled. Course level appeals are due by March 1.** Appeals that are not approved may be reconsidered at the end of the school year, based on final grades in the related subject area.

WITHDRAWAL POLICY

Students are strongly discouraged from withdrawing from courses after the 5 day add/drop period because such withdrawal will be reflected on the student's transcript. Requests after the designated five day add/drop period must be evaluated by the administration. Any student needing to withdraw from a course after the five day add/drop period must complete the following procedure:

- Confer with a school counselor to request a course change form;
- Meet with the teacher of the course and obtain their written opinion, current grade and signature;
- Meet with the appropriate department chair to obtain their written opinion on course change;
- Take completed course change form home for written caregiver opinion and signature;

- Return the signed course change form to your school counselor.
- Final determinations may be made by the administration.

Students should be aware that they must attend ALL scheduled classes until a course change has been finalized. Once a student drops a course a "WP" or "WF" will be entered for the next marking period AND on the student's final transcript.

COLLEGE OPTIONS FOR CREDIT

With so many fine area colleges, our students may enroll in college courses and apply these credits toward high school graduation. Students must be willing to pay for materials, books and tuition if required by the college. Students must provide their own transportation. Interested students must consult with a counselor and submit a dual enrollment application to their counselor. Students are responsible for requesting in writing that their transcript be sent to the college.

College courses may also be taken in order to make up credit for a failed high school course or for a course where the student did not earn a grade sufficient for a prerequisite.

Students must provide their school counselor with the name of the course they have enrolled in within the first 5 days of enrollment.

PLEASE NOTE: The GPA calculations will not include courses taken at colleges, including those taken through the Dual Enrollment program, or summer enrichment courses. However, these courses will be reflected on the transcript and credit toward graduation will be awarded.

PREPARING FOR POST SECONDARY EDUCATION

Recommended Academic Plan for Meeting Standards of Admission and Success with Four-Year Colleges and Universities

4 years of English - college preparatory, honors, or Advanced Placement
4 years of Math - through Algebra II, Statistics, Precalculus, AP Calculus
4 years of Science - college prep, honors, or Advanced Placement*
4 years of Foreign Language
3 to 4 years of Social Studies

Electives and co-curricular activities related to interests and demonstrating a strong measure of commitment to scholarship, leadership, service, and character.

* Science requirements demand three years or more of laboratory courses. Students considering majors in any area of science or engineering must take chemistry and physics. We also strongly recommend students take precalculus.

Recommended Academic Plan for Meeting Standards of Admission and Success with Two-Year College Programs and Many State Universities

4 years of English – college prep/core, honors, or Advanced Placement
4 years of Math - through Algebra II ***
3 years of Social Studies
3 years of Science - two or more lab sciences*
2 years of Foreign Language**

* Science requirements demand three years or more of laboratory courses. Students considering majors in any area of science or engineering must take chemistry and physics. We also strongly recommend students take precalculus.

** Recommended by Foreign Language Teachers Across the World
*** Recommended by the National Council of Teachers of Mathematics

MASSACHUSETTS STATE UNIVERSITIES MINIMUM ADMISSIONS REQUIREMENTS

Academic Course Requirements

- English 4 courses
- Mathematics 4 courses (Algebra I & II and Geometry or Statistics, or comparable CP or higher coursework)
- Sciences 3 courses (including 2 courses with laboratory work)
- Social Sciences 2 courses (including 1 course in U. S. History)
- Foreign Languages 2 courses (in a single language)
- Electives 2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

Minimum Required Grade Point Average (GPA)

The GPA must be achieved based on **all college preparatory courses completed** at the time of application and should be weighted for accelerated (Honors or Advanced Placement) courses. The required minimum weighted high school GPA is 3.0 for the four-year public campuses.

Massachusetts State Universities GPA 3.00

SAT Scores

If an applicant's GPA falls below the required minimum, a sliding scale will apply. This will be used only when an applicant's GPA falls below the required 3.0 minimum for admission to the state universities. The sliding scale will continue to be based upon the combined critical reading (verbal) and math sections of the SAT. Scores on the writing section of the SAT will not affect the sliding scale for freshman applicants to the Massachusetts state universities at this time.

Applicants who meet the GPA requirement do not have to use the sliding scale for admission but still must submit SAT or ACT test scores for consideration if they are applying to a state university within three years of high school graduation.

Sliding Scale for Freshman Applicants

Weighted High School GPA	**Combined SAT V&M Must Equal or Exceed**	*(ACT Equivalent in Italics)*
2.51 – 2.99	990	*(19)*
2.41 – 2.50	1030	*(20)*
2.31 – 2.40	1070	*(21)*
2.21 – 2.30	1110	*(22)*
2.11 – 2.20	1140	*(23)*
2.00 – 2.10	1180	*(24)*

NO APPLICANT WITH A HIGH SCHOOL GPA BELOW 2.00
MAY BE ADMITTED TO A STATE UNIVERSITY CAMPUS.

GRADUATION REQUIREMENTS/CREDITS FOR PROMOTION

The graduation requirements for the South Hadley Public Schools reflect our commitment to ensuring that all students are well prepared for success in post-secondary education, careers, and lifelong learning. We believe that a well-educated graduate demonstrates proficiency in the essential competencies outlined in the Massachusetts Common Core of Learning, as well as a strong foundation of knowledge and skills across all academic disciplines.

Our goal is to equip students with the critical thinking, communication, and problem-solving abilities necessary to navigate an ever-evolving world. Through a rigorous and comprehensive curriculum, we strive to foster intellectual curiosity, adaptability, and a commitment to continuous learning.

Graduation requirements include demonstrating mastery through passing grades and the earning of credits in the following as well as demonstrating competency in the areas of ELA, Math, and Science as determined by the Principal or Designee:

150 credit diploma – Common Core plus 4 year Post Secondary College Planning

- Four years of English
- Four years of Mathematics
- Three years of Social Studies (including U.S. History and World History)
- Three years of Science (req. Biology or Physics or Chemistry)
- Two years of the same Foreign Language at the high school level
- One year of Fine or Applied Arts
- Three semesters of Physical Education
- One semester of Health
- 10 hours of community service
-

126 credit diploma – meets expectations of Mass Common Core

- Four years of English
- Four years of Math
- Three years of Social Studies (including U.S. History and World History)
- Three years of Science (req. Biology or Physics or Chemistry)
- One year of Fine or Applied Arts
- Three semesters of Physical Education
- One semester of Health
- 10 hours of community service

CTEC & CTE Graduation Requirements (Career and Technical Education)
Four years of English
Four years of Mathematics
Two years of Social Studies,(including U.S. History and World History)*
Two years of Science (Biology or Chemistry or Physics)*

- Four years of CTEC classes (84 credits) OR
- Completion of required CTE hours or programming in area of study in lieu of Art, PE, and foreign language requirements
- Students must maintain a full credit bearing schedule
- 10 hours of community service

*Individual plans may be developed based on scheduling needs, student support plans, or participation in CTE programming such as cooperative education opportunities with *final determination regarding graduation requirements made by the principal.*

****Students who have the room available in their course of study are strongly encouraged to complete three years of social studies and three years of science; especially, if planning to apply directly to a four-**

year college or university upon graduation. CTE students may not be able to meet four-year college admission requirements depending on their plan of study.

***Students who request to exit a CTE program will be required to meet general graduation requirements; therefore, exiting such programs should be carefully considered, reviewed with your school counselor, and exited prior to the start of junior year.

Integrated Program Graduation Requirements
Course distribution (a passing grade is required)

- Four years of English/Language Arts
- Four years of Mathematics
- Three years of Social Studies
- Three years of Science
- Four semesters of PE/Health
- Two semesters of Art
- 10 hours of community service

*Entry to the Integrated program is based on the recommendation of the Student Assistance Team in collaboration with caregivers and the assigned school counselor. Individual plans may be developed based on student support plans or participation in CTE programs with *final determination regarding graduation requirements made by the Principal and Director of Counseling.*

.
** Foreign Language is not required
*** The Integrated graduation plan does not meet admissions criteria for four-year colleges. Post-secondary options may include: community college, vocational training programs, military, or entering the workforce.

Credit requirements:

- Students need a total of 150 credits to graduate.
- Students applying for the differentiated diploma need 126 credits to graduate.
- STEM diploma students will need 60 Honors/AP level STEM courses in addition to general studies credits.

State requirements (to sit for all three high school exams and to demonstrate competency through applicable coursework):

- MCAS Science
- MCAS English Language Arts
- MCAS Mathematics

A course will carry credit in direct proportion to the number of hours per week that it meets for a full year. The above requirements are intended as general policy for academic standards, founded on the belief that all students are capable of mastering a demanding academic program. Of necessity, in order to comply with our philosophy and objectives for personalizing education for students, it is understood that in a few individual cases, a requirement may be waived or modified by the high school principal if there is a conflict between the requirement and a student's planned vocational or special education program. Such waivers or modifications will be granted only to the extent necessary to meet an individual student's needs after consultation with the student, parent, and school counselor and may be designed to allow a student to meet standard requirements through approved alternative educational experiences.

X = Mandatory course in suggested year					
Subject	**Years Required ***	**Gr. 9**	**Gr. 10**	**Gr. 11**	**Gr 12**
English	4	X	X	X	X
Math	4	X	X	X	X
Science	3	X Biology	X	X	Suggested
Social Studies	3	X US History 1	X US History 2	X World History	Suggested
Phys. Ed./Health	4 semesters	X	X Health	X	X
Grade 9 Seminar	1	X			
Foreign Language	2	X	X	Suggested	Suggested
Art	2 semesters	**X**	X		
Electives	0	Optional	Optional	Optional	Optional
*** Required for graduation–additional courses may be required for post-secondary education.**					

While we will make every effort to assist and monitor students, the primary responsibility for meeting course and credit requirements rests with each student.

COLLEGE ADMISSION TESTING INFORMATION

SAT Exam

The SAT is the most common entrance exam required by fou- year colleges and universities. This exam measures verbal and mathematical reasoning abilities. The SAT is administered several times per year at other area high schools. Testing dates and deadlines are available in our Counseling Office or online at www.collegeboard.org. **SHHS COLLEGE BOARD CEEB # 222-005**

Specifics of SAT Testing

Typically, juniors take the SAT at one of the test sessions in the spring (March, May or June). Information on registering for the SAT is available in the South Hadley High School Counseling Office throughout the academic year.

In the fall, there will be SAT test administrations in late August, October, November and December. Many seniors retake the SAT test in the fall.

College Board and ACT Test Accommodations for students with disabilities

College Board Services (CBS) oversees the administration of the following exams: PSAT/NMSQ testing (10th and 11th grade), Advanced Placement (AP) testing, and SATs. Only CBS can approve accommodations for students with disabilities who take these tests. Students must submit required documentation at least 7 weeks prior to the scheduled test date and must meet CBS eligibility requirements in order to receive accommodations on these tests. The Special Education Department can submit an application for students with disabilities attending South Hadley High School with a signed CBS release submitted at least 10 weeks advanced notice from the date of the scheduled test. ACT has their own approval process that the Student Services Department will assist with. For more information or to begin the paperwork process, contact the SPED Department at 413-538-5063 x 3715 or go to the College Board Services website at www.collegeboard.org/ssd/student/index.html

ACT

The ACT is another standardized testing option for college admissions. The ACT is an equally valid and equally accepted standardized test as compared to the SAT. The ACT test covers four academic skill areas: English, mathematics, reading, and science reasoning. As students determine their college admissions testing strategy, they may want to consider taking the ACT as some students perform better on the ACT and others perform better on the SAT. For more information on the ACT visit ACT.org and discuss testing options with your school counselor.

PSAT

The Preliminary SAT (PSAT) is given once a year (October) as a practice test for the SAT. Sophomores and juniors take the PSAT to gain standardized testing experience and to receive feedback on their critical reading, math reasoning, and writing skills. The PSAT is also used as a qualifying exam for juniors entering the National Merit Scholarship Competition. Students register for the PSAT in the Counseling Office. The district covers the cost for all 10th grade students who choose to test, however, 11th grade students must pay a fee to test.

GRADING SYSTEM

As of the 2020 – 2021 school year, we began using "running grades" in lieu of traditional quarterly grades. Caregivers will be emailed progress reports throughout the year, which represents the students' current numerical grade in each class. Progress grades will be mailed home for students with grades of 69 or lower.

CLASSROOM CONCERNS:

There may be a time when a student or caregiver questions a grade, classroom procedure, curriculum choice or a teacher's actions. The protocol that we follow is:

1. Contact teacher directly either through voicemail or email and express concern;
2. Meet with teacher and student;
3. If there is a still an issue, contact the department chair and express your concern;
4. Meet with the department chair;
5. If there is still an issue, call the Assistant Principal and express your concern;
6. Meet with the Assistant Principal;
7. If there is still an issue, contact the Principal and express your concern;
8. Meet with the Principal; and lastly,
9. If there is still an issue, contact the Superintendent and express your concern

If a caregiver has a concern involving their student athlete, the caregiver should first contact the coach before reaching out to the Athletic Director.

G.P.A.

South Hadley's GPA is a weighted cumulative grade point system that is computed once at the end of each school year. See chart below.

Letter Grade	Numerical Grade	AP	Honors	College Prep	Core
A	93-100	5.0	4.5	4.0	3.75
A-	90-92	4.7	4.2	3.7	3.45
B+	87-89	4.3	3.8	3.3	3.05
B	83-86	4.0	3.5	3.0	2.75
B-	80-82	3.7	3.2	2.7	2.45
C+	77-79	3.3	2.8	2.3	2.05
C	73-76	3.0	2.5	2.0	1.75
C-	70-72	2.7	2.2	1.7	1.45
D+	67-69	2.3	1.8	1.3	1.05
D	63-66	2.0	1.5	1.0	.75
D-	60-62	1.7	1.2	.7	.45
F	0-59	0	0	0	0

GPA calculation will include courses listed with designation of AP, Honors, CP, Core, and Integrated.

RECOGNIZING VALEDICTORIAN AND SALUTATORIAN FOR SENIOR CLASS

Since schools have different courses and academic levels that may not be equivalent to our offerings, students must have completed three* full years at SHHS in order to be recognized as class Valedictorian or Salutatorian. In order for this recognition to be based on the most accurate grades while ensuring academic rigor throughout the year, class Valedictorian and Salutatorian will be selected once final grades are submitted. These criteria will include second semester grades and final exam grades, which is a more accurate reflection of student standing. This honor is determined by the two highest G.P.A.'s which are rounded out to 3 decimal places.

*We do not include grades from other high schools in our GPA; however, if a student is in contention for Valedictorian, Salutatorian, or Pre-Merito and they attended another high school for no more than one year, we will evaluate how grades from the previous school will impact their standing.

FINAL EXAMINATIONS / INCOMPLETE GRADES

All students are required to take final examinations or complete a final course project during the testing period at the end of the school year or at the conclusion of a half year course. Seniors will take the spring examinations during the examination period prior to graduation.

If students fail to complete the obligations of a course (term papers, final exams, final projects, etc.) by the end of the course, they may be given an incomplete grade, with administrative approval. If approved by the principal, students will have two weeks after the mailing of the report card to meet their obligations or the incomplete will become an F. In extenuating circumstances, students may request an extension beyond ten days from the principal.

If a student cannot, because of extenuating circumstances, take a final exam at its regularly scheduled time, he/she must request permission from the principal to take a final exam at an alternate time. If the student is absent and permission is not requested or granted, the student will receive a zero for the mid-term or final exam grade.

EXEMPTION POLICY FOR FINAL EXAMS ONLY

Seniors with a final average of 93 will be excused from a final exam. There are no exemptions for mid-term exams.

COURSE OFFERINGS

SHHS CAREER AND TECHNICAL EDUCATION PROFILE

The Career and Technical Education component of the South Hadley Public Schools provides secondary students of South Hadley with an educational complement. Students who select Career and Technical Education will graduate with a solid academic preparation along with advanced technical skills necessary for acceptance to a post-secondary institution.

7746 CP CTE EXPLORATORY: (2 blocks - Quarter 1)

Grade 9 & 10

All year one students who enroll in the Career and Technical Education program participate in a career and technical exploratory program designed to help them learn about their talents and interests relative to a variety of different Career and Technical Education programs. Students initially explore each career and technical program for approximately 2 weeks. Ultimately, they select one CTE program that best meets their needs and how they scored (0-100 points) during their two week rotation. Students will receive 1 grade at the end of each rotation to help determine what technical area will be best suited for them. Students can earn up to 20 points in each of the 5 categories on their Exploratory Evaluation, for a total of up to 100 points per exploratory cycle. The score will reflect how well the student performs based on the standards listed for each category.

CARPENTRY

The carpentry program is a Chapter 74 approved program and is based on proven local methods, "green" technology, OSHA regulations and the Massachusetts State building codes. Student instruction begins with basic competencies such as shop safety, basic layout, hand tool identification, proper usage, care and maintenance. Students will progress from introductory knowledge of shop safety and basic woodworking with small projects such as common wood joints, to working with portable and stationary power tools to residential home construction – concrete from work to finish.

7750 CP Carpentry 1 (12 credits) (2 blocks)

Prerequisite: *Successful completion of the Exploratory program unless approval of Career and Technical Education Director*

Students will receive instruction in the critical issue of "SHOP SAFETY" as it relates to this particular industry. Instruction will be concentrated on the proper use of power tools and the machinery used in cabinet joinery. Included in this course of study students will re-saw and glue, identify joints and reproduce them. Related classroom theory will include trade math, science and exploration of the various careers that can be obtained through the program and begin a career portfolio.

7743 CP Carpentry 2 (18 credits) (3 blocks)

Prerequisite: *Successful completion of Carpentry 1 unless approval of Career and Technical Education Director*

Carpentry 2 will build on the skills students learned in Carpentry 1 Students various ladder and staging setups, introduction to basic layout, floor framing and residential construction techniques. Students will become OSHA-10 certified. Related classroom theory will include trade math, science. Introduction to design, blueprint reading and CPR first aid.

7753 CP Carpentry 3 (18 credits) (3 blocks)

Prerequisite: *Successful completion of Carpentry 2 and OSHA certification unless approval of Career and Technical Education Director*

Carpentry 3 students will continue with residential construction techniques with roof framing and advanced techniques in roofing, siding, exterior trim, window and door installation, along with drywall, interior trim, and flooring. Related classroom theory will include trade math, science. Introduction to design and blueprint reading, as well as, building code. Students will participate in a unit in entrepreneurship. Students will continue to build their portfolio and develop a resume.

7754 CP Carpentry 4 (18 credits) (3 blocks)

Prerequisite: *Successful completion of Carpentry 3 and OSHA certification unless approval of Career and Technical Education Director*

Carpentry 4 students who are not eligible or elect not to participate in the cooperative program will be given instruction in Stair layout, Estimating Cabinet installation, Window and door trim, various interior and exterior moldings and finishes, with a primary focus on customer service by performing projects within the school district and community. Related classroom theory will include trade math, science, as well as estimating, bidding and building permits.

7780 CTE Carpentry Co-op (variable credits) (3 or 4 blocks)

Prerequisite: *Grade 12 – Students see eligibility requirements in the CTE cooperative education section.*

This program is designed to provide **seniors in carpentry 4** with an opportunity to combine daily school instruction with on-the-job training. Students, who are paid for their work, are covered by Workman's Compensation Insurance. Students earn course credits and gain invaluable work experience. Cooperative Education also provides the students with an opportunity to become more self-confident, plan career goals, and gain a better understanding of their academic and related career and technical course work.

CULINARY

The Culinary Program, a Chapter 74 approved program, is designed to provide students with training for a successful career in the food service/hospitality industry. As one of the fastest growing service areas, students are trained for entry-level employment.

7761 CP Culinary 1 (12 credits) (2 blocks)

Prerequisite: *Successful completion of the Exploratory program--Others with approval of Career & Technical Education Director*

In the first year, emphasis will be placed on identification of hand tools and equipment, shop safety, intro to bakery and other foundational skills will be developed. Students will also gain experience by preparing products for sale within the building and menu preparation for the school restaurant. Related classroom instruction is included in the course of study along with instruction in shop safety. Students will earn the ServSafe Food handler and ServSafe Mass Allergen Awareness third party certificates and industry standard.

7745 CP Culinary 2 (18 credits) (3 blocks)

Prerequisite: *Successful completion of Culinary 1--Others with approval of Career & Technical Education Director*

Second year students will be instructed in shop safety, preparing breakfast, creating menus, setting up the restaurant as well as front of the house skills. Culinary 2 students will earn their OSHA 10 third party certificate. Related classroom instruction is part of the course of study.

7757 CP Culinary 3 (18 credits) (3 blocks)

Prerequisite: *Successful completion of Culinary 2--Others with approval of Career & Technical Education Director*

Third year students will deepen their understanding of cooking techniques and various proteins. In addition, menu planning, food costs, and entrepreneurship skills are stressed. Cooperative placement for qualified seniors will satisfy course requirements. Students in Culinary 3 will be given the opportunity to earn their ServSafe Manager certification, a national standard in food safety and industry credential.

7758 CP Culinary 4 (18 credits) (3 blocks)

Prerequisite: *Successful completion of Culinary 3--Others with approval of Career & Technical Education Director*

Culinary 4 students who are not eligible or elect not to participate in the cooperative program will be given instruction on Employability Management and Entrepreneurship with a culmination of skills learned in the previous year to focus on composing entrees, composed desserts, animal butchery, and cultural and dietary awareness. This program is designed to provide seniors with an opportunity to combine daily school instruction with on-the-job training through our school restaurant and community events.

7782 CTE Culinary Arts Co-op (Variable credits) (3 or 4 blocks) ***Prerequisite:*** *Grade 12 - Student see eligibility requirements*

This program is designed to provide **seniors in culinary 4** with an opportunity to combine daily school instruction with on-the-job training. Students, who are paid for their work, are covered by Workman's Compensation Insurance. Students earn course credits and gain invaluable work experience. Cooperative Education also provides the students with an opportunity to become more self-confident, plan career goals, and gain a better understanding of their academic and related career and technical course work.

HOSPITALITY MANAGEMENT

7765 CP Hospitality Management 1 (12 credits)

Students will take a brief look at the history of the industry to understand the forces that have shaped it and the degree to which it has changed over time. They will learn about traveler motivation and consumer needs and how these factors affect current offerings in the lodging, transportation, food and beverage, sports, and the entertainment sector. Students consider the economic and environmental impacts of the industry on the world today. They receive exposure to the wide array of domestic and international travel. Finally, students will learn the basics of selling and marketing in tourism. Throughout the course, students apply their learning to culminate projects. Students will also learn about delivering great customer service and hospitality marketing. They also learn about planning and managing events including special events and business events, sports, and entertainment/performing arts events. Students will examine career opportunities such as travel agent, hotel and restaurant management, entrepreneur/business owner, event planner, facility manager, event coordinator or event promoter.

CP Hospitality Management 2 (18 credits)

Students will begin working towards certification in Hotel and Restaurant Management. Course content, designed by the American Hotel & Lodging Association, will include utilizing spreadsheet and database software, understanding food and beverage sales marketing, and intermediate hotel/restaurant management techniques. Also, hospitality safety, geography, scheduling, hiring, inventory, menu planning, advertising, marketing, and calculating food cost skills will be taught through traditional classroom lectures, interactive discussions, and related practical projects. Application and integration of traditional academic course work will show students real world uses for these subject areas. In addition, students will develop and strengthen broad transferable technical, communication, collaboration, critical thinking and interpersonal skills needed for life-long learning, wage earning and citizenship. Students will also receive OSHA General Industry 10 hour certification.

CP Hospitality Management 3 (18 credits)

The training in Hotel and Restaurant Management is continued using the curriculum designed by the American Hotel & Lodging Association. Students will add dining room supervision, room set-up and break-down, banquet planning and layout to their skills inventory. The curriculum covers information about cruise line operations, sales, menu costing, business management, hiring, inventory maintenance, and designing seating plans. Introduction to hotel operations will be enhanced by off-site interaction with local lodging partnerships. Practical hands-on experiences in the front of the house operations will be enhanced by students running, in conjunction with the Culinary Arts program, and the 30 seat Tigers' Den Bistro. Students will also develop skills and knowledge in entrepreneurship while working with the computer simulation program Virtual Business-Restaurant. Traditional classroom lecture, interactive discussions, and related projects will continue to be utilized for classroom instruction. Application and integration of traditional academic course work will continue to show students real world uses for these subject areas. In addition, students will strengthen their broad transferable technical, communication, collaboration, critical thinking, and interpersonal skills needed for life-long learning, wage earning and citizenship. Students will have the opportunity to receive CPR and ServSafe Certification.

CP Hospitality Management 4 (24 credits)

The training of Hotel and Restaurant Management is continued using a curriculum designed by the American Hotel & Lodging Association. Students will develop a resume and interview skills. Each student will participate in off-site training at a local lodging partner. Student presentation skills will be enhanced by projects utilizing PowerPoint. Students will continue to demonstrate the mastery of vocational competencies in Hotel, Restaurant, Travel and Tourism to include supervisory skills while acting as dining room manager for the 30 seat, student run, Tiger's Den Bistro. Scheduling and menu planning will be emphasized while teamwork and problem solving will be strengthened by working collaboratively with Culinary Arts Seniors who supervise Back of the House operations for the Tiger's Den Bistro. Students will continue to increase entrepreneurship skills by working with Virtual Business – Restaurant. Traditional classroom lectures, interactive discussions, and related practical projects will continue to be utilized for classroom instruction. Further application and integration of traditional academic course work will continue to show students real world uses for these subject areas. In addition, students will strengthen their broad transferable technical, communication, collaboration, critical thinking and interpersonal skills needed for lifelong learning, wage earning, and citizenship.

CRIMINAL JUSTICE

This instructional program is designed to give students an in-depth view of the criminal justice system, as well as a variety of criminal justice related careers. This course provides rigorous academics alongside physical fitness, scenario-based training, and defensive tactics. This program is aligned with the Massachusetts Vocational Technical Education framework and will be run in the style of a basic recruit training academy.

Practical skills taught include: Interview and interrogation techniques, crime scene investigation, evidence collection, Massachusetts state law, Constitutional law, fingerprinting, ethics, report writing, CPR, motor vehicle stops, and cybercrime investigation. Guest speakers and field trips will be incorporated to show how these skills are applied in criminal justice careers.

7772 CP Criminal Justice 1 (12 credits) (2 blocks)

In the first year, emphasis will be placed on exploring criminal justice careers, the criminal justice system, and understanding the role of the first responder. Students will also be exposed to daily physical training (PT), defensive tactics (DT), criminal investigations and report writing, and courtroom procedures. Students will have the opportunity to become CPR/AED and First Aid certified.

7771 CP Criminal Justice 2 (18 credits) (3 blocks)

Second year students will focus on occupational safety, criminal and constitutional law, radio use, employability, and motor vehicle stops. Students will also learn the role of a K9 unit, as well as related careers.

Students will continue daily PT and will expand on defensive tactics. Students will review and build off of previously learned topics.

7773 CP Criminal Justice 3 (18 credits) (3 blocks)

Third year students will focus on police patrol operations, emergency preparedness, emergency communications, and financial literacy. Students will also learn crime scene investigation techniques, evidence collection, and basic motor vehicle crash investigation. Students will have daily physical training and will continue using defensive tactics, including use of OC spray and batons. Students will review and build off of previously learned topics.

7774 CP Criminal Justice 4 (18 credits) (3 blocks)

Criminal justice training will continue with resumé writing and interview skills as well as the importance of a positive online presence. Students will learn entrepreneurship skills, court reporting, organized crime and street gang awareness, homeland security incident management, professionalism and ethics, death investigations, and sex crime investigations. Students will also learn about the world of private investigation and private security. Physical training, defensive tactics, and scenario-based training will be used to test students' readiness for employment. Students will have the opportunity to renew their CPR/AED and First Aid Certification.

GRAPHICS AND COMMUNICATIONS

This instructional program is designed to give students in-depth training for a career in the visual communications industry. This program is aligned with the Massachusetts Vocational Technical Education framework. Practical skills taught include hand drawn and digital illustration, graphic design, photography, website design, publication layout and printing, animation, and video production, all using Adobe Creative Cloud programs. Students will have the opportunity to explore their specific fields of interest through independent projects and create a portfolio of work to use in job interviews and college applications. By the end of this program students can become Adobe certified and will be qualified for entry level positions, or to pursue post-secondary education for advance design careers.

7781 CP Design & Visual Communications 1 (12 credits) (2 blocks)

Prerequisite: Successful completion of the Exploratory program--Others with approval of Career & Technical Education Director

In the first year students will learn and understand the Elements and Principles of Design by using various Adobe Creative Cloud programs. Students will explore a range of creative work including illustration, posters, logos, package design, animation, video, web design, and photography.

7783 CP Design & Visual Communications 2 (18 credits) (3 blocks)

Successful completion of graphic communications 1--Others with approval of Career & Technical Education Director

Second year students will delve deeper into the tools and techniques in Adobe Creative Cloud programs. Students will develop their own style of work and complete increasingly complex and challenging design problems.

7784 CP Design & Visual Communications 3 (18 credits) (3 blocks)

Successful completion of graphic communications 2--Others with approval of Career & Technical Education Director

Third year students will progress to advanced levels of skill in Adobe Creative Cloud programs. The focus will be on developing skills for working with clients and accumulating a portfolio of work that consists of a variety of print, packaging, motion graphics, video and web design.

7785 CP Design & Visual Communications 4 (18 credits) (3 blocks)

Successful completion of graphic communications 3--Others with approval of Career & Technical Education Director

In addition to continuing to advance their technical and creative skills, fourth year students will learn entrepreneurship skills, work with community members to produce design and print projects for real world applications, assemble a professional portfolio and work on resume writing, interviewing skills, and career goal planning.

BUSINESS ELECTIVES OPEN TO ALL STUDENTS

7301 Business Management and Entrepreneurship 1 (6 credits) (Open to Grades 11 and 12)
Prerequisites: *None*
This course examines all the aspects of business including the finance, marketing, management, and legal ownership of a business. Each aspect of business is studied, discussed, and compared to the small business owner. Current business articles related to small business are examined and students are required to provide a response to the situation. A capstone project is required where students create a business idea then present their plan.

Business Management and Entrepreneurship 2 (6 credits)
Prerequisites: *Passing grade in Business Management and Entrepreneurship 1*
The complete development of a Business Plan and application of the plan is the focus. Students are required to enter a Business Plan competition(s) where they will be matched up against other entrepreneurs. Specific attention is paid to management techniques, financial analysis, consumer and market analysis, and gaining a competitive advantage. The development of proper presentation skills using technology and public speaking are also addressed. Students will be given guidance, assigned projects, and information on the business plan competition requirements.

Career and Technical Education: Cooperative Education Program

The Cooperative Education program provides seniors with authentic learning experience through employment in their Career and Technical Education discipline. Students enrolled in a Cooperative education course will be required to attend a place of employment daily as an alternative to attending their Career and Technical Education discipline. This educational opportunity will align with existing Massachusetts frameworks and competencies the students have been learning as they will receive course credit towards graduation. The following eligibility criteria must be met in order for students to be selected for a Cooperative Education placement.

Students must be a grade 12 student or postgraduate student.

- Students applying for the program must be recommended by their assigned Career and Technical Education instructor or the Director of Career and Technical Education.
- Students applying for the program must have maintained a 70% grade average in their academic courses and an 80% average in their technical courses the previous year or at the time of application.
- Approved and participating students are required to attend all scheduled classes daily prior to reporting to their cooperative employer.
- Students, caretakers, administrators, school counselors, CTE teacher, and Vocational Director must all sign applications.
- A completed resume, cover letter and competency checkoff must be presented to the vocational director prior to application process beginning
- Students absent from school must notify both the Career and Technical Education Office and the employer of such absence.
- Excessive absenteeism and/or tardiness to school and/or work shall be cause for removal from the Cooperative Education Program.

Failure to follow school rules and regulations, falsifying illness, academic course failure, personal problems which interfere with employment, or other serious problems which negatively affect school and/or employment, shall be cause for removal from the Cooperative Education Program.

- Participating students who fail to adhere to employer rules and regulations and/or safety rules and regulations will be removed immediately from the program.
- Students who believe that they are being directed by their employer to operate unsafe work equipment, tools, machinery, or work in unsafe work environment, (eg: equipment without proper safety guards, protective safety devices, emergency shut-offs, etc.), are to refuse such work assignments until corrective actions are taken by the employer to remedy the unsafe work situation(s). This could mean leaving the job and reporting the problem to the Academic Career and Technical Education Coordinator who will meet with the employer to resolve the problem. If the employer fails/refuses to correct the unsafe work situation(s), the student will be removed from the cooperative work position.
- Students failing to comply with company safety regulations or who fail to utilize prescribed personal protective safety equipment on the job will be subject to immediate removal from the Cooperative Education Program.
- Students who believe they are being sexually harassed or subjected to inappropriate conduct of a sexual nature report to the Academic Career and Technical Education Coordinator immediately for corrective action. If after notifying the employer, the employer fails/refuses to correct the problem(s), the student will be removed from the cooperative work position.
- When there is insufficient work available or if the cooperative training schedule must be temporarily curtailed for the student, he or she must return to school and report the circumstance to the Academic Career and Technical Education Coordinator or to the Director of Career and Technical Education.
- Students whose personal conduct or effort indicates a lack of responsibility may be excluded or removed from the Cooperative Education Program by the Director of Career and Technical Education and or/the Academic Career and Technical Education Coordinator.
- Students who have been removed from the Cooperative Education Program for cause may re-apply for the program at the end of the next school marking period.
- Students are required to provide their own transportation to and from their work, and are personally responsible and liable for their actions en route to and from work.
- Students participating in "Cooperative Education Employment" are subject to all other regulations (school-employer) as may be instituted by the Director of Career and Technical Education and the Academic Career and Technical Education Coordinator.
- *Students are required to complete the "Evaluation Card" (time card) and return it to the Career and Technical Education office at the prescribed time (normally the 1st school day of the week.) Failure to comply with this requirement shall be cause for immediate removal from the Cooperative Education Program.*

ADMISSIONS POLICY FOR SHHS VOCATIONAL PROGRAMS:

This admissions Policy has been developed in accordance with the Massachusetts General Law Chapter 74 (MGL Ch. 74) and the Vocational Technical Education Regulations (CMR 603.400) and has been written to respond to State Admission Policy Guidelines for Selective Public Vocational Technical High Schools in Massachusetts.

I. INTRODUCTORY STATEMENT

An admissions process is necessary in vocational technical schools where space is an intrinsic limiting factor. Vocational technical shops and laboratories are designed and equipped to serve a specific maximum number of students safely. Consequently, a complex of such shops and laboratories lacks both the space and flexibility to accommodate the possible needs and or interests of all applicants. Therefore a selection process is

necessary and all applicants to South Hadley High School Comprehensive programs will be evaluated using the criteria contained in this Admissions Policy.

II. EQUAL EDUCATIONAL OPPORTUNITY STATEMENT

South Hadley High School admits students and makes available to them its advantages, privileges, and courses of study without regard to race, color, religion, national origin, ancestry, sex, gender identity, sexual orientation, age, veteran status, genetic information, disability or homelessness status.

If there is a student with limited English proficiency (LEP), a qualified representative from the South Hadley school district will assist the applicant in completing the necessary forms and assist in interpreting during the application and admission process upon the request of the applicant.

Any students with translation service needs will be directed to the c department of the receiving school for support during the admission process. Students with disabilities may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission processes.

Information on LEP status and disability submitted voluntarily by the applicant, for the purpose of receiving assistance and accommodations during the entire application process and admission process will not affect their admissions to the school.

III. ELIGIBILITY STATEMENT

RESIDENTS

Any student currently enrolled in 8th grade who is a resident of the Town of South Hadley who expects to be promoted to, or has been promoted to 9th grade is eligible to apply for fall admission subject to the availability of openings. Residents students will be evaluated according to the criteria contained in this admission policy. Priority for admission is given to Town of South Hadley residents.

TRANSFER STUDENTS

Transfer students in grades 10th, 11th and 12th grade from another chapter 74 state-approved vocational technical education programs are eligible to apply for admission to the corresponding grade and trade at South Hadley. Transfer students will be evaluated according to the criteria contained in this admission policy. Admission is subject to the availability of openings.

NONRESIDENTS

Nonresident students will be evaluated according to the criteria contained in this admission policy and according to M.G.L. c. 74 s. 8A (please see the “guidelines for Vocational Technical Education Program Nonresident Student Tuition Process Pursuant to M.G.L. c. 74 located at www.doe.mass.edu/cte/admissions/nonres_guidelines). M.G.L. c. 74 section 8A requires that the municipality of residences provide transportation to students admitted to South Hadley as nonresidents under M.G.L. c. 74, Sections 7 and 7C.

SCHOOL CHOICE

All school choice applicants will be evaluated and ranked using the criteria contained in this Admissions Policy.

McKINNEY-VENTO

Students who are homeless will be accepted to South Hadley High School according to the selection criteria contained in this admission policy.

HOME SCHOOLED

Students who are formally being home schooled may apply for admission to South Hadley High School Comprehensive Programs, provided all Admissions Policy criteria are followed. The Home School student's parent(s)/guardian(s) must submit a copy of the Home School approval letter from the local school superintendent.

IV. ORGANIZATIONAL STRUCTURE

South Hadley High School is the local public high school in the Town of South Hadley. The high school is obliged to serve the residents of the Town. It is the responsibility of the Superintendent or his/her designee to supervise the administration of the policies and procedures required to admit and enroll applicants in conformity with this Admissions Policy. The Superintendent of schools or designee, is responsible for:

• Determining the standards for admission
• Development and implementation of admission procedures
• Processing of applications
• Ranking of student
• Acceptance of students according to the procedure and criteria in this Admission

V. POLICY

• Establishing and maintaining of a waiting list of acceptable candidates

South Hadley is responsible for disseminating information about the vocational technical programs through local school Counseling Offices.

VI. APPLICATION PROCESS

Students may obtain an application to attend the Comprehensive Programs at South Hadley High School through the Counseling Office and the High School Web page. Completed applications must be turned into the student's school counselor.

Applications are due by December 15th.

It is the responsibility of the local school School counselor to:

a. Complete the designated portion of the application form.

Complete applications include the following information:

For applications to 9th Grade (Fall admission)

• The average of 7th grades and 1st term of 8th grade marks in English language arts (or its equivalent), social studies, math and science from the report card.
• The sum of 7 grades and term 1 of 8th grade unexcused absences from the report card.
• The out of school suspension records for the current school year to the date of the application.
• The local school counselor's recommendation

For applications to 10th Grade (No later than end of 1st marking period)

• The average of the 9th grade school year grades in English language arts, math, science and social studies, and term 1 of the current school year's marks in English language arts (or its equivalent), social studies, math and science from the report card,
• The sum of the 9th grade school year and term 1 of current school year's unexcused absences from the report card,

• The sum of the 9th grade school year and term 1 of the current school year's out of school suspension records.
• The local school school counselor's recommendation

All students who attend comprehensive programs at South Hadley High School will have been accepted only after being reviewed through the admission format as specified in this Admissions Policy. It is the responsibility of the sending school counselor to ensure that all the necessary components are included with each application. In the event of an incomplete application, South Hadley High School school counselors will work with the sending school to obtain any missing components. In the event of missing components, the sending school's counselor will immediately contact the student's parent/guardian.

LATE APPLICATIONS
Applications received after December 15th will be evaluated using the same criteria as other applications and their composite score will be integrated on an established waiting list.

TRANSFER STUDENTS FROM ANOTHER SCHOOL DISTRICT
Applications from students who are enrolled in a state-approved Chapter 74 vocational technical education program in another school district (transfer student) may be considered for admission (including admission during the school year) if they relocate away from their current school and are interested in the same course of study available at South Hadley High School and in which there is a vacancy. All transfer applicants must follow the same procedures contained in this Admission Policy.

WITHDRAWN STUDENTS
Students who withdraw from South Hadley, and who are attending or not attending another high school, may reapply to comprehensive programs following the procedures contained in this Admission Policy.

HOME SCHOOL
Students who are formally being home schooled may apply for admission to South Hadley High School, provided all Admissions Policy criteria are followed. The Home School student's parent(s)/guardian(s) must submit a copy of the Home School approval letter from the local school superintendent and if grades are not available, a representative sample portfolio of the student's body of work in English language arts or its equivalent, math, science and social studies.
(50% grades, 50% recommendation).

VII. SELECTION CRITERIA
Completed applications are processed using weighted admissions criteria. A maximum of 80 points can be earned for admission. Each applicant will be assigned a score derived from the sum of the sub-scores of the following criteria averaged over 3 years.

• Scholastic Achievement (Grades): Maximum 20 Points
The average of the 7th grades and 1st term of 8th grade marks in English language arts (or its equivalent), social studies, math and science.

Grade Averages (Grade) Points
90-100 (A) 5
80-89 (B) 4
70-79 (C) 3
60-69 (D) 2
0-59 (F) 1

• Attendance: Maximum of 20 Points
The sum of 7 grades and term 1 of 8th grade unexcused absences from the report card.

Number of Unexcused Absences Points
0-2 20
3-5 15
6-8 10
9-11 5
12+ 0

• Discipline/Conduct Record: Maximum of 20 Points
Measure (cumulative total of suspension days for grades 6, 7 & 1st term of grade 8)
No suspensions 20
Up to 10 days out of school suspension 15
Up to 15 days out of school suspension 10
Up to 20 days out of school suspension 5
20+ days out of school suspension 0

Recommendation from sending school counselor: Maximum 20 points
Rating Points
Excellent 20
Above Average 15
Average 10
Below Average 5
Poor 0

Excellent: student is highly motivated, has outstanding work and study habits, and maintains excellent conduct and citizenship.
Above Average: student is motivated, and has excellent conduct and effort.

Average: student has good grades, good attendance, is attentive and has minimal discipline issues. Students will follow directions.

Below Average: student is not motivated, attendance is fair, and behavior is problematic. Students may not follow rules and directions consistently.

Poor: students are not motivated to attend school or to do assigned work. Behavior and work habits are less than desirable.

VIII. SELECTION PROCESSES
The Superintendent or his/her designees will process applications and assign points based on the admission criteria: scholastic achievement (grades), attendance (unexcused absences), school discipline/conduct, and local school counselor's recommendation. All applications are reviewed, processed and assigned points.

After a point total for each resident applicant has been determined, all resident applicants are placed in descending order of their "point total". Resident applicants are then accepted in order of the point total they have achieved. The resident applicant with the highest point total is accepted first, the resident applicant with the second highest point total is accepted second, and so on until all seats are filled. All resident applicants are accepted, declined or placed on a waiting list. If openings occur, the seats are filled by accepting resident applicants, like those accepted earlier, are accepted in order of their place on the waiting list, determined by the total points given according to the selection criteria. The waiting list is renewed each year.

IX. ENROLLMENT
In order to enroll for the fall, applicants must have been promoted to the grade they seek to enter by their local school district. In addition, they must have passed courses in English language arts or its equivalent and mathematics for the school year immediately preceding their enrollment.

X. VOCATIONAL TECHNICAL PROGRAM PLACEMENT
Students who are accepted participate in 3 periods of shop, three periods of academics (See Tech Track Chart) and a 3 day a week Physical Education Requirement

XI. REVIEW AND APPEALS PROCESS
The applicant's parent/guardian, upon receipt of a letter from the Superintendent's office indicating that the applicant was not accepted or was placed on a wait list ,may request a review of the decision by sending a letter requesting a review to the Vocational Director or designees within 30 days of the receipt of the rejection/wait list letter. The Vocational Director or designee will respond in writing to the letter with the findings of the review.

A letter about the appeals process with the appeals form will be sent to the parents/guardians of all the students who were denied admission. Appeals can only be requested if there is a question regarding the student's score. Appeals specifically review the scoring process. This appeals form must be completed and returned to the Scoring Committee within 30 days of the date of the appeals closing date as determined by the Scoring Committee.

CAREER & TECHNICAL OFF-SITE PROGRAMS

The deadline for vocational applications for students who wish to attend technical programs not held at South Hadley High School is March 1st. This deadline is final.

Students should select courses with the expectation that they can be scheduled. However, access to courses may be restricted by teacher availability, the number of students electing individual courses, budget constraints or scheduling conflicts. In such cases we make every effort to honor alternative choices.

WORK BASED LEARNING PROGRAM: SCHOOL TO CAREER

South Hadley High School is committed to utilizing and expanding the educational resources in our larger community. Our Work Based Learning Program embraces a wide range of settings which bring relevance, application and meaning to our curriculum. We seek to connect our students to apprenticeships, employment, and volunteer options. This initiative couples students' interests and strengths in a placement that contributes to their intellectual, emotional, and social development. Perhaps most importantly, we hope to realize the incalculable benefits of placing adolescents in a caring adult environment.

7625/7626 Connections (3 Credits) (In School) (Open to Grades 11 & 12)

Work Based Learning is an educational method that involves students in challenging tasks that meet genuine community needs and requires the application of knowledge, skills, and systematic reflection on the experience. The program is designed to provide students with the opportunity to gain valuable experience in our school community, to value the volunteering aspect of their work and to learn a good work ethic.

Goals:

Encourage students to volunteer.

- Increase student involvement in school life.
- Raise the career awareness of all students.
- Provide students with the opportunity to explore different perspectives of school functioning.
- Raise the awareness of all aspects of our school community.

Guidelines for Participation:

- Open to students in grades 11 and 12 only.
- Students must be in good standing (attendance, tardiness) after entering the program.

7622 Connections (Variable Credits) (After School) (Open to Grades 11 & 12)

The main objective of our Work Experience and the Career Internship Program is to provide an opportunity to extend traditional education and permit students to participate in other essential learning experiences. Students are placed in a community resource site to receive practical experience in an area consistent with career objectives. Each student will be supervised, evaluated regularly, and meet with the internship coordinator once per week. For their learning, students will earn credits which count toward their high school diploma.

Guidelines for Participation
Students must be juniors or seniors to participate in the program and complete the application process.

Independent Study - (Open to Grades 11 and 12)

An Independent Study provides students with the opportunity to work one-on-one with a teacher on a particular academic topic or creative project. Designing the independent study is an important part of the project. The student should work with the teacher to discuss the aims and content of the study and produce the proposal, which consists of: the description; readings; written work to be evaluated; and syllabus. Students are required to receive approval for their proposal from the principal, the department chair under which their independent study falls, the advising teacher, and a parent or guardian. The Independent Study provides an opportunity for this work to be documented on your transcript; however, it will not be reflected in your GPA.

Students and caregivers must understand that:

1. Independent studies should only be requested upon careful consideration. It will take substantial effort to design an adequate syllabus to earn credit. Independent studies are only available to highly motivated juniors and seniors with a minimum GPA of 3.5 by the end of their 10th grade year.
2. You must have a willing academic advisor to support your independent study.
3. Independent studies cannot replace courses that are already available in the SHHS curriculum, rather they should only be requested when you wish to expand upon an available curriculum by exploring an academic topic of substantial interest to you and your advisor.
4. We cannot offer AP credit for an Independent Study as only the College Board can approve AP courses which follow a carefully designed national curriculum. You can, however, plan to take an AP exam at the conclusion of your independent study if part of your independent program will be to self-study for an AP course that we do not offer. If you plan to take an AP exam, you must pay the exam fee and notify the counseling office by the required AP exam ordering deadline in order to have an available exam. Once ordered, exam fees cannot be refunded.

Independent studies can be requested as a half year course earning 3 credits **that will not be included in your GPA**; you may be able to complete a second semester of independent study upon approval. You must adhere to the traditional semester schedule and courses must be completed according to the academic calendar.

ENGLISH

The English Department of South Hadley High School recognizes the importance of success in the English Language Arts in becoming an informed and productive member of society. In alignment with the Massachusetts Curriculum Frameworks for English Language Arts and Literacy, the English courses are designed to produce effective speakers, discerning listeners, perceptive readers, and clear, persuasive writers. By the successful completion of senior year, students will have read a number of American and world authors, discussed and debated many ethical and social issues, and expressed views in varied oral and written forms.

REQUIREMENTS
Each student must earn a total of 24 credits in English in order to graduate: six credits in freshman English, six in sophomore English, six in junior English, and six in senior English. Every student must pass the prior year program before being allowed to advance to the next level. While students are encouraged to select additional English

electives in their sophomore, junior, and senior years, elective English credits will be applied to the total number of credits needed to graduate, as opposed to the English requirement.

SUMMER READING

All students in all grade levels will be given a summer reading assignment. Students will read a specific number of works in preparation for testing in September. Copies of the reading list may be obtained from any English instructor, the Main Office, or our web site. Failure to complete the reading assignment will impact the first quarter grade. **Summer reading is NOT optional. Summer homework in any Honors or AP course is at the discretion of the teacher.**

CRITICAL/RESEARCH PAPER

Students in all courses will be expected to complete a critical/research project acceptable to the instructor within the time frame established by the teacher. Failure to do so by the time frame specified may lead to a failing course grade. (See FINAL EXAMINATIONS/INCOMPLETE GRADES).

MIDTERM AND FINAL EXAMS

All students in full year courses will take both a midterm and final exams. Students in semester courses will take final exams. In lieu of exams, instructors may require completion of a final project. Seniors can be waived from taking the final exam if their year-to-date grade is 93.

GRADE 9 COURSES

1101 Honors English 9 (full year)

Prerequisite: *Recommendation needed by 8th grade English teacher and grade of 80 or above in accelerated grade 8 English; 87 or above in non-accelerated and a proficiency rating on the mandatory supervised writing sample.*

Highly motivated students selecting this course should be reading at or above grade level, writing multi-paragraph essays with full introductions and conclusions, and applying Standard English conventions to their writing. The class will cover a range of literature and nonfiction writing that focuses on the discovery of one's identity. Emphasis will be on expository writing, the writing process, and the application of critical thinking skills to both fiction and nonfiction works. Students will read 4-6 novels, as well as numerous short stories, poems, articles, and essays throughout the year.

1200 College Prep English 9 (full year)

Students selecting this course should be reading at or near grade level and be able to write multi-paragraph essays complete with thesis statements and topic sentences. Students will cover a range of literature and nonfiction writing that focuses on the discovery of one's identity. Emphasis will be on developing and applying advanced grammatical constructions to expository writing as well as developing and applying reading and critical thinking skills. Students will read 4-5 novels, as well as various short stories, poems, articles, and essays throughout the year.

1253 Grade 9 Seminar (full year) MANDATORY

Ninth Grade Seminar is a course offered for all incoming ninth graders to facilitate the transition from middle school to high school. Students will participate in a curriculum that focuses on note-taking, the effective use of textbooks, and study skills. Lessons in organization, self-advocacy, classroom skills, and effective communication will also be included. The course is designed to foster the internalizing of these skills. Students enrolled in this course are expected to use this class to develop the skills necessary to achieve in their other courses.

GRADE 10 COURSES

1103 Pre-AP Honors English 10 (full year)

Prerequisites: *80 or higher in Honors English 9*

Pre-AP Honors English 10 is designed for highly motivated, independent sophomores who intend to take AP English classes during their junior and senior years. This course focuses on the close reading,

analytical writing, and language skills that have immediate relevance for students across their current courses and that are most essential for their future work in high school, college, and careers.
Texts take center stage in the Pre-AP Honors English 10 classroom, where students engage in close, critical reading of a wide range of materials. The course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the writer to focus on crafting complex sentences as the foundation for writing to facilitate complex thinking and communicate ideas clearly.

1102 Honors English 10 (full year)

Prerequisite: *80 or above in Honors English 9; 87 or above in CP English 9; and recommendation of Grade 9 English teacher*

Highly motivated students selecting this course should demonstrate a clear understanding of composition skills, strong reading and critical thinking skills, and the ability to work independently as well as in small groups. The analysis of poems, novels, plays, short stories and nonfiction by both American and European authors will be stressed in order to enhance and expand individual skill base. Students will frequently write both on-demand and lengthier, research-based assignments and projects. Also, preparation in skills assessed on the grade 10 MCAS English Language Arts exam will be emphasized. It is assumed that many students selecting this course will move on to Advanced Placement English Language and Composition in junior year.

1210 College Prep English 10 (full year)

Students selecting this course should be reading at or near grade level and demonstrate the ability to write multi-paragraph essays. Students will be actively engaged in developing critical reading skills, writing skills, and speaking and listening skills. The analysis of poems, novels, plays, short stories and nonfiction by both American and European authors will be stressed in order to enhance and expand individual skill base. Students will continue to work on expository writing skills. Preparation for the Grade 10 MCAS English Language Arts Test will be emphasized throughout the year.

1260 CP English 10 W

This ELA College Prep 9/10 class is a full credit co-taught English Language Arts class that will focus on the plethora of needs in the general education, 504, and Special Education, and MCAS driven setting. Following the same curriculum as the College Prep English 9 and 10 classes, the 9/10B classes will learn at a more accessible pace, covering the foundational skills of grade-level comprehensive reading and writing with the omittance of one text requirement for the year, allowing students to move at a more moderate pace.

1256 Grade 10 Seminar (half year)

This course is for Grade 10 students who need additional support developing the skills necessary to achieve academic success in all their courses. Students will participate in a curriculum that will focus on note taking, the effective use of textbooks, and study skills. Lessons in organization, self-advocacy, classroom skills, and effective communication will also be included. The course is designed to foster the internalizing of these skills.

GRADE 11 COURSES

1020 Advanced Placement English Language and Composition (full year)

Prerequisites: *80 or above in Honors English 10 and recommendation of the Grade 10 English teacher.*
(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Honors Credit is given. Financial aid is available upon proof of need.)

As stated in the College Board's course description, this course "engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and 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 purpose, audience expectations and subjects as well as the way generic conventions and resources of language contribute to effectiveness in writing." These goals will be addressed predominantly through the study of British and American nonfiction from the 1600's to the present. Students will also read and study a number of important American works of fiction. Students electing this course should be highly motivated. They should also demonstrate a strong command of

Standard English conventions. Students will be expected to maintain a minimum B average each semester; failure to do so may result in student reassignment. Students are expected to complete readings during the summer and submit reflective papers by a predetermined date.

1120 Honors English 11 (full year)

Prerequisite: *80 or above in English 10; 87 or above in CP English 10; and recommendation of Grade 10 English teacher*

Highly motivated students selecting this course should demonstrate strong composition skills, competent reading and critical thinking skills, and the ability to work independently as well as in small groups. Students will read novels, plays, poems, short stories and nonfiction written by American writers from 1680 through the present. Emphasis will be placed on the historical context of the works as well as the major themes found in American literature.

1220 College Prep American Literature 11 (full year)

The course will concentrate on American literature from 1700 through the present. Students will read novels, plays, poems, short stories and nonfiction. Students will develop their ability to understand and interpret literature in relation to their own experience, historical context, and major themes found in the readings. Students will refine their skills as effective readers and further develop the capacity to write about literature.

GRADE 12 COURSES

1030 Advanced Placement English Literature and Composition (full year)

Prerequisites: *80 or above in AP English Language; 80 or above in Honors English 11; and recommendation of the Grade 11 English teacher.*

(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Honors Credit is given. Financial aid is available upon proof of need.)

As stated in the College Board's course description, this course "engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone." Emphasis in the course will be on preparing students to take the Advanced Placement English Literature and Composition Test in May. The readings will focus on providing a world literary perspective from the Ancient Greeks through the present. Students will be expected to utilize an extensive speaking and writing vocabulary, be capable of in-depth literary analysis, and lead seminar discussions. In preparation for the start of the school year, students will be expected to complete readings during the summer and submit reflective papers by a predetermined date.

1130 Honors English 12 (full year)

Prerequisite: *80 or above in Honors English 11; 87 or above in CP English 11; and recommendation of Grade 11 English teacher*

Highly motivated students selecting this course should demonstrate strong composition skills, competent reading and critical thinking skills, and the ability to work independently as well as in small groups. Readings will be taken from literature written by European and British authors, and selections will range from Classical Greek literature to contemporary works. Discussions will emphasize the tragic figure, the utopia, and the search for truth and justice. Writing will focus on literary analysis and argumentation.

1230 College Prep World Literature 12 (full year)

Students will continue to develop their writing skills, oral language and listening skills, and critical and evaluative reading skills in order to be college and career ready. Readings will be taken from literature written by European and British authors, and selections will range from Classical Greek literature to contemporary works. Discussions will emphasize the tragic figure, the utopia, and the search for truth and justice. Writing will focus on literary analysis and argumentation.

ENGLISH ELECTIVES – These courses will not be weighted in G.P.A.

Each elective listed below must be taken with a regular English class as these courses do not satisfy English requirements for graduation. Electives that may be taken for either College Prep or Honors credit are noted in the course descriptions.

1242 Public Speaking (half year) (Open to Grades 10, 11, and 12)

Public Speaking is a semester course open to all tenth, eleventh, and twelfth graders who wish to improve their public speaking skills. Students will learn about delivery, body language, stress reduction techniques, and confidence building. Famous and/or recent speeches will be read and analyzed for argumentative and propaganda techniques. Students will be provided many opportunities to practice giving extemporaneous speeches, write and deliver speeches, and participate in classroom debates. In addition, students will focus on becoming a better audience, both in the classroom and in the public forum

1228 Writing for College (half year) (Open to Grades 11 and 12) (Offered every other year)

Writing for College is a one-semester intensive writing course open to all juniors and seniors. It is designed to prepare upperclassmen for the types of writing regularly required in college. Emphasis will be placed on analytical and argumentative writing, the use of multiple secondary sources when writing, Standard English conventions, and MLA format.

1247 Creative Writing (half year) (Open to Grades 11 and 12) (Will be offered 2027-2028)

This course is designed to provide students with an opportunity to develop their literary talents by composing a variety of creative, original works. Students will improve their skills as creative writers by frequently completing unique writing assignments in a variety of genres. Students will examine and practice literary elements and techniques for expression such as imagery, figurative language, mood, tone, narration, and exposition. Students will have opportunities to publish original stories, poems, screenplays, and graphic novels in *Inspirations*, the high school's literary magazine, and other publications such as *Teen Ink* and *The Marble Collection*. This course is open to eleventh and twelfth grade students who are able to work independently and are open to giving and receiving constructive criticism.

1236 Journalism 1 (half year) (Open to Grades 10, 11, and 12)

This course will allow students to learn the techniques of news gathering, writing, and editing, with an opportunity to publish their work for the Spotlight Media Group, which includes the *Spotlight* news magazine and spotlight153.com, in addition to various social media platforms including Instagram, Snapchat, Twitter, and Facebook. Students will gain photography and video experience through the use of DSLR cameras, and learn the basics of layout, web design, and editing, including Adobe Photoshop and InDesign. All aspects relating to 21st century journalism and work in the media industry as a career will be covered, including the First Amendment, ethics, libel, and copyright law. Students selecting this course should have above average writing skills and be versed in peer editing. This course may be taken more than once for credit.

1237 Journalism 2 (half year) (Open to Grades 11 and 12)

Students who have completed Journalism 1 and are interested in furthering their skills as journalists should elect this course, which will allow them to continue their contributions to the Spotlight Media Group, including the *Spotlight* news magazine and spotlight153.com, along with various social media platforms. Those enrolling in this course should have a desire to assume leadership positions and demonstrate a willingness and ability to teach others about media production, including all aspects of news gathering, writing, producing, and publishing.

1224 Visual Media (full year) Open to Grades 10, 11 & 12

The course examines techniques and effects of film and television communication. The students will be exposed to the following units: (1) the industry, (2) the study of film, (3) the process of film and television production, (4) the development of a working film and television vocabulary, and (5) production of actual videos for broadcast. Pupils will participate in the film/television process by writing, directing, filming, editing, and presenting videos on an assigned topic and self-initiated topics. Students will be required to use the equipment found in the media studio.

MATHEMATICS

All people can learn mathematics and develop mathematical power. The mathematics department offers a curriculum with a common core of mathematical topics and a range of course offerings that provide all students access to meaningful and rigorous courses of study. Course content is aligned with the Common Core State Standards and every effort is made to help prepare for MCAS testing. Students are required to pass four years of high school mathematics. Courses offered by the math department are labeled Advanced Placement, Honors, CP Standard, CP Essentials, or Core.

Most courses will incorporate graphing calculator technology into instruction. Be advised that some calculators are available for use in the math department. However, to benefit most, students need to purchase their own graphing calculator to use in school and at home while completing assignments. **We recommend the Texas Instruments TI-84 Plus Graphing Calculator**.

Typical Four-Year Plans

Grade 9	Grade 10	Grade 11	Grade 12
CP Algebra 1A CP Math Reasoning & Skills	CP Geometry	CP Algebra 1B	CP Algebra CP Financial Algebra
CP Algebra 1 Honors Algebra 1	CP Geometry Honors Geometry	CP Algebra 2 Honors Algebra 2	CP Statistics CP Advanced Algebra & Trigonometry Honors Statistics Honors Precalculus AP Statistics
Honors Geometry	Honors Algebra 2 CP Algebra 2	CP Advanced Algebra & Trigonometry Honors Statistics Honors Precalculus AP Statistics	Honors Calculus Honors Statistics AP Calculus AP Statistics

Students may opt to take two math courses in one year, provided that the prerequisite courses for both have been completed. Typical pairings include Geometry with Algebra 1B, Geometry with Algebra 2, and AP Statistics with AP Calculus or Precalculus.

3226 College Prep Algebra 1A (full year)

Prerequisite: *Recommendation of 8th grade math teacher*

This course covers the first half of the Algebra 1 curriculum at a pace that allows more students to be successful at mastering the concepts of Algebra. Topics include: simplifying expressions, solving linear equations and inequalities, working with functions, and solving systems of equations. *Students are required to have a scientific calculator for use in this course.*

3247 CP Mathematical Reasoning & Skills (full year)

Prerequisite*: None*

This supportive, skill-building course is designed for Grade 9 students enrolled in any concurrent math course. It will strengthen foundational math concepts essential for success across all areas of high school mathematics. Students will engage in hands-on, interactive lessons that reinforce number sense, operations with integers and rational numbers, fractions, ratios, proportional reasoning, and introductory algebraic thinking. Emphasis is placed on problem-solving strategies, mathematical reasoning, and building confidence in math. The course provides targeted practice and individualized support to help students bridge skill gaps and achieve success in their concurrent math studies.

3228 College Prep Algebra 1B (full year)

Prerequisite**:** *Algebra 1A or its equivalent and teacher recommendation*

This course covers the second half of Algebra 1. Topics include: polynomial operations including factoring, graphing and solving quadratic equations, exponential functions modeling growth or decay, and data analysis. After completing Algebra 1A and Algebra 1B, students will have a firm foundation in Algebra and be ready to continue their study of mathematics in Algebra 2. *Students are required to have a scientific calculator for use in this course.*

3200 College Prep Algebra 1 (full year)

Prerequisite: *Recommendation of 8th grade math teacher*

Algebra is the language through which most mathematics is communicated. Algebra concepts developed in previous grades are extended with emphasis placed early upon functions, graphing, and mathematical modeling of real world problems. Topics include: solving linear and quadratic equations and inequalities, data analysis, and solving systems of equations. Exponential and polynomial functions are also introduced. **In order to be successful in Algebra 1, students must have a strong foundation in computation, including operations with fractions**. *Students are required to have a scientific calculator for use in this course.*

3100 Honors Algebra 1 (full year)

Prerequisite: *Recommendation of 8th grade math teacher*

Algebra is the language through which most mathematics is communicated. Algebraic concepts developed in previous grades are extended with emphasis placed early upon functions, graphing, and mathematical modeling of real world problems. This honors level course is designed for the well-motivated student who is capable of moving at an above average pace in mathematics. Topics, concepts, and skills will be presented in greater depth than in CP Algebra 1. This course prepares students for Honors Geometry and Honors Algebra 2 and is appropriate for any student who excelled in regular 8th grade math or for a student who completed a course in algebra in 8th grade but who may not have mastered the concepts well enough to move on to Honors Geometry in 9th grade. *Students are required to have a scientific calculator for use in this course.*

3212 College Prep Geometry (full year)

Prerequisite: *Passing grade in Algebra 1 or Algebra 1A*

This is a college preparatory program that is designed to help students discover, learn, and apply geometry. Students will be challenged to make connections between concrete examples and abstract concepts and to see geometry in the world. Built into the study of geometric concepts will be a review of key algebraic concepts, including solving and graphing linear equations. *Students are required to have a scientific calculator for use in this course.*

3113 Honors Geometry (full year)

Prerequisite: *80 in Honors Algebra 1; 90 in CP Algebra 1; 90 in 8th grade Algebra; may be taken concurrently with Honors Algebra 2*

This is an accelerated course in traditional Euclidean plane geometry. Major concepts covered include proof, logic, congruence, similarity, perimeter and area of plane figures, and surface area and volume of solids. Emphasis will be made to connect geometry with other topics of study and with real life applications. A solid foundation in arithmetic and algebra is expected. *Students are required to have a scientific calculator for use in this course.*

3220 College Prep Algebra 2 (full year)

Prerequisite: *70 in Algebra 1 or Algebra 1B;; may be taken concurrently with Geometry*

This course further develops problem-solving skills learned in Algebra 1. Emphasis is on linear systems, matrix algebra, and advanced functions including quadratic, polynomial, exponential, logarithmic, and rational types. Probability and data analysis strands are interwoven throughout the course. Mathematical modeling of real world situations is emphasized. *A T1-84 graphing calculator for home and school use is required.*

3114 Honors Algebra 2 (full year)

Prerequisite: *80 in Honors Algebra 1 or 90 in Algebra 1; may be taken concurrently with Honors or College Prep Geometry*

This is an accelerated Algebra course that provides a thorough foundation in intermediate and advanced algebra with special emphasis given to families of functions. Included in the study of functions will be an introduction to trigonometry. This course is for the well-prepared Algebra I student. Good study habits and perseverance in problem-solving are necessary skills for success in this course. *A TI-84 graphing calculator for home and school use is required*.

3246 CP Advanced Algebra and Trigonometry (full year)

Prerequisite: *80 in CP Algebra 2 or passing grade in Honors Algebra 2*

This is a fourth year course designed to help seniors strengthen critical mathematical skills in preparation for math at the college level. The course will emphasize critical algebraic concepts and applications of functions, and will also introduce and thoroughly examine trigonometric functions. *A TI-84 graphing calculator for home and school use is required.*

3130 Honors Precalculus (full year)

Prerequisite: *80 in Honors Algebra 2*

This is an accelerated course designed to prepare students for AP Calculus at SHHS or first year calculus in college. Topics of study include quadratic and other polynomial functions, exponential and logarithmic functions, trigonometric functions, and rational functions. Each type of function will be studied in depth, including the characteristics of its graph, its domain and range, and its applications. Time permitting, students will also be introduced to parametric equations, polar equations, and sequences and series. Good study habits, perseverance in problem-solving, and strong algebraic skills are necessary for success in this course. Students must have their own graphing calculator and be familiar with its functions. *A TI-84 graphing calculator for home and school use is required.*

3216 College Prep Statistics (full year)

Prerequisite: *Successful completion of Algebra 2 or 75 in Essentials of Algebra 2.*

This course is designed to provide a basic understanding of descriptive and inferential statistics. Concept studies include measures of central tendency, standard deviation, combinations and permutations, probability, sampling, and various distributions. Emphasis is on collecting, analyzing, and drawing conclusions from data. *A TI-84 graphing calculator for home and school use is required.*

3134 Honors Statistics (full year)

Prerequisite: *80 in Honors Algebra 2 or 90 in CP Algebra 2*

This course is designed to provide a thorough understanding of descriptive and inferential statistics. Concepts studied include measures of central tendency, standard deviation, combinations and permutations, probability, sampling, and various distributions, confidence intervals, hypothesis testing, correlation, and linear regression. Emphasis is on applications of statistical concepts. *A TI-84 graphing calculator for home and school use is required.*

3240 CP Financial Algebra (full year) (Open to Grades 11 & 12)

Prerequisite: *Completion of Algebra or its equivalent or teacher recommendation.*

The Financial Algebra course engages students with real-world financial applications while maintaining mathematical rigor. Each of the course's 10 units blends one core personal finance topic with one relevant math concept (e.g. Investing and Exponential Functions). Throughout this course students will have the opportunity to practice and strengthen their mathematical skills and reasoning, while learning about financial concepts such as taxes, banking, budgeting, investing, insurance, etc. *Students are required to have a scientific calculator for use in this course.*

3030 Advanced Placement Statistics (full year)

Prerequisite: *80 in Honors Algebra 2 and teacher recommendation*

(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Honors Credit is given. Financial aid is available upon proof of need.)

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Work is organized around four themes: exploring data; planning a study; anticipating patterns in advance and producing models using probability and simulation; and statistical inference. Minitab statistical software is used. *A TI-84 graphing calculator for home and school use is required.* Students completing this course will be prepared to take the Advanced Placement Exam in May.

3132 Honors Calculus (full year)

Prerequisite: *75 in Honors Precalculus*

In this course students will learn the four main concepts of Calculus – limits, derivatives, anti-derivatives, and definite integrals. Each concept and its applications will be studied in the context of a variety of different types of functions, including linear, polynomial, trigonometric, exponential and logarithmic. *A TI-84 graphing calculator for home and school use is required.*

3032 Advanced Placement Calculus AB (full year)

Prerequisite: *80 in Honors Precalculus and teacher recommendation*

(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Honors credit is given. Financial aid is available upon proof of need.)

This course follows the College Board's syllabus for Calculus AB. In this course, students will learn the four main concepts of Calculus – limits, derivatives, anti-derivatives, and definite integrals. Each concept and its applications will be studied in the context of a variety of different types of functions, including linear, polynomial, trigonometric, exponential and logarithmic. *A TI-84 graphing calculator is required for this course.* Students completing this course will be required to take the Advanced Placement Exam in May.

3036 Advanced Placement Topics in BC Calculus (half year – second semester)

Prerequisite: *Concurrent enrollment in or completion of AP Calculus AB*

(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Honors Credit is given. Financial aid is available upon proof of need.)

This is a semester-long course designed to prepare students for the more advanced AP Calculus BC exam. It must be taken in addition to the full-year AP Calculus AB course. The content will focus solely on those topics that are unique to the BC level exam, such as parametrics, vectors, advanced integration techniques, equations in polar form, and sequences and series. (Students who take this course will earn three additional AP credits.)

MATH ELECTIVES

The electives listed below do not satisfy Math requirements for graduation.

3215 Personal Finance – (half year) (Open to Grades 11 & 12)

This semester-long personal finance course covers all of the essential personal finance topics necessary to become a financially capable citizen. Topics include banking, credit, budgeting, investing, career planning, and more. By the end of this course, students will have a thorough understanding of personal finance topics and be prepared to handle the financial responsibilities that exist after graduation.

COMPUTER SCIENCE

Students may count one computer science course towards the four-year math requirement for graduation.

3139 Honors Computer Science Principles (full year) (Open to Grades 10 - 12)

Prerequisite: *80 in Algebra 1.*

This is an introductory computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems – including the internet – work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

3039 Advanced Placement Computer Science Principles (full year) (Open to Grades 10 - 12)

Prerequisite: *80 in Algebra 1 and teacher recommendation.*

(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Honors Credit is given. Financial aid is available upon proof of need.)

This is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems – including the internet – work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. (Course description taken from apcentral.collegeboard.org)

HISTORY AND SOCIAL SCIENCES

Our understanding of ourselves, of who we are as a community and as a nation in the world, are all dependent on our greater understanding of the historical forces of which we are a part. As William Faulkner said, “The past is not dead. It is not even past.” Martin Luther King added that “the function of education is to teach one to think intensively and to think critically.” History offers the context for that thinking, as well as a relevant framework within which to build the world of the new century. The purpose of the history classes is to provide a solid base of knowledge upon which students may begin their explorations of their world. The essential question each student must ask is how he or she can best take part in the world community.

REQUIREMENTS

Students will be required to pass three full year social studies courses including at least one United States History and one World History course.

Students need 18 credits in History to meet graduation requirements.

GRADE 9 COURSES

2253 College Prep United States History I (full year)

Prerequisite: *None*

This course will cover United States History from the American democratization and expansion after the establishment of America’s republic to WWI. The course will involve a diverse perspective with a thematic and chronological approach to history supported by coverage of the state history frameworks. Frequent reading and essay writing will be expected.

2124 Honors United States History I (full year)

Prerequisite: *80 and above in Honors Civics or 87 or above in CP Civics; and recommendation of Grade 8 History teacher*

This course will cover United States History from the American democratization and expansion after the establishment of America's republic to WWI. Highly motivated students who wish to acquire history skills necessary to excel at the Advanced Placement level are encouraged to take this class. The course will involve a diverse perspective with a thematic and chronological approach to history supported by coverage of the state history frameworks. Extensive reading and essay writing will be expected. Students will also be expected to demonstrate a higher level of critical thinking and analysis, along with taking more personal responsibility and ownership of learning.

GRADE 10 COURSES

2221 College Prep United States History II (full year)

Prerequisite: *Earned credit for US History I*

This course will cover United States History from the 1920's to the present. The course will involve a thematic and chronological approach to history supported by coverage of the state history frameworks. Frequent reading and essay writing will be expected.

2121 Honors United States History II (full year)

Prerequisite: *80 or above in Honors US History I or 87 or above in CP US History I; and recommendation of Grade 9 History teacher*

This course will cover United States History from the 1920's to the present. Highly motivated students who wish to acquire history skills necessary to excel at the Advanced Placement level are encouraged to take this class. The course will involve a thematic and chronological approach to history supported by coverage of the state history frameworks. Extensive reading and essay writing will be expected. Students will also be expected to demonstrate a higher level of critical thinking and analysis, along with taking more personal responsibility and ownership of learning.

GRADE 11 COURSES

2202 College Prep World History (full year)

Prerequisite: *Earned credit for US History I or US History II*

This course will build on students' understanding of world geography and civilizations from middle school. The course will involve a thematic and chronological approach to history supported by coverage of the state history frameworks from World History I and World History II.

2102 Honors World History (full year)

Prerequisite: *80 of higher in Honors US History II class; 87 or higher in CP US History II class and teacher recommendation*

This course will build on students' understanding of world geography and civilizations from middle school. The course will involve a thematic and chronological approach to history supported by coverage of the state history frameworks from World History I and World History II. Extensive reading and essay writing will be expected. Students will also be expected to demonstrate a higher level of critical thinking and analysis, along with taking more personal responsibility and ownership of learning.

Electives

The table below displays the elective offerings with the level they are offered.

Elective	*Level*
Sociology	*College Prep and Honors*
Economics	*College Prep and Honors*
Strategic Studies	*College Prep and Honors*
World Issues	*College Prep and Honors*
AP US History	*AP*
AP World History	*AP*
Psychology	*College Prep, Honors and AP*
Sports History	*College Prep and Honors*

2020 Advanced Placement United States History (full year) (Open to Grades 10, 11 and 12)

Prerequisite: *80 or above in their most previous Honors U.S. History* ***and*** *approval of the instructor.* **(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Honors Credit is given. (Financial aid is available upon proof of need.)**

Students enrolled in AP U.S. History will study and approach the United States history curriculum from a more analytical angle and develop the thinking and writing skills necessary to see history as a series of developments, patterns, and a foundation for understanding the present day. Students will also acquire the habits of mind necessary to think as historians and researchers, and to prepare for success on the AP examination in May. Students will also be expected to demonstrate a higher level of critical thinking and analysis, along with taking more personal responsibility and ownership of learning. It is expected that students will complete assignments before the first day of the course, which will impact their course grade.

2270 CP Introduction to Psychology (full year) (Open to Grades 11 and 12)

Prerequisite: *Teacher recommendation*

This course offers students an engaging introduction to the essential topics in psychology. Throughout this study of human behavior and the mind, you will gain insight into the field of psychology, exploring current theories and issues in areas such as biopsychology, developmental psychology, learning and cognition, and social psychology. Students will also have the opportunity to explore individual areas of interest and study, within, but not limited to, the topics and subjects listed above. This course will require students to actively participate and engage with fellow students throughout the year.

2170 Honors Introduction to Psychology (full year) (Open to Grades 11 and 12)

Prerequisite: *80 or higher in Honors History class; 87 or higher in CP History class and teacher recommendation*

This course offers students an engaging introduction to the essential topics in psychology. Throughout this study of human behavior and the mind, you will gain insight into the field of psychology, exploring current theories and issues in areas such as biopsychology, developmental psychology, learning and cognition, and social psychology. Students will also have the opportunity to explore individual areas of interest and study, within, but not limited to, the topics and subjects listed above. This course will require students to actively participate and engage with fellow students throughout the year, and will require that students complete additional reading, writing, and more in depth critical analysis than at the CP level.

2023 Advanced Placement Psychology (full year) (Open to Grades 11 and 12)

Prerequisite for AP: *80 or above in Honors Social Studies courses and recommendation of teacher. Students must successfully complete the summer assignments by the first day of school or they will not be allowed to take the class.*

(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Honors Credit is given. Financial aid is available upon proof of need.)

This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Students will also be expected to demonstrate a higher level of critical thinking and analysis, along with taking more personal responsibility and ownership of learning.

2024 Advanced Placement Modern World History (full year) (Open to Grades 11, 12)

Prerequisite: 80 or above in the most recent Honors Social Studies course and approval of the instructor. **(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Honors Credit is given. Financial aid is available upon proof of need.)**

This is an introductory college-level modern world history course. Students will work to analyze historical sources, craft historical arguments and cultivate their understanding of world history from c. 1200 CE to the present. Students will be expected to develop their skills as historians and writers as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

2232 College Prep Strategic Studies (full year) (Open to Grades 11 and 12)

Prerequisite: *None*

Strategic Studies covers all aspects of military history from the Greeks to the war on terrorism. Topics include: raising of armies, civil-military relations, financing of war, economic and social consequences of war, war and demography, warfare and technology, why war comes about, how wars unfold, and why one side wins. We will analyze the timeless writings of great strategic thinkers such as Clausewitz and Sun Tzu and apply them to contemporary issues.

2132 Honors Strategic Studies (full year) (Open to Grades 11 and 12)

Prerequisite: *80 or above in Honors Social Studies course or 87 in CP Social Studies*

Strategic Studies covers all aspects of military history from the Greeks to the war on terrorism. Topics include: raising of armies, civil-military relations, financing of war, economic and social consequences of war, war and demography, warfare and technology, why war comes about, how wars unfold, and why one side wins. We will analyze the timeless writings of great strategic thinkers such as Clausewitz and Sun Tzu and apply them to contemporary issues. In this class we will use a variety of primary and secondary sources to develop a broad understanding of warfare and strategy. This class will require several advanced research papers, projects and a substantial amount of high level reading.

2235 College Prep Economics (full year) (Open to Grades 11 and 12)

Prerequisite: *none*

Economics examines the practical concepts that will help students interpret the daily news, understand how interdependent the global economies are and anticipate how events will impact their lives. Economics will give students an understanding of how economies and markets operate and how the United States is interconnected with the global economy. It will prepare students to be more effective citizens and participants in the workplace. This class is designed to provide students with an overview of business, money, personal finance, banking, investing, entrepreneurship, marketing, career development, taxes, the government's role in the economy, foreign trade, income inequality, and related fields.

2135 Honors Economics (full year) (Open to Grades 11 and 12)

Prerequisite: *80 or higher in Honors History class; 87 or higher in CP History class and teacher recommendation*

Economics examines the practical concepts that will help students interpret the daily news, understand how interdependent the global economies are and anticipate how events will impact their lives. Economics will give students an understanding of how economies and markets operate and how the United States is

interconnected with the global economy. It will prepare students to be more effective citizens and participants in the workplace. This class is designed to provide students with an overview of business, money, personal finance, banking, investing, entrepreneurship, marketing, career development, taxes, the government's role in the economy, foreign trade, income inequality, and related fields Students will also be expected to demonstrate a higher level of critical thinking and analysis, along with taking more personal responsibility and ownership of learning.

2242 College Prep Sociology (full year) (Open to Grades 11 and 12)

Prerequisite: *none*

This course is an introduction to the study of society, and the way that individuals affect society and how society affects the individual. It also explores inequalities such as race, ethnicity, gender, sexual orientation, and class that affect human interactions. We will investigate identity, culture, how individuals become members of society, social conformity, and social deviance. Students will also have the opportunity to explore individual areas of interest and study, within, but not limited to, the topics and subjects listed above. The class will require a lot of reflection, participation and discussion, and will include reading and writing.

2142 Honors Sociology (full year) (Open to Grades 11 and 12)

Prerequisite: *80 or higher in Honors History class; 87 or higher in CP History class and teacher recommendation*

This course is an introduction to the study of society, and the way that individuals affect society and how society affects the individual. It also explores inequalities such as race, ethnicity, gender, sexual orientation, and class that affect human interactions. We will investigate content like identity, culture, how individuals become members of society, social conformity, and social deviance. Students will also have the opportunity to explore individual areas of interest and study, within, but not limited to, the topics and subjects listed above. The class will require a lot of reflection, participation and discussion, and will include more in depth reading and writing than the CP level. Students will also be expected to demonstrate a higher level of critical thinking and analysis, along with taking more personal responsibility and ownership of their own learning**.**

2240 College Prep World Issues (full year) (Open to Grades 11 and 12)

Prerequisite: *80 or higher in Honors History class; 87 or higher in CP History class and teacher recommendation.*

In our ever-shrinking world, what happens "over there" increasingly affects the United States and conversely, what the United States does affects the world. This course is a seminar style class that offers a general introduction to U.S. foreign policy. The class is divided into two parts. The first part will study the history, traditions and theories behind foreign policy. In the second part students will pick current events and issues going on around the world. The class will study and debate those issues and try to come up with foreign policy solutions to those topics. Some topics covered in the past are terrorism, immigration, China, Russia, the Middle East, conflicts around the world, the global economy, energy and the environment, and human rights. The class will require a lot of reflection, participation and discussion, and will include more in-depth reading and writing than CP level classes and other traditional Social Studies classes.

2140 Honors World Issues (full year) (Open to Grades 11 and 12)

Prerequisite: *80 or higher in Honors History class; 87 or higher in CP History class and teacher recommendation.*

In our ever-shrinking world, what happens "over there" increasingly affects the United States and conversely, what the United States does affects the world. This course is a seminar style class that offers a general introduction to U.S. foreign policy. The class is divided into two parts. The first part will study the history, traditions and theories behind foreign policy. In the second part students will pick current events and issues going on around the world. The class will study and debate those issues and try to come up with foreign policy solutions to those topics. Some topics covered in the past are terrorism, immigration, China, Russia, the Middle East, conflicts around the world, the global economy, energy and the environment, and human rights. The class will require a lot of reflection, participation and discussion, and will include more in depth reading and writing than other honors level classes and other traditional Social Studies classes.

Students will also be expected to demonstrate a higher level of critical thinking and analysis, along with taking more personal responsibility and ownership of their own learning.

2214 College Prep Sports History (full year) (Open to Grades 11 and 12)

Prerequisite: *None*

This course provides an overview of the sports industry and the social, cultural, and economic role that sports play in the United States as well as the world. Topics such as youth sports, sports law, amateur athletics, sporting scandals, and the development of a variety of sports organizations and leagues will be analyzed. This course will require frequent reading from the class textbook, the co-construction of projects with peers, and the writing of select research papers. Students who are enrolled can expect to develop and practice presentation and public speaking skills, the research of additional outside sources, and the ability to make effective arguments. Students will have the opportunity to explore individual areas of interest and student, within, but not limited to, the topics and subjects listed above.

2114 Honors Sports History (full year) (Open to Grades 11 and 12)

Prerequisite: *80 or higher in Honors History class; 87 or higher in CP social studies class and teacher recommendation*

This course provides an overview of the sports industry and the social, cultural, and economic role that sports play in the United States as well as the world. Topics such as youth sports, sports law, amateur athletics, sporting scandals, and the development of a variety of sports organizations and leagues will be analyzed. This course will require recurrent reading from the class textbook, the co-construction of projects with peers, and the writing of multiple research papers. Students who are enrolled can expect to reinforce presentation and public speaking skills, the research of additional outside sources, and the ability to make effective arguments. Students will have the opportunity to explore individual areas of interest and student, within, but not limited to, the topics and subjects listed above.

SCIENCE

Building on the inquisitive nature of individuals to better understand their place in this world, the science department creates an environment where students can discover answers to questions. To accomplish this, we provide a solid foundation in physical, life, and earth/space science. Students are encouraged and assisted in developing and nurturing the skills of questioning, describing nature, planning and executing investigations, analyzing data, reaching conclusions, and becoming familiar with technology. To allow for individual achievement in each science area, various courses are presented throughout the four years. All classes contain laboratory experiences which enhance the students' understanding of each subject. Students must successfully complete three years or 18 credits in science in more than one area of concentration to fulfill graduation requirements.

5111 Honors Biology (full year)

Prerequisite**:** *87 or above in 8th grade science*

This course is designed for the self-motivated student utilizing laboratory investigations, reading assignments, and group discussions. The student will build a strong foundation in the molecular biological sciences, and biotechnology as it relates to society. Evaluation procedures will emphasize major concepts, communication skills, independent literature searches, and laboratory procedures.

5210 College Prep Biology (full year)

Prerequisite: *70 or above in 8th grade science and teacher recommendation*

This course, through lecture, class discussion and laboratory investigation, enables students to examine all aspects of Biology: structure, function, behavior, environmental relationships and evolution. It concentrates on the laboratory study of cells and activities that enhance the study of genetics, ecology, evolution, and human anatomy/physiology.

5246 College Prep Earth, Life, and Space Science (full year)

Prerequisite: *None*

This course explores the interconnected systems of Earth and the universe beyond. Students investigate topics in Earth and Space Science – including astronomy, climate systems, and Earth's dynamic processes – while also studying key Biology strands such as ecosystems, biodiversity, and the impact of human activity on living and nonliving systems. Emphasis is placed on inquiry, data analysis, and developing a deeper understanding of how Earth's processes sustain life.

5121 Honors Chemistry (full year)

Prerequisite: *80 or above in Honors Biology; 87 or above in CP Biology; 80 or above in Algebra 1 and recommendation of Science teacher*

Chemical principle and laboratory techniques are covered at a fast pace to provide students with a solid foundation for college chemistry. (The material will be addressed in a quantitative manner, and therefore math skills are used extensively.) Self-motivation, individual responsibility, discipline and dedication are additional prerequisites for this demanding curriculum.

5220 College Prep Chemistry (full year)

Prerequisite: *75 or above in Algebra 1 or the completion of Algebra 1B with an 80 or above*

This course provides both an introduction and a foundation for further study in chemistry by developing curiosity in science and providing for the application of mathematical skills. Those students interested in science but uncertain about future endeavors are advised to select this course in chemistry.

5126 Honors Introduction to Engineering (full year) (Open to Grades 10, 11, and 12)

Prerequisite: *80 or higher in Science and Math classes, including Algebra 1, and teacher's recommendation.*

Engineering is a course that exposes students to aspects of civil, mechanical, electrical, and chemical engineering through lessons, engineering challenges, and hands-on projects. When designing projects, students will utilize the engineering design process through the application of math, science, and engineering standards. Students need to be highly motivated to work both individually and in teams to design solutions to a variety of problems through problem solving, research, and design.

5221 College Prep Introduction to Engineering (full year) (Open to Grades 10, 11, and 12)

Prerequisites: *75 or above in Algebra 1*

Engineering is a course that exposes students to aspects of civil, mechanical, electrical, and chemical engineering through lessons, engineering challenges, and hands-on projects. When designing projects, students will utilize the engineering design process through the application of science and engineering standards. Students need to be highly motivated to work both individually and in teams to design solutions to a variety of problems through problem solving, research, and design.

5112 Honors Anatomy and Physiology (full year) (Grades 10, 11 and 12)

Prerequisites: *80 or above in Honors Biology; 87 or above in CP Biology; and Science teacher recommendation*

This course is designed for the self-motivated student interested in pursuing a career in a biomedical field. This course addresses the essential principles of Anatomy & Physiology by conducting in-depth investigations into major human body systems. Topics including Pathogens, injuries, CPR and basic emergency medical care will also be covered. This course will build upon students' basic knowledge of biology and chemistry and apply them to the study of human body systems through laboratory investigations, major research projects, and class discussion.

5212 College Prep Anatomy and Physiology (full year) (Grades 10, 11 and 12)

Prerequisites: *Students must have passed a Biology course.*

Essential principles of human anatomy and physiology are presented, including basic chemistry, cell and tissue studies, the mechanisms for maintaining homeostasis, and an overview of all the body systems. Health and safety, as it relates to personal and public issues, will be explored. Topics including Pathogens, injuries, CPR and basic emergency medical care will also be covered.

5232 College Prep Environmental Science (full year) (Grades 10, 11 and 12)

Prerequisite: *None*

This course will deal with ecological relationships; the balance in the environment; focus on the human effect on the environment such as air and water pollution; and meeting energy needs. This activity-oriented course makes use of the local conservation area. The student will develop a sense of environmental responsibility, and feel empowered to be part of the solution.

5130 Honors Physics (full year) (Grades 11 and 12)

Prerequisite: *A minimum grade of 80 in Honors Algebra 2 or 87 in CP Algebra 2 and science teacher recommendation*

This course is a challenging, mathematically based introduction to physics. It provides a systematic approach to the major principles of physics with equal emphasis placed on conceptual understanding as well as problem solving using algebra and trigonometry. The laboratory component is designed to reinforce and enhance the course, providing students with the opportunity to explore physical laws and phenomena themselves rather than relying on theoretical principles alone. Strong mathematical skills, self-motivation and discipline are essential for success in this class.

5230 College Prep Physics (full year) (Grades 11 and 12)

Prerequisite: *80 or above in Algebra 1*

This course emphasizes the concepts of physics and how they relate to the world around us, with some mathematically based problem solving. This is done through demonstration, lab work, conceptually based questions, and hands-on projects. This course is designed for students wishing to take a physics course but who do not have a strong math background. It is not designed for students pursuing careers in engineering, science, or medical fields.

5142 Honors Forensic Science (full year) (Open to Grades 11 and 12)

Prerequisite: *grade of 80 or higher in Honors Algebra 2 or 87 or higher in CP Algebra 2 (best if previously taken but can take concurrently) and Science teacher recommendation*

This is an introductory course in which students will have the opportunity to explore how scientific principles are used in analyzing physical evidence found at crime scenes. Major topics include processing a crime scene, collecting and preserving evidence, maintaining the chain of custody, identifying types of physical evidence, comparing evidence (i.e. making matches to identify perpetrators), and analysis techniques specific to types of evidence: fingerprints, documents and handwriting, serology, DNA, drugs, toxicology, arson and explosions, firearms, impressions (footprints, tire impressions, tool marks, bite marks), and various trace evidence such as hair fibers, and soil sediments.

5032 Advanced Placement Biology (full year) (Grades 10, 11 and 12)
5044 AP Biology Lab

Prerequisites: *80 or higher in Honors Biology and 80 or higher in Honors Chemistry and recommendation of Science teacher. May take Chemistry concurrently.*

(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Honors Credit is given. Financial aid is available upon proof of need.)

This course prepares students for the AP Biology Exam. Successful completion of this course and the AP Exam may allow a student to receive college credit for a first year biology laboratory course and/or advanced placement within a college science sequence. The material presented builds on concepts covered in previous biology and chemistry courses. Students will receive the textbook and summer work in June. Class requires dedication and rigorous course work. **This course is double blocked due to mandatory lab time. No exemptions. Students will receive 6 AP credits for this course as well as 6 elective credits for the lab which will not factor into G.P.A.**

5034 Advanced Placement Chemistry (full year) (Grades 11 and 12)
5046 AP Chemistry Lab

Prerequisite: *80 or above in Honors Chemistry and Science teacher recommendation*
(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Honors Credit is given. Financial aid is available upon proof of need.)
This course is intended for students who have a strong interest in pursuing a college degree in science or engineering. The curriculum is a mathematically based introduction to college level chemistry. Successful completion of this course and the AP exam may allow students to receive college credit. Previous or concurrent enrollment in Physics is strongly recommended. Students will receive the textbook in June and will be expected to complete a summer assignment upon which they will be tested the first week of class. **This course is double blocked due to mandatory lab time. No exemptions. Students will receive 6 AP credits for this course as well as 6 elective credits for the lab which will not factor into G.P.A.**

5020 AP Environmental Science (full year) (Open to Grades 10, 11 and 12)
5049 AP Environmental Science Lab

Prerequisites: *Honors Biology and recommendation of Science teacher.*
(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Honors Credit is given. Financial aid is available upon proof of need.)
This course prepares students for the AP Environmental exam. The AP Environmental Science course is equivalent to a college-level introductory environmental science course, The aim of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Students will receive summer work in June. Class requires dedication and rigorous course work. **This course is double blocked due to mandatory lab time. No exemptions. Students will receive 6 AP credits for this course as well as 6 elective credits for the lab which will not factor into G.P.A.**

5030 Advanced Placement Physics 1 (full year) (Grades 11 and 12)
5047 AP Physics 1 Lab

Prerequisites: *Minimum final grade of 80 in Honors Algebra 2. Preferably concurrently taking Pre-Calculus Honors, but is not required*.
(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Honors Credit is given. Financial aid is available upon proof of need.)
AP Physics 1 is a first year, high-level, physics course that provides students with a challenging opportunity to apply their math and science knowledge to describe and model the physical world. The course is the equivalent of a college-level physics course taken by life science students. Course topics revolve around kinematics, dynamics, rotational motion, work, energy, conservation of momentum, simple harmonic motion, and the dynamics of fluids, as outlined by the AP College Board. Students will be expected to work at a fast pace, solve complex mathematical problems involving trigonometry, work independently and are expected to take the Advanced Placement Exam for Physics 1 given in May. Students contemplating whether to take AP Physics 1 in their Junior or Senior year may benefit from taking AP Physics 1 concurrently with a Calculus class, although this is not required whatsoever. Students interested in careers in physics, engineering, computer science, or the medical sciences will benefit from this course and may have course fulfillment in college if passing the exam in May. **This course is double blocked due to mandatory lab time. No exemptions. Students will receive 6 AP credits for this course as well as 6 elective credits for the lab which will not factor into G.P.A.**

FOREIGN LANGUAGES

Recognizing that all students are members of the global community, the South Hadley School District supports and encourages the study of foreign languages in order to provide the student with the opportunity to develop a better understanding and appreciation of the world in which we live.

In order to prepare for post-secondary education admission for competitive four year colleges and universities, 4 years of Spanish or Latin (at the high school level) is highly recommended. For successful admission to two-year colleges and many state colleges, at least three years of Spanish or Latin (at the high school level) is recommended.

4202 College Prep Latin 1 (full year)

First year Latin stresses vocabulary, inflections, and rules of syntax in both English and Latin in preparation for the further study of Latin. The course emphasizes the importance of English derivatives from Latin root words. It also includes an introduction to Roman civilization and culture.

4212 CP Latin 2 (full year)

Prerequisite: *Passing grade in Latin 1*

This course will continue to build on Latin vocabulary and grammar, as well as continue the studies of Greco-Roman mythology, culture, architecture, and geography. Emphasis will be placed on learning the culture of the Ancient Roman world especially during the time of the Punic Wars and the changes these wars caused leading up to the Roman Empire. Latin vocabulary and terminology having to do with these parts of the culture will be studied. We will also continue our study of English derivatives and grammar from Latin. Students will acquire the necessary tools to use their Latin roots, prefixes and suffixes for their everyday use in English. Students will also explore the mythology and culture of Ancient Rome and Greece in order to understand how they influenced the modern world around them. Students have the option of obtaining Honors credit, but do not need to sign up at this point in time. Honors leveling will be available in class through the teacher.

4112 Honors Latin 2 (full year)

Prerequisite: *85 or higher in Latin 1 & teacher recommendation*

This course covers the same material as CP Latin 2, however, it will be augmented by utilizing accelerated vocabulary studies, larger amounts of work to be finished in class as compared to CP, no to little support materials for use on assessments, assessments will be more in-depth as to amount of information expected as compared to CP, and there will be only one retake on assessments per quarter up to an 80% as aligned with SHHS policy.

4122 Honors Latin 3 (full year)

Prerequisite: *Teacher recommendation and passing grade in Latin 2*

The third level of Latin continues the development of the basic skills and reviews material acquired in Latin I and II. The students will acquire historical, political and economic background concerning the last days of the Roman Republic while reading Caesar's De Bello Gallico poetry selections from Catullus, Ovid and Lucretius. The students will increase their proficiency through these selections, as well as short adapted passages from Cicero, Livy and other Roman historical writers. In addition, students will explore Roman rhetorical and grammatical figures of speech and their influence on world literature.

4148 Honors Latin 4 (full year)

Prerequisite: *Teacher recommendation and passing grade in Latin 3*

The fourth year of Latin aims to further the comprehension and understanding of the Latin student in their grammar, reading ability, understanding, and enjoyment of the Latin language and culture. Along with covering a large portion of the material for the Advanced Placement level (id est Caesar's *De Bello Gallico* and Vergil's *Aeneid),* the Latin 4 student will explore other authors in authentic Classical Latin, Catullus, Ovid, Cicero, and Marcus Aurelius are some of the authors whose work will be researched. Political, cultural, and

social constructs will be researched and compared to our modern examples of similar matters. Latin 4 students will increase their linguistic accuracy and comprehension in prose and verse in both Latin and English, while learning to enjoy the themes that are common to all civilizations no matter how many millennia pass.

4258 College Prep Greco-Roman Mythology (full year)

Prerequisite: *Passing grade in Latin 1*

In this course we will investigate a variety of topics including: the creation of the universe and the structure of the cosmos, relations between gods and mortals, religion and divination, justice, society, family, love, madness, and death through the myths and legends of Ancient Greece and Rome. Myths are traditional stories that have endured for years, centuries, and even millennia. Some of them have to do with events of great importance, such as the founding of a nation. Others tell the stories of great heroes and heroines and their exploits and courage in the face of adversity. Still others are simple tales about otherwise unremarkable people who get into trouble or do some great deed. In those myths based on historical fact, we learn the legends of heroes and the genealogies of kings. This course will explore the beginnings of Greek culture and of Roman culture through their myths, recorded primarily in Homer, Hesiod, the Greek dramatists, and by later writers of the classical period such as the Roman poet Ovid, et al. As important as this rich textual record, is the physical evidence of Ancient Greek society. Finally, visual representations of the figures from myth and legend, found in vase paintings and sculptures, are essential to our full comprehension of the role of myth in the lived lives of the ancient Greeks.

4251 College Prep Hispanic Studies (full year)

Prerequisites: *Successful completion of Spanish 1*

This course, taught in English, will explore the rich and vibrant cultures of several Hispanic countries, including popular music and art. The class has a twofold purpose: to teach the skills required to understand, speak, and read high-frequency Spanish words and phrases and to guide students in an exploration of the cultures of Latin America through a variety of media and spaces in which to read, watch, listen, and speak in Spanish. Reading and speaking skills are developed through study of cultural audiovisual materials. Furthermore, we will investigate contemporary issues in Latin America cultures (displacement, immigration, LGBT, women's and indigenous rights).

4204 College Prep Spanish 1 (full year)

Prerequisite: none

In Spanish 1, students develop the ability to communicate about themselves and their immediate environment using simple sentences containing basic language structures. This communication is evidenced in all four language skills – listening, speaking, reading, and writing – with emphasis on the ability to communicate orally and in writing. Culture is integrated into each unit as students begin to explore and study the themes of Likes, Dislikes, Sports and Leisure Activities, School, Family, and Home.

4214 College Prep Spanish 2 (full year)

Prerequisite: *Passing grade in Spanish 1;* <u>All incoming 9th graders must receive 75 or higher on the Spanish 1 competency exam in order to enroll in CP Spanish 2.</u>

Students in Spanish 2 will continue to develop proficiency in the language, strengthening their communicative abilities across many topics and learning to speak and write in the past tense as well as the present. Students also continue to explore the cultures and cultural norms of the Spanish-speaking countries.

4114 Honors Spanish 2 (full year)

Prerequisites: *87 in CP Spanish 1 (incoming 9th graders must receive an 85 or higher on the Spanish 1 competency exam) and teacher recommendation.*

Students in Honors Spanish 2 will continue to develop proficiency, strengthening their communicative abilities across many topics and learning to speak and write in past tense as well as present tense. Honors level students will furthermore strengthen their receptive language skills by engaging with challenging listening and reading comprehension activities in an effort to prepare for Honors Spanish 3.

4216 College Prep Spanish 3 (full year)

Prerequisites: *Passing grade in Spanish 2 and teacher recommendation.*

In Spanish 3, students will continue to develop and refine their proficiency in all four language skills – listening, speaking, reading, and writing. Students will learn more complex language structures as they strengthen their communicative skills on a variety of topics. They will gain the ability to ask and answer questions while maintaining a simple conversation by increasing their vocabulary and incorporating future, conditional, and perfect tenses. Culture is integrated throughout the curriculum, allowing students a deeper understanding of the Spanish-speaking world.

4125 Honors Spanish 3 (full year)

Prerequisite: *83 in Honors Spanish 2, or 90 in CP Spanish 2, and teacher recommendation.*

Students in Honors Spanish 3 will continue to develop proficiency as they learn more complex language structures and strengthen their communicative skills on a variety of topics. Honors level students will furthermore engage with the themes of *friends and relationships, giving advice, attitudes and emotions, and hypothetical ideas* as they are introduced to the subjunctive mood. Culture is integrated throughout the course, and students are encouraged to explore daily life and cultural expression of people living in the Spanish speaking countries. Students in Honors Spanish 3 will read a novel written in Spanish.

4218 College Prep Spanish 4 (full year)

Prerequisites: *Passing grade in Spanish 3 and teacher recommendation.*

This class is taught partially in Spanish, as students concentrate on developing their speaking and listening skills. Students in CP Spanish 4 will practice using past, present, and future tenses and building their vocabulary as they maintain simple conversations on a variety of topics. Themes of *friends and relationships, giving advice, attitudes and emotions, and hypothetical ideas* become part of the conversation as students are introduced to the subjunctive mood. Coursework includes investigation into the causes, issues, and benefits of Latin American migration and immigration.

4134 Honors Spanish 4 (full year)

Prerequisites: *80 in Honors Spanish 3 and teacher recommendation.*

This class is conducted primarily in Spanish: students are expected to understand spoken and written Spanish and to respond in Spanish during the majority of class time. In Spanish 4, students continue to develop proficiency as they focus on speaking and listening skills. Students will be expected to read at least one novel and participate in class discussions around its content, in Spanish. Receptive language skills will be developed through regular listening to native speakers. Students will explore the issues and impacts of Latin American migration and immigration. The cultural expressions and norms of Spanish-speaking countries will be integrated across the coursework throughout the year. Students will participate in the National Spanish Exam, along with students at their level of language study across the country.

4136 Honors Spanish 5 (full year)

Prerequisites: *80 in Honors Spanish 4 and Teacher recommendation.*

This course has the following objectives: to develop the ability to converse in Spanish in a variety of contexts, to develop vocabulary and grammar structures sufficient for reading and understanding newspaper or magazine articles and literary texts, and to develop a meaningful appreciation for the cultures of the Spanish-speaking countries of the world. Classwork centers around the goal of providing students communicative ability in Spanish, with the objective of reaching an Advanced Low level of proficiency according to the ACTFL guidelines. Students will participate in the National Spanish Exam, along with students at their level of language study across the country. This course is conducted in Spanish.

4155 Honors Spanish for Heritage Speakers (full year)

Prerequisites: *None*

This is a 2 year Spanish language course designed for students who come from a household where Spanish is spoken. Its purpose and objective is to build on the language skills students already possess, with a focus on building reading and writing skills by increasing knowledge of grammatical structures and mechanics. Heritage speakers of Spanish will be given the opportunity to formally study Spanish, in order to develop an academic register, just as native English-speaking students study English. The curriculum incorporates Hispanic and Latinx literature, as well as authentic resources that focus on high-interest and culturally-relevant themes. This course explores and celebrates Hispanic cultures and their products while fostering development of communicative proficiency in a variety of contexts for a variety of audiences.

FINE AND APPLIED ARTS

The Fine Arts are considered to be a Core Academic by the United States Department of Education, as well as the Massachusetts Board of Education. Without an extensive education in the creative and expressive processes that are fundamental to the Arts, a student's education is incomplete.

Through the Fine and Applied Arts programs, students are able to experiment, express themselves, explore and achieve personal goals through a variety of carefully designed curricular and co-curricular activities and lessons.

Visual Art

We take pride in our solid program, which emphasizes the making of art, solving complex visual problems, art history, and development of the ability to verbalize about art.

The Art courses offered provide a sequential program of experiences that will enable the future artist to pursue post-secondary education in art or to continue making quality art as an avocation. We provide an environment in which the student will develop the abilities of artistic expression. Students are introduced to a variety of media and techniques that develop, challenge, and enhance creative thinking, problem solving and individual expression.

8325 Art I (half year)

Prerequisite: *Arts Exploratory of equivalent*

In this course students learn the fundamentals of visual communication. Students learn how to observe and approach visual and spatial problems, and begin to develop their personal style. Drawing, painting, design, and sculpture are all covered in this course. Art History is a strong component of this course. This course provides the necessary and substantial foundation for further study in Art.

8326 Art II (half year)

Prerequisite: *Passing grade in Art I*

This course is a continuation of skills learned in Art I. Students are challenged with more difficult and complex visual problems, while strengthening skills and developing their personal style. Art History is a strong component of this course. Keeping a sketchbook and working outside of class is a requirement.

8413 Clay and Sculpture Forms 1 (half year)

Prerequisite: *Arts Exploratory or equivalent*

In this course students will learn about 3-dimensional art. Students will gain a working knowledge of sculpture by studying sculpture throughout history and working in various media. Students will create pieces using clay, plaster, cardboard, fibers, found objects, papier-mâché, wire, wood, and other materials. Students will learn safe and proper use of a variety of tools to solve visual and spatial problems. Students will have the opportunity to complete both individual and collaborative sculptures.

8414 Clay and Sculpture Forms 2 (half year)

Prerequisite*: Passing grade in Clay and Sculpture Forms I.*

In this course, students will explore more complex sculpting techniques and materials. This class provides students the opportunity to create their own focus area through individual choice projects.

8328 Ceramics (half year)

Prerequisites: *Arts Exploratory or equivalent*

For the student seriously interested in art-making with clay, this course will provide opportunities for exciting hand-building and wheel-thrown pottery with students developing a thematic body of work.

8408 Art Portfolio (half year) (Open to Grades 11 and 12)

(This course may be taken more than once)

Prerequisite: *Must have the teacher's recommendation.*

This class is for the serious, self-motivated, mature art student who plans to pursue either a minor or major in art following graduation. The curriculum is loosely modeled after the "Advanced Placement Studio" course design, challenging students to create a portfolio with both a concentration in theme and a breadth of skills demonstrated. Keeping a sketchbook and working at home is a requirement. Students will create a diverse individual portfolio, write an "artist's statement", participate in critiques, and prepare their artwork for display.

8409 Digital Photography 1 (half-year)

Prerequisite*: None.*

This course teaches students how to improve their digital photography skills and to enhance their photographs using Adobe software. The course focuses on basic photography techniques, usage of a digital camera, visualizing a "good" shot, using lighting, and manipulating photos for premium presentation. Students will be involved in a variety of photographic projects and will utilize equipment in the computer lab to "process" and print.

8410 Digital Photography 2 (half-year)

Prerequisite: *Passing grade in Digital Photography 1*

This course is a continuation of Digital Photography, refining students' basic understanding of photography skills and design principles. Students will learn more advanced processing techniques by learning to take RAW photos and process them, while continuing to learn further in Adobe software. This course is designed for the motivated, independent learner with a passion for photography. The course includes many long-term projects that involve work in class, at home, and after school in the lab. Students will be required to present a final portfolio and/or exhibit of their work as part of the final exam grade.

8080 Advanced Placement Studio Art (full year)

Prerequisite: *Teacher recommendation*

(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Honors Credit is given. Financial aid is available upon proof of need.)

AP Studio Art is for highly motivated students who are seriously interested in the study of art; the program demands significant commitment AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year . The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. ***Students are strongly encouraged to begin their AP Studio course as Advanced Portfolio in their Junior year, in order to provide enough time and practice to complete the Portfolio requirements.***

Music and Drama

In music, people express ideas and emotions that they cannot express in language alone. In order to understand the range and depth of the human imagination, one must have knowledge of the arts.

The Music department pledges to create a positive and supportive learning environment. We provide a program of high quality music education and training in which members will build a foundation for life-long contribution to the cultural enlightenment of the community.

8204 Theatre Arts (half year) (Open to all Grades)

***Prerequisites**: None*

Theatre Arts is a performance-based course designed to introduce students to the basic elements of Theatre. Students will develop basic acting skills such as pantomime, improvisation, physical character building, voice work, script analysis and emotional connection. Students will be expected to memorize and perform contemporary monologues and scenes and develop believable characters, physically and emotionally. Projects include performing scripted scenes and monologues, keeping a journal to reflect upon their own work, and reviewing peer performances.

8513 Chorus (half year) (Open to all Grades)

***Prerequisite:** None*

The SHHS Chorus is the primary vocal ensemble on campus. This choir sings repertoire from a wide variety of styles and artists. In this course, you will learn how to read and interpret music along with how to perform music in a group setting. This class is perfect for anyone who has ever loved singing. There is no better feeling than filling out four part harmony with your friends. Besides, who wouldn't want to spend an hour every school day making music?

8514 Concert Band (full year) (Open to all Grades)

***Prerequisites:** None*

Participation is open to brass, woodwind, and percussion players. The Concert Band will focus on advanced repertoire including class works for wind band and orchestral transcriptions. Participation in this course requires attendance at all concerts including Graduation, and adjudication festivals. Please be aware that some concerts take place off of school grounds and outside of the school day. Students in this ensemble are strongly encouraged to take private lessons. Daily individual practice and preparation are imperative. Students who take this class for honors credit must hold a leadership role, provide extra help for other concert band students, and work on extended projects. Students who wish to begin a concert band instrument should see the Band Director.

8503 Guitar 1 (half year) (Open to all Grades)

***Prerequisites:** None*

Have you ever wished you could play Guitar? This class will take you through the fundamentals of performing covers of the most popular songs as well as your own music. Areas of study include melodic and harmonic playing, learning basic chord progressions, and performing cover songs as well as writing original music.

8505 Fundamentals of Music Theory (half year) (Open to all Grades)

***Prerequisites**: None*

This is an introductory course designed for students looking to learn more about the way music functions. In this class, we will begin to develop a working knowledge of pitch, rhythm and the underlying machinations of the music we hear every day. Students enrolled in this course will learn about the structure of music through different musical styles and genres. This class is perfect for music students looking to build up their music knowledge or beginners looking to learn more about how music works.

8506 Piano (half year) (Open to all Grades)

***Prerequisites**: None*

Piano is one of the most versatile instruments and this course will give students the basic skills needed to play. Some of the most prominent musicians that have ever lived started on the Piano and it continues to be one of the more popular instruments in the world. This course will focus on beginning Piano technique and playing melodies.

8020 Advanced Placement Music Theory (Full-Year) (Open to grades 10, 11, and 12) ***Prerequisite:*** *85 or better in Music Theory Fundamentals, or pass a placement exam*

(In order to earn AP credit, students must take the AP test for this subject. If students do not take the AP test, Honors Credit is given. Financial aid is available upon proof of need.)

The goal of this course is to develop a student's ability to recognize, understand and describe the basic materials and processes of music that are heard and presented in a score. To that end, students will work on creative tasks in melodic and harmonic dictation, composition of a bass line for a given melody and implying appropriate harmony, realization of a figured bass, realization of a Roman numeral progression, analysis of repertoire and sight singing. Other topics that will be covered are functional triadic harmony in traditional four voice texture, cadences, melodic and harmonic compositional process, phrase structure, small forms and modulation to closely related keys. Students will be prepared to take the AP Music Theory exam.

PHYSICAL EDUCATION

Students will learn various life-long recreation sports, team sports or have the option to take personal fitness. Conforming to state requirements, all Physical Education classes are offered co- educationally. Participation in Physical Education is a state requirement for all secondary school students. Students may be excused from this course only through the submission of a doctor's certificate.

468 Grade 9 Physical Education (half year)

This course introduces students to all of the physical education courses that are available. Students will participate in physical activities that develop motor skills and physical fitness. This will be accomplished through instruction in a variety of individual and team sports and fitness activities.

429 Grade 10 Health Seminar (MANDATORY for all Grade 10 students) (half year)

Prerequisite: *None*

This course is a semester course that will guide students through the many dimensions of wellness. Students will develop skills needed in confronting difficult situations; understand health prevention and promotion techniques that will establish a solid personal health education. Students will become health literate in making positive and healthy decisions while preparing them for life after high school. Unit focus: Identity, Human Sexuality, Healthy/Unhealthy Relationships, Alcohol/Vaping/Substance Abuse, Mental Health/Stress and Mediation.

402 Personal Fitness (half year) (Open to all grades)

In this class, students will learn the health and skill components of fitness. This will include, exercise guidelines, principles of training, muscular fitness, cardiovascular fitness, target heart rate, and weight room safety. Students will participate in activities such as weight lifting and various aerobic/anaerobic activities. Throughout this course students will also gain knowledge and skills needed to develop a lifelong pattern of physical activity. The class will be a combination of classroom and weight room activity.

456 Team Games (half year) (Open to All Grades)

This course is designed for the student who enjoys team sports. The activities will be played at a moderate to high level of skill and intensity. The focus will be on team play, strategy, and sportsmanship. Some of the activities included are: ultimate frisbee, team handball, floor hockey, flag football, soccer, volleyball, basketball, and softball. It will also include some net sports such as badminton and table tennis.

457 Officiating (half year) (Open to Grades 10, 11, and 12)

The focus of this course is to introduce students to rules of games played in Physical Education as well as rules involved in traditional sports such as football, soccer, volleyball, field hockey, basketball, baseball, and softball. Students will learn the techniques of officials and will be responsible to utilize this knowledge in Physical Education game play. The class will be a combination of classroom and game play.

464 Strength Training and Conditioning (1/2 year) (Open to Grades 10, 11, and 12)

This advanced level course is designed for students interested in resistance training and cardiovascular conditioning as a means of enhancing their individual performance. Students will learn the importance of proper warm-up and stretching as well as proper lifting technique and strength training principles. Students will become more familiar with exercises that can be used to maintain a healthy lifestyle as well as improve the strength, conditioning, and skills that are applicable to a student's particular sport(s).

465 MVP (half year) (Open to All Grades)

Are you ready to take your team games class to the next level? This course will provide students with the opportunity to participate in an intense and advanced gameplay. This class will learn and utilize the sports education model periodically throughout the semester. Some units to be covered include; flag football, basketball, speedball, Olympic badminton, soccer, etc.

466 Project Happiness (half year) (Open to Grades 10, 11, and 12)

This course will promote self-awareness, help teens realize that the choices they make each day are the building blocks of their adult lives, and to empower them to make informed decisions that are in their long-term best interests. They will also learn to manage their emotions, improve focus and academic performance, develop empathy and improve relationships, build emotional resilience, and identify and build on their strengths.

431 Tiger Ride (half year) (Open to All Grades)

This course is an introduction to indoor group cycling. It is designed to teach a safe and effective aerobic workout by using a stationary bicycle in a seated or standing position. Cycling is a full body, aerobic exercise that can help strengthen the heart, lower blood pressure, reduce stress, and boost energy levels.

470 Strength for Stress Release (half year)

Strong Minds, Strong Bodies is a semester-long high school physical education course designed to address both the physical and mental well-being of students. The course aims to introduce students to strength and conditioning techniques while integrating stress-relief practices to support mental health. Through a combination of resistance training, cardiovascular activities, mindfulness exercises, and education on coping mechanisms, this class will empower students to build resilience, manage anxiety, and develop lifelong healthy habits. Students will learn how physical fitness can be a tool for stress management, providing them with strategies to navigate anxiety in and out of the classroom. The course will foster a supportive environment that encourages open dialogue, self-awareness, and holistic wellness. This course is ideal for students who experience anxiety or high stress and are interested in learning how physical activity can positively impact their mental health. It is also suitable for students who want to deepen their understanding of the mind-body connection.

467 Strength & Conditioning – Criminal Justice Program (6 credits)

The criminal justice program is designed to give students an in-depth view of the criminal justice system, as well as a variety of criminal justice related careers. This course provides rigorous academics alongside physical fitness, scenario-based training, and defensive tactics. This course will prepare you for the Police Officer Physical Abilities Test that consists of four events that require you to perform simulations of activities that are part of the police officer's job.

This course will focus on different types of training as well as …..

- **Mobility Training:** Increasing mobility to gain flexibility, and mitigate common injury risks (knees, ankles, hips, shoulders, etc).

- **Strength & Power Training:** Developing the baseline strength to be effective in any environment or situation.
- **Cardiovascular Training:** Developing the baseline capacity to work at an elevated heart rate.

SPECIAL EDUCATION

The Special Education Department supports students with disabilities, their families, and school staff to resolve concerns and access services as required by state and federal special education and civil rights legislation. The purpose of special education is to provide a free, appropriate, public education in the least restrictive environment for qualifying students with disabilities.

We believe that all students can learn and participate as valued members of our high school community. To this end, the Special Education Department strives to support students with disabilities to discover their strengths, interests, and preferences; develop personal relationships with peers and teachers, and understand and self-advocate for the accommodations needed to succeed as learners. We seek to promote personal responsibility, student management of learning needs, and skill development that will allow all students to make decisions with confidence. We believe that our role as educators is to prepare students to transition seamlessly from high school into adult life.

It is our goal to provide the support that all students need to succeed in school. Options for supporting students include:

- Pre-referral screening to identify specific skills to teach to support student success;
- Review of the District Curriculum Accommodation Plan to identify accommodations that will support student success;
- Development of DCAP plans, safety plans or health care plans to coordinate student support services.
- Request a CORE evaluation if there are specific areas of suspected disability identified by students, family members, teachers, or other providers.

Special education services are determined based on the requirements of state and federal law and regulations. For more information about eligibility, services and accommodations, and placement requirements, please refer to the Massachusetts Department of Education website at www.doe.mass.edu/sped.

Special Education Services at South Hadley High School include:

- Identification of a liaison to coordinate services for all eligible students;
- Provision of specialized instruction and related services as indicated in state and federal regulations;
- Specialized reading instruction;
- Classes taught by a special educator;
- Academic tutoring (AT); The department recommends that all students who have IEPs consider enrolling in Academic Tutoring. In these small group sessions, students work individually or with others on assigned class work, homework, or make-up work from other academic classes. The main focus of this course is to develop successful organization and study skills within the context of the student's regular course work. Students may use this time to have concepts and skills re-taught and reinforced. This course is designed to complement your studies by allowing you access to all available resources – texts, calculators, computers, teacher guidance & peer support – to help you meet success in all your academic courses.
- Alternate Standard classes taught by a special educator in English, Math, History, and Science. These classes are substantially separate classes that focus primarily on basic skills needed to pass required state-wide assessments and meet graduation requirements;
- Core Modified classes taught by a special educator in Life Skills, Math, and Reading. These classes are substantially separate classes that focus primarily on remediation and on essential questions needed to submit portfolios to meet requirements of state-wide alternate assessments; and,
- Community-based education coordinated by a special education liaison. These learning opportunities are provided for students who require specialized instruction to access community experiences and prepare for their transition for high school.

A Special Education TEAM recommendation is required for entrance into the following programs.

9010 (S1)/ 9011 (S2) Academic Tutoring (This class may be taken more than once)

The department recommends that students who have IEPs consider enrolling in Academic Tutoring. The main focus of this course is to develop successful organization and study skills within the context of the student's regular course work. Students receive explicit instruction in Executive Function, Self Determination and Self Advocacy skills. They may use class time to have concepts and skills re-taught and reinforced. The course is designed to complement the student's studies by allowing access to all available resources – texts, calculators, computers, teacher guidance & peer support – to help meet success in all academic courses.

9021 Social Thinking 1 (full year) (Open to all grades)

Social Thinking is designed to teach students to use complex critical and social thinking skills to interpret and respond to information presented in the classroom and beyond. Social Thinking will use strategies designed to support individual strengths and weaknesses in processing social information, comprehending literature and improving written expression. Students will understand that there is a sophisticated set of social skills needed to build relationships, be organized, and effectively solve problems. The course will offer strategies that address abstract concepts such as reading the hidden rules of different situations, perspective taking, and emotional regulation, all of which require the student to read non-verbal and verbal cues and self-monitor their own behaviors.

9022 Social Thinking 2 (full year) (Open to students who have completed Social Thinking 1)

Social Thinking 2 is a course that will be offered to students who may benefit from a second year of explicit instruction in the area of social communication. This course will focus on the sophisticated set of social communication skills required to build relationships, be organized, and effectively solve problems. The course will also offer practical strategies to assist the student in understanding abstract social concepts like reading the hidden rules of various situations, perspective taking, and emotional regulation, all of which require the student to read non-verbal cues and self-monitor their own behaviors.

Creative Writer's Intervention 1 (9/10) and 2 (11/12)

Target Audience: *Students identified as having a writing goal and/or communication disability*

Objectives:

- Dedicate time to writing on a daily basis and for a variety of purposes
- Build on existing writing skills and remediate weaknesses
- Foster student interest and motivation in writing
- Use technology tools for writing and collaboration
- Use rubrics as writing tools
- Teach sentence building techniques as well as variations in sentence structure

9023 Creative Writer's Intervention 1 (full year) (Open to Grades 9 and 10)

This is a full year intervention and support based writing course open to all 9 and 10th grade special education students requiring writing or communication support. Weekly mini-lessons would focus on the basics of writing skills and build in rigor in preparation for standards based testing. Emphasis will be placed on teaching strategies for planning, revising, and editing student writing. Students will be given explicit writing instruction in pre-writing strategies as well as using a graphic organizer independently. Direct instruction will be provided on using a checklist and rubric to guide student writing. Students will set goals for their writing as well as monitor and reflect on their progress through a writing portfolio. The course will have a primary focus on preparing for MCAS style writing prompts and long compositions but students will also be provided opportunities to write for other purposes such as:

Communication: personal letters, business letters, and emails

- Informing: short reports, descriptions, and how-to's
- Persuading: expressing opinions
- Learning content: summarizing and paraphrasing

- Entertaining: composing short stories
- Reflection: writing responses to literature
- Collaboration: writing and editing with a peer or small group

Students will use technology such as a word processor as well as Google Docs in this course.

9024 Creative Writer's Intervention 2 (full year) (Open to Grades 11 and 12)

This course is a full year intervention and support-based writing course open to all 11 and 12th grade special education students requiring writing or communication support. Weekly mini lessons would reinforce the skills and strategies taught in WIW 1 as well as a focus on college and career readiness writing. A main focus of this course will be editing and revising the 4 types of writing: narrative, descriptive, expository, and persuasive writing. Students will also receive explicit instruction and support focusing on the 5 elements of writing; a clearly stated central idea; organization, supporting material and analysis; expression and word choice; as well as spelling, grammar, and punctuation. Students will set goals for their writing as well as monitor and reflect on their writing through a writing portfolio. Students will use technology such as a word processor as well as Google Docs in this course.

Alternate Courses (Core)

In order to enroll in an 'Alternate' course, students must qualify for special education services. In addition, students must demonstrate the need for specialized instruction within the content area. Before enrolling in these courses, the student's special education team must determine that the student will be unable to achieve in the general education setting and requires a more restrictive setting. Students enrolled in these courses require a modified curriculum that emphasizes the essential skills and concepts.

1249 Core Alternate English 9
1259 Core Alternate English 10
1269 Core Alternate English 11
1279 Core Alternate English 12

Students will be actively engaged in developing critical reading skills, writing skills, and oral language and listening skills. Emphasis will not only be on different types of literature, but also on the application of skills to demonstrate and to communicate across the high school spectrum. In addition, students will learn and develop active reading skills that will allow them to make more meaningful connections to what they read. Preparation for the Grade 10 MCAS English Language Arts Test will be emphasized throughout the year in both Alternate English 9 & 10.

3249 Core Alternate Math 9
3259 Core Alternate Math 10
3269 Core Alternate Math 11
3279 Core Alternate Math 12

Students will be actively engaged in learning and retaining mathematical concepts from Algebraic and Geometric topics. This course will reinforce the basic skills needed to prepare students to succeed in Algebra and Geometry. Math standards-based curriculum will be used in this class along with alternative and multi-modal ways to access the curriculum. Students will be formatively assessed frequently in the program and preparation for the Grade 10 MCAS Mathematics Test will be emphasized throughout the year in both Alternate Math 9 and 10.

5229 Core Alternate Science 9
5239 Core Alternate Science 10
5269 Core Alternate Science 11
5279 Core Alternate Science 12

Using a combination of instructional videos, printed materials, writing exercises, laboratory investigations, and tests and quizzes, the concepts of biology will be investigated. Life on Earth and its interactions with both living and nonliving matter will be studied. Students investigate living things through the scientific

process. Students in this course will experience the same curriculum as the College Prep Biology level with some modifications of the delivery and assessment of the course content.

3301 Core Alternative Math Portfolio Building (full year) (Open to Grades 11 & 12)

This class would be geared to those 11th and 12th plus grade students who have not successfully passed the MCAS mathematics test and continue to score below a 220. Students will be instructed in necessary math standards to complete a MCAS competency portfolio. MCAS competency portfolios require each student to complete 4 problems in each topic area, and each student must score 75% accuracy on each standard in order for it to count towards their competency portfolio.

2281 Core Alt American Government (full year)

This course is a general survey class of the American Government. This class will provide students the opportunity to learn about the government of the United States at the federal, state, and local levels. Students will explore the purpose of government and will examine how various governments meet the needs of the people. Students will examine the duties, responsibilities, and individual roles of citizens in a democracy, as well as prepare them to become contributing members of American society.

2279 Core Alt U.S. History (full year)

This course is a general survey class of American History that examines major historical events from the Industrial Revolution until modern day. The course will involve a thematic and chronological approach to history. The emphasis will be on refining students' ability to read for comprehension and critical analysis, summarize, categorize, compare, and evaluate information, write clearly and convincingly and express facts and opinions orally.

2282 Core Alt World History (full year)

This course will provide a general survey of world geography and civilizations building from middle school. Students will explore themes and chronology in world history, helping students to gain a more global view and understanding of world cultures and how world history relates to where we stand today.

2280 Core Alt Sociology (full year)

This course is a general survey class of American Sociology. This class will provide students with the opportunity to examine how groups, or social structures, that one belongs to have a profound influence on the way they think, feel, and act. Sociology looks at groups rather than individuals. This course will take a thematic approach: major themes include deviance and social control; inequalities of gender, race, class, age and disability; as well as social issues surrounding modern sports.

2284 Core Alt Intro to Psychology (full year)

This course will discuss many aspects of human behavior including development, memory, learning, abnormal behavior, disorders/treatments as well as concentration on case studies. Career opportunities as well as possible field trips and internships will also be discussed. This course would be designed for students on IEPs.

1202 SP CP English 9

This course is taught by a teacher who is certified in both Special Education and English. Students selecting this course should be reading at or near grade level and be able to write multi-paragraph essays complete with thesis statements and topic sentences. Students will cover a range of literature and nonfiction writing that focuses on the discovery of one's identity. Emphasis will be on developing and applying advanced grammatical constructions to expository writing as well as developing and applying reading and critical thinking skills. Students will read 3-5 novels, as well as various short stories, poems, articles, and essays throughout the year. Students will build upon previously learned research skills to develop a research project.

1216 SP CP English 10

This course is taught by a teacher who is certified in both Special Education and English. Students selecting this course should be reading at or near grade level and demonstrate the ability to write multi-paragraph essays. Students will be actively engaged in developing critical reading skills, writing skills, and oral language

and listening skills. The analysis of poems, novels, plays, short stories and nonfiction by both American and European authors will be stressed to enhance and expand individual skill base. Students will continue to work on expository writing skills. They will also be required to complete a research project. Preparation for the Grade 10 MCAS English Language Arts Test will be emphasized throughout the year.

1261 SP CP English 10 W

This ELA College Prep 9/10 class is a full credit co-taught English Language Arts class that will focus on the plethora of needs in the general education, 504, and Special Education, and MCAS driven setting. Following the same curriculum as the College Prep English 9 and 10 classes, the 9/10B classes will learn at a more accessible pace, covering the foundational skills of grade-level comprehensive reading and writing with the omittance of one text requirement for the year, allowing students to move at a more moderate pace.

1219 SP CP English 11 American Literature

This course is taught by a teacher who is certified in both Special Education and English. The course will concentrate on American literature from 1800 through the present. Students will read novels, plays, poems, short stories and nonfiction. Students will develop their ability to understand and interpret literature in relation to their own experience, historical context, and major themes found in the readings. Students will refine their skills as effective readers and further develop the capacity to write about literature. Students will be expected to complete a successful research project.

1235 SP CP World Literature 12

This course is taught by a teacher who is certified in both Special Education and English. Students will continue to develop their writing skills, oral language and listening skills, and critical and evaluative reading skills to be college and career ready. Readings will be taken from literature written by European and British authors, and selections will range from Classical Greek literature to contemporary works. Discussions will emphasize the tragic figure, the utopia, and the search for truth and justice. Writing will focus on literary analysis and argumentation.

3209 SP CP Algebra 1A

This course is taught by either a teacher certified in Special Education and Math or by a content area specialist with a Special Education teacher. This course covers the first half of the Algebra 1 curriculum at a pace that allows more students to be successful at mastering the concepts of Algebra. Topics include: simplifying expressions, solving linear equations and inequalities, working with functions, and solving systems of equations. *Students are strongly encouraged to purchase a TI-83 or TI-84 graphing calculator for use in this and all subsequent math courses.*

3204 SP CP Algebra 1B

***Prerequisite*:** *Algebra 1A or its equivalent*

This course is taught by either a teacher certified in Special Education and Math or by a content area specialist with a Special Education teacher. This course covers the second half of Algebra 1. Topics include polynomial operations including factoring, graphing and solving quadratic equations, exponential functions modeling growth or decay, and data analysis. After completing Algebra 1A and Algebra 1B, students will have a firm foundation in Algebra and be ready to continue their study of mathematics in Algebra 2. *Students are strongly encouraged to purchase a TI-83 or TI-84 graphing calculator for use in this and all subsequent math courses.*

3211 SP CP Geometry

Prerequisite: *Algebra 1A; B in Algebra 1A if this course is being taken concurrently with Algebra 1B*

This course is taught by either a teacher certified in Special Education and Math or by a content area specialist with a Special Education teacher. This is a college preparatory program that is designed to help students discover, learn, and apply geometry. Students will be challenged to make connections between concrete examples and abstract concepts and to see geometry in the world. Built into the study of geometric concepts will be a review of key algebraic concepts, including solving and graphing linear equations. *Students are strongly encouraged to purchase a TI-83 or TI-84 graphing calculator for use in this and all subsequent math courses.*

5211 SP CP Biology 9

This course is taught by a teacher who is certified in both Special Education and Science. This course, through lectures, class discussion and laboratory investigation, enables students to examine all aspects of Biology: structure, function, behavior, environmental relationships and evolution. It concentrates on the laboratory study of cells and activities that enhance the study of genetics, ecology, evolution, and human anatomy/physiology.

5234 SP CP Earth and Space Science

This course is taught by a teacher who is certified in both Special Education and Science. Earth and Space science is an in-depth study of earth and space. This includes meteorology, oceanography, geology and astronomy. Each term will be devoted to one of the four parts of earth space science. Meteorology will include studying hurricanes, weather patterns and climate change. Oceanic currents, waves and the geology of the deep ocean are topics that will be studied in Oceanography. Astronomy will include the study of our galaxy, stars and the universe. Plate tectonics, geologic time and minerals will be studied in Geology. Self-motivation, ability to work well in groups and independently and an interest in earth and space science are necessary. Students will be exploring the above topics through readings, class discussions, investigations, projects, and labs.

2254 SP CP U.S. History I

This course is taught by a teacher who is certified in both Special Education and History. This course will cover United States History from the American democratization and expansion after the establishment of America's republic to the Progressive Era. The course will involve a thematic and chronological approach to history supported by coverage of the state history frameworks. Frequent reading and essay writing will be expected.

2224 SP CP U.S. History 2

This course is taught by a teacher who is certified in both Special Education and History. This course will cover United States History from 1865 to the present. The course will involve a thematic and chronological approach to history supported by coverage of the state history frameworks. Frequent reading and essay writing will be expected.

2208 SP CP World History

This course is taught by a teacher who is certified in both Special Education and History. This course will cover world geography and civilizations. The course will offer a thematic and chronological approach to history supported by coverage of the state history frameworks from World History I and World History II.

9161 Core MODIFIED English (all grade levels)

Students will be actively engaged in developing critical reading skills, writing skills, and oral language and listening skills. Emphasis will not only be on different types of literature, but also on the application of skills to demonstrate and to communicate across the high school spectrum. In addition, students will learn and develop active reading skills that will allow them to make more meaningful connections to what they read.

9162 Core MODIFIED Science (all grade levels)

Students will be exposed to several topics in science and build an understanding of how science impacts their daily lives. Students will do this through a variety of activities and classroom assignments. This four-year graduation plan that would result in a course is designed to be taken by students on IEP's in any grade, who are not participating in a typical diploma.

9163 Core MODIFIED Mathematics (all grade levels)

Modified Mathematics utilizes curriculum such as TouchMath and Unique Learning to teach foundational math skills. This course is designed to be taken by students on IEPs in any grade, who are not participating in a typical four-year graduation plan that would result in a diploma. Students who take Modified Mathematics participate in lessons that strengthen basic computational skills, pattern recognition, time-telling, money management, budgeting and problems.

9026 Core MOD Social Communication

The Life Skills Classroom (LSC)

Program Overview: The Life Skills Classroom (LSC) at South Hadley High School is a program designed for students with moderate to severe disabilities who have demonstrated a need for educational support in the areas of:

- intellectual and/or social development
- self-management
- communication
- medical
- behavior
- and/or motor skills

Striving to serve students with a variety of intellectual and adaptive challenges within the student's Individual Education Plan (IEP), students may receive all academic instruction in this specialized program or participate in one or more subject areas in their age-appropriate general education classroom dependent on student interest and post-high school goals. The LSC curriculum includes functional instruction in daily living skills, travel training, and access to community resources in preparation for success and independence in adult life. In addition to the LSC curriculum, students may be enrolled in Functional Language Arts and Functional Math courses.

The LSC operates on the following beliefs: All students can become active participants and contributing to members of our school and community. Social integration in the school community is an essential component toward becoming a part of the larger community. Collaboration between home and school greatly increases successful educational outcomes. Inclusive teaching practices are heavily emphasized, and include differentiated instruction, modifications, accommodations, and supplementary aids and services pertinent to the student's level of need in the least restrictive environment. These practices are evident regardless of a student's ability to function independently.

9166 Core MODIFIED Life Skills (all grade levels)

Modified Life Skills is a program of instruction for students on IEPs. The focus of the course is for students to develop the appropriate skills necessary for independent living to help students transition from high school into their post-secondary life. This course provides students with hands-on instruction in independent living skills, both in the life skills apartment and in the community. Direct instruction in social cognition skills is also provided. Other topics studied throughout the year are tailored to the needs of the students in the class. The course includes some community outings, accessing public transportation, and weekly life-skills labs.

9167 Core MODIFIED Life Skills Course (LSC, FDL): Functional Daily Living (9-postgrads)

This course encompasses a wide range of skill sets, all pertaining to post-school outcomes and what it takes to be a successful, healthy, and happy adult in today's society. Some of the subjects covered in this course include:

- cooking
- nutrition
- household skills (cleaning, taking out trash, recycling, picking up/putting away materials)
- personal hygiene
- safety
- navigation
- leisure/recreation expansion (specifically, widening a student's interests and opportunities to try new activities)
- self-advocacy and social skills

Students will also be able to access the community to build upon their independent living skills in the real-world setting. Sample lessons during community outings include: grocery shopping for cooking class, general shopping for hygiene and other personal items, practicing safety skills and identification of community leaders, money management, and exploring and experiencing

community-based recreation and learning opportunities.

In future years, this course may need to be revised to have FDL I and FDL II course offerings.

9168 Core MODIFIED <u>Life Skills Course (LSC, Vocational): Vocational Training</u> (11-postgrads)

Vocational training is closely linked with other LSC courses but really emphasizes career exploration and transferable work skills. Dependent on ability and interests, students can begin building job readiness skills. Curriculum will focus on:

- Essential Business Skills
- Career Exploration
- Workplace Vocabulary
- Resume Building
- Interview Skills
- Mock Interviews

Time management and organization are integral components to entering successfully into the workforce. Students are required to manage and maintain their personal schedules and be on time and prepared for class at the start. Technology is heavily emphasized in this course as well, as the following will be discussed:

- digital job applications
- timecard systems
- online job searching
- virtual job shadowing
- trial-run uses of calling potential and current employers

Additionally, students utilize computers and iPads to thoroughly research job fields to determine: education, salary, and basic job requirements. Finally, students will work with a variety of outside agencies to further develop pre-employment skills. Such partnerships include:Viability (Massachusetts Rehabilitation Center) and New England Business Associates (NEBA). This is an ideal course for those who can participate in post-school employment and want to expand their skill sets and knowledge about available job opportunities. Ideally, students would enroll in this course to assist in the preparation for employment (including supported); following their last year in the LSC Vocational Training students would enter such organizations as Project Search (NEBA) to further their pre-employment skills in a non-high school setting.

9169 <u>Life Skills Course (LSC, Consumer Math): Consumer Math</u> (11-postgrads; Prerequisite: Mod Math course or higher-level math)

It is assumed that students in this course have had basic exposure to general math concepts. Such concepts as: basic mathematical operations and money recognition. This course has a heavy emphasis on math for real world application. Students learn:

- Income
- Budget
- Dollars/Coins
- Checking/Savings Accounts
- Paying Bills
- Income Tax
- Sales Tax
- Tipping
- Discounts
- Insurance
- Rent/Mortgage

If time allows, other concepts are explored, such as:

- fractions and measurements for recipe making
- reading a temperature gauge
- using a digital/analog clock to accurately tell time

Other Services

From time to time, students require other services not listed above. These services could include adjustment counseling, modifications in the classroom, homework/performance-monitoring, after school programs, etc. These services are fully explained at TEAM meetings or can be discussed with the Department Chair for Special Education or any Special Education staff member.

STUDENT SUPPORTED ALTERNATIVE PROGRAM

These courses are for students who need to recover credits they have lost due to attendance or grades. A student must be recommended by a teacher and school counselor to be eligible for these courses. *It is important to note that while these courses meet SHHS graduation requirements, they are not recommended courses for college admissions.

9321 Integrated Science (full year) (6 credits)

Prerequisite: Teacher and school counselor recommendation required

This integrated science class will incorporate lessons and activities from various scientific disciplines including biology, environmental science, earth science, chemistry, and physics. This course meets SHHS graduation requirements.

9333 Integrated Math (full year) (6 credits)

Prerequisite: Teacher and school counselor recommendation required

This integrated math class will incorporate lessons and activities from various content areas that are included, but not limited to the following: basic Algebra, Geometry, and Life Skills Math. This course meets SHHS graduation requirements.

9335 Integrated Seminar (full year) (6 credits)

Prerequisite: Teacher and school counselor recommendation required

Conflict is a normal part of life that we encounter in our relationships with friends, family, and classmates. Conflict also exists between different groups in our communities and at the global level between and within nations. Good leadership is essential at all of these levels to ensure that conflicts are dealt with constructively rather than destructively. This course explores the phenomenon of conflict, focusing on various nonviolent strategies for managing, resolving, and transforming it. Major areas of study include causes of conflict, individual conflict styles, mediation, negotiation, and arbitration strategies, and techniques for effectively preventing conflict. Skills gained in this course – including interpersonal communication, analysis, and mediation/conflict resolution – will continue to be relevant and useful in students' relationships, education, and workplace.

9338 Integrated Humanities (full year) (6 credits)

Prerequisite: Teacher and school counselor recommendation required

This integrated course includes English and Social Studies lessons and activities. The content area includes developing critical reading skills, writing skills, oral language, and listening skills. It also covers American History, World History, and current social, political, and economic events. This course meets the SHHS graduation requirement for an English or Social Studies course.

9339 Integrated Social Studies (full year) (6 credits)

Prerequisite: Teacher and school counselor recommendation required

This integrated course includes Social Studies lessons and activities focused on developing students' critical reading, writing, oral language, and listening skills. The curriculum covers American History, World History, and current social, political, and economic events. This course fulfills the SHHS graduation requirement for Social Studies credit.

OTHER COURSES

Online Courses through Edgenuity (Open to Grades 11 and 12)
Participation is limited to the number of slots available

The Edgenuity online course offerings are web-based distance learning courses. Students in 11th and 12th grades have the option of selecting an Edgenuity course whereby they choose from a wide range of offerings, enroll in their selected course, and complete all work online. Students must be highly motivated and have the ability to work independently, possess good communication skills, and be able to meet deadlines.

- Courses chosen cannot be those offered at South Hadley High School except if an irresolvable conflict exists with the student's schedule
- These are rigorous courses that require time, effort and self-discipline
- These courses are given high school/subject credit for graduation and are recorded as part of the permanent transcript
- Registration is based on a completed interest form, an agreement signed by both parent and student, counselor recommendation, past educational performance review, and course availability
- **AP students are expected to take the AP exam for the course they choose.**
- **If students do not take the AP exam, Honors credit will be given.**
- Students who are interested in registering for an Edgenuity course should see their school counselor for an enrollment application.

9206/9207 Directed Study (half year, NO CREDIT) (This option may be taken more than once - (Open to 11th and 12th Grade Students)
The Directed Study option provides a quiet, study-centered place for students to study during the school day. While no credit is granted for this option, students are expected to bring work to each Directed Study session and work through the entire period.