Summary of Changes and Updates to the Program of Studies

Graduation Requirements

- **Arts and Technology**: We propose a 2.5-credit (one-semester) graduation requirement for visual and performing arts.
- Changed “WP” and “WF” to just “W” for withdrawals
- Separated the chart to show subject area and additional requirements separately
- Changed additional graduation requirements to “successful completion of MERHS Competency Determination Requirements”
- Adding language that dual enrollment and online courses are not included in the student’s GPA
- Condensed course withdrawal policy
- Reflected 11th grade credit adjustment with electives and PE/Health
- Counseling mission statement modified and condensed

English Department

- Renaming “English 11 American Literature” to “English 11 American Literature II”
- Changing the “Hamlet” course to “Macbeth”
- Proposing new electives - Drama for middle/high school students (schedule dependent) and Public Speaking

World Language Department

- Updated Seal of Biliteracy requirements to reflect MCAS scores and AAPPL testing
- Updated course descriptions to reflect proficiency targets
- Included the ACTFL Scale levels of proficiency with explanations

Math Department

- Deleting Quantitative Reasoning Honors as it is not offered and ensuring QR CP reflects that it is offered to seniors only

Science Department

- Added Biology Honors description
- Proposing 2 new courses - Marine Science-by-the-Sea and Marine Biology

Additional Services

- Creating a section for the additional services offered with descriptions of Academic Center and a new writing lab course where students can receive extra supports. These services are recommended by the student support team and/or school administration.

DRAFT

MANCHESTER ESSEX REGIONAL HIGH SCHOOL



2026 - 2027
PROGRAM OF STUDIES

ADMINISTRATION

Ms. Julie Sgroi, Principal
Ms. Elisabeth Drinkwater, Dean of Students

DEPARTMENT CHAIRS

Ms. Courtney Brown, Math
Ms. Tamera Burns, Visual and Performing Arts
Ms. Lauren DuBois, Social Studies
Ms. Debra Isensee, English
Ms. Colleen Kelleher, Special Education
Ms. Michelle Magana, World Languages
Ms. Samantha Buckner, School Counseling
Ms. Kristi Umile, Science

DISCLAIMER STATEMENT

Subsequent to publication of this catalog, Manchester Essex Regional High School reserves the right to make changes in courses, program requirements, policy and regulations as circumstances, funding, and enrollment dictate. **There is no guarantee that any course listed in this catalog will be offered in any given semester.** The ongoing work of aligning the curriculum with the state and national standards will, of necessity, result in changes in course content. Students and parents will be informed if changes in course content create a significant difference between the course descriptions as it appears in this *Program of Studies* and the revised course content.

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Accreditation Statement

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

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

Accreditation by the New England Association is not partial, but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Manchester Essex Regional Schools – School Committee

Mr. Chris Reed, Chairperson
Ms. Kate Koch-Sundquist, Co-Chairperson
Mr. John Binieris
Mr. Jacob Foster
Ms. Lindsay Banks
Ms. Nadia Wetzler
Ms. Theresa Whitman
Ms. Pamela Beaudoin, Superintendent of Schools

Mission Statement

Mission
The Mission of the Manchester Essex Regional School District (MERSD) is to provide a high quality, comprehensive, student-centered educational experience that prepares them for a post-secondary educational or service experience, a career, and life as an engaged member of society.
Vision
MERSD, with the partnership and support of member communities, will provide educational opportunities and resources so that all students can realize their individual, unique, and *highest potential, achieve academic excellence, value integrity and honesty, and become intellectually curious and critical thinkers.*
Core Values
Student Centered We believe schools must establish a safe environment that supports the development of all students. Schools must engage all aspects of a child's development, including knowledge, a sense of self, emotional well-being, physical health, and skills and strategies to negotiate an ever-changing and unpredictable world. **Student Achievement** We believe MERSD should foster a learning environment that encourages academic achievement, social and emotional freedom and engagement, collaboration and creative problem-solving; the skills to confront new ideas with both rigor and sensitivity, and the awareness to and ability to extend the skills beyond the academic core to include experiential learning, the arts, cultural awareness, and physical and social emotional health. **Equity** We believe our schools must strive to create a just and equitable environment that respects individual differences and the diversity of our communities, country, and world. **Family & Community Partnerships** Schools are a reflection of their communities. We believe that providing a quality education that prepares our students for an unpredictable world is a shared responsibility, fostered by partnerships among the schools, families, educational non-profits, businesses and the community-at-large. **Resources** We believe the District and our community partners should collaborate to provide the necessary funding to equip our students with the essential critical thinking, analytic, communication, and problem-solving skills they need to be productive, contributing members of our local and global communities and deliver on the promise of our students' potential.
Vision of the Graduate
Empathetic Global Citizen Responsible Collaborator Critical Thinker Effective Communicator Self Aware Individual Innovator and Creator

MERHS Vision of a Graduate

Empathetic Global Citizen

- Understands and accepts different cultures and beliefs
- Seeks out and participates in a variety of cultural experiences
- Participates in meaningful community service
- Demonstrates an awareness of current events
- Recognizes cause and effect within a variety of global and social systems
- Understands the importance of acting as a responsible citizen

Responsible Collaborator

- Acknowledges and respects perspective of others
- Participates actively and equitably in group settings
- Seeks appropriate resources to carry out responsibility as part of a group
- Can identify and work towards a common goal
- Advocates for ideas while resolving conflict within a group

Critical Thinker

- Recognizes and questions implicit/explicit bias
- Evaluates ideas, information and sources for validity, relevance and impact
- Reasons and weighs evidence from multiple perspectives to reach conclusions
- Recognizes patterns and can make inferences
- Draws appropriate conclusions
- Synthesizes information to solve problems and draw appropriate conclusions

Effective Communicator

- Demonstrates responsible digital communication
- Expresses ideas in a purposeful and confident manner both verbally and in writing
- Writes and speaks clearly for a variety of audiences and purposes
- Employs active listening
- Acknowledges multiple perspectives
- Considers impact of written and spoken word
- Advocates for self and others

Self Aware Individual

- Accountable for one's own words and actions
- Practices academic integrity
- Practices self-care skills
- Overcomes academic and personal barriers to meet personal goals
- Demonstrates empathy
- Expresses emotions in a meaningful way
- Strives to maintain life balance

Innovator and Creator

- Demonstrates open-ended thought
- Willingness to take academic risks
- Displays curiosity
- Demonstrates habits of mind that identify the requisite skills and knowledge needed to solve a complex problem.
- When faced with a problem, recognizes and understands failures and seeks alternate solutions independently
- Employs resiliency in the face of a challenge

Information for Academic Planning

The following materials should provide students and parents with the information needed to build a solid academic plan for the high school years, with dual goals of meeting graduation requirements and designing a program that challenges each student to meet his or her full potential. Strong planning requires ongoing communication among students, parents, teachers and school counselors. We welcome your questions and encourage individual meetings with your child's counselor as needed.

School Counseling Mission Statement

The mission of the School Counseling Department is to provide a comprehensive and developmental school counseling program of services that promotes the academic, social/emotional, and post-high school potential of all students. Through counseling, advocacy, collaboration and leadership, counselors help navigate students to become life-long learners, responsible community members, and to achieve personal excellence.

Because of the wide variety of opportunities at Manchester Essex Regional High School, as well as the diversity of entrance requirements of thousands of postsecondary schools and vocations, it is imperative that the student seek the advice and assistance of their school counselor in selecting the courses that are appropriate to the student's success.

The Counseling team presents informational group seminars to students and families with materials designed to meet the developmental needs appropriate to students at each specific grade level. The School Counseling office strongly encourages students to make appointments to discuss any issues which might arise.

- Students may make appointments with their assigned counselor through an electronic calendar system, accessed by scanning the code for the counselor. Codes are posted in classrooms and outside the school counseling office. Except in cases of emergency, students should only schedule appointments during non-academic blocks. Appointments may also be made before or after school.
- Parents may contact their child's counselor directly by telephone or e-mail to arrange a meeting.

Massachusetts Guidelines for College and Career Readiness

The Massachusetts High School Program of Studies (MassCore) is the recommended program of study that Massachusetts high school students need in order to be better prepared for college and a career. Developed by an advisory group from the K-12, higher education and business sectors, MassCore maintains flexibility for students and high schools while allowing core requirements. Courses included in MassCore should be rigorous, engaging and based on appropriate Massachusetts Curriculum Frameworks/ higher education recommendations. MassCore recommends a comprehensive set of subject area courses and units as well as other learning opportunities to complete before graduating from high school.

The recommended program of studies includes: four years of English, four years of math, three years of a lab-based science, three years of history, two years of the same world language, one year of an arts program and five additional: "core" courses such as business education, health and /or technology. Mass Core also includes additional learning opportunities including Advanced Placement classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work based learning.

MERHS Graduation Requirements

A total of 110 credits are required for graduation, along with successful completion of all areas of competency examinations required by the Commonwealth of Massachusetts, 40 hours of Community Service, completion of Senior Choice of Related Experience (SCORE) and attendance at MERHS for at least one semester.

Specific requirements

Subject Area		**Credits**
English	4 years	20
World Language	2 years	10 (two years in same language)
Mathematics	4 years	20
Science	3 years	15
Social Studies	3 years	15 (must include US History I & II)
Physical Education/Health	4 years	10
Visual and Performing Arts	.5 years	2.5

Additional Requirements

Community Service	40 hours	
SCORE	4th quarter senior	4.75
Civic Action Project	.5 years	2.5

Successful completion of MERSD Competency Determination Requirements

The remainder of the required 110 credits may be taken in elective areas.

Students who fail a required course must repeat the course the following year. Students who fail a course but have maintained an average of at least 50% during the school year may be eligible to attend summer school to recover lost credit. Prior to enrolling in a course the student must have signed approval by his or her counselor, teacher and department chair. Students earning an average less than 50% will be required to repeat the full-year course at MERHS unless an exception is granted by the Principal.

MERHS Community Service Requirement

Manchester Essex Regional High School believes in educating the whole person. Each student of MERHS is encouraged to characterize respect, responsibility, integrity and compassion with their own vision and style. It is through quality citizenship and service for others that students will make a positive contribution to their community and the world.
Community service is voluntary work without pay to a non-profit agency/organization, an individual or a group in need. Starting with the summer before freshman year, students will begin to earn a minimum of 40 documented hours of community service. Some examples of community service programs include working with animal shelters, local hospitals, nursing homes, hospice services, museums, schools, Scouts, peer tutoring, Green Team, mission trips, libraries and local community organizations.

Community service information and forms are available in the School Counseling office and via the weekly bulletin sent to students and parents as community service opportunities become available throughout the school year and summer.

Four-Year Plan

Students are encouraged to take as intensive a four-year program as possible. All students are encouraged to go beyond minimum requirements in the core areas. Students are strongly urged to take a World Language throughout their high school years. Currently two years of a World Language are required as a minimum requirement for admission to college. In addition, many colleges have a third or fourth year expectation for the admitted students. Most core courses are year-long and award five credits. Electives may be year-long or semester courses of 2.5 credits. Each student is required to enroll in 35 credits per year.

A suggested four year plan is as follows: Please see detailed **Course Pathways** in the course description section of the program of studies.

Grade 9 Schedule	**Credits**
English 9	5
Social Studies	5
World Language	5
Math	5
Science	5
Health & PE	2.5
Elective (year/semester course(s))	10
Total:	**37.5**

Grade 10 Schedule	**Credits**
English 10	5
Social Studies	5
World Language	5
Math	5
Science	5
Health & PE	2.5
Elective (year/semester course(s))	7.5
Total:	**35**

Grade 11 Schedule	**Credits**
English 11	5
Social Studies	5
World Language	5
Math	5
Science	5
Physical Education (alternate options available)	2.5
Elective (year/semester course(s))	10
	Total: 37.5

Grade 12 Schedule	**Credits**
English 12	5
Social Studies	5
World Language	5
Math	5
Science	5
Physical Education (alternate options available)	2.5
Electives	7.5
4th Quarter Senior Year Internship (SCORE)	
Total: 35	

Total possible credit opportunities: 145 credits

Special Programs for School Credit

Students are afforded opportunities to earn credits outside the traditional school curriculum through the following programs; all options must be pre-approved by the School Counseling Department and the Principal.

1. **Work Study:** A unique academic/work opportunity for eligible seniors looking to satisfy graduation requirements and who wish to acquire job training/experience in an area closely related to their strongest scholastic aptitudes and/or intended career. Students must be entering their senior year to qualify and should apply for consideration to the Counseling Department. Transportation must be arranged by the student. Continued participation in the program depends upon good academic standing in other classes. Up to 10 elective credits may be earned. More information is available in the School Counseling Office. This class may only be taken Pass/Fail.
2. **Teaching Assistant:** Available only to 12th grade students who maintain a 30 credit course load and have demonstrated mastery in a subject area who wish to work cooperatively with a teacher in lesson planning, classroom activities, individual tutoring and modeling good scholarship. Up to 5 credits will be awarded per year. All Teaching Assistants are graded Pass/Fail.
3. **Independent Study:** Developed at the initiative of an individual student who wishes to investigate a topic independently, especially if a need cannot be met within the regular curriculum. Such a course requires consultation with a teacher who is willing to supervise the work and permission of a School Counselor, the Department Chairman, and the Principal. Credit will vary and courses may only be taken Pass/Fail.
4. **College Courses/Dual Enrollment:** May be taken by any student who meets the criteria established by the college. All such courses may be included on a student's transcript with the notation that high school credit was or was not granted. The school will assume no costs for tuition for any course. Dual Enrollment with state universities may offer free tuition. College/Dual Enrollment courses will not be included in the student's GPA.
5. **Semester/Year Long Programs:** Either abroad or through U.S. private schools and organizations. This option is recommended only for those students in strong academic standing who can complete all requirements for graduation (especially four years of English) within the framework of the program. Detailed information regarding the proposed curriculum and credentials of the program must be provided in writing in the advanced stages of planning, and approval must be in writing from the Principal before the exchange begins. See the School Counselor to initiate this process.

6. **Online Courses:** With prior approval by the corresponding department chair and the principal, a student may enroll in an online course that is not offered in the MERHS curriculum. Such online courses receive credit and grades are posted either Pass or Fail (P or F). These courses will not be included in the student's GPA.

7. **SCORE – Senior Choice of Related Experience:** SCORE is a five-week internship program that releases seniors from regular classes to carry out hands-on learning projects related to the skills and dispositions defined in the Vision of the Graduate. It is a bridge between the familiar world of school and peer group and the largely unknown world of work and adulthood. Through SCORE, seniors have an opportunity to learn by doing, to assess possible careers, acquire job skills, clarify what further training they need, and finally put to use what they have learned in their years of schooling. Students must complete weekly writing reflections about their experiences, along with their proposed projects approved by a review board of teachers and administrators. The program culminates in an exhibition fair and presentation.

Guidelines for Post-Secondary Planning

Students planning to pursue post-secondary education should take into consider the following guidelines:

Liberal Arts College

Following are typical requirements for admittance to a four year liberal arts college.

English	**4 Years**
History/Social Science	**3 Years**
Mathematics	**3 – 4 Years**
World Language	**3 – 5 Years**
Lab Science	**2 – 3 Years**

Massachusetts State College and University of Massachusetts

For admittance to a Massachusetts State College or University 17 college preparatory courses distributed as follows are required. (A course is equivalent to 1 full school year of study. Courses count toward the distribution only if passed.)

English	**4 Years**	
Mathematics	**4 Years**	**Algebra I & II, Geometry or Trigonometry, or comparable coursework. Enrolled in mathematics during the final year of high school.**
Sciences	**3 Years**	**Must include 3 lab courses**
Social Sciences	**2 Years**	**Must include 1 course in United States history**
World Language	**2 Years**	**2 Years in a single language; 3 or more years recommended**
Elective Subjects	**2 Years**	**Electives should come from the above subjects or from the Arts & Humanities or Computer Science**

Four-Year Science or Engineering Majors

English	**4 Years**	
History/Social Sciences	**2 Years**	
Math	**4 Years**	**Completion through Calculus recommended**
World Language	**2 Years**	**World Language at some schools may be optional, but is more desirable to have been enrolled**
Lab Science	**3-4 Years**	**Including Physics**

Nursing Programs

Same requirements as for Liberal Arts, however students must have taken courses in Biology and Chemistry. Physics and/or Human Anatomy & Physiology are recommended.

Two Year/Community Colleges

A Manchester Essex Regional High School diploma is typically the only requirement except for specialized programs which may have specific requirements.

Technical Schools

Requirements may vary, but following are typical standards. Technical schools are occupationally oriented. Courses from the Business and Technology Department provide outstanding opportunities for students.

English	**4 Years**	
History/Social Sciences	**1-2 Years**	
Math	**3-4 Years**	**Completion through Concepts of Algebra II**
Science	**2-4 Years**	**Completion of Chemistry**

Indicators for Student Success

Each student who graduates from MERHS is prepared to go on to higher education. On average, at least 85% of our graduates elect to go directly to a four-year college; others opt for an interim experience, technical training, the military or employment. Our entire curriculum, therefore, is a college preparatory program with room for individuals to work at different levels in all of the core areas, according to their particular strengths, preferences, and challenges. In the 9th and 10th grades two levels are offered: College Prep (CP) and Honors (H). In the 11th and 12th grades Advanced Placement (AP) courses are added, so that a total of three levels are available for the last two years of high school. Levels represent the different academic standards offered in our courses; the definitions below are those standards represented by indicators teachers have found to be useful and observable. Decisions regarding placement are made on an individual basis, using teacher recommendations, grades from prior courses, placement and standardized test scores where applicable, and input from the student, parents, and the school counselors. **Students and parents may use these indicators as guidelines.** Student's ability to manage classroom work as well as required written homework assignments and studying time will vary depending on the student's academic strengths and time management skills. Please take these factors into consideration.

	College Prep (CP)	**Honors (H)**	**Advanced Placement (AP)**
Reading and Communication Skills	Reads grade-level materials at the independent and instructional levels. Read above-grade-level materials at instructional level. Working toward communicating sophisticated concepts with confidence and clarity.	Reads above-grade-level materials at independent and instructional levels. With support, communicates sophisticated concepts with clarity and confidence.	Reads college-level materials at an independent level. Communicates sophisticated concepts with confidence and clarity.
Pace of Instruction	Challenging pace appropriate for college preparation.	Rigorous pace that assumes mastery of prerequisite content.	Accelerated, college-level pace.
Independence and Initiative	Student draws upon teacher support with the goal of increasing his or her level of independence.	Requires a high level of independence and the initiative to pursue course requirements with passion.	Requires a high level of independence and the initiative to go beyond course requirements.

Volume of Outside Work (actual time is dependent on student time management, course requirements and other external factors)	Allow for up to 1 hour of work per night for each CP course.	Expect up to 1 hour of work per night for each honors course.	Expect substantial independent work for each AP course.

Advanced Placement Program

Many students are capable of completing college-level academics during high school. The College Board's Advanced Placement (AP) Program provides the curriculum for high schools and colleges to deliver such educational experiences. MERHS believes that any student seeking an academic challenge requiring analysis, synthesis, and evaluation of higher level subject matter are encouraged to consider AP courses. Summer work may be required for AP courses and students may be expected to attend a meeting in the spring, during the course selection process.

Enrolling in an AP course comes with a commitment to complete the course and a requirement to take the AP exam in May. The College Board sets a fee for each exam, and due to exam ordering deadlines, **AP students must pay their AP exam fees no later than the end of quarter one (beginning of November)**. The College Board provides a fee reduction for students who meet the College Board's financial assistance criteria.

Students who complete an AP course and take the corresponding exam receive certain benefits for their academic efforts. They have the opportunity to attempt college-level work without the cost of college-level tuition, and their high school transcript reflects the AP distinction and weighting. To college admission officers, this is an indication of a motivated student with serious intent. A student may submit AP exam scores to his or her college of choice for consideration to receive pre-matriculation credit.

A student who is accepted into, but does not fully complete an AP course/does not take the exam, is not eligible for the benefits mentioned and will have the AP designation removed from his or her transcript. Colleges and universities routinely ask the school counselors to notify them of any changes in a student's courses/transcript when final grade reports are sent in June. A level change from AP to Honors would be noted.

Students are encouraged to be thoughtful about course selection and enroll in no more than three AP courses in one school year. A student wishing to enroll in more than three AP courses is required to meet with their school counselor to discuss course load and complete an "AP Override Form."

Guidelines for Course Change Requests

1. Teacher Course Recommendations and Course Level Waivers

In courses that are leveled, a student must receive a recommendation from their teacher for placement in an Honors or AP course. A student who is not recommended for an Honors or AP course may request to override the teacher recommendation by completing a Course Level Waiver form available in the School Counseling office. Parents, students, teachers and counselors should engage in a conversation about the student's learning goals when considering an override of a teacher's recommendation. Submitting a completed form does not guarantee placement in the higher level course.

2. Course Withdrawal/Schedule Change Policy

Dropping a course requires the approval of a student's parent/guardian, teacher and department chair. A student who drops a course during the year may not complete that course in summer school. The policies for withdrawing from courses or change levels are as follows:

- Add/ Drop Periods are as follows:

a. Full year courses: First three weeks of the school year.

b. Semester course: First five days of the new semester.

c. Quarter course: First three days of the new quarter.

Changes within these time frames will not be recorded on the transcript.

Courses dropped after these time frames will have a final grade of W on the transcript

- Students wishing to add or drop a class add drop period must fully complete an Add/Drop **form**. These forms may be obtained from the student's counselor. A student should follow their current schedule until the process is completed and a new schedule is generated.

- Course level changes may occur during the first three weeks of the first quarter and within one week after first quarter grades are posted.

  - To move up or down a level, a student must complete a **Course Level Waiver form** and a **Drop/Add form**.

  - Course Level Waiver forms are reviewed by the corresponding department head, who will issue a decision regarding change of placement.

  - A student waived into a higher level course must remain in the course until the end of quarter one.

  - Any appeals regarding decisions in level change should be directed to the Principal.

- Level changes are not permitted during the third and fourth quarters, except with the approval of the Principal.

PROGRAM OF STUDIES

Reminder to Students and Parents:

Please choose your courses carefully. **Course offerings and the number of available sections are based on student requests for enrollment.** Insufficient enrollment (less than 10 students) for a course may result in the cancellation of such course. Because of the variety of courses offered, students may occasionally have to make a choice of courses. Students should stay in contact with their school counselors during the course selection process to ensure students have the best possible schedule for their four year plan.

Individual Student Four Year Plan

Course	Grade 9	Grade 10	Grade 11	Grade 12
English	**English 9**	**English 10**	**English 11/AP Language**	**English 12 Offerings/AP English Literature**
Math	**Geometry** **Algebra I**	**Algebra II** **Geometry**	**Pre-Calculus** **Algebra II**	**Calculus** **Statistics** **Pre-Calculus** **Quantitative Reasoning**
Science	**Biology**	**Chemistry**	**Physics or Elective**	**Physics or Elective**
Social Studies	**World History II**	**US History I**	**US History II/AP United States**	**Various Electives**
World Language	**French/Spanish**	**French/Spanish**		
Physical Education/Health	**PE/Health**	**PE/Health**	**PE/PE-Alt**	**PE/PE-Alt**
Elective	**Visual and Performing Arts**			
Elective	**Technology/Digital Literacy**			

VISUAL & PERFORMING ARTS

VISUAL ARTS

All MERHS students are encouraged to take advantage of the many excellent art offerings at some point in their high school years as part of a well-rounded education. Students are required to take one semester, or 2.5 credits, of a Visual & Performing Arts course. Foundation Level classes provide the skills necessary to advance through the many course offerings seen below. Foundation classes can be taken for either CP or Honors credit. Honors level classes in the Visual Art Department have an expectation of weekly independent work outside of class time.

ART LAB: FOUNDATIONS **Grades 9-12**
711 Semester - College Prep **2.5 Credits**
712 Semester – Honors

Art Lab: Foundations is designed to provide an overview and introduction to the Visual Arts. This course exposes the student to a solid foundation of basic skills in 2 and 3 dimensional design including: drawing, painting, printmaking, collage, ceramics/sculpture, fiber and fabrics. Art Lab 1 is a foundational level course and will offer all students a chance to learn and develop basic skills in art and design that will be used widely in other courses. With a strong focus on art history both past and present, this course will integrate art through a variety of content areas (*STEAM:* Science, Technology, English, Art, and Math). With an emphasis on studio production, this course is designed to develop higher-level thinking by means of: art criticism, art history and aesthetics. Exploration and risk taking are valued.
Prerequisite: None

CERAMICS FOUNDATIONS **Grade 9-12**
743 Semester – College Prep **2.5 Credits**
743H Semester – Honors

This course will introduce students to the fundamentals of hand building and wheel throwing with clay. Using stoneware and a high fire kiln, students will experiment with various forms and concepts. Students will learn about a variety of glaze types in addition to the safe use of all tools and equipment. This course is intended to stimulate critical thinking on a range of topics including: ceramic history, commercial context and aesthetics.
Prerequisite: None

DIGITAL PHOTOGRAPHY FOUNDATIONS **Grades 9-12**
742A Semester – College Prep **2.5 Credits**
742H Semester – Honors

This basic digital photography class is a one-semester course designed for students with little or no photography experience. Students will learn about visual composition, history of photography, and trends in current photography. They will learn how to use different settings on a digital camera and how to use Adobe Photoshop. Both fine art and commercial photography will be covered. Students will be encouraged to develop their own style as the course progresses. Students will shoot assignments every other week outside of class. This class is taught using digital cameras and Adobe Photoshop.
Prerequisite: None

VIDEO FILMMAKING **Grades 9-12**
748A Semester – College Prep **2.5 Credits**
748H Semester – Honors

This honors level art class focuses on creating short films as a way to communicate visually. The students will learn about the process and ethics of documentary photo/videography as well as the creation of fiction films. Principles of cinematography, video shooting, sound, and editing will be addressed. Students will work alone and in groups to complete assignments. The history of film and the work of filmmakers will also be covered. Skills in Photoshop, WeVideo multi-track video editing, and Adobe Premiere. This honors course requires substantial work outside of class.
Prerequisites: Digital Photography Foundations is STRONGLY suggested as a prerequisite, but not required.

DIGITAL ART AND GRAPHIC DESIGN **Grades 9-12**

749A Semester – College Prep **2.5 Credits**
749H Semester – Honors
This course focuses on two main aspects of visual communication: digital art and graphic design. The students will learn about different methods of creating digital art. Some processes may include aspects created by hand and then altered digitally. A unit on AI artmaking will also be a part of the curriculum. Principles of visual communication through graphic design are also included. Students will work alone and in groups to complete assignments that may include design projects such as creating logos and brochures for school groups and activities. The work of graphic designers, and the influence of graphic design on our culture will also be covered. Skills in Adobe Illustrator and Adobe Aero will be learned. This course may also incorporate principles of User Experience UX design and app and web design using Adobe XD software. Students taking the course for Honors credit will be expected to complete work outside of class.

PORTFOLIO ART I **Grades 10-12**
740 Full Year –Honors **5 Credits**
Portfolio 1 will focus on the production of art with extensive exploration of media and techniques. This course is designed for students that intend to pursue extended study in any of the following art disciplines: drawing, painting, printmaking, ceramics/sculpture, mixed media, fiber/fabrics and installation art. This is a choice-based course. Once students have learned basic media such as painting, drawing, ceramics, fiber-fabrics, etc. they will select how they wish to approach major assignments. Students work towards developing a well-rounded portfolio that fulfills a substantial portion of the AP Studio Art requirements. The study of aesthetics, art criticism and art history will enrich each student's work. Critiques, original thinking and problem solving are essential parts of this course.
Prerequisite: Ceramics I, Art Lab I, Digital Photography I, or Video Filmmaking or Digital Art and Graphic Design

DIGITAL PHOTOGRAPHY II **Grades 9-12**
742B Semester – Honors **2.5 Credits**
This second level digital photography class is a one-semester honors course for students who have already taken Photography Foundations. The emphasis will be on strengthening conceptual ideas, technical shooting skills, and digital manipulation of images. Students will be given several assignments for the majority of the semester, but create their own proposal for producing a body of work for the remaining time. Students will develop their own style and vision. Students will shoot assignments each week outside of class. This class is taught using digital cameras and Adobe Photoshop.
Prerequisites: C or above in Digital Photography I

PORTFOLIO ART II **Grades 10-12**
740 Full Year –Honors **5 Credits**
Portfolio II will focus on the production of art with extensive exploration of media and techniques. This course is designed for students that intend to pursue extended study in any of the following art disciplines: drawing, painting, printmaking, ceramics/sculpture, mixed media, fiber/fabrics, and installation art. This is a choice-based course. Once students have learned basic media such as painting, drawing, ceramics, and fiber/fabrics, etc. they will select how they wish to approach major assignments. Students work towards developing a well-rounded portfolio that fulfills a substantial portion of the AP Studio Art requirements. The study of aesthetics, art criticism and art history will enrich each student's work. Critiques, original thinking and problem solving are essential parts of this course.
Prerequisite: Ceramics I, Art Lab I, Digital Photography I, or Video Filmmaking or Digital Art and Graphic Design, Portfolio I

AP STUDIO ART **Grades 11-12**
Full Year – Advanced Placement
741 Section 1 – AP 2-D Art & Design All Media
741A Section 2 – AP 2-D Art & Design Digital/Photo
744 Section 3 – AP 3-D Art & Design All Media
745 Section 4 – AP Drawing
AP Studio Art is a college level course in the visual arts as outlined by the College Board. Original thinking and problem solving are stressed. Emphasis is placed on purposeful decision-making about the use of the elements and principles of art in an integrative way. The work will recognize the influence of art history and its role in the development of visual ideas. For this portfolio, students are asked to demonstrate proficiency in 2D design using a variety of art forms. In the All Media Concentration section, they could include, but are not limited to: painting, printmaking, collage, drawing, digital imaging,

photography, fabric design, etc. In the Digital Concentration section, photography and graphic design will be emphasized, and additional skills in photography will be covered. Imagery will range from representational to non-objective art forms. Personal goals, career choices, college choices and requirements are counseled in this course. Students who enroll in AP Studio Art are expected to take the AP examination in May to receive AP credit.
Prerequisite: Courses as outlined in the subsections below, teacher recommendation, required summer work and a parental consent form.

AP 2-D ART & DESIGN ALL MEDIA (Full Year 5 Credits):
This course follows the AP curriculum as outlined by the College Board. This course is a college level course in the visual arts. Original thinking and problem solving are stressed. Emphasis is placed on purposeful decision-making about the use of the elements and principles of art in an integrative way. The work will recognize the influence of art history and its role in the development of visual ideas. For this portfolio, students are asked to demonstrate proficiency in 2-D design using a variety of art forms. Work within the 2-D design portfolio could include, but are not limited to: painting, printmaking, collage, drawing, digital imaging, photography, fabric design, etc.
Prerequisite: Portfolio Art, teacher recommendation, and required summer work

AP 2-D ART & DESIGN DIGITAL/PHOTO (Full Year 5 Credits):
This course follows the new 2019-20 AP curriculum as outlined by the College Board. This course is a college level course in the visual arts. For this portfolio, students are asked to demonstrate proficiency in 2-D design using photography and/or graphic design. During the semester, the emphasis will be on strengthening conceptual ideas, technical shooting skills, and digital manipulation of images. Students will be given several assignments as summer work, but will create their own proposal for producing a body of work for the time spent in class. This work will form the basis of the concentration section of the AP Studio Art program and students will develop their own style and vision while creating an extensive body of digital artwork.
Prerequisite: Digital Photo II, teacher recommendation, and required summer work

AP 3-D ART & DESIGN ALL MEDIA (Full Year 5 Credits):
This course follows the AP curriculum as outlined by the College Board. This course is a college level course in the visual arts. Original thinking and problem solving are stressed. Emphasis is placed on purposeful decision-making about the use of the elements and principles of art in an integrative way. The work will recognize the influence of art history and its role in the development of visual ideas. For this portfolio, students are asked to demonstrate proficiency in 3-D design using a variety of art forms.
Prerequisite: Ceramics, Portfolio Art, teacher recommendation, and required summer work

AP DRAWING (Full Year 5 Credits):
This course follows the AP curriculum as outlined by the College Board. This course is a college level course in the visual arts. Original thinking and problem solving are stressed. Emphasis is placed on purposeful decision-making about the use of the elements and principles of art in an integrative way. The work will recognize the influence of art history and its role in the development of visual ideas. For this portfolio, students are asked to demonstrate proficiency in 2-D design *with specific emphasis on the issues related to drawing,* using a variety of art forms.
Prerequisite: Portfolio Art, teacher recommendation, and required summer work

PERFORMING ARTS

Manchester-Essex Regional High School offers opportunities for students to participate in one or more of the following performing groups: Band, Jazz Band, Chorus and the A Cappella Group, the *SoundWaves*. Students also have the opportunity to pursue their interest in music in an everyday format through additional courses. Students of all abilities and levels are encouraged to participate in our music program. Many MERHS music students have achieved high recognition through Districts and All-State competition and play in area ensembles and choral groups.

MUSIC THEORY I **Grades 9-12**
761 Honors – Semester **2.5 Credits**

This course is recommended for beginners as well as more serious musicians who are interested in furthering their musical skills and talent. Students will learn the fundamentals of music such as reading and writing standard musical notation, basic piano/keyboard skills, time and key signatures, intervals, scales, chords, musical texture, form and musical analysis. Students will be introduced to the basic principles and practice of music composition and production. The final includes writing and presenting an original composition that is theoretically sound and properly notated.
Prerequisite: None

COMPOSITION/SONGWRITING **Grades 9-12**
762 Honors – Semester **2.5 Credits**

This course includes a more advanced, in depth study of listening skills; rhythmic practices; chordal analysis; part-writing, key changes; modulation methods; formal structures; and ear-training skills. Students will be introduced to the principles and practice of music composition and will be expected to write and present original compositions that fit various theoretical criteria.
Prerequisite: None

INSTRUMENT LAB **Grades 9-12**
771 Honors-Semester **2.5 Credits**

This course is geared for students who are interested in learning or further developing skills and techniques on rhythm section instruments (guitar, bass, drums/percussion, piano). It is a great class for beginning and intermediate instrumentalists who want to develop their skills. Included in this course will be instruction on music literacy in traditional sheet music and/or tablature. The course will also include the study of various genres and styles on the beginning, moderate or advanced level in accordance with the student's individual interests and needs.
Prerequisite: None

HISTORY OF MUSIC **Grades 9-12**
773 Honors-Semester **2.5 Credits**

This course is designed for students who are interested in broadening their knowledge and developing a broader understanding of music, its history, and the role it has played in shaping society. Students will trace the lineages of influence in Western Music, beginning with Medieval music and continuing through modern genres such as rock, jazz, pop, and hip hop. Students will learn to draw connections between music and the arts, ideas, and major events of an era. Students will also learn the music terminology to describe, analyze and discuss the various components of the music to which they listen.
Prerequisite: None

CONTEMPORARY MUSIC ENSEMBLE **Grades 9-12**
770 - Honors-Semester **2.5 Credits**

In the Contemporary Music Ensemble, students will develop their skills on bass, guitar, keyboard, drumset, and percussion while collaborating with peers to perform a diverse range of contemporary music, including rock, pop, funk, etc. The ensemble emphasizes rhythm section techniques, non-traditional notation, improvisation, and ensemble cohesion. Students will perform at school events such as the Winter and Spring Concerts, and will have the chance to audition for regional and state music festivals. This course provides valuable experience in live performance, creativity, and teamwork.

CONCERT BAND **Grades 9-12**

755 – Alternate Days Full Year **2.5 Credits**

Levels 1, 2, 3, and 4 CP and H*

* there is an expectation of leadership and more advanced musicianship

Students will show improvement on their instruments, while collaborating with their peers and the director to perform works of varying difficulties and from many different genres. Repertoire learned by the band will include standard works for the wind band, contemporary pieces, marches, as well as some popular selections. Members of the High School Band are required to perform in the High School Pep Band. The Pep Band performs at school rallies and home football. Required performances by the High School Band include Winter and Spring Concerts, the Veterans' Day and Memorial Day Assemblies, Town Tree Lighting Ceremony, and the Council on Aging Luncheon. Students will also be encouraged to audition for Northeast Senior District Festival as well as All-States.

INDEPENDENT STUDY **Grades 9-12**

College Prep **Credits Vary**

This option is for advanced students who will work with a teacher in a special program.

Prerequisite: Approval of the teacher.

JAZZ BAND **Grades 9-12**

758 Full Year Honors **2.5 Credits**

Jazz Band will meet one evening per week year round. The Jazz Band performs each year at the Winter and Spring Concerts as well as the annual Evening of Jazz and the Academic Awards Ceremony as well as other performance opportunities that present themselves. Musical arrangements performed by the Jazz Band include swing, blues, rock, funk, Latin, and pop ballads. Each member of the Jazz Band will improve on their skills while performing with this group. Students will learn how to improvise and will have the opportunity to solo with this group. It is also required that members of the High School Jazz Band participate in the High School Band unless there is prior director approval. Students will also be encouraged to audition for Northeast Senior District Festival as well as All-States.

CHORUS **Grades 9-12**

763 Alternate Days – Full Year **2.5 Credits**

Levels 1, 2, 3, and 4 CP and Honors*

* there is an expectation of leadership and more advanced musicianship

The High School Chorus is open to all students interested in singing. Both inexperienced and experienced singers work together and learn proper vocal techniques, sight-singing and ensemble skills. Students learn to perform a variety of musical styles and genres that include standard choral works, patriotic songs, traditional spirituals, musical theatre selections, contemporary music selections, and music styles from other countries. Generally the music is arranged in four to eight part harmony for sopranos, altos, alto II/tenor and bass. Required performances throughout the year include the annual Winter and Spring Concerts, The Manchester Tree Lighting Ceremony, school assemblies, and the STEAM Showcase. Advanced students are encouraged to audition for the select a cappella group as well as Northeast Senior Districts and the MMEA All-State Choir.

A CAPPELLA **Grades 9-12**

769 Honors – Full Year **5 Credits**

The A Cappella Group, the *SoundWaves,* is a performance based class that meets twice a week after school on Tuesdays and Thursdays. The class is designed for advanced singers who have a genuine love of singing and performing. Students are expected to work independently or in small groups to learn parts outside of class. The repertoire for the *SoundWaves* is primarily student-selected. The *SoundWaves* perform frequently throughout the year at both school and off-campus events; often times with other high school or college a cappella groups. The responsibilities and hours spent rehearsing often go well beyond the classroom; as do the rewards and value of experiencing a large variety of performance opportunities.

Prerequisite: Auditions and participation in the full Chorus.

BUSINESS EDUCATION

The mission of the MERHS Business Education is to enable students to understand and apply marketing, management and entrepreneurial principles; to make rational economic decisions; and to exhibit social responsibility in a global economy. Through analysis; interpretation; critical thinking; problem solving; communication, collaboration; creativity and innovation, students will learn to connect concepts with contemporary experiences and in the process develop the skills and dispositions of the Vision of the Graduate.

MARKETING ESSENTIALS **Grades 10–12**
633 Full Year – Honors **5 Credits**

Marketing Essentials, Honors, introduces various marketing concepts on the macro and micro level, investigates the role of marketing in the students' life and the larger society, and examines the factors that influence marketing decision making. Together the class will determine the role of marketing in the functioning of the global economy, individual companies, and our daily lives. Marketing is more than buying and selling; it encompasses nearly every aspect of daily life from the way we dress to the food we eat. Through problem solving and critical thinking students will learn to make decisions that guarantee success – no matter what the goal. This course requires students to demonstrate both knowledge and skill.

Honors students will become active members in DECA. Every honor level student competes in the DECA District, State and International Competitions as eligible. Academic results and performances in these competitions are integral components of the grade.
Prerequisite: None

MARKETING ESSENTIALS **Grades 10–12**
632 Full Year – College Prep **5 Credits**

Marketing Essentials introduces various marketing concepts on the macro and micro level, investigates the role of marketing in the students' life and the larger society, and examines the factors that influence marketing decision making. Together the class will determine the role of marketing in the functioning of the global economy, individual companies, and our daily lives. Marketing is more than buying and selling; it encompasses nearly every aspect of daily life from the way we dress to the food we eat. Through problem solving and critical thinking students will learn to make decisions that guarantee success – no matter what the goal. This course requires students to demonstrate both knowledge and skill.
Prerequisite: None

BUSINESS MANAGEMENT **Grade 11-12**
643 Full Year — Honors **5 Credits**

Business Management offers students an opportunity to build upon their experiences in Marketing Essentials and move toward understanding management in real world applications. Students engage in the opportunity to study more complex problems encompassing challenges businesses are facing in today's dynamic environments. The course focuses on contemporary management; management environments; foundational skills, planning skills, organizational skills, leadership skills, and quality control. Students are introduced to entrepreneurship as an economic resource for rebuilding our economy. Students will apply their learning in a hands-on approach.
Prerequisite: Marketing Essentials

Honors students will become active members in DECA. Every honor level student competes in the DECA District, State and International Competitions as eligible. Academic results and performances in these competitions are integral components of the grade.

BUSINESS MANAGEMENT **Grade 11-12**
642 Full Year — College Prep **5 Credits**

Business Management offers students an opportunity to build upon their experiences in Marketing Essentials and move toward understanding management in real world applications. Students engage in the opportunity to study more complex problems encompassing challenges businesses are facing in today's dynamic environments. The course focuses on contemporary management; management environments; foundational skills, planning skills, organizational skills, leadership skills, and quality control. Students are introduced to entrepreneurship as an economic resource for rebuilding our economy. Students will apply their learning in a hands-on approach.
Prerequisite: Marketing Essentials

ENTREPRENEURSHIP **Grade 12**
644 Full Year – Honors **5 Credits**

Roughly 15% of the U.S. economy is comprised of entrepreneurial ventures. This course offers students insights to owning and operating their own business and the character traits needed to be an entrepreneur. The course applies concepts and skills from Marketing Essentials and Business Management to deepen understanding of the role of small business in the U.S. economy, what it takes to be an entrepreneur, how to create a small business, as well as managing and expanding a small business. Students will create a business plan. Students will also research entrepreneurship as a course of study for post-secondary education.

Prerequisite: Business Management Honors

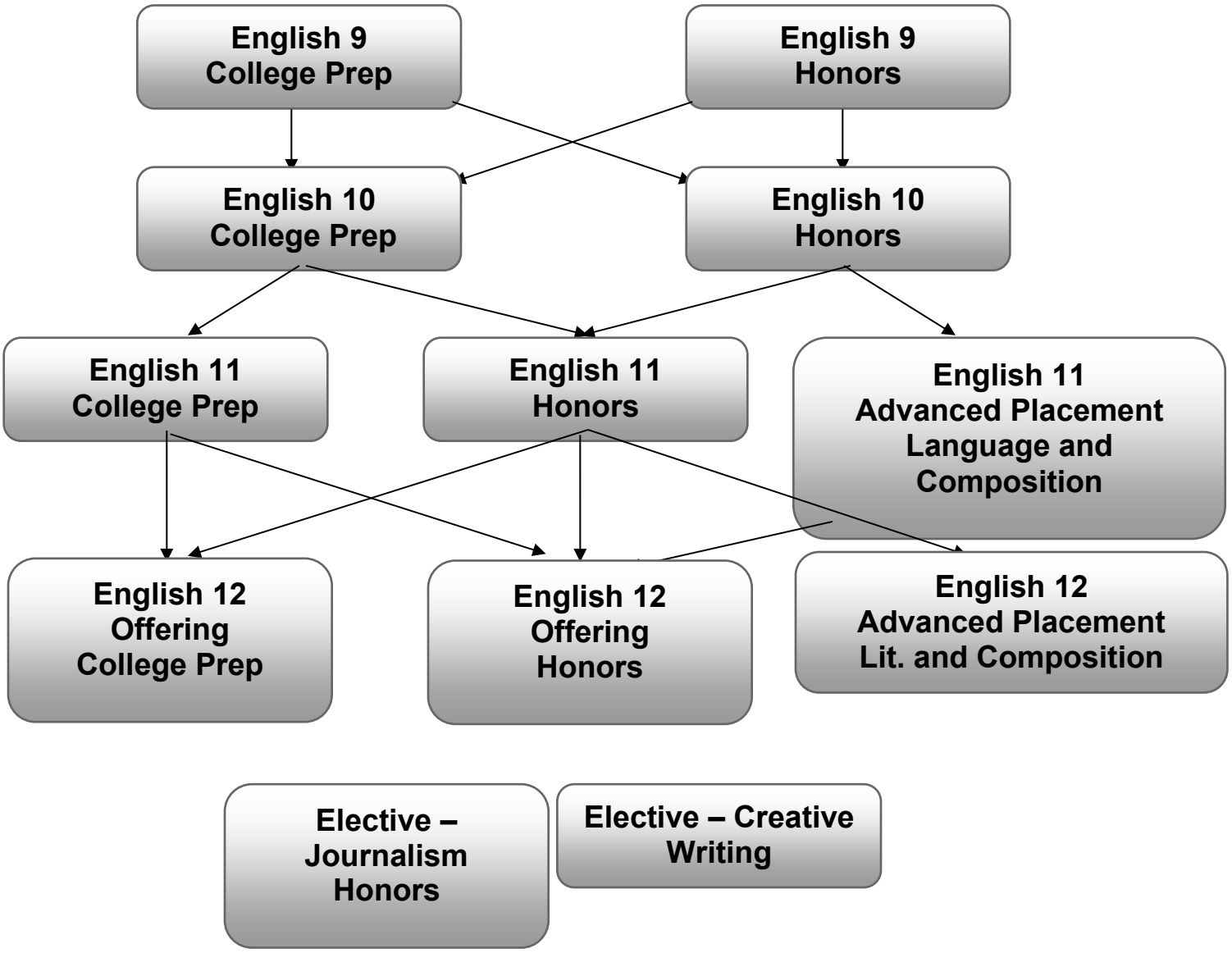
SPORTS AND ENTERTAINMENT MARKETING **Grade 10-12**
Semester – Honors **2.5 Credits**
Semester – College Prep **2.5 Credits**

This course introduces the fundamentals of marketing within the context of sports and entertainment. Marketing strategies will be learned through the lens of sponsorship, market research, endorsements, and promotions while developing the critical thinking and communication abilities relevant to all areas of business. Students will further learn how individual athletes, sports teams, and entertainers are marketed as they create relevant deliverables and engage in stimulating class discussions. This course is a great opportunity for students to learn how sporting events and concerts "work" while also gaining familiarity with the skills needed to embark on a career in the sports and entertainment industry.

ECONOMICS **Grade 10-12**
Semester -- Honors **2.5 credits**
Semester – College Prep

This course introduces the fundamentals of economics via a mix of projects, activities, and other creative assignments designed to make demanding topics more accessible. Students will learn about key concepts like supply and demand, financial markets, and a variety of both microeconomic and macroeconomic principles within a challenging and engaging environment. The concepts taught will be real world relevant and help guide students to a heightened understanding and awareness of the economic structure that in large part defines the world in which we work and live.

ENGLISH PATHWAYS



ENGLISH

Manchester Essex Regional High School requires four years of English. Journalism does not satisfy this requirement. All English courses in grades 9-12 provide strong emphasis upon the important skills of composition, vocabulary, spelling, critical reading and oral presentation.

The definition of levels is implicit in the course descriptions below but is specifically addressed in the Student Handbook. Students in grades 9-11 who have been identified as lacking proficiency on the MCAS examinations may be recommended for special classes to remediate their weaknesses.

ENGLISH 9 – WORLD LITERATURE **Grade 9**
111 Full Year – Honors **5 Credits**

The primary goal of Honors English 9 is to develop students' abilities as independent readers and writers. Writing skills are established through a year-long grammar program, extensive practice crafting the five-paragraph, expository essay and instruction on the use of in-text, parenthetical citations, which include quotations, paraphrasing, and the construction of a Works Cited list. Vocabulary development is enhanced and expanded through regularly scheduled quizzes and tests based on the text *Vocabulary Workshop: Level D.* The literature component of the 9th grade program involves a genre-based study of works from around the world.
Prerequisite: Grade 8 teacher recommendation

ENGLISH 9 – WORLD LITERATURE **Grade 9**
112 Full Year – College Prep **5 Credits**

The Prep level program provides the same core of college preparation in English studies as the Honors. Extra attention is given to basic grammar review and writing skills but at a less accelerated pace and with greater attention given in class to individual needs. *Vocabulary Workshop: Level D* is the vocabulary text used. The literature component of the 9th grade program involves a genre-based study of works from around the world.
Prerequisite: successful completion of English 8

ENGLISH 10 – AMERICAN LITERATURE I **Grade 10**
121 Full Year – Honors **5 Credits**

The English 10 Honors course is designed as a chronological overview of the first 300 years of the American literary tradition. Study will include the writings of numerous literary periods, including early settlement, the American Revolution, Romanticism, Transcendentalism, Realism, Naturalism, and others. The primary goals of the course are to develop students' understanding of literature as a reflection of the cultural and historical context in which it is written and to seek answers to the question of what it has meant to be an American at different times in our nation's development. Throughout the year, students will focus on a wide variety of literary genres including non-fiction, poetry, short stories, essays, and novels. The course will also emphasize expository writing by focusing on developing fluency with the format and skills learned in ninth grade. Students will be expected to write increasingly sophisticated essays that use a clear thesis statement, fluid transitions, well-selected evidence, critical commentary, and MLA citation format. Students will engage in regular vocabulary study in order to become more precise in their oral and written communication. Grammar instruction is responsive to the needs of the students as determined by errors found in their written work.
Prerequisite to enter honors' level from CP: A final grade of "B-" or better in English 9.

ENGLISH 10- AMERICAN LITERATURE I **Grade 10**
122 Full Year – College Prep **5 Credits**

The English 10 College Prep course will provide students the same chronological overview of the first 300 years of the American literary tradition as the Honors class at a less accelerated pace. Study will include the writings of numerous literary periods, including early settlement, the American Revolution, Romanticism, Transcendentalism, Realism, Naturalism, and others. The primary goals of the course are to develop students' understanding of literature as a reflection of the cultural and historical context in which it is written and to seek answers to the question of what it has meant to be an

American at different times in our nation's development. Throughout the year, students will focus on a wide variety of literary genres including non-fiction, poetry, short stories, essays, and novels. The course will also emphasize expository writing by focusing on developing fluency with the format and skills learned in ninth grade. Students will be expected to write increasingly sophisticated essays that use a clear thesis statement, fluid transitions, well-selected evidence, critical commentary, and MLA citation format. Students will engage in regular vocabulary study in order to become more precise in their oral and written communication. Grammar instruction is responsive to the needs of the students as determined by errors found in their written work.
Prerequisite: successful completion of English 9

ENGLISH 11 – AP LANGUAGE AND COMPOSITION **Grade 11**
130 Full Year – Advanced Placement **5 Credits**
In addition to providing an accelerated study of American literature from 1900 through the present, junior AP English presents ambitious students with a college freshman English curriculum that focuses upon various forms of rhetoric. Students will learn to discern authors' purposes and strategies and will seek to master control of their own writing for various purposes and audiences. The challenging titles studied in this course are aligned with those suggested by the College Board. Students are required to take the Advanced Placement Exam at the end of the year.
Prerequisite to enter AP level from honors: A final grade of "B-" in English 10H.

ENGLISH 11 – AMERICAN LITERATURE II **Grade 11**
131 Full Year – Honors **5 Credits**
The eleventh grade Honors English course involves an in-depth study of American literature of the 20th Century. Through the readings, this course will examine historical periods from which the literature arose, beginning with the end of the 19th century. This course will also address the major thematic concerns of American literature over the course of the century to the present, including, but not limited to, what it means to be an American.

The Honors Junior English course at Manchester Essex Regional High School contains a more rigorous version of the College Preparatory (CP) curriculum. Texts, subject matter, and many assignments parallel those of the CP course, but they are typically assigned in greater quantities of pages read, pages written, and sources required in research. Honors students also have occasional opportunities to respond to AP level questions that develop advanced skills in literary analysis. Writing and vocabulary work will be a requirement for this course. The writing assignments in this class will range from the creative to more formal expository and persuasive essays. The expectations and goals for writing in this class include developing the writer's voice, clarity and simplicity of expression, creation of effective thesis statements, developing skills in smooth transitions between main ideas and effective proofreading of the writer's own work. Vocabulary words will be assigned at least every other week, followed by vocabulary quizzes and cumulative quarterly vocabulary tests.
Prerequisite to enter honors' level from CP: A final grade of "B-" or better in English 10

ENGLISH 11 – AMERICAN LITERATURE II **Grade 11**
132 Full Year – College Prep **5 Credits**
The eleventh grade College Prep English course involves an in-depth study of American literature of the 20th Century. Through the readings, this course will examine historical periods from which the literature arose, beginning with the end of the 19th century. This course will also address the major thematic concerns of American literature over the course of the century to the present, including, but not limited to, what it means to be an American.

Texts, subject matter, and many assignments parallel those of the Honors course, but they are typically assigned in smaller quantities of pages read, pages written, and sources required in research. Writing and vocabulary work will be a requirement for this course. The writing assignments in this class will range from the creative to more formal expository and persuasive essays. The expectations and goals for writing in this class include developing the writer's voice, clarity and simplicity of expression, creation of effective thesis statements, developing skills in smooth transitions between main ideas and effective proofreading of the writer's own work. Vocabulary words will be assigned at least every other week, followed by vocabulary quizzes and cumulative quarterly vocabulary tests.
Prerequisite: Successful completion of English 10

ENGLISH 12 – AP LITERATURE AND COMPOSITION **Grade 12**
140 Full Year – Advanced Placement **5 Credits**

In the college curriculum level of Advanced Placement English in Literature and Composition, young language arts scholars will be asked to explore classic and contemporary works, write analytically as well as creatively, express themselves in a number of public speaking contexts, and exercise critical thinking throughout their studies. Particular attention will be placed on understanding authors' effective use of literary devices in novels, short stories, poetry and plays. Students are required to take the Advanced Placement Exam at the end of the year. The challenging titles studied in this course are aligned with those suggested by the College Board.

Prerequisite to enter AP level from honors: A final grade of "B-" in English 11H.

ENGLISH 12 – COURSE OFFERING PROGRAM

Grade 12 students not enrolled in AP Literature and Composition will enroll in a series of three English courses of their choosing during their senior year. Students should select their top three choices of classes. After the first week of the course, students may not change the level of the enrolled course.

Prerequisite to enter English 12: successful completion of English 11.

Quarter 1 Offerings

THE AMERICAN WESTERN **Grade 12**
143 First Quarter Honors **1.25 Credits**
144 First Quarter College Prep

At almost the very moment the first white Americans reached the western frontier, they set about romanticizing and defining the journey they had just taken and the people who took part in it. The genre's stock characters include cowboys and horse thieves, railroad men and mountain men, fur trappers and buffalo hunters, lawmen and hangmen. Its plots include cattle driving, gold mining, gun fighting, and bounty hunting, just to name a few. Literature about the frontier and the American West continues to be part of our national identity; in fact, it is our national mythology. In this course, students will read a novel that treats both the romantic and realistic notions of the West. Before reading fictional accounts of the West, students will watch three documentaries detailing the cost of settlement to Native Americans and the legacy left behind in the name of "Manifest Destiny." Students will also explore the unexpected opportunities the West opened for women in the areas of work and self-expression. The class will also view several film treatments of different aspects of the West. Titles may include *The Good, The Bad and The Ugly, The Revenant, The Sisters Brothers,* and *The Ballad of Buster Scruggs.* Students taking the course for honors credit will be required to read an outside novel and complete an additional project or essay.

"THIS IS THE WAY THE WORLD ENDS / THIS IS THE WAY THE WORLD ENDS": DYSTOPIAN LITERATURE
145 First Quarter Honors **Grade 12**
146 First Quarter College Prep **1.25 Credits**

Great writers such as George Orwell, Ray Bradbury, and Margaret Atwood have imagined the future, and in their dystopian literature, it is bleak. In the novels 1984, Fahrenheit 451, and The Handmaid's Tale these authors give an often terrifying glimpse into what our societies might look like in the years to come. Whether through man's own viciousness or through his complacency, these societies crush the humanity from their inhabitants. In this course, students will examine what caused these authors to write about their fearsome futures, how they reflected their contemporary society, and what they got right in their predictions.

Students taking this course for honors credit will be required to complete additional reading and assessments.

Prerequisite: Successful completion of English 11

LITERATURE OF OPPRESSION AND RESISTANCE IN BLACK AMERICA

190 First Quarter Honors **Grade 12**
191 First Quarter College Prep **1.25 Credits**

Literature and History are inextricably linked, informing each other and reflecting the inevitable pendulum swings of popular opinion. One way of grappling with the realities of American Slavery and systemic racism is to examine the way literature is used by both the oppressor and by the oppressed. This course will examine literature that was composed to justify and validate slavery and racism as well as literature that served as a powerful statement of resistance, with an emphasis on the latter. Students will be challenged to confront the ugliest parts of American history and will be empowered to see how individual voices and stories can create lasting change. Core texts may include *Stamped* by Jason Reynolds and Ibram X. Kendi and *How the Word is Passed* by Clint Smith.

Prerequisite: Successful completion of English 11

MACBETH
COURSE # First Quarter Honors **Grade 12**
COURSE # First Quarter College Prep **1.25 Credits**

Packed with witches, warfare, murder, hallucinations, and paranoia, Macbeth is one of Shakespeare's most intense and unsettling tragedies. A swift, gripping tale of ambition, guilt, and bloodshed, it has remained a favorite of audiences for over four centuries and is the source of a curse so intimidating to actors that they refuse to say the play's title in theaters. Now is your chance to experience the power of this play for yourself. In addition to closely studying the text, we will explore a range of scholarly criticisms and compare some of its many filmed interpretations. Coursework will be differentiated for Honors and CP levels.

Prerequisite: Successful completion of English 11

MEMOIR
149 First Quarter Honors **Grade 12**
150 First Quarter College Prep **1.25 Credits**

This class will focus on exploring various types of memoir and other forms of nonfiction narrative. In this class, you will read Trevor Noah's memoir, *Born a Crime,* about his childhood in South Africa, excerpts from other authors, short essays, TedTalks, and even write your own! Honors students will select additional, outside texts of their own choosing and complete accompanying activities and reviews. Over the course of the quarter, the texts that we read will provide a wide array of writer experiences and viewpoints. Some of the texts we read will be light and humorous, while others will be poignant or sad. Some are graphic novels, and some are podcasts. All are sure to speak to you in one way or another.

Prerequisite: Successful completion of English 11

Quarter 2 Offerings

SOUTHERN GOTHIC LITERATURE
154 Second Quarter Honors **Grade 12**
155 Second Quarter College Prep **1.25 Credits**

Southern Gothic was born as a genre in American literature in the early twentieth century. Like the Gothic, its European predecessor, Southern Gothic also uses the ideas of mystery, darkness, and the supernatural but places them in a style and setting which is uniquely Southern. Far from romanticizing the stereotypes of the South, this genre seeks to explore the dark side of the human condition through damaged and delusional characters living in a culture of terror and horror. The ills of racism, poverty, violence, and moral corruption are exposed through characters ostracized or oppressed by traditional Southern culture. Readings may include works by Edgar Allan Poe, William Faulkner, Flannery O'Connor, Tennessee Williams, Cormac McCarthy, and others. Students taking the course for honors credit will be required to read an outside novel and write an additional paper.

Prerequisite: Successful completion of English 11

WOMEN WRITERS AROUND THE WORLD

156 Second Quarter Honors **Grade 12**
157 Second Quarter College Prep **1.25 Credits**

Who tells your story? This course will focus on modern women writers from around the world: Marjane Satrapi, Jhumpa Lahiri, Chimamanda Ngozi Adichie, and Mia Alvar. Their works will take us around the globe from Iran to London, to India, Nigeria, Bahrain, and the Philippines. The main texts will include the graphic novel Persepolis and the short story collections The Interpreter of Maladies, and The Thing around Your Neck. The goal of the course is to gain insight into a broad range of human experience and discover how the experience is both influenced by and transcends geography. This seminar-style course combines college-level assignments and student-led discussion with contemporary short stories and graphic novels. Students taking this course for honors credit will write an expanded essay.
Prerequisite: Successful completion of English 11

MIDDLE EASTERN LITERATURE
158 Second Quarter Honors **Grade 12**
159 Second Quarter College Prep **1.25 Credits**

The unrest that is so often highlighted in the Middle East sadly overshadows its vibrant culture and literature. Take a refreshing look at this region by studying one of its most beautiful modern voices, Khaled Hosseini. As we read one of Hosseini's novels, we will consider the way he highlights his Afghan heritage while connecting to the universal human experience that transcends geography. While Hosseini will be the focus of this course, other authors studied may include graphic novelist Marjan Satrapi (*Persepolis*), Azar Nafisi (*Reading Lolita in Tehran*), and poet Naomi Shihab Nye.

Students taking this course for honors credit will be required to read an additional novel and write an additional essay.
Prerequisite: Successful completion of English 11

BRITISH LITERATURE: SHERLOCK HOLMES AND THE GENTLEMAN DETECTIVE
160 Second Quarter Honors **Grade 12**
163 Second Quarter College Prep **1.25 Credits**

This course will focus on Sir Arthur Conan Doyle's indelible character, Sherlock Holmes, and the gentleman detective genre of the late Victorian period. We will explore British literature within the context of late Victorian ideals and philosophies, especially as they are expressed in art, literature, science, and culture. We will also touch on the shifts in thinking that occurred in Great Britain right after The Victorian era, known as the "fin de siecle," and Modernism. Sherlock Holmes serves as a "barometer" for late Victorian anxieties and insecurities, and he is the rational, reasonable "hero" needed for the time. "The game is on!"
Prerequisite: Successful completion of English 11

ABSURDLY ORIGINAL: THE PLAYS OF SAMUEL BECKETT
164 Second Quarter Honors **Grade 12**
165 Second Quarter College Prep **1.25 Credits**

Nobel Prize-winning playwright Samuel Beckett wrote some of the weirdest and most provocative plays ever put on the stage. A monumentally innovative and influential figure in the history of theater, he boldly rejected traditional rules concerning plot and character in an attempt to express the absurdity of human beings' unending search for meaning in a universe that refuses to provide it. The startlingly original plays he created on this theme are full of paradoxes: they are simultaneously bleak and hopeful, grim and hilarious, merciless and humane, philosophical and silly, profound and simple. Most of his productions are relatively short, so we will be able to sample a wide variety, ranging from masterpieces like *Waiting for Godot* and *Endgame* to monologues like *Krapp's Last Tape* and *Not I* to radio plays like *All that Fall* to one acts like *Play*. Active discussion and creative/non-traditional responses to Beckett's work will be required.
Prerequisite: Successful completion of English 11

Semester 2 Offerings

LITERATURE THROUGH FILM: NOIR
166 Semester 2 Honors **Grade 12**
167 Semester 2 College Prep **2.5 Credits**

If back alleys, Venetian blinds, private eyes and *femmes fatales* are your cup of joe, this is the class you've been waiting for, see? *Noir* explores the world in the shadows: love-inspired murderers, corrupt insurance salesmen, treacherous wives, and cops gone wrong are some of the characters you can expect to meet in these stories of deception and mayhem. We will trace the beginnings of the *noir* story tradition in the hard-boiled fiction of the early twentieth century through the heyday of the *noir* film tradition in the 1940s and '50s right up to present-day film offerings, also called *neo-noir*. Films may include *M, Shadow of a Doubt, The Big Sleep, In a Lonely Place, Niagara,Memento, Blade Runner, Se7en* and many others. Students taking the course for honors credit will be required to read an outside novel, watch an outside film, and write an additional paper.
Prerequisite: Successful completion of English 11

FROM THE PAGE TO THE STAGE: MOVIE MUSICALS
170 Semester 2 Honors **Grade 12**
171 Semester 2 College Prep **2.5 Credits**

…5,6,7,8! Do you love musicals? Some of the most popular and iconic musicals not only started as books and plays but have been made into movies. For this course, you'll read texts that sing and dance their way to the stage and the big screen. Selections include the following movie musicals and their literary inspirations: *Pygmalion*/*My Fair Lady*, *Wicked*, *The Color Purple*, *Romeo and Juliet/ West Side Story*, and *Chicago*.
Prerequisite: Successful completion of English 11

LITERATURE THROUGH FILM: UPSTAIRS VS. DOWNSTAIRS: A LOOK INTO BRITISH CLASS
168 Semester 2 Honors **Grade 12**
169 Semester 2 College Prep **2.5 Credits**

Peek into the drawing rooms of the great manor houses of Britain; explore their hidden passages, larders, and locked attics. Travel to London's poorhouses and the criminal underbelly lurking beneath the surface of all that is good and proper. Follow the lives of the Lords, the governesses, the orphans, the butlers and the housekeepers of British novels from the 18th to the 21st century. We will examine the differences between life "upstairs" and life "downstairs," while gaining insight into the stratification of British society and the social codes therein.

Films may include the following: *Pride and Prejudice, Oliver Twist, Jane Eyre, Remains of the Day, and Atonement*. All students will read novel excerpts and critical essays; honors students will watch an additional film.
Prerequisite: Successful completion of English 11

DON'T LEAVE HIGH SCHOOL WITHOUT KNOWING THE COEN BROTHERS!
172 Semester 2 Honors **Grade 12**
173 Semester 2 College Prep **2.5 Credits**

For nearly four decades now, Joel and Ethan Coen have written and/or directed one iconic film after another, including *Raising Arizona; Fargo; The Big Lebowski; Oh Brother, Where Art Thou;* and *No Country for Old Men*. While often paying homage to great films that came before them, Coen brothers' films are immediately recognizable for a variety of trademarks: darkly comedic situations, oddball characters, playful language, devastating irony, wildly convoluted plots, and spectacular mash-ups of different genres and styles. Among the most highly regarded American filmmakers of all time, the Coens consistently cast a critical (yet affectionate) lens on American ideals and American pop culture. This course will

chronologically trace their films, analyzing them for their common themes and techniques. Additionally, we will read a variety of film reviews and commentaries on their work.
Prerequisite: Successful completion of English 11

HARDCOVERS, HOLLYWOOD, AND HOMICIDE: MURDER ON PAGE AND SCREEN
174 Semester 2 Honors **Grade 12**
175 Semester 2 College Prep **2.5 Credits**
Murder is one of the most enduring and fascinating topics in both literature and film. Audiences have long been held captive by these stories of revenge, desperation, madness, anger, fate, self-defense, and love. This course will explore the various contexts of murder in both literature and film, including the classic "whodunit" detective story, nonfiction accounts, nail-biting thrillers, plays, and even farce. As we consider these representations of murder, class discussion will revolve around motive, ethics, justification, guilt, narrative strategy, and the psychology of popular attraction to this genre. Possible texts include *In Cold Blood* by Truman Capote, *Crime and Punishment* by Fyodor Dostoyevsky, *The Lovely Bones* by Alice Sebold, "The Murders in the Rue Morgue" by Edgar Allan Poe, and "Lamb to the Slaughter" by Roald Dahl. Film titles may include *Dial M for Murder, Psycho, Rope, Match Point, Clue*, and *From Hell*.
Students taking this course for honors credit will choose a Shakespearean tragedy to independently read and analyze.
Prerequisite: Successful completion of English 11

OTHER ELECTIVES

CREATIVE WRITING
176 Semester - College Prep **Grades 9 – 11**
177 Semester – Honors **2.5 Credits**
Do you love to write? Is your mind overflowing with ideas for poems, short stories, songs, or screenplays? Instead of dreading journaling as a weekly chore, do you actually look forward to it? If this sounds like you, you will love CREATIVE WRITING, an elective that will allow you to learn the craft and process of writing while giving you the freedom to compose pieces that you *want* to write. Students will study fiction, poetry, drama, and creative nonfiction, and will produce various compositions for each unit studied. Additionally, students will work collaboratively as a class to produce their own issue of our literary magazine, *The Inkling*. Come share your story with us!
Prerequisite: None

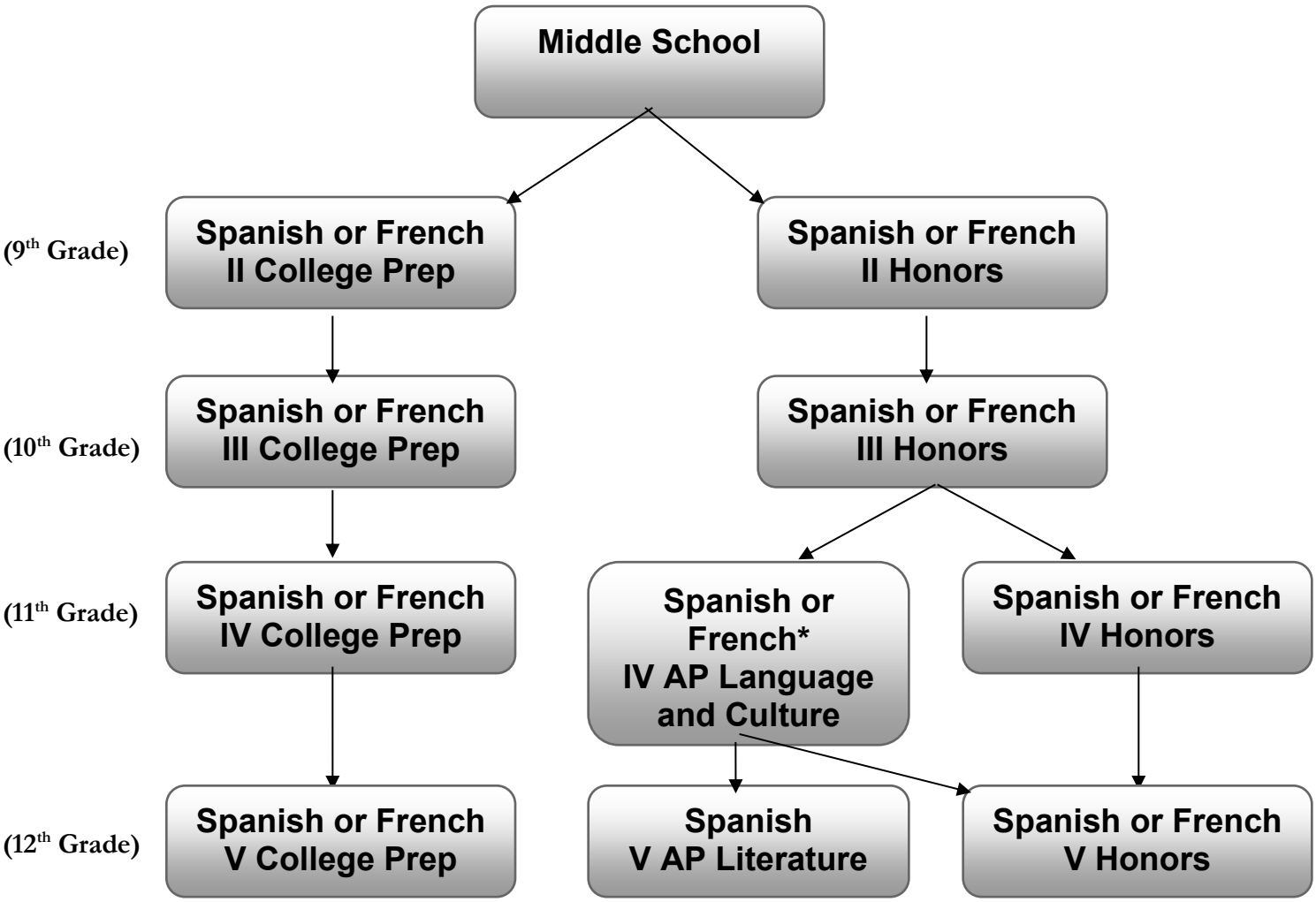
JOURNALISM
STUDENT NEWSPAPER
The Manchester Essex Independent **Grades 10-12**
161 Full Year – Honors **5.0 Credits**
The journalism class, an honors level elective, meets on Monday nights from 6:30-9:00 p.m., with the exception of monthly layout classes, which last several hours for editors. The purpose of the class is to produce the school newspaper, *The Independent*; therefore, interested students must be strong writers who pay close attention to English conventions and are able to work independently and meet deadlines. The final grade will be the average of the four quarterly grades received for the year.
Prerequisite: A final grade of B or above in English the previous year and a completed application, including a recommendation from the student's current English teacher.

DRAMA
COURSE # Semester - Honors **Grades 9–12**
COURSE # **Semester – CP** **5.0 Credits**
In this course, students explore the art of theater through performance, collaboration, and creative expression. They will develop confidence and communication skills while learning the fundamentals of acting, movement, voice, and stagecraft. Students will participate in theater games, improvisation, scene work, and ensemble activities that foster teamwork and self-awareness. Over the course of the semester, students will rehearse and perform scenes or short plays, gaining insight into

both the artistic and technical sides of production. No prior experience is required—just curiosity, creativity, and a willingness to take risks on stage.
Prerequisite: None

PUBLIC SPEAKING
COURSE # SEMESTER - Honors **Grades 9–12**
COURSE # Semester – CP **2.5 Credits**
This semester-long course develops students' confidence, clarity, and effectiveness as speakers and listeners. Students will learn strategies for organizing ideas, tailoring messages to different audiences, and using voice and body language to enhance delivery. Through a variety of speaking experiences—such as informative, persuasive, and impromptu speeches—students will strengthen their communication, critical thinking, and presentation skills. Emphasis is placed on constructive feedback, active listening, and professionalism in both prepared and spontaneous speaking situations.
Prerequisite: None

WORLD LANGUAGE COURSE PATHWAYS



Students entering the 9th grade typically register for a level II course due to the fact that they have completed their level I during their Middle School years.

Note: Students wanting to transition from any College Prep course to an Honors course must have a teacher recommendation and must complete summer work.

The World Language department highly encourages students to study a second World Language. High School Students wanting to pursue a second World Language may contact their teacher and the Department Chair. Students are required to complete two years of the same language.

*French IV AP Language and Culture students move on to French V Honors during their Senior Year.

WORLD LANGUAGES

The World Language program provides an opportunity for students to acquire proficiency in Spanish and in French as well as to explore the cultures where those languages are spoken.

The department strives to develop student proficiency in the four skills of reading, writing, listening and speaking in the target language with special emphasis on communication. These skills are integrated through the three modes of communication: Interpersonal, Interpretive and Presentational. Classroom activities provide authentic contexts for students to interact in the target language. The program is modeled on an immersion style classroom setting, meaning the target language is used almost exclusively for all classroom interaction.

Classroom instruction also encourages students to explore, to investigate and to understand various world cultures through a variety of multimedia sources and travel opportunities. Students are exposed to different lifestyles, artistic expressions, famous people, holidays, current events and global challenges in order to enrich their language study. Students will work to develop and increase their understanding of the diverse cultures studied, make cultural and linguistic comparisons, and make connections with other disciplines. Students will strive to become empathetic global citizens as described in the Vision of the Graduate.

Any student who wishes to begin either French or Spanish as a second world language, and who has a B or better in the first language of study, is strongly advised to take an introductory summer course in the second language at Manchester Essex Regional High School, and then enter French II or Spanish II in September.

The growing sense of a world community and world economy makes the study of a world language essential for business and professional careers in this new millennium. Many students choose to enroll in four years of language study, and an additional number of students choose to study both French and Spanish during their high school years. Furthermore, extended language study has proven to increase proficiency in a World Language, increase scores on standardized testing and improve higher learning skills. For those students considering attending a college or university, two to four years of language study are required for admission and frequently a World language will be required for graduation from that higher level institution.

Additionally, the district will award eligible students the Massachusetts State Seal of Biliteracy. The State Seal of Biliteracy is an award given by the district in recognition of students who have studied and attained proficiency in speaking, reading, listening and writing in two or more languages by high school graduation. Proficiency is determined through standardized testing with AAPPL, which will be offered during the high school world language experience and MCAS ELA scores.

The World Language Department at Manchester Essex Regional High School prepares students for success in achievement of the skills and dispositions defined in the Vision of the Graduate.

FRENCH I **Grades 9 - 12**
312F Full Year - College Prep **5 Credits**
This French I course is offered to students in grades 9-12 who have little or no prior experience with the language. It is designed to prepare students for the French II College Prep or Honors course. Students will begin building their skills in French in order to develop proficiency in the interpretive, interpersonal and presentational modes of communication. Students will speak and write about topics related to them and their lives in the present and near future. Students will read and understand basic written and spoken directions, short dialogues and readings pertaining to French culture. Resources created by native speakers for native speakers such as media, literature and spoken language will be used whenever possible to enhance listening, speaking, reading and writing skills. Examples of thematic units in this course are talking about oneself and others, sports, food, music, activities, and the weather.
Proficiency Target: Novice High on the ACTFL scale
Prerequisite: None

FRENCH II **Grades 9-12**
321F Full Year – Honors **5 Credits**
This French II Honors course is offered to students who have completed 8th grade French or French I and receive a recommendation for Honors from their previous teacher. As outlined in the Indicators for Success this course runs at a rigorous pace that assumes the student has mastery of prerequisite content. Also, the student has the ability to work independently and takes initiative to increase their proficiency in the interpretive, interpersonal and presentational modes of communication. Students will participate in discussions about topics related to them and their surroundings and write in sentence and paragraph form in the present and past with more detail and confidence. Resources created by native speakers for native speakers such as media, literature and spoken language will be used whenever possible to enhance listening, speaking, reading and writing skills. Examples of thematic units include talking about yourself, your family and friends and school life and comparing them to French communities. Except in rare moments our goal is to speak French 100% of the time.
Proficiency Target: Intermediate Low on the ACTFL scale
Prerequisite:A final grade of "B+" or above in eighth grade French or French I and a teacher recommendation.

FRENCH II **Grades 9-12**
322F Full Year – College Prep **5 credits**
This French II College Prep course is offered to students who have completed 8th grade French or French I. As outlined in the Indicators for Success this course runs at a challenging pace appropriate for college preparation. Students will work to further their proficiency in the interpretive, interpersonal and presentational modes of communication. Students will have discussions about topics related to them and their surroundings and write in sentence and paragraph form in the present and past. Resources created by native speakers for native speakers such as media, literature and spoken language will be used whenever possible to enhance listening, speaking, reading and writing skills. Examples of thematic units include talking about yourself, your family, describing where you live and your school life and making comparisons with French communities. Except in rare moments our goal is to speak French 100% of the time.
Proficiency Target: Intermediate Low on the ACTFL scale
Prerequisite: A final grade of "C-" or above in eighth grade French or French I.

FRENCH III **Grades 10-12**
331F Full Year - Honors **5 credits**
This French III Honors course is offered to students who have completed French II Honors and will continue with the same pace and rigor. Students will focus their attention on strengthening their language proficiency in the interpersonal, interpretive and presentational modes and exploring the people and culture of French-speaking countries. Focused vocabulary and grammar are introduced to enhance the student's productive skills of speaking and writing spontaneously and with greater complexity. Students will narrate, describe, and explain various topics in all major time frames. Examples of thematic units in this course are talking about what you like to do, sports, art, activities, health, giving advice, and technology, and making comparisons with French speaking communities. Resources created by native speakers for native speakers such as media, literature and spoken language will be used whenever possible to enhance listening, speaking, reading and writing skills. Except in rare moments our goal is to speak French 100% of the time.
Proficiency Target: Intermediate Mid on the ACTFL scale

Prerequisite: A final grade of "B-" or above in French II Honors and a teacher recommendation; or a final grade of "A" or above in French II College Prep and a teacher recommendation.

FRENCH III **Grades 10-12**
332F Full Year - College Prep **5 credits**

This French III College Prep course is offered to students who have completed French II College Prep. Students will focus their attention on building language proficiency in the interpersonal, interpretive and presentational modes and exploring the people and culture of French-speaking countries. Focused vocabulary and grammar are introduced to enhance the student's productive skills of speaking and writing more spontaneously. Students will develop their ability to narrate, describe, and explain various topics in various time frames. Examples of thematic units in this course are back-to-school and summer activities and narrating past events, talking about future events, jobs and chores, health, giving advice, environment and technology and making comparisons with French speaking communities. Resources created by native speakers for native speakers such as media, literature and spoken language will be used whenever possible to enhance listening, speaking, reading and writing skills. Except in rare moments our goal is to speak French 100% of the time.

Proficiency Target: Intermediate Low-Mid on the ACTFL scale

Prerequisite for College Prep: A final grade of "C-" or above in French II College Prep or Honors.

AP FRENCH LANGUAGE and CULTURE **Grades 11-12**
340F Full Year – Advanced Placement **5 Credits**

The goals of this course are three fold: to improve student communication, to expand student understanding of cultures in Francophone countries, and to prepare students for the Advanced Placement French Language and Culture Exam which is given each May. Classroom instruction focuses on the four skills assessed by the exam: listening, reading, speaking and writing. Students will use all four language skills to discuss and to examine their own world, while simultaneously expanding their knowledge of French-speaking cultures around the globe. The course offers intensive grammatical review and skills reinforcement in preparation for the examination. Making comparisons and drawing conclusions are essential components of the curriculum.

Students will read, listen to, and view a wide assortment of materials from Francophone countries. Selections ranging from newspaper clippings to literary excerpts to scientific graphs will be presented to students in order for them to better understand the multiplicity of Francophone cultures as well as the global challenges facing us all today. Based on their observations, students will be asked to interpret, to analyze, and to present, both in the written and spoken form, a range of topics focusing on themes of family and community, daily life, global challenges, cultural heritage, self-identity and beauty and aesthetics.

It is understood that the teacher and students will speak French 100% of the time. Students are required to take the Advanced Placement Exam at the end of the year.

Proficiency Target: Advanced Low on the ACTFL scale

Prerequisite: A final grade of "B-" or above in French III Honors and a teacher recommendation for French IV AP. A final grade of "B-" or above in French IV Honors and a teacher recommendation for French V AP.

FRENCH IV **Grade 11-12**
341F Full Year Honors **5 credits**
342F Full Year College Prep

Students at this level are now moving to a highly communicative environment with students sharing their ideas spontaneously while exploring themes based on family and friends, community, global challenges, careers and interests. Students will enhance their language proficiency in the interpersonal, interpretive and presentational modes by improving their speaking, reading, writing and listening skills. Students will narrate, describe, interpret and analyze in sentence and paragraph form topics that relate to them and the world around them in various time frames. Resources created by native speakers for native speakers such as media, literature and spoken language will be used whenever possible to develop cultural understanding while also developing skills to make cultural comparisons and connections to their own culture. Except in rare moments our goal is to speak Spanish 100% of the time.

Proficiency Target for French IV CP: Intermediate-Mid on the ACTFL scale

Proficiency Target for French IV Honors: Intermediate Mid-High on the ACTFL scale

Prerequisite for Honors: A final grade of "B-" or above in French III honors and a teacher recommendation. A final grade of "A" or above in French III College Prep and a teacher recommendation.

Prerequisite for College Prep: A final grade of "C-" or above in French III College Prep or Honors.

FRENCH V **Grade 12**
351F Full Year Honors **5 credits**
352F Full Year College Prep

French V Senior Seminar is reserved for French students in their final year of high school, and continues student exploration of the language in a more collegiate-like atmosphere. The primary goal of the course is to explore new and different realms of the French-speaking world, using intriguing short-films, well known literature, research projects, discussions of famous people and philosophies, and full-length movies. Students will study new vocabulary as it pertains to our films, discussions, research and readings. Grammar will be reviewed when necessary to enhance comprehension and class discussion. It is expected that the teacher and students will maintain French 100% of the time during this course.

Proficiency Target for French V CP: Intermediate High on the ACTFL scale
Proficiency Target for French V Honors: Intermediate High/Advanced Low on the ACTFL scale

Prerequisite for Honors: A final grade of "B-" or above in French IV honors and a teacher recommendation. A final grade of "C-" or above in French IV AP and a teacher recommendation. A final grade of "A" or above in Spanish IV College Prep and a teacher recommendation.
Prerequisite for College Prep: A final grade of "C-" or above in French IV College Prep, Honors or French IV AP.

SPANISH I **Grades 9-12**
312S Full Year - College Prep **5 Credits**

This Spanish I course is offered to students in grades 9-12 who have little or no prior experience with the language. It is designed to prepare students for the Spanish II College Prep or Honors course. Students will begin building their skills in Spanish in order to develop proficiency in the interpretive, interpersonal and presentational modes of communication. Students will speak and write about topics related to them and their lives in the present and near future. Students will read and understand basic written and spoken directions, short dialogues and readings pertaining to Spanish culture. Resources created by native speakers for native speakers such as media, literature and spoken language will be used whenever possible to enhance listening, speaking, reading and writing skills. Examples of thematic units in this course are talking about oneself and others, sports, food, music, activities, and the weather.

Proficiency Target: Novice High on the ACTFL scale
Prerequisite: None

SPANISH II **Grades 9-12**
321S Full Year - Honors **5 Credits**

This Spanish II Honors course is offered to students who have completed 8th grade Spanish or Spanish I and receive a recommendation for Honors from their previous teacher. As outlined in the Indicators for Success this course runs at a rigorous pace that assumes the student has mastery of prerequisite content. Also, the student has the ability to work independently and takes initiative to increase their proficiency in the interpretive, interpersonal and presentational modes of communication. Students will participate in discussions about topics related to them and their surroundings and write in sentence and paragraph form in the present and past with more detail and confidence. Resources created by native speakers for native speakers such as media, literature and spoken language will be used whenever possible to enhance listening, speaking, reading and writing skills. Examples of thematic units include talking about yourself, your family and friends and school life and comparing them to Spanish communities. Except in rare moments our goal is to speak Spanish 100% of the time.

Proficiency Target: Intermediate Low on the ACTFL scale
Prerequisite:A final grade of "B+" or above in eighth grade Spanish or Spanish I and a teacher recommendation.

SPANISH II **Grades 9-12**
322S Full Year - College Prep **5 Credits**

This Spanish II College Prep course is offered to students who have completed 8th grade Spanish or Spanish I. As outlined in the Indicators for Success this course runs at a challenging pace appropriate for college preparation. Students will work to further their proficiency in the interpretive, interpersonal and presentational modes of communication. Students will have discussions about topics related to them and their surroundings and write in sentence and paragraph form in the present and past. Resources created by native speakers for native speakers such as media, literature and spoken language will be used whenever possible to enhance listening, speaking, reading and writing skills. Examples of thematic units include talking

about yourself, your family and friends and school life and comparing them to Spanish communities. Except in rare moments our goal is to speak Spanish 100% of the time.

Proficiency Target: Intermediate Low on the ACTFL scale

Prerequisite: A final grade of "C-" or above in eighth grade Spanish or Spanish I.

SPANISH III **Grades 10-12**

331S Full Year- Honors **5 Credits**

This Spanish III Honors course is offered to students who have completed Spanish II Honors and will continue with the same pace and rigor. Students will focus their attention on strengthening their language proficiency in the interpersonal, interpretive and presentational modes and exploring the people and culture of Spanish-speaking countries. Focused vocabulary and grammar are introduced to enhance the student's productive skills of speaking and writing spontaneously and with greater complexity. Students will narrate, describe, and explain various topics in all major time frames. Examples of thematic units in this course are talking about what you like to do, sports, art, activities, health, giving advice, and technology and making comparisons with Spanish speaking communities. Resources created by native speakers for native speakers such as media, literature and spoken language will be used whenever possible to enhance listening, speaking, reading and writing skills. Except in rare moments our goal is to speak Spanish 100% of the time.

Proficiency Target: Intermediate Mid on the ACTFL scale

Prerequisite: A final grade of "B-" or above in Spanish II Honors and a teacher recommendation. A final grade of "A" or above in Spanish II College Prep and a teacher recommendation.

SPANISH III **Grades 10 -12**

332S Full Year- College Prep **5 Credits**

This Spanish III College Prep course is offered to students who have completed Spanish II College Prep. Students will continue to build their language proficiency in the interpersonal, interpretive and presentational modes and explore the people and culture of Spanish-speaking countries. Focused vocabulary and grammar are introduced to enhance the student's productive skills of speaking and writing more spontaneously. Students will develop their ability to narrate, describe, and explain various topics in various time frames. Examples of thematic units in this course are talking about what you like to do, sports, art, activities, health, giving advice, and technology and making comparisons with Spanish speaking communities. Resources created by native speakers for native speakers such as media, literature and spoken language will be used whenever possible to enhance listening, speaking, reading and writing skills. Except in rare moments our goal is to speak Spanish 100% of the time.

Proficiency Target: Intermediate Low-Mid on the ACTFL scale

Prerequisite: A final grade of "C-" or above in Spanish II College Prep or Honors.

AP SPANISH LANGUAGE & CULTURE **Grades 11-12**

340S Full Year - Advanced Placement **5 Credits**

The goals of this course are three fold: to improve student communication, to expand student understanding of cultures in Spanish speaking countries, and to prepare students for the Advanced Placement Spanish Language and Culture Exam which is given each May. The course focuses on six required course themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life and Global Challenges. Classroom instruction focuses on the four skills assessed by the exam: listening, reading, speaking and writing. Students will be able to narrate, describe and explain orally and in writing, topics that relate to them and the world around them in the present, past, future and conditional tenses and the subjunctive mood. Students will read, interpret and analyze authentic resources that may include newspaper articles, plays, short stories, essays and poetry written by famous Spanish speaking authors. Students will also strengthen their listening skills by interpreting, and analyzing authentic materials such as podcasts, dialogs and videos. The teacher and students will speak Spanish 100% of the time.

Students are required to take the Advanced Placement Exam at the end of the year.

Proficiency Target: Advanced Low of the ACTFL scale

Prerequisite: A final grade of "B-" or above in Spanish III Honors and a teacher recommendation for Spanish IV AP. A final grade of "C" or above in Spanish IV AP and a teacher recommendation for Spanish V AP.

SPANISH IV and V **Grades 11-12**
341S/342S Full Year – Honors/College Prep **5 Credits**
351S/352S Full Year- Honors/College Prep

Students at this level are now moving to a highly communicative environment with students sharing their ideas spontaneously while exploring themes based on family and friends, community, global challenges, careers and interests. Students will enhance their language proficiency in the interpersonal, interpretive and presentational modes by improving their speaking, reading, writing and listening skills. Students will narrate, describe, interpret and analyze in sentence and paragraph form topics that relate to them and the world around them in various time frames. Resources created by native speakers for native speakers such as media, literature and spoken language will be used whenever possible to develop cultural understanding while also developing skills to make cultural comparisons and connections to their own culture. Except in rare moments our goal is to speak Spanish 100% of the time.

Proficiency Target for Spanish IV CP: Intermediate Mid on the ACTFL scale
Proficiency Target for Spanish IV Honors: Intermediate Mid-High on the ACTFL scale
Proficiency Target for Spanish V CP: Intermediate High on the ACTFL scale
Proficiency Target for Spanish V Honors: Intermediate High/Advanced Low on the ACTFL scale

Prerequisite for IV Honors: A final grade of "B-" or above in Spanish III Honors and a teacher recommendation. A final grade of "A" or above in Spanish III College Prep and a teacher recommendation.
Prerequisite for IV College prep: A final grade of "C-" or above in Spanish III College Prep or Honors.
Prerequisite for V Honors: A final grade of "B-" or above in Spanish IV Honors and a teacher recommendation. A final grade of "C-" or above in Spanish IV AP and a teacher recommendation. A final grade of "A" or above in Spanish IV College Prep and a teacher recommendation.
Prerequisite for V College Prep: A final grade of "C-"or above in Spanish IV College Prep, Honors or Spanish IV AP and a teacher recommendation.

AP SPANISH LITERATURE AND CULTURE **Grade 12**
360S Full year-Advanced Placement **5 Credits**

This course is designed for students who scored a four or five on the AP Spanish Language Exam and prepares them to take the AP Spanish Literature Exam in May. Students will read a variety of works prescribed by the AP reading list and be able to relate them to their cultural framework. The works include literature from the entire Spanish Speaking world. Students will be exposed to a variety of genres from medieval poetry to modern short stories to several full-length novels. Students will be expected to read, interpret, compare and contrast selections of literature at the college level. They also must be able to write critical essays at a high level of fluency in the Spanish language. Students are required to take the Advanced Placement Exam at the end of the year. The teacher and students will speak Spanish 100% of the time.

Proficiency Target for AP Spanish Literature and Culture: Advanced Mid in Reading and Writing
Prerequisite: A score of 3 or above on the AP Language and Culture exam and teacher recommendation.

ONLINE COURSE OFFERINGS (Budget Dependent)

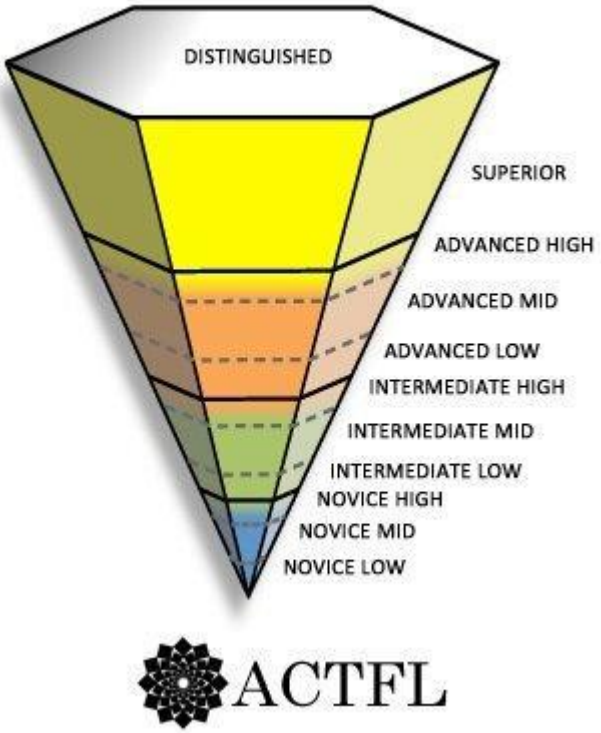
In an effort to expand language offerings for MERHS students, online language courses may be made available to students (budget dependent). Students interested in exploring language study beyond French and Spanish can pursue an online offering. Interested students should meet with the World Language Department Chair to discuss offerings and student qualifications.

SEAL OF BILITERACY

The Seal of Biliteracy is awarded to graduating seniors who have achieved a proficiency level of Intermediate High or Advanced Low in English and a partner language (ACTFL-Scale), highlighting their skills in all four language domains (listening, speaking, writing, and reading) for both languages. This program is designed to both motivate and recognize students who have pursued and attained bilingualism during their academic career in the Manchester Essex School District. Students will need to demonstrate proficiency in English by scoring a 472 or higher on the Grade 10 ELA MCAS test and demonstrate proficiency in a partner language by taking a district-selected standardized test or submitting a portfolio.

Students are encouraged to speak with their World Language Teacher or the World Language Department Chair for more information. Exam costs are the responsibility of the student, approximately $20 per test.

ACTFL-Scale Levels of Language Proficiency Explained



Novice Low: This level is characterized by an ability to understand and produce isolated words or high-frequency phrases, often with significant errors. It's the beginning level of language acquisition.

Novice Mid: At this level, individuals can express basic personal information and needs, primarily through memorized phrases and a limited amount of learned words and structures.

Novice High: At this level, an individual can communicate short messages on highly predictable, familiar every day topics that affect them directly. They can piece together vocabulary to create strings of sentences but rely heavily on memorized and learned phrases.

Intermediate Low: Individuals at this level can manage simple, predictable communication necessary for survival in the target language, such as personal information, basic needs, and common everyday contexts. They can ask and answer questions but may struggle to understand or be understood by native-speakers unaccustomed to non-native speakers.

Intermediate Mid: This is a level where individuals can handle basic communicative tasks in straightforward social situations. They can ask and answer questions with some detail about themselves and their immediate environment (travel, lodging, food, shopping). Their language is characterized by strings of sentences that use high-frequency and simpler grammatical structures.

Intermediate High: Individuals at this level can handle uncomplicated tasks and social situations requiring an exchange of information related to their work, school, recreation, etc. They can be understood by native speakers despite errors and interference from their native language. They can provide paragraph-length narratives in past, present, and future but with inconsistency.

Advanced Low: Individuals can handle basic communicative tasks for work, academic, or social situations. They can communicate clearly in multiple time frames, but their native language still interferes with the use of false cognates, literal translations, and paragraph structure, and their speech may include a large amount of self-correction.

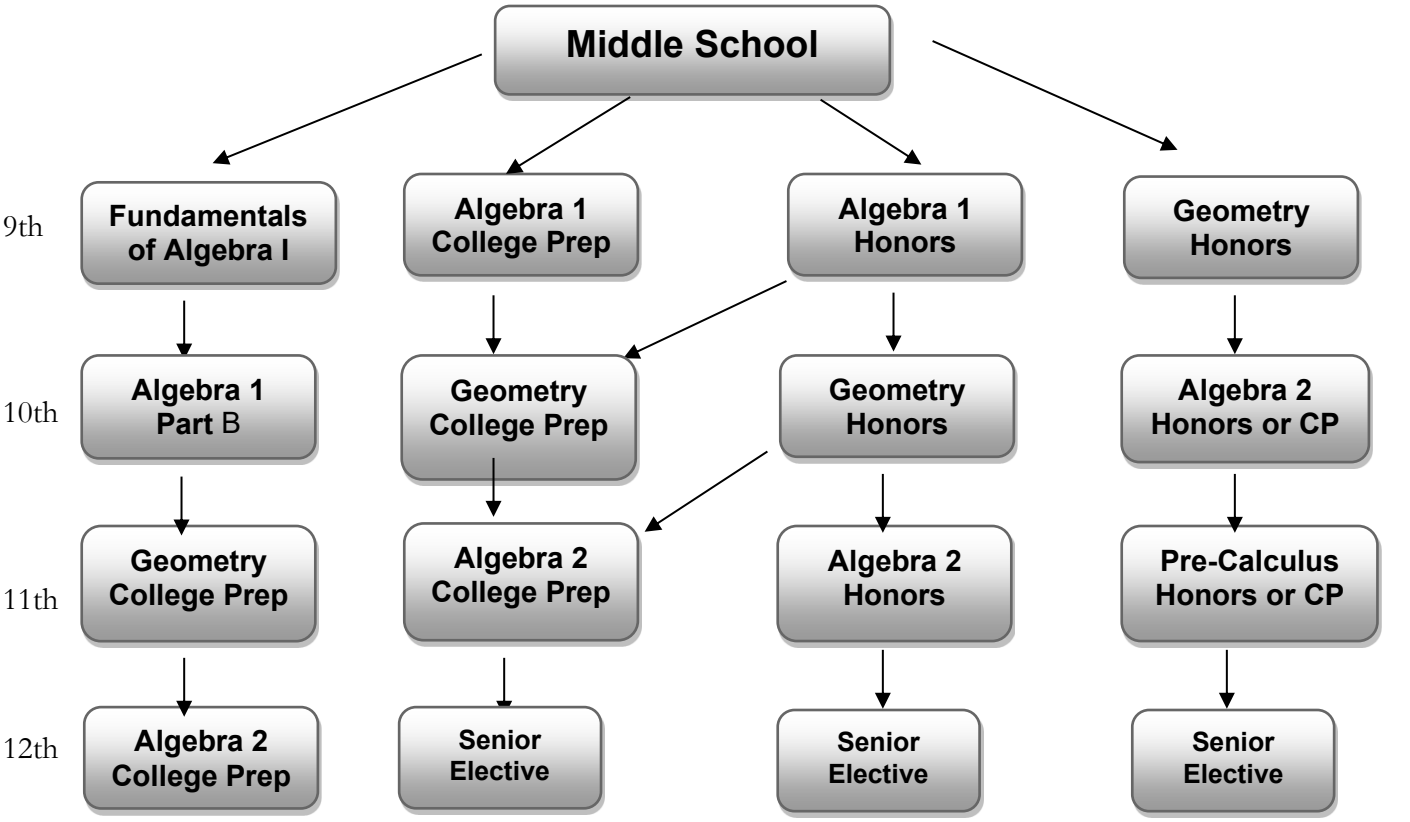
Advanced Mid: At the Advanced-Mid level, an individual has the capability to handle a variety of communicative tasks, albeit with some errors. Individuals can handle concrete exchanges and discussions on a range of concrete topics, and be fully understood by a native speaker. They can competently narrate and describe in past, present, and future with organized, extensive detail and supporting examples.

Advanced High: At the Advanced-High level, an individual can communicate with accuracy and fluency in the language, expressing themselves in most informal and formal settings. They may occasionally make mistakes in low-frequency or highly complex grammatical structures but possess multiple strategies that compensate for vocabulary gaps.

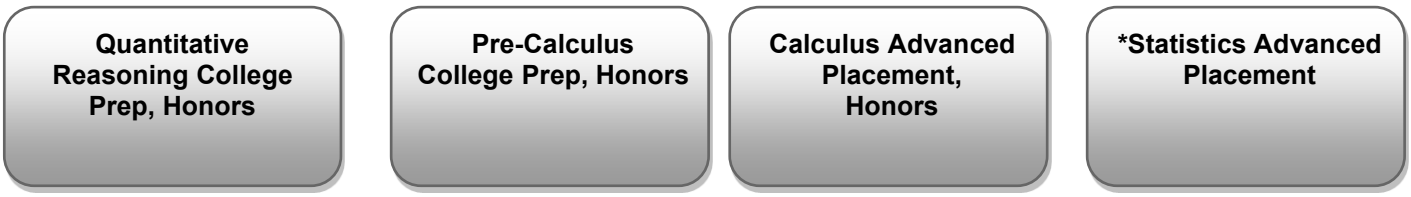
Superior: At the Superior level, an individual can speak the language with near-native fluency and accuracy sufficient for use in formal and professional conversations, including technical discussions in their field of expertise. They can handle both concrete and abstract concepts and are able to fully participate in extended argumentation on a variety of topics.

Distinguished: At the Distinguished level, an individual demonstrates exceptional native-speaker fluency and accuracy in the language, capable of using it effectively in a broad range of highly demanding, professional situations. Their language includes cultural and historical references, is extended, and is highly organized.

MATH DEPARTMENT PATHWAYS



Senior Electives:



Other Elective:



Note: ***These would be typical course sequences. Students may accelerate by concurrently taking Geometry and Algebra 2.***

****Juniors may take AP Statistics only if they take Pre-Calculus concurrently or obtain departmental approval.***

MATHEMATICS

The goal of the Mathematics Department at MERHS is that all students will develop mathematical power through knowledge, practice, critical thinking, problem solving, and investigation. Further, all students will learn to communicate their mathematical ideas and to connect them to other disciplines and the real world.

All students are required to complete 4 years of mathematics (20 credits). Students generally take Algebra I, Geometry, and Algebra II in grades 9 through 11 or in grades 8 through 10. Juniors and seniors who have successfully completed Algebra II may take Pre-Calculus (grades 11 or 12), Calculus (grade 12), and Quantitative Reasoning (grade 12). AP Statistics and Honors Statistics is offered to grade 12 students or grade 11 students who take Pre-Calculus concurrently. Students planning to enter college after graduation should consult the specific mathematics requirements for their college choices before their junior year, so that they can make the proper course selections.

All mathematics courses at MERHS make appropriate use of technology. Problem solving is a major focus. Honors courses are designed to prepare students for higher level college mathematics, as well as the Advanced Placement Calculus AB exam and/or Statistics A exam and require a significant commitment of time, effort, and seriousness of purpose. From time to time it may be appropriate for a student to change their sequence of courses or level. The student's teacher or Guidance Counselor is well informed about the student's work and can offer valuable advice about placement.

MATH DEPARTMENT CALCULATOR POLICY
Students are encouraged to obtain an approved graphing calculator. If the cost of a graphing calculator is an issue, please see the department chair or school administration.

ALGEBRA I **Grade 9**
411 Full Year – Honors **5 credits**
Algebra is the language of mathematics whose concepts and skills have become the basic mathematics requirement for nearly every employer and post-secondary school in the world. Topics include: Real number operations; solving, graphing and writing linear equations/inequalities; polynomial operations and factoring; powers and exponent laws; ratio and proportion, and quadratic equations. Applications include modeling with linear, absolute value, quadratic and exponential equations. Some examples of applications are compound interest, motion problems, and geometry problems. The use of technology, such as the graphing calculator, is introduced as necessary.
Prerequisite: A final grade of "B-" or better in Pre-algebra (Math 8) and teacher recommendation

ALGEBRA I **Grade 9**
412 Full Year – College Prep **5 credits**
Content is similar to Algebra I-Honors but the pace is slower. Emphasis is placed on algebraic skills and real life applications. Topics include: Real number operations; solving, graphing and writing linear equations/inequalities; polynomial operations and factoring; powers and exponent laws; ratio and proportion, and quadratic equations.

Applications include modeling with linear, absolute value, quadratic and exponential equations. Some examples of applications are compound interest, motion problems, and geometry problems. The use of technology, such as the graphing calculator, is introduced as necessary.
Prerequisite: Successful completion of Pre-Algebra (Math 8).

FUNDAMENTALS OF ALGEBRA I **Grade 9**
413 Full Year – College Prep **5 credits**
This Algebra 1 course places special emphasis on number sense, precision, and problem solving. Topics include real number operations; solving, graphing and writing linear functions; linear inequalities; powers and exponent laws; and ratio and proportion. Applications include modeling with linear functions. Additionally, work in data analysis, statistics and probability is extended beyond that which was learned in middle school. Use of algebra in solving geometry problems is also covered. The use of technology, such as the graphing calculator, is introduced as necessary.
Prerequisite: Successful completion of Pre-Algebra (Math 8).

GEOMETRY **Grade 9 or 10**
421 Full Year- Honors **5 credits**
The objective of Honors Geometry is to develop habits of clear thinking and precise expression, as well as an understanding of the fundamental facts and principles of Geometry. Topics include: deductive and inductive reasoning, proof, analytic geometry, polygons, circles, polyhedra, area, volume, coordinate geometry, ratio and proportion, probability, statistics, and an introduction to the calculator's functions and its applications in Geometry.
Prerequisite: A final grade of "B-" or better in Algebra I Honors and teacher recommendation or an "A-" or better in Algebra I – CP, teacher recommendation, and department chair approval.

GEOMETRY **Grade 10**
422 Full Year – College Prep **5 credits**
In this course, students will develop powers of spatial visualization and logical thinking while concurrently strengthening skills they learned in Algebra I. Most of the topics that are covered in Geometry-Honors are covered in this course, but with an emphasis on fundamentals and application of the concepts learned. A scientific calculator (with trigonometric capabilities) is required for this course.
Prerequisite: Successful completion of Algebra I.

FUNDAMENTALS OF GEOMETRY **Grade 10**
414 Full Year – College Prep **5 credits**
In this course, students will develop powers of spatial visualization and logical thinking while concurrently strengthening skills they learned in Algebra I. Most of the topics that are covered in Geometry-Honors are covered in this course, but with an emphasis on fundamentals and application of the concepts learned. A scientific calculator (with trigonometric capabilities) is required for this course.
Prerequisite: Successful completion of Algebra I.

ALGEBRA II **Grade 10 or 11**
431 Full Year – Honors **5 credits**
In this course, students will deepen their understanding of concepts and skills they learned in Algebra I-Honors and Geometry-Honors. With a foundation in the Cartesian coordinate system, students will explore linear, quadratic, polynomial, exponential, and logarithmic functions. Transformations of functions will be a common thread throughout the year. Most formulas will be presented with a thorough explanation of their origin, and students will be expected to master the algebraic derivations that produce each one. Other topics include solving linear equations and inequalities, multivariate systems of equations and inequalities, advanced factoring of polynomials, solving polynomial equations, the Fundamental Theorem of Algebra, laws of exponents, radical expressions and functions, exponential and logarithmic equations (including connections to finance and population growth), sequences and series, and introductory combinatorics. Graphing calculators will be used regularly and are required for this course.
Prerequisite: A final grade of "B-" or better in Geometry-Honors and/or teacher recommendation or "A-"or better in both Geometry-CP and Algebra-CP, teacher recommendation and department chair approval.

ALGEBRA II **Grade 10 or 11**
432 Full Year – College Prep **5 credits**
In this course, students will deepen their understanding of concepts and skills they learned Algebra I-CP and Geometry-CP. The course builds on students' previous work with linear and quadratic functions, and extends to the study of polynomial, exponential, logarithmic, and statistics and probability. Transformations on graphs of functions are emphasized throughout the course, as are applications of these functions through modeling real data. A graphing calculator is required.
Prerequisite: Successful completion of Algebra I and Geometry

PRE-CALCULUS **Grade 11 or 12**
441 Full Year – Honors **5 credits**

Students in Pre-Calculus will build upon previously learned concepts from Geometry (right triangle trigonometry) and Algebra 2 (functions) to prepare for the study of calculus. Throughout the year, students will interpret mathematical models and develop models from problem situations. The first semester is devoted to trigonometry: right and oblique triangles, the unit circle, the origin of the trigonometric functions, their graphs, transformations of their graphs, and inverses. Students will develop a "toolkit" of trigonometric identities from which they can verify and derive many other identities. In semester two, students will enhance their understanding of the trig functions by connecting them to analytic geometry via study of the conic sections. Students will end the year with a study of piecewise-defined and rational functions as a precursor to limits: discontinuities, asymptotes, interval notation, relative extrema, and one-sided limits. A TI-84 graphing calculator will be used frequently and is required for this course.

Prerequisite: "B" or better in Algebra II-Honors and teacher recommendation

PRE-CALCULUS **Grade 11 or 12**
440 Full Year – College Prep **5 credits**

This course is for students who may aspire to take calculus in the future (either in high school or college), but who are not yet ready for the pace of Honors Pre-Calculus. Pre-Calculus views mathematics as a study of functions that model real situations. Topics studied include circular and trigonometric functions, applications of trigonometry, exponential and logarithmic functions, and conic sections. Students will end the year with a study of piecewise-defined and rational functions as a precursor to limits: discontinuities, asymptotes, interval notation, relative extrema, and one-sided limits. Graphing calculators are required.

Prerequisite: "B-" or better in Algebra II-CP and teacher recommendation, or "C" or better in Algebra II-Honors and teacher recommendation.

QUANTITATIVE REASONING **Grade 12**
442C Full Year—College Prep **5 credits**

In this course, students will apply Algebra I, Geometry, and Algebra II concepts and skills to real-world problems in business and personal finance. Students will learn how to describe and interpret data to make informed, mathematically supported decisions using various interpretive, summary and graphical techniques, along with measures of central tendency and variance. Topics include business modeling, banking, investing, credit and loans, taxes, and budgeting. *Prerequisite: Successful completion of Algebra II-CP or Algebra II-Honors.*

AP CALCULUS AB **Grade 12**
450 Full Year – Advanced Placement **5 credits**

Calculus involves the mathematics used to measure changes in physical quantities. This course covers both differential and integral calculus and their applications in science, business, and many other fields. Topics include derivatives/integrals of polynomial, rational, trigonometric, logarithmic and exponential functions. Approximations, area under a curve, volumes, lengths of plane curves, related rates, maxima, minima and differential equations are major points of interest. Students are required to take the Advanced Placement Exam at the end of the year. A graphing calculator is required for this course.

Prerequisite: A final grade of "B-" or better in Honors Pre-Calculus and teacher recommendation.

HONORS CALCULUS **Grade 12**
451 Full Year – Honors **5 credits**

Topics are similar to those in AP Calculus, with emphasis on applications of derivatives and integrals. Students are NOT expected to take the College Board AP Calculus Exam. A graphing calculator is required for this course.

Prerequisite: A final grade of "C" or better in Honors Pre-Calculus or a "B" or better in College Prep Pre-Calculus and teacher recommendation.

HONORS STATISTICS **Grades 10–12**
461 Full Year -- Honors **5 credits**

An introductory course in statistics for students interested in how to gather and display data. Topics for this course include: exploring data, modeling distribution of data, describing relationships, designing studies, probability, random variables, sampling distributions. This course integrates technological solutions for handling data and requires at least a TI-83 calculator.

Prerequisites: 1) A final grade of B- or better in Honors Algebra 2 (or a final grade of A- or better in CP Algebra 2) or 2) the course may be taken concurrently with Algebra 2 if the student has a final grade of B- or better in Honors Geometry (or A- or better in College Prep Geometry) and teacher recommendation

AP STATISTICS **Grade 11 or 12**
471 Full Year – Advanced Placement **5 credits**

Statistics is the science of collecting, analyzing, and drawing conclusions from data. Students will explore four broad conceptual themes: describing patterns and departures from patterns in data sets; sampling and experimentation; anticipating patterns using probability and simulation; and statistical inference. The study of statistics is notably different from other fields of mathematics, as there is as much emphasis on reading critically and writing responses precisely as there is on computational proficiency. The course covers the AP Statistics curriculum set forth by the College Board. Students are required to take the Advanced Placement Exam at the end of the year. A TI-84 Plus graphing calculator is required for this course.

Prerequisite: A final grade of B- or higher in Honors Pre-Calculus, or a final grade of B or higher in Honors Algebra 2, or a final grade of A- or higher in College Prep Pre-Calculus, and teacher recommendation. NOTE: Grade 11 students wishing to take AP Statistics must take Pre-Calculus concurrently or obtain departmental approval.

PHYSICAL EDUCATION AND HEALTH

All high school students must participate in physical education each year of high school.

Freshman and Sophomore Requirements
Students in grades 9 and 10 are required to successfully complete a semester course in physical education and health each school year. Students must enroll in a course each school year, the requirement cannot be fulfilled in later school years.

Junior and Senior Requirements
Juniors and seniors have a variety of options by which they may complete the physical education requirement.

To fulfill the requirement for physical education for junior and senior years, all students must select one of the following options each year:

- Elect to take a physical education elective at MERHS.
- Play on an interscholastic team at MERHS for at least one season. The Athletic/PE Department and school counselor must be notified in advance if pursuing this option. Documentation reflecting full completion of the sports season must be provided to the Guidance Office by the student (MERHS will provide form).
- Participate in an after-school intramural weight training and conditioning program at the MERHS weight room. The hours will depend on the schedule of the weight room. The MERHS weight room supervisor will verify participation and attendance. The time commitment must be a minimum of 40 total hours. The Athletic/PE Department and counselor must be notified in advance if a student is pursuing this option. At the conclusion of the 40 hour requirement, the student must provide the Guidance Office with written documentation of completion (MERHS will provide form).
- Participate in a fitness/exercise program at a fitness/exercise facility. This may include weight training, general fitness, dance, yoga, skating, gymnastics, karate, judo, or other approved activities. The time commitment must be a minimum of 40 total hours. The school counselor must be notified in advance if pursuing this option. The student must provide written documentation signed by an approved instructor of completion of required hours. (MERHS will provide form).

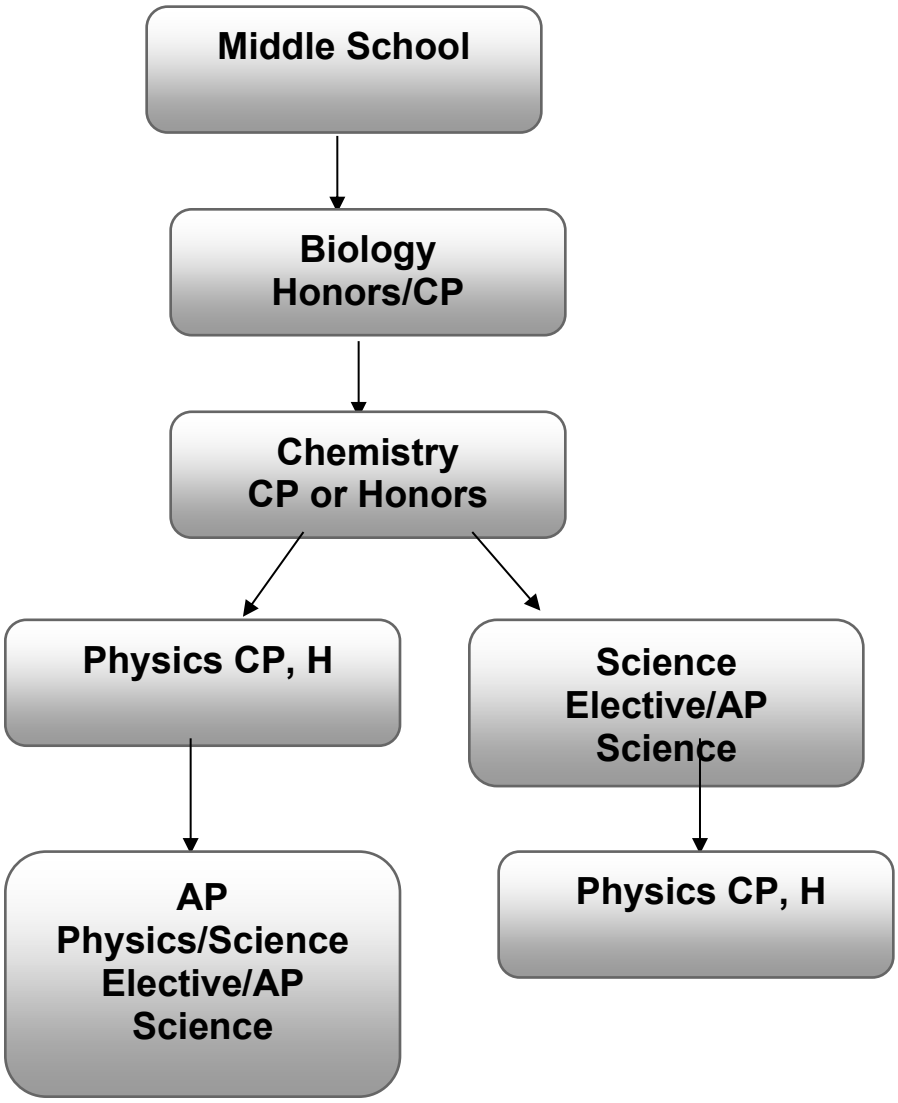
Physical Education contributes to the development of the individual through a multifaceted approach to learning. It is a sequence of experiences designed to help each student develop physically, emotionally and socially. Students are introduced to team as well as individual sports, games, and life-long activities that contribute to their growth, development and behavior needs. The health education component helps students avoid problems by teaching them to make choices that promote health and well being in order to make life more satisfying, productive and rewarding. Current health issues are explored. The two components are intertwined throughout the course.

PHYSICAL EDUCATION AND HEALTH **Grade 9-10**
909 Semester – College Prep **2.5 Credits**
The goal of Physical Education and Health is to teach students how to develop and maintain health and a routine for fitness as a life-long process. To accomplish this goal Physical Education/Health class is mandatory for all ninth and tenth graders. The Physical Education component will introduce students to team as well as individual sports, games, and life-long activities. The health component will explore current health issues in order to give students the information needed to make sensible decisions concerning their health.
Prerequisite: None.

ADVANCED PHYSICAL EDUCATION/FITNESS FOR LIFE **Grades 11-12**
912 Semester- College Prep **2.5 Credits**
Advanced Physical Education/Fitness for Life will introduce students to a wide array of exercise science concepts. The course curriculum has been designed to provide students with greater understanding of how specialized exercise and dietary approaches affect athletic performance and physical wellness. Advanced strength training, conditioning, and nutritional concepts will constitute a major focus for this class. Any student interested in pursuing exercise science related course of

studies during college or occupations such as coaching, personal training, physical therapy etc. will find this course to be of great benefit to their academic and /or occupational objectives.
Prerequisite: Successful completion of grades 9-10 physical education and health.

SCIENCE PATHWAYS



Electives: See Program of Studies for Pre-Requisites

- Human Anatomy -CP, CP/H 11-12
- Marine Science-by-the-Sea Honors 11-12
- Intro to Biotech – CP, H 10-12 11-1
- Environmental Health & Society CP/Honors 9-12
- AP Biology 11, 12
- Marine Biology CP 10-12
- Environmental Action CP & H 9-12
- AP Chemistry 11, 12

SCIENCE

Three full years of Science (15 credits) are required for graduation. Students in grades 9 and 10 enroll in Biology and Chemistry, respectively. Students may continue into Physics during grade 11 or may choose an elective. Students choosing an elective during grade 11, will enroll in Physics during senior year.

BIOLOGY **Grade 9**
522 Full Year – College Prep **5 Credits**
This course covers the nature of living things, their structure, function, classification, habitats, heredity, and interrelationships. Topics covered include: cells and cell processes, genetics, evolution, reproduction, and human biology. There will be an emphasis on lab work and lab reports. Students are expected to apply learned material to new problems.
Prerequisite: None.

BIOLOGY **Grade 9**
521 Full Year – Honors **5 Credits**
This course covers the nature of living things, their structure, function, classification, habitats, heredity, and interrelationships. Topics covered include: cells and cell processes, genetics, evolution, reproduction, and human biology. There will be an emphasis on lab work and lab reports. Students are expected to apply learned material to new problems.
Prerequisite: None.

AP BIOLOGY **Grades 11–12**
550 Full Year – Advanced Placement **5 Credits**
The AP Biology course will follow the curriculum set by the College Board. It is the equivalent of two semesters of introductory biology courses taken by biology majors in their freshman year in college. We will develop concepts, analytical skills, and lab techniques required for advanced study. In-depth inquiry into biochemistry, cells, heredity, evolution, organisms, and populations will be achieved through labs, lecture, writing, research, and fieldwork. Students selecting AP Biology are required to take the Advanced Placement exam.
Prerequisite: Successful completion of biology and chemistry.

CHEMISTRY **Grades 10**
531 Full Year – Honors **5 Credits**
Chemistry investigates the structure and composition of matter on a submicroscopic scale, as well as chemical reactions and energy changes. Discovering and internalizing concepts through experiments and class exercises will be frequently applied to new problem solving situations. Natural curiosity and an attitude of scientific inquiry are advantageous.
Prerequisite: Successful completion of biology.

CHEMISTRY **Grades 10**
532 Full Year - College Prep **5 Credits**
Chemistry investigates the structure and composition of matter on a submicroscopic scale, as well as chemical reactions and energy changes. Discovering and internalizing concepts through experiments and class exercises will be frequently applied to new problem solving situations. Written homework assignments and problem solutions are required to be recorded in a notebook and kept up-to-date.
Prerequisite: Successful completion of biology.

AP CHEMISTRY **Grade 11–12**
533 Full Year – Advanced Placement **5 Credits**
A.P. Chemistry is a rigorous course that will follow the curriculum set by the College Board. Topics will be explored in a conceptual and qualitative manner. The particulate nature of matter will be studied through the development of students' inquiry, analytical, and reasoning skills. Fundamental atomic structure, conservation of matter, laws of thermodynamics, and the role of energy in determining reactions are some of the overarching concepts. Students will be expected to solve

novel problems and apply concepts to inquiry problems. Students are required to take the Advanced Placement Exam at the end of the year.
Prerequisite: Successful completion of biology and chemistry.

PHYSICS **Grade 11-12**
542 Full Year – College Prep **5 Credits**
This course is designed to introduce students to the fundamentals of physics with an emphasis on conceptual understanding. The course will emphasize group discussion, conceptual understanding, laboratory investigations and projects that demonstrate students' mastery of physics concepts. Science practices emphasized include: analyzing and interpreting data, constructing models and engaging in argument from evidence. Areas of study will include matter and interactions, motion, forces and their interactions, energy and waves and their applications in technology.
Prerequisite: Algebra II concurrent

PHYSICS **Grades 11-12**
541 Full Year – Honors **5 Credits**
This course is designed for students with a strong foundation in mathematics and interest in the physical sciences. The course will emphasize practices that include group discussion, problem-solving, and laboratory investigations that involve analyzing and interpreting data using mathematical models. Science practices emphasized include: analyzing and interpreting data, constructing models and engaging in argument from evidence. Quantitative skills learned in algebra II will be employed in the problem solving concepts covered. Areas of study will include matter and interactions, motion, forces and their interactions, energy and waves and their applications in technology.
*Prerequisite: Algebra II concurrent *Note: Open to sophomores concurrently taking Algebra II and Chemistry*

AP PHYSICS I **Grade 11-12**
543 Full Year – Advanced Placement **5 Credits**
AP Physics 1 is an algebra-based, introductory college-level physics course. The course uses inquiry-based investigations to explore topics in mechanics including; circular motion, gravitation, energy, momentum, simple harmonic motion, torque and rotational motion. Twenty five percent of instructional time will be spent doing lab work with providing students opportunities to demonstrate understanding of the physics principles and apply appropriate scientific practices required by the college board. Students are required to take the Advanced Placement Exam at the end of the year.
Prerequisites: Geometry and concurrently taking Algebra II

AP PHYSICS 2 **Grades 11-12**
544 Full year **5 Credits**
AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. Students electing to take this course are expected to take the AP Physics II test in May.
Prerequisite: College prep physics or honors physics and concurrently taking Precalculus

AP PHYSICS C: Mechanics **Grade 11–12**
540 Full Year – Advanced Placement **5 Credits**
This is an introductory calculus based physics course in mechanics. It is designed to prepare students for the AP Physics C: Mechanics Exam and will provide an introduction to physics necessary for a multitude of college science courses that have physics as a prerequisite. The course is calculus based and will cover topics in kinematics, vectors, Newton's Laws, rotational dynamics, gravitation, work and energy principles, and simple harmonic motion. The course work will focus on problem solving. Students are required to take the Advanced Placement Exam at the end of the year.
Prerequisite: Concurrent enrollment in AP Calculus and instructor approval.

AP ENVIRONMENTAL SCIENCE **Grade 11-12**
590 Full Year- Advanced Placement **5 Credits**
This course will follow the curriculum set by the College Board. Research, lab, field and class work will be on topics such as ecosystem structure, energy flow, population ecology, human demographics, biogeochemical cycles, solid waste,

pollution, atmospheric issues and public policy. Students are required to take the Advanced Placement Exam at the end of the year.
Prerequisite: Successful completion of biology and chemistry.

HUMAN ANATOMY & PHYSIOLOGY **Grade 11-12**
551 Full Year – Honors **5 Credits**
This course is an introduction to the structure and function of the human body. In this course, students investigate the processes of life from the molecular to the systemic level through microscope work as well as dissection of specific specimens (brain, eye, heart, lung, and fetal pig). Information is presented in lectures, labs, class activities and interactive web activities. It is fast-paced, challenging and requires a significant amount of independent work.
Prerequisite: Successful completion of biology and chemistry.

HUMAN ANATOMY & PHYSIOLOGY **Grade 11-12**
552 Full Year – College Prep **5 Credits**
This course is an introduction to the structure and function of the human body. In this course, students investigate basic and selected processes of life from the molecular to the systemic level through microscope work as well as dissection of specific specimens (brain, eye, heart, lung, and fetal pig). Information is presented in labs, class activities, short lectures and interactive web activities. It is fast-paced and challenging; each chapter will be covered in approximately 1.5-2 weeks.
Prerequisite: Successful completion of biology and chemistry.

AUTHENTIC SCIENCE RESEARCH PROGRAM **Grades 11 –12**
ASR is a unique and flexible research program offered as a one or two year course, with or without a summer internship. ASR 1 is taken by juniors and seniors. [illegible]ar whether they wish to search for a mentor and a summer internship [illegible] do not successfully complete a set of benchmarks for the internship [illegible]ear but does not continue to a second year. Students who decide that they wish to find a summer internship position and successfully complete the required benchmarks continue on to the second year course, ASR II.

Not offered during the 2026-2027 School Year

This program allows self-motivated students to pursue an original and independent research project under the mentorship of professional scientists and academics. *A **significant** amount of independent work is required for both ASR I and II.* Internship students must be able to devote much of the summer between junior and senior year to work full-time as an unpaid intern with a selected scientist. Travel to Boston and surrounding areas is usually required for the internship.

AUTHENTIC SCIENCE RESEARCH I **Grade 11**
591 Full Year – Honors **5 credits**
This two-year sequence is aimed at the student who wishes to pursue excellence, investigate lines of inquiry, and who may wish to consider a career in science research. During the first year, each student chooses a topic of interest for individual research. College-level research skills, experimental design and methodologies are taught. The first year also focuses on journal–based research, reading scientific journals and writing scientific papers. All ASR I students are evaluated at the end of the first quarter for successful [illegible]mentor and internship. Those who succeed engage in a structured se[illegible]ters 2 and 3. Students who do not meet the required benchmarks co[illegible]or-internship activities. Internship students must be willing and able to devote much of the up-coming summer to do research, often in the Boston or surrounding area.

Not offered during the 2026-2027 School Year

If a student either does not successfully meet the benchmarks, and/or chooses to not do a summer internship, then the second semester is devoted to research and presentation on chosen topics. Refer to the descriptions below for the continuation of the sequence.
*Prerequisite: Permission of the instructor, recommendation from previous science teacher and previous or concurrent enrollment in an advanced science course such as AP Biology, AP Computer Science, AP Physics. Additionally, a **significant** amount of independent work is required.*

AUTHENTIC SCIENCE RESEARCH II **Grade 12**
592 Full Year – Honors **5 credits**

This course is intended for students who have completed ASR 1 and a summer internship. ASR II students write a formal research paper on the topic of their previous internship, and disseminate the findings via oral and poster presentations, enrollment in national science compe and Engineering competition. ASR II students also collaborate with t dvisors. Submission of entries into science competitions, science fair

Not offered during the 2026-2027 School Year

Prerequisite: Completion of ASR I (591), and successful completion of summer research with mentor. Additionally, a ***significant*** *amount of independent work is required.*

INTRODUCTION TO BIOTECHNOLOGY **Grades 10-12**
597 Semester - Honors **2.5 credits**
598 Semester – College Prep

Introduction to Biotechnology introduces students to the fundamentals of biotechnology, current trends and careers in biotechnology, and ethical aspects of biotechnology. The knowledge and skills gained in this course will provide students with a broad understanding of biotechnology and its impact on society. Introduction to Biotechnology is intended to meet the needs of a diverse body of learners. The course will provide students with foundational concepts and established laboratory protocols in a broad spectrum of disciplines such as biology, chemistry, biochemistry, biotechnology, microbiology, molecular and cell biology, genetics, and immunology. In addition, the course has the potential to foster scientific literacy and improve student lab skills.

Prerequisite: Successful completion of biology. Considerations may be made for freshmen who have completed semester 1 of honors biology.

ONCE UPON A CRIME **Grades 10–12**
462 - Honors **2.5 Science Credits and**
463 - College Prep **2.5 English Credits**

In this year-long co-taught course (English and Science), students will learn elements of forensics such as fingerprinting, DNA, evidence/analysis; they will investigate mock crime scenes and re-examine a cold case. Students will examine the history of the human obsession with true crime and the stories of both victims and criminals. Works may include *The Forever Witness, In Cold Blood*, *Dateline*, multiple crime podcasts, and various other true crime media resources.

Successful completion of biology and English 9.

ENVIRONMENTAL HEALTH AND SOCIETY **Grades 9-12**
008 Semester - Honors
009 Semester- College Prep **2.5 Credits**

This semester-long, interdisciplinary, course provides an introduction to key areas of environmental health. The course explores the complex biological, physical, and chemical factors that affect both environmental and human health. Students will gain a comprehensive understanding of how human activities have altered the natural world, both locally and globally. Through the use of case studies, current events, class discussions and local environmental assessments, students will examine key environmental issues, their scientific foundations, and the societal implications. Topics covered will include population growth and sustainability, air/water pollution, food systems, waste management, toxicology, urbanization, stratospheric ozone depletion, biodiversity loss, climate change, and environmental justice. Upon successful completion, students will have the knowledge base and critical thinking skills to advance into **Environmental Action,** where they will address urgent environmental issues through hands-on projects, research, and collaboration with local organizations.

Prerequisites: None.

ENVIRONMENTAL ACTION **Grades 9-12**

010 Semester - Honors **2.5 Credits**
011 Semester - College Prep
Level I, II, III, IV

Building on the foundations of *Environmental Health and Society*, this advanced course provides students with the opportunity to apply what they've learned in *Environmental Health and Society* to urgent environmental issues, locally or globally.

The promotion of sustainable practices, in and out of school, is a core theme of the course. A sustainable society is one in which the present needs of society do not jeopardize the needs of future generations. Students will be challenged by the fact that sustainable practices are often limited by complex interrelationships among economic, social, and environmental forces.

Previous projects, funded by grants, have included the creation and implementation of school-wide recycling/composting, the construction of both an orchard and community garden/greenhouse; exploring the feasibility of charging stations, growing food using hydroponic and aquaponic methods, and solar panel installation.

Through open-ended projects, original research, collaboration with local organizations, and/or grant writing, students will gain valuable skills in leadership, communication, teamwork, project management, and civic engagement.

Prerequisites: *Environmental Health and Society*

MARINE SCIENCE-by-the-Sea **Grade 11-12**
COURSE # Full Year – Honors **5 Credits**

This course will begin with a deep dive into oceanography focusing on the origin of our ocean, geological processes/time, plate tectonics, ocean circulation, zonation, waves/tides, seawater composition, and influences on and from the biological realm. The currents will carry us to the diversity of marine organisms, ecosystems, and the tools used by scientists to study them. Species interactions, invasive species, primary productivity, and marine food webs are highlighted through scientific literature as students work their way up from phytoplankton to apex predators. The course ends with climate change, human impact, the **completion of independent research**, and a **comprehensive field guide** highlighting each topic/species covered over the span of the year.

Prerequisite: Successful completion of biology and chemistry or concurrently in honors chemistry.

MARINE BIOLOGY **Grade 10-12**
COURSE # - Semester - College Prep **2.5 Credits**

Marine biology dives into intricate ecological communities, examining their resilience against environmental shifts. Community structure and adaptations found within diverse ecosystems and organisms are highlighted. Subjects are supported by in-class activities and projects on topics ranging from zooplankton diel-vertical migration to seabird behavior.

COMPUTER SCIENCE & TECHNOLOGY

INTRODUCTION TO CODING **Grade 9-10**
466 Semester - Honors **2. 5 Credits**
465 Semester – College Prep

Students will learn the basic concepts of coding, computational thinking, and algorithm development using Scratch, Alice, MIT App Inventor, and Java in a project-based curriculum. Scratch is a well-known graphical coding environment developed at MIT. App Inventor is a great tool for novices to learn how to make apps that students can view on cell phones, and also came out of MIT's Media Lab. Alice introduces students to the world of 3D programming through block-based coding. Additionally, students will learn the fundamentals of Java, a popular language used across a wide range of applications, including Android mobile app development, web applications, enterprise software, cloud computing, big data analysis, game development, Internet of Things (IoT) devices, and various types of software tools. The focus is on developing an understanding of variables, looping, conditionals, functions, and object-oriented programming.

Prerequisites: None, the course is designed for students with little or no programming experience.

INTRODUCTION TO ROBOTICS AND CAD **Grade 9-12**
555 Semester - Honors **2.5 Credits**
554 Semester – College Prep

This project-based course delves into learning about Robotics and Computer Aided Design (CAD). Students will design, build, and program autonomous robots using LEGO kits. The course starts with easy-entry projects and grows to limitless creative design possibilities. Students will design models using TinkerCAD and OnShape, a professional grade engineering tool. Students will work on step-by-step tutorials and have opportunities to create models of their own choosing. Throughout the semester, students will engage in individual and group projects.
Prerequisites: Algebra 1

GAME DESIGN **Grade 9-12**
478 Semester - Honors **2.5 Credits**
479 Semester – College Prep
Students will learn the basic concepts of game design creating different 2D worlds through programming. Computer science will come alive in fun and interactive ways as students use game-making software, including GameSalad, to create many types of games that they can showcase on the Internet. Students can add their own art and sounds, publish to the web to share with family and friends, and play their creations on their own mobile devices.
Prerequisites: Algebra 1

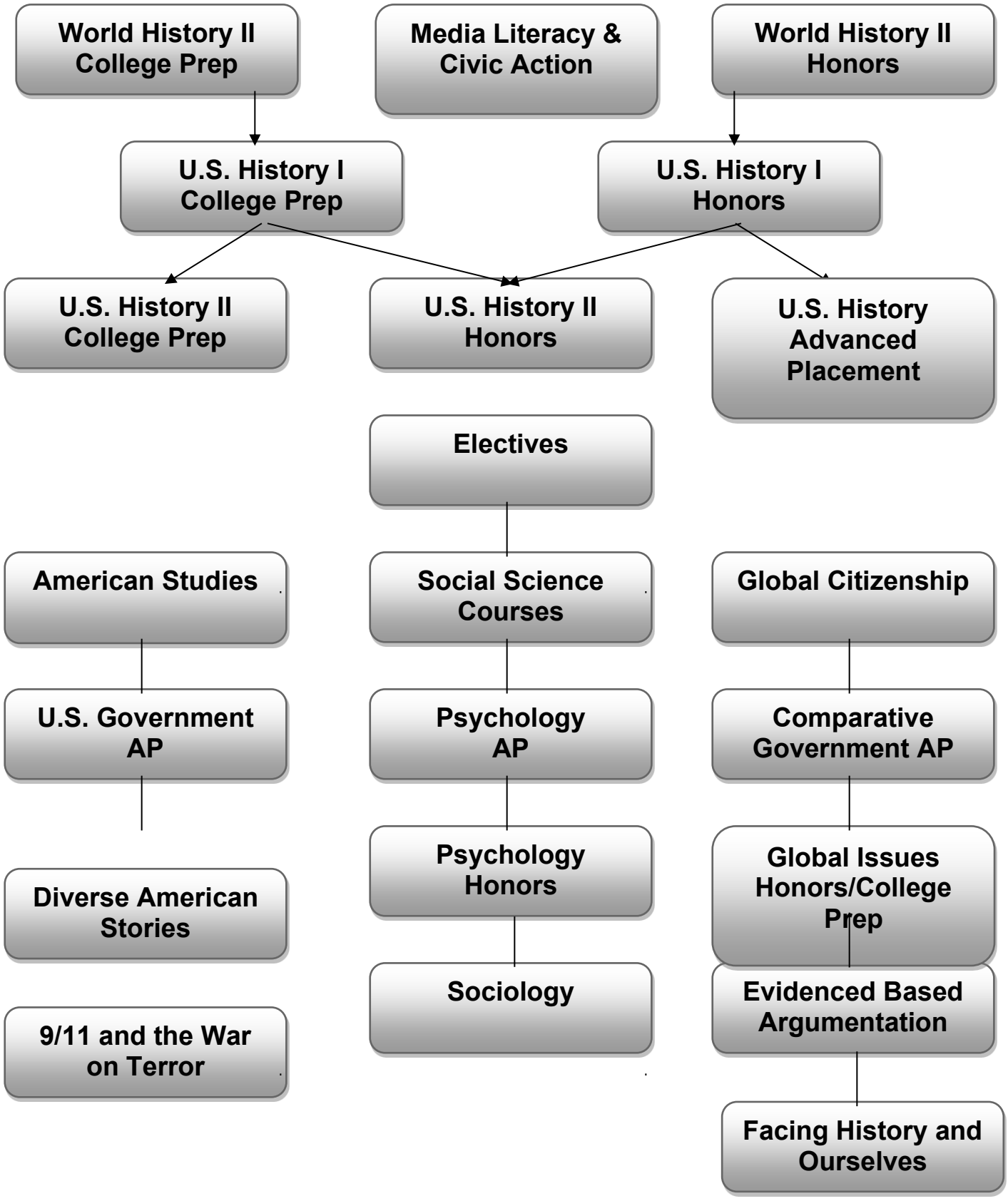
PYTHON **Grades 10-12**
469 Semester-Honors **2.5 Credits**
Python is a programming language that is gaining traction in the fields of Artificial Intelligence, data mining, web development, and the Internet of Things. Students will learn Python through a series of coding projects that highlight the advantages of Python over other text-based coding languages. Physical computing projects in Micropython will focus on IoT and hardware implementation.
Prerequisites: Introduction to Coding or instructor approval

WEB DESIGN **Grades 10-12**
489 Semester - Honors **2.5 Credits**
490 Semester – College Prep
Students will learn the basic concepts of web design and web development with HTML, CSS, JavaScript, and React Native. Students will learn how to create interactive, professional web pages that can be viewed on multiple devices. Students will finish the course with a tangible, professional, mobile-responsive website that serves as their online portfolio.
Prerequisites: Introduction to Coding, Python, or instructor approval.

AP COMPUTER SCIENCE PRINCIPLES **Grades 10-12**
491 Full year **5 Credits**
AP Computer Science Principles 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. The course culminates in the completion of a performance task, where students have to submit a computer program, and an AP Exam.
Prerequisites: Algebra 1

AP COMPUTER SCIENCE **Grades 11-12**
460 B Full year **5 Credits**
APCS follows the recommended coursework to prepare students for the AP exam in May. The course moves quickly through fundamentals and requires work outside of the class. Summer work may be required to refresh Java skills before the class starts in the fall. Students are expected to take the AP exam.
Prerequisites: Introduction to Coding, Python, or instructor approval.

SOCIAL STUDIES PATHWAYS


World History II College Prep
Media Literacy & Civic Action
World History II Honors
U.S. History I College Prep
U.S. History I Honors
U.S. History II College Prep
U.S. History II Honors
U.S. History Advanced Placement
Electives
American Studies
Social Science Courses
Global Citizenship
U.S. Government AP
Psychology AP
Comparative Government AP
Diverse American Stories
Psychology Honors
Global Issues Honors/College Prep
9/11 and the War on Terror
Sociology
Evidenced Based Argumentation
Facing History and Ourselves

SOCIAL STUDIES

The goals of the Social Studies Department are for students to 1) acquire critical thinking, reading, writing and speaking skills so that they can express themselves and pursue life goals, 2) understand local, national and world history so they can make decisions about their individual and collective futures, 3) understand local, national and world governments so they can function as active and informed citizens, and 4) understand and respect differences so they can effectively function in an increasingly diverse society. All Manchester Essex Regional High School students are required to take and pass a minimum of three years of social studies courses during the four-year high school program including two full years of United States History. Students planning to attend a four-year college are strongly encouraged to take four years of social studies. Courses in grades 9 and 10 will be offered at the College Prep and Honors levels, while most courses in grades 11 and 12 will be offered at the College Prep, Honors and Advanced Placement levels.

WORLD HISTORY II **Grade 9**
211 Full Year –Honors **5 Credits**
The freshman program is the first year of a three-year sequence in social studies. The course presents a background in world history from 1700-Present. Topics studied include industrialization, imperialism, the First World War, communism and fascism, the Second World War, and the postwar world.
Prerequisite: Teacher Recommendation

WORLD HISTORY II **Grade 9**
212 Full Year – College Prep **5 Credits**
The freshman program is the first year of a three-year sequence in social studies. The course presents a background in world history from 1700-Present. Topics studied include industrialization, imperialism, the First World War, communism and fascism, the Second World War, and the postwar world.
Prerequisite: None

UNITED STATES HISTORY I **Grade 10**
221 Full Year –Honors **5 Credits**
The sophomore program is the second year of the three-year sequence in social studies and the first year of study of United States history. This course will present an in-depth study of United States history from the nation's founding through the dawn of the twentieth century. The course will blend a chronological and thematic approach to American history. Units include the colonial period, the American Revolution, the New Republic, Nationalism and Sectionalism, the Civil War and Reconstruction, Native Americans, and Industrialization.
Prerequisite: Teacher recommendation and a final grade of "B-" or better in World History II.

UNITED STATES HISTORY I **Grade 10**
222 Full Year – College Prep **5 Credits**
The sophomore program is the second year of the three-year sequence in social studies and the first year of study of United States history. This course will present an in-depth study of United States history and government from the nation's founding through the dawn of the twentieth century. The course will blend a chronological and thematic approach to American history. Units include the colonial period, the American Revolution, the New Republic, Nationalism and Sectionalism, the Civil War and Reconstruction, Native Americans, and Industrialization.
Prerequisite: Successful completion of World History II

AP UNITED STATES HISTORY II **Grade 11**
230 Full Year – Advanced Placement **5 Credits**
The junior program is the third year of the three-year sequence in social studies and the second year of study of United States history. Since the Advanced Placement exam spans all of American history, the course begins with a brief review of the content covered in the previous year. However, a majority of the course is an in-depth study of United States history and government from 1900 to the present. Topics studied include the Progressive Era, the First World War, the Great Depression, the Second World War, the Cold War, the Civil Rights Movement, and modern America. The course is taught

at the college level and provides preparation for the national United States History exam, a required undertaking for all who enroll. Students are required to take the Advanced Placement Exam at the end of the year.
Prerequisite: Teacher recommendation and a final grade of "B-" or better in United States History I Honors.

UNITED STATES HISTORY II **Grade 11**
231 Full Year –Honors **5 Credits**
This junior program is the third year of the three-year sequence in social studies and the second year of study of United States history. This course will present an in-depth study of United States history and government from 1900-Present. Topics studied include the Progressive Era, the First World War, the Great Depression, the Second World War, the Cold War, the Civil Rights Movement, and modern America. The course will follow a thematic approach to modern American history rather than a chronological one. Themes may include the American Identity, the changing role of government, social relations, economic advancements, and America's role in the world. Preparation for the Advanced Placement examination is not a focus of this course.
Prerequisite: Teacher recommendation and a final grade of "B-" or better in United States History I.

UNITED STATES HISTORY II **Grade 11**
232 Full Year – College Prep **5 Credits**
The junior program is the third year of the three-year sequence in social studies and the second year of study of United States history. This course will present an in-depth study of United States history and government from 1900-Present. Topics studied include the Progressive Era, the First World War, the Great Depression, the Second World War, the Cold War, the Civil Rights Movement, and modern America. The course may follow a thematic approach to modern American history rather than a chronological one. Themes may include the American Identity, the changing role of government, social relations, economic advancements, and America's role in the world.
Prerequisite: Successful completion of United States History I.

AP PSYCHOLOGY **Grade 12**
240 Full Year – Advanced Placement **5 Credits**
This elective course introduces students to the basic principles of human behavior and an opportunity to better understand each other as well as our own behavior and mental processes. Topics studied include the scientific foundations of psychology, biological bases of behavior, cognition, learning, developmental psychology, personality, social psychology, and mental & physical health. Outside readings, projects, and presentations are required of all students, in addition to nightly reading of the course textbook and periodic quizzes & tests. This course is taught at the college level and students are required to take the Advanced Placement Exam at the end of the year.
Prerequisite: Teacher recommendation

PSYCHOLOGY **Grades 11-12**
240H Full Year –Honors **5 Credits**
This elective course provides an introduction to the basic principles of human behavior and an opportunity to better understand each other and ourselves. Topics studied may include the brain, psychological disorders and treatment, sleep and stress, learning and memory, cognition and intelligence, motivation, and social psychology. Outside readings, journals, research projects, presentations, discussions and essays are required of all students.
Prerequisite: Teacher recommendation

SOCIOLOGY **Grades 10-12**
253 – Full Year CP **5 Credits**
254 – Full Year Honors
Sociology focuses on the systematic understanding of the way that societies work---or don't work. By using methods, information, and observations of the social sciences, sociologists seek to make meaning out of the relationships and institutions within communities. Sociology combines analysis, empathy, and inquiry to build on theory and frame a deeper understanding of social constructs, perceptions, and realities. Possible topics include: social interaction, family and community, wealth and poverty, social constructs, deviance, crime, social control, and social change.
Prerequisite for Honors: Teacher Recommendation

FACING HISTORY AND OURSELVES **Grades 10-12**
255 – Full Year CP **5 Credits**
256 – Full Year H

In order to promote greater awareness of the societal issues students will face in today's world, this course will examine bias, racism, and prejudice in a historical context. Through the study of intolerance, genocide, and the Holocaust, students will be able to make the fundamental correlation between history and the moral and ethical choices they are forced to make on a daily basis in their own lives. While students will learn facts and background surrounding specific events in history, they will also be asked to examine the psychological motivations of the individual and of the group and the ethical implications of their actions.

Prerequisite for Honors: Teacher Recommendation

9/11 AND THE WAR ON TERROR **Grades 10-12**
257 – Full Year – CP **5 Credits**
258 – Full Year - Honors

In this course, students will examine the origins and impact of the terrorist attacks on the United States on September 11, 2001. Students will learn about the road to 9/11, the event itself, and the response by the United States and the world. The course will examine the conflict between liberty and security in the War on Terror that followed. The course will conclude with a reflection on how Americans and the world have come together in responding to the threats of terrorism, extremism and offer predictions of what we can do moving forward.

Prerequisite for Honors: Teacher Recommendation

AP UNITED STATES GOVERNMENT & POLITICS **Grades 11-12**
250 Full Year – Advanced Placement **5 Credits**

This Advanced Placement course provides students with an in-depth study of American government and politics. Students will study government structures and procedures and the patterns of political processes and behavior. Students will interpret U.S. government and politics by examining the Constitutional underpinnings of the federal government, institutions of the national government, public policy, political beliefs and behavior, civil rights and liberties, political grouping, and the media. The course is taught on the college level and provides preparation for the national AP U.S. Government and Politics exam, a required undertaking for all who enroll.

Prerequisite: Teacher recommendation and a final grade of "B-" or better in United States History Honors.

AP COMPARATIVE GOVERNMENT & POLITICS **Grade 12**
245 Full Year – Advanced Placement **5 Credits**

This Advanced Placement course introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationships, the course will cover specific countries and their governments. China, Great Britain, Iran, Mexico, Nigeria, and Russia form the core of the AP Comparative Government and Politics course. By using these six core countries, the course will move the discussion of concepts from abstract definition to concrete example, noting that not all concepts will be equally useful in all country settings. Students are required to take the Advanced Placement exam at the end of the year.

Prerequisite: Teacher recommendation and a final grade of "B-" or better in United States History Honors.

CURRENT GLOBAL TOPICS **Grades 11-12**
251 Full Year - Honors **5 Credits**
252 Full Year - College Prep **5 Credits**

This elective course will examine several current issues of global importance. A major focus of the course is to understand and independently evaluate information from a variety of sources. This will be done through reading, writing and discussing current events and contemporary media pieces on topics relating to the political, social and economic forces impacting the world today. Topics studied may include economics, politics, globalization, climate change, human rights, cultural imperialism, American intervention, terrorism, and current global conflicts. Attention will be given to the historical foundations of each topic as well.

Prerequisite for Honors: Teacher Recommendation

EVIDENCE BASED ARGUMENTATION **Grades 9-10**
151 Full Year – Honors **5 Credits**

This course is focused on building general argumentation and communication skills. Students will study techniques of discussion and debate, evaluate sources, use research technologies, and write persuasive essays. Students will also develop the independence, perseverance, and critical thinking skills necessary for academic discussion and debate. This course also seeks to promote global citizenship as topics relating to the political, social, and economic forces impacting the rapidly changing world will be examined.

DIGITAL & MEDIA LITERACY **Grades 9-10**
209 H Semester **2.5 Credits**
209 CP Semester

In this course students will learn key concepts in digital and media literacy by examining their own media consumption and learning the tools for becoming more critical consumers of the news. Media literacy concepts include how news is generated, standards of journalistic integrity, methods for evaluating digital and media sources, and developing research skills.

Students will also develop and conduct a Civic Action Project. Students will start by exploring issues that are important to them at the local, state, national, and global level. Students will select one issue and conduct research into the root causes and barriers to change. Students will then create and follow through on an action plan to create change. At the completion of this course students will have the tools necessary to be informed, active, and engaged global citizens in the 21st century.
Prerequisite for Honors: Teacher Recommendation

DIVERSE AMERICAN STORIES **Grades 9-12**
273 Semester – Honors **2.5 Credits**
272 Semester - College Prep

In this elective course, students will explore the unique experiences and contributions of Americans from a variety of racial, national, religious, ethnic and gender groups seeking access and inclusion throughout United States history. Students will read first-person accounts and perspectives to gain insight into the challenges and triumphs of these diverse groups while making connections to current issues. A variety of scholarly sources will be utilized to gain an in-depth understanding of the barriers experienced by different cultures and backgrounds as they seek agency to break down these obstacles. Students will be expected to evaluate these historical and contemporary issues by researching, writing and participating in comprehensive class discussions.
Prerequisite for Honors: Teacher Recommendation

ADDITIONAL SERVICES

Writing Lab:
This semester-long course is designed to assist students who have been identified through test scores and teacher recommendation as needing additional support with writing skills. Students will work with a teacher to improve thesis development, grammar, and overall composition. This course is targeted to 9th and 10th grade students.

Academic Center:
Students can be referred to the Academic Center in order to receive academic support across all areas of the curriculum with an emphasis on strengthening executive functioning skills, identifying effective study skills, and teaching self-advocacy. Students can remain in the Academic Center for a semester or year-long, depending on the recommendation of the school counselor, teacher input, and administration.

SPECIAL EDUCATION

The special education department comprises a diverse and highly qualified staff dedicated to the education and inclusion of students with disabilities. The primary goals of the department are to strengthen students' academic skills, encourage positive and active participation in learning, foster respect for others and awareness of personal learning needs, and promote the development of self-advocacy skills.

Special education teachers, assistants, and specialists provide a wide array of services to students including but not limited to: inclusion support, self-contained classes, curricular modifications, and consultation/collaboration with general education staff. In addition to these inclusion services, the department offers specialized instruction designed to support student success in accessing the general curriculum. Specialized programming is also available to students through the Transition Program. In all programs, students access services as determined appropriate and necessary by the Team and outlined in the Individualized Education Program (IEP), and work toward successful transition to appropriate post-secondary opportunities.

Inclusion Support:
General and special education teachers work cooperatively in targeted college prep (CP) level classes, generally offered at the freshmen and sophomore level. The teachers deliver the curriculum based upon the Massachusetts State Curriculum Frameworks while fostering the development of students' academic, study, and organizational skills appropriate to specific content areas. In daily lesson planning, teachers take into consideration the specific needs of the special education students within the class. Teachers utilize common language and incorporate a related set of language-based teaching strategies into their instruction.

Learning Strategies:
Learning Strategies is a regularly scheduled course designed to support individual skill development as determined by each student's IEP. Areas of focus may include reading (decoding and comprehension), writing, math, study skills, test preparation, and self-advocacy. As students progress through high school, they will assume more responsibility for their education and become more independent learners.

As students progress toward senior year in Learning Strategies class, they are encouraged to direct their own support time and practice independent learning strategies that are appropriate to their needs. In addition, students are encouraged to practice self-advocacy skills with service providers and general education teachers. Learning Strategies class time is also dedicated to discussing post-secondary options and understanding one's disability in terms of learning strengths and weaknesses.

Self-Contained Classes (Math; English; Social Studies; Transition):
Self-contained English and Math classes in grades 9-12 are offered for students with developmental disorders and severe language based learning disabilities who require specialized designed instruction and low student to teacher ratios. In most cases, these classes will group students across two grades (9/10 and 10/11) and follow a two year curriculum sequence (e.g., Geometry, Algebra I). Enrollment in these classes is determined by the student's IEP.

Transitions Program:
The Transitions Program provides a comprehensive academic and social support model for students who require specialized assistance and ongoing case management. A maximum of twelve students in grades 9-12 comprise the Transitions Program cohort, which is supported by a certified special education teacher with specialized training in transition planning. The high school adjustment counselor also provides emotional and social pragmatic support and training for students in the program. Students accessing the Transitions Program typically enroll in four to five academic courses per semester, which may include a combination of small, self-contained special education classes and co-taught or supported academic classes, learning strategies, tutorials, and social skills groups.

Related Services:
Reading, speech and language, occupational therapy, physical therapy, social skills, individual and group counseling, and behavioral support are provided for students as appropriate and indicated on students' IEP.

APPENDIX

Non-Discrimination Statement

It is the policy of the Manchester Essex Regional School District not to discriminate on the basis of race, gender, gender identity, color, religion, sexual orientation, national origin, age, or disability in its educational programs, services, activities, or employment practices. Inquiries regarding the application of the Manchester Essex Regional School District nondiscrimination policy may be referred to the Civil Rights Coordinator at 36 Lincoln Street, Manchester, Massachusetts 01944.

Competency Determination Requirements *(MERSD Policy IKFE)*

One of the requirements for graduation in Massachusetts is a determination of competency in subjects previously covered by the MCAS. In addition to other requirements for graduation, students must have been determined by the district to have achieved mastery of the common core of skills, competency, and knowledge in said areas, and satisfactorily completed coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks.

A determination of competency shall include:

Demonstrating a mastery of skills in English language arts, mathematics, and science; and the satisfactory completion of relevant coursework aligned to the standards measured by the high school English language arts, mathematics, and science MCAS assessments administered in 2023.

A student enrolled in the Manchester Essex Regional School District must have satisfactorily completed coursework and earned full credit in the content areas below:

Content Area	Coursework Requirements	Notes
English Language Arts	The equivalent of two years of high school English language arts courses.	To satisfy this course requirement, the English Language Arts courses must be taken in grades 9-12.
Mathematics	The equivalent of one year of both Algebra I and Geometry courses.	To satisfy this course requirement, the Mathematics courses must be taken in grades 8-12.
Science	The equivalent of one year of any one of the following disciplines: Biology, Physics, Chemistry, or Technology/Engineering.	To satisfy this course requirement, the science course must be taken in grades 9-12.
U.S. History	The equivalent of a one-year United States history course.	To satisfy this course requirement, the U.S. History course must be taken in grades 9-12.

Aligned Courses

Content Area	Aligned Courses	Evidence of Mastery
English Language Arts	English 9 (All Levels) ACE Humanities English 10 (All Levels) ACE Humanities ACE Literacy ELL (For students at Levels 1- 2 on ACCESS)	End-of-Course Assessment
Mathematics	Algebra 1 (All Levels) ACE Algebra ACE Applied Math Geometry 1 (All Levels) ACE Geometry, ACE Applied Math	End-of-Course Assessment
Science	Biology (All Levels) Physics (All Levels) Chemistry (All Levels) ACE Biology	End-of-Course Assessment
U.S. History	US History I (All Levels) US History II (All Levels) ACE Humanities	End-of-Course Assessment

Manchester Essex Regional School District offers the following courses in alignment with the state curriculum frameworks that meet the above requirements:**Students who met the CD standard in English Language Arts, Mathematics, and/or Science prior to January 3, 2025 (i.e., students who earned a CD through a regular or retest administration of the MCAS, or through a DESE appeal process) retain that benefit.*

Additional Considerations

Students with Disabilities

The Manchester Essex Regional School District must provide both a Free and Appropriate Public Education to students with disabilities and must also determine that the student has met the competency determination and local graduation requirements prior to graduating that student. Students unable to complete an end of course assessment will be assessed via alternative demonstrations such as a portfolio review or modified assessment, based on their Individualized Education Plans.

Students with disabilities who have been placed in out-of-district placements must meet the requirements of the competency determination policy of MERSD. Discussion of the competency determination must be a part of the IEP Team's transition planning.

English Language Learners

The Manchester Essex Regional School District shall, on a case-by-case basis, determine the appropriate courses necessary for English Language Learners to both achieve language proficiency and meet the competency determination requirements.

Late-Enrolling Students

Students who enroll in a Massachusetts public high school after their ninth-grade year may be granted a determination of competency by the Manchester Essex Regional School District in one or more of the following ways:

- Transcript review by the MERHS Principal.
- Additional course requirements as determined by the MERHS Principal.
- A qualifying MCAS score of at least meeting or exceeding expectations achievement levels on the relevant high school MCAS assessment; or by meeting the standard for a substituted equivalent that the district certifies satisfies the same academic standards.

Appeals Process

The appeals process ensures that students and families have a clear and fair pathway for challenging a Graduation Competency Determination (GCD). The process follows the district's problem-solving framework and emphasizes resolving concerns at the level closest to the issue whenever possible.

Level 1: Student/Parent - Teacher Conference and Parent Follow-Up

- When a student/parent believes that a Graduation Competency Determination (GCD) decision may be in error, the student must first meet with the classroom teacher most directly associated with the assessment(s) or academic requirement in question.
- The teacher will review the evidence used in making the determination and explain how it aligns with the graduation competency standards.
- In some cases, additional evidence (such as student work, assessment data, or accommodation provided) may be reviewed at this level.
- Parents should expect a response within two school days to schedule a meeting.
- If the student's concerns are not resolved, the parent/guardian may appeal to the Curriculum Chair.

Level 2: Department Review

- If concerns remain after meeting with the teacher, the student and/or parent may request a review with the appropriate Curriculum Chair.
- The Curriculum Chair will review the grading criteria, course expectations, and graduation competency standards to ensure that the determination was consistent with school policy.
- A written determination and summary of the review will be provided within five (5) school days.

Level 3: School-Level Administrative Review

- If the issue is not resolved at the department level, the student and/or parent may request a review with the Principal.
- At this stage, the administrator will:
  - Review all prior documentation and communications.
  - Confirm whether policies, procedures, and accommodations (IEP/504, if applicable) were correctly applied.
  - Determine if additional evidence of competency can or should be considered.
- The administrator will issue a written decision within five (5) school days of the meeting.

Those enrolled in the Manchester Essex Regional School District in the classes of 2003 through 2024 that did not earn a diploma as a result of failing to meet the state's Competency Determination requirement may request a transcript review with the building principal. The principal will utilize the above criteria to determine if the student has met MERSD's competency determination and award a diploma.