PEMBROKE HIGH SCHOOL

Pembroke, MA 02359



Program of Studies

2026-2027

PEMBROKE HIGH SCHOOL

Program of Studies 2026-2027

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TO STUDENTS AND FAMILIES:

The purpose of this Program of Studies is to help students and their parents make choices from among the range of courses available at Pembroke High School. As principal, it is my goal that all students use their four years at PHS to develop their current interests and abilities as well as foster new passions and pursuits that may serve them well in the future. In order to accomplish that, students and families must use the course selection process wisely, assessing strengths and weaknesses carefully so that they can develop a course of studies at the appropriate academic levels that will allow students to be both challenged and successful.

Using the course selection process wisely begins now. By reading this Program of Studies thoroughly with your child and asking questions of the appropriate school personnel before selecting courses, students and families are taking the important first step in creating a comprehensive plan for student success. Students and families are especially encouraged to read the sections on program sequences, graduation requirements, and schedule changes. Once the school year begins, such changes are made rarely and only in extraordinary circumstances; therefore, any decisions about class enrollment must be made with great and careful deliberation.

Students are encouraged to speak with their teachers about course recommendations, especially if there is a disagreement between what the teacher recommends and what the student feels is appropriate. Furthermore, students and families should engage in meaningful dialogue with guidance counselors, especially when students are electing to "override" a teacher recommendation or when a student is taking an academic risk by electing a course at a higher level of instruction. Such risk-taking is encouraged, but only after earnest risk assessments are made. Remember, teacher-level recommendations are offered by way of a realistic assessment of the student's abilities and work habits and are intended to place students in courses where the pace, expectations, and standards are appropriate to the student's needs and abilities.

To the families of all incoming 9th graders, I respectfully ask that you consider planning, at least tentatively, a 4-year program of studies for your child. Naturally, changes in this plan may occur over the course of the next four years, but advanced planning will certainly help your child attain long-term goals.

Teachers and counselors are available to provide assistance to all families and students. Please take advantage of their expertise and make your important decisions after careful thought.

Sincerely,

Marc Talbot Principal

District Mission

To ensure student achievement through excellence in teaching and learning.

Core Values

Pembroke High School's core values provide the foundation for all students to develop the skills, qualities, and talents that empower them to achieve. We challenge them to be honorable, lifelong learners, and informed young adults through varied learning opportunities, differentiated instruction, personalized teaching, and authentic assessment. Students will be able to demonstrate their success in a respectful and supportive environment.

Beliefs

Pembroke High School believes in collaborating with staff, students, parents, and the community to create a cohesive learning environment. We work to foster school pride, diversity, and global awareness. We encourage students to apply academic skills, take creative risks, strive for excellence, and achieve their highest potential. We provide high-quality opportunities in athletics, the arts, and co-curricular activities, allowing students to develop and excel beyond the classroom. We believe this will prepare students for what the changing world may offer in the 21st century.

Portrait of a Pembroke Titan

To ensure alignment with the New England Association of Schools and Colleges (NEASC) Standards for Accreditation, Pembroke High School has developed a Vision of the Graduate, which we call the Portrait of a Pembroke Titan. This Portrait identifies the transferable skills, knowledge, understandings, and dispositions necessary for college and career readiness.

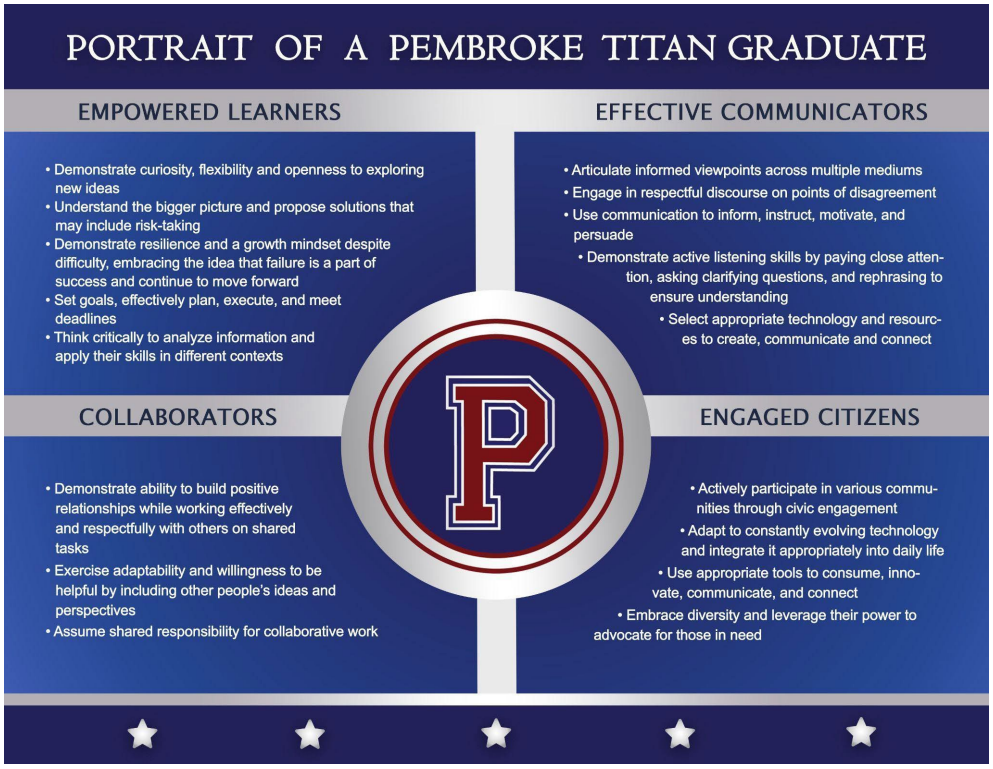
Our Portrait of a Pembroke Titan contains four pillars vital to future success. Our vision is to develop our graduates into Empowered Learners, Effective Communicators, Engaged Citizens, and Meaningful Collaborators.

This vision for our graduates aligns with our core values and beliefs about learning. It is central to driving our school's efforts to improve student learning, professional practices, learning support, and providing and allocating learning resources. Because of that, the pillars of our vision are embedded into all of our units of instruction. All of our curriculum documents indicate the pillar(s) of the Portrait to which our lessons align and the assessments used to measure student progress in achieving it.

Twice a year, using the Term 2 and Term 4 report cards, our staff will report student progress in attaining this vision for our graduates. Each department is responsible for measuring and reporting progress on one of the pillars based on the table below. Students will be rated using a standards-based scale:

3 Meets the Standard;
2 Progressing toward the Standard;
1 Not Progressing Toward the Standard.

Pillars of the Vision of the Graduate	Department Reporting Progress
VOG#1 – Empowered Learners	English and Mathematics
VOG#2 – Effective Communicators	Visual Arts and World Language
VOG#3 – Engaged Citizens	Special Education and Social Studies
VOG#4 – Meaningful Collaborators	Physical Education, Science, and Performing Arts



Promotion and Graduation Requirements

Minimum Course Obligations

All students must enroll in a minimum of six courses per semester (24 total credits/year) and may not select more than one study per semester. For each full-year course a student passes, the student will earn 4 credits. For each semester course a student passes, the student will earn 2 credits. Any student who has not earned the credits indicated under Credit Status will not be considered a student in good standing.

In order to receive a Pembroke High School diploma, students must meet all graduation requirements and successfully meet the Competency Determination. The CD policy is outlined below.

It is each student's responsibility to select a program with sufficient credits for promotion each year and to make necessary schedule adjustments due to failures or lack of prerequisite courses. School counselors are available to assist students and family members in planning the appropriate program to meet these requirements. Students are encouraged to discuss and review their choices with their school counselor.

Credit Status

To advance to the next grade level, a student must earn the following number of credits

- Students must complete 22 credits to be considered a sophomore.
- Students must complete 44 credits to be considered a junior.
- Students must complete 66 credits to be considered a senior.
- Students must complete 88 credits to graduate from Pembroke High School.

All students must pass:	**Total Earned Credits**
Four Years of English	16
Four Years of Mathematics	16
Three Years of Social Studies	12*
Three Years of Science	12**
Two Years of World Language	8***
One Semester of Visual & Performing Arts	2
Four Semesters of Wellness	8****

- Students must enroll in English and Math each year.
- World Language and VPA requirements are effective with the Class of 2029
- Community Service: 40 hours over four years

*Students must pass three years of history, including one year of US II or Advanced Placement US History.
** Students must pass Biology and either Chemistry or Physics
***Two years of World Language in the same language is highly recommended
**** Please see Chapter Nine (Wellness) for additional information regarding wellness requirements

Competency Determination

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.

Competency Determination Requirements

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.

An additional requirement for mastery in US History will apply to the graduating class of 2027, and beyond.

To show mastery, a student must receive a passing final course grade, in accordance with the district's grading policy in the following courses:

·Genre Studies and Grade 10 World Literature or Grade 10 Advanced Placement Seminar.

· Algebra I and Geometry or Applied Integrated Math I and Applied Integrated Math II.

· One of the following: Biology, Chemistry, Physics

· US History beginning with the graduating class of 2027.

Course Waiver

The principal has the authority to waive or delay the completion of graduation course requirements when scheduling difficulties arise. Regardless of any action approved by the principal, the designated number of credits by Year of Graduation must still be met to graduate.

Failed Classes

Students who fail classes required for graduation should make up these classes in an accredited summer school program approved by the principal/designee. Seniors who have not fulfilled the academic requirements by the last day of semester classes may not participate in graduation. *(See Pembroke High School Handbook)*

Dual Enrollment

The Dual Enrollment Program was authorized in the Education Reform Act of 1993 as an enrichment program that allows qualified high school juniors and seniors to enroll in courses at neighboring public colleges and receive both high school and college credit. To qualify for dual enrollment, juniors and seniors should have a GPA of 3.0 or better, be recommended by the high school principal and the school counselor or teacher, and have written approval of his/her parent or caregiver. Students participating in this program are responsible for costs associated with transportation and books/materials for classes. Grades earned under Dual Enrollment will not be included in the student's grade point average; however, the grade and credits will be reflected on the transcript. For more information on dual enrollment, please see your school counselor.

Course Levels of Instruction

It is our belief that, in order to become a contributing member of our global community, all students should be given skills that will enable them to continue their education beyond high school. While some students may not immediately go on to a college or university, all courses at Pembroke High School are designed to support our graduates' success in post-secondary education or professional/technical training.

The professional staff at Pembroke High School is committed to a program of studies that provides a maximum intellectual challenge through a demanding and rigorous curriculum for all students. Since students develop at different rates and have varying degrees of interest, motivation, and work habits, a series of levels have been established to provide all students with the necessary support. Students may change levels as they go through high school depending upon changing needs as demonstrated by a student's performance, standardized tests, and teacher assessment/recommendations.

Students are encouraged to enroll in the most challenging program appropriate to their needs, interests, and abilities. Placement in these levels will be based on each department's prerequisites and specifications, as well as on the basis of aptitude as determined by past academic performance, standardized test scores, and teacher recommendations. Please refer to the department section for the exact specifications and prerequisites for particular courses. The levels are Advanced Placement, Honors, and College Prep. They are described below.

Advanced Placement

The requirements and curriculum at this level are determined and approved by the College Board. All courses are designed to challenge students who are academically ready, diligent, highly motivated, and able to move beyond the standards of a high school honors curriculum to those of a college-level survey course. These courses involve considerable enrichment and acceleration as well as extensive independent long-term assignments. The College Board estimates 8-10 hours of homework per week, per AP course. For additional information please see "*A Message for Prospective Advanced Placement Students*" on page 9.

Honors

By virtue of their interest, diligence, preparation, skill, and readiness, some students have demonstrated that they are capable of achieving at a level that exceeds the Massachusetts State Learning Standards.

Courses in this level go beyond the State Standards in pace, depth, and expectations of independent learning. Honors courses have the same core curriculum and utilize the same text resources as College Prep courses. Students in science courses must be willing to work independently, analyze data, compose formal lab reports, develop the ability to engage in problem-solving, and inquire and collaborative learning that includes the synthesis and integration of different types of data and analysis with the ability to communicate the results. The pace, assessment, and supplementary materials may differ in response to students' skill levels and content mastery. This level is for students who successfully go beyond defining, summarizing, and organizing large bodies of knowledge to actively analyzing. Students at this level are expected to further develop skills of synthesis and criticism. In order to meet with success, students must be organized, disciplined, task committed, and demonstrate the ability to do independent work.

College Prep

Instruction at this level meets all current mastery standards and benchmarks as described in the Massachusetts State Learning Standards. College Prep presents a challenging curriculum for the majority of students and is characterized by high academic standards and expectations students must develop the ability to critically think, problem-solve along with developing the ability to perform significant independent and long-term assignments. Students at this level should be able to move from more structured learning tasks to independent active learning. A College Prep student must be able to define, summarize, and organize large bodies of knowledge and needs to be able to analyze problems to develop the skills of synthesis and criticism. Students in College Prep use their classroom skills to understand the applications in all disciplines.

A Message to Prospective Advanced Placement Students and Families

Pembroke High School encourages and supports students to explore AP courses. Advanced Placement, a program of the College Board, provides advanced study to able and highly motivated students at a first-year college level. Many colleges and universities award credit or exempt students from first-year courses based on scores earned on the Advanced Placement examinations, but such awards vary from college to college. Because enrollment and success in an AP course can be considered evidence of commitment to serious study, students may benefit from the college admissions process. Students intending to take one or more AP courses are encouraged to discuss this decision with their parents/caregivers and also with their teachers and guidance counselors.

Enrollment in an Advanced Placement course demonstrates a commitment to an intensive course of study at the level of a college freshman course. Students and parents/caregivers will be provided with an AP contract that acknowledges their understanding of the expectations and requirements of enrollment in an AP course. Students who request an AP course are expected to remain in the course for the entire year. It is also each student's obligation to take the Advanced Placement examination in May so that individual achievement in this course can be measured against other students across the country who have taken the same exam. It is expected that the student, or his/her family, will bear the cost of each examination. However, in cases where students are in need of financial assistance with the AP testing fees, they should discuss this with either their counselor or the principal, and provisions for assistance may be considered. Students who take the AP examination do so in lieu of a department final.

Prior to the close of the school year, students will meet with teachers to discuss standards and expectations for each AP course. This meeting will include an overview of the course content expectations regarding summer work, and a family contract signed by students and parents acknowledging those expectations.

Students who complete an Advanced Placement course, including taking the examination, receive the benefit of having the AP notation on their high school transcript. This indicates to college admissions officers that the applicant is a motivated student with serious intent. Students are required to complete the entire AP course, including the examination. Students who do not complete the course and exam would receive Honors level credit for that course. This change in status would be noted on the student's final transcript.

Profile of an AP Student

- Student is an independent learner, who readily understands concepts presented in each lesson and requires limited assistance with outside assignments
- Student thoroughly completes all assignments in a conscientious manner, demonstrating attention to detail and accuracy
- Student is consistently engaged in learning activities and classroom dialogue
- Student is enthusiastic about his/her learning and the subject matter
- Students develop critical thinking and reasoning skills
- Student demonstrates skillful time management in completion of assignments and assessments
- Student is able to identify and apply the most appropriate strategy to each learning activity
- Student is able to make connections between abstract concepts and concrete applications
- Student welcomes the responsibility for managing a demanding workload
- Students in AP science courses engage in inquiry-based learning with rigorous investigations designed to solve problems through first-hand observations, data collection, analysis, and interpretations

Grading Scale

The grading system of Pembroke High School records and reports the teachers' assessment of student achievement. Teachers will provide course expectations, a grading policy, and rubrics. Grades are generally based upon a variety of assessments, such as tests, quizzes, essays, final exams, homework assignments, final projects, and classroom participation.

A- 90-92 A 93-96 A+ 97-100	B- 80-82 B 83-86 B+ 87-89	C- 70-72 C 73-76 C+ 77-79	D- 60-62 D 63-66 D+ 67-69	F 59 and below

Weighted GPA Scale at PHS

A weighted grade point average will be calculated for Pembroke High School students. All Pembroke High School courses will be included in the grade point average. Grades of a "P" or an "F" will not be weighted into the GPA.

The grade point average is calculated by converting grades to their corresponding numerical equivalent according to the chart below:

GRADE	AP	HONORS	CP I	CP II
A+	5.3	4.8	4.3	4.05
A	5.0	4.5	4.0	3.75
A-	4.7	4.2	3.7	3.45
B+	4.3	3.8	3.3	3.05
B	4.0	3.5	3.0	2.75
B-	3.7	3.2	2.7	2.45
C+	3.3	2.8	2.3	2.05
C	3.0	2.5	2.0	1.75
C-	2.7	2.2	1.7	1.45
D+	2.3	1.8	1.3	1.05
D	2.0	1.5	1.0	.75
D-	1.7	1.2	.7	.45
F	0.0	0.0	0.0	0.0

Estimated College GPA

Pembroke High School GPAs are weighted based on the level of course work for all subjects. Most colleges recalculate a student's GPA using only core subjects. Guidance counselors are available to help students and families with any specific GPA questions. A student's Estimated College GPA is based on courses completed in English, mathematics, science, social studies, world language and any AP coursework. This is an internal data point only. The Estimated College GPA is provided to assist students and families in the college selection process. This information can be found in PowerSchool.

Massachusetts Board of Higher Education, Minimum Requirements

Massachusetts Board of Higher Education has defined minimum requirements for students being considered for admission to any of the four-year state colleges and universities. These standards emphasize a strong academic high school background so that students are college-ready upon matriculation. The eligibility requirements represent minimum standards for admission and meeting these standards does not guarantee admission. The standards do not apply to the State's Community Colleges which maintain open admissions policies.

Core course requirements include: English- 4 years, Mathematics- 4 years (including math seniors' year) (Algebra 1 & 2, Geometry and 1 other), Science- 3 years (2 lab sciences), Social Science- 2 years (including 1 course in U.S. History), World Language- 2 years (in a single language), and Electives- 2 years (from the above subjects, arts, humanities or computer science).
Minimum GPA requirement: The minimum average GPA for first-year applicants is weighted 3.0 For those candidates who do not meet the minimum GPA, a sliding scale consisting of GPA and SAT scores may be applied. (If SAT scores are submitted) However, no applicant with a recalculated GPA below 2.0 may be admitted to a four-year state college or university.

Course Availability

All courses outlined in the *Program of Studies* may be limited in enrollment. Staffing decisions are dependent upon course enrollments and available resources. Low enrollment or staffing constraints may result in the cancellation of courses and/or sections. When enrollment must be limited, preference will be given first to seniors, followed by juniors, sophomores then freshmen. If a course is not available for any of the reasons stated above, affected students will be notified by their school counselor and counselors will assist students in making alternative course selections. Conflicts in scheduling could occur for any course; therefore, it is important for students to prioritize their courses when planning out their four-year academic program.

Course Registration

At Pembroke High School, a vast amount of time and effort is dedicated to assisting students in selecting courses that best fit each students' academic needs and interests. The course selection procedure is designed to ensure that students, parents, teachers, and school counselors all contribute to the decision-making process by thoughtfully reviewing course options.

During the course registration process, students' current teachers will make recommendations for the appropriate level placement regarding next year's courses. Teacher-level recommendations are offered by way of a realistic assessment of the student's abilities and work habits and are intended to place students in courses where the pace, expectations, and standards are appropriate to their needs and abilities.

Course Registration Procedure

- Students and school counselors discuss the overall course selection process and timetable in guidance seminars, individual meetings, and/or during advisory.
- Students, teachers, counselors, and parents discuss program choices for the following year and review the course descriptions in the *Program of Studies* paying close attention to any course prerequisites, course recommendations, and course expectations.
- Teachers conference with students and make course and level recommendations within PowerSchool.
- Counselors will review all student requests and meet with all students in small groups prior to course selection and individually during/after the course selection process.
- Students request elective courses on-line using PowerSchool during the assigned PowerSchool course selection dates.

- Prior to the last day of school, students will be given a copy of their enrolled courses for the next academic school year. This is to be considered a *SCHEDULE CONTRACT* between the school and the student. Students will not be allowed to "drop" or change courses at will, so **please choose your courses carefully**.
- If there is a discrepancy between the teacher recommendation and/or a student/parent request, the parent must have a conversation with the teacher in order to discuss the initial recommendation. If a change is required, the teacher/parent/student will contact the guidance department. While parents have the final responsibility for the selection of a program of study, questions are encouraged and should be brought to the Guidance Department, classroom teacher, and/or the Content Supervisor.
- Once school begins in August, no changes in a student's schedule will be made prior to first-term progress reports. *(See Placement Review)*

Level Override Process

It is important to maintain clear communication between student, parent, and teacher, particularly when a teacher's recommendation differs from the level that the student feels is more appropriate. These steps are required to ensure proper communication between teachers, students, and families:

1. Student and parents have a conversation with recommending teacher regarding moving to a different level.
2. If no resolution, the parent/student may obtain an override form in the guidance office.
3. Parent and student complete the form and meet with the content supervisor.
4. Override forms will only be accepted after the family has had a conversation with the recommending teacher.
5. Content Supervisor completes the form and returns to guidance.

Placement Review: Schedule Changes During the School Year

Once school begins in August, no changes in a schedule will be made prior to first-term progress reports. This allows all stakeholders enough time to conduct a thorough placement review to see if, despite a student's best efforts, success in a class will not be possible.

Requests to review placement, which can be initiated by contacting a student's guidance counselor, can occur at the request of the teacher or of the student and family once grades close for progress reports. Then, input is solicited from the teacher, the student and family, content supervisors, and building administrators, all of whom must sign off as participants in the review process.

The key, determining factor in establishing that a student has, indeed, been misplaced in a class is the degree to which the student is doing everything possible to be successful in a class. This includes but is not limited to completing all assignments in a timely and earnest manner and staying for extra help on a consistent basis. If all stakeholders agree that this is the case and that the student is still not meeting success despite those efforts, then the schedule change can occur.

For half-year courses, the window to review placement will be closed after first-quarter progress reports. If no change is made at that time, the student's placement in all classes will be considered permanent. For full-year courses, a similar placement review can begin on the day grades close for the first quarter. If a change of placement is not made at that time, the student's schedule will be considered final.

Because the master schedule, teacher workload, and class sizes are all based on the course selection process in the spring, changes to the schedule in the fall are difficult to accommodate. For that reason, the only manner by which a student's schedule will be changed is by the placement review process described above. Requests to change because a student dislikes a course, has underestimated course expectations, has a change of mind, has a preference to have/not have a particular teacher, or wants an easier class simply cannot be honored.

If a student receives an A or B at a particular level and is considering a move to a higher academic level, the counselor and student should review the criteria for that higher level very carefully so that the student understands the commitment that the student is making in moving to a higher academic level. Other criteria such as test scores, standardized testing information, previous grades and levels, and a teacher's recommendation are also considered.

Students requesting a change to a lower level must exhibit serious gaps in their ability to perform successfully in any given subject. For a change to a CPII course, students must meet specific requirements. Generally, students who demonstrate their best effort to try and resolve issues in a particular class overcome these challenges. Ways to demonstrate effort include: going for extra help, good attendance, and completion of class assignments and homework. Any changes will be made at progress reports or at the end of the term.

Level changes will be made only after careful consultation with the counselor, teacher, and content supervisor. The student and parent/caregiver must complete a Placement Review Form and return it to the school counselor. If the student, parent, teacher, content supervisor, and counselor agree that the requested changes are in the best interest of the student, then a change can be made. If there is disagreement, then a meeting with all parties included will be held, possibly including an administrator. Any changes will be made after the completion of the term.

If a level change is required for a student during the school year, the student will carry the letter grade earned from the previous level to the new level and will be factored into the final grade average.

From time to time, a student broaches the possibility of withdrawing from a class. For a variety of reasons, such a decision is discouraged at PHS and is considered only as a last resort. Thus, any request to withdraw from a class will only be entertained after several other interventions have proven unsuccessful. Students and families should work collaboratively with school personnel (counselors, teachers, administrators) to ensure that all other options are implemented before a student is allowed to withdraw from a class. If considering this option:

1. Students may not drop a course until progress reports or the completion of term 1.
2. A student may not add another course (to replace a dropped course) once a course has started. (This is not the same as changing a course level).
3. A student must discuss the possible withdrawal with his/her classroom teacher, counselor, and parent/caretaker. A Placement Review Form (available in guidance) must be completed.
4. All parties, including the department head, must agree that dropping a course is in the best interest of the student.
5. A student does **not** receive any partial credit for a course the student does not complete.
6. A "W" will appear as a final grade on a student's transcript.

Independent Study

Senior students may enrich his/her educational program by designing a sound proposal for an independent study project and enlisting the interest of a faculty member who will act as the student's mentor and project evaluator. Independent Study is reserved for projects and programs not currently offered at Pembroke High School. Students who are highly motivated and capable of sustaining independent work may apply for an independent study program of two (2) to four (4) credits if they meet the following guidelines:

1. Students must submit a detailed plan as to the learning goals of the independent study project, a schedule, and timeline for completion of portions of the project, the resources to be utilized, and a description of the final product.
2. A faculty mentor, who has committed to supervising the independent project, will be identified to work with the student and together they will design a contract to meet the requirements of the study plan.
3. The principal will approve the contract documentation submitted by the student.
4. A copy of a signed contract with clear expectations and approvals must be filed in guidance.
5. Students in Independent Studies will receive letter grades each term from their faculty advisor and the Independent Study will be weighted as a college prep course.
6. Independent Studies that are focused on Advanced Placement curricula not offered at PHS will receive honors credit upon successful completion of the AP exam. Students are required to take the AP exam in order to receive honors credit for their independent study.

Student Assistants

Occasionally students may have an enrichment opportunity to assist a teacher or staff member during the school day. If a teacher or staff member is in need of a student assistant, the position and responsibilities will be communicated to the entire student body or posted in a common area for everyone to view. The staff person will select a student from a pool of students that indicated interest. Student work will be non-academic and graded pass/fail and will not be factored into GPA or receive credit. Student Assistant positions are scheduled by semester.

Senior Project

The Senior Project Mission statement aligns with the District Mission of ensuring *student achievement through excellence in teaching and learning*. Through the Senior Project, students will be afforded the opportunity to educate their peers on employment opportunities, community service opportunities, educational opportunities, and/or creative endeavors.

Additionally, Senior Project aligns with Pembroke High School's Mission Statement, which, in part, reads, "*In collaboration with students, staff, parents, and community members, Pembroke High School provides a respectful supportive environment. We promote intellectual curiosity and varied learning opportunities through a challenging, standards-based curriculum that encourages civic responsibility and global awareness."*

As a senior at Pembroke High School, students will have the opportunity to complete a "Senior Project." The Senior Project culminates in fieldwork during the fourth term.

Seniors involved in Senior Project must:

1. Choose a topic/field of study
2. Select a community mentor within that field
3. Complete 25 hours of fieldwork, as well as 5 hours of journal writing each week
4. Produce, submit and maintain a portfolio
5. Deliver a final oral presentation summarizing their experience

Community Service - Graduation Requirement: 40 Hours

Pembroke High School is committed to the benefits of a Community Service Graduation Requirement. Students are required to demonstrate proof of forty (40) hours of community service during their time at Pembroke High School. Students are encouraged to engage in active experiences that benefit the Pembroke High School community, the community at large, or even serve on a wider scale. Examples of service may include, but are not limited to, the following:

- Tutoring peers or younger students in area schools
- Service through various religious affiliations
- Service to community agencies such as the Council on Aging and area food pantries.

Students are required to get signatures verifying their service. These forms can be found on the PHS Website, the Guidance Office, and the Guidance Google Classrooms. Students then return the signed verification sheets to the Guidance Office where the hours are logged. A cumulative record is kept over the course of the student's four years in high school. It is recommended that students complete ten (10) hours per year and turn a record of these hours into Guidance. It is our hope that the student and community will both benefit from this valuable experience.

National Honor Society

Membership in Pembroke's Chapter of the National Honor Society is bestowed upon students in grades 11 and 12 who demonstrate outstanding scholarship, character, leadership, and service. In keeping with the national (not rounded) minimum standard for a scholarship, students in the class of 2020 will be required to have a (3.7) weighted GPA for consideration and must maintain that minimum throughout the term of membership. Students who meet the scholarship requirement will have an opportunity to complete a form detailing their accomplishments in the areas of character, leadership, and service.

Career and Vocational Education

Pembroke Students interested in pursuing a program of Vocational-Technical or Agricultural studies in a state-approved Chapter 74 school must submit a letter of intent to the Superintendent's Office prior to April 1st of the preceding school year. Students may apply for entry into a career and vocational education program in the eighth, ninth, or tenth grade.

Special consideration will be given to interested Pembroke students who wish to enroll in vocational programs offered at Silver Lake Regional High School. These program offerings include Automotive Technology, Carpentry and Cabinetmaking, Conservation and Horticulture, Culinary Arts, and Metal Fabrication and Welding.

Students should see their school counselor for information regarding the availability and requirements of these programs.

Out-Of-District Vocational School Checklist

1. Parent/Caregiver speaks to or meets with the school counselor to determine which Vocational Program the student is interested in.
2. Parent/Caregiver contacts the out-of-district school to request an application.
3. Parent/Caregiver fills out and signs any required school forms for the application then submits the forms to the student's school counselor.
4. Counselor mails the completed school forms for the application to the school, along with a copy of the transcript and necessary recommendations. (Students must request recommendations.)
5. Student fills out and submits applications directly to the vocational school of choice.
6. Parent/Caregiver must send a letter of request to the Superintendent by April 1.

Mail to:

Superintendent
Pembroke Public Schools
72 Pilgrim Road
Pembroke, MA 02359

Guidance Department Mission Statement

The School Counseling Department at Pembroke High School advocates for all Pembroke High School students and develops relationships within the community. Counselors help to guide and support students with their academic planning, personal/social development, and with college and career readiness. By taking a holistic approach of collaboration with students, parents, faculty, and community members, counselors will assist students with post-secondary goals while preparing them to become successful and active members of their community.

PHS Guidance Department Core Values

- Value all PHS students and families
- Respect for human differences
- Be knowledgeable and current in all aspects of Professional School Counseling
- Be approachable and accessible to all students and families.

Guidance Department Curriculum and Services

Counselors meet and work with students and families for a variety of reasons, including but not limited to academics, social/emotional issues, post-secondary planning, and college/career planning. Services are delivered in a variety of ways, including but not limited to individual counseling, group counseling, guidance seminars, parent and community evening meetings, parent and teacher consultation, phone, email, Google Classroom, and the PHS Guidance Department website.

The Guidance Department also organizes various student-centered activities each year such as: Underclassman Awards Night, Senior Awards Night, the PHS College Fair, Career Fairs, Post-Secondary Workshops, Community College Decision Days, Financial Aid Night, Post-Secondary Planning Night, the Book Award Program, and Freshmen Orientation. In addition, the Department provides important information during the school-wide advisory time and consults with other faculty members during regular Student Support Team (SST), Academic Success Team (AST), Crisis Team, Individual Education Plan (IEP), and in 504 accommodation plan meetings.

Guidance Resources

The Guidance Department utilizes SCOIR as our online college and career readiness platform. This program helps students, families, and counselors manage the entire college planning process, from career exploration to researching colleges, building resumes, requesting teacher recommendations, and submitting required application documents.
Guidance updates are posted on our website, in the principal's weekly email blasts, on Google Classroom, and during morning announcements. Other important information is emailed to students and announced during the school day. In addition, we have a bulletin board outside of guidance where we post important information such as community service opportunities, scholarships and college/career information.

Guidance Seminars

The Guidance Department teaches grade-level seminars each school year. Students meet with their school counselor in small groups and individually at scheduled times throughout the school year. A guidance calendar and student timeline detailing these times can be found on the Guidance website. These seminars are designed to address the academic and developmental needs of students as they progress through high school.

Freshman Seminar – The primary focus is to help students have a smooth transition to Pembroke High School and to develop and enhance a relationship with their counselor. Information that will be provided to students during seminars include graduation requirements, grading policies, credits, GPA, transcript review, teacher expectations, general high school procedures, and an introduction to college and career planning through our internet-based college planning program *Scoir*.

Sophomore Seminar – Students will use *Scoir,* a software program designed to explore personality types, learning styles, career matches, college selections, and job skills. Students are presented with an overview of the college planning timeline, and standardized testing preparation including MCAS, PSAT/NMSQT and SAT/ACT. Students will also be encouraged to get involved in community service and extracurricular activities.

Junior Seminar – Juniors meet with their school counselor individually and in small groups to focus on post-secondary planning, with an emphasis on college admissions. Students will continue to use the *Scoir* program for college searches, understanding college eligibility and requirements, career exploration, and military options. In addition, students will be encouraged to create a list of possible colleges or schools of interest to visit during the spring of their junior year and in the summer before their senior year.

Senior Seminar – Seniors meet individually and in seminars with their school counselor throughout the first semester to review and finalize their college and/or post-high school plans. Counselors review information on the college application process; which includes completing applications, composing admissions essays, conducting interviews, obtaining letters of recommendation, and completing standardized testing requirements. Counselors also provide information on financial aid and scholarship opportunities. Students who do not wish to pursue college after graduation will work individually with their counselor to develop their post-secondary school plans.

Pathways Program

Students may choose to focus their classroom learning on a specific pathway that is designed to expose students to the relevant skills and opportunities associated with the workplace. Students who select a pathway will complete required electives and have the opportunity to work in their chosen field or complete an independent study that includes industry-specific certifications.



COMPUTER SCIENCE

Computer Science students can perform a variety of tasks, such as:

- Provide technical support
- Data entry tasks, including raw data review and database development
- Test existing code in systems
- Debug system code, modify or update as part of a team

BUSINESS & ENTREPRENEURSHIP

Business & Entrepreneurship students can perform a variety of tasks, such as:

- Update social media accounts
- Develop creative presentations and marketing materials
- Review, reconcile and organize invoices
- Create Excel spreadsheets

DIGITAL ARTS

Digital Arts students can perform a variety of task, such as:

- Provide infographics and digital media support
- Develop graphics for web and promotional materials
- Learn necessary digital skillset to align with the company platforms
- Develop 2D & 3D renderings of products/business team

BIOMEDICAL

Biomedical students can perform a variety of task, such as:

- Aseptic technique
- Bacterial culturing, plating and identification (Gram staining)
- Molecular Biology - DNA Gel Electrophoresis, Micro pipetting
- Taking vital signs (respiratory, heart rates, blood pressure, Oxygen saturation)

ENGINEERING

Engineering students can perform a variety of task, such as:

- Create a 3-D C.A.D. Model of a product and working technical drawings to produce it
- Build working prototypes to understand the mechanism(s) working together to make products function
- Build and program robotic machines to complete tasks

MUSIC

Music students can perform a variety of task, such as:

- Ability to read music
- Perform, conduct, compose and arrange music
- Master group and individual performance techniques
- Presentation skills

GLOBAL CITIZENSHIP & LEARNING

Global Citizenship & Learning student can perform a variety of task, such as:

- Demonstrate awareness and appreciation of cultural diversity
- Converse in a second language with clarity and cohesiveness
- Research, analyze and understand information from authentic resources in a second language

INFORMATION TECHNOLOGY

Information Technology students can perform a variety of skills, such as:

- Troubleshoot and resolve system problems
- Provide technical support to end users and resolve problems
- Diagnose and repair a variety of hardware and operating systems
- Install and maintain workstations

Biomedical Science Pathway

Students who choose to pursue a designation as a Pathways Scholar in Biomedical Science must complete both a certain number of required electives and an internship, certification or capstone project. The Pathway Map below identifies which electives count towards the Biomedical Science Pathway.

Scope and Sequence

	Required Electives*	Recommended Additional Electives that count towards Biomedical Science Pathway Credit
Year 1	PLTW Principles of Biomedical Science (Honors/CP) - 9-10 (4)	Business Communication -9-12 (2) Physics (Honors/CP) -11-12 (4) Environmental Engineering 11-12 (2) AP Biology 11-12 (4) AP Chemistry 11-12 (4) AP Physics C 12 (4) AP Statistics Latin for Medical Terminology 11-12 (2) World Language IV or AP World Language -11-12 (4)
Year 2	PLTW Human Body Systems (Honors/CP) - 10- 11 (4)	
Year 3	PLTW Medical Interventions (Honors/CP) - 11-12 (4)	
Year 4	PLTW Biomed and Engineering Capstone (Honors/CP) - 11-12 (4) or Internship (2)	

**Recommended sequence of classes*

*Number of Required Credits - 14 Credits
*Number of Total Credits for Pathways Scholar Designation - 22
Credits 25% of 88 credits for graduation

Potential Career Paths: Physician, nurse, dentist, veterinarian, pharmacist, physician assistant, nurse practitioner, physical/occupational therapist, exercise physiology. Biomedical science research, biomedical engineering, genetic counseling, nutritionist/dietician, environmental management.

The knowledge and skills students acquire throughout the PLTW Biomedical Pathway come together in Biomedical Innovation as they build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They may have the opportunity to work on an independent project with a mentor or advisor from a university, medical facility, or research institution.

Business and Entrepreneurship Pathway

Students who choose to pursue a designation as a Pathways Scholar in Business and Entrepreneurship must complete both a certain number of required electives and an internship, certification or capstone project. The Pathway Map below identifies which electives count towards the Business and Entrepreneurship Pathway.

Scope and Sequence

	Required Electives*	Recommended Additional Electives that counts towards Business Pathway Credit
Year 1	Exploring Business - 9-10 (2) Business Communication - 9 -12 (2)	Microsoft Certification for Business Applications - 9-12 (2) Digital Arts I - 9-12 (2) Exploring Computer Science Programming - 9-12 (2 Principles of Economics (Honors/CP) - 9 -12 (4) 21st Century Leadership Skills - 9-12 (2) Speech and Debate - 10-12 (2) Multi Media Design - 9-12 (2) AP Statistics - 11-12 (4) World Language IV or AP World Language -11-12 (4)
Year 2	Introduction to Accounting - 10-12 (2) Introduction to Marketing - 10-12 (2)	
Year 3	Financial Literacy - 11-12 (2)	
Year 4	Students must select a minimum of (six) credits from the courses below: ● Honors Strategic Marketing & Entrepreneurship - 11-12 (4 credits) ● Internship (2 credits) ● Microsoft Office Certification (2 credits) ● Capstone Project/Independent Study (2 credits)	

**Recommended sequence of classes*

*Number of Required Credits - 16 Credits
*Number of Total Credits for Pathways Scholar Designation - 22
Credits 25% of 88 credits for graduation

Potential Career Paths: Business Owner, Business Administrator, Bookkeeper, Tax Preparer, Financial Advisor, Bank Employee, Accounting, Financial Consulting, Entrepreneurship, Human Resources, Marketing Executive, Public Administration, Realtor, Healthcare Administration.

Computer Science Pathway

Students who choose to pursue a designation as a Pathways Scholar in Computer Science must complete both a certain number of required electives and an internship, certification or capstone project. The Pathway Map below identifies which electives count towards the Computer Science Pathway.

Scope and Sequence

<table>
<tr><th></th><th>Required Electives*</th><th>Recommended Additional Electives that counts towards Computer Science Pathway Credit</th></tr>
<tr><td>Year 1</td><td>Exploring Computer Science Programming -9-12 (2)
Exploring Computer Science Robotics - 9-12 (2)</td><td rowspan="4">Business Communication -9-12 (2)

Cyber Security - 9 -12 (2)

Student Technology Help Desk Assistant - 9-12

Advanced Computer Science Robotics -10-12 (2)

Digital Arts I - 9-12 (2)

Multi Media Design - 9-12 (2)

3D Printing and Product Design - 10-12 (2)

AP Statistics - 11-12 (4)

AP Physics C - 12 (4)

World Language IV or AP World Language -11-12 (4)</td></tr>
<tr><td>Year 2</td><td>AP Computer Science Principles - 10-12 (4)</td></tr>
<tr><td>Year 3</td><td>AP Computer Science A - 11-12 (4)</td></tr>
<tr><td>Year 4</td><td>Students must select a minimum of (two) credits from the courses below:
● Internship (2)
● Certification (2)
-Java Developer
-Cyber Security
● Capstone Project/ Independent Study (2)</td></tr>
</table>

**Recommended sequence of classes*

*Number of Required Credits - 14 Credits
*Number of Total Credits for Pathways Scholar Designation- 22 Credits
25% of 88 credits for graduation

Potential Career Paths: App Developer, Computer Programmer, Cybersecurity Specialist, Database Administrator, Hardware Engineer, IT Architect, Network Administrator, Software Developer, Software Engineer, Systems Analyst, Systems Manager, Technology Integrator, Web Developer, Video Game Developer.

Digital Arts Pathway

Students pursuing a designation as a Pathways Scholar in Digital Arts must complete a certain number of required electives and an internship, certification, or capstone project. The Pathway Map below identifies which electives count towards the Digital Arts Pathway.

Scope and Sequence

<table>
<tr><th></th><th>Required Electives*</th><th>Recommended Additional Electives
that count towards Digital Arts Pathway Credit</th></tr>
<tr><td>Year 1</td><td>Digital Arts I - 9-12 (2)
Digital Arts II- 9-12 (2)
**</td><td rowspan="4">Studio Art I -(Honors/CP) 9-12 (4/2)
3D Modeling and Animation - 10-12 (4)
3D Printing and Product Design - 9-12 (2)
Business Communication - 9 -12 (2)
Exploring Computer Science Programming - 9-12 (2)
Graphic Novels (Honors/CP)- 12 - (2)
Web & App Design - 9 -12 (2)
Digital Photography - 9-12 (2)
AP Digital Photography 10-12 (4)
World Language IV or AP World Language - 11-12 (4)</td></tr>
<tr><td>Year 2</td><td>Digital Arts III - 10-12 (2) **</td></tr>
<tr><td>Year 3</td><td>Digital Arts IV - (Honors/CP) -10-12 (4) **</td></tr>
<tr><td>Year 4</td><td>Students must select a minimum of (six) credits from the course below:
Digital Arts V (Honors/CP) -11-12 (4) **
Internship (2)
Adobe Certification (Photoshop, Illustrator) (2)</td></tr>
</table>

**Recommended sequence of classes*
***Successful completion of Prerequisite class required. See the Program of Studies for more information.*

*Number of Required Credits - 16 Credits
*Number of Total Credits for Certification - 22 Credits

25% of 88 credits required for graduation

Potential Career Paths: 3D Modeler, Book Illustrator, Comic Book Artist, Computer Animator, Game Level Designer, Graphic Designer, Layout Artist, Logo Designer, Medical Illustrator, Multimedia Designer, App Designer, Storyboard Artist, User Experience (EX) and Web Designer

Engineering and Manufacturing Technology Pathway

Students who choose to pursue a designation as a Pathways Scholar in Engineering and Manufacturing Technology must complete both a certain number of required electives and an internship, or independent study for certification. The Pathway Map below identifies which electives count towards the Engineering and Manufacturing Technology Pathway.

Scope and Sequence

	Required Electives*	Recommended Additional Electives that count towards Engineering and Manufacturing Technology Pathway Credit
Year 1	PLTW Introduction to Engineering Design (Honors/CP) -9-10 (4)	Business Communication -9-12 (2) Microsoft Certification for Business Applications - 9-12 (2) Environmental Engineering 11-12 (2) Exploring Computer Science Programming - 9-12 (2) Exploring Computer Science Robotics - 9-12 (2) World Language IV or AP World Language -11-12 (4) Physics (CP/Honors) (4) AP Physics (4) AP Computer Science A (4) AP Statistics (4) AP Computer Science Principles
Year 2	PLTW Principles of Engineering (Honors/CP) 10-11 (4)	
Year 3	PLTW Computer Integrated Manufacturing (Honors/CP) 11-12 (4)	
Year 4	Internship (2) PLTW Biomed and Engineering Capstone Course (Honors/CP) -12 (4) Autodesk Fusion Certification (2)	

**Recommended sequence of classes*
*Number of Required Credits - 14 Credits
*Number of Total Credits for Pathways Scholar Designation - 22
Credits 25% of 88 credits for graduation

Potential Certifications: OSHA 10 Safety Certification, Autodesk certifications

Potential Career Paths: Aviation Technician, Biomedical Engineer, CAD Associate, Civil Engineer, Civil Engineering Technician, CNC Machinist, Electrical Engineer, Facilities Management, Industrial Machinery Mechanic, Industrial Engineer, Instrumentation and Controls Technician, Mechanical Engineer, Millwright, Robotics Technician

The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.

Music Pathway

Students pursuing a designation as a Pathways Scholar in Music must complete a certain number of required electives and an internship or capstone project. The Pathway Map below identifies which electives count towards the Music Pathway. Students can choose to select a specific specialty of focus: Band, Chorus, or Orchestra.

Scope and Sequence

	Required Electives*	Recommended Additional Electives that count towards Music Pathway Credit
Year 1	Ninth Grade Band (4) Concert Choir (4) Concert Orchestra (4)	Music Theory (2) Piano Lab 1 (2) Piano Lab II (2) Guitar Lab I (2) Guitar Lab II (2) World Language IV or AP World Language -11-12 (4) Music Technology Rock Band
Year 2	Concert Band (4) or Honors Wind Ensemble (4) Concert Choir (4) or Honors Chamber Singers (4) Concert Orchestra (4)	
Year 3	Concert Band (4) or Honors Wind Ensemble (4) Concert Choir (4) or Honors Chamber Singers (4) Concert Orchestra (4) Honors Music Major 11-12 (4)	
Year 4	Concert Band (4) or Honors Wind Ensemble (4) Concert Choir (4) or Honors Chamber Singers (4) Concert Orchestra (4) Internship (2) Capstone Project (2 or 4)	

**Recommended sequence of classes*

*Number of Required Credits - 22 Credits
*Number of Total Credits for Certification - 22
Credits 25% of 88 credits for graduation

Potential Career Paths: Performing musician/artist, music education, music business, audio engineering, composer, private lesson teacher, performing artists management, director of a performing arts center, church musician, studio musician.

Global Citizenship & Learning Pathway

Students who pursue a designation as a Pathways Scholar in Global Citizenship & Learning must complete a certain number of required electives and an internship, certification, or capstone project. The Pathway Map below identifies which electives count towards the Global Citizenship and Learning Pathway.

Scope and Sequence

<table>
<tr><th></th><th>Required Electives</th><th>Recommended Additional Electives
that count towards the Global Citizenship & Learning Pathway Credit</th></tr>
<tr><td>Year 1</td><td>Honors Model United Nations I and II -9-10 (4)</td><td rowspan="4">Principles of Economics CP/Honors -9-12 -(4)

Genocide in History-9-12 (2)

AP European History -11-12 (4)

(4) Arabic 1 and II-11-12 (4)

Business Communications -9-12 (2)</td></tr>
<tr><td>Year 2</td><td>AP Modern World History -10-12 - (4)</td></tr>
<tr><td>Year 3</td><td>Honor Model United Nations III- -IV -11-12 (4)</td></tr>
<tr><td>Year 4</td><td>Students must select a minimum of (six) credits from courses below:
French/Spanish IV - 11-12 (4)
AP French/AP Spanish -12 (4)
MA Seal of Biliteracy Exam- 11 -12 (2)
Internship (2)
Capstone Project /Independent Study (2)</td></tr>
</table>

**Recommended sequence of classes*

*Number of Required Credits - 18 Credits
*Number of Total Credits for Certification - 22
Credits 25% of 88 credits for graduation

Potential Career Paths: Diplomat, United Nations staff, delegate, House and Senate representative, field researcher, consultant, communication specialist, translator, international travel and tourism, education, hospitality, and international law.

The knowledge and skills students acquire throughout the Global Citizenship and Learning Pathway is built upon the knowledge and skills gained from previous courses to influence the global challenges of the 21st century effectively. Students address topics ranging from global policy and global politics to equity and inclusion in an ever-changing demographic. They may be able to work on an independent project or internship with a mentor or advisor from a local politician, government agency, translation services, or appropriate businesses.

Information Technology Pathway

Students pursuing a designation as a Pathways Scholar in Information Technology must complete a certain number of required electives and an internship, certification, or capstone project. The Pathway Map below identifies which electives count towards the Information Technology Pathway.

Scope and Sequence

	Required Electives*	**Recommended Additional Electives that counts towards Information Technology Pathway Credit**
Year 1	Exploring Computer Science Programming -9-12 (2) Exploring Computer Science Robotics - 9-12 (2)	Advanced Computer Science Robotics - 10-12 (2) AP Computer Science Principles - 10-12 (4) Business Communication -9-12 (2) Digital Arts I - 9-12 (2) Multi Media Design - 9-12 (2) Microsoft Certification for Business Applications - 9-12 (2) Student Technology Help Desk Assistant - 9-12 World Language IV or AP World Language 11-12 (4)
Year 2	Cyber Security - 9 -12 (2)	
Year 3	3D Printing and Product Design - 10-12 (2)	
Year 4	Certification (2) Internship (2)	

**Recommended sequence of classes*

*Number of Required Credits - 14 credits
*Number of Total Credits for Certification - 22
Credits 25% of 88 credits for graduation

Potential Career Paths: Computer Support Specialist, Computer User Support Specialist, Help Desk Technician, Computer Network Support, Network Systems Administrator, and Information Security Analyst.



Art Program

Introduction

Students in the *Visual Arts Education Program* experience a comprehensive and sequential curriculum taught by certified art education specialists, balanced with electives in specialized areas. Students will learn about the work of great world artists in all cultures and develop an appreciation for their contributions to world civilization.

Course offerings are established based on the standards contained in the Massachusetts Arts Curriculum Frameworks. Standards for Visual Arts include:

- Methods, Materials, and Techniques
- Elements and Principles of Design
- Observation, Abstraction, Invention, and Expression
- Drafting, Revision, and Exhibiting

Scope and Sequence

GRADE	FULL YEAR	SEMESTER
Grade 9	• Honors Studio Art I	• Digital Arts I • Digital Arts II • Ceramics • Ceramics II • Studio Art I • Digital Photography • 3D Printing & Product Design • 3D Design • Web & App Design • Painting • Printmaking
Grade 10	• Honors Studio Art I • Studio Art II • Honors Pre-AP Studio Art • 3D Modeling and Animation • Digital Arts IV (Honors & CP) • AP Digital Photography	• Digital Arts I • Digital Arts II • Digital Arts III • Ceramics • Ceramics II • Web & App Design • Digital Photography • Printmaking • Studio Art I • Painting • 3D Design • 3D Printing & Product Design
Grade 11	• 3D Modeling and Animation • Studio Art II • Honors Pre-AP Studio Art • Portfolio Preparation (Honors & CP) • Digital Arts IV (Honors & CP) • Honors Digital V • AP Digital Photography	• Digital Arts I • Digital Arts II • Digital Arts III • Ceramics • Ceramics II • Web & App Design • Painting • Digital Photography • Printmaking • Studio Art I • Painting • 3D Design • 3D Printing & Product Design

Grade 12	• 3D Modeling and Animation • Studio Art II • Portfolio Preparation (Honors & CP) • Honors Art Major • AP Studio Art: 2D Design • Digital Arts IV (Honors & CP) • Honors Digital V • AP Digital Photography	• Digital Arts I • Digital Arts II • Digital Arts III • Ceramics • Ceramics II • Web & App Design • Digital Photography • Printmaking • Painting • 3D Design • 3D Printing & Product Design • Digital Arts Internship

Art Course Offerings

CERAMICS 506

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

This course will provide students with the visual art experience in a three dimensional medium and the basics of building with low-fire clay. Students will work from life and imagination as they learn basic clay techniques. Emphasis will be placed on hand building, a good sense of craftsmanship, design, and the proper use of materials and tools. Course content will cover the properties of clay; and include pinch, coil, slab, and other hand-building techniques. Ceramic decoration will incorporate glazing and scraffito techniques. A portion of this course may involve the use of various 3-D materials with a focus on 3-D building techniques and sculpture.

CERAMICS II HSART507

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep 1
Prerequisite: Successful completion of Ceramics

Ceramics II will provide students who have taken Ceramics with an opportunity to further explore advanced techniques in three dimensional medium and building with low-fire clay. Students will work from life and imagination as they learn advanced clay techniques. Emphasis will be placed on hand building techniques, a good sense of craftsmanship, design, and the proper use of materials and tools. A portion of this course may involve various 3-D materials and opportunity for learning how to craft wheel thrown pottery.

DIGITAL ARTS I HSART570

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

Digital Arts I is an introductory course in digital art and graphic design where students develop foundational skills in Adobe Photoshop CC, Canva & Procreate. Using the Elements and Principles of Art and Design, students create original digital projects such as Pop Art posters, album covers, and illustrations while learning composition, color, value, typography, and visual communication. The course emphasizes hands-on practice, digital tool proficiency, and collaboration in a studio-style environment, with opportunities to explore 3D modeling, animation, augmented reality, and other S.T.E.A.M.-based projects.

DIGITAL ARTS II HSART571

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep
Prerequisite: Successful completion of Digital Arts I or teacher recommendation

Digital Arts II builds on the skills developed in Digital Arts I, giving students the tools and creative freedom to develop their personal artistic vision. Using Adobe Photoshop CC, Procreate, and Canva, students create original digital projects that explore composition, layering, 2D and 3D imagery, digital painting, and interactive media. Emphasis is placed on refining technical skills, applying design principles, and articulating ideas through critique, while also exploring animation, augmented and virtual reality. Students work toward a professional digital portfolio that showcases their growth, creativity, and individual style.

DIGITAL ARTS III HSART272

Grades: 10, 11, 12
Semester Course
Credits: 2
Level: College Prep
Prerequisite: Successful completion of Digital Arts II or teacher recommendation

Digital Arts III builds on Digital Arts II, allowing students to refine their personal artistic vision while mastering Adobe Illustrator and Procreate. Students create multi-page and multi-format projects such as travel brochures, posters, postcards, packaging, product branding, and advanced illustrations, applying vector graphics, layering, typography, and composition to solve design challenges. Emphasis is placed on professional design standards, creative problem-solving, and preparing work for both digital and print platforms. The course culminates in an online portfolio that showcases technical skill, conceptual thinking, and individual style, with opportunities for collaborative projects and real-world design experiences.

DIGITAL ARTS IV Honors & CP HSART275/HSART276

Grades: 10, 11, 12
Full Year Course
Credits: 4
Level: Honors & CP
Prerequisite: Successful completion of Digital Arts II or Teacher Recommendation

Digital Arts IV is a continuation of Digital Arts II and III. Students refine their personal artistic vision while mastering advanced digital design tools, including Adobe Photoshop CC, Procreate, and Canva. They create projects such as product branding, movie posters, digital paintings, and illustrations for commercial purposes. Students apply raster graphics, layering, typography, composition, the elements and principles of design, and special effects to solve complex challenges for both digital and print platforms. The course emphasizes professional industry standards, creative problem-solving, and portfolio-ready work. Assessments include individual units and a culminating online portfolio. Students are also prepared to pursue Adobe Photoshop CC certification.

DIGITAL V Honors & CP HSART273

Grades: 11, 12
Full Year Course
Credits: 4
Level: Honors & CP
Prerequisite: Successful completion of Digital Arts III

Digital V is the culminating course in the digital arts pathway. Students refine their personal artistic vision while developing a professional portfolio for digital and print platforms. The course emphasizes Adobe Illustrator mastery, preparing students for Adobe Illustrator certification. Students gain applied industry experience, including internships and real-world design projects, while building professional skills such as project planning through presentation. The course culminates with a polished portfolio, resume and a professional artist statement, showcasing technical skill, creative problem-solving, and readiness for industry opportunities.

DIGITAL PHOTOGRAPHY HSART575

Grade: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

Students in this class will learn the basics of capturing, organizing, editing/manipulating compositing and sharing images made using digital cameras, tablets, smartphones and computers. In learning to navigate the "digital darkroom" of Adobe Photoshop, Bridge and Lightroom software applications, students will gain experience using the tools of both commercial and fine art photography. Digital works will not only demonstrate strong composition and technical skills but also reveal solid narrative content. In learning to analyze and discuss images using arts vocabulary, students will begin to develop their own original styles.

AP DIGITAL PHOTOGRAPHY HSART576

Grade: 10, 11, 12
Full Year
Course
Credits: 4
Level: Advanced Placement
Prerequisite: Successful completion of Digital Photo I and teacher recommendation

AP Digital Photography is a college-level course for students seriously interested in the practice of digital photographic art. The course is based on the creation and submission of the AP Photography 2-D Art & Design Portfolio, with work demonstrating quality, a sustained investigation of a personal visual idea, and breadth of experience with design principles and photographic techniques. Students advance their skills in digital camera operation, lighting, composition, and image editing using professional software while developing their own artistic voice.

Throughout the year, students analyze historical and contemporary photographic works to inform their conceptual and technical growth. Regular critiques and revision processes support independent thinking, creative inquiry, and the refinement of both digital and printed work. This course prepares students to produce a cohesive and expressive portfolio that meets AP standards and reflects strong design decisions, craftsmanship, and individual vision.

STUDIO ART I 512

Grades: 9, 10, 11 12
Semester Course
Credits: 2
Level: College Prep

Studio Art I will build on the basic drawing skills, vocabulary, and techniques previously presented. Lessons will continue to focus on representational work through observational drawing, but the course will expand on media and technique. The elements of value, space and color will be introduced, as well as the design concepts of emphasis and composition. As with all studio art courses, Studio Art I will encourage personal artistic growth through critical thinking and risk taking. The *Art Talk* text may be used in class.

HONORS STUDIO ART I 513

Grade: 9, 10
Full Year Course
Credits: 4
Level: Honors
Prerequisite: Teacher recommendation only

This course offers an in-depth study of design through repeated use of the Elements and Principles of Art, while expanding technical abilities. Composition, creative thought, and illusion of depth are art challenges that will be addressed through a variety of means. Materials that will be explored are drawing, painting, printmaking, mixed media, etc. Abstract, observational, and inventive works may demonstrate artistic expression. Students will be required to keep a sketchbook and portfolio.

STUDIO ART II 521

Grades: 10, 11, 12
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of Studio Art I or teacher recommendation

Studio Art II students will continue to develop drawing skills but will explore new media, techniques, and concepts. Painting media and techniques and printmaking will be introduced. Students will have more opportunity to develop their personal style while still drawing from observation. Students will explore basic aspects of critique and will be expected to discuss the formal qualities of their work and the work of others.

HONORS PRE-AP STUDIO ART 514

Grades: 10, 11
Full Year Course
Credits: 4
Level: Honors
Prerequisite: B- or better in Honors Studio Art I or teacher recommendation

This course will prepare students who are planning to take AP art senior year. It is for students who have an interest in pursuing visual arts at a college level. It offers an in-depth, intensive study of design through repeated use of the Elements and Principles of Art, while expanding technical abilities. Composition, creative thought, and illusion of depth are art challenges that will be addressed through a variety of means. Materials that will be explored are pen and ink, scratch board, drawing, painting, printmaking, 3-D sculpture, and mixed media. Abstract, observational, and inventive works may demonstrate artistic expression.

AP STUDIO ART: 2D DESIGN PORTFOLIO 515

Grades: 12
Full Year Course
Credits: 4
Level: Advanced Placement
Prerequisite: B- or better in Portfolio Presentation

AP Studio Art is a course designed for students who are seriously interested in the practical experience of art. The course is based on the submission of a portfolio to the College Board. The AP Art Portfolio should reflect quality work, concentration on a particular visual interest or problem and the need for breadth of experience in the formal, technical, and expressive means of the artist. This course encourages students to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

WEB & APP DESIGN 299

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

WEB & APP DESIGN 299 introduces students to web and app design, animation, and interactive design techniques. Using Adobe Photoshop, Figma, and Adobe Animate, students create websites, apps, and mobile-optimized layouts while learning file organization, page linking, and interactive elements. The course emphasizes responsive design, prototyping, user interface (UI), and user experience (UX), providing students with practical skills for careers in commercial graphic arts. By the end of the course, students will have a professional portfolio showcasing technical proficiency, creative problem-solving, and industry-ready design projects.

PAINTING 505

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep
Prerequisite: Successful completion of Studio Art I or teacher recommendation

This course is designed to introduce students to the fundamentals of painting using a variety of media. Emphasis will be placed on color and composition while integrating new applications of paint techniques. Students will work from observation and explore imaginative themes. Projects are designed to accommodate a range of student abilities with various opportunities to present personal interpretations of the world. Course content will include color theory and value, watercolor techniques, color mixing and blending, and acrylic and watercolor painting techniques. Students will respond to artwork using written and oral language.

PRINTMAKING 504

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep
Prerequisite: Successful completion of Studio Art I or teacher recommendation

In this course students will be introduced to a variety of artistic printmaking skills. Students will work from life and imagination as they learn various image transfer techniques. Techniques introduced will include mono-printing, silkscreen, block printing, intaglio, as well as mixed media projects. Students will respond to their artwork through both written and oral, self-peer and teacher evaluation. Course content will include proper use of materials and tools associated with the medium and include elements of color theory and composition. Printmaking will encourage personal artistic growth through critical thinking and risk taking.

3D MODELING AND ANIMATION 593

Grades: 10, 11, 12
Full Year Course
Credits: 4
Level: College Prep/Honors

3D Modeling and Animation is a full-year course where students develop technical mastery of Autodesk Maya, the industry-standard software used by studios such as Disney, Epic, and Blizzard. Students create 3D models, characters, and environments, apply texturing, lighting, and camera techniques, and produce animated sequences and interactive 3D scenes. The course emphasizes professional workflows, creative problem-solving, and portfolio-ready work. Students also have the option to design assets for video games using Unity and explore emerging technologies such as motion capture, augmented reality (AR), and virtual reality (VR). This course serves as a foundation for college-level digital arts electives and careers in animation, game design, and 3D media.

PORTFOLIO PREP 531

Grades: 11, 12
Full Year Course
Credits: 4
Level: CP I or Honors if approved
Prerequisite: B- or Better in Studio II or Honors Pre-AP Studio Art

Students will continue to create mostly representational artwork from observation and develop a personal style through investigation of technique and media possibilities. Assignments will encourage students to think independently and incorporate stylization, symbolism or personal statements into their work. Design Elements and Principles will be reinforced using student work as well as fine art as examples, and appropriate vocabulary and format for critiques (both verbal and written) will be taught. Students will be encouraged to create work that shows evidence of critical thinking and visual organization. Concurrent sketchbook work is mandatory so that the development of ideas and design can be observed. All lessons will encourage artwork that shows solid drawing, advanced design, and a quality finished product suitable for a visual portfolio for college admissions or for students who wish to enroll in Art Major class. Students will be required to maintain a portfolio. Honor Students will be required to complete homework assignments at home.

HONORS ART MAJOR 542

Grade: 12
Full Year Course
Credits: 4
Level: Honors
Prerequisite: B- or better in Portfolio Preparation and teacher recommendation

This rigorous course is intended for students who have a serious interest in pursuing art at the college level. Students will be required to produce and compile an extensive art portfolio that is based on the criteria set forth by college requirements. Students will be required to demonstrate, via projects, their acquired artistic skills, knowledge, and techniques. Students electing to take Art Major will be required to do extensive independent work outside of class time. Students will be challenged to demonstrate their understanding of various genres and artists, and to make connections between art and the historical context. Students will be expected to produce high quality artwork, participate in written and verbal critiques, and keep a sketchbook. Students will be required to compete in local and regional art contests and maintain a portfolio.

3D PRINTING & PRODUCT DESIGN HSART596

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep
Prerequisite:

In this course, students learn to develop products from concept to 3D-printed prototype using state-of- the-art 3D printers and design software including Autodesk Fusion 360, Tinker cad, and ZBrush. They create projects such as toy designs, USB drives, chocolate molds, architectural models, and real-world design challenges, culminating in a final project based on individual interests. Through an in-depth study of User Experience (UX) Design and Design Thinking, students learn to design for others and apply their skills in practical engineering and design contexts. Students build a portfolio of 2D and 3D solutions that showcase their technical proficiency, creative problem-solving, and design innovation.

3D DESIGN 595

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep
Prerequisite: Successful completion of Studio Art I or teacher recommendation

The objective for this course is to provide students with knowledge and understanding of the technical processes and vocabulary associated with three-dimensional art forms. A variety of mediums will be explored, which may include ceramics, paper, plaster gauze, Tape, Paper Mache, wire sculpture, and recycled materials. Students will become familiar with the tools and techniques necessary in creating three-dimensional forms and safe studio practices. Students will participate in a wide range of experiences using additive or subtractive sculptural techniques designed to build artistic and creative confidence. An appreciation for art from various cultures will be developed. Students will learn to utilize the visual elements and design principles in creating three dimensional forms.



Business Program

Introduction

The Business Program offers students the opportunity to acquire unique knowledge and skills needed to excel in college and/or the business world. Students enrolled in these programs will be expected to read, write, and communicate effectively by defining, analyzing, and solving a problem posed by a case study. Students will learn and be able to demonstrate personal, civic, and social skills while studying and working effectively in team-building activities. Computer technology is integrated throughout the business curriculum.

Scope and Sequence

GRADE	FULL YEAR	SEMESTER
Grade 9		• Exploring Business • Business Communication • Microsoft Certification for Business Applications
Grade 10		• Introduction to Accounting • Exploring Business • Business Communication • Introduction to Marketing • Microsoft Certification for Business Applications
Grade 11	• Honors Strategic Marketing & Entrepreneurship	• Financial Literacy • Introduction to Accounting • Introduction to Marketing • Business Communication • Microsoft Certification for Business Applications
Grade 12	• Honors Strategic Marketing & Entrepreneurship	• Financial Literacy • Introduction to Accounting • Introduction to Marketing • Business Communication • Microsoft Certification for Business Applications

Business Course Offerings

BUSINESS COMMUNICATION — HSENG706

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

This business pathway course focuses on the study and application of the principles of ethical and effective business communication. The course focuses on planning, organizing, composing, and revising business documents and presentations using word processing software for written documents, and presentations-graphics software to create and deliver professional oral reports. Emphasis is placed on the development of writing fluency, effective argumentation, professional tone, and the use of proper grammar in routine business communications including letters, memoranda, business reports (both written and oral), and e-mail. Topics related to business research and the job application/interview process are also introduced in order to allow students to practice interviewing, oral presentation, writing skills, and interpersonal communication skills.

EXPLORING BUSINESS — 804

Grades: 9, 10
Semester Course
Credits: 2
Level: College Prep

In this course students will be introduced to the world of business and what opportunities the business world has to offer. Several topics will be covered including an introduction to economics, business ownership, business ethics, technologies impact on business, and introduction to marketing. Presentation skills will be emphasized in the class and students are required to present their projects to the class. Group work and "learn by doing" techniques are employed throughout this semester course. Technology will be used throughout the course to reinforce learning.

INTRODUCTION TO ACCOUNTING — 842

Grades: 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

This introductory course is designed to help students understand the basic principle of the accounting cycle for a small business. Students will learn about debits and credits, journalizing, posting to the ledger, closing entries, and building financial statements. Technology is used daily in the class. An online business simulation is completed at the end of the semester to reinforce students' learning. Students who enjoy math and want an understanding of how a business accounting process works will benefit from this class. This course will also be of great value for students thinking about majoring in business or accounting and taking college-level classes.

INTRODUCTION TO MARKETING — 871

Grade: 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

This introductory course is designed for the student interested in learning the various aspects of marketing and business operations. This course provides an overview of the 4Ps: product, price, place, and promotion. Students will explore consumers' buying motives, pricing strategies, distribution channels, and SWOT analysis. Students will create a Marketing Plan for a new product and present the plan to the class. Presentation skills are greatly emphasized in this class and all students will be required to present their projects. This class will be of great value to students thinking of majoring in business or marketing in college.

FINANCIAL LITERACY 282

Grade: 11, 12
Semester Course
Credits: 2
Level: College Prep

This course is designed to help students learn how to manage their personal finances and make smart financial decisions when they graduate from high school. Students will learn about debt and how to make the best financial decision when it comes to selecting a school, car or housing loan. The basics of banking, balancing a checkbook, analyzing a credit report and credit cards will be discussed. This course will also explore creating budgets, developing long-term financial plans to meet goals, and making responsible choices about income and expenses. This class will offer students various opportunities to apply the concepts covered in the course through an interactive technology-based simulation like Virtual Business: Personal Finance® and The Stock Market Game challenge where students evaluate and make investing decisions.

MICROSOFT CERTIFICATION for BUSINESS APPLICATIONS HSBUS82

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

Earning Microsoft Certification acknowledges your expertise in working with Microsoft products and technologies. Upon completion of this course, students will be prepared for Certification Testing through the Microsoft Corporation in MS Word, MS Excel, and MS PowerPoint. Adding these skills and certificates to your credentials would be recognized by many colleges, universities and/or employers.

During this elective, students will learn to design complex spreadsheets using formulas, charts and graphs. Students will be required to produce PowerPoint presentations that include audio, animation and video components. Students will learn how to transmit their documents via email and how to publish them to the World Wide Web. At the end of this course, students may elect to take Microsoft Office exams and earn a certificate in MS Word, MS Excel, and/or MS PowerPoint.

HONORS STRATEGIC MARKETING & ENTREPRENEURSHIP 869

Grade: 11, 12
Full Year Course
Credits: 4
Level: Honors

This full-year course is designed to help students gain an in-depth understanding of the marketing function and business ownership. The goal of this course is to provide students with the critical and creative skills needed to analyze, evaluate and develop effective marketing and business plans. Throughout this project-based class, students will have the opportunity to develop their own new product and learn how to advertise, promote, and sell it to consumers.

Students will also evaluate the concepts of going into business for themselves or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. In addition, the impact of social media on advertising and branding will be explored. Students develop components of a business plan and evaluate startup requirements.

This course will have a strong emphasis on communication and presentation skills. Students will be required to articulate their ideas via oral presentations and interactive role-plays. Students will independently complete a research paper and a research-based project in an area of business marketing to be presented to the class. This class is for the serious business student and enrollment in the DECA club is highly recommended. Students who are majoring in marketing or business in college will benefit from this class.



English Program

Introduction

The English Department is committed to the development of literate and insightful readers, writers, speakers, and listeners. In all courses, students are expected to write frequently, listen and speak articulately, and to read a variety of challenging literary works from a diverse range of authors including literary non-fiction sources. We believe that critical and creative thinking is integral to adult literacy; therefore, we ask students to respond to literature at thoughtful and increasingly abstract levels. Our primary goal is to develop students' ability to acquire, integrate, and synthesize knowledge essential to literacy and English Language Arts, as defined by the Massachusetts Curriculum Frameworks. To this end, we offer a rigorous core curriculum, as well as literacy labs and electives for enrichment.

We follow the Massachusetts Curriculum Frameworks for English Language Arts that holds high skill and performance expectations for all students. Our program is framed around the principles of that effective English language art and literacy curriculum:

- develops thinking and language together through interactive learning.
- draws on literature and non-fiction texts in order to develop students' critical and creative thinking as well as their knowledge of the world around them.
- emphasizes writing argument, exposition, and narrative for a variety of purposes and audiences.
- provides explicit skill instruction in reading, writing, speaking, and listening.

Four years of English are required in order to fulfill the requirements for graduation. In addition, students in grade 9 and 10 may be assigned to an additional literacy lab to target specific common core skills.

Scope and Sequence

GRADE	CORE COURSES	ELECTIVES
Grade 9	• Genre Studies & Composition	• Intro to Journalism • 21st Century Leadership Skills
Grade 10	• World Literature • AP Seminar	• Intro to Journalism • Speech & Debate • Creative Writing • 21st Century Leadership Skills
Grade 11	• American Literature • AP Language & Composition • American Studies • AP Seminar	• Intro to Journalism • Speech & Debate • Creative Writing • 21st Century Leadership Skills

Grade 12	• Ap Language & Composition
	• AP Literature & Composition
	• AP Seminar
	• Senior Seminar Semester Course:
	  ○ Humanities & Philosophy
	  ○ Contemporary Issues
	  ○ Connecting Place and Page
	  ○ Graphic Novels
	  ○ Science Fiction & Dystopian Literature
	  ○ Sports Literature, Media and Writing
	  ○ Survival and Adventure Literature
	  ○ Suspense, Mystery, and Horror Literature
		• Intro to Journalism
		• Speech & Debate
		• Creative Writing
		• 21st Century Leadership Skills

English Course Offerings

GENRE STUDIES AND COMPOSITION 35

Grade: 9
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of English 8 and teacher recommendation

This course uses a genre approach to literature and writing in which content is explored in depth. Students will examine the author's craft as they engage in close reading of novels, stories, poems, articles, and memoirs; they will respond through narrative, expository, and argumentative compositions. Students will analyze and discuss complex literary classics and acquire knowledge of the human experience. In addition to the Grade 9 Collections textbook, some required texts may include *Romeo and Juliet, The Odyssey, The Secret Life of Bees, Of Mice and Men, and To Kill a Mockingbird.* Projects in this class incorporate the arts, technology, research, and public speaking skills. Writing portfolios will reflect process writing of long and short compositions as well as in-class essays. This course meets one of the requirements for the Pembroke Competency Determination

HONORS GENRE STUDIES AND COMPOSITION 33

Grade: 9
Full Year Course
Credits: 4
Level: Honors
Prerequisite: B- or better in Accelerated English 8 or A- in English 8 and teacher recommendation

This course uses a genre approach to literature and writing in which content is explored in depth at an accelerated pace. Students will examine the author's craft as they engage in close reading of novels, stories, poems, articles, and memoirs; they will respond through narrative, expository, and argumentative compositions. Students are challenged to read, analyze, and discuss complex literary classics and acquire knowledge of the human experience. In addition to the Grade 9 Collections textbook, some of the required anchor texts may include *Great Expectations, Romeo and Juliet, The Odyssey, Lord of the Flies, Of Mice and Men, and To Kill a Mockingbird.* Projects in this class incorporate the arts, technology, research, and speaking skills. Writing portfolios will reflect process writing of several long and short compositions as well as in-class essays. This course meets one of the requirements for the Pembroke Competency Determination.

WORLD LITERATURE 78

Grade: 10
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of Genre Studies and Composition and teacher recommendation

This class is recommended for students who have demonstrated their ability to successfully complete significant independent reading and writing at grade level as determined by the Massachusetts Curriculum Frameworks for English Language Arts. In this college preparatory course, students will extend their reading, writing, and communication skills. In an exploration of literary works that spans centuries and continents, students will identify and analyze universal themes of the human experience. Anchor texts of this class may include, *The Kite Runner, Animal Farm, Macbeth, Julius Caesar, Night, Black Boy, A Farewell to Arms*, as well as selected nonfiction, short stories, and poetry. Narrative, expository and argumentative compositions will further demonstrate students' continued development as critical thinkers. Writing portfolios will reflect process writing of several long and short compositions as well as in-class essays. This course meets one of the requirements for the Pembroke Competency Determination

HONORS WORLD LITERATURE 39

Grade: 10
Full Year Course
Credits: 4
Level: Honors
Prerequisite: B- or better in Honors Genre Studies and Composition or A- in Genre Studies and Composition CP and teacher recommendation

This course is designed for students who have demonstrated, through performance, diligence, and interest, the ability to achieve at a level that exceeds the Massachusetts Curriculum Frameworks for English Language Arts at this grade level. Literary and nonfiction texts span centuries and continents as students further their conceptualization of the human experience. Course texts may include such works as *The Kite Runner, Animal Farm, Macbeth, The Count of Monte Christo, Les Misérables, A Farewell to Arms, Night, Black Boy, Antigone*, and selected short stories and poetry from *Elements in Literature*. Students will create and present projects that incorporate the arts, technologies, and public speaking skills. Narrative, expository and argumentative compositions will further challenge students to demonstrate increasingly sophisticated ideas with clarity, style, and insight. Writing portfolios will reflect process writing of several long and short compositions as well as in-class essays. This course meets one of the requirements for the Pembroke Competency Determination.

AMERICAN LITERATURE 31N

Grade: 11
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of World Literature and teacher recommendation

This class is recommended for students who have demonstrated their ability to successfully complete significant independent reading, writing, and critical thinking at grade level as determined by the Massachusetts Curriculum Frameworks English Language Arts. Students will read a variety of mentor texts and supplemental works (stories, poems, memoirs, essays, plays, and seminal U.S. documents) that reflect the diverse voices of American culture from the colonial period through current times. Connections will be made to students' own experience and social responsibility as they consider what it means to be an American. This course requires extensive independent reading and writing, informed discussion seminars, and formal public speaking.

In addition, students' knowledge of vocabulary and language conventions will be further developed and applied in written and oral communication. Narrative, expository, and argumentative compositions will further demonstrate students' continued development as critical thinkers and competent writers. Writing portfolios will reflect process writing of several long and short compositions as well as in-class essays. In accordance with MA-S2631, An Act to Promote and Enhance Civic Engagement, all students will be afforded the opportunity to engage in a non-partisan civics-action project. Guided by their instructors, students will research a community need or civic question, research and formulate possible solutions, and present those solutions--taking civic action to learn how to use their voice for positive change in their community.

HONORS AMERICAN LITERATURE 30N

Grade: 11
Full Year Course
Credits: 4
Level: Honors
Prerequisite: B- or better in Honors World Literature or A- in World Literature CP and teacher recommendation

This course is designed for students who have demonstrated, thorough performance, diligence, and interest, the ability to achieve at a level that exceeds the Massachusetts Curriculum Frameworks for English Language Arts at this grade level. Students will read a variety of mentor texts and supplemental works (stories, poems, memoirs, essays, plays, and seminal U.S. documents) that reflect the diverse voices of American culture from the colonial period through the present day. This course requires extensive independent reading and writing, informed discussion seminars, and formal public speaking. In addition, students' knowledge of vocabulary and language conventions will be further developed and applied in written and oral communication. Narrative, expository and argumentative compositions will further demonstrate students' continued development as critical thinkers and competent writers.

Writing portfolios will reflect process writing of several long and short compositions as well as in-class essays. In accordance with MA-S2631, An Act to Promote and Enhance Civic Engagement, all students will be afforded the opportunity to engage in a non-partisan civics-action project. Guided by their instructors, students will research a community need or civic question, research and formulate possible solutions, and present those solutions--taking civic action to learn how to use their voice for positive change in their community.

AP ENGLISH LANGUAGE AND COMPOSITION 29

Grades: 11, 12
Full Year Course
Credits: 4
Level: Advanced Placement
Prerequisite: B- or better in AP Literature, B or better in Honors World Literature or Honors American Literature, or A in World Literature CP or American Literature CP and teacher recommendation

This course is designed by the College Board to challenge students who are academically ready and motivated to move beyond an accelerated high school curriculum to what is essentially a college level survey course on rhetoric and nonfiction. This course is suitable for students who wish to pursue careers in any of the major academic disciplines.

Students at this level are expected to already be strong and motivated readers, critical thinkers, and successful high school writers. Summer coursework is required. While promoting writing in many contexts for a variety of purposes, the English Language course is the place where nonfiction texts and contexts take center stage. Here students think deeply about language as a persuasive tool and about the dynamic relationship of writer, context, audience, and argument.

Students enrolled in this course can expect to be challenged with a wide selection of nonfiction readings, including biography and memoir, speeches and letters, and essays. Students should be able to read several texts simultaneously and should be prepared for a rigorous amount of writing in response to those texts. All students enrolled in this course will take the College Board's AP Language and Composition exam in May.

AP LITERATURE AND COMPOSITION 40

Grades: 11, 12
Full Year Course
Credits: 4
Level: Advanced Placement
Prerequisite: B- or better in AP Language, B or better in Honors World Literature or Honors American Literature, or A in World Literature CP or American Literature CP and teacher recommendation

This course is designed by The College Board to challenge students who are academically ready and motivated to move beyond an accelerated high school curriculum to what is, essentially, a college level survey course on literary analysis and composition. Students at this level are expected to already be avid readers, critical and creative thinkers, and successful writers. Summer coursework is required. During the year, students are required to read extensively in contemporary and classic literary genres from authors such as Joyce, Shelley, Dostoevsky, Shakespeare, Stoppard, Chaucer, Milton, Ibsen, and Achebe and to analyze works through a variety of critical lenses. In addition to writing extensive critical analyses and timed essays, students will compose creative, argumentative, and reflective pieces, to be included in a senior writing project. All students enrolled in this course will take the College Board's AP Literature and Composition exam in May.

AP SEMINAR HSENG40

Grade: 10, 11, and 12 May count as grade 10 ELA credit or elective credit
Full Year Course Credits: 4
Level: Advanced Placement
Prerequisite: B or better in Honors Genre Studies, or A in Genre Studies CP, B or better in Honors World Literature or Honors American Literature, or A in World Literature CP or American Literature CP, or B- or better in AP Language and Composition, and teacher recommendation

Advanced Placement (AP) Seminar is a foundational ELA-AP course that will engage students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students will learn to synthesize information from multiple sources, develop their perspectives in written essays, and design and deliver oral/visual presentations individually and as a team. Through individual and team projects, students will engage in rigorous academic discussions, construct well-reasoned arguments, and present their findings in written and oral formats. The course emphasizes research skills, including evaluating sources' credibility, structuring evidence-based arguments, and refining writing for clarity and impact. AP Seminar prepares students for success in higher-level courses and beyond by fostering critical analysis, collaboration, and effective communication. By the end of the course, students will be equipped to engage in thoughtful, evidence-based debates on various topics, demonstrating advanced writing and presentation skills that align with college-level expectations. Colleges do not typically award college credit for AP Seminar scores. This course meets one of the requirements for the Pembroke Competency Determination.

Senior Seminars

Senior Seminars - Enrollment in two semester-long senior seminars meets the Grade 12 ELA requirement.

Pembroke High School's senior seminars are modeled after post-secondary literature and humanities classes. Students in these multi-leveled classes will participate in a series of discussion protocols, probing each course's overarching essential question(s), as they delve into genre-specific topics of study. Further development of ideas will be addressed through narrative, expository, and argument essays and project-based assignments. Assessments will be differentiated to accommodate students' learning styles and abilities, maximizing the construction of new knowledge through active engagement, effort, and perseverance. All senior seminar courses may be taken for College Preparatory or Honors credit. Students wishing to take a course for Honors credit should indicate that to their Guidance Counselor during their registration meeting. Note: Students must earn a passing grade in both seminars to meet graduation requirements (i.e., the semester grades are not averaged)

Connecting Page & Place: Senior Seminar in ELA and Place-Based Learning **HESNG13/HEENG14**

Grade: Full Year Course Credits: 2
Level: CP/Honors
Prerequisite:

In this senior seminar, students will bridge the gap between literature and the physical world by exploring how a "sense of place" inspires the written word. This place-based curriculum utilizes local resources to facilitate experiential learning, beginning with a study of native oral storytelling through the lenses of the different communities. Students will analyze the evolution of genre by examining the works of local authors. By investigating both modern and classic texts, participants will discover how specific environments and subject matters influence an author's unique voice. An essential part of this course involves connecting specific literary techniques (such as the macabre or gothic) to physical artifacts and environments by conducting site-specific research at locations throughout the Commonwealth. Through this immersive approach, students will leave with a profound understanding of how the world around them shapes the pages they read.

CONTEMPORARY SOCIAL ISSUES HSENG701/ HSENG702

Grade: 12
Semester Course
Credits: 2
Level: College Prep and Honors

This course is for students who wish to explore, discuss, and debate contemporary social issues including, but not limited to, war, immigration, wealth and class, race and ethnicity, international relations and conflict, gender issues, the role of government, and other issues debated by modern society. Students will read both fiction and nonfiction pertinent to these issues. Readings will include articles, speeches, poetry, music, dramas, and books. Anchor texts may include *Redeployment, Where Men Win Glory: The Odyssey of Pat Tillman, David, and Goliath, and A Doll's House.*

GRAPHIC NOVELS HSENG210/ HSENG211

Grade: 12
Semester Course
Credits: 2
Level: College Prep and Honors

This course will investigate the literary value of the graphic novel and how this visual medium is used to explore society and the human condition. Beginning with *A Contract with God* by Will Eisner in 1978, graphic novels are now recognized as a legitimate literary medium for modern storytelling. Graphic novels like *Maus* by Art Spiegelman won the Pulitzer Prize in 1980. Moore and Gibbons' *Watchmen* was recently named to Time Magazine's list of Best Novels, *Persepolis* by Marjane Satrapi has been included on the "Best Books" list of numerous associations, libraries, and journals, and *The Dark Knight Returns* by Frank Miller has spawned a billion-dollar superhero movie industry. Other course titles may include *Beowulf* by Garth Ennis, *The Death of Captain Marvel* by Jim Starlin, manga titles such as *Akira* by Katsuhiro Otomo, and *Sandman* by Neil Gaiman.

HUMANITIES AND PHILOSOPHY 47CP/50H

Grade: 12
Semester Course
Credits: 2
Level: College Prep and Honors

Students will examine various philosophers throughout history and develop an understanding of contemporary philosophies and schools of thought. Using texts, the media, history, and literature students will further develop their ability to interpret and analyze various works. Through discussions, independent inquiry, analytical writing, and project-based learning, students will hone critical thinking skills on abstract matters, while probing the course's essential questions: How do human beings make meaning of their lives? How does philosophy help us to understand the relationship between the individual and society? What is true wisdom, and does it change throughout time? Some more contemporary texts that may be explored include *Zen and the Art of Motorcycle Maintenance, The Tao of Pooh, The Little Prince, Hamlet, and 10% Happier.*

SCIENCE FICTION AND DYSTOPIAN LITERATURE 51CP/52H

Grade: 12
Semester Course
Credits: 2
Level: College Prep and Honors

Students will investigate dystopian themes in science fiction literature and how these themes are reflected in popular culture. Through the reading of selected novels, short stories, and essays and viewing excerpts from some science fiction films and documentaries, students will sharpen their abilities to analyze, think critically, and make inter-textual and global connections as they probe how time and societal change impact literature. Anchor texts include *1984, Brave New World, and Fahrenheit 451*. Through reading and analysis, students will identify and analyze how dystopian authors turn an inquisitive eye on their own societies through parody, satire, and irony. In response to texts and media, students will write expository, narrative, and argumentative essays.

SPORTS LITERATURE, MEDIA, AND WRITING 57CP/58H

Grade: 12
Semester Course
Credits: 2
Level: College Prep and Honors

Students will explore how authors have used sports as a focus in fiction and non-fiction writing. Students will read fiction and non-fiction novels such as *The Natural and Friday Night Lights* as well as essays, short stories, poetry, and sports columns, and articles from current newspapers as part of the course. Stories and essays from noted writers such as Hemingway, Fitzgerald, Kerouac, Roth, Crews, Mailer, and Updike will be studied along with work by contemporary writers such as Dan Toughness, Rick Riley, Jackie Macmillan. Themes will include "Sports and the Individual", "Sports as Part of a Team", "Victory and Defeat" and "Sports as a Reflection of Society". Students will respond to text in narrative, expository, and argumentative essays, exploring the changing field of sports writing.

SURVIVAL AND ADVENTURE LITERATURE 59CP/77H

Grade: 12
Semester Course
Credits: 2
Level: College Prep and Honors

Students will study the genre of nonfiction. By focusing specifically on stories of survival and adventure, students can engage in real-life stories of courage and perseverance. Students will read short, essay-length writings from Massachusetts Disasters, Deep Survival, and various periodicals, as well as book length titles such as *In the Heart of the Sea* and *The Adventures of Alice in Wonderland.* Students enrolling in the course should be ready to read works that not only "tell good stories" But also draw on other disciplines such as history and science. Students will work individually and in groups to discuss, write responses to literature, and produce a final project.

SUSPENSE, MYSTERY AND HORROR LITERATURE 46CP/70H

Grade: 12
Semester Course
Credits: 2
Level: College Prep and Honors

Students will study how the literature of mystery, horror, and suspense has captivated audiences across time and culture. In this course, we will look at classic and challenging long and short works such as *Frankenstein, Murder at the Rue Morgue, The Call of Cthulhu, and Dr. Jekyll and Mr. Hyde* and some horror and suspense stories from world literature as well as more contemporary works such as *The Firm and Nightshift*. We will examine the methods, devices, themes, and symbols authors use to create tension and conflict. We will explore a variety of literary styles including fiction and poetry and discuss the relationship between cultures, societies, and its horrors and mysteries.

English Electives

INTRODUCTION TO JOURNALISM 71

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

This is a writing course which will include all aspects of newspaper production. Working together and individually, students will investigate, analyze, and write clearly and effectively about events in the school and surrounding community. Students will use the skills of reporting, editing, page design, news writing, and available technology to produce and distribute the school paper. Students will be required to critically examine current news events and write in-depth news analysis. A culminating capstone project will be required at the end of each semester.

21st CENTURY LEADERSHIP SKILLS HSENG25

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

This course is designed to help students define leadership, and to help them develop a sense of themselves and others through research, class discussion, journal writing, group presentations, and literary-character analysis. Additionally, the leadership elective will encourage students to develop their leadership skills and practices by communicating effectively in partners, small groups, and teams. The students will be responsible for analyzing and refining their decision-making skills as a result of that group work, and they will be required to evaluate the differences between their personal vision and their group vision for projects. As a capstone requirement, students will complete a final project that demonstrates their ability to practice leadership through service. During this project, the students will appraise their community and their community's needs, and they will demonstrate their leadership skills by serving their community and fulfilling their responsibilities as a citizen.

SPEECH AND DEBATE 85

Grades: 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

Public speaking and debate skills are required in a wide range of professions. This class is designed to help students gain confidence and skill in the area of public speaking and the art of persuasion. The course will focus on various styles of speech and on what elements make a speaker successful. A variety of debate formats will be explored, as well as the possibility of a speech and debate club or team.

CREATIVE WRITING 83

Grade: 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

Students in this course will study the craft of writing creative non-fiction, poetry, and fiction, as they probe the essential questions: What does it mean to read like a writer? How do writers develop and refine elements unique to their craft? How will skills I develop as a creative writer impact my writing in other disciplines? Using a college-level text, *The Practice of Creative Writing* by Heather Sellers, as an anchor text, the course will concentrate on developing observation and writing practices of renowned authors and poets. Students will explore the role of the audience on determining tone and developing their own style and craft in a variety of creative writing forms. Revision is an inherent skill in developing any piece of writing and will be a central focus of this course. Students will write daily in journals and/or in response to various writing prompts and exercises. Readings will be assigned from the text, discussions will reinforce concepts, and writing assignments will be given to practice the concepts and techniques studied. A requirement of this course is that all students publish at least one piece of writing in a public forum. In addition, all students will produce a final portfolio of polished drafts and reflections.

ENGLISH FOR ENGLISH LANGUAGE LEARNERS HSENG131

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Prerequisite: Teacher recommendation only

This course is designed for English Learners (ELs.) Content is aligned to the WIDA standards for English language development. Direct instruction is individualized to the student's English language proficiency level as determined by initial language proficiency assessments at enrollment, as well as annual language assessments. Through this course, ELs will develop the necessary academic and social language skills, across the four language domains of listening, speaking, reading and writing, necessary for success in content area courses. This course is a pass/fail course.



Mathematics Program

Introduction

The primary goal of the mathematics program at Pembroke High School is to enable all students to achieve mathematical power through problem solving, communications, reasoning, and making mathematical connections. As defined by the National Council of Teachers of Mathematics, mathematical competency includes the ability to reason logically, communicate effectively about and through mathematics, and to connect ideas within mathematics, and between mathematics and other disciplines.

Mathematics is a living and changing discipline that has undergone many transformations and continues to change. Our teaching approach is designed to build mathematical power by having students actively engaged in their own learning. Exploration of a rich variety of topics is facilitated by the use of scientific and graphing calculators, computer simulations.

Mathematics Pathways

The Pembroke Public Schools mathematics courses and pathways are based on the Model Courses presented in the 2017 Massachusetts Curriculum Frameworks for Mathematics. High school mathematics will culminate for many students during 12th grade with courses such as Pre-calculus and/or Advanced Quantitative Reasoning. Although this would represent a robust and rigorous course of study, some students will seek the opportunity to advance to mathematics courses beyond those included in the MA Framework (AP Calculus AB, AP Calculus BC, or Honors Calculus). Please note that there are pathways for students seeking the opportunity to complete Calculus in high school who wish to accelerate their study of mathematics.

Mathematics Acceleration

Students wishing to progress through mathematics at a different level may accelerate through a district-designated course. Students must have an A- in their current course, a teacher recommendation, and complete the required course with a B- or better. An online course for acceleration purposes does not meet the graduation requirement criteria, nor are those grades included in the student's grade point average.

Calculator Policy

Students in mathematics courses are strongly urged to have a graphing calculator. The predominant models currently used in the Mathematics Department are the TI-83 Plus and TI-84 Plus graphing calculators from Texas Instruments. Both of these calculators are permitted on the following standardized assessments: MCAS, PSAT/NMSQT, SAT, ACT, and respective AP exams in mathematics and science. Students enrolled in AP Statistics and/or AP Calculus are required to have a TI-83 Plus or TI-84 Plus graphing calculator. Please feel free to contact your son/daughter's mathematics teacher or the department chairperson with questions or concerns.

Scope and Sequence

Options:	Grade 9	Grade 10	Grade 11	Grade 12
Option A	Applied Integrated Math I - CPII	Applied Integrated Math II - CP II	Applied Integrated Math III - CP II	Advance Quantitative Reasoning - CP I
Option B	Algebra I - CP I	Geometry- CP I or Honors	Algebra II - CP I or Honors	Pre-Calculus - CP I or Honors Advanced Quantitative Reasoning - CP I
Option C	Geometry - Honors	Algebra II - Honors	Pre-Calculus - Honors Advanced Placement Pre-Calculus	Calculus - Honors Advanced Placement Calculus - AB or BC
Electives	• Cyber Security • Exploring Computer Science Programming • Exploring Computer Science Robotics • Advanced Computer Science Robotics • Student Tech/Innovation Help Desk		• AP Computer Science A • AP Computer Science Principles • AP Statistics	
Computer Science Pathway	• Exploring Computer Science Programming • Exploring Computer Science Robotics	AP Computer Science Principles	AP Computer Science A	• Internship • Certification • Capstone Project/ Independent Study

Mathematics Course Offerings

ALGEBRA I 212

Grade: 9
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of Math 8 and teacher recommendation

The fundamental purpose of Algebra I is to formalize and extend the mathematics that students learned in the middle grades. Instructional time will focus on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. Standards for the course come from the following conceptual categories: Number and Quantity, Algebra, Functions, and Statistics and Probability. This course meets one of the requirements for the Pembroke Competency Determination.

HONORS GEOMETRY 220

Grade: 9
Full Year Course
Credits: 4
Level: Honors
Prerequisite: B- or better in Accelerated Math 8 and teacher recommendation

The fundamental purpose of Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Instructional time will focus on six critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plan; (5) prove basic geometric theorems; and (6) extend work with probability. Standards for the course come from the following conceptual categories: Number and Quantity, Geometry, and Statistics and Probability. Students enrolled in this course will complete one additional unit of study. This course meets one of the requirements for the Pembroke Competency Determination.

GEOMETRY 223

Grade: 10
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of Algebra I and teacher recommendation

The fundamental purpose of Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Instructional time will focus on six critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; (5) prove basic geometric theorems; and (6) extend work with probability. Standards for the course come from the following conceptual categories: Number and Quantity, Geometry, and Statistics and Probability. This course meets one of the requirements for the Pembroke Competency Determination.

HONORS ALGEBRA II 210

Grade: 10
Full Year Course
Credits: 4
Level: Honors
Prerequisite: B- or better in Honors Geometry and teacher recommendation

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in Algebra II. Instructional time will focus on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods. Standards for the course come from the following conceptual categories: Number and Quantity, Algebra, Functions, and Statistics and Probability. Students enrolled in this course will complete one additional unit of study. This course meets one of the requirements for the Pembroke Competency Determination.

ALGEBRA II 200

Grade: 11
Full Year Course
Credits: 4
Level: College Prep I
Prerequisite: Successful completion of Geometry and teacher recommendation

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions in Algebra II. Instructional time will focus on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers (2) expand understandings of functions and graphing (3) synthesize and generalize functions and understanding of exponential functions and (4) relate data display and summary statistics to probability and explore a variety of data collection methods. Standards for the course come from the following conceptual categories: Number and Quantity, Algebra, Functions, and Statistics and Probability.

PRE-CALCULUS 241

Grade: 12
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: C or better in Algebra II and teacher recommendation

Pre-calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Instructional time will focus on four critical areas: (1) extend work with trigonometric functions (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors. Standards for the course come from the following conceptual categories: Number and Quantity, Algebra, Functions, and Geometry.

HONORS PRE-CALCULUS 230

Grade: 11
Full Year Course
Credits: 4
Level: Honors
Prerequisite: B- or better in Honors Algebra II and teacher recommendation

Pre-calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Instructional time will focus on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors. Standards for the course come from the following conceptual categories: Number and Quantity, Algebra, Functions, and Geometry. Students enrolled in this course will complete one additional unit of study.

AP PRE CALCULUS HSMAT239

Grade: 11-12
Full Year Course
Credits: 4
Level: Advanced Placement
Prerequisite: B or better in Honors Algebra II and teacher recommendation

AP Precalculus is designed to prepare students for AP calculus and provide grounding for other math and science courses. In this course, students study various function types foundational for math, physics, biology, health science, business, social science, and data science careers. Throughout this course, students develop and hone symbolic manipulation skills. Students learn that functions are understood through graphical, numerical, analytical, and verbal representations. These models are used to interpolate, extrapolate, and interpret information with different degrees of accuracy based on assumptions and limitations. As a result of examining functions from many perspectives, students develop a deep conceptual understanding of functions. Colleges do not typically award college credit for AP Pre-Calc scores.

ADVANCED QUANTITATIVE REASONING 2881CP

Grade: 12
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of Algebra II or AIM III and teacher recommendation

The Advanced Quantitative Reasoning course is designed as a mathematics course alternative to Pre-calculus. Through this course, students are encouraged to continue their study of mathematical ideas in the context of real-world problems and decision-making through the analysis of information, modeling change, and mathematical relationships. The primary purpose of this course is to prepare students for college majors that may not require calculus, for technical training, or for a range of career options. Instructional time will focus on four critical areas: (1) Analyzing Numerical Data (2) Probability (3) Research and Statistics (4) Decision Making in Finance.

HONORS CALCULUS 233

Grade: 12
Full Year Course
Credits: 4
Level: Honors
Prerequisite: Successful completion of Honors or AP Pre-calculus and teacher recommendation

This course will cover topics from differential calculus. In the area of functions, graphs, and limits, students will investigate limits using algebra, graphs, and a table of data. Students will investigate derivatives geometrically, numerically, and analytically. If time permits, additional unit(s) on integral calculus will be included.

AP CALCULUS AB 240

Grade: 12
Full Year Course
Credits: 4
Level: Advanced Placement
Prerequisite: B or better in Honors Pre-calculus or successful completion of AP Precalculus, and teacher recommendation -
A TI-83 or TI-84 is required for this course.

This course will cover topics from differential and integral calculus as outlined in the syllabus provided by the College Board. Students will explore topics geometrically, numerically, and algebraically. Extensive use will be made of the technology of the graphing calculator to explore concepts and solve problems. Students will have the opportunity to receive college credit through successful performance on the AP Exam in May.

AP CALCULUS BC 242

Grade: 12
Full Year Course
Credits: 4
Level: Advanced Placement
Prerequisite: A- or better in Honors Pre-calculus or successful completion of AP Precalculus, and teacher recommendation -
A TI-83 or TI-84 is required for this course.

This course will cover more topics than AP Calculus AB as outlined in the syllabus provided by the College Board. This is a fast-paced, intensive mathematics course whose content consists of college-level Calculus 1 and 2. Students will explore topics geometrically, numerically, and algebraically. Extensive use will be made of the technology of the graphing calculator to explore concepts and solve problems. Students will have the opportunity to receive college credit through successful performance on the AP Exam in May.

Applied Integrated Math Sequence

This sequence integrates the study of standards from Algebra I, Geometry, and Algebra II. The emphasis within each course will be on the Major Clusters of standards as identified in the Model Content Frameworks for Mathematics.

Student-athletes that are considering playing sports at a Division I or II institution will need to register with the NCAA Eligibility Center to ensure eligibility requirements are met.

APPLIED INTEGRATED MATH I 207

Grade: 9
Full Year Course
Credits: 4
Level: College Prep II
Prerequisite: Teacher recommendation only

The fundamental purpose of AIM I is to formalize and extend the mathematics that students learned in the middle grades. Instructional time will focus on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. Standards for the course come from the following domains: Seeing Structures in Expressions, Arithmetic with Polynomials and Rational Expressions, Creating Equations, Reasoning with Equations and Inequalities, Interpreting Functions, and Interpreting Categorical and Quantitative Data. This course meets one of the requirements for the Pembroke Competency Determination.

APPLIED INTEGRATED MATH II 208

Grade: 10
Full Year Course
Credits: 4
Level: College Prep II
Prerequisite: Successful completion of AIM I and teacher recommendation

The fundamental purpose of AIM II is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Instructional time will focus on six critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plan; (5) prove basic geometric theorems; and (6) extend work with probability. Standards for the course come from the following domains: Congruence, Similarity, Right Triangles, and Trigonometry, Expressing Geometric Properties with Equations, and Modeling with Geometry. This course meets one of the requirements for the Pembroke Competency Determination.

APPLIED INTEGRATED MATH III 209

Grade: 11
Full Year Course
Credits: 4
Level: College Prep II
Prerequisite: Successful completion of AIM II and teacher recommendation

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in AIM III. Instructional time will focus on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods. Standards for the course come from the following domains: The Real Number System, Seeing Structures in Expressions, Arithmetic with Polynomials and Rational Expressions, Reasoning with Equations and Inequalities, Interpreting Functions, Building Functions, and Making Inferences and Justifying Conclusions.

Mathematics Electives

EXPLORING COMPUTER SCIENCE PROGRAMMING 296

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

Exploring Computer Science Programming is a one semester course consisting of 5 units. Units utilize a variety of tools/platforms, and culminate with final projects around the following topics:

- Human Computer Interaction introduction to the major components of the computer and career choices in CS.
- Problem Solving basic steps in algorithmic problem solving, design, program coding, testing, and verification.
- Web Design prepares students to take the role of a developer by expanding their knowledge of programming and design.
- Programming Students design algorithms and programming solutions to a variety of computational problems.
- Computing and Data Analysis students explore how computing has facilitated new methods of managing and interpreting data.

EXPLORING COMPUTER SCIENCE ROBOTICS 297

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep
Prerequisite: Successful completion of Exploring Computer Science Programming

Exploring Computer Science Robotics is a one semester course. Students work in small groups to build and program robots to perform a variety of required tasks. Student focus is developing programming languages/coding skills to control the behaviors of these robots in dynamic environments. (Option to test out their robots under a specific set of circumstances in a robotics competition.)

ADVANCED COMPUTER SCIENCE ROBOTICS HSMATH557

Grades: 10, 11, 12
Semester Course
Credits: 2
Level: College Prep I
Prerequisite: Successful completion of Exploring Computer Science Robotics

Advanced Computer Science Robotics is a one semester course. Students will work individually to build and program robots to perform a variety of required tasks. Student focus is on developing programming languages and coding skills to control the behaviors of these robots in dynamic environments using sensors for input while analyzing output through a variety of data analysis techniques. Students will have the option to test out their robots under a specific set of circumstances in a robotics competition.

CYBER SECURITY HSMA299

Cyber Security Grades 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep
Prerequisite: Successful completion of Exploring Computer Science Programming

This project-based course introduces the tools and concepts of cybersecurity, and allows students to research, plan, design, and create solutions that allow people to share digital artifacts while protecting privacy. Student's document, present and report on configuration and testing of virtual networks. Topics include cryptography, shells, the internet of things (IoT), big data and digital citizenship.

STUDENT TECHNOLOGY INNOVATION/HELP DESK HSTECH890

Grades: 9, 10,
11, 12
Semester Course
Credits: 2
Level: College Prep
Prerequisite: None

Students wishing to gain valuable technology skills may apply to the Director of Technology for an Independent Study position.

AP COMPUTER SCIENCE PRINCIPLES 562

Grades: 10, 11, 12
Full Year Course
Credits: 4
Level: Advanced Placement
Prerequisite: Successful completion of Exploring Computer Science

This course is based on the College Board's Advanced Placement Computer Science Principles curriculum for introductory computer science. In this course, you will learn computer science by designing and developing socially useful mobile apps. The course is project-based and emphasizes writing, communication, collaboration, and creativity.

AP COMPUTER SCIENCE A 562A

Grades: 11, 12
Full Year Course
Credits: 4
Level: Advanced Placement
Prerequisite: Successful completion of Exploring Computer Science or teacher recommendation

This course is based on the College Board's Advanced Placement Computer Science A curriculum and is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem-solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes object-oriented design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

AP STATISTICS 285

Grades: 11, 12
Full Year Course
Credits: 4
Level: Advanced Placement
Prerequisite: B- or better in Algebra II (honors or CP) or teacher recommendation - A TI-83 or TI-84 is required for this course

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data as outlined by the syllabus provided by the College Board. Students who complete this course will have the opportunity to receive college credit through successful performance on the AP Exam in



Music Program

Introduction

The study of music is an integral part of a liberal arts education. Students in the music program will develop their creative potential through comprehensive study performance. The program is designed to enhance listening skills, develop aesthetic appreciation and understanding of many music styles, and acquire knowledge of the great musical literature and their composers.

Scope and Sequence

GRADE	FULL YEAR	SEMESTER
Grade 9	• Ninth Grade Band (4) • Ninth Grade Treble Choir (4) • Concert Orchestra	• Ninth Grade Band (2) • Ninth Grade Treble Choir (2) • Guitar Lab I • Guitar Lab II • Music Theory I • Music Technology • Piano Lab I • Piano Lab II • Fundamentals of Music • Rock Band
Grade 10	• Honors Chamber Singers • Concert Choir • Concert Band • Concert Orchestra • Honors Wind Ensemble	• Guitar Lab • Guitar Lab II • Music Theory I • Music Technology • Piano Lab I • Piano Lab II • Fundamentals in Music • Rock Band
Grade 11	• Honors Chamber Singers • Concert Choir • Concert Band • Concert Orchestra • Honors Wind Ensemble • Honors Music Major	• Guitar Lab • Guitar Lab II • Music Theory I • Music Technology • Piano Lab I • Piano Lab II • Fundamentals in Music • Rock Band
Grade 12	• Honors Chamber Singers • Concert Choir • Concert Band • Concert Orchestra • Honors Music Major • Honors Wind Ensemble	• Guitar Lab • Guitar Lab II • Music Theory I • Music Technology • Piano Lab I • Piano Lab II • Fundamentals in Music • Rock Band

Music Course Offerings

CONCERT CHOIR 611/611S

Grades: 10, 11, 12
Full Year Course
Credits: 4
Level: College Prep

Concert Choir is the point of entry into the high school vocal program for all students except students who should take Ninth Grade Treble Choir. It is also the vocal ensemble for students who are not taking Chamber Singers. Evaluation and grades are based on performance participation and musical proficiency. This course may be repeated each year for credit. Students must be able to match pitch and have a sense of melodic and rhythmic contours. Students who elect Concert Choir throughout their high school career will find that they will continue to be challenged as well as to improve their musical skills. Concert Choir is a performance-based class and concert participation is mandatory. Appropriate concert attire consisting of a white shirt and black pants or skirt is required. The course can be taken for a full year (4) credits or in the FALL semester (2) credits.

NINTH GRADE BAND 619/619S

Grade: 9
Full Year Course
Credits: 4/2
Level: College Prep
Prerequisite: Two years of study on a band instrument or teacher recommendation

The band will provide students with an excellent opportunity for musical expression in a variety of surroundings. The band performs at football games, in local parades, competitions, exhibitions, school and community events, and seasonal concerts. This is a performance-based class and participation at all events is mandatory. As part of this course, students in the band are required to attend a full week of Marching Band Camp. Students with exceptional talent are offered a chance to audition for S.E.M.S.B.A., Southeastern District and All-State Music Festivals. Students must be proficient in both playing an instrument and reading music to participate in the band. The course can be taken for a full year (4) credits or in the FALL semester (2) credits.

NINTH GRADE TREBLE CHOIR 610/610S

Grade: 9
Full Year Course
Credits: 4/2
Level: College Prep

This course is designed to teach the fundamentals of group vocal technique specific to the needs of the adolescent treble voice. Students will master the content of the course through listening, singing, and performing. Successful completion of the course will result in students' ability to sing and perform on stage with confidence; sing with proper posture, intonation, breath support, and blend; and identify, understand, and respond to musical symbols and terms. Students must be able to match pitch and have a sense of melodic and rhythmic contours. Ninth Grade Treble Choir is a performance-based class and concert participation is mandatory. Appropriate concert attire consisting of a white shirt and black pants or skirt is required. The course can be taken for a full year (4) credits or in the FALL semester (2) credits.

CONCERT ORCHESTRA 609/609S

Grades: 9, 10, 11, 12
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Two years of study on a string instrument (violin, viola, cello, or string bass) or teacher recommendation

This course is designed to teach fundamentals of group string techniques. Students will master the content of the course through listening, playing, and performing. Successful completion of the course will result in students' ability to play and perform on stage with confidence; play with proper posture, intonation, technique and blend; and identify, understand and respond to musical symbols and terms. Students must be able to provide their own instruments (a piano will be available for rehearsals and performances), match pitch and read music. Concert Orchestra is a performance-based class and concert participation is mandatory. Students with exceptional skill levels are offered a chance to audition for S.E.M.S.B.A., Southeastern District and All-State Music Festivals. Appropriate concert attire: Students may choose to wear either a black skirt and black pants or shirt, or white dress shirt, black suit,

and bow tie. Concert Orchestra can be taken for a full year (4) credits or in the FALL semester (2) credits.

FUNDAMENTALS OF MUSIC HSMUS610

Grades: 9, 10, 11, 12
Semester Course
Credits:2
Level: College Prep
Prerequisite: Teacher Recommendation Only

This course will explore all strands of the National and State Standards for Music Education: Singing, playing instruments, responding, composing, and performing. Students will explore music through singing and playing a variety of percussion instruments, (drums, mallets, boom whackers, Orff, shakers, tonal chime bells) by performing composed and improvised music to develop and strengthen listening, communication, motor, and social skills. This course will include informal performance partnership opportunities during the school day for our PACE students and general education peers.

GUITAR LAB 635

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

Guitar Lab is a performance practice class designed to learn how to play guitar. Students spend time learning guitar through group instruction and individual practice time. Other aspects of the class include playing music by ear, in-class recital performances, and learning elements of music theory. Guitar Lab is open to all students without prerequisite and regardless of performance ability. This class will be taught from the very beginning basics of guitar whether you have had guitar experience in the past or not.

GUITAR LAB II 6352

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep
Prerequisite: Successful completion of Guitar Lab I

Guitar Lab II is a performance practice class designed as a continuation of Guitar Lab and is for students who already have guitar playing experience. Students spend time learning guitar through group instruction and individual practice time. Other aspects of the class include playing music by ear, in-class recital performances, and learning elements of music theory. Guitar Lab II is open to all students who have successfully completed Guitar Lab or to those students who successfully show the expected guitar skills to the appropriate teacher in the music department.

MUSIC THEORY I 629

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

Students will have an opportunity to develop an understanding of the fundamentals of music theory through five primary approaches: analyzing, composing, playing, and listening. Students' creative abilities in music composition will also be explored and developed.

MUSIC TECHNOLOGY 613S

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep
Prerequisite: n/a

Music Technology class will be working with the DAW (Digital Audio Workstation) Band Lab. Music. Students will learn how to navigate and use the program for creating drum tracks songs, virtual instruments, arranging music such as starting with a given rap, creating music for movie trailers, soundscapes for video games, audio advertisements and much more! Students will learn how to use audio interfaces for recording instruments as well as have access to midi keyboards for additional sounds and effects. This course requires no prior music experience or knowledge.

PIANO LAB I 636

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

Piano Lab I is a performance practice class designed to learn how to play piano. Students spend time learning piano through group instruction and individual practice time. Other aspects of the class include playing music by ear, in-class recital performances, and learning elements of music theory. Piano Lab I is open to all students without prerequisite and regardless of performance ability. This class will be taught from the very beginning basics of piano and will culminate with most students being able to read piano music while playing songs with both hands!

PIANO LAB II 6362

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep
Prerequisite: Successful completion of Piano Lab I

Piano II is a performance practice class designed as a continuation of Piano I and is for students who already have piano playing experience. Students spend time learning piano through group instruction and individual practice time. Other aspects of the class include playing music by ear, in-class recital performances, and learning elements of music theory. Piano II is open to all students who have successfully completed Piano I or to those students who successfully show the prerequisite piano skills to the appropriate teacher in the music department.

HONORS CHAMBER SINGERS 603

Grades: 10, 11, 12
Full Year Course
Credits: 4
Level: Honors
Prerequisite: Singing Audition and teacher recommendation

Chamber Singers is a course open to vocalists of advanced skill and high motivation. The course will focus on group vocal techniques, a high level of public and personal performance, various styles of choral literature, and individual growth. Students will work toward auditioning for District and SEMSBA festivals. Students will be given the opportunity to master vocal skills and increase their musical understandings by means of rigorous rehearsals, daily individual practice, and recorded assignments. This course will provide an opportunity for singers to realize high levels of personal achievement, be part of an ensemble of exceptional musical quality, and reach high group performance standards. Students will continue working toward the goal of musical literacy, including sight-singing using the moveable [Do] system. Chamber Singers is a performance-based class and participation at all concerts is mandatory. On average, Chamber Singer members are required to perform 6-8 concerts a year. This course may be repeated each year for credit. Appropriate concert attire is required-of all members; Students may choose to wear a formal gown or black suit.

CONCERT BAND 621/621S

Grades: 10, 11, 12
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Two years of study on a band instrument or teacher recommendation

The band will provide students with an excellent opportunity for musical expression in a variety of surroundings. The band performs at football games, in local parades, competitions, exhibitions, school and community events, and seasonal concerts. This is a performance-based class and participation at all events is mandatory. As part of this course, students in the band are required to attend a full week of Marching Band Camp. Students with exceptional talent are offered a chance to audition for S.E.M.S.B.A., Southeastern District and All-State Music Festivals. Students must be proficient in both playing an instrument and reading music to participate in the band.

HONORS WIND ENSEMBLE 608

Grades: 10, 11, 12
Full Year Course
Credits: 4
Level: Honors
Prerequisite: Playing audition and teacher recommendation

The Wind Ensemble is a course open to instrumentalists of advanced skill and high motivation. The course will focus on group instrumental techniques, various styles of instrumental literature, and a high level of individual musical growth. Students will work toward auditioning for the District and SEMSBA music festivals. Students will be given the opportunity to master instrumental skills and increase their musical understandings by means of rigorous rehearsals and daily individual practice. This course will provide an opportunity for instrumentalists to realize high levels of personal achievement, be part of an ensemble of exceptional musical quality, and reach high group performance standards. All members of the Wind Ensemble are also in the Marching Band. The

bands perform at football games, local parades, competitions, exhibitions, school and community events, seasonal concerts, and are required to attend a full week of Marching Band Camp. The Wind Ensemble is a performance-based class and participation at all concerts is mandatory.

HONORS MUSIC MAJOR 615

Grade: 11, 12
Full Year Course
Credits: 4
Level: Honors
Prerequisite: Enrollment in an honors level ensemble class or teacher recommendation

This course is designed for those students who have a serious interest in music as a career or who plan to elect music as a major or minor beyond high school. Due to the amount of independent work, students must be able to keep themselves motivated and on task. Unit topics will include advanced theory, history of Western music, conducting, composition, research projects, and individual performances. Students will be continuing studies on the piano keyboards.

ROCK BAND 618S

Grade: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep
Prerequisite: There is no prerequisite, but it is recommended that students have some proficiency in playing guitar, piano, bass guitar, drum set, or singing.

This course is designed for students who currently play guitar, bass guitar, piano, drum set, or sing. It will teach students how to play in a rock band, write bass lines, common chord progressions, lyrics, form in music, and much more. Everything students learn will help them work with other musicians in a successful band.



Science Program

Introduction

The Pembroke High School science program seeks to foster students' scientific literacy through the development of competency in a wide variety of areas. Through a comprehensive curriculum based on inquiry and investigative science, students collect and analyze data and draw conclusions based on their experiments. Courses will also raise social and ethical issues related to the impact of science and technology on our society and endeavor to create a sense of responsibility and awareness in students regarding the environment. Our expectation is that students will learn to identify and solve problems as scientifically, literate 21st-century global citizens.

Scope and Sequence

Options **Required science course and *concurrent mathematics course***	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12-Electives** **Students are required to take three years of science.**
Option A	**Biology - CP** *Algebra I - CP* *AIM I - CP II*	**Chemistry - CP** *Geometry - CP*	**Physics - CP** *Algebra II - CP*	**Any Science Electives** *Advance Quantitative Reasoning*
Option B		**Physical Science - CP** *AIM II - CP II*	**Chemistry - CP** *AIM III - CP II* **Physics - CP** *Algebra II - CP*	
Option C	**Biology - Honors** *Geometry- Honors* *Algebra I - CP*	**Chemistry - Honors** *Algebra II- Honors*	**Physics - Honors** **AP Biology** **AP Chemistry** **AP Physics 1** *Pre-Calculus - CP, Honors or AP* *AP Calculus AB or BC* *AP Statistics*	**Physics - Honors** **AP Biology** **AP Chemistry** **AP Physics 1** **AP Physics C** *Pre-Calculus - CP, Honors or AP* *AP Calculus AB or BC* *AP Statistics*
Electives	• Environmental Engineering • Forensic Science • Marine Biology • Zoology		• PLTW Introduction to Engineering Design • PLTW Principles of Engineering • PLTW Computer Integrated Manufacturing • PLTW Biomedical and Engineering Capstone • PLTW Principles of Biomedical Science • PLTW Human Body Systems* • PLTW Medical Interventions	
PLTW Biomedical Pathway	Principles of Biomedical Engineering	Human Body Systems*	Medical Interventions	Biomedical and Engineering Capstone
PLTW Manufacturing Engineering Pathway	Introduction to Engineering Design	Principles of Engineering	Computer Integrated Manufacturing	Biomedical and Engineering Capstone

*PLTW Human Body Systems is a unique PLTW course which does not have a PLTW prerequisite.

Science Course Offerings

BIOLOGY 331

Grade: 9
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of science 8 and teacher recommendation

In this college preparatory science course, students will develop an understanding of the standards by integrating disciplinary core ideas (concepts) with scientific and engineering practices (skills) as related to current biological concepts and theories. In alignment with the Massachusetts Curriculum Frameworks for literacy in biology this course prepares students for the Biology MCAS examination. Standards include: chemistry of life, cell biology, genetics, anatomy and physiology, evolution and biodiversity, and ecology. This course meets one of the requirements for the Pembroke Competency Determination.

HONORS BIOLOGY 330

Grade: 9
Full Year Course
Credits: 4
Level: Honors
Prerequisite: A- or better in science 8, successful completion of Accelerated English 8 and concurrently enrolled in Honors Geometry or Algebra I and teacher recommendation

In this honors science course, students will develop an understanding of the standards by integrating disciplinary core ideas (concepts) with scientific and engineering practices (skills) related to the life sciences. Students seeking independent learning, possessing comprehensive reading skills, can investigate through inquiry, and are adept in learning to craft formal lab reports will find this course exciting and challenging. In alignment with the Massachusetts Curriculum Frameworks for literacy in biology this course prepares students for the Biology MCAS examination. Standards include: chemistry of life, cell biology, genetics, anatomy and physiology, evolution and biodiversity, and ecology. This course meets one of the requirements for the Pembroke Competency Determination.

CHEMISTRY 341

Grade: 10
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of Biology, Algebra I or AIM I. Concurrently enrolled in Geometry or AIM II and teacher recommendation

In this college preparatory chemistry course students examine the study of the structure and properties of matter. This course aligns and meets the Massachusetts Curriculum Frameworks for literacy in chemistry. Topics include: measurement, atomic structure, bonding, chemical periodicity, chemical reactions, stoichiometry, kinetics, equilibrium, and acid base chemistry. This course meets one of the requirements for the Pembroke Competency Determination.

HONORS CHEMISTRY 340

Grade: 10
Full Year Course
Credits: 4
Level: Honors
Prerequisite: B- or better in Honors Biology or A- or better in Biology CPI or teacher recommendation. Successful completion in Honors Geometry with a grade of B- or better. Concurrently enrolled in Honors Algebra II and teacher recommendation

Honors Chemistry examines the study of the structure and properties of matter. This course is designed to exceed the requirements of the Massachusetts Curriculum Frameworks for literacy for chemistry in both detail and scope. There is a focus on analysis, application of concepts and critical thinking as well as independent study skills. The course emphasizes problem-solving skills using mathematical and extensive experimental analysis to support concept development. Topics include: measurement, atomic structure, bonding, chemical periodicity, chemical reactions, stoichiometry, kinetics, equilibrium, and acid base chemistry. This course meets one of the requirements for the Pembroke Competency Determination.

AP BIOLOGY 334

Grades: 11, 12
Full Year Course
Credits: 4
Level: Advanced Placement
Prerequisite: B- or better in Honors Biology or A in Biology CP or B or better in Honors Chemistry or A in Chemistry CP and teacher recommendation

AP Biology is the equivalent of an introductory college biology course. The curriculum of the course is determined by the College Board. Topics to be included are cell biology, plant and animal physiology, heredity and evolution, organisms and populations, and global/community ecology. Prior or concurrent enrollment in physics is highly recommended.

AP CHEMISTRY 335

Grades: 11, 12
Full Year Course
Credits: 4
Level: Advanced Placement
Prerequisite: B- or better in Honors Chemistry or A or better in CP Chemistry; A or better in CP Algebra II, B- or better in Honors Algebra II or teacher recommendation

Advanced Placement Chemistry is designed to be the equivalent of an introductory college chemistry course. The curriculum content is determined by the College Board. This course presents an in-depth understanding of the chemical facts and principles introduced in general chemistry. Emphasis is placed on analysis of data, problem-solving, chemical calculations and predictions, and working independently in the laboratory. Prior or concurrent enrollment in physics is highly recommended.

PHYSICAL SCIENCE HSSCI360

Grades: 10
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of Biology and teacher recommendation

This full-year, lab-based class will introduce students to the essential concepts of chemistry and physics that govern our universe. Students will investigate the structure and properties of matter (chemistry) and the relationships between matter and energy (physics). These include the structure and properties of matter, chemical reactions, forces and interactions, energy, and waves, and electromagnetic radiation. An emphasis on lab skills and practices will help students explore that which is unseen but affects our daily lives. This course meets one of the requirements for the Pembroke Competency Determination.

PHYSICS 351

Grades: 11, 12
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of Algebra I, Geometry and concurrently enrolled in Algebra II and teacher recommendation

Physics is the study of energy and motion. This course provides a full mathematical treatment of topics in physics, including vector analysis. Students will be introduced to basic principles of physics, and will be expected to work independently in class, using mathematics to solve problems. Topics include: motion, kinematics in one and two dimensions, forces and Newton's Laws of motion, dynamics of circular motion, work, energy, and impulse and momentum, harmonic motion and waves, electricity and magnetism, geometrical optics and wave nature of light. This course meets one of the requirements for the Pembroke Competency Determination.

HONORS PHYSICS 350

Grades: 11, 12
Full Year Course
Credits: 4
Level: Honors
Prerequisite: B- or better in Honors Chemistry or A- or better in Chemistry CP and Successful completion of Algebra II and concurrently enrolled in Pre-calculus and teacher recommendation

This accelerated science course prepares students who plan to pursue careers in engineering, math, science, or medicine. The course emphasizes problem-solving using mathematical analysis and uses extensive experimental analysis to support concept development. It covers the three broad areas of mechanics, electricity and magnetism, and optics. Mechanics investigates the most fundamental concepts in physics: how, why and what consequences are associated with the motion of bodies. Electricity and magnetism use the fundamental concepts learned in mechanics to survey the nature of electromagnetic field theories and interactions. Optics provides ray explanations for lens and mirror effects and descriptions of light behavior as a wave phenomenon. This course meets one of the requirements for the Pembroke Competency Determination.

AP PHYSICS I HSSC13362

Grade: 11, 12
Full Year Course
Credits: 4
Level: Advanced Placement
Prerequisite: B- or better in Honors Physics or A in Physics CP and Successful completion of Pre-calculus and concurrently be enrolled in Calculus and teacher recommendation

AP Physics 1 is a rigorous, algebra-based course that introduces students to foundational physics concepts. Major topics include motion, forces, energy, momentum, rotation, simple harmonic motion and fluids. The course emphasizes conceptual understanding, problem solving, and the application of physics to real-world situations. Through lab investigations, data analysis, and scientific reasoning consistent with college-level expectations, you will develop essential scientific skills including experimental design, data collection and analysis, graphical and mathematical modeling, and the ability to effectively communicate evidence-based scientific reasoning. This course meets one of the requirements for the Pembroke Competency Determination.

AP PHYSICS C 3361

Grade: 12
Full Year Course
Credits: 4
Level: Advanced Placement
Prerequisite: B- or better in Honors Physics or A in Physics CP and Successful completion of Pre-calculus and concurrently be enrolled in Calculus and teacher recommendation

AP Physics provides a comprehensive study of foundational principles of physics in classical mechanics by applying these principles to complex physical situations that combine multiple aspects of physics rather than present concepts in isolation. These skills are set forth by the College Board. This course meets one of the requirements for the Pembroke Competency Determination.

Science Electives

ENVIRONMENTAL ENGINEERING 321

Grades: 11, 12
Semester Course
Credits:2
Level: College Prep
Prerequisite: Successful completion Biology and Chemistry and teacher recommendation

This semester course should be elected by students who are interested in exploring environmental science concepts. This hand-on lab science course investigates the human impact on the environment and strategies to mitigate current and future environmental issues. Topics may include the following: greenhouse effect, climate change, biodiversity and habitat loss, pollution (air, land, and water), waste and resource management, biomagnification, world population, ecology, and cycling of matter and energy in an ecosystem.

FORENSIC SCIENCE 392

Grades: 11, 12
Semester Course
Credits: 2
Level: College Prep
Prerequisite: Successful completion of Biology and Chemistry and teacher recommendation

This semester course is ideally suited for students who love solving mysteries such as those found in criminal justice scenarios. In this hand-on lab science course, students will explore the scientific techniques and procedures used in crime scene investigations. A variety of modern (i.e., biotechnology) and traditional (i.e., fingerprints) lab techniques will be learned and used to examine evidence. Students will make qualitative and quantitative observations based on the physical evidence and use deductive reasoning to put the pieces together and solve crimes. Data will be used from both real and mock crimes and other anthropological evidence. Topics may include DNA fingerprinting, blood type analysis, microscopic investigations, impression evidence, toxicology and document analysis. Students will be introduced to the techniques, vocabulary and procedures used in crime scene analysis. Students will learn both police forensic procedures and the law that governs the collection and use of evidence.

MARINE BIOLOGY 361

Grades: 10, 11, 12
Semester Course
Credits: 2
Level: College Prep
Prerequisite: Successful completion of Biology

This is a semester lab science course in which students investigate marine organisms, marine environments and the conservation of our oceans. Topics include the study of various marine environments and marine life, with a focus on horseshoe crabs, coral reefs, marine plants, sharks, marine mammals, marine reptiles and birds, coastal invertebrates, estuarine systems and marine ecology.

ZOOLOGY 312

Grades: 10, 11, 12
Semester Course
Credits: 2
Level: College Prep
Prerequisite: Successful completion of Biology

This semester's lab science course is an introduction to Zoology (the study of animals). Students will investigate comparative animal anatomy, their habitat and life cycle, classification, and behavior and research specific endemic species that are not native to the New England region. This course will emphasize terrestrial species to complement organisms studied in Marine Biology.
***Note:** This course includes dissections. This is an important application of content in this course. Alternate activities will be provided for students who provide, in writing, a justification objecting to dissections.

SCIENCE ENRICHMENT FOR ENGLISH LANGUAGE LEARNERS **HSELL3**

Grades: 9
Semester Course
Credits: 2
Prerequisite: Teacher Recommendation

This course is designed for English Learners (Els.) Content is aligned to the WIDA standards for English language development. Direct instruction is individualized to the student's English language proficiency level as determined by initial language proficiency assessments at enrollment, as well as annual language assessments. Through this course, Els will develop necessary academic and social language skills across the four language domains of listening, speaking, reading, and writing, necessary for success in science courses. This course is pass/fail math enrichment

Pembroke High School's Biomedical Pathway Courses

PLTW PRINCIPLES OF BIOMEDICAL SCIENCE **HSSCI331/HSSCI370**

Grades: 9, 10, 11, 12
Full Year Course
Credits: 4
Level: College Prep and Honors

In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems. This course fulfills the requirement for a third science course.

PLTW HUMAN BODY SYSTEMS **HSSCI395/HSSCI396**

Grade: 10-12

Full Year Course

Credits: 4

Level: College Prep and Honors

Prerequisite:

Working with the same equipment and tools used by lab professionals, PLTW Human Body Systems students are empowered to explore and find solutions to some of today's most pressing medical challenges. Through scaffolded activities that connect learning to life, students step into the roles of biomedical science professionals and investigate topics including human medicine, physiology, genetics, microbiology, and public health. Students work together in teams to find unique solutions and, in the process, learn in-demand, transferable skills like critical thinking and communication.

Students experience real-world scenarios and cases to see medicine in action – as they diagnose and provide treatment and rehabilitation to patients at an outpatient center, keep clients safe and healthy on adventure medicine trips in remote locations, and work in a research center to design laboratory investigations to explore development and aging.

Whether seeking a career in medicine or healthcare or just looking for the challenge of real-world problems, students in Human Body Systems will practice how to think creatively and critically to innovate in science while gaining practical experience with clinical medicine and experimental design. This course fulfills the requirement for a third science course.

PLTW MEDICAL INTERVENTIONS _____ **HSSCI345/HSSCI346**

Grade: 11-12
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of PLTW Human Body Systems

Investigate interventions involved in the prevention, diagnosis, and treatment of disease as you follow the lives of a fictitious family.

A "How-To" manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, you will investigate immunology, surgery, genetics, pharmacology, medical devices, and diagnostics across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures are emphasized, as well as the role that scientific thinking and engineering design play in developing future interventions. You will develop planning, documentation, communication, and other professional skills. This course fulfills the requirement for a third science course.

PLTW BIOMED AND ENGINEERING CAPSTONE _____ **HSPL800/HSPL807**

Grade: 12
Full Year Course
Credits: 4
Level: College Prep or Honors
Prerequisite: PLTW Biomedical Interventions or PLTW Computer Integrated Manufacturing.

PLTW Capstone is a culminating course designed to give you the opportunity to apply what you've learned throughout your PLTW Engineering OR Biomedical Science Pathways. This course will challenge you to draw on your accumulated knowledge and skills to complete a comprehensive project. In this course, you will collaborate in teams to design and develop original solutions to real world problems. By doing so, you will showcase your readiness for future educational pursuits or careers, encouraging innovation, problem-solving, and collaboration.

Pembroke High School's Engineering and Manufacturing Technology Pathway Courses

Engineering and Advanced Manufacturing Technology have been identified as Innovation Pathways as part of the Commonwealth's plan to address the need for skilled workers in specific high-demand industries. We offer four Project Lead the Way courses in our Engineering and Manufacturing Technology pathway.

- Introduction to Engineering Design
- PLTW Principles of Engineering
- Computer Integrated Manufacturing
- Project Lead the Way Capstone

The computational skills, analytical skills, and knowledge acquired in each course, and student experience with tools, software, lab work, and engineering design are numerous. These skills illustrate the immediate, applicable contributions that a student can make within a workplace (employable skills). A brief sample:

- **CAD and Drafting Experience,** such as creating technical CAD drawings of complex parts and assemblies from 3D solid models
- **Design Process Experience,** such as brainstorming/recommending improvements to a mechanical consumer product based on reverse engineering.
- **Computational and Analytical Skills,** such as using appropriate techniques to optimize a design or problem solution
- **Professional Skills** include team collaboration, problem-solving, presentation, and technical writing skills.
- **Tools and Software** such as Autodesk and other 3D modeling applications

Project Lead the Way Engineering Course Offerings

PLTW INTRODUCTION TO ENGINEERING DESIGN _____ HSSCI850/HSSCI849

Grades: 9, 10, 11, 12
Full Year Course
Credits: 4
Level: College Prep and Honors

Introduction to Engineering Design (IED) is a high school engineering course in the PLTW Engineering Program. In IED, students explore engineering tools and apply a common approach to solving engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students' progress from completing structured activities to solving open-ended projects and problems that require them to plan, document, communicate, and develop other professional skills.

Through individual and collaborative team activities, projects, and problems, students apply systems thinking and consider various aspects of engineering design, including material selection, human-centered design, manufacturability, assimilability, and sustainability. As part of the design process, students develop technical representation and documentation skills, primarily through 3D computer modeling using a Computer-Aided Design (CAD) application. This course fulfills the requirement for a third science course.

PLTW PRINCIPLES OF ENGINEERING _____ HSMA749/HSMA750

Grade: 10-12
Full Year Course
Credits: 4
Level: College Prep and Honors
Prerequisite: Successful completion of Introduction to Engineering

Principles of Engineering is the second high school engineering course in the PLTW Engineering Program. In Principles of Engineering, students explore various engineering disciplines and careers and solve real-world engineering problems. Using the activity-project-problem-based (APB) teaching and learning pedagogy, students advance from completing structured activities to developing planning and technical documentation skills. The course also focuses on ethical reasoning, as students are encouraged to consider the impacts of engineering decisions.

This course introduces students to engineering concepts and empowers them to develop technical skills through the use of 3-D modeling software, hands-on prototyping equipment, programming software, and robotics hardware. The course comprises four units of study: product design and development, designing infrastructure and developing sustainability, mechanical design, and application of robotics. This course fulfills the requirement for a third science course.

PLTW COMPUTER INTEGRATED MANUFACTURING HSMAT849/HSMAT848

Grade: 11-12
Full Year Course
Credits: 4
Level: College Prep or Honors
Prerequisite: Successful completion of PLTW Principles of Engineering

Manufacturing transforms ideas into products. This course provides an opportunity to understand this innovative and exciting industry better. You will learn about manufacturing processes, product design, robotics, and automation. You will develop your knowledge and skills in Computer Aided Design and Manufacturing to produce products using a Computer Numerical Controlled (CNC) mill. You will apply the knowledge and skills gained in this course to design, build collaboratively, and program factory system models. Manufacturing provides products we use daily. How can you become part of it?

PLTW BIOMED AND ENGINEERING CAPSTONE HSPL800/HSPL801

Grade: 12
Full Year Course
Credits: 4
Level: College Prep or Honors
Prerequisite: PLTW Biomedical Interventions or PLTW Computer Integrated Manufacturing, or teacher recommendation.

PLTW Capstone is a culminating course designed to give you the opportunity to apply what you've learned throughout your PLTW Engineering OR Biomedical Science Pathways. This course will challenge you to draw on your accumulated knowledge and skills to complete a comprehensive project. In this course, you will collaborate in teams to design and develop original solutions to real world problems. By doing so, you will showcase your readiness for future educational pursuits or careers, encouraging innovation, problem-solving, and collaboration.



Social Studies Program

Introduction

The study of history and the social sciences provides certain kinds of knowledge, skills, and understanding fundamental to a complete secondary education. The Social Studies Department has adopted Curriculum Pathway One in accordance with the 2018 Massachusetts History and Social Science Frameworks. The social studies curriculum is focused on ensuring that students will acquire the concepts and skills necessary to become informed and involved citizens.

Students are required to master key historical concepts and develop the historical and analytical thinking and writing skills necessary to be literate in social science content. By studying history and the social sciences, students will develop the skills identified by the Massachusetts Curriculum Frameworks such as: analyzing original and secondary source texts, engaging in the inquiry process to ask questions and answer the important historical questions from diverse perspectives, articulating evidence-based opinion through the debate of current political and social events, and conducting original research using historical methods as well as research methods appropriate to the social sciences.

Scope and Sequence

GRADE	CORE COURSES	ELECTIVES
Grade 9	• World History CP/H	• Principles of Economics CP/H • Genocide in History (9-12) • United States Government • Honors Model United Nations I & II • History of Modern Music (9-12)
Grade 10	• United States History I CP/H • AP Modern World History	• Principles of Economics CP/H • Genocide in History (9-12) • Honors Model United Nations I & II • Honors Model United Nations III & IV • History of Modern Music (9-12) • Street Law (10-12) • United States Government • Psychology • Sociology • AP Modern World History
Grade 11	• United States History II CP/H • AP United States History	
Grade 12	• Electives	• AP European History • AP Government & Politics • AP Psychology • AP United States History • United States Government • Principles of Economics CP/H • Street Law (10-12) • Honors Model United Nations III & IV • History of Modern Music (9-12) • AP Modern World History

Social Studies Course Offerings

WORLD HISTORY: 500 BCE to the Modern Day _____ 111

Grade: 9
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of Social Studies and Teacher recommendation

World History is the story of humanity's intellectual, political, social and cultural development from the advent of widespread empires and the diffusion of systems of beliefs to the Modern Day. The course charts global history through the lens of four different themes: Revolution, War, Imperialism, and Culture/Arts/Religion. The content covered in this course will also be framed through a study of civic and economic actors, groups, and institutions with the goal of teaching students how to make informed civic and economic choices. Students will be required: to read and analyze both primary and secondary source documents, produce original research by writing essays and research papers, and debate ideas within both historical and modern contexts. By the end of this course, students should understand the problems humans have struggled with throughout history, recognizing similarities in modern-day societies.

HONORS WORLD HISTORY: 500 BCE to the Modern Day _____ 110

Grade: 9
Full Year Course
Credits: 4
Level: Honors
Prerequisite: A- or better in Social Studies and teacher recommendation

This course will cover the same time period as Grade 9 World History-charting global history through the lens of four different themes: Revolution, War, Imperialism, and Culture/Arts/Religion. The content covered in this course will also be framed through a study of civic and economic actors, groups, and institutions with the goal of teaching students how to make informed civic and economic choices. However, this course will demand a significantly larger commitment on the part of students to historical reading, and research. The course will make frequent use of primary source documents as well as literary and philosophical primary sources. Students who wish to take this course should expect to complete a significant amount of analytical writing.

US HISTORY I: Origins of The American Revolution (1754) through World War I (1918) _____ 113

Grade: 10
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of World History and teacher recommendation

Students will examine the historical and intellectual origins of the United States beginning with a discussion of the origins of colonial discontent with Great Britain in 1754. Students will focus on the political, economic, and intellectual factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution. Students will study the concepts of American government, westward expansion, the establishment of political parties, the Civil War, the Gilded Age, the Progressive Era, and the outbreak and resolution of World War I. The content covered in this course will also be framed through a study of civic and economic actors, groups, and institutions with the goal of teaching students how to make informed civic and economic choices. Students will process these understandings by completing document-based and free response writing assignments. Students will also be required: to read and analyze both primary and secondary source documents, produce original research by writing essays and research papers, and debate ideas within both historical and modern contexts.

HONORS US HISTORY I: Origins of The American Revolution (1754) Through World War I (1918) 115

Grade: 10
Full Year Course
Credits: 4
Level: Honors
Prerequisite: B- or better in Honors World History or A- or better in World History CP and teacher recommendation

This course will cover the same time period as Grade 10-United States History I as students will study the concepts of American Government, westward expansion, the establishment of political parties, the Civil War, the Gilded Age, the Progressive Era, and the outbreak and resolution of World War I. The content covered in this course will also be framed through a study of civic and economic actors, groups, and institutions with the goal of teaching students how to make informed civic and economic choices.
However, this course will demand a significantly larger commitment on the part of students to historical reading and research. The course will make frequent use of primary source documents as well as literary and philosophical primary sources. Students who wish to take this course should expect to complete a significant amount of analytical writing.

US HISTORY II: The 1920s to the Modern Day 131

Grade: 11
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of U.S. History I and teacher recommendation

Students will begin their study with the 1920s and examine the impact of this period of time on the social, political and economic life of the United States. Students will also study the economic impact of the Great Depression on American social and political life as well as the goals and accomplishments of the New Deal. Students will learn about World War I, World War II, the Cold War, the Vietnam War, the Civil Rights movement, and current events. The content covered in this course will also be framed through a study of civic and economic actors, groups, and institutions with the goal of teaching students how to make informed civic and economic choices. Students will also be required: to read and analyze both primary and secondary source documents, produce original research by writing essays and research papers, and debate ideas within both historical and modern contexts. In accordance with MA-S2631, An Act to Promote and Enhance Civic Engagement, all students will be afforded the opportunity to engage in a non-partisan civics-action project. Guided by their instructors, students will research a community need or civic question, research and formulate possible solutions, and present those solutions--taking civic action to learn how to use their voice for positive change in their community. This course meets one of the requirements for the Pembroke Competency Determination.

HONORS US HISTORY II: The 1920s to the Modern Day 133

Grade: 11
Full Year Course
Credits: 4
Level: Honors
Prerequisite: B- or better in Honors US History I, or A- or better in US History I CP and teacher recommendation

Students will begin their study with the 1920s and examine the impact of this period of time on the social, political, and economic life of the United States. Students will also study the economic impact of the Great Depression on American social and political life as well as the goals and accomplishments of the New Deal. Students will learn about World War I, World War II, the Cold War, the Vietnam War, the Civil Rights movement, and current events. The content covered in this course will also be framed through a study of civic and economic actors, groups, and institutions with the goal of teaching students how to make informed civic and economic choices. However, this course will demand a significantly larger commitment on the part of students to historical reading and research. The course will make frequent use of primary source documents as well as literary and philosophical primary sources. Students who wish to take this course should expect to complete a significant amount of analytical writing. In accordance with MA-S2631, An Act to Promote and Enhance Civic Engagement, all students will be afforded the opportunity to engage in a non-partisan civics-action project. Guided by their instructors, students will research a community need or civic question, research and formulate possible solutions, and present those solutions--taking civic action to learn how to use their voice for positive change in their community. This course meets one of the requirements for the Pembroke Competency Determination.

AP US HISTORY: THE AGE OF EXPLORATION TO THE PRESENT 140

Grade: 11, 12
Full Year Course
Credits: 4
Level: Advanced Placement
Prerequisite: B or better in Honors US History I or II, A or better in US History I or II CP and teacher recommendation
This college level course covers the entirety of American history from The Age of Exploration to the Present day. A major emphasis is placed on analytical writing skills demonstrating in assessments such as: research papers; document-based and long essay questions. Additionally, students are expected to read historical novels, and complete extensive reading beyond the textbook. Historical journals, primary and secondary source anthologies, and periodical literature are integrated into this demanding course. The outside reading emphasizes the importance of multiple interpretations and synthesis of historical evidence. All students who enroll in this course are required to take the national AP United States History exam given in May. There will be an informational meeting in the spring and a summer reading assignment. This course meets one of the requirements for the Pembroke Competency Determination.

AP EUROPEAN HISTORY 120

Grade: 12
Full Year Course
Credits: 4
Level: Advanced Placement
Prerequisite: B- or better in AP U.S. History, or B or better in Honors U.S. History I or II, A or better in US History I or II CP and teacher recommendation

European history focuses on events in Europe from 1450-2001, including the study of political, intellectual, and economic themes of European history from the Renaissance and Reformation through World Wars I and II. Students will analyze and evaluate European historic events and themes, comparing them with current world events, using multiple sources of different perspectives. Students' written assignments will include document-based question essays, free response essays, and research projects and essays in response to reading. All students who enroll in this course are required to take the national AP European History exam in May. There will be an informational meeting in the spring regarding mandatory summer reading coursework.

AP MODERN WORLD HISTORY HSSOC109

Grades: 10, 11,12
Full Year Course
Credits: 4
Level: Advanced Placement (AP)
Prerequisite: Prerequisite: B or better in Honors World History, US History I/II, A or better in World History CP, US History I/II and teacher recommendation.

AP Modern World History is an introductory college-level modern world history course composed of seven units of study. Students cultivate their understanding of world history from 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. A major emphasis is placed on analytical writing skills demonstrated in assessments such as: research papers; document-based and long essay questions. Additionally, students are expected to read historical sources beyond the textbook. All students who enroll in this course are required to take the national AP World History-Modern exam given in May. There will be an informational meeting in the spring and a summer reading assignment. *
**Source-Parts of the description above have been excerpted from the AP-College Board Website. For more information, please visit: https://apcentral.collegeboard.org/courses/ap-world-history*

AP GOVERNMENT AND POLITICS 105

Grades: 11, 12
Full Year Course
Credits: 4
Level: Advanced Placement
Prerequisite: B-or better in AP US History, or B or better in Honors U.S. History I or II, A or better in US History I or II CP and teacher recommendation

This college level course investigates the American political system in depth. The topics included in this course are the Constitution, elections and campaigns, interest groups, civil rights and civil liberties, and institutions. Students will be expected to participate directly in the electoral process if there is an election during the course of the year and students will also be expected to complete a research paper on an approved topic within the American political system, as well as participate in the *We the People* competition on a Saturday in January. Students are required to take the AP exam in the spring. There will be an informational meeting in the spring and required summer work.

AP PSYCHOLOGY 150

Grades: 11, 12
Full Year Course
Credits: 4
Level: Advanced Placement

This college level course investigates the history of psychology and introduces students to the various research methods accepted in the field of psychology. Students will examine the biological basis of behavior, sensation and perception, learning, cognition, motivation, and emotion. Students will also become familiar with various theories of developmental psychology, testing, individual differences, and abnormal and social psychology. Students will complete a research paper on an assigned topic. Students are required to take the AP exam in the spring. There will be an informational meeting in the spring and a summer reading assignment.

Social Studies Electives

PRINCIPLES OF ECONOMICS HSSOC170/HSSOC171

Grades: 9, 10, 11, 12
Full Year Course
Credits: 4
Level: Honors and College Prep

Students will utilize micro and macro-economic theories to make reasoned judgements about both personal economic questions, and broader questions of economic policy. Students will develop a process for thinking and problem solving in order to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in the domestic and global marketplace. In the second semester, students will study the economic reasoning used by government agencies to determine economic policy. Key elements include the study of systems of economic organization, scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, the stock market, economic stabilization, and trade. Students will also be required to read and analyze a variety of economic literature, produce original research by writing essays and research papers, and debate ideas important to the understanding of the economy. Students may take this course for honors credit. At the honors-level, students will be expected to conduct extended readings of course literature, and complete additional assessments as well as written work.

GENOCIDE IN HISTORY 1 86

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

Students enrolled in this course will examine genocide and the ongoing violation of basic universal human rights experienced by targeted populations within the global community. Topics will include the origins and definition of the term "genocide", the role of the United Nations in preserving and protecting basic human rights, and the history and international response to three genocides. The three genocides will include the Holocaust, Cambodia, and Rwanda. Students will also be required: to read and analyze both primary and secondary source documents, produce original research by writing essays and research papers, and debate ideas within both historical and modern contexts.

HISTORY OF MODERN MUSIC HSSOC618

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

This course will focus on a history of popular musical trends and techniques since 1950. Foci include the emergence of pre- and post-WWII avant-garde movements, relationships between avant-garde and experimental tendencies in music and other artistic disciplines, and the impact of globalization, sociopolitical instability, and emerging technologies on musical creation. Students will explore the wide variety of music that has existed in the U.S. in the late 20th century and the modern day. Students will study musical trends and genres throughout the decades (ex: rock and roll, 60's protest music, disco, new wave, grunge, hip-hop, etc.). Throughout the course, students will make connections between individual artists, bands, and domestic as well as global events. The course will also focus on the power of music to embolden people to change society, voice their grievances, or celebrate social/economic/or political movements in American and Global society. Course activities will include primary and secondary source readings, listening/viewing and writing assignments, class discussions, and student-led presentations. In order to develop students' critical thinking, listening, and speaking skills, as well as their interpersonal learning skills, participation in class activities that are led by students will be prioritized. Overall, the course will deepen and broaden students' perspectives on the music of the past century and increase familiarity with important modern and contemporary repertoire, aesthetic movements, and genres.

HONORS MODEL UNITED NATIONS I AND II HSSOC116

Grades: 9, 10
Full Year Course
Credits: 4
Level: Honors
Prerequisite: B- or better in previous Honors Social Studies course, or A- or better in previous CP Social Studies Course, and teacher recommendation

This course is designed to examine a wide variety of functions of the United Nations (UN) and how the UN deals with crucial world problems. Students will gain insight into how nations, both singularly and collectively, cope with crises such as: poverty, disease, hunger, population growth, human rights, political instability, war, terrorism, and others. Students will also develop a perspective of how other nations view the United States and the role of America in the world community. Students in this course can expect a large amount of analytical reading, writing, and oral debate within a structured format. Students who wish to stay in the Model United Nations Program for an additional year will matriculate into Honors Model United Nations II and take on leadership roles within the class, such as acting as part of the UN Secretariat as well as acting as committee chairs during Model UN debates. The Model UN I and II course will be taught together in a blended format to allow students with various levels of experience to work together. The course includes commitments outside of the class, such as participation in Model UN conferences and simulations where students will interact with other Model UN teams. Participation in Model UN conferences outside of class is not mandatory but is highly encouraged.

HONORS MODEL UNITED NATIONS III AND IV HSSOC171

Grades: 11, 12
Full Year Course
Credits: 4
Level: Honors
Prerequisite: Successful completion of Honors Model UN Nations 1 & II and teacher recommendation

This course is designed as an extension of Honors Model UN I and II. The Honors Model UN III/IV course is designed to acquaint students with the operations of the United Nations through the study of political positions of member nations. Additionally, students simulate UN activities as a means for teaching and learning about the political perspectives of different nationalities on contemporary world issues. Upon successful completion of the course, students should possess a mastery-level understanding of the following: Articulate the foreign policy of the selected country, define the structures and general procedures of the United Nations, describe important historical issues affecting the UN, and evaluate the organization's effectiveness, analyze an issue currently before the United Nations from the selected member nation's perspective, understand and competently use the rules of procedure, diplomatic protocol, and negotiating techniques common to UN delegates, and explain the rationale, format, and instructional methods of the Model United Nations simulation. Students who wish to stay in the Model United Nations Program for an additional year will matriculate into Honors Model United Nations IV and will further develop their leadership roles within the class. The course includes commitments outside of the class, such as participation in Model UN conferences and simulations where students will interact with other Model UN teams. Participation in Model UN conferences outside of class is not mandatory but is highly encouraged.

UNITED STATES GOVERNMENT 106

Grades: 9, 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

Students will examine the federalist system of government and its importance today. Students will focus on political events at the local, state, and federal level and understand the relationship between these three levels of government. Topics of study include the Bill of Rights, the Patriot Act, education policy, environmental policy, and local as well as state issues. Upon successful completion of this course, students should be able to: analyze and evaluate sources of information both in text and online including government reports and statistical data, research and write analytically using a variety of sources and perspectives, create original work using research and cite in MLA format as appropriate, and present information effectively in small groups and whole class settings using appropriate technology.

STREET LAW 126

Grades: 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

Students will examine both federal and state laws that apply to their daily lives. Students will explore both the civil and criminal legal system, and become familiar with Supreme Court case law. Topics included are privacy, search, and seizure, self-defense, freedom of expression, freedom of religion, school law, negligence, and property. Students in this class are expected to participate in class seminars, mock trials, presentations, and other performance assessments as well as produce original research through analysis of legal literature.

PSYCHOLOGY 151

Grades: 11, 12
Semester Course
Credits: 2
Level: College Prep

Students will explore a variety of topics associated with the study of Psychology. Topics include: psychology as a science, research methods, the brain and nervous system, sensation and perception, sleep and dreams, learning, personality, and psychological disorders. Students will also be required: to read and analyze a variety of social-science literature in the field of psychology, produce original research by writing essays and research papers, and debate ideas within both social-science and modern contexts.

SOCIOLOGY 161

Grade: 11, 12
Semester Course
Credits: 2
Level: College Prep

Sociology is a course that seeks to study human society and social behavior. Sociologists concentrate their attention on social interaction-the ways in which people relate to one another and influence each other's behavior. The Study of Sociology provides you with the tools to develop a sociological imagination, or the ability to see the connection between the larger social world and our personal lives. Topics include social science research methods, socialization, crime, deviance, culture, and the family. Students will create, administer and evaluate surveys, research and write essays pertaining to social issues, and communicate effectively in presentations.



Wellness Program

Introduction

All high school students must participate in our Wellness Program every year. All freshmen are required to successfully complete a semester of Grade 9 Health and Wellness. Sophomores, juniors, and seniors have a variety of electives, which are described in the Course Offerings section below, from which they can choose to complete the remaining three years of the Wellness Program requirement.

Students in grades 10-12 can also satisfy portions of this 4-year graduation requirement by successfully completing a full season as a *bona fide* team member of a junior varsity or varsity MIAA-sanctioned athletic team at PHS.

Please note that graduation credits are awarded only for those that elect to take the traditional PHS course within our Wellness Program. No credits will be awarded for any options that take place outside the school day, nor can any out-of-school option count towards the structured learning time mandate.

Scope and Sequence

GRADE	SEMESTER	SEMESTER
Grade 9	• Health & Wellness	• Health & Wellness
Grade 10	Wellness 10	• Alternative Fitness • Lifetime Recreational Team Sports • Personal Fitness
Grade 11	Wellness 11	
Grade 12	Wellness 12	

Physical Education Course Offerings

HEALTH & WELLNESS 6

Grade: 9
Semester Course
Credits: 2
Level: College Prep

Students will learn and participate in various physical activities and subjects that help increase overall fitness and health awareness. Focus will be on increasing the student's physical fitness level through a combination of aerobic games, team sports, and physical fitness activities. Students will learn the fitness benefits of each activity along with the skills, rules, and history of the game. Students will increase their knowledge of important adolescence health topics including the human life cycle, social/emotional health & wellness, and substance use and abuse. **Units may include:** Flag football, soccer, volleyball, weight training, basketball, fitness testing, yoga, track and field, softball, social/emotional health and wellness and substance abuse.

LIFETIME RECREATIONAL SPORTS 97

Grades: 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

This course is designed for those students interested in participating in traditional physical education activities. All students will develop an appreciation for fitness and wellness through the coordinated teaching of recreational sports activities. Students will participate in teams and will need to work positively with one another to be successful and to reach team goals. The course will focus on team and individual sports such as badminton, basketball, football, soccer, floor hockey, softball, disc games, tennis, and golf to enhance skills and behaviors necessary for optimal physical, social, and emotional growth.

Wellness Electives

ALTERNATIVE FITNESS 91

Grades: 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

This course is designed to teach students fitness strategies to overcome the effects of stress on your spirit, mind and body. This course covers a variety of different fitness genres including; yoga, Pilates, tai-chi, dance, aerobics, and group fitness. The course is to help students step out of their comfort zone while learning low-impact exercises and activities to participate in to live a healthy lifestyle.

PERSONAL FITNESS 92

Grades: 10, 11, 12
Semester Course
Credits: 2
Level: College Prep

This course will give students the necessary foundation to develop a personal fitness program. Students will explore the five components of fitness and the importance of a proper diet and exercise. Each program will assess current fitness levels and provide a variety of opportunities to stay active and maintain a high level of fitness. Successful completion of this course will require a final individual fitness program and research project.



World Language Program

Introduction

Students who select a World Language do so in order to develop a multimodal linguistic and cultural proficiency in their chosen language, and to acquire many specific skills stated within individual course descriptions. It is expected that the study of a World Language will increase students' understanding and appreciation of the cultures in which that language is spoken and heightens their awareness of the world around them. The instructional methodology and core curriculum of each course taught in this department is in compliance with the requirements and recommendations of the Massachusetts Curriculum Frameworks.

Two years of World Language in the same language is highly recommended. For entrance into more competitive colleges, students are advised to take three to four years of the same language at the high school level.

World Language Acceleration

Students wishing to progress through a world language at a different level may accelerate through a course designated by the district. Students must have an A- in their current course, a teacher recommendation, and complete the required course with a B- or better. An online course for acceleration purposes does not meet the graduation requirement criteria, nor are those grades included in the student's grade point average.

Seal of Biliteracy

Students at Pembroke High School are eligible to participate in the Massachusetts Seal of Biliteracy. The State Seal of biliteracy and the State Seal of Biliteracy with Distinction are official designations awarded to any student who demonstrates proficiency in English and any other language, whether they speak the non-English language at home or have learned it at school or in the community. Interested students are encouraged to speak with their Guidance counselor about this process.

Scope and Sequence

GRADE	ARABIC	FRENCH	LATIN	SPANISH
Grade 9		• French I • French II	• Latin I • Latin II	• Spanish I • Spanish II
Grade 10		• French I • French II • French III	• Latin I • Latin II • Latin III	• Spanish I • Spanish II • Spanish III
Grade 11	• Arabic I	• French I • French II • French III • French IV	• Latin I • Latin II • Latin III • Latin IV/V • Latin for Medical Terminology • Latin for Law & Government	• Spanish I • Spanish II • Spanish III • Spanish IV

Grade 12	• Arabic I • Arabic II	• French I • French II • French III • French IV • AP French	• Latin I • Latin II • Latin III • Latin IV • Latin IV/V • AP Latin • Latin for Medical Terminology • Latin for Law & Government	• Spanish I • Spanish II • Spanish III • Spanish IV • Spanish V • AP Spanish Language and Cultures • AP Spanish Literature

World Language Course Offerings

Arabic

ARABIC I HSFL452

Grades: 11, 12
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: successful completion (B- or better) in Spanish 3/3H or Latin 3/3H or French 3/3H

This course will have an emphasis placed on listening, speaking, reading, and writing the Arabic language specifically for high school juniors and seniors or heritage speakers. An awareness and appreciation of the Arabic-speaking world will be developed based on related activities. Basic grammar will be introduced to enable students to communicate information concerning a wide range of everyday topics. Classroom lessons and activities, as well as daily homework assignments, will be used to enrich, reinforce, and supplement the development of Arabic language skills.

ARABIC II HSSCI370

Grades: 12 or heritage speakers who successfully pass the Arabic placement exam
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of Arabic I and teacher recommendation

In this course students will continue to develop their skills in listening, speaking, reading, and writing the Arabic language specifically for high school seniors or heritage speakers. Students will continue to develop awareness and appreciation of the Arabic-speaking world based on related activities. Arabic grammar will be introduced to enable students to communicate information concerning a wide range of everyday topics. Classroom lessons and activities, as well as daily homework assignments, will be used to enrich, reinforce, and supplement the development of Arabic language skills.

HONORS ARABIC II HSWL454

Grades: 12 or heritage speakers who successfully pass the Arabic 1 placement exam
Full Year Course
Credits: 4
Level: Honors
Prerequisite: B- or better in Arabic I and teacher recommendation

Students in Arabic II Honors are expected to be highly motivated as evidenced by their ability to take responsibility for their own progress in Arabic. The pace of this course is rigorous and goes beyond the state standards in depth and independent learning. Instruction is geared towards preparing students to continue their study of Arabic as they develop their skills in listening, speaking, reading, and writing the Arabic language. Students' awareness and appreciation of the Arabic-speaking world increases through lessons on Middle Eastern and North African culture. More advanced grammar is introduced to enable students to communicate more effectively on a wide range of topics. Classroom lessons and activities, as well as daily homework assignments, are used to teach, reinforce, and supplement the ongoing development of Arabic cultures and language skills.

French

FRENCH I 411

Grades: 9, 10, 11, 12
Full Year Course
Credits: 4
Level: College Prep

This is a beginning course with emphasis on listening, speaking, reading, and writing the French language. An awareness and appreciation of the French-speaking world is developed based on related activities. Basic grammar is introduced to enable students to communicate information concerning a wide range of topics. Classroom lessons and activities, as well as daily homework assignments, are used to teach, reinforce, and supplement the beginning development of French cultures and language skills. This course is not an option for students who have completed French at PCMS.

FRENCH II 421

Grades: 9, 10, 11, 12
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of French I and teacher recommendation

In this course students will continue to develop their skills in listening, speaking, reading, and writing the French language. Students' awareness and appreciation of the French-speaking world increases through lessons on French culture. More advanced grammar is introduced to enable students to communicate more effectively on a wide range of topics. Lessons and activities, as well as daily homework assignments, are used to teach, reinforce, and supplement the ongoing development of French cultures and language skills.

HONORS FRENCH II 422

Grades: 9, 10, 11, 12
Full Year Course
Credits: 4
Level: Honors
Prerequisite: A- or better in Honors French I and teacher recommendation

Students in French II Honors are expected to be highly motivated as evidenced by their ability to take responsibility for their own progress in French. The pace of this course is rigorous and goes beyond the state standards in depth and independent learning. Instruction is geared towards preparing students to continue their study of French through Advanced Placement. In this course students continue to develop their skills in listening, speaking, reading, and writing the French language. Students' awareness and appreciation of the French-speaking world increases through lessons on French culture. More advanced grammar is introduced to enable students to communicate more effectively on a wide range of topics. Classroom lessons and activities, as well as daily homework assignments, are used to teach, reinforce, and supplement the ongoing development of French cultures and language skills.

FRENCH III 431

Grades: 10, 11, 12
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of French II and teacher recommendation

In this course, students begin to refine their ability to listen, speak, read, and write in French. The use of spoken French in the classroom increases throughout the year. Students continue to learn about the life, customs, history, and culture of countries in which French is spoken. Advanced grammar is presented to enable students to communicate in French with increasingly advanced accuracy. Students in this course begin to read intermediate level short stories and novels, write compositions on various topics, as well as make oral presentations in French. Classroom lessons and activities, as well as daily homework assignments are used to teach, reinforce, and supplement the ongoing development of French cultures and language skills.

HONORS FRENCH III 432

Grades: 10, 11, 12
Full Year Course
Credits: 4
Level: Honors
Prerequisite: B- or better in Honors French II and teacher recommendation

Students in French III Honors are expected to be highly motivated as evidenced by their ability to take responsibility for their own progress in French. The pace of the honors course is rigorous and goes beyond the state standards in depth and independent learning. Honors instruction is geared towards preparing students to continue their study of French through Advanced Placement. In this course, students begin to refine their ability to listen, speak, read, and write in French. The use of spoken French in the classroom increases throughout the year. Students continue to learn about the life, customs, history, and culture of countries in which French is spoken. Advanced grammar is presented to enable students to communicate in French with increasingly advanced accuracy. Students in this course begin to read intermediate level short stories and novels, write compositions on various topics, as well as make oral presentations in French. Classroom lessons and activities, as well as daily homework assignments are used to teach, reinforce, and supplement the ongoing development of French cultures and language skills.

FRENCH IV HSFL441

Grades: 11, 12
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of French III and teacher recommendation

This course offers students the opportunity to refine their linguistic and communicative skills by using French as the primary language of instruction and learning. Students will further develop their ability to listen, speak, read, and write in French while strengthening their knowledge of the French-speaking world. Advanced French grammar and thematic vocabulary will be emphasized through reading of intermediate/advanced level selection from literature (short stories and novels), the press, multimedia resources and other authentic documents. Conversational skills will be enhanced through task-oriented activities, project presentations, skits and role playing.

HONORS FRENCH IV 443

Grades: 11, 12
Full Year Course
Credits: 4
Level: Honors
Prerequisite: B- or better in Honors French III and teacher recommendation

In this course, students continue to refine their ability to listen, speak, read, and write in French. French is spoken in the classroom throughout the year by both teacher and students. In this course, students receive an in-depth review of advanced French grammar, as well as an intense study of thematic vocabulary. Students in this course interpret intermediate/advanced-low level material from authentic sources, write compositions, and make oral presentations. Students in French IV are expected to be highly self-motivated as evidenced by their ability to complete all assignments, prepare well for classes, and take responsibility for their own progress in French. This is an honors level course and the pace is rigorous and goes beyond the state standards in depth and independent learning. Instruction at this level is geared towards preparing students to take the AP French Language and Cultures course in their Senior year.

AP FRENCH 440

Grade: 12
Full Year Course
Credits: 4
Level: Advanced Placement
Prerequisite: B or better in Honors French IV or teacher recommendation

In this course, students continue to refine their ability to listen, speak, read, and write in French. French is spoken in the classroom throughout the year by both teacher and students. In this course, students receive an in-depth review of advanced French grammar, as well as an intense study of thematic vocabulary that will prepare them for the AP French Language and Cultures Exam. Students in this course read intermediate high/advanced-level passages, short stories, and novels, write compositions, and make oral presentations. Students in AP French are expected to be highly self-motivated as evidenced by their ability to complete all assignments, prepare well for classes, and take responsibility for their own progress in French. Students and parents should know that this course is for students who are interested in completing studies comparable in content and difficulty to courses in French Composition and Conversation at the third-year college level. All students who enroll in this course are required to take the AP French Language exam given in May.

Latin

LATIN I 416

Grades: 9, 10, 11, 12
Full Year Course
Credits: 4
Level: College Prep

In this course students are taught the basic forms and syntax of the five declensions and four conjugations of the Latin language, build a Latin vocabulary, and expand their understanding of English vocabulary and grammar. Students develop and improve their memorization and analytical skills through nightly homework and frequent quizzes. Through reading, translation, and creation of projects, students explore the culture and civilization of Ancient Rome and the influences of this society upon subsequent civilizations.

LATIN II 426

Grades: 9, 10, 11, 12
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of Latin I and teacher recommendation

This course builds on the study of grammar and vocabulary (both Latin and English) begun in Latin I. By the end of Latin II students will have studied most of the elements of Latin grammar and will be reading and translating increasingly complex material. Students continue their study of Roman culture and civilization and are introduced to some of the important events and figures in Roman history.

HONORS LATIN II 427

Grades: 9, 10, 11, 12
Full Year Course
Credits: 4
Level: Honors
Prerequisite: A- or better in Latin I and teacher recommendation

Students in Latin II Honors are expected to be highly motivated as evidenced by their ability to take responsibility for their own progress in Latin. The pace of this course is rigorous and goes beyond the state standards in depth and independent learning. Instruction is geared towards preparing students to continue their study of Latin through Advanced Placement.
This course builds on the study of grammar and vocabulary (both Latin and English) begun in Latin I. By the end of Latin II students will have studied most of the elements of Latin grammar and will be reading and translating increasingly complex material. Students continue their study of Roman culture and civilization and are introduced to some of the important events and figures in Roman history.

LATIN III 436

Grades: 10, 11, 12
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of Latin II and teacher recommendation

In Latin III students review the basic grammatical elements of Latin and are taught the few remaining constructions of complex sentences. The focus of the course, however, is on reading and translating Latin stories and literature of increasing authenticity and complexity. Students study, through literature, the important figures in Roman history from the Republic through the early Empire and thereby gain a fuller sense of the scope of Latin literature.

HONORS LATIN III 425

Grades: 10, 11, 12
Full Year Course
Credits: 4
Level: Honors
Prerequisite: B- or better in Honors Latin II and teacher recommendation

Students in Latin III Honors are expected to be highly motivated as evidenced by their ability to take responsibility for their own progress in Latin. The pace of this course is rigorous and goes beyond the state standards in depth and independent learning. Honors instruction is geared towards preparing students to continue their study of Latin through Advance Placement. In Latin III students review the basic grammatical elements of Latin and are taught the few remaining constructions of complex sentences. The focus of the course, however, is on reading and translating Latin stories and literature of increasing authenticity and complexity. Students study, through literature, the important figures in Roman history from the Republic through the early Empire and thereby gain a fuller sense of the scope of Latin literature.

HONORS LATIN IV 448

Grades: 11, 12
Full Year Course
Credits: 4
Level: Honors
Prerequisite: B- or better in Honors Latin III or teacher recommendation

Latin IV students will study a survey of Latin poetry from its archaic beginnings to the literature of the high empire including selections from Catullus, Vergil, Horace, Ovid, Livy, Pliny, Caesar, Cicero, Martial, Ennius, and Lucretius. In order to prepare for the rigors of AP Latin V, students will engage in an intensive study of Latin poetry, learning to analyze themes, grammatical structures, figures of speech and metrical devices. Students will also learn to write analytical essays on Latin poetry in preparation for the free-response section of the Latin AP exam. Examination of the cultural, social, and political context of the literature is ongoing as a means for building essential background knowledge. Students are responsible for increasing amounts of translation as their skills develop. Conscientious completion of homework, attention to detail, and active participation in lively class discussions is essential. This course is a prerequisite for AP Latin.

LATIN IV/V (A/B Alternating Years) 2022-2023 is a Course A year 462

Grades: 11, 12
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of Latin III or Honors Latin IV and teacher recommendation

Latin IV/V continues to expand and reinforce cultural and grammatical concepts developed in previous years. The Latin IV/V class will alternate focus between epic and drama in course A and poetry and oratory in course B. Writers such as Plautus, Catullus, Horace, Cicero and Ovid will be examined both for their cultural and historical impact. The focus of this course will be on comprehension and textual analysis versus literal translations. This class is highly recommended for students who are not interested in AP Latin but would like to continue their study of Roman culture.

Course A: Epic and Drama: Selections from Ovid's *Metamorphoses* in semester 1; selections from Plautus' *Aulularia* and *Menaechmi* in semester 2.

Course B: Poetry and Oratory: Selected poems of Catullus and Horace in semester 1; selections from Cicero's *Pro Archia*, *Catilinarian Orations*, and *Philippics*.

AP LATIN 461

Grade: 12
Full Year Course
Credits: 4
Level: Advanced Placement
Prerequisite: B *or better in Honors Latin IV or teacher recommendation*

This Latin literature course centers on the AP passages from Caesar's *De Bello Gallico* and Vergil's epic poem, *The Aeneid.* Students will advance their skills and understanding of Latin poetry in this course, refining their knowledge of Latin grammar and syntax, allusion, context, meter and literary devices. Students will study the literary techniques of Caesar and Vergil with close readings and instruction in stylistic analysis, sharpening their ability to comprehend, translate, analyze and interpret the literature read in the course. Ongoing study of the cultural, social and political context of Caesar and Vergil's literature will continue to strengthen students' background knowledge. Students are responsible for increasing amounts of translation as their skills develop. Conscientious completion of homework, attention to detail, active participation in class discussions and completion of a summer reading assignment prior to the start of school is expected. All students who enroll in this course are expected to take the AP Latin Caesar and Vergil exam in May.

LATIN FOR LAW AND GOVERNMENT HSFL463

Grades: 11, 12
Semester Course
Credits: 2
Level: College Prep

This is an interdisciplinary course designed for students who wish to pursue a career in the fields of law and/or politics. In this course, students will develop their precision and accuracy in reading in English by promoting an understanding of the nature and roots of Latin words and phrases in the field of social sciences such as law, government, and politics. Students form connections between linguistic concepts and their usage in the modern world. The course is designed to support students' learning in courses such as Street Law and AP Government and Politics.

LATIN FOR MEDICAL TERMINOLOGY HSSOC117

Grades: 11, 12
Semester Course
Credits: 2
Level: College Prep

The Latin language remains present in a prominent way, especially in medicine. This course will provide students with a brief introduction into Latin and Greek background of medical terminology. Students will progress through body systems, starting with the skeletal and muscular systems and progressing to the complexity of the brain and nervous system. The course is designed for juniors and seniors interested in the medical fields or life sciences. There are no pre- requisites for this course.

Spanish

SPANISH I 414

Grades: 9, 10, 11
Full Year Course
Credits: 4
Level: College Prep

This is a beginning course with emphasis placed on listening, speaking, reading, and writing the Spanish language. An awareness and appreciation of the Spanish-speaking world is developed based on related activities. Basic grammar is introduced to enable students to communicate information concerning a wide range of topics. Classroom lessons and activities, as well as daily homework assignments, are used to teach, reinforce, and supplement the beginning development of Spanish cultures and language skills.
This course is not an option for students who have completed Spanish at PCMS.

SPANISH II 424

Grades: 9, 10, 11, 12
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of Spanish I

In this course students continue to develop their skills in listening, speaking, reading, and writing the Spanish language. Students' awareness and appreciation of the Spanish-speaking world increases through lessons on Hispanic culture. More advanced grammar is introduced to enable students to communicate more effectively on a wide range of topics. Classroom lessons and activities, as well as daily homework assignments, are used to teach, reinforce, and supplement the ongoing development of Spanish cultures and language skills.

HONORS SPANISH II 423

Grades: 9, 10, 11, 12
Full Year Course
Credits: 4
Level: Honors
Prerequisite: A- or better in Spanish I and teacher recommendation

Students in Spanish II Honors are expected to be highly motivated as evidenced by their ability to take responsibility for their own progress in Spanish. The pace of this course is rigorous and goes beyond the state standards in depth and independent learning. Instruction is geared towards preparing students to continue their study of Spanish. In this course students continue to develop their skills in listening, speaking, reading, and writing the Spanish language. Students' awareness and appreciation of the Spanish-speaking world increases through lessons on Hispanic culture. More advanced grammar is introduced to enable students to communicate more effectively on a wide range of topics. Classroom lessons and activities, as well as daily homework assignments are used to teach, reinforce, and supplement the ongoing development of Spanish cultures and language skills.

SPANISH III 433

Grades: 10, 11, 12
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of Spanish II and teacher recommendation

In this course, students will work towards the goal of communicative competency in realistic situations. Students will continue to learn how to function in a variety of situations in which Spanish may be spoken, including ordering in a restaurant and traveling. Students will also study Spanish culture, including topics such as travel and tourism. Students will work on developing language learning strategies. This course is taught at a pace that allows for the appropriate development of fundamental skills and enhanced proficiency in Spanish. The use of spoken Spanish in the classroom increases throughout the year, with the goal of all Spanish by the end of the year.

HONORS SPANISH III 435

Grades: 10, 11, 12
Full Year Course
Credits: 4
Level: Honors
Prerequisite: B- or better in Honors Spanish II and teacher recommendation

Students in Spanish III Honors are expected to be highly motivated as evidenced by their ability to take responsibility for their own progress in Spanish. The page of the honors course is rigorous and goes beyond the state standards in depth and independent learning. Honors instruction is geared towards preparing students to continue the study of Spanish. In this course, students begin to refine their ability to listen, speak, read and write in Spanish. The use of spoken Spanish in the classroom increases throughout the year. Students continue to learn about the life, customs, history and cultures of countries in which Spanish is spoken. Advanced grammar is presented to enable students to communicate in Spanish with increasingly advanced accuracy. Students in this course begin to interpret intermediate level material from a variety of authentic sources, write compositions on various topics, as well as make oral presentations in Spanish. Classroom lessons and activities, as well as daily homework assignments are used to teach, reinforce, and supplement ongoing development of Spanish cultures and language skills.

SPANISH IV 444

Grades: 10, 11, 12
Full Year Course
Credits: 4
Level: College Prep
Prerequisite: Successful completion of Spanish III and teacher recommendation

This course offers students the opportunity to continue to refine their linguistic and communicative skills by using Spanish as the primary language of instruction and learning. Students will further develop their ability to listen, speak, read, and write in Spanish while strengthening their knowledge of the Spanish-speaking world. Advanced Spanish grammar and thematic vocabulary will be emphasized through reading of intermediate/advanced level reading selections from literature (short stories and novels), the press, multimedia resources and other authentic documents. Conversational skills will be enhanced through task-oriented activities, project presentations, skits, and role playing.

HONORS SPANISH IV 451

Grades: 11, 12
Full Year Course
Credits: 4
Level: Honors
Prerequisite: B- or better in Honors Spanish III and teacher recommendation

In this course, students continue to refine their ability to listen, speak, read, and write in Spanish. Spanish is spoken in the classroom throughout the year by both teacher and students. In this course, students receive an in-depth review of advanced Spanish grammar and extensive thematic vocabulary that enable them to read intermediate high/advanced-level passages, short stories and novels, write compositions, and make oral presentations. Students in Spanish IV are expected to be highly self-motivated as evidenced by their ability to take responsibility for their own progress in Spanish. This is an honors level course and the pace is rigorous and goes beyond the state standards in depth and independent learning. Instruction at this level is geared towards preparing students to take the AP Spanish Language and Cultures course in their senior year.

SPANISH V 445

Grades: 11, 12
Full Year
Credits: 4
Level: College Prep
Prerequisite: Successful completion of Spanish IV/V and teacher recommendation

The central focus of this course is to improve students' communicative competence. This course offers students the opportunity to continue to refine their linguistic and communicative skills by using Spanish as the primary language of instruction and learning. Students will further refine their linguistic and communicative skills as they continue to develop their ability to listen, speak, read, and write in Spanish while strengthening their knowledge of the Spanish-speaking world through a wide range of task-oriented activities. Advanced grammatical practice and review in meaningful and engaging contexts will allow students to solidify their oral and written proficiency.

AP SPANISH LANGUAGE & CULTURES 450

Grade: 12
Full Year Course
Credits: 4
Level: Advanced Placement
Prerequisite: B or better in Honors Spanish IV and teacher recommendation

In this course, students continue to refine their ability to listen, speak, read, and write in Spanish. Spanish is spoken in the classroom throughout the year by both teacher and students. This course prepares students for the AP Spanish Language and Cultures Exam. In this course, students receive an in-depth review of advanced Spanish grammar, as well as an intense study of thematic vocabulary. Students in this course read intermediate/advanced-level passages, short stories, and novels, write compositions, and make oral presentations. Students in AP Spanish are expected to be highly self-motivated as evidenced by their ability to complete all assignments and preparation for classes and take responsibility for their own progress in Spanish. Students and parents should know that this course is for students who are interested in completing studies comparable in content and difficulty to courses in Spanish Composition and Conversation at the third-year college level. All students who enroll in this course are required to take the AP Spanish Language and Cultures exam given in May.

AP SPANISH LITERATURE 449

Grade: 12
Full Year Course
Credits: 4
Level: Advanced Placement
Prerequisite: B or better in Honors Spanish IV and teacher recommendation

This course prepares students for the AP Spanish Literature and Culture Exam and is conducted entirely in Spanish. This course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U.S. Hispanic literature. It is equivalent to a college level introductory survey course of literature written in Spanish.

Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in advanced levels of the American Council on the Teaching of Foreign Languages' (ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, literary criticism). All students who enroll in this course are required to take the AP Spanish Literature and Culture exam given in May.