

MHS

PROGRAM

OF

STUDIES

2026 - 2027



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Accreditation Statement

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

Accreditation of any institution by the New England Association of Schools and Colleges (NEASC) indicates that it meets or exceeds criteria for the assessment of institutional quality, which is periodically analyzed through a peer group review process, which happens every ten years. An accredited school is one which has available the necessary resources to achieve its stated purpose and goals through appropriate educational programs. This process also gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through the accreditation process.

Principal's Message

In February you will begin the scheduling process for the 2026 - 2027 school year, and the process will conclude in June. During this time, you will make course selections that will guide you to your goal of meeting the graduation requirements of a Middleborough High School student. More importantly, though, you will have the opportunity to explore new courses that will allow you to challenge your mind in many different ways. Furthermore, you will have the opportunity to prepare yourself for a lifetime of learning and become the person who you dream to be. As you read through this guide and examine the numerous course offerings, I encourage you to step outside of your comfort zone and take a class to satisfy your intellectual curiosity, challenge your mind critically and explore the world around you through the array of courses that you have the opportunity to take.

It is very important to study this guide carefully, seek input from your teachers, advisors, counselors and your parents/guardians to help you select the best options for the upcoming year. Remember, in challenging yourself to expand your field of knowledge, you must maintain a schedule that is academically balanced and rigorous. We have redesigned our Program of Studies to make the document easier to navigate and to allow for complete accessibility for all students.

Middleborough High School is offering you a wide range of educational experiences and a rich educational program to truly expand your mind. Our course offerings, school-wide learning expectations, educational goals and graduation requirements, as well as the policies and procedures that guide our school community, are based on the foundation of our Vision of the Graduate, Core Values and Expectations for Student Learning.

As always, I challenge you to be the person you are destined to become and it begins with the ability for you to take command of your own learning experience and select courses that will challenge your mind and expand your view of the world around you.

Best wishes for a successful scheduling process.

Paul F. Branagan, Jr. - Principal

Non-Discrimination Statement - January 2026

All programs and activities at Middleborough High School are offered without regard to race, color, sex, national origin, disability, religion, gender expression, or sexual orientation.

The school makes every reasonable effort to provide easy physical access through the use of ramps and elevators. Ample handicapped parking is clearly identified. Handicapped bathrooms are located on each floor. Individuals in wheelchairs are easily accommodated throughout the building and for transportation needs.

All educational programs and services are advertised and open to all individuals, students, staff, and parents/guardians. Program offerings seek to eliminate bias and encourage full opportunities for all. Program modifications allow for participation of students with disabilities. Pregnant students are provided access to regular education classes and activities during their pregnancy. All cocurricular activities are offered in a non-discriminatory manner. All scholarships, prizes and awards are free from bias and discrimination.

The Middleborough High School Student Handbook, Program of Studies, School Profile Pamphlet, and Scholarship Booklet all contain the above statements. Sexual Harassment and Discrimination procedures are outlined in the Middleborough High School Student Handbook. Students, staff, or parents/guardians who feel they are aggrieved in a discriminatory manner may contact any one (1) of the following:

Chapter 622 and Title IX Coordinator:

Mr. Kevin Avitabile, Director of Student Services

Chapter 622 and Title IX Investigator:

Mr. Kevin Avitabile, Director of Student Services

Section 504 (Handicap Access Coordinator):

Mr. Kevin Avitabile, Director of Student Services

Mr. Jeffery Sylvia, Assistant Principal, Middleborough High School

Middleborough High School - Vision of the Graduate

MIDDLEBOROUGH PUBLIC SCHOOLS


VISION OF THE GRADUATE




Social Awareness
The ability to recognize oneself as a community member & respond to social norms & issues.




Collaboration
The ability to communicate with others in order to achieve a shared goal.




Sense of Self
The ability to be aware of one's own perception of their identity, including their unique characteristics, values, and beliefs.



Perseverance
The ability to pursue a goal or passion with continued effort over time, despite difficulties, failure, or opposition.



Intention
The ability to visualize, plan, and achieve meaningful, authentic, impactful long-term goals.

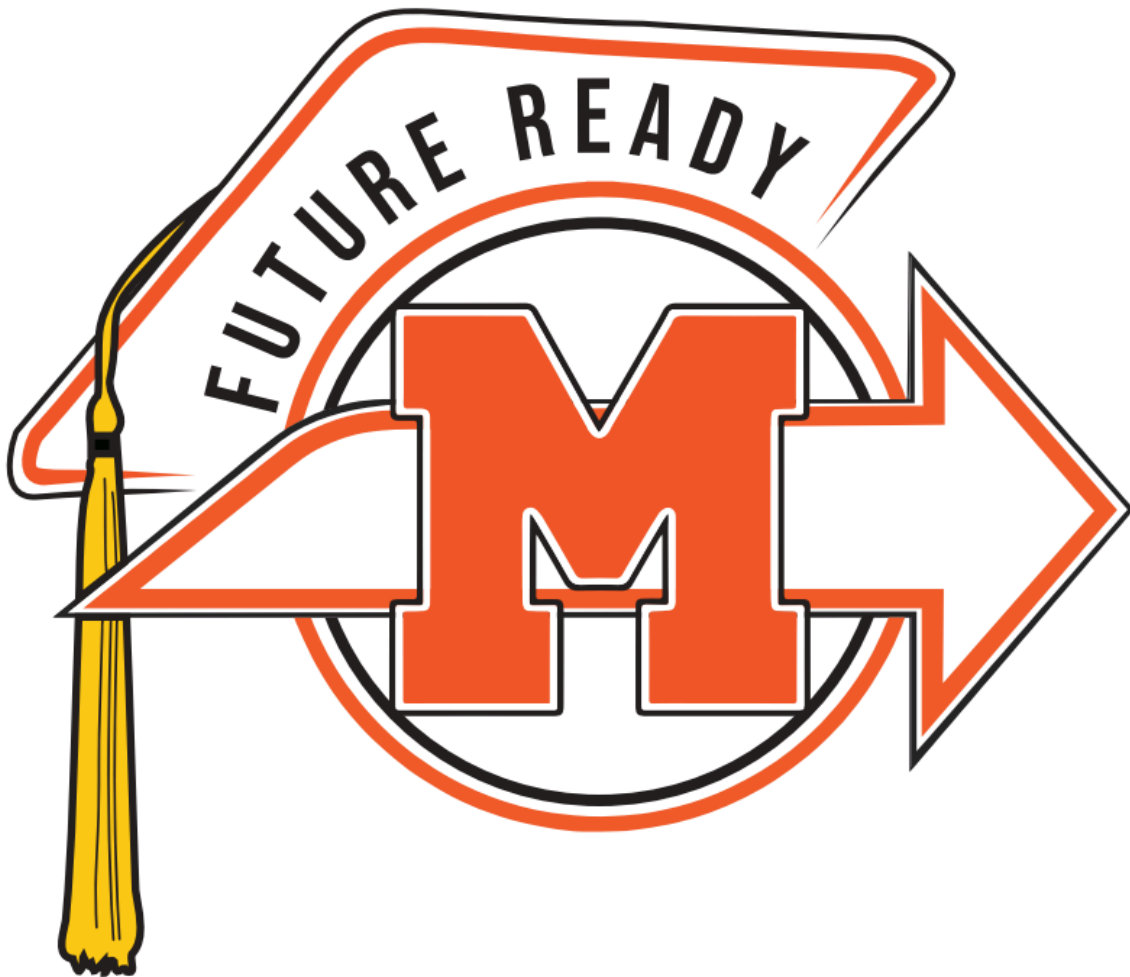


Critical Thinking
The ability to effectively gather and assess information.

Middleborough High School Wide Learning Expectations

Through varied learning opportunities, all Middleborough High School students will:

1. Clearly, fluently, and confidently present ideas;
2. Acquire and assess information for a purpose;
3. Apply critical and analytical thinking to solve problems;
4. Collaborate to meet a common goal;
5. Create original products that demonstrate skill and knowledge;
6. Respect the diversity of beliefs, opinions, and needs in the global society; and
7. Demonstrate the value of service to the welfare of the community.



Academic Levels - An Overview

Advanced Placement (AP)

Middleborough High School offers 19 Advanced Placement courses. These courses are for students who are willing and able to apply themselves to college-level studies. The course work is considered college-level preparation, carries additional weight in computing grade point average, offers the opportunity to earn college credit, and is designated to be rigorous and challenging. Colleges may grant credit, placement, or both to students who score a 3, 4 or 5 on the AP tests administered in May. All of the Advanced Placement Programs are within the guidelines of the College Board with local curriculum control. Students interested in pursuing Advanced Placement courses must understand that in order to receive credit for Advanced Placement level, they are required to take the Advanced Placement exam in May.

Honors (H)

Students who select courses within this pathway must understand that this is a rigorous college preparatory level. It is designed for students who demonstrate high academic achievement through a combination of motivation and aptitude. Honors courses contain considerable enrichment and acceleration. Instruction meets and exceeds all current mastery standards and benchmarks described in the district curriculum and/or state frameworks. These courses emphasize higher-order thinking in analysis, synthesis, and evaluation. An Honors student must be able to work independently on multiple tasks at a given time. This student goes beyond defining, summarizing, and organizing large bodies of knowledge; and can successfully and actively analyze and develop skills of synthesis and criticism. This individual must be personally organized, disciplined and committed.

College Preparatory (CP)

The depth and design of instructional delivery is geared towards preparing the student for the expectations and level of rigor of a four-year college or university. Instruction meets and exceeds all current mastery standards and benchmarks described in the district curriculum and/or state frameworks. A College Prep student is able to move from more structured learning tasks to independent active learning. This student must be able to define, summarize, and organize large bodies of knowledge, and needs to be able to analyze problems and to develop the skills of synthesis and criticism. All courses in this Program of Studies are college preparatory unless identified as Honors (H), Advanced Placement (AP), or certain courses within the Physical Education Program.

Graduation Requirements by Year of Graduation

Our first objective is to bring all students up to proficient levels of achievement based upon the school's expectations for student learning. The subjects that are required are listed below.

Total credit requirements for graduation:

All students must earn 136.00 credits including the completion of all core and non-core subject area requirements.

All students are required to take 40.00 credits each year. Students must remain scheduled in all courses throughout the academic school year. Seniors must earn a minimum of 30.00 credits as part of their graduation requirement.

Promotion Policy

Promotion from grade-to-grade in high school is based on credit accumulation in conjunction with the fulfillment of core requirements and academic standards / expectations.

Requirements designated to earn status as a:

Sophomore	Junior	Senior	Graduate
32.50	65.00	97.50	136.00

Students with fewer than 136 credits will not graduate. It is likely that many students will accumulate more than 136 credits at the time of graduation. It may also be the case that some students could transfer to Middleborough High School having accumulated more than 136 credits. It is important to note that in order to earn a Middleborough High School Diploma, in addition to the minimum credit requirements, the minimum graduation requirements listed below must also be fulfilled in all categories before a diploma can be conferred.

GRADUATION REQUIREMENTS FOR A MHS DIPLOMA

English	20.00	credits	Students must pass four (4) full year courses: English I, II, III, IV.
Mathematics	20.00	credits	Students must take and pass four (4) full year courses in Mathematics each year.
Science	15.00	credits	Students must pass three (3) full year lab science courses.
History/Social Science	15.00	credits	Students must pass three (3) full year courses: US History I & II and World History.
World Language	10.00	credits	Students must pass two (2) full year courses of the same world language in the sequence.
Health/Wellness/ Physical Education	10.00	credits	Students must pass four (4) 2.5 credit courses. One (1) physical education course per year.
Computer Science/Technology	5.00	credits	Students must pass one (1) 5.0 credit course or (2) 2.5 credit courses in computer technology.
Fine/Performing Arts	5.00	credits	Students must pass one (1) 5.0 credit course or (2) 2.5 credit courses in Theatre, music, or visual arts.
Senior Credit Requirement	30.00	credits	All seniors must earn at least 30 credits during their senior year in order to receive a diploma.
Service Learning	24.00	hours	All students must complete a minimum of 24 hours of community service over the course of four years.

- All students must meet all Competency Determination requirements set by Middleborough Public Schools, which all students must satisfactorily meet all requirements to receive a Middleborough High School Diploma.
- Middleborough High School must administer the MCAS Biology Exam (Grade 9) and the MCAS ELA and Math Exam in Grade 10 as required by the Department of Elementary and Secondary Education.

1. In order to receive a diploma, a student must successfully earn a total of 136 credits.
2. Successful completion of a course that meets for a semester earns two and a half (2.5) credits towards a diploma.
3. Successful completion of a course that meets for the year earns five (5.0) credits towards a diploma.
4. Students must pass all classes required to earn a diploma.
5. Each student must enroll in a full schedule of courses (equal to 40 credits).
6. If a student fails any course, they can enroll in our Credit Recovery Program and may apply those credits to the total needed for a diploma to be conferred.
7. Each student must earn 30 credits in their senior year in order to receive a diploma.
8. A student may take a summer school course to improve a course grade for which a grade between 50-59 was earned. Both the failing grade and new grade will appear on the student's transcript. The student will receive the same number of credits for the class retake had they passed the course at Middleborough High School. The new grade will not be factored into the GPA.
9. Students who lose credit for a course based on the attendance policy, but pass the course, may not advance to the next course in that subject until the student has successfully completed an approved Credit Recovery Program.

Community Service Hours

Community service provides valuable learning opportunities where students can apply what they have learned in classes. All students will need to document 24 hours of community service learning by the time of graduation to meet the seventh school wide learning expectation. MHS will facilitate students' tracking of all community service hours performed. Any activity that is done without pay for the good of the community may count. Students who already participate in community service as part of a class, team, club or civic organization will receive credit for their hours upon submission. Students not working through an established volunteer organization should obtain pre-approval for their proposed community service activity. Students who complete hours beyond the minimum may be considered for awards. Suggestions for community service, contacts and scheduling will be available through Ms. Bridget Redpath – email: bredpath@middleboro.k12.ma.us.

Marking System/Quality Point Scale

At the beginning of each course, each teacher will provide to all their students an explanation of their particular marking system. The explanation will include but not be restricted to a range of assessment tools and processes that are used in calculating individual grades. Grades are issued four times each year with grades of an A, B, C, and D considered passing grades. An F denotes a failing grade for a course. Numerical grade equivalents are:

Letter Grade	Numeric Grade	AP/DE Scale	Honors Scale	College Prep Scale
A+	97-100	5.33	4.83	4.33
A	93-96	5.00	4.50	4.00
A-	90-92	4.67	4.17	3.67
B+	87-89	4.33	3.83	3.33
B	83-86	4.00	3.50	3.00
B-	80-82	3.67	3.17	2.67
C+	77-79	3.33	2.83	2.33
C	73-76	3.00	2.50	2.00
C-	70-72	2.67	2.17	1.67
D+	67-69	2.33	1.83	1.33
D	63-66	2.00	1.50	1.00
D-	60-62	1.67	1.17	0.67
F	0-59	0.00	0.00	0.00

In addition, the following designations may be used in the marking system:

M - Medical Excuse

I - Incomplete

W - Withdrawn

P - Pass

GPA, Class Rank & Honor Roll Status

Class Rank

Class Rank is weighted. The value of the grades fluctuate depending on the level of the course in which the grades were earned. At the end of sophomore year, their cumulative rank is calculated. Once the seniors' fourth quarter grades are calculated, class rank will determine Valedictorian and Salutatorian. The Valedictorian is the senior student who is ranked first in their class. The Salutatorian is the senior student who is ranked second in their class. To be eligible for Valedictorian or Salutatorian, a student must be enrolled at Middleborough High School in the last four (4) semesters immediately before graduation.

Transfer Students

To be eligible for Valedictorian or Salutatorian at Middleborough High School, a student must complete two full school years at Middleborough High School. They must enter by the first day of school their junior year and complete both their junior and senior years at Middleborough High School.

Transcripts, GPA & Class Rank

Middleborough High School does not release student transcripts with GPA and Class Rank until the completion of sophomore year. GPA and Class Rank are run after each semester of a student's junior and senior years. If a student is applying for Early Action or Early Decision to college, the transcript that will be sent on their behalf will contain final grades through junior year with the student's cumulative weighted GPA and weighted Class Rank. A midyear report will then be sent on the student's behalf once Semester I closes with their adjusted cumulative GPA and Class Rank.

Why is the transcript important?

The high school transcript is a very important record that is used by college admissions officers, employers, and military recruiters to make decisions about a student's admissibility to college, employability in the workforce and eligibility to join the armed forces. Generally speaking, the high school transcript is what colleges put the most value on when making an admissions decision about their applicants. This complete record of your coursework, grades and credits, provides concrete evidence of whether you're prepared to attend a particular college/university, trade school, military service, or the workforce. The best high school transcript will show consistent grades in a challenging course load and will impress colleges and tell them that you are ready for college-level work. It is important to note that most colleges and universities will re-calculate the student's GPA. If you are a student who is going into the workforce after graduation from high school, you too must have a strong transcript. In today's market where there are hundreds of applicants for each job; many employers are asking for copies of their applicants' transcripts. When being compared with another applicant with a stronger transcript, you may lose out on getting a job because of poor performance in high school. To be eligible to enter the military, a student must first complete high school. The military will request a copy of your final transcript. In order to get into some branches of the service, you must have a very strong high school transcript. Other branches may accept students with weaker grades, but if the student is seeking a specific job, especially the higher paying military jobs, the students will not even be looked at if they have not met certain minimum grade criteria.

Honor Roll

Honor roll status is based on a student's grades. Students earning an A- or above in every course may attain high honors status. Students earning a B or above in every course may attain honor roll status.

High Honors - No grade less than A-

Honors - No grade less than B

Nothing But A's Club: Students who receive Nothing But A's on their Quarter I and Quarter II Report Cards and Quarter III and Quarter IV Report Cards will receive an invitation to be inducted into the Nothing But A's Club. This induction will happen at the end of the school year.

Curriculum Plan

Most degree-granting colleges require a minimum of sixteen (16) academic units for entrance. A unit represents one year's work in a regularly scheduled prepared academic subject. Thus, a year of Geometry or a year of United States History, successfully completed, represents one unit for admission to college. A world language should be pursued for at least two consecutive years. Of the 16 units, a majority of colleges prescribe English (4), Mathematics (4), Social Studies (3; 1 must be United States History), Science (3; 3 must be laboratory sciences), World Language (2 years of the same language) and electives (2 courses from the above subjects or the Arts & Humanities or Computer Sciences).

AP Test Policy

Students who register for an Advanced Placement class are expected to take the AP exam in May. This is a requirement in all AP courses. These exams cost approximately \$99.00 per exam. The test fee is to be paid by the student by the set deadline each year. Some financial assistance is available for those students who are unable to afford the test fee. If a student has free or reduced lunch status, the student must attain a Waiver Form from the School Counseling Office. If the waiver is approved, the student will be issued the reduced rate.

NCAA Eligibility Standards

Students who wish to participate in college athletics at the NCAA Division I or Division II level must become eligible by choosing from Middleborough High Schools list of NCAA approved core courses. Students must maintain a grade-point average of 2.3 or higher for Division I and 2.2 or higher for Division II. Students can also choose to earn the minimum scores on the SAT or the ACT, which are optional exams under the updated NCAA Eligibility Standards. Middleborough High School counselors are familiar with all NCAA eligibility requirements, and are available to review students' course schedules for courses appropriate for NCAA eligibility. Students interested in playing college sports should meet with their school counselor during their freshman year to begin the eligibility process. We encourage students and families to start the process by registering with the NCAA eligibility Center using the following link [NCAA Eligibility Center Registration](#). We also encourage you to view the [NCAA Guide for College Bound Student-Athletes](#).

Course Placement Review Process

Teachers will carefully review and consider their course recommendations for each student. It is important to maintain clear communication between the student, parent/guardian, and teacher, particularly when a teacher's recommendation differs from the level the student feels is more appropriate. In order to facilitate understanding when this difference occurs, the student and parents/guardians are encouraged to talk with the teacher and, if necessary, the appropriate department leader. If the decision is to override the teacher's recommendation, the parent/guardian/student will complete the Course Recommendation Override Form. This form will be reviewed by the School Counselor and Administration for approval. The Course Recommendation Override Form indicates that the student and parent/guardian understand they are selecting a course that has not been recommended by their teacher.

Teacher recommendations will take place during the month of January and early February before the student course selection begins in late February - early March. Teacher recommendations will be pre-populated into Aspen during course selection. The Course Recommendation Override and Waiver Form will be located in the School Counseling Office. Students need to submit their completed Course Recommendation Override Form to their school counselor, by the established deadline or the student will be scheduled for their recommended course.

For students entering Grade 9, course placement incorporates grades in their current eighth-grade courses, teacher recommendations, standardized test results including MCAS, input from students, parents/guardians as well as the additional information available in Individualized Education Plans (IEPs), and 504 Plans. Families should consider the time and dedication to an all-honors curriculum. The high school counselors will work closely with the school counselors at the middle school to assist with ninth-grade course selection. A Program of Studies Night and assemblies and meetings with high school department leaders and school counselors from the high school will take place during the month of January and February, and throughout the spring semester as needed.

Middleborough High School Scheduling Process

Online Aspen Course Selection Process

Middleborough High School's master schedule is designed with many variables in mind. It is the intent of the Building Administration, counselors and staff to not only offer a well-designed schedule, but one that puts equal emphasis on the placement of a large percentage of student elective interests. Since the entire program is designed each Spring in accordance with requests made by the students; with recommendations from teachers, advice of counselors, and the approval of parents, while also adhering to School Committee approval; staffing needs, staffing schedules; student interest levels, and budget as well as building facility demands – no request for a change in a student's schedule will be honored unless extraordinary circumstances exist.

See your School Counselor if you feel you have an extraordinary circumstance.

After the start of the school year, unless there is a scheduling conflict, there will be no changes made to a student's full year schedule with the exception of any of the following conditions:

- A change in academic level is needed,
- A move of students from one section to another to balance classes within a Department,
- A change to correct an error in a schedule, or
- A recommendation for a change resulting from a pre-referral conference; CAP or 504 plan initiative; an IEP/Team Meeting; or ELL contact.

Note: If a student desires a change in academic level, approval will only be granted by the Principal after the student, teacher, school counselor, parent(s) /guardian(s) communicate and agree to the change.

Reasons for change such as disliking a course, underestimating the course expectations, selecting or deselecting a specific teacher, wishing to take an easier course, not realizing what the course would be like, or wanting to be in class with friends are inappropriate justifications for a schedule change and will not be honored. This is why it is important to choose your courses wisely after careful consideration of the Program of Studies.

No course will be changed without the completion of the ADD/DROP form that provides written acknowledgement from the student's parent/guardian, approval from the teacher and the department chair, the school counselor and final approval by the building principal. If a change of course request is approved, the school counselor will conduct an ADD/WITHDRAWAL of the appropriate courses. Should the request be denied, an appeal by the parent/guardian of the student may be made through the head of the department in which the course is offered or through the principal.

Note: With any change in ability level within a department, the student's numerical average will be forwarded to the new teacher. Once school has begun, all dropped courses will appear as WITHDRAWN courses and a ("W") will appear on a student's transcript. The student's earned grade for the term/semester will also appear on the student's permanent transcript. We are required by the State's Department of Education to present snapshots of student schedules at the commencement of a school year. Any changes made to student schedules must be posted to the State and reflected on students' transcripts accordingly.

Contact Information		
Telephone Extensions		
Dial 508-946-2010 and the extension listed below		
<i>Department Leaders:</i>		
Mrs. Jessica Bucu	English Language Arts	3136
Mr. Kurt Roensch	Science and Technology	3130
Mr. Justin Pittsley	Fine/Performing Arts	3117
Mrs. Caterina Swanson	World Language	3137
Mr. Steven Chamberlain	Mathematics	3187
Mr. Matthew Osgood	History and Social Science	3135
<i>School Counseling Department:</i>		
Mrs. Amy Beirne	School Counselor	3111
Mrs. Colleen Breton	School Counselor	3221
Mr. Andrew Swiderski	School Counselor	3133
Mr. David Perrone	School Counselor	3111
Mrs. Tammy Miller	School to Career Counselor	3124
<i>Administrative Team:</i>		
Mr. Paul Branagan	Principal	3102
Mr. Jeffery Sylvia	Assistant Principal	3106
Mr. Andrew Dizel	Assistant Principal	3103
Mr. Ryan Sylvia	Athletic Director	3116
Mrs. Lacey Foley	Futures Academy Director	3114
Ms. Rachel Joseph	Special Education Coordinator	3139

School Counseling Department Services

Vision

The vision of the Middleborough High School Counseling Department is for all students to acquire the academic, vocational and personal/social skills needed to be productive and successful members of society after graduation.

Mission

School Counseling services are a vital part of the Middleborough High School education process that first helps students discover their needs and abilities, and then assists them in designing a specific plan of action to help them realize their full potential. This function is viewed as a shared responsibility between the school counselor, the student, and the parent/guardian.

Goals

The goals of the MHS School Counseling Department are to support the American School Counseling Association's (ASCA) National Standards for student academic, career and personal/social development.

Academic Development

- Assist students, parents/guardians, administrators and teachers in dealing with the challenges that may limit the student's ability to take advantage of the school's educational opportunities.
- Assist with course selection, evaluation of course schedule, and implementation of Future Ready planning.

Career Development

- Provide students and parents/guardians with information and resources for short and long-term planning.
- Provide career activities designed to discover, explore, and define students' interests and abilities through the utilization of interactive software and the internet.
- Help students develop a viable plan for their future using resources both in and out of school.

Personal/Social Development

- Assist students in strengthening their self-awareness.
- Help students evaluate and problem solve.
- Identify students in need of services and to coordinate available resources through the assistance of the Child Study Team.

Services Provided

Support All Students - Support individual social, emotional, and academic needs. Work to best ensure all students' well-being and growth.

Self-Assessment - Assist students in using the numerous tools available to determine ability, achievement, and interests.

Communication - reach out to parents/guardians and the community to keep them informed of the services of the school and the needs, abilities, and accomplishments of the students.

Services by Year

- Grade 9** - Facilitate *Planning for Your Future...Transition to High School & Career Planning for Freshmen* workshops to discuss the resources and supports available.
- Highlight activities, rules, course sequences, four-year curriculum plans, graduation requirements and school counseling initiatives.
- Advise on course selection.
- Grade 10** - Facilitate *Planning for Your Future...Career Planning for Sophomores Workshops*
- Investigate different careers through various mediums such as interest inventories and exposure to professionals in the fields.
- Advise on course selection.
- Begin to develop resume.
- Grade 11** - Continue career exploration and begin the College Planning Planning process.
- Facilitate *College Planning for Juniors & Their Families-Where to Begin* workshop (Winter).
- Facilitate *College Planning for Juniors & Their Families-What You Should Be Doing Over the Summer* Workshop (Spring).
- Advise on course selection.
- Update resume.
- Grade 12** - Facilitate College Application Boot Camp (Summer).
Facilitate *College Planning for Seniors & Their Families-The Nuts & Bolts of Applying to College* Workshop (Fall).
- Finalize the post-secondary planning process and finalize resume.

Media Center/Learning Commons

Drawing from the American Association of School Librarians' Standards for the 21st Century Learner, the library focuses on helping students develop information literacy skills crucial for success. Students use library skills, resources, and tools to inquire, think critically, and gain knowledge to draw conclusions, make informed decisions, and apply this information to new situations. With library support, students create and share knowledge, participate ethically and productively in society, and pursue personal and aesthetic growth.

The MHS Learning Commons offers students electronic research experiences and traditional print materials in the book and reference collections. The main collection consists of over 4,000 print volumes to reflect students' needs for curriculum support and their reading interests. The collection is accessed through an online catalog, which is available to search at school and from home. Students can use the online catalog to reserve and renew materials and post reviews of items they have read.

Through its membership in the Massachusetts Library System (MLS), the library offers access to full-text articles and e-books through online databases, including *Encyclopædia Britannica*, *The New York Times*, and *The Boston Globe*. Students can search over 33 databases, which are updated daily, and find magazine, journal, and newspaper articles relevant to their needs. These are some of the same resources students will continue to employ in college, professionally, and for personal enrichment.

Many thousands of e-books, audiobooks, and digital magazines are available to students through our subscription to [Sora](#), another benefit of MLS membership.

The Learning Commons has two computers to search the catalog and for student printing and twenty-five laptops to borrow when their school-issued device needs repairs or updates. Individual students use the Learning Commons for research, in-depth study, and reading. Small groups gather in the Learning Common for collaborative work.

With appropriate resources and tools, library instruction, learning strategies, and practice, the Learning Commons is a resource that helps to develop students' essential learning skills. Teachers schedule library research and instruction sessions at the beginning and throughout class projects. Individual, small group and class instruction are offered to support classroom projects throughout the assignment period. The Learning Commons is open from 7:10 a.m. to 2:20 p.m. The librarian looks forward to serving students' diverse reading interests and information needs.

English Department Course Offerings

English Language Arts courses are designed to immerse students in environments with rich opportunities to acquire the essential knowledge and skills to become effective critical thinkers and successful communicators. Opportunities are provided to help students become conscientious citizens who value literacy in their everyday lives, apply their knowledge and skills in authentic situations, and recognize the value of empathy and diversity in the human experience. All courses are intended to support students in their individual journeys through adolescence and prepare them for life after high school.

Please refer to the link to explore the numerous offerings of the English Department with greater detail.

LINK TO SPREADSHEET:

[FINAL 2026 - 2027 Program of Studies - Course Descriptions](#)

Please make note of the importance of the sequence and potential prerequisites for many of the courses within the English Department.

Academic Core Classes:

- Grade 9** - English I - Honors
English I - CP
- Grade 10** - English II - Honors
English II - CP
- Grade 11** - English III - Honors
English III - CP
Language and Composition - Advanced Placement
Literature and Composition - Advanced Placement
- Grade 12** - English IV - Honors
English IV - CP
Language and Composition - Advanced Placement
Literature and Composition - Advanced Placement

English Elective Program:

<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
<ul style="list-style-type: none"> • Journalism I • Literacy Lab I • Creative Writing • Real World Communication 	<ul style="list-style-type: none"> • Journalism I • Creative Writing • Literacy Lab II • Real World Communication 	<ul style="list-style-type: none"> • Journalism II • Podcasting • Sports and Literature • World Mythology 	<ul style="list-style-type: none"> • Journalism II • Podcasting • Sports and Literature • World Mythology • Genocide Through Literature

English Language Learners Program

This course is designed for the non-English speaking student who enters the ELL program at the secondary level. The objective is to provide non-English speaking students, and Limited English Proficient (LEP) students, with the opportunity to learn and to use English in the four basic skills; listening, speaking, reading, and writing. Students expand their knowledge of vocabulary and correct English usage. The continued development of language is achieved through reading, writing, and discussion of English literature in various forms. In this sheltered English immersion classroom, instruction is designed to permit active engagement by ELL/LEP students throughout the school day. Lessons are designed collaboratively with all content area teachers to meet the specific academic needs of each student.

Mathematics Department Course Offerings

The Mathematics Department offers a variety of courses that appeal to students with diverse interests and learning styles. Our goal is to provide standards-based, student centered instruction in every math class. Through problem solving experiences, hands-on exploration, discovery and discussion coupled with technology, students will make sense of mathematics and appreciate its power and relevance.

MHS Mathematics courses are aligned with the MA State Curriculum Framework for Mathematics. Within this framework, there are Eight Standards for Mathematical Practice proficient math students should utilize. These eight standards are essentially habits of mind that students of mathematics courses should be developing while they explore the content. They are as follows:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Please refer to the link to explore the numerous offerings of the Mathematics Department with greater detail.

LINK TO SPREADSHEET:

[FINAL 2026 - 2027 Program of Studies - Course Descriptions](#)

Please make note of the importance of the sequence and potential prerequisites for many of the courses within the Mathematics Department. Teacher recommendations incorporate the use of data consisting of test scores, Star 360 data, and other standard assessment data to help provide the most appropriate and supportive learning environment for each student.

Academic Core Classes:

- Grade 9** - Algebra I - Honors
Algebra I - CP
Geometry - Honors
- Grade 10** - Geometry - Honors
Geometry - CP
Algebra II - Honors
Algebra II - CP
Statistics - Advanced Placement
- Grade 11** - Algebra II - Honors
Algebra II - CP
Pre-Calculus - Advanced Placement
Pre-Calculus - CP
Calculus AB - Advanced Placement
Statistics - Advanced Placement
- Grade 12** - Pre-Calculus - Advanced Placement
Pre-Calculus - CP
Financial Literacy - CP
Statistics - Honors
Statistics - CP
Statistics - Advanced Placement
Calculus - Honors
Calculus AB - Advanced Placement
Calculus BC - Advanced Placement

Mathematics Elective Program:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • Math Lab I 	<ul style="list-style-type: none"> • Math Lab II • The Numbers Game • Consumer Economics 	<ul style="list-style-type: none"> • Excel • Consumer Economics • The Numbers Game • The Stock Market Game 	<ul style="list-style-type: none"> • Excel • Consumer Economics • The Numbers Game • The Stock Market Game

Mathematics/Early College Program - Massasoit Community College:

Financial Accounting I & II

- **Prerequisite:** A GPA of 3.0 or higher, and earned a B or higher in Algebra II and English II. Students who do not have a 3.0 GPA or the grade requirement in Algebra II must earn a qualifying score on the Accuplacer Exam.

This course is an introduction to accounting concepts and principles. Topics cover the accounting cycle, recording transactions, adjustments, the worksheet, financial statement preparation, and closing the accounts. Current assets, including cash, receivables, inventories, and methods of depreciation are covered. The emphasis is on the sole proprietorship form of business organization for both service and merchandising firms. Computer applications are integrated.

Courses will be offered on a rotating basis, in collaboration with Massasoit Community College as part of the “Jim Braga Pathway to Business”, and qualifies as Grade 12 Mathematics.

Personal Finance:

- **Prerequisite:** A GPA of 3.0 or higher, and earned a B or higher in Algebra II and English II. Students who do not have a 3.0 GPA or the grade requirement in Algebra II must earn a qualifying score on the Accuplacer Exam.

This course provides for the planning and management of personal assets by individuals over both short-term and long-term periods. Topics include household budgeting, savings and financial institutions, consumer credit and other borrowings, insurance investments, pensions and annuities, and the implications of taxes in decisions. An overview of relevant topics for planning, maintenance, and protection of personal estates is also discussed.

Courses will be offered on a rotating basis, in collaboration with Massasoit Community College as part of the “Jim Braga Pathway to Business”, and qualifies as Grade 12

Mathematics.

History and Social Science Course Offerings

The History and Social Sciences Department curriculum, grades nine through twelve, provides a common program for all students complete with a variety of required and elective courses, which satisfy district guidelines regarding concepts and skills that all students will achieve by being enrolled in a social science course at Middleborough High School. The common core courses, United States History I, United States History II, and World History are offered in a three-year sequence and are designed to develop in every student critical thinking skills, and to foster a spirit of acceptance, inquiry and critical reflection. The successful completion of three years of History at the high school consisting of United States History I, United States History II and World History is required for graduation. Beginning in the 9th grade and continuing into grade 12, students are offered a wide variety of electives and Advanced Placement courses.

The History and Social Sciences Department course offerings focus on inquiry, the depth of knowledge and understanding rather than the broad base of coverage of major historical topics and time periods. All departmental courses offered are designed to develop the student's ability to analyze and solve problems using appropriate social science practice strategies. Each course is created with the mission to have all students read, write, speak and listen like an historian in effort to empower them to become thoughtful, civically engaged and globally aware participants while demonstrating good citizenship within the school and larger democratic society and complex world. Moreover, All Middleborough High School History and Social Science students will be provided with not less than one student-led, non-partisan civic engagement opportunity consistent with the 2018 Massachusetts History and Social Science Curriculum Framework and within their grade 9-12.

Please refer to the link to explore the numerous offerings of the History & Social Science Department with greater detail.

LINK TO SPREADSHEET:

[FINAL 2026 - 2027 Program of Studies - Course Descriptions](#)

Please make note of the importance of the sequence and potential prerequisites for many of the courses within the History and Social Studies Department.

Academic Core Courses:

- Grade 9** - United States History I - Honors
United States History I - CP
- Grade 10** - United States History II - Honors
United States History II - CP
United States History - Advanced Placement
- Grade 11** - World History - Honors
World History - CP
United States History - Advanced Placement

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European History - Advanced Placement

Grade 12 - United States History - Advanced Placement
 European History - Advanced Placement

History and Social Science Elective Program:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> ● Human Geography - <i>Advanced Placement</i> 	<ul style="list-style-type: none"> ● Human Geography - <i>Advanced Placement</i> ● US History - <i>Advanced Placement</i> ● Current Issues ● Introduction to Law ● International Relations and Model Diplomacy 	<ul style="list-style-type: none"> ● Human Geography - <i>Advanced Placement</i> ● US History - <i>Advanced Placement</i> ● European History - <i>Advanced Placement</i> ● Psychology - <i>Advanced Placement</i> ● US Government & Politics (<i>Honors & CP</i>) ● Current Issues ● Introduction to Law ● Introduction to Psychology ● Economics ● Introduction to Sociology ● International Relations and Model 	<ul style="list-style-type: none"> ● Human Geography - <i>Advanced Placement</i> ● US History - <i>Advanced Placement</i> ● European History - <i>Advanced Placement</i> ● Psychology - <i>Advanced Placement</i> ● US Government & Politics (<i>Honors & CP</i>) ● Current Issues ● Introduction to Law ● Introduction to Psychology ● Introduction to Sociology ● Economics ● International Relations and Model Diplomacy

		Diplomacy	
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Science Department Course Offerings

Science and technology play an important role in our everyday lives. Scientific and technological literacy are needed in order to make educated and appropriate decisions within our global society. It is the goal of the Middleborough High School Science and Technology Department to provide our students with diverse course offerings that enable them to understand and value the contributions of science and technology and how they impact our lives.

Courses in the 3 main disciplines of science are offered: Biology, Chemistry, and Physics. These courses, along with other specialized courses within the physical and life sciences, are lab sciences and will count towards the graduation requirement. The department also offers a variety of electives that allow students to pursue areas of academic and career interest. Whether it is a core course or an elective, students will engage in activities that utilize hands-on learning, problem solving, critical thinking, and collaboration skills. All of our science and technology courses are aligned with the Massachusetts State Curriculum Frameworks.

Please refer to the link to explore the numerous offerings of the Science & Technology Department with greater detail.

LINK TO SPREADSHEET:

[FINAL 2026 - 2027 Program of Studies - Course Descriptions](#)

Please make note of the importance of the sequence and potential prerequisites for many of the courses within the Science and Technology Department.

Academic Core Courses:

- Grade 9** - Biology - Honors
Biology - CP
- Grade 10** - Chemistry - Honors
Chemistry - CP
Conceptual Physics - CP
Biology - Advanced Placement
Chemistry - Advanced Placement
- Grade 11** - Conceptual Physics - CP
Environmental Science - CP
Comparative Zoology - Honors
Human Body Systems - Honors
Physics - Honors

Physics - Advanced Placement
Chemistry - Advanced Placement
Environmental Science - Advanced Placement
Biology - Advanced Placement
Grade 12 - Conceptual Physics - CP
Environmental Science - CP
Comparative Zoology - Honors
Human Body Systems - Honors
Physics - Honors
Physics - Advanced Placement
Chemistry - Advanced Placement
Environmental Science - Advanced Placement
Biology - Advanced Placement

Project Lead the Way Program Offerings - Science

Biomedical Pathway

In the Biomedical Science pathway, you'll step into the roles of biomedical professionals to tackle real-world health challenges. You'll investigate the intricate workings of the human body and explore the prevention, diagnosis, and treatment of disease. This pathway delves deep into concepts of human medicine, physiology, genetics, microbiology, and public health, turning you into a medical detective.

How You'll Learn by Doing:

- **Investigate a Crime Scene:** In the introductory course, you'll analyze evidence from a fictional death, examining autopsy reports and medical histories to learn fundamental concepts in human physiology and medicine.
- **Build a Body:** Using a skeletal Maniken®, you will build organs and tissues to explore how different human body systems interact and function together to maintain homeostasis.
- **Design Medical Solutions:** You'll follow a fictional family's medical journey, exploring how to combat infections, screen human DNA for abnormalities, and evaluate various cancer treatment options.

Students who enroll in the program are expected to be seeking a major in the health sciences upon graduation, have a genuine interest and strong work ethic. Students who complete the courses in a PLTW pathway, including Capstone, will receive an PLTW medal prior to graduation. *Students who enroll in PBS should not enroll in Forensic Science due to significant overlap in curriculum.*

Required Courses
9th Grade: Principles of Biomedical Science Biology
10th Grade: Human Body Systems Chemistry
11th Grade: Medical Interventions Physics or AP Physics
12th Grade: Biomedical Internship Capstone Physics or AP Physics (If not taken in 11th Grade)

Engineering Pathway

The Engineering pathway empowers you to think like an engineer. You'll adopt a problem-solving mindset to find solutions for pressing problems and learn how to turn your ideas into reality. This pathway immerses you in real-world challenges, helping you become a better collaborator and thinker, whether you're interested in designing buildings, machines, or sustainable energy sources.

How You'll Learn by Doing:

- **Become a 3D Designer:** Using state-of-the-art computer software like Inventor, you will learn the product design process by creating, analyzing, and rendering 3D models of objects.
- **Program Intelligent Robots:** You'll build and program VEX robots to meet specific challenges, learning the system configurations and coding languages used in industrial robotics.
- **Create Digital Devices:** You'll design and build the digital circuits found in everyday items like video games, calculators, and watches using industry-standard electronic design software.

Students who enroll in the program are expected to be seeking a major in engineering upon graduation and have a genuine interest and strong work ethic. Students who complete the courses in a PLTW pathway, including Capstone, will receive an PLTW medal prior to graduation.

Required Courses
9th Grade: Introduction to Engineering Design Biology
10th Grade:

Civil Engineering and Architecture Chemistry
11th Grade: Principles of Engineering or Aerospace Engineering Physics or AP Physics
12th Grade: Engineering Internship Capstone

**Will count for all Grade 11 & 12 students enrolled in the Biomedical and Engineering Pathway toward completing the third lab science requirement for graduation.*

Science Elective Program:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> ● Observational Astronomy ● Robotics 	<ul style="list-style-type: none"> ● Observational Astronomy ● Oceanography ● Alternative Energy and Conservation ● Robotics ● Robotics II 	<ul style="list-style-type: none"> ● Observational Astronomy ● Oceanography ● Alternative Energy and Conservation ● Forensic Science ● Robotics ● Robotics II 	<ul style="list-style-type: none"> ● Observational Astronomy ● Oceanography ● Alternative Energy and Conservation ● Forensic Science ● Robotics ● Robotics II

Dissection and Dissection Alternatives Policy

In accordance with the 2005 Board of Education's Policy on Dissection and Dissection Alternatives, the Middleborough School District has developed the following policy.

Participation in hands-on science is important to learning science and dissections are a valuable learning experience in which all students are encouraged to participate. When dissection is used in the classroom:

- Teachers will thoroughly explain the learning objectives of the lesson and use written and audio-visual materials as appropriate to maximize the educational benefits of the experience.
- All specimens will be treated with respect.
- All students will be informed, prior to the dissections, that they have the option of discussing individual concerns about dissection with the appropriate teacher.
- Upon completion of the dissection, the remains will be appropriately disposed of as recommended by the local board of public health.

The science courses that include dissection also include dissection alternatives. Upon written request of a student's parent or guardian, our school will permit a student who objects to dissection activities to demonstrate competency through an alternative method.

Currently our school offers the following courses that include dissection: APBiology, Biology, Oceanography, and Human Body Systems.

Alternative activities may include but are not limited to simulated on-line dissections, dissection alternative software, models, and/or a research paper covering the learning objectives of the lesson.

The procedure for a student to participate in an alternative activity in place of dissection is as follows:

The student will notify the science teacher of the student's choice to participate in an alternative activity in place of participating in a dissection.

- The student will submit a written request from his or her parent/legal guardian to the science teacher or to the school principal.
- The student will be provided an alternative activity to be determined by the teacher who will specify in writing what is expected of the student. Alternative activities should allow students to gain the same content knowledge as a dissection activity and should allow for a comparable investment of time and effort by the student.
- The student will accept responsibility for completing the alternative activity within the assigned time and is expected to learn the same content knowledge as if the student were performing the dissection activity.

The student will be subjected to the same course standards and examinations as other students in the course.

Computer Science Course Offerings

The courses offered by the Middleborough High School in Computer Science are designed to prepare students for a future that will incorporate technology in many aspects of their lives. Students are required to take two technology classes (totaling five credits), which will provide them with fundamental knowledge of a variety of software programs.

All of our Computer Science courses are aligned with the Massachusetts State Curriculum Frameworks and will provide students with multiple opportunities to demonstrate proficiency regarding the following school-wide learning expectations.

Project Lead the Way - Computer Science Pathway

In the Computer Science pathway, you will engage in computational thinking to create technology-based solutions to real-world problems. This program goes beyond just programming; you'll learn to develop apps, analyze data, and explore cutting-edge fields like artificial intelligence and cybersecurity, preparing you for a future where technology is at the center of everything.

How You'll Learn by Doing:

- **Create Mobile Apps:** Working in teams, you'll build simple apps for mobile devices using MIT App Inventor® and then transfer that knowledge to learn the basics of text-based programming in Python®.
- **Defend Digital Worlds:** You will explore the tools and concepts of cybersecurity, learning how to identify and close vulnerabilities in computational resources while developing a commitment to ethical computing behavior.
- **Develop Artificial Intelligence:** You'll analyze complex problems and create artificially intelligent systems to solve them, engaging with applications related to automated vehicles and computer vision.

Students who complete the courses in the pathway, including Capstone, will receive an PLTW medal prior to graduation.

Please refer to the link to explore the numerous offerings of the Computer Technology and Television Production Programs with greater detail.

LINK TO SPREADSHEET:

[FINAL 2026 - 2027 Program of Studies - Course Descriptions](#)

Please make note of the importance of the sequence and potential prerequisites for many of the courses within the Computer Technology and Television Production Programs.

PLTW Computer Science Pathway Required Courses
<p>9th Grade: Computer Science Essentials</p>
<p>10th Grade: AP Computer Science Principles, Cybersecurity, Principles of AI</p>

<p>11th Grade: AP Computer Science Principles, Cybersecurity, Principles of AI AP Computer Science A</p>
<p>12th Grade: AP Computer Science A Computer Science Internship, Principles of AI Capstone</p>

Computer Science Elective Courses

<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
<ul style="list-style-type: none"> ● Mobile Apps ● Principles of AI 	<ul style="list-style-type: none"> ● Mobile Apps ● Computer Graphics ● Web Design ● Video Game Design ● Principles of AI 	<ul style="list-style-type: none"> ● Mobile Apps ● Computer Graphics ● Web Design ● Video Game Design ● Video Game Design II ● Principles of AI 	<ul style="list-style-type: none"> ● Mobile Apps ● Computer Graphics ● Web Design ● Video Game Design ● Video Game Design II ● Principles of AI

Middleborough High School Innovation Lab

Middleborough High School was proud to launch our Innovation Lab in 2022 known as the MiLab. MiLAB is a new and innovative space at Middleborough High School that provides students the unique opportunity to utilize advanced technology such as 3D printing, laser cutting, CNC, large format printing, vinyl cutting and wood machinery. Introductory courses will focus on the exploration and safe use of all this machinery, CAD, blueprints, schematics, problem solving etc...Special emphasis will be placed on building a digital portfolio and making connections to local industries that utilize similar technology.

Curriculum is based on the Massachusetts Curriculum Frameworks for Engineering and Technology as well the Massachusetts Vocational Frameworks.

Please refer to the link to explore the new offering of the Career Technical Program of the Middleborough High School Innovation Lab with greater detail.

LINK TO SPREADSHEET:

FINAL 2026 - 2027 Program of Studies - Course Descriptions

Innovation Pathway in Manufacturing

The Manufacturing Pathway is a state designation and the first of its kind in Middleborough as part of the Innovation Pathway Program. This pathway is an opportunity for students who enjoy hands-on learning to utilize the new innovative education center (MiLAB) that was built as part of new Middleborough High School. The goal is to teach skills that incorporate science, math, technology and engineering in a modern day shop environment that provides students with the latest technology and tools. Utilizing Project Lead the Way courses as well as two new technical courses students learn to design, problem solve and build projects that will be engaging and hopefully better prepare students for the jobs of today. This pathway has a specific scope and sequence course design that will help students prepare for jobs in the manufacturing field. Students must take two technical courses as well as two courses that offer college credit such as PLTW or AP in order to fulfill the requirements. Further, a 100 hr. internship will take place in the field of manufacturing where students will gain real life experience.

How You'll Learn by Doing:

- **Mastering the Digital-to-Physical Workflow:** You will start by creating complex models using **Computer-Aided Design (CAD)** and then translate those designs into machine instructions using **Computer-Aided Machining (CAM)**.
- **Operating Advanced Machinery:** You will get direct experience with industry-standard technology, including **CNC Machining, 3D Printing, and Laser Cutting** to bring your designs to life.
- **Applying the Engineering Design Process:** You won't just follow instructions; you will solve real-world problems by **constructing explanations, designing solutions,** and refining your work through iterative testing.

Required Courses	Courses to fulfill Pathway Requirement (must complete 2)
9th Grade: Introduction to Innovation Manufacturing Design I	9th Grade: Introduction to Engineering Design, Computer Science Essentials
10th Grade: Introduction to Innovation Manufacturing Design II	10th Grade: Civil Engineering & Architecture, AP Computer Science Principles
11th Grade: Advanced Manufacturing Design	11th Grade: Civil Engineering & Architecture, Principles of Engineering, AP Computer Science Principles
12th Grade: Advanced Manufacturing Design Manufacturing Internship Capstone	12th Grade: Civil Engineering & Architecture, Principles of Engineering, AP Computer Science Principles

If students would like more information on this pathway they should speak to

their guidance counselor.

World Language Department Course Offerings

The World Language Department offers four successive years of three languages: French, Russian and Spanish. In conjunction with the school's expectations for student learning, the World Language Department expects the students to develop competencies in the four skill areas of language use.

Students studying world language will have regular opportunities to develop proficiency in the areas of speaking, listening, reading, and writing working toward intermediate skills. With each successive year of study, the student will become more proficient with these skills. The four skills will be developed while students grow in global awareness and prepare themselves to be members of the global community and economy.

The standard recommendation for students planning to attend a four year college or university, enter the workforce or enlist in the military, is four years of study of the same world language at the high school level. The minimum graduation requirement at Middleborough High School is successful completion of the first two levels of the same language.

Please refer to the link to explore the numerous offerings of the World Language Department with greater detail.

LINK TO SPREADSHEET:

 ***FINAL 2026 - 2027 Program of Studies - Course Descriptions***

Please make note of the importance of the sequence and potential prerequisites for many of the courses within the World Language Department.

Academic Core Courses:

- Grade 9** - Spanish I - CP
French I - CP
- Grade 10** - Spanish II - Honors
Spanish II - CP
French II - Honors
French II - CP
- Grade 11** - Spanish III - Honors
Spanish III - CP
French III - Honors
French III - CP
Russian III - Honors

- Russian III - CP
- Grade 12** - Spanish IV - Honors
- Spanish IV - CP
- French IV - Honors
- French IV - CP
- Russian IV - Honors
- Russian IV - CP

World Language Elective Program:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • Cultural Perspectives • World Languages for Abroad Travel • European Culture Through Film, Art and Music 	<ul style="list-style-type: none"> • Cultural Perspectives • World Languages for Abroad Travel • European Culture Through Film, Art and Music 	<ul style="list-style-type: none"> • Cultural Perspectives • World Languages for Abroad Travel • European Culture Through Film, Art and Music 	<ul style="list-style-type: none"> • Cultural Perspectives • World Languages for Abroad Travel • European Culture Through Film, Art and Music

World Language Exemption

The Middleborough School District recognizes the importance of learning a second language. The learning of a second language provides students with the opportunities to: communicate with more people; develop stronger language skills in their first language; achieve higher scores overall on standardized tests; access better jobs; and develop a better understanding of people of other cultures.

While the Middleborough School District recognizes the importance of learning a second language and is committed to assisting students in fulfilling the two-year World Language requirement for graduation, it also recognizes that there may be rare occasions when students may need an exemption from this requirement. Exemption from the World Language requirement for graduation from Middleborough High School is possible only by demonstrating a disability or demonstrating an extenuating circumstance. Students petitioning for an exemption on the basis of a disability shall present evidence of a diagnosis of a disability affecting the entire language arts area (reading, writing, and speaking English) or a significant hearing loss and shall be receiving services in those areas as documented on their IEP or 504 plan.

Students in out-of-district special education placements, students with special needs who return to Middleborough High School with less than two full years before graduation, and students who are qualified as Limited English Proficient as determined by the MEPA-R/W upon entering the

high school have the option of being automatically exempted from the World Language requirement. Assistance with this process is available to students at their request or the request of their parent/guardian.

The student and/or parent/guardian shall make the request for exemption from the World Language requirement in writing to the student's counselor with consultation with the principal. The granting of an exemption will not reduce the total number of credit hours required for graduation.

Fine & Performing Arts Department Course Offerings

The Fine & Performing Arts Department embraces and embodies Middleborough High Schools Learning Expectations for students who participate in our various courses. An integral part of what the department provides, along with valuable skills, is an important forum for self-expression and self-reflection. Students can fulfill their graduation requirement with just one or two courses in the arts (totaling five credits).

This sampling of courses is geared towards the enjoyment of the arts, while others may further pursue courses preparing them for a major or minor in the arts at college. The sequential course structure in each of the Fine & Performing Arts Department content areas will assist students in finding ways to use their acquired knowledge in careers after graduation. Students who do not wish to pursue a career in the arts will develop the skills and knowledge necessary to think critically, creatively solve problems, and exercise real life skills, in addition to developing a lifelong understanding and appreciation of the arts.

Visual Arts and Design

Visual Art and Design is a pertinent part of everyday life. Every aspect of our surroundings is driven by an artist in some way. From the shoes you put on your feet every day to the chair you sit in at school and the video game that you play on your phone, an artist has had his or her hands in the creation of everything we encounter on a daily basis. Creative minds are our future problem solvers and visual literacy is vital to everyone's character. The Visual Arts and Design course of studies begins with the Art and Design Foundations requirement which offers the basic nuts and bolts of what makes up an artistic experience.

The sequential courses offered enable students to create a vast body of work. This work demonstrates a serious commitment to creating art which in turn could lead to the portfolio requirement one of the three Advanced Placement Studio Art. There are various courses available to meet the needs of all students interested in Visual Arts.

Please refer to the link to explore the numerous offerings of the Visual Arts Programs of the Fine Arts Department with greater detail.

LINK TO SPREADSHEET:

[FINAL 2026 - 2027 Program of Studies - Course Descriptions](#)

Please make note of the importance of the sequence and potential prerequisites for many of the courses within the Visual Arts Program.

Academic Core Courses:

Grade 9 - Art and Design Foundations - CP

Grade 10 - Studio Art and Design I - CP

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- Grade 11** - Studio Art and Design II - Honors
2-D Art and Design: Digital Photography- Advanced Placement
- Grade 12** - 2-D Art and Design: Digital Photography- Advanced Placement
Art and Design - Advanced Placement

Visual Arts Elective Courses

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> ● Art Explorations - Visual Journaling ● Digital Imaging 	<ul style="list-style-type: none"> ● Art Explorations - Visual Journaling ● Art and Design Foundations ● Digital Imaging ● Digital Photography ● Graphic Design ● Graffiti, Community and Art ● Illustration ● How to Work with Clay ● Calligraphy 	<ul style="list-style-type: none"> ● Art Explorations - Visual Journaling ● Art and Design Foundations ● Studio Art and Design I ● Art and Design Foundations ● Digital Imaging ● Digital Photography ● Graphic Design ● Graffiti, Community and Art ● Illustration 	<ul style="list-style-type: none"> ● Art Explorations - Visual Journaling ● Art and Design Foundations ● Studio Art and Design I ● Studio Art and Design II ● Art and Design Foundations ● Digital Imaging ● Digital Photography ● Graphic Design ● Graffiti,

		<ul style="list-style-type: none"> • How to Work with Clay • Advanced Clay • Calligraphy 	<p>Community and Art</p> <ul style="list-style-type: none"> • Illustration • How to Work with Clay • Advanced Clay • Calligraphy
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TV Production

Television Production offers students the opportunity to create videos for Middleborough Educational Television. Students learn how to set up camcorders, write scripts, and edit their own original content in Video Production class. Video Journalism, Studio Production, and Digital Filmmaking expand on those foundational skills to produce news stories, studio shows, and short films. These hands-on courses offer an opportunity to use state of the art technology in a collaborative environment. We are looking for the next great reporter, director, and editor to represent Middleborough Educational Television with Sachem Pride. Lights, Camera, Action!

LINK TO SPREADSHEET:

FINAL 2026 - 2027 Program of Studies - Course Descriptions

Television Production Elective Courses

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • Video Production 	<ul style="list-style-type: none"> • Video Production • Video Journalism • TV Studio 	<ul style="list-style-type: none"> • Video Production • Video Journalism • TV Studio 	<ul style="list-style-type: none"> • Video Production • Video Journalism • TV Studio

	<p>Production</p> <ul style="list-style-type: none"> • Digital Filmmaking 	<p>Production</p> <ul style="list-style-type: none"> • Digital Filmmaking 	<p>Production</p> <ul style="list-style-type: none"> • Digital Filmmaking
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Theatre

The goal of this pathway is to offer a diverse sampling of Theatre and to allow students the chance to perform in the most professional atmosphere possible. Students are totally involved in every aspect of play production from acting to stage design and construction, costuming, makeup, sound and lighting. Even the business aspects of Theatre such as selling ads for the program or being house manager are part of the workshop experience. Finally, interested students are encouraged to explore the field of fine arts as a career choice, and students are coached in audition techniques and given opportunities to try for scholarships at professional schools and universities.

Please refer to the link to explore the numerous offerings of the Theatre Programs of the Fine & Performing Arts Department with greater detail.

LINK TO SPREADSHEET:

[FINAL 2026 - 2027 Program of Studies - Course Descriptions](#)

Please make note of the importance of the sequence and potential prerequisites for many of the courses within the Theatre Program.

Academic Core Courses:

- Grade 9** - Theatre I - From Idea to Action - CP
- Grade 10** - Theatre II - Modern Acting Styles - Honors
- Grade 11** - Theatre III - Contemporary Performance Styles - Honors
- Grade 12** - Theatre Lab - Honors

Theatre Elective Courses

<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
<ul style="list-style-type: none"> ● Shakespeare in Modern Times ● Theatre I ● Play Production ● Public Speaking 	<ul style="list-style-type: none"> ● Shakespeare in Modern Times ● Public Speaking ● Theatre I ● Theatre II ● Play Production ● Play Production II: Theatrical Design and Engineering 	<ul style="list-style-type: none"> ● Shakespeare in Modern Times ● Public Speaking ● Theatre I ● Theatre II ● Theatre III ● Play Production ● Play Production II: Theatrical Design and Engineering 	<ul style="list-style-type: none"> ● Shakespeare in Modern Times ● Public Speaking ● Theatre I ● Theatre II ● Theatre III ● Play Production ● Play Production II: Theatrical Design and Engineering ● Theatre Lab

Music

Please refer to the link to explore the numerous offerings of the Music Programs of the Fine Arts Department with greater detail.

LINK TO SPREADSHEET:

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Ensemble Course Pathways - This pathway is for students who wish to participate in performing ensembles.

Grades 9 - 12

Band - Honors

Band - CP

Orchestra - Honors

Orchestra - CP

Concert Choir - CP (*Open to Grade 9 by Audition ONLY*)

Concert Choir - Honors (*Open to Grade 9 by Audition ONLY*)

Sachem Singers - CP

Sachem Singers - Honors

Musician Course Pathways - This pathway is for students who wish to study music at a deeper level.

Grades 9 - 12

Introduction to Music Theory

Intro to Digital Music

Digital Music: Composing & Arranging (*Not open to Grade 9 Students*)

Music Theory - Advanced Placement (*Not open to Grade 9 Students*)

General Music Pathways - This pathway is for students who wish to explore topics in music.

Grades 9 - 12

Introduction to Music Theory

Intro to Digital Music

Digital Music: Composing & Arranging (*Not open to Grade 9 Students*)

Impact: The Role of Music in Society

Physical Education and Wellness Department Course Offerings

The Physical Education and Wellness Department assumes responsibility for assisting students

in achieving proficiency in Middleborough High School's 21st Century Learning Expectations as they apply to the Physical Education and Wellness curriculum.

The classroom setting will provide students with opportunities to become knowledgeable in many areas, including the Massachusetts Comprehensive Health framework topics of Growth and Development, Physical Activity and Fitness, Nutrition, Reproduction and Sexuality, Mental Health, Family Life, Interpersonal Relationships, Disease Prevention and Control, Safety and Injury Prevention, Tobacco, Alcohol, and Other Substance Use/Abuse Prevention, Violence Prevention, Consumer Health and Resource Management, Ecological Health, and Community and Public Health. The focus in this setting will be:

- Acquiring the knowledge needed to make informed, health-enhancing decisions.
- Developing the skills related to health promotion, disease prevention, stress management and health maintenance.
- Formulating an understanding of emotions and their effect on physical health.
- Developing an understanding of the body and its systems, and how best to develop these systems in terms of overall health and longevity.

The laboratory setting will engage students in a variety of team and individual sports, games, and fitness activities (emphasizing lifetime activities) where the focus will be:

- Developing competence in many movement forms and proficiency in a few movement forms.
- Applying movement concepts and principles to understand and develop motor skills.
- Leading a physically active lifestyle.
- Maintaining a health-enhancing level of physical fitness.
- Behaving in ways that are personally and socially responsible in physical activity settings.
- Understanding and respecting differences among people in physical activity settings.
- Understanding that physical activity can provide enjoyment, challenge, self-expression, and social interaction.

Please refer to the link to explore the numerous offerings of the Physical Education Department with greater detail.

LINK TO SPREADSHEET:

FINAL 2026 - 2027 Program of Studies - Course Descriptions

Please make note of the importance of the sequence and potential prerequisites for many of the courses within the Physical Education Department.

Physical Education and Wellness Course Offerings:

- Grade 9** - Fit for Life/The Freshman Experience

- Grade 10** - Sports, Games & Team Activities
Strength and Conditioning
Unified Physical Education

- Grade 11** - Lifetime Physical Activities
Strength and Conditioning
Unified Physical Education
Sports Medicine and Exercise Science

- Grade 12** - Lifetime Physical Activities
Strength and Conditioning
Sports Medicine and Exercise Science (*Elective Credit Only*)
Unified Physical Education

Early College Program

Partnership with Massasoit Community College

Please refer to the link to explore the numerous offerings of the Middleborough

High School Early College Programs with greater detail.

LINK TO SPREADSHEET:

FINAL 2026 - 2027 Program of Studies - Course Descriptions

Please make note of the importance of the sequence and potential prerequisites for many of the courses within the Early College Programs.

Early Childhood Program

This two-year program prepares students to work in early childhood classrooms and childcare centers, as well as preparing them for continuing their education in college. Successful completion of the two-year program will provide students with the necessary credentials to apply for certification through the Massachusetts Department of Early Education and Care.* Courses are offered individually to students not pursuing certification.

All childcare courses provide students with multiple opportunities to demonstrate proficiency in the following school-wide learning expectations.

- **Prerequisite: A GPA of 3.0 or higher, OR students must earn a qualifying score on the Accuplacer Exam.**
 - **Grades 11 - 12** Child Development *
Positive Guidance of the Young Child *
- *** Note: Certification requirements change annually, and currently certification needs to be linked to an employer.**

James Braga Pathway to Business Program

This program offers the unique opportunity for students interested in pursuing a career in business to enroll in a course sequence at Massasoit Community College. These courses will be offered free-of-charge and allow students to earn both high school and college credit upon successful completion.

- **Prerequisite: A GPA of 3.0 or higher, and earned a B or higher in Algebra II and English II. Students who do not have a 3.0 GPA or the grade requirement in Algebra II and English II must earn a qualifying score on the Accuplacer Exam.**

- **Grades 11 - 12** Introduction to Business
Personal Finance *

- * *These courses will be offered on a rotating basis, in collaboration with Massasoit Community College as part of the “Jim Braga Pathway to Business” and, if taken in Grade 12, will qualify as Grade 12 Mathematics.*

Criminal Justice Program

This course will be offered through Massasoit Community College for Early College/dual-enrollment credit and is designed for students considering a career in the field of criminal justice. The course provides a history, development, and philosophy of criminal justice in a democratic society. It also covers an introduction to agencies in the administration of criminal justice and career introduction.

- **Prerequisite: A GPA of 3.0 or higher, and earned a B or higher in Algebra II and English II. Students who do not have a 3.0 GPA or the grade requirement in Algebra II and English II must earn a qualifying score on the Accuplacer Exam.**
- **Grades 11 - 12** Introduction to Criminal Justice

College Success Seminar

- This course will run opposite All Early College courses for college credit only. This tutorial skills-based course is designed to afford students an opportunity to increase the accuracy of comprehension and to further develop general knowledge, vocabulary, study skills, critical thinking, writing, speaking, and critical reading skills, as well as time to catch up on lengthier class assignments.

Important Note: *All of these courses are held in conjunction with Massasoit Community College and will run contingent upon adequate funding for each course and enrollment.*

Dual Enrollment Program

Bridgewater State University, the University of Massachusetts at Dartmouth and Massasoit Community College strive to work closely with area high schools by offering Dual Enrollment opportunities to our high school students. The Dual Enrollment Program allows qualified public high school students enrichment opportunities to earn both high school and college credits by enrolling in one or more courses at a local public college. MHS encourages dual enrollment

under the following conditions:

- enrolled at MHS as a junior or a senior
- 3.0 grade point average (B average)
- recommended by the high school principal, teacher, or counselor.

Any student interested in seeking dual enrollment should alert his or her counselor as soon as possible (early November for the Spring semester, and early April for the Fall semester) so that the necessary applications and paperwork can be processed. This is a tuition-based program that is the responsibility of the individual student and/or family.

MHS graduation requirements may not be fulfilled via dual enrollment. Courses taken cannot replace MHS course requirements.

Future Ready Internship Program

An internship is an opportunity for a student to spend time with one or more employees at a business, school, non-profit organization, or government agency. The objective is to provide an opportunity to observe and gain hands-on experience in how business and industry work.

By being at the internship site, students will get a first-hand perspective of the skills and tasks required on the job. The goal of the internship program is to increase the student's knowledge of workplace skills and receive on-the-job experience. The internship experience is developed based on the student's chosen career interests.

Students are released during the regular school day to participate in their internship. Internships are developed between the student, parent, internship coordinator and the internship site.

Participation in the internship program is considered a privilege that carries the responsibilities of regular attendance, passing grades and satisfactory conduct both in the high school and the community. Students may be removed from any internship program, at any time, with loss of credit, for failure to meet the expectations of the program.

General Expectations/Process/Guidelines:

- Students are selected for the internship program based on a formal application process that includes: school attendance and behavior, year in school (*senior year for senior internship and fire science; junior or senior year for childcare practicum*) enrollment in career related coursework and seriousness of purpose.
- The application process will begin in April. Formal applications will be available through the Internship Coordinator . Completed applications, with parent or guardian signature, and student signature and goals clearly defined are needed to be a part of the Future Ready Program.
- A student's internship experience will be developed based on the student's career pathway, career goals, and/or interest and aptitude assessment results.
- Students must be at least 16 years of age and in their senior year.
- Students will not be placed in worksite situations where they are supervised by or

working directly with family members.

- An internship agreement must be signed by the student, parent, internship coordinator and employer and kept on file.
- A job description is prepared, outlining job duties and student learning competencies and is agreed to by all parties.
- It is expected that all interns represent Middleborough High School in a positive manner, therefore students with discipline records, criminal offenses or pending criminal charges may not be eligible for or may be removed from the internship program without adjudication.
- Student interns will be required to complete a journal. The journal should include, personal reflections, photos of worksite experiences and samples of work, and a resume.

Please refer to the link to explore the numerous offerings of the Middleborough High School - School To Career Internship Program with greater detail.

LINK TO SPREADSHEET:

[FINAL 2026 - 2027 Program of Studies - Course Descriptions](#)

Please make note of the importance of the sequence and potential prerequisites for many of Future Ready Programs.

Program Opportunities

- | | |
|--------------------|-------------------------------------|
| Grade 12 | Future Ready Senior Internship |
| Grade 12 | Fire Science Program |
| Grade 11-12 | Child Care Certification Internship |